AQIP Systems Portfolio
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Submitted to the Higher Learning Commission of the North Central Association of Colleges and Schools

Southeast Arkansas College
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Organizational Overview

Southeast Arkansas College (SEARK) is located on 42 acres in Pine Bluff, Arkansas. Facilities consist of twelve buildings totaling 205,164 square feet. The locations are subject to change with additional renovations.

SEARK has a primary service area consisting of six counties: Jefferson, Cleveland, Desha, Drew, Grant, and Lincoln. These counties are part of the region of Arkansas described as the Delta. The Delta is challenged by poverty, low socio-economic status, and high unemployment. The combined population of the primary service area is approximately 150,436, of which 31.9% are minorities. The College's secondary service area consists of the entire state of Arkansas, which has a population of approximately 2,889,450.

SEARK was created by Act 1244 of the 78th General Assembly of the State of Arkansas, which was signed into law on April 17, 1991. The above act re-designated and redefined the mission of eleven existing postsecondary vocational-technical schools located throughout the State to technical colleges. Similarly, state authority for these institutions was transferred from the Arkansas Board of Vocational - Technical Education to the Arkansas Board of Higher Education. The latter serves as the state coordinating agency for all public universities, community colleges, and technical colleges in the state of Arkansas. SEARK provides the first two years of a college degree, career and technical education programs, concurrent college credit classes for high school students, continuing education, and community workforce training.

Mission
The mission of Southeast Arkansas College is to provide comprehensive community college education and services, with an emphasis on technical education and workforce development, for the citizens of Jefferson, Cleveland, Desha, Drew, Grant, and Lincoln counties. These educational programs and services include: technical career education, workforce development, university transfer education, general education, and community services.

Vision
The years 2007 to 2012 are important to the future of our College. They will witness significant capital expenditures and staffing increases. SEARK College is at a juncture in its development that requires expansion as a precursor to support technical education and to deliver quality programs. The College has constructed a new library, renovated Founder's Hall for the expansion of allied health, erected a new technologies facility for the housing of technical education, and renovated current facilities for an early childhood development center. Emphasis will be placed on hiring additional new faculty to reduce the number of hours being taught by adjunct faculty. Fostering the beautification of the campus will highlight the goal of providing the community and students with an attractive, clean, and safe environment that is conducive to learning. Diligent work will continue in order to increase annual funding to support additional faculty, staff, and the erection of a new classroom/faculty/administrative office facility. Finally, the College will invest in and implement the best available information technologies systems to facilitate student services and support informed decision–making.

Values
SEARK College respects the diversity of the student body and recognizes the individual worth, dignity, and potential of each student. Recognition of the importance and contribution of each faculty member, staff member, and student collectively creates a positive synergistic learning environment. Faculty, staff, and students have the opportunity to enhance their potential for purposeful, gratifying, and productive lives. The College affirms these values and beliefs in a conscious effort to guide the environment of the college for the benefit of the student, employees, and the community. SEARK is focused on access, being responsive to community, and business needs of the service area.

The 2008-2013 Five Year Strategic Plan identifies three overarching goals which guide the College in organizing and focusing its energies and resources. These goals are accomplished through targeted strategies and assessments identified in the Strategic planning document.   These goals are reviewed, possibly reorganized, and updated annually or during the July meeting of the College Board of Trustees.

Using Fall 2007 as a baseline, through spring 2010, SEARK has achieve some significant outcomes as a result of use of strategic planning processes and AQIP methodology.

- An increase in enrollment headcount (Figure O.1)
- An increase in Student Semester Credit Hours (Figure O.2)
- An increase in enrollment in Online course and offerings (Figures O.3 & O.4)
- Increase in Pell Grant dollars (Figure O.4)
- Increase in the overall College budget (Figure O.6)
- Increase in the number of degrees and certificates awarded (Figure 1R4-1)
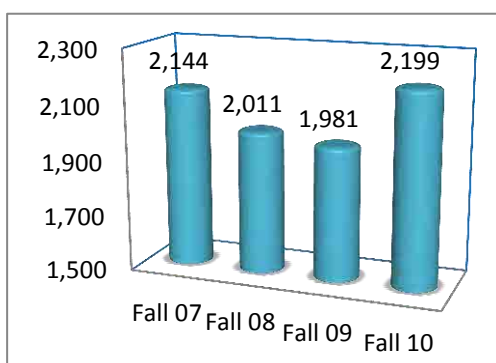
Figure 0.1 Enrollment Headcount
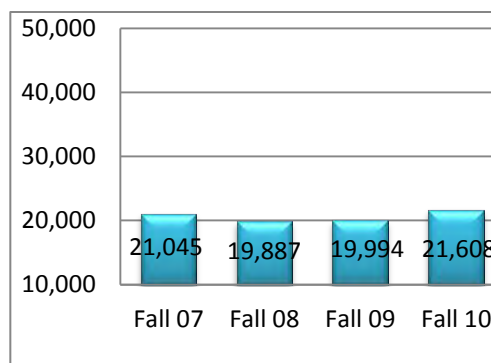
Figure 0.2 Student Semester Credit hours
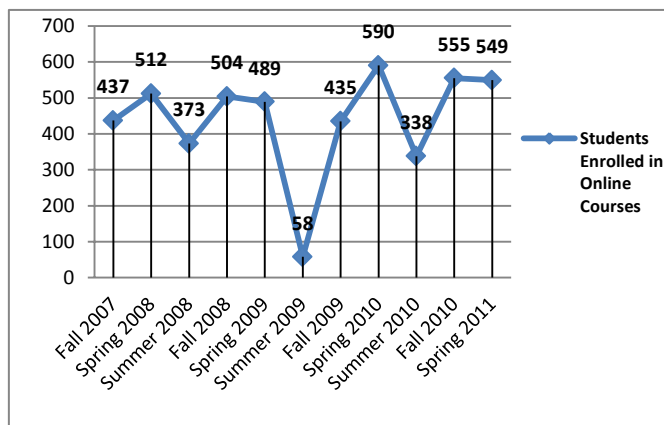
Figure 0.3 Online Courses Offered by Semester

	FA 2007	SP 2008	SU 2008	FA 2008	SP 2009	SU 2009	FA 2009	SP 2010	SU 2010	FA 2010	SP 2011
Internet Courses	54	59	48	53	48	4	41	36	34	43	32
# of Sections	61	67	54	64	57	5	48	39	36	47	35
Supplemmental Courses							6	18	5	15	26
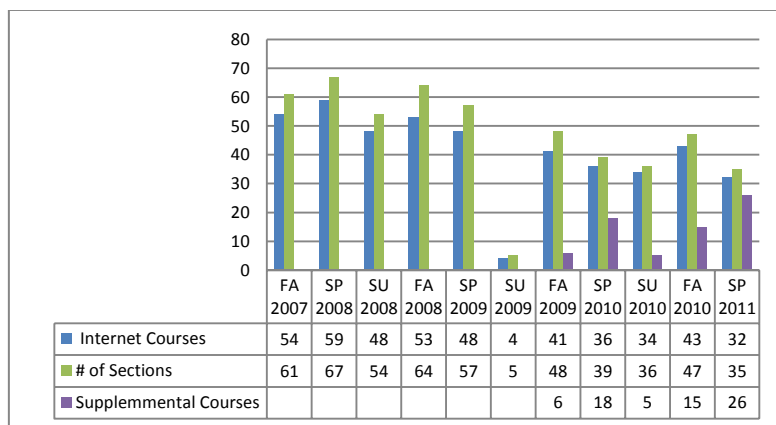
Figure 0.4 Online Courses Offered by Semester

SEARK reaches out to the socio-economically disadvantaged and the under-prepared through a vast menu of student support services (discussed later in the portfolio). Internal scholarship, employee and dependent waivers and age waiver award dollars totaled $206,775 for FY 2010-11. External awards and grants also support need-based student demands as evidenced by the Pell Grant allocations in Figure O.5.
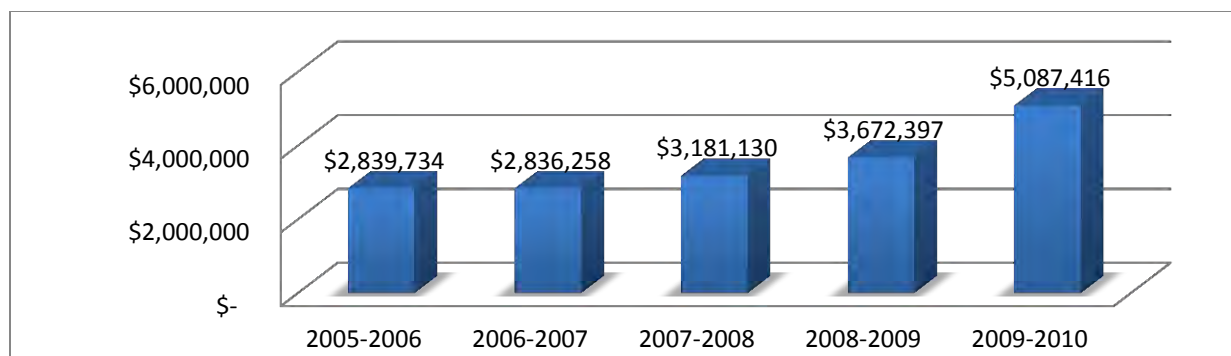
Figure O.5 Pell Grant Dollars

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
■ General Revenues	$5,673,168	$5,087,408	$5,439,921	$5,554,600	$5,443,346	$5,636,798
■ Workforce 2000	$1,598,892	$1,812,384	$1,785,140	$1,684,549	$1,702,676	$1,895,214
■ Totals	$7,272,060	$6,899,792	$7,225,061	$7,239,149	$7,146,022	$7,532,012
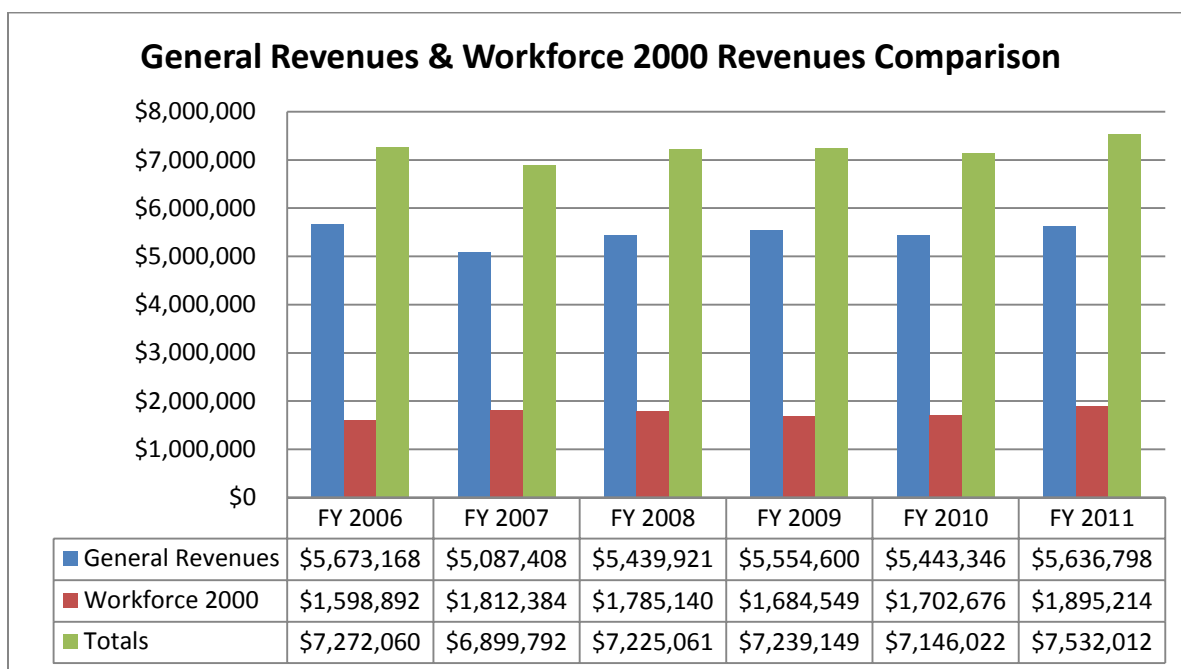
Figure O.6 Operating Budget

O.1 Goals for Student Learning and Academic Climate

SEARK College strives to instill in its students competence in eight general learning outcome areas:

- Oral, written, and interpersonal communication skills
- Mathematical understanding and problem-solving skills
- Information literacy skills
- Critical thinking, independent, and lifelong learning skills
- Effective group interaction
- Effective team membership skills
- Total quality management skills
- Work habits for the real work world

In addition to the general learning outcomes, each division and degree program has identified outcomes that represent unique expectations in technical career areas. The respective Division and program outcomes reflect the knowledge and skills that are required to meet professional and accreditation

standards. See Appendix A for a listing of state and/or nationally approved programs and the respective accrediting/approval bodies.

SEARK_s key credit and non- instructional programs include certificates and associate degree programs. The Workforce Development Department offers short-term training for industry based standards certification/credentialing, contract training, professional development, and recreational learning options. The Workforce and Economic Development Center educational options (both credit and noncredit) can lead to and are stackable toward (transfer and articulate seamlessly into) certificate and associate degree programs. Degrees and Certificates offered at the College are listed in Table O.1.

AA Associate of Arts Degree (14 months - 2 years)
AAS Associate of Applied Science Degree (2 years)
AGS Associate of General Studies Degree (2 years)
CGS Certificate of General Studies (1 year)
ATC Advanced Technical Certificate (1 year)
TC Technical Certificate (1 year)
CP Certificate of Proficiency (1 semester or less)

Table O.1 Degrees and Certificates Offered

Enrollment statistics for the College are depicted in Figures O.1 and O.2. The Fall 2010 record enrollment is reflective of the success of flexibility of college processes in meeting the needs of the service area through distance learning options supported by MOODLE Learning Management System, and courses that are accelerated, contextualized, or hybrid in format.

SEARK faculty are engaged in student-centered learning and use a variety of course delivery methods to accommodate the various learning styles of students. Faculty are encouraged to use technology within the context of formal instruction. Each instructional building has one or multiple computer labs in addition to the Library-e-Learning Center and the Learning Assistance Laboratory (LAL) where developmental education lab classes are taught. A variety of delivery methods support instruction at SEARK including:
- Traditional lecture
- Traditional lecture supported by labs, software, and web enhancements
- Hybrid courses (Angel LMS)
- Independent Study Computer labs
- Smart Boards, multimedia centers
- Simulations with High Fidelity Human Patient Simulators (HFHPS)
- LCD projectors, overhead projectors, student notebooks/laptops
- Wireless internet
- Clinical, preceptorship, internship, externship, practicums and other experiential learning
- Fully Web- Based Online-Moodle

As SEARK College focuses more on the use of technology and information literacy skills for students, the number of faculty using web enhanced delivery of courses is increasing. To further promote the goal of access and computer literacy, the College has hired a full-time Distance Learning Coordinator along with an extra help position of Distance Learning Instructional Development Specialist. Faculty are being trained in the use of Moodle and other technologies such as videoconferencing, podcasting, and voice over PowerPoint to support instructional delivery methods. Figures O.3 and O.4 depict the enrollment pattern in online courses offered for SEARK students.

Non-credit programs/courses are offered through the Workforce Development Center (WDC) for individuals as well as business and government entities. These offerings provide continuing education for meeting career, economic improvement gain, and/or self development goals. Customized training is provided for business, industry, and government agencies to strengthen the workforce. The College facilities and resources are available for all programming including those in the Workforce Development Center. As depicted in Figure O.7, the enrollment trend for WDC is very similar to enrollment in credit courses.
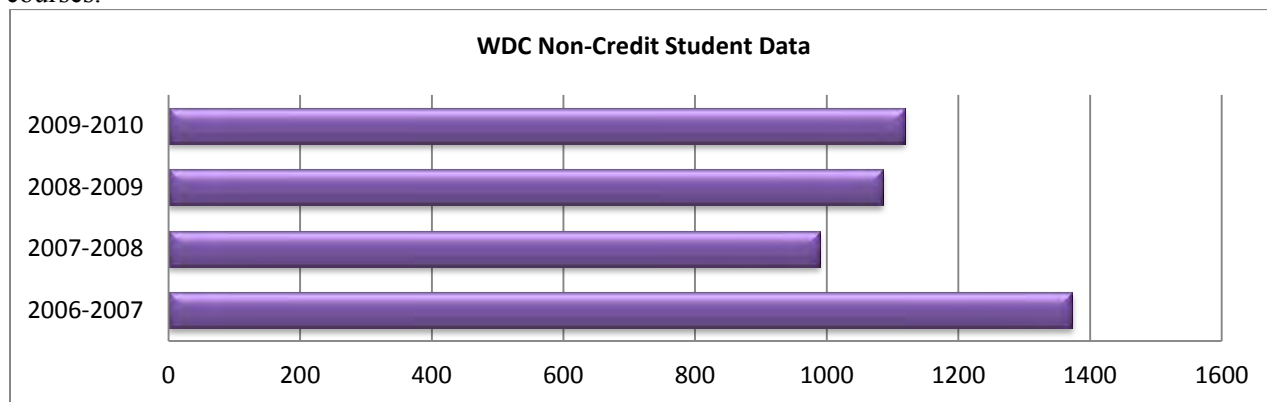
WDC Non-Credit Student Data

Year	
2009-2010	(≈1100)
2008-2009	(≈1075)
2007-2008	(≈985)
2006-2007	(≈1375)

Scale: 0, 200, 400, 600, 800, 1000, 1200, 1400, 1600

Figure O.7 Workforce Development Center Non-Credit Enrollment

O.2 Key Non Instructional Organizational Services

SEARK College embraces the philosophy of community and therefore has objectives which support stakeholder groups in addition to helping students learn. This commitment by the College has garnered a position of respect within the community as an economic growth and development engine. The college provides meeting venues for various community activities i.e., Bankruptcy Seminar Classes, Election Commission, Preparation for Census Taking , Wal-Mart Employee Seminars, Jefferson County Highway Department, Baptist Collegiate Ministry, Gideon Society, Head Start, American Red Cross Blood Drives, Lecture Series, Community Policing, Jefferson County Health Department – Flu Vaccine Clinic and Political initiatives.

The Workforce Development Center (WDC) plays a major role in reaching out and establishing partnerships throughout the service area. Partnerships with the community business and industry employers and government entities are vital to the College‘s success. A description of the WDC collaborations and partnerships is discussed in Category 9.

The Student Affairs Division and the Office of Advancement provides opportunities for voluntary participation in student organization and activities that compliment the educational experience. Individual programs are encouraged to develop extracurricular activities to engage and broaden the student experience. Students participate in service learning, clubs and organizations, attend career and professional meetings, conferences, and field trips as an integral part of extracurricular learning.

The Grants Compliance Office assists in locating and obtaining external grants to advance the mission, vision, and values of the College. External grants are pursued and have been obtained through government, corporate, and foundation funds as a means of supporting programs and projects that foster teaching, student learning, and faculty staff development. Grant funding enhances student support services and success, augments the College‘s annual operating budgets, encourages innovation, and meets the unique needs of our community. Grants received over the past two fiscal years (2009- 2011) total $5,130,201.20. See Appendix G for a list of grant funds.

SEARK encourages a culture of collegiality and mutual respect among students, faculty, and staff. Students and faculty participate in shared governance and decision-making through active voting membership on strategic College and departmental committees. Student input is sought via membership on the Student Senate, Phi Theta Kappa, professional program student organizations, Departmental committees, and Program Advisory Committees (PACs).

O.3 Requirements and Expectations of Students and Stakeholders and Primary Competitors
The SEARK student body is culturally diverse with many of its students from economic and socially disadvantaged backgrounds. The average age of SEARK students is 29 years. Figure 0.7 depicts the cultural demographic picture of students enrolled at SEARK College. Figure O.8 shows the enrollment status for students of the College. This data assists with determining key stakeholder needs and demands which drives programming and, in part, the stewardship and careful allocation of resources. The data also facilitates efficiencies in systems and processes while maximizing cost benefits in programming.

Expectations and requirements of internal and external stakeholders vary based on the nature of the relationship with the College. Each group of stakeholders share to some degree common short- and long-term requirements and expectations. In order for the College to respond appropriately, requirements for each stakeholder group are categorized and evaluated in relation to their position with the College. These stakeholder requirements and expectations are outlined in Table O.2.
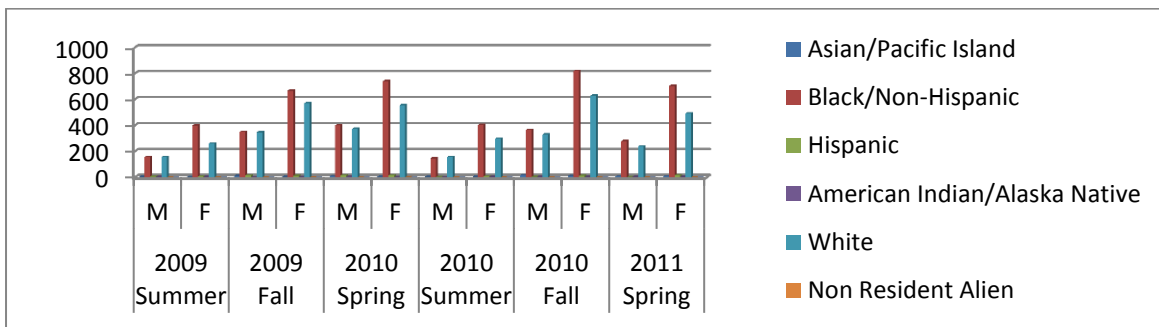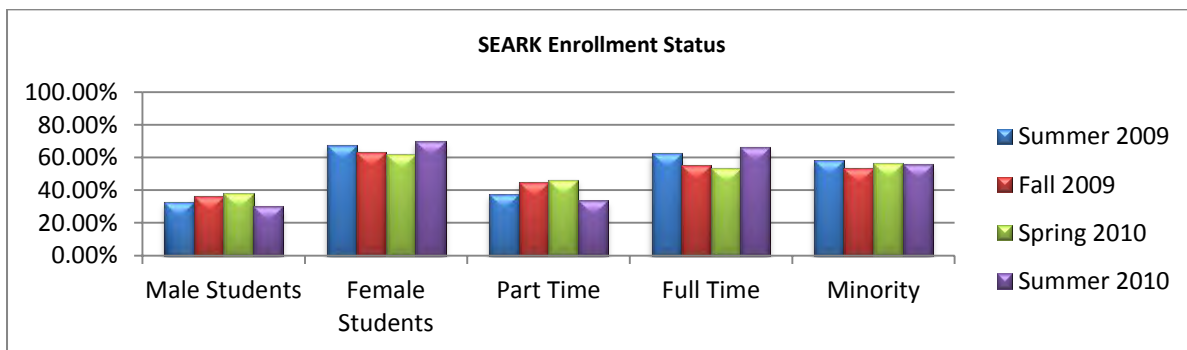

Figure O.7 Enrollment Demographics

Figure O. 8 Student Enrollment Status

Internal Stakeholders	Requirements and Expectations	Requirements and Expectations
	Short-Term	Long-Term
Credit and Non-Credit Students	Access Affordable education Flexibility Variety of programs, Support services	Completion of Academic goals; Achieve career /employment goals, Meet personal dev goals
Enrolled Students	Quality instruction Safe supportive learning environment, Academic advisement Programs to enhance social skills	Advanced education; Career Counseling, Transferability of courses, Career services Increased marketability Accredited programs Participation in governance, committees, and student organizations
Prospective Students	Ease of Access; Open enrollment; Financial Assistance; Career/program selection guidance; Special population accommodations	Education planning and enrollment
Employees	Employment opportunities and continuing education, Benefits Package Safe work environment	Support and development of quality employees, Assessment & responsiveness to needs
Board of Trustees	Advise and counsel	Plan and implement programs Fiscal solvency
External Stakeholders	Requirements and Expectations Short-Term	Requirements and Expectations Long-Term
Public: Local Community	Affordable local educational opportunities & training; Community education resources, Community relations Sponsor ship for local events	Economic impact – (workforce) Relations (GAC) Responsive affordable educational opportunities Responsive to Business and Industry
Public: State & Federal	Data & information resources, Educational access in the region	Fiscal responsibility; ACTS assurance, Regulatory compliance, Career Technical Transfer
Donor/Foundation	Philanthropy; Community recognition	Meaningful return on investments, Student scholarships Community recognition, Fiscal agency for funded projects
Business/Employers	Hire a quality workforce Continuing Ed for employees Training opportunities	Partners for Educational Technology
Four (4) Yr Colleges and Universities	Articulation Agreements Transfer students	Collaborations and transfer students

Table O.2 Stakeholder Requirements and Expectations

SEARK College's greatest competition occurs due to the fact that the College is located less than three miles from a four -year institution - the University of Arkansas at Pine Bluff (UAPB). Both institutions recruit students and service stakeholders within the same service area. SEARK College has a strong relationship with UAPB and has developed several articulations and a transfer guide which provides an added service for students. The challenge of competition is also met through SEARK expanding online offerings to compete more globally. Since 2007 enrollment in online course offerings has increased.

O.4 Administrative, Faculty and Staff Human Resources

The staffing structure of SEARK College is shown in Appendix E- SEARK College Organizational Chart. The Organizational Chart was reviewed by the Executive Cabinet and the Quality Council in Fall 2010. Revisions were made to reflect the current flow of authority and communication within the college. Some individuals may hold more than one position within the organization. Effective January 3, 2011,

SEARK‗s President resigned. The Board of Trustees moved quickly in appointing Dr. Tom Spencer as the Interim President and launched a nationwide search for a new President.

For FY 2011, SEARK employed 122 fulltime faculty and staff. Compensation for faculty and exempt staff (Administrators and Professional/Technical) is approved annually by the Board of Trustees. Classified staff compensation is set by the State. All positions for the College are approved by the Arkansas State Legislature, based upon the recommendations of the Arkansas Higher Education Coordinating Board (AHECB) and the Office of Personnel Management (OPM). State positions fall under two categories – Classified- recommended by OPM, and Non Classified - recommended by the AHECB.

O.5 Alignment of Leadership, Decision Making and Communication

SEARK College leadership functions through a model of shared governance which encourages broad participation and collaboration in decision-making. The alignment of leadership is reflected in the Organizational Chart, which also reflects the flow of organizational communication. The strategic goals of the college are developed in alignment with the mission, philosophy, purposes, and values of the institution. Collectively, these statements provide the vehicle for communicating practices and dictating policy formation for the college. The President‗s Executive Cabinet maintains oversight of the Strategic Plan. Numerous internal and external stakeholders are involved in the strategic planning process, including the Board of Trustees and community representation via the General Advisory Committee (GAC).

The leadership structure provides for regular and systematic exchange across college departments to ensure communication of policies and practices. This communication is facilitated through standing committees, councils, and senates. Each committee and council has broad representation to ensure that input is received from across the campus community. The three major leadership teams are the President‗s Executive Cabinet, Quality Council/Planning Team, and AQIP Oversight Team Regular meetings and active participation by committee members ensure that decisions made and information shared is in alignment with SEARK College‗s legal, ethical, and social responsibilities to our stakeholders. Minutes of these meetings are posted on the College website and list the committee membership.

O. 6 Key Administrative Support Goals

SEARK College uses survey data, shared governance, advisory, and other stakeholder meetings to gain feedback on alignment between the strategic plan, administrative support goals, and the college mission and values. The strategic planning goals serve to connect the College‗s mission and values with key administrative support goals. Declaration of AQIP Action projects and operationalizing the strategic plan provide further opportunity for assessing alignment.

O.7 Information Resources and Technology

At the center of information resource management efforts for SEARK College is the focus on data which supports our mission, vision, philosophy, values, and strategic goals. Compliance with external data reporting requirements at the federal Integrated Postsecondary Education Data System (IPEDS), financial aid, and grantors, i.e. Perkins), state level (ADHE), and accreditation at institutional and program levels have high priority.

SEARK College is an institution that is ‗data rich". One major challenge that we are faced with is a consistent approach to managing our data pool. Since becoming an AQIP institution and the increasing demand for data-driven decision-making, the lack of centralized data management has become more apparent. To fill this void, the College has launched a search for an Institutional Research Assistant.

At the national and state levels, SEARK reports information concerning, enrollments, program completers, graduation rates, faculty, staff, finances, educational costs, and student financial aid through the Integrated Post-secondary Education Data System (IPEDS). Other state and governmental reports include Arkansas Department of Higher Education (ADHE) reports, Office of Civil Rights Reports (OCR), crime statistics, and state or grant supported access program reports (e.g. Pathways & TRIO).

SEARK College is proud of the increasing number of state-approved and nationally accredited academic programs. See Appendix A- for the listing of approved/accredited programs in NAH and the Early Childhood Development. Outcomes for these programs require assessment and tracking of student competencies, state and national licensure/certification exams results, and employment after graduation.

SEARK College administers a wide range of institutional surveys in support of assessment, advancement, marketing, and recruitment. These surveys provide data on student engagement, satisfaction, employment, employer satisfaction, and other outcomes as part of the College continuous quality improvement efforts. In planning for the future of the college, significant investments have been made over the past several years to enhance technology hardware and software. Some of these systems include Datatel, SQL Server, Moodle LMS, Infomer, and Survey Methods, in addition to upgrades to classroom technology.

O.8 Key Commitments, Constraints, Challenges, and Opportunities

Several critical constraints, some of which are outside the control of the College, affect planning processes now and for the future. Of the 22 two-year colleges in the state, in spite of the phenomenal growth at SEARK College, we remain the fifth lowest recipient of state funding. SEARK College is one of two of the 22 two-year institutions in the state that receive no local funding from the community. The College has developed strategies in response to these demands. The responses are aligned with the strategic goals in the Five Year Master/Strategic Plan. Yet, the ability to consistently use strong trended data for decision-making remains a challenge. Recognition by the College of this lack of organized data collection and reporting is being seized as an opportunity for improvement.

SEARK College is dedicated to its commitments in meeting federal and state regulatory mandates and compliance reporting standards to position the College for future growth. The College has a strong commitment to seeking and maintaining institutional and program level accreditations through external agencies as quality indicators.

Key Commitments	Key Constraints and Challenges	Key Opportunities	Strategies
Serving students	Economic downturn	Student retention	Financial stability
Excellence in education	No local funding	Increase degree attainment	Increase learner persistence
Services	Physical facilities	Enhance learning for under-represented and underprepared students	
Contribution to community	Human capital needs		Increase educational goal achievement
Quality work environment	IT infrastructure	Manage operating costs	
Institutional accountability	Managing growth		Achieve optimal effectiveness and efficiency
Improvement based on data	Data management	Grant Funding Sources Expand capacity to manage data	
Student retention			

Table O.8 Commitments, Constraints and Challenges

O.9 Key Partnerships and Collaborations

SEARK College maintains many partnerships and collaborations developed over the years with other educational institutions, business and industry, governmental entities, and the community in general. A listing of key partners of the College is found in Figure O.9 Key Partnerships and Collaborations. These partnerships enhance SEARK's ability to provide service and advancement for students, employers, and

other college stakeholders. Clinical and internship affiliation agreements are critical to enforcing and supporting student learning in technical and practice professions such as nursing and allied health, computer network technology, and early childhood development. Relationships with business and industry partners allow the College to respond to current and future needs through internships, program innovations, and development. The College strongly encourages faculty, staff, and students to become involved and engaged in the community which enhances life for all.

Partnerships and Collaborations	Description
K- 12 Partnerships	Program specific articulation agreements providing college credits for technical education (JAVC) Tech Prep
Concurrent Enrollment	Allows qualified high school students to enroll and receive college credit for regular college courses.
Colleges and Universities Four (4) Year Articulations	Promotes transfer of courses to 4 year institutions.
Transfer Guides - ACTS	Created by ADHE to facilitate seamless transfer of comparable courses between state institutions.
ADHE	Provides oversight and makes funding recommendation to the state Legislature
Business/ Industry	Advisory and providing for the workforce through customized training
Jefferson County Alliance	Advisory
Clinical Affiliation Agreements	Contractual agreement and guidelines between SEARK and employers for clinical/internship experiences for NAH, ECDT and Internship experiences.

Table O.9 Key Partnerships and Collaborations

SYSTEMS PORTFOLIO

Category 1: Helping Students Learn

Processes (P)

1P1. Determining Common or Shared Learning Objectives and Those Involved.

SEARK College maintains standards regarding common objectives for students' learning and development. In accordance with SEARK's Philosophy of General Education, students will be prepared with the general and technical education needed for successful careers or for transfer to other institutions to pursue baccalaureate degrees. The College believes that general education is an essential component of all one- and two-year programs offered. It strives to emphasize the integration of academic and technical education in the experiences provided to its students to make both general and technical education more relevant. Specifically, the College strives to instill in its students competence in the following:

- 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 life-long learning skills
- Effective group interaction
- Team membership skills
- Total quality management skills
- Work habits necessary for the real world of work

SEARK's Mission and Philosophy of General Education serve as the driving force for determining common objectives for learning.

Faculty who are responsible for determining the competencies to be met hold expertise and credentials in core content areas in General Education, Technical Studies, and/or Nursing and Allied Health (NAH). Each division requires approved syllabi outlining the learning objectives for each individual course. All syllabi are initially approved by the Instructional Affairs Council (IAC). The syllabi for courses that are eligible for college transfer are submitted to the Arkansas Department of Higher Education (ADHE) for approval to be placed in the Arkansas Course Transfer Systems ACTS). The ACTS eases the process for students wishing to transfer courses between other two and four year institutions in the state. To further facilitate the transfer of courses, SEARK has established articulation agreements with several four-year institutions. These agreements are developed with input from area high schools and four-year institutions and assure that learners have met course and program standards. See Figure1P1-1: Table of Articulations.

Institution	Program	Credits Awarded
Arkansas Tech University	Emergency Administration & Management	AAS Degree (65)
Jefferson Area Vocational Tech	Computer Aided Drafting	4
Jefferson Area Vocational Tech	Criminal Justice	3
Jefferson Area Vocational Tech	Welding Technology	6
Jefferson Area Vocational Tech	Med Pro-Ed: Nursing Assistant	7
Jefferson Area Vocational Tech	Criminal Justice	3
Jefferson Area Vocational Tech	Industrial Mechanical Technology	3
SE Arkansas Community - Based Education Center (SEABEC) Warren, AR	Welding Technology	12

UAMS- CHRP	Pre-Professional Programs: Respiratory Care; Radiologic Tech	Gen Ed Prerequisites
UAPB	Early Childhood Development	54
Jefferson Regional School of Nursing (JSN)	Pre-Professional Program: Nursing	Gen Ed Prerequisites

Figure 1P1-1: Table of Articulations

The Technical Studies Division determines objectives based on Articulation Agreements, common - approved syllabi, admissions placement tests results, feedback from employers, and input from faculty. Program Advisory Committees (PACs) meet regularly to bring input from the workplace which also assists in the development of learning objectives. Faculty members in this division have also developed standard courses and departmental syllabi including a first-day handout detailing course goals and objectives.

The Nursing and Allied Health (NAH) division in addition to meeting ADHE standards has its own set of objectives and standards set by external agencies. NAH programs are required to meet these standards, which lead to program approval and/or accreditation, by the respective agencies, i.e., Arkansas State Board of Nursing (ASBN), Joint Review Committee on Education in Radiologic Technology (JRCERT), and Commission on Accreditation of Allied Health Education Programs (CAAHEP). A complete listing of external approval/accrediting agencies is found in Appendix A. Students also take pre-admission exams and are evaluated throughout their program by means of clinical and in-class assessments. The program faculty, program coordinator, and the NAH coordinator are involved in setting these objectives.

In addition to the accredited NAH programs, the Early Childhood Associate Degree program recently received accreditation by the National Association of Education for Young Children (NAEYC).

1P2. Determining Specific Program Learning Objectives and Those Involved

Faculty in each of the three academic divisions, using the College mission, values, and philosophy as a guide, determine specific course goals and objectives that are used to structure the curricula before seeking input and approval from the College's Instructional Affairs Committee (IAC). The IAC approves all curricula including course development as a first step in assuring quality. The IAC is comprised of representatives from every academic division, deans, coordinators, faculty, and vice presidents of the College. Broad representation on the committee provides continuity and consistency with the college mission and values.

SEARK's program faculty outlines specific learning objectives based on individual program focus. For General Education, these standards are passed down from the ADHE, and the learning objectives are structured to incorporate feedback from student performance from year to year. Based on program specific expertise of the faculty, lead instructors and department chairs determine the overall objectives to be put in place and outlined in departmental syllabi. For Technical Studies, progression benchmarks achieved by students and employers' input and labor market requirements help to determine the objectives to be met. For Nursing and Allied Health and the Early Childhood Education programs, standards are set by the Arkansas State Board of Nursing (ASBN), Joint Review Committee on Education in Radiologic Technology (JRCERT), NAEYC and other approval/accrediting bodies as listed in Appendix A. Program faculty members determine the learning objectives and content progression in consultation with program coordinators and the Vice President of the Nursing and Allied Health division.
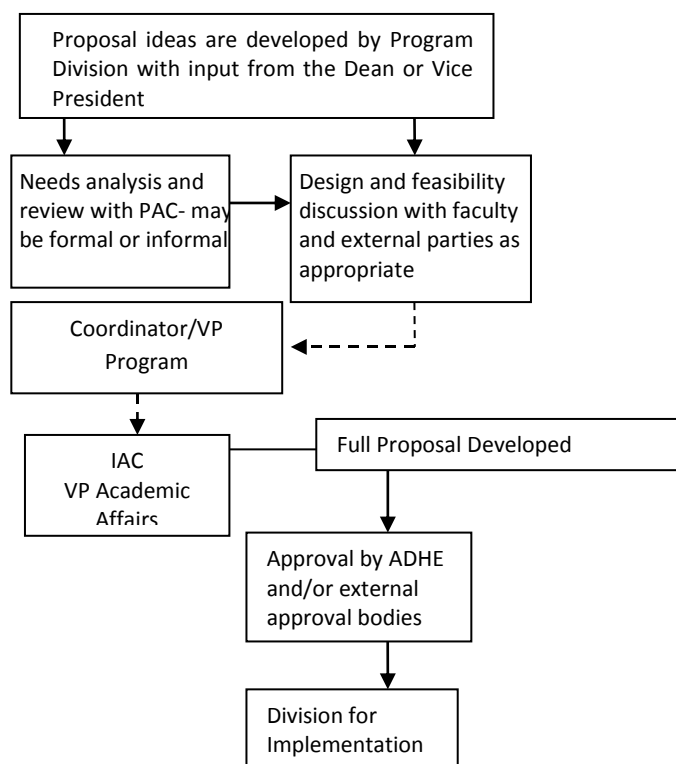
1P3. Designing New Programs

A Needs Analysis is conducted as part of the process for determining which new programs to

initiate. This survey includes input from SEARK's stakeholders, including potential students. The design of new programs and courses is largely based on labor market demand and the needs of the students. Programs targeted are those that lead to high wage high/demand jobs. SEARK College recently implemented a new Associate of Science Degree in Business that presents students with new opportunities to enhance their marketability and transfer opportunities.

SEARK's general education curriculum adheres to the state core curriculum; therefore, new programs and courses are rarely required. The exception is the challenge of meeting the developmental education needs of the students. The College's commitment to the success of students has resulted in the creation of a new course to help bolster the success of developmental students. Through the First Year Experience Action Project, changes were made to an existing course titled Learning to Learn. With the approval of the Instructional Affairs Committee (IAC), this course was redesigned to better meet the needs of our students and renamed ‚Strategies for College Success'. All degree-seeking students are now required to take this course within the first year of enrollment. The College's focus on distance learning technology is emerging and having a positive impact on the College's ability to be competitive through providing access.

The Technical Studies Division relies on input from Program Advisory Committees (PACs) for the design of new programs. The PACs keep faculty abreast of high-demand job market needs both for credit and non-credit courses and programs.

Major changes made to the curricula for accredited NAH programs must be approved through the respective accrediting/approval bodies. SEARK's NAH programs serve an area where there is a four-year institution-the University of Arkansas at Pine Bluff (UAPB) and a Diploma School of Nursing through Jefferson Regional Medical Center (JRMC).

Broken lines-Consultation/information sharing as deemed helpful or desirable. Solid lines- Formal approval and decision making.
Figure 1P3 Process - Proposing New Programs/Courses

The College offers a wide range of competitive course offerings through Technical Studies and Nursing and Allied Health Programs. The Practical Nursing program, for instance, is designed to allow student entry into employment at a faster pace than they could receive at a four-year institution. This is also true of Welding, HVAC and Industrial Mechanical Technology programs. These institutional characteristics allow SEARK to remain competitive and more attractive to the area student population.

1P4. Designing Responsive Academic Programming

Transferability and articulation requirements with local industry input are incorporated in the original design of a program when possible. Information and data from Program Advisory Committees (PACs), post-graduate surveys, employer surveys, as well as exit interviews are taken into consideration in the design of all

academic programs. The College discontinued the Medical Assistant and Dietary Food Service programs based on employer feedback that these programs held little relevance for the service area job market. An example of redesigning a program took place within the Technical Studies Division. Based on employer and PAC feedback, the curriculum for HVAC was revised to include a required course in blue print reading (MECH 1813 Blue Print Reading and Measurements) for the Technical Certificate.

The College stays abreast of national trends, especially on high-wage, high-demand careers. Faculty and staff regularly attend state, regional, and national conferences to be current with new innovative educational tools.

1P5. Determining Student Preparation

All prospective students at SEARK are required to have ACT and/or COMPASS placement test scores on file to determine proper placement in general education courses required by degree plans. Students are placed based on state and national benchmarking.

The progression of "college ready" students attending SEARK is facilitated through offering them the opportunity to gain credit via non-traditional means, i.e., credit by College Level Examination Program (CLEP) and Portfolio Development for technical course credit. With approval of the V.P. for Academic Affairs, students may be given the opportunity to receive an evaluation of unique work or non- traditional educational experiences for technical courses. The student identifies the course for which they feel qualified to receive credit and develop a written portfolio to demonstrate that they have met the course objectives. The portfolio is reviewed by faculty for the respective technical program.

Over 95% of SEARK College students require remediation in at least one basic skill area. This has created an opportunity to try new innovative instructional delivery methods in the classroom. The Developmental Education courses are being redesigned to better equip these particular

students and ensure success as they pursue their declared majors. Course redesign is inclusive of a learning laboratory component which allows students to slow the pace of learning and become interactive in the process. Other measures involved in the determining student preparation for college level study is obtained through student advisement, transcript evaluations, review of specific program pre-requisites, program advisory committee input, and program approval process by the ADHE.

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

1P6. Communicating Program Expectations

The SEARK College Catalog and Student Handbook provide all program descriptions, course description, pre and co-requisite courses and information regarding the 49 program/degree/certificate requirements. The College Catalog and Student Handbook is accessible to students through the SEARK webpage.

The Admissions Office assigns each student an advisor upon completion of admission testing and admission to the College. Face- to -face student interviews/advisement ensures students receive accurate information to proceed with proper placement and scheduling. A new electronic advising system (E-Advising) was adopted in Fall 2010. Faculty and staff were oriented to this new tool in the summer of 2010. E-Advising has an educational planning function that allows student interactive access to their own educational plan. E-Advising has streamlined the advisement process and gives advisors immediate access to current information needed to assist students. Widespread use of the E-Advising software has not been fully embraced by faculty and staff. However, this is a valuable tool that has been put in place to better serve the students.

SEARK has hired new recruitment and retention personnel to aid in the process of bringing in and keeping new students. A recent recruitment activity is ‗Fabulous Friday', a half-day event where high school students from surrounding areas are given tours of the campus, receive information on admission, all programs and courses offered and have a fun time with lunch included..

An institutional change resulting from one of the College's Action Projects is the requirement that all first time entering students enroll in the Strategies for College Success course. This requirement was effective for the 2010 Fall semester. The course introduces students to the expectations of college life and includes note-taking, study, test-taking, and problem-solving skills as well as resume writing and job placement skills. Students also learn to understand their individual learning styles through the VARK (Visual, Auditory, Read-Write, and Kinesthetic) learning assessment. Once students know their own style of learning and identify goals and areas of interest, they are better positioned to achieve success and are more likely to meet their educational and career goals.

Prospective students who visit the SEARK College campus are guided through the SEARK admissions process to gather vital information about placement testing registration, scheduling of classes, and the scheduled orientation. Admissions, student support services, data entry, and the financial aid office are all centrally located for the student's convenience in a ―One Stop" area. Participation in the Chamber of Commerce's annual Business Expo assists with recruitment and communicating program and College expectations through community involvement.

1P7.   Helping Students Select Programs

SEARK College's Learning Assistance Lab (LAL) and the Student Retention Center are excellent resource for students. Several interest indicators including the COMPASS, KUDER, DISCOVER, and the Career Readiness Certificate (CRC) can be given to determine students' abilities, needs, and interests.

Academic advising is also in place for students to gain assistance with their chosen field of study. Details about academic advising are discussed in 1P6.

Some students qualify for resource offered through the Career Pathways Program. Career Pathways is an assistance program for parents who have custody of a child under age of 21 years. Qualified students are eligible to receive assistance with tuition, books, childcare, and transportation. The program has dedicated staff available to assist with educating students about the College culture and career choices. This includes the different majors available and information regarding high wage/high demand jobs for which they are interested.   Career Pathways advisors use the information on the state website, www.discoverarkansas.net for specific areas in the state that might   help students determine their interests.

1P8.   Meeting the Needs of Underprepared Students

SEARK College has the highest remediation rate of the 22 two-year colleges in the state (96%). Incoming students are required to provide placement test scores in reading, math, and English. Students who do not have these scores are directed to the Learning Assistance Lab for testing in each of the three areas on the COMPASS. Students who are underprepared in these areas are placed in developmental courses. SEARK provides three levels of developmental education in math, two in English, and one in reading.   Required pre and post course testing in developmental education courses was implemented in the 2009-2010 academic years. Mandatory pre-post testing became a requirement by the state beginning in the fall of 2010. The SEARK   Action   Project   ―Establishing Developmental Education Course Entrance and Exit Standards," has as a goal to set benchmarks for the College's developmental education courses.
Tutoring is available at no cost to help students in areas of academic weakness. Also, SEARK's Learning Assistance Lab has a variety of computerized programs that can assist students in tutorials.   Many of SEARK's developmental

education students qualify for Student Support Services (TRIO) services including one-on-one tutoring by subject area specialists. Seminars are also offered for TRIO students to assist them in meeting their educational goals. Career Pathways purchased licensing that offers students the opportunity to access E-PLATO anywhere they have Internet access to enhance basic academic skills before or during a developmental course.

1P9.   Addressing Different Learning Styles

The VARK (Visual, Auditory, Read-Write, and Kinesthetic) learning assessment is given during the Strategies of College Success course. This course includes a general framework for assessing differences and specific strategies to best maximize the strengths of each learning style. This assessment is proving valuable in developing strategies which aid students in note-taking and study skills areas. The Learning Assistance Lab (LAL) also assists with simple assessments in determining learning styles. SEARK's library offers many resources for student use, including study rooms, and several online database subscriptions. Skills and repetition projection systems are installed in most classrooms on the campus to aid faculty in implementing teaching methods for various learning styles.

Nursing and Allied Health programs approach teaching from best practices identified within the profession. The Practical Nursing program has adopted an accelerated learning model.   The accelerated model incorporates an interdisciplinary approach and builds on adult learner principles and health care experiences.

1P10. Addressing   Needs   of   Student Subgroups (e.g.,   handicapped   students, seniors, and commuters)

SEARK College respects and values differences among students.   Students with documented disability are given special assistance by a designated Counselor in the Student Affairs Office. This Counselor is assigned to oversee services required for American with Disabilities (ADA) compliance. Specific Handicap and Disability processes are documented in the

Student Handbook.   All college buildings and facilities are ADA compliant.

Students with a disability must register and be advised in the Counselor's office to be eligible for special accommodation services.   Official verification of the disability must be provided. The counselor can then assist with equipment or resource needs for the students. Among these resources are:

- Providing   interpreters   (at no cost to students)
- Using sign language for deaf students
- Special learning stations in the library
- One-on-one tutoring for students with learning disabilities

Upon application, Nursing and Allied Health (NAH) program students are required to meet certain functional abilities. Students with certain disabilities may not be eligible for admission to NAH   programs   due   to   the   functional requirements.

The campus is American with Disabilities (ADA) compliant. The newest building on campus, the Library and Center for E-Learning, has automatic doors and wheel-chair accessible work stations. It is also equipped with digital voice recording and tracker ball services which may be checked out by students and faculty.

All signage in the most recently constructed buildings on campus is ADA-compliant with Braille subtitles.   SEARK is currently in the process of changing the lab and office computers to the Windows 7 operating system which has much more built-in accessibility than previous versions.

Career Pathways is a subgroup of students with special needs. Services provided through the program are discussed in 1P7. The College is on the city's bus line which is available to commuter students with transportation needs. Students have access to lockers located in the library.   This provides a place for their books and personal items while on campus

1P11. Defining, Documenting, and Communicating Expectations for Effective Teaching and Learning

Expectations for effective learning are defined, documented and communicated in various ways. SEARK College states its general learning outcomes in the College Catalog and defines the academic standards. Common syllabi which address the course learning outcomes are in place for each course. Course objectives and goals are included in each syllabus to standardize the course content. Common finals are developed for the math and science departments which standardize the learning expectations and the evaluation processes for these courses. Division Chairs discuss the common course requirements with full-time faculty and adjunct faculty during the fall and spring convocations.

Faculty job descriptions outline expectations relating to teaching and professional development activities. Documentation of teaching effectiveness is accomplished in part through the annual faculty evaluation process. Student surveys evaluate instructor knowledge, preparation, effectiveness, and availability and are administered as part of the evaluation process. Faculty members are observed and evaluated for effectiveness by the Division Chair using a standardized rated evaluation tool. Following the student and Chair evaluations, an evaluation conference is held with the faculty member to discuss strengths, weaknesses, and teaching expectations. During the conference, the performance average and written comments are shared, and the faculty member is asked to develop goals targeting improved performance.

SEARK also has in place a Comprehensive Intuitional Assessment Plan (CIAP). Data from the CIAP reflect student learning and development while promoting continuous improvement through actions resulting from evaluation of course and program outcomes. Actions taken may include course and/or curricular revisions or modification of teaching method when there is evidence that effective teaching and learning has not taken place.

The Instructional Affairs Committee (IAC) meets monthly to review the changes that need to be made within program curricula. The IAC stresses the importance of effective schedules, course time management, and resource materials. Each Division Chair submits semester course schedules for day and evening classes that provide a wide offering of courses to serve the student population in the six-county service area. SEARK employs an evening Coordinator as a link with adjunct and full-time faculty teaching classes after 5 p.m.

Communicating expectations for non-credit instruction is accomplished through the hiring process. During the interview, assurance is gained that the person is well qualified in the area of instruction. Course expectations for instruction, attendance, and evaluation are communicated at hiring. Evaluation of instruction is conducted at mid point in the semester. Students anonymously complete the rated evaluation form. Following analysis, the evaluation is shared with the faculty member.

1P12. Building an Effective and Efficient Course Delivery System that Addresses both Students' Needs and College Requirements

SEARK offers a full array of day and evening courses to meet the needs of its students. Course delivery methods are adopted to accommodate the needs of the student population. The majority of credit courses are offered in the traditional 16 week format. Data gained through discussions between the Coordinators, program faculty, and staff, with student needs in mind, have resulted in review of curricula, new alliances with stakeholders, and new program delivery options.

For example, a pilot Fast Track Developmental Education (Contextualized) curriculum was implemented in Fall 2006. The project was part of the Breaking Through initiative funded by the Mott Foundation. The design resulted from the input of faculty, healthcare employers, and potential students. The Fast Track Dev Ed courses were offered in successive eight week sessions. The student cohort who enrolled in the program was employed in the health care industry and received financial support from their employers to complete the Interdisciplinary Practical Nursing Program Track (IPNT) at an accelerated pace. The format was very effective

and resulted in improved outcomes for this population when compared the traditional Developmental Education courses which are 16 weeks in length. See results in 1R2-2. The Practical Nursing and the Early Childhood Development programs continue to offer courses in the eight-week format to accommodate the fast paced developmental education curricula.

A variety of on-line courses are offered by the College as well as Saturday classes. Both of these course options are attractive for part-time students who are employed and/or have family responsibilities. Courses are offered for the Arkansas Department of Correction and are taught on site for the prison population.

Technical Studies students have the option to request an independent study in technical courses if needed to complete a technical certificate or degree. Special permission is required for independent study, and students have one full semester to complete the assigned work.

Concurrent credit is offered through the area high schools for students enrolled in advanced placement classes. Enrolled students must meet the College's grade point average and placement requirements. Concurrent students have access to the library and the Learning Assistance Lab (LAL) on campus. Both the library and LAL maintain flexible hours to meet the needs of the students.

In response to community need for graduate - level instruction, SEARK College entered a Memorandum of Understanding (MOU) with the University of Arkansas at Conway (UCA) to serve as a receiving site through Compressed Interactive Video (CIV) for graduate Nursing students. This delivery system addresses the needs of these students by reducing the expense of driving to Conway, which is 65 miles northeast of the College.

Workforce Development Center (WDC) courses provide non-credit courses and customized training based on input and employer needs. Because the WDC is required to run at a profit, low registration courses are canceled and minimum enrollment requirements assure that course costs are covered.

1P13. Ensuring that Programs and Courses are Up-to-Date and Effective

SEARK faculty stays current in their discipline through continuing education and professional development. Program Advisory Committees (PACs) meet annually to assess, plan, and evaluate program outcomes. PACs provide much of the information needed to determine the relevance of the courses in technical programs

Periodic review of courses is conducted by lead instructors and incorporates input from Student Evaluation of Instruction surveys. External approval and accrediting bodies play an integral part in ensuring the relevance, currency, and effectiveness of programs. The College follows the Arkansas Department of Higher Education's schedule of review of existing programs which is incorporated in Appendix B: Institutional and Program Review Schedule.

1P14. Changing or Discontinuing Programs and Courses

Determining the viability of an academic program begins with an evaluation and review of the program by the respective Dean, Chair or V.P. for the department. This review and determination is made based on program effectiveness measures, feedback from stakeholders, enrollment figures and program completers (graduates). The process is very similar to that of new program development (see 1P3). The decision to change or to discontinue courses and programs is made by the Instructional Affairs Council (IAC) based on the Departmental recommendation.

The Arkansas Department of Higher Education (ADHE) has established viability standards for state funded programs (see below). SEARK must notify ADHE of changes and publish changes on the College website and in the College catalog.

Program Viability - Standards

Beginning in 2010, ADHE staff annually identifies existing certificate and degree programs that do not meet Arkansas Higher Education Coordinating

Board (AHECB) program viability standards. New certificates and associate degrees will be identified for program viability standards after three years, and bachelor's degrees and above will be identified after five years.

1. *The viability standards, based on a three-year average, are as follows:*
   - *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 four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, computer science, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics;*
   - *An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;*
   - *An average of four (4) graduates per year for master's, specialist, and first-professional programs; and,*
   - *An average of two (2) graduates per year for doctoral programs.*
2. *Cognate, embedded and related programs will be considered one program for program viability purposes.*

Awarding of certificates that are embedded within an associate degree program count toward program productivity standard. When calculating the three-year average of a degree program with embedded certificates, students will only be counted once either as certificate or an associate degree completer. If the highest award of an embedded program does not meet the graduate threshold and produces less than 50% of the graduates in the entire program (certificate and associate degree), the highest award is discontinued if the number of graduates does not meet the threshold within two years.

Programs that are required by programmatic accreditation to offer a higher level award may seek an additional two-year exemption from the

50% highest award-viability standard by providing evidence from the accreditor of the need for the higher credential and a program-specific enrollment management plan for meeting the threshold at a higher level.

1P14 Changing or discontinuing programs and courses

Addressed in 1P13.

1P15. Determining and Addressing Support Needs for Students and Faculty

Determining the support needs of students and faculty is addressed in the 2007-2012 Five Year Strategic Plan:

- *Goal 2: Deliver relevant programs and processes that are responsive to student need.*
- *Goal 4: Provide students with programs that recruit and retain students.*
- *Goal 8: Continue to address understaffing by hiring additional staff to meet the needs of current and expanding student populations.*

Student and faculty survey data and other feedback provide the basis for determining and addressing learning support needs. (See Figures 1P15-1-4). SEARK also uses data from the Comprehensive Institutional Assessment Plan (CIAP) in identifying the effectiveness of learning experiences and where improvement is needed.

Data from end-of-course grades, on-going student evaluations, pre- and post- class assessments, clinical evaluations (conducted by the Nursing and Allied Health Division), exit exams, and student success rate are also used to determine and address support needs.

Based on the available data, learning supports for students and faculty are developed or modified to address the specific needs.
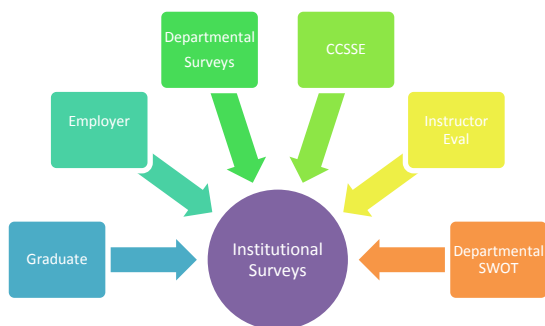
Figure1P15- 1: Institutional Surveys

Figure1P15- 2: Student Learning Support Needs
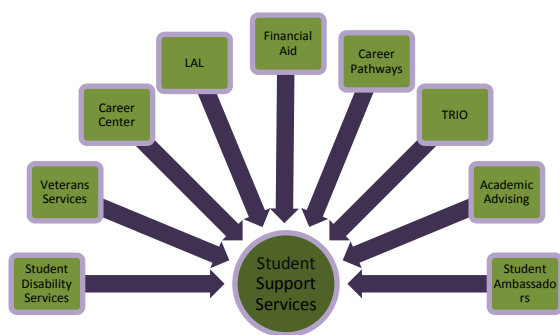
Figure1P15- 3: Student Support Services

Figure 1P15-4: Faculty Support Systems

1P16. Aligning Co-curricular Development Goals

SEARK does not have a process for alignment of co-curricular goals with curricular learning objectives. However, the College engages a wide range of services promoting a well rounded academic experience.

- Representation on College Standing Committees
- Student Organizations
- Student Disaster Drills (EMAN, EMT Nursing Programs)
- Annual Student Resource Fair
- Smoking Cessation Classes,
- Community Health Fairs (NAH)
- Clinical Internships – Service Learning
- E2 Campus Alert System

College's student organizations:
- Phi Theta Kappa International Honor Society
- Student Senate
- SEARK Ambassadors,
- Alpha Mu Gamma.
- Arkansas Licensed Practical Nurses Association
- Arkansas State Nurses Association

The College is also developing a Common Book Project based on the, If All Arkansas Read the Same Book' program. This was implemented in the fall of 2010 and started with students enrolled in the Strategies for College Success course.

1P17. Determining that students who have received degrees and certificates have met the learning and development expectations

Students must successfully complete the stated program objectives and requirements to receive their degree or certificate. Degree audits are completed to determine that students seeking graduation have met all program and College requirements. Verification of the following by the Registrar is required for students to receive degrees/certificates:

- Completion of all required Developmental Education courses for the program of study
- Collegiate Assessment of Academic Proficiency Testing (CAAP) exam completion for AA degree seeking students
- Students' final grades
- Completion of the Graduate Survey and, if required, the Financial Aid Exit Interview

Prospective graduates must clear all debts with the College before 12 Noon on the Wednesday before graduation. Degrees or Certificates will not be issued until all debts are cleared

1P18. Design of Processes for Assessing Student Learning

The process for assessing student learning is multifaceted and incorporates several factors. See Figure 1P18: Approaches to Assessing Student Learning.

Once a course is initially approved by the Instructional Affairs Council (IAC), the common course syllabus is also approved. It is the responsibility of division chairs to ensure that all syllabi are updated and are relevant to the goals and objectives outlined.

SEARK's Comprehensive Institutional Assessment Plan (CIAP) outcomes are established to meet the learning and development needs of students. Based on shared objectives for learning, the importance of advising and supportive services plays a key role in the assessment process.

Level of Assessment	Measures
Entry/Placement Determines level of basic skills in Math Reading and writing (Need for remediation)	COMPASS or ACT
General Education: (CAAP)	**Formative:** Classroom Assessment Techniques **Summative:** Unit exams, formal papers, skill competencies Simulations/demonstration
Course: Level of achievement of course goals & objectives	Pre & Post tests Unit Exams Course embedded assessments Rubrics
Program: Assesses level of achievement of program objectives	Formal papers, Capstone projects, Standardized exams (HESI/NLN). Internships Certification/Licensure results NOCTI
Non-Credit Placement: Determines readiness for specific course or training (as required by employers**)**	Career Readiness Certificate (CRC) Employer specified

Figure 1P18: Approaches to Assessing Student Learning

Results (R)

1R1. Measures of Students' Learning and Development Collected and Analyzed Regularly

SEARK regularly collects the following data using direct and indirect measures to assess student learning and development.

- Completion rates for Traditional Developmental Education versus Fast Track Developmental Education courses (For the Pilot Study in NAH)
- Grades
- Program and Division Outcomes
- Collegiate Assessment of Academic Proficiency Testing (CAAP)
- Clinical evaluations as well as end-of-program evaluations for students in the NAH Programs are all tracked
- State and national licensure/certification exam results
- Graduate satisfaction
- Employment rates

Final grade reports are submitted to Arkansas Department of Education (ADHE) at the end of each term to determine completions and student success rates. Gatekeeper course grades (College Algebra, General Chemistry, Introduction to Physics, English Composition, and General Biology) are tracked as a success measure. (See Figure 1R2-1: Mean Grade Distribution-2008-2011). This report can also be used to identify potential grade inflation.

The numbers of degrees/certificates that are awarded are tracked and have increased. This data directly supports the College's mission.
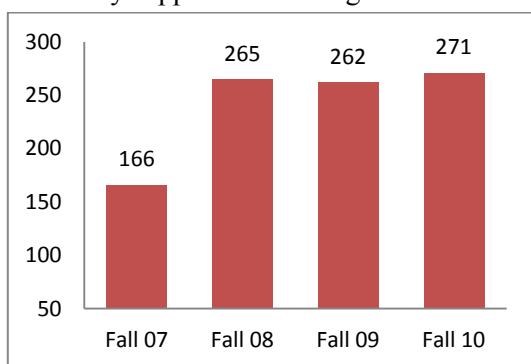
Figure 1R1-1: Degrees/Certificates Awarded

The College participated in the Community College Survey of Student Engagement (CCSSE) for the first time spring 2010. SEARK is in its infancy in collecting data on student engagement. SEARK participated as member of the Arkansas Two-Year College Consortium. The goal for SEARK on CCSSE is to perform at or above the mean for the Cohort group. SEARK's results for 2010 indicate the need for improvement in several benchmark areas. See Figure1R1-2: 2010 CCSSE Benchmarks.

Benchmark	SEARK College	Two (2Yr) College Cohort	Top Performing Colleges
Active & Collaborative Learning	49.5	50.0	59.6
Student Effort	49.8	50.0	57.7
Academic Challenge	49.9	50.0	57.1
Student Faculty Interaction	45.4	50.0	58.4
Support for learners	54.8	50.0	59.6

Figure 1R1-2: 2010 CCSSE Benchmarks

1R2. Performance Results for Common Student Learning and Development Objectives

Figure 1R1-1 shows that SEARK is successful in increasing the number of graduates who have met course and program requirements. The English faculty in the General Education Department uses a grading rubric to indicate how well students have performed on essays. Based on the students' overall score, instructors determine if the objectives were met. Performance results are also measured by test scores and exit exams. A pass-rate of 75% is required on exit exams for programs in the NAH department.

	College Algebra	General Chemistry	Intro to Physics	Freshman Comp	General Biology
A's, B's & C's	544	69	68	1,854	665
Total Enrolled	1,166	132	90	2,582	1,004
%Succeeding	46.66	52.27	75.56	71.8	66.24
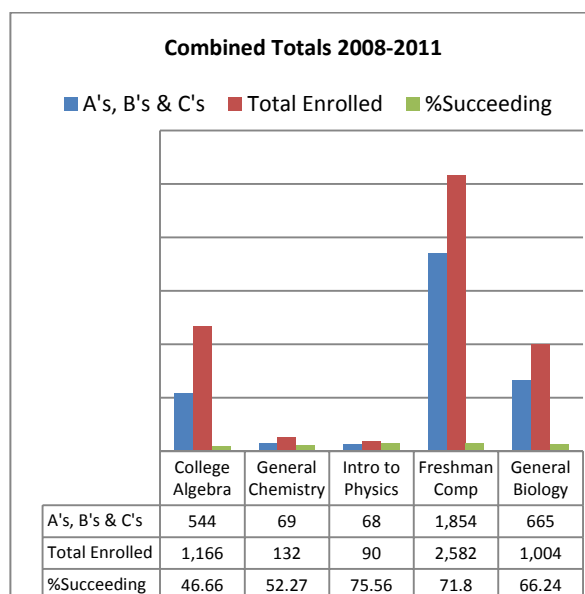
Figure 1R2-1: Mean Grade Distribution - 2008-2011

SEARK has piloted fast track developmental education contextualized courses. Students in these courses have a faster completion than those students in traditional developmental education courses. These courses also have experienced a higher completion rate than in the traditional courses. Figure 1R2-3 shows the comparison between completion rates for students enrolled in traditional versus the pilot contextualized developmental education courses. Comparison data for traditional students was not available for Fall 2006.
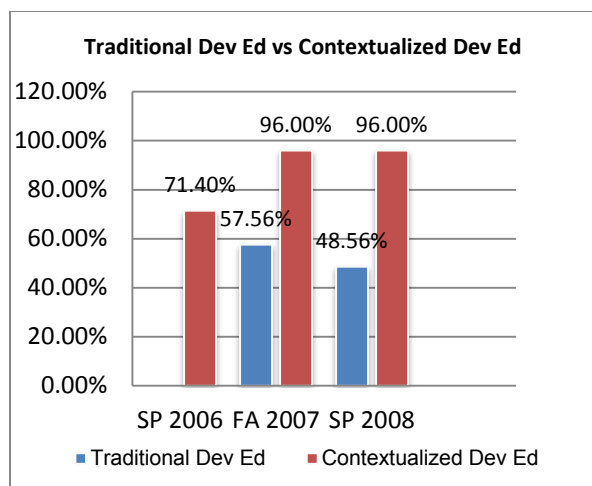
Figure 1R2-2: Dev Ed Cohort Completion Comparison

Data from this pilot has been used to make improvements in the curriculum. Faculty and staff value the importance of advising and the benefits of supportive services in meeting the goals and objectives.

Program and Division outcomes are measured for General Studies through the Collegiate Assessment of Academic Proficiency Testing (CAAP) scores.
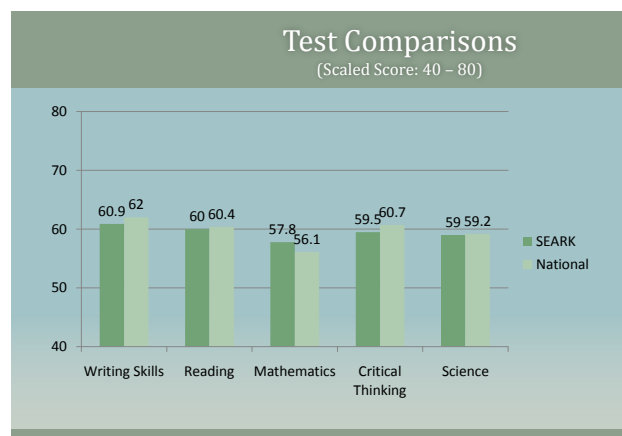
Figure 1R2-3 CAAP Exam Comparisons

Data from the 2010 Graduate Survey show that 86% of SEARK students report a high level of satisfaction with their experience. 80% would recommend the College to their family and peers.

The College regularly collects the measures listed in 1R1, but does not currently have a formal process to analyze and illustrate much of the data collected.

1R3. Performance Results for Specific Program Learning Objectives

Licensure/certification exams are required for some graduates to obtain employment in their area of study upon graduation. Student performance results are monitored by the respective program based on the requirement of the profession. Program benchmarks and passage rates are clear results for successfully meeting the learning objectives. The NAH Division has several programs that require licensure/certification. NAH program graduate pass rates compare favorably with established benchmarks. Details of results are found with 1R4 along with data for program specific learning objectives based on students' graduation rate, graduate and employer follow-up.
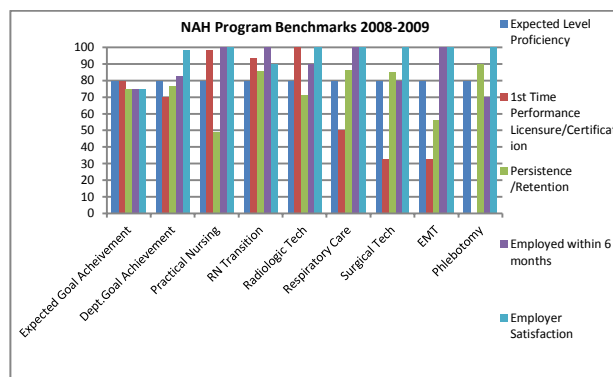
1R3: NAH Program Benchmarks

1R4. Acquisition of Knowledge and Skills Required by Stakeholders

Key evidences of student achievement include:
- Data from the Collegiate Assessment of Academic Proficiency (CAAP) exam required for AA degree-seeking students upon completing 45 semester credit hours prior to graduation. CAAP results are used to evaluate the College's general education competencies.
- Degree and certificate completion rates.
- Overall success rates on certification/licensure exams for approved/accredited NAH programs.
- Achievement of assessment benchmarks for program retention in NAH and technical studies.

- Employment rates of graduates of NAH and technical programs.
- Employer satisfaction levels.

SEARK College students tend to achieve at or just below the national mean score in four (4) areas of the CAAP and above the national norm in Mathematics. This is remarkable due to the fact that SEARK has the highest remediation rate of the 22 two-year colleges in the state. This performance is one piece of evidence that the students' education at SEARK College has placed them in a competitive position with graduates of other colleges and in the job market. Data trends indicate that the performance of students tends to be consistent from one test date to the next. Completion of the CAAP exam is documented on the student's transcript as evidence of meeting a state core requirement when transferring to a four year institution. See Figure 1R2-3: CAAP Exam Comparison.

Degree/ Certificate	2007	2008	2009	2010 Spring only)
AA	48	36	42	41
AA T	1	5	----	----
AAS	114	128	121	92
TC	132	183	305	123
A G S	1	4	1	2
C G S	----	1	6	---
CP	120	206	304	108

Fig. 1R4-1: Degree and Certificate Completion Rates

NAH program graduates report 93% employment or continuing education 6-months post-graduation. Several of the programs report employment at 100%. See 1R3: NAH Program Benchmarks.

1R5. Performance Results for Learning Support Processes (advising, library and laboratory use, etc.)

CSSE data on student faculty interaction and support for learners, which are reflective of advisement practices,   show a need for the College to consider bolstering all processes which provide opportunity for interaction and support for students. The student advisement process remains flawed in the effectiveness of serving the students to ensure academic success.

With 96% of all new students requiring remediation, the transition into college can be very daunting.

Statistics regarding library usage and collection data are compiled annually and forwarded to the College Administrators. Library usage data is depicted in Figure 1R5-2.   The Library also submits the bi-annual Academic Libraries Survey (ALS) to the National Center for Education Statistics (NCES) online.   The ALS compares entered data with the previous report and forces explanations for significant changes, such as the increases in professional staff and student workers between 2008 and 2010.

Staff	Fall 2010	Fall 2008	Explanation
Librarians	2	1	Able to fill the budgeted position
All other paid staff (except student assistants	2.47	3	
Student Assistants	.92	.25	Move to larger space increased need

Figure 1R5-1 ALS Staff Comparative Data

Library usage has also been impacted by the addition of several electronic resources (CREDO reference, EBSCO's Associate, and LexisNexis Academic databases) and improving remote access to the subscription databases through the Library's electronic catalog.

The missing component for assessing the SEARK Library is meaningful survey data from students and faculty. The Library Anxiety Scale (LAS) was administered as a pre- and post-test to several of the Strategies for College Success sections during the fall 2010 semester. Final results of the survey are pending. However, a superficial review seems to indicate that the LAS will provide useful data to access our services.

Students can use the Learning Assistance Lab (LAL) to learn and upgrade their basic skills using the PLATO system. A lab requirement has been attached to all Developmental Educational courses. Data on lab attendance is being tracked. Figure 1R5-1 shows Plato activity for January

2011. In addition, a pilot study is in progress to determine the extent to which required lab attendance affects student success in the courses.
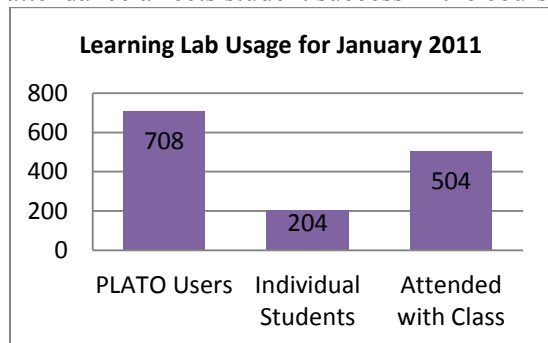
Figure 1R5-1: Learning Lab Usage
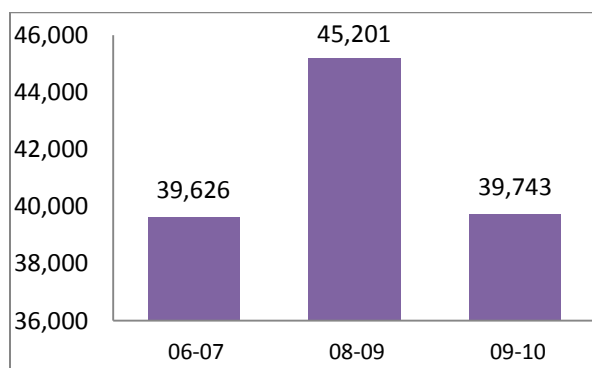
Figure 1R5-2: Library Usage

Through the Strategies for College Success course, students have the opportunity to obtain a Career Readiness Certificate (CRC) that can provide an added benefit in the job market. SEARK also has the Student Support Services (TRIO) program for academic support and tutorial programs through the LAL. The Nursing and Allied Health (NAH) students have clinical and program exit exam benchmarks.

1R6. Comparison of Results for Learning Support Processes

As depicted in the Figures 1R2-3 and 1R3, SEARK College compares very favorably with state and national counterparts in several areas on the CAAP and with NAH benchmarks. For example, SEARK general studies students' performance on the Math CAAP exam is above the national norm. In the areas of Reading, Writing and Critical Thinking, SEARK students

are very close to the national norm. When compared nationally, several of the NAH programs exceed the national average on first time licensure/certification exams.
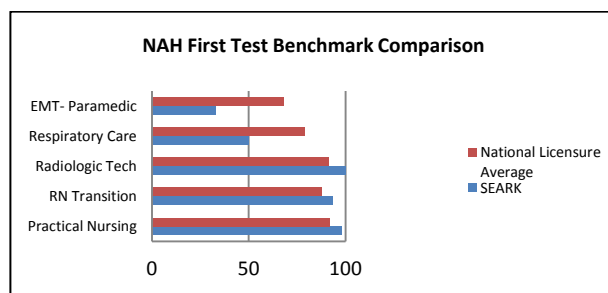
Fig. 1R6- NAH First Test Benchmark Comparison

SEARK has measured and tracked students' performance rates based on a number of factors. The College compares results from graduation rates, state comparisons of retention, and remediation rates to those of other two-year colleges offering similar programs and course offerings. These results are reviewed to indicate where improvement is needed.

Improvement (I)

1I1. Recent Improvements

SEARK College's quality infrastructure which incorporates the strategic planning model and planning processes facilitates the College's ability to make improvements. Using comparative data from ADHE, low productivity programs have been targeted and deleted during the 2009-2010 academic year. The abolishment of programs is based upon state productivity/viability standards and low enrollment in the respective program. Abolishment has improved the College's ability to meet stakeholder needs through restructuring programs and reallocation of resources to viable productive programs.

As discussed in 1R6, changes and improvements are continuing to be made to the Developmental Education curriculum, with the addition of the lab requirement as another major improvement. SEARK is in process of gathering and analyzing data that will result in the college setting its own Benchmark scores for these courses. The piloted developmental education program which

incorporated contextualization decreased the amount of time required to complete the developmental educational program. All developmental educational courses now have a lab component making it more beneficial for students to learn and achieve success.

The redesign of the Learning to Learn course to the current Strategies for College Success course was facilitated through the AQIP Action Project - First-Year Experience team members. The original course was redesigned giving students a better approach to learning. This course is now mandatory for all in-coming students.

Improvement in recruitment and advising processes (E-Advising) have resulted in increasing enrollment for the College and in the number of students completing degrees and certificates. It is anticipated that the Pro Active Advisement Action Project will lend to sustained improvement in this area as well. Surveys to track this data will be critical to continuous improvement efforts

Continuous improvement processes have brought into clearer focus the need to fund a position of Institutional Research Officer. This position will improve the college's capacity to identify, collect, and use data to systematically improve teaching and learning.

1I2. Impact of Culture and Infrastructure on Selecting Specific Processes and Targets for Improved Performance Results

SEARK College's quality infrastructure is illustrated in the Continuous Improvement Organization Chart. (Refer to Appendix C-Continuous Improvement Organization Chart). This chart is a living document which flows from top to bottom and across all levels of the organization. Input is received, interpreted, and used in decision making. At the center of the organization is the **S-E-A-R-K** planning process which resulted from Conversation Day activities.

Conversation Day 2010.wmv

The College engages its councils, committees, and senate structures to make improvements.

- **S-Seek** quality ideas that are funneled through the Quality Council/Planning Committee
- **E - Engage-** Interested parties for high level discussions and brainstorming
- **SEARK-** Common goals at the center of all actions
- **R – Reflect** on how ideas will improve current processes
- **K- Keep** or **Kick** the idea

This model facilitates the creation of targets and priorities for student learning. The SEARK Strategic Planning Model and Planning Process are discussed in Category 5. These processes are driven by the mission, values, and the College's commitment to continuous quality improvement. External governing bodies and stakeholders assist with promotion of the strategic goal of delivering relevant instructional programs and processes that are responsive to the needs of students and other stakeholder groups.

Providing access, quality, affordability, and efficiency of services are recognized as strategic markers that are supported by positions and processes within the College. The Quality Council/Planning Committee, Student Support Services (TRIO), Arkansas Course Transfer System (ACTS), and AQIP Action Projects all influence the attainment of College's goals.

The College's culture of shared governance allows for identification of process improvement targets. Prioritization of Action Projects is managed according to processes established for

the respective project. With the current Action Projects - Pro Active Academic Advisement and the Strategies for College Success Course moving forward, the decision has been made to participate in the administration of CCSSE for Spring 2011. This data will be important in determining the impact of Action project outcomes and whether they are affecting important benchmarks. It is anticipated that positive strides will be evident when the CCSSE is administered in Spring 2011.

Category 2: Accomplishing Other Distinctive Objectives

Processes (P)

2P1. Designing and Operating Key Non-Instructional Processes

Key non-instructional processes are designed and operated in various formal and informal methods. Whenever possible, these processes are tied to College's overall Strategic Plan. SEARK does not have separate non-academic divisions managing non-instructional processes. Consideration of other non-instructional needs /services and their delivery occurs informally across the campus. Division leaders are given significant autonomy for making decisions regarding their delivery once approved by the Administration. Major emphasis is placed on inclusion of the General Advisory Committee (GAC) and the Program Advisory Committees (PACs).

2P2. Determining Non-Instructional Objectives for External Stakeholders

The President of the College serves as the chair of the GAC and calls meetings annually to receive advice in matters concerning the College operations and ideas for new non instructional projects. During the College's 50th Year Celebration, (1959-2009) members of the community were surveyed to provide feedback and input on the degree to which the College was being responsive to the needs of major stakeholders and the students. The survey results were positive and reinforced the College's strong position as an integral part of the community. Non-instructional program goals are sometimes proposed through informal communications with external stakeholders while participating in community activities or perhaps through legislative mandates. Grants are frequently used in funding these objectives. One example is when the College received a grant from the Arkansas Community Foundation to support the ―Smoke Free Campus/Smoking Cessation Campaign.

2P3. Communicating Expectations Regarding Objectives

The President communicates the overall expectations at Fall and Spring Convocations. Internal expectations are further communicated during Executive Cabinet meetings and broadened through the College Quality Council/Planning Committee. Results of the GAC Survey were made public through bi-annual publications of the FOCUS Newsletter which is emailed and is available on the SEARK College website.

2P4. Assessing and Reviewing Objectives

The SEARK College Foundation is active and participates in goal setting and achievement through seeking funding for college initiatives. The V.P. for College Affairs sits on the Executive Cabinet and provides feedback for many of the Foundation activities. The Executive Cabinet uses this data in evaluating appropriate strategic goals and revisiting college priorities.

Assessment is part of the regular evaluation process for institutional, departmental, and program outcomes. Evaluation forms, surveys, and informal feedback are the most common mediums for assessing non-instructional objectives. Comments from the GAC survey included the suggestion to pursue additional grants and funding sources. The college followed through with the appointment of a Grants Compliance position.

Advisory committee attendance and focus group surveys are also used as a means to measure the value and success of non instructional goals. Further, the College is also associated with three consortia (AATYC Workforce Training, Arkansas Association of Community Service and Continuing Education, Central Arkansas Two Year Colleges) and receives insight and direction from external partners which provide assessment and review related to non instructional goals.

2P5. Determining Faculty and Staff needs Relative to These Objectives and Operations.

The Quality Council/Planning Committee serves as a voice and provides a forum to determine overall goals for the College. When feedback is received on non instructional projects,

appropriateness and fiscal feasibility is initially discussed at the departmental level then proposed to the V.P. for Fiscal Affairs. Some non instructional projects can be carried out with current staff. However, if additional faculty and/or staff is needed, positions may be filled with part time personnel. Some grant sources provide funding for personnel, as with the Smoking Cessation classes. The decision to proceed with non instructional projects typically is based on availability of faculty and staff.

2P6. Incorporating Information on Faculty and Staff Needs in Readjusting These Objectives
For major initiatives, staff and operational requirements are included in the initial planning for meeting the objective. All ongoing needs are addressed in the Budget process which is directed by the V.P. for Fiscal Affairs.

A major component in determining faculty and staff needs is through input from program Advisory Committee (PAC) meetings. Each major program has identified and has an active PAC to provide departmental suggestions and directions. At the recommendation of PACs students are now being placed in internships with companies that have partnered with the College. These placements allow students to gain valuable work experience and strengthen skills taught in the classroom while allowing employers access to review student skill levels in preparation for future employment.

Results (R)

2R1. Regularly Analyzed Data Regarding Non-Instructional Objectives and Activities

SEARK does not currently systematically collect and analyze data regarding other distinguished objectives. However, some anecdotal evidence is available and some measures are collected as described below:

- Facilities usage of college facilities i.e., McGeorge Hall-Seminar Room, Founders Hall-Lyceum and multiple classrooms by local committees,

commissions, clubs, businesses, and other community groups.
- Attendance data for Open House events and "Friends of the College" luncheon
- Number of news media releases and stories generated regarding the college, faculty, and staff accomplishments. (annually)

2R2. Performance Results in Accomplishing Other Distinctive Objectives

Anecdotal evidence of accomplishing a distinctive objective occurred in 2009 when the College received a $1,785,140.00 Department of Labor (DOL) renovation grant for a model child care center. Meetings with focus groups identified lack of child care for students (and some faculty), as a barrier to students completing their educational goals. In Spring 2012, the Childcare center will be open to provide service to the community. Career Pathways provides supplemental funding to assist students with child care. The child care center will provide improved access and affordability of childcare to stakeholders.

2R3. Comparison of Performance Results

Activities identified as major non-instructional objectives are unique for the most part to SEARK College and the area that is served. Therefore comparative measures are not available.

2R4. Performance Results of Processes for Accomplishing Other Distinctive Objectives

Within the institution, the working relationship between departments and the atmosphere is one of a team approach. Faculty and staff take the opportunity to volunteer for activities and events on campus when they become available.

SEARK's use of informal and anecdotal methods to gauge interest and impact has helped solidify the institutions standing in the community. SEARK promotes involvement and collaboration with our four-year colleague, the University of Arkansas at Pine Bluff (UAPB). The College encourages participation in leadership Pine Bluff, which is a 9-month community leadership

development program sponsored by the Jefferson County Alliance.

The community has access to campus facilities and is encouraged to utilize them as needed. Data collected reflects an increase of community utilization of the campus. SEARK faculty, administration, and staff are involved as volunteer members, community speakers, and donate to charitable causes including United Way and CASA. Faculty and staff serve on public boards and civic organizations such as Kiwanis and Rotary groups. SEARK staff provides leadership by chairing these civic organizations as well.

In addition, SEARK hosts a variety of community service events throughout the year to benefit individuals from different socioeconomic backgrounds. Among these are safety workshops for hourly workers, Volunteer Income Tax Assistance (VITA) opportunities, College Goal Sunday, and blood drives through the American Red Cross. SEARK College partners with local law enforcement and the fire department agencies to offer tuition-free training. The College's Workforce Development Center meets with large and small employers and supporters and encourages faculty and staff membership in local community organizations.

Improvements (I)

2I1. Recent Improvements

SEARK is committed to accomplishing distinctive objectives through outreach, community engagement, and continuously improving to address the needs of the college community. Recent improvements include:

- Assisting faculty with understanding students that are served, many of which live in an environment of poverty
- Laying the groundwork for developing an Alumni Association through the Office of College Affairs
- Expanding outreach activities, including those for dislocated workers.
- Updating the Council, Committee and Senate Handbook

- Appointment of a Grants Compliance Officer
- Outreach initiatives with local employers, non-traditional students , and the Jefferson County Alliance, Manufacturing Council, and the College Foundation
- Several businesses partnered with the College and the Alliance to develop a DVD highlighting training and career opportunities with local employers

- Friends of SEARK College luncheon for local business leaders
- Redesigning the SEARK College web site (Action Project)

2I2. Impact of Culture and Infrastructure on Selecting Specific Processes and Targets for Improved Performance Results

The continuous improvement chart/circle for the College is "SEARK": **"S"**eek, **"E"**ngage, **"A"**, **"R"**eflect, **"K"**eep provides the framework for targeting and selecting processes for improvement. The demographics and population of SEARK College's service area greatly affect the programs offered and which grants are applicable for our target market and service area. The demographics also require the College to exercise an open door enrollment policy.

Category 3 – Understanding Students' and Other Stakeholders' Needs

Processes (P)

3P1. Identifying Changing Needs of Student Groups

SEARK uses a variety of methods to help identify the needs of student groups. Among these are the student surveys, i.e., CCSSE, Graduate Survey, Career Pathways Questionnaire, Registration Demographics Form, and Student Evaluation of Instruction. Figure1P15-1 depicts institutional surveys used in this process.

In the Fall semester 2110, the College implemented the requirement that first time entering students take a course in college success. The design of this course is discussed in 1P3.

The College captures a student profile each semester and uses state demographic information (i.e., workforce predictions) to understand that the student profile and student needs may be different in the near future. In an effort to serve students needs SEARK monitors best practices in program development and engagement at other community colleges through participation in CCSSE and attendance at statewide meetings, such as AATYC. These activities support the development of new programs and courses, as well as the revision of existing offerings as discussed in Category 1P5.

Program Advisory Committees (PACs), which encourage student membership and participation as well as labor market reviews, are used to better understand the future of business and industry needs on the local, state, and national levels.

The average age of the SEARK student is 29 years. However, due to current recruitment efforts, the College is seeing a shift in demographics to a younger student population. The College's process for design, development, and implementation of need-based programs and courses are then set in motion.

When data (formal and informal) is received, it is channeled through the shared governance process. Decisions for action that address specific needs are determined at this level. See Figure 3P-1: Stakeholder Groups.

Stakeholders		Data Sources
Internal	Enrolled Students (Credit and Non-Credit)	Surveys Departmental & Institutional Graduate Senate and Committee Input CCSSE
	Prospective Students	Marketing Surveys Needs Analysis Recruitment Data
	Employees	Surveys Governance Processes Committee Memberships
	Board of Trustees	Operating Standards
External	Public: Local Community	GAC Surveys Friends of SEARK Luncheon Career Fairs/Health Fairs Informal memberships by Administrators and Staff
	Business/Industry Partners	GAC & PAC Surveys Formal & Informal Feedback on Internships Training Partnerships with Industry Clinical Evaluations
	4 Yr. Institutions	Focus Group Meetings
	Public: State & Federal	State Reporting Guidelines & Audits
	Donor Foundations and Grants Funders	Foundation Meeting Reporting Guidelines

Figure 3P-1: Stakeholder Groups

3P2. Building and Maintaining Relationships with Students

This process is crucial to SEARK's success and encompasses all enrollment management processes discussed (recruitment, student orientation, proactive advisement, registration). The current AQIP Action Project, Pro-Active Advising for Student Retention and Academic Success, addresses the College process to help provide an environment in which learning can thrive.

Building relationships begins with aggressive marketing and recruitment efforts. It continues with services offered through the Division of Student Affairs. Augmenting the efforts of Student Affairs, a position of Director of Retention was developed by the Office of

Advancement. Events like Fabulous Fridays give high school juniors and seniors in the six- county area an opportunity to visit with faculty and staff and tour the campus. SEARK provides New Student Orientation prior to the beginning of each semester. Once new students arrive at orientation, they receive welcoming and helpful services and information.

SEARK maintains relationships with students in a variety of ways including the Student Ambassador Program, counselors/advisors, academic advising, financial aid, student organizations (see 1P16), career, and personal counseling. The Workforce Development Center (WDC) is piloting the use of Facebook now that the College has approved a Social Media Policy. It is anticipated that use of Facebook, Twitter, etc…, will increase as a strategy for connecting with key stakeholders

The Center for Working Families, digital signage to improve communication with students, notifications sent through the Moodle learning management system, development of the Director of Retention position, and participation in the Governor's Initiative Career Coach Program all work together to maintain relationships with students. Services through TRIO reach underserved and under-resourced students.

Building Relationships with Students	
Strategy	Target
Marketing	Prospective or Current
Recruitment	Prospective
Student Services and Enrollment Management	Prospective Current
Maintaining Relationships	
Advisement and Academic Supports	Current
Student Services and Enrollment Management	Current
Retention Services	Current
Communications Processes	Prospective Current

Figure 3P1-2: Processes for Building and Maintaining Relationships with Students

A survey of students who graduate is collected on a semester basis. The survey provides information on student satisfaction and assists with defining opportunities for improvement of services and processes. According to data from the 2009 Graduate Survey, 86% of respondents indicated a high level of satisfaction with their experience here at SEARK College. Comments from the survey provided helpful data with targeting specific areas for improvement. For example comments that counselors know more about the classes resulted in focus being placed on advisement being done more at the program level.

SEARK College values and embraces the uniqueness of each student. Training for faculty and staff on Pro-Active Advisement actively promotes the relational aspect of student life. Other initiatives employed by the college in building and connecting with students are varied and include:

- Faculty requirement to post five (5) office hours/week specifically for meeting student needs
- Open door policy of the administration
- Strong faculty-student interactions in and outside the classroom
- An active Student Senate
- Student Ambassadors and several student organizations including, Baptist Collegiate Ministry and the honor society Phi Theta Kappa (PTK) all with faculty advisors
- Student work study program for qualifying students
- Campus events such as Spring Fling, Student Senate Silent Auction, Student organization Bake Sales

3P3. Analyzing and Acting on Changing Needs of Key Stakeholders

Data obtained through processes described in 3P2 are used by the administration and at the Division level to generate action plans in response to identified needs and to anticipate or study changing student trends. In response to the changing needs of SEARK's students, the Student Retention Center has been established and among other functions, provides supplemental support services in order to reduce barriers to student success.

Proactive advising and the new retention tracking process help in understanding student concerns (academic, financial, social) before these

concerns become a reason for withdrawal. Before a student is allowed to drop or add a course they must speak with course faculty, their academic advisor, financial aid office, and the Director for Retention. Reasons for the change are documented on the Add/Change/Withdrawal Form and retained by Data Entry/Registrar's Office. Students wishing to withdraw completely from the College must also see the Librarian for clearance.

Better understanding and response to safety needs of faculty, staff, and students is an institutional priority. SEARK College has not experienced any major catastrophic emergencies. However, with acts of incivility becoming more common in academic settings and the fact that the College is located near the Pine Bluff Arsenal, the focus on campus safety has emerged as a priority. One of the College's completed Action Projects – Campus Emergency Notification System resulted in improved safety measures and mandatory awareness for the students and faculty.

Community and employer needs are assessed through several formal and informal actions some of which are:
- Workforce Development Center (WDC) surveys and focus group meetings.
- Career Fairs
- Employer and GAC/PAC survey data are taken into consideration in creating responsive course schedules and for updating and increasing the College's instructional equipment, educational tools, and technology
- Leadership participation in community civic groups, such as Kiwanis and Rotary
- Actively developing articulation agreements and building relationships with high schools and four-year colleges and universities

Data from CCSSE is analyzed to select courses of action regarding the opportunities for improvement in engagement practices that have been identified.

3P4. Building and Maintaining Relationships with Key Stakeholders

The College prides itself as a member of the community that it serves. The continuing improvement of relationships external to the College is part of the Strategic Plan. SEARK builds and maintains relationships with external stakeholders by participating in a wide variety of community activities.

- Participation in the Annual Alliance Business Expo
- Health Fairs
- On Campus events
- Emergency preparedness drills

Building Relationships with Key Stakeholders	
Group	**Strategy**
Employees	Policies Human Resources
Public: Local Community	Business Expo Career Fairs GAC Meetings
Business/Industry Partners	Job Fairs PAC Participation
4- Yr. Colleges	Focus Groups & Articulations
Maintaining Relationships	
Employees	Governance Processes
Public: Local Community	Memberships & Participation in Community Events Communication Processes
Employers	PAC Meeting
4- Yr. Colleges	Focus Groups ACTS

Figure 3P41: Building & Maintaining Relationships with Key Stakeholders

3P5. Targeting New Student and Stakeholder Groups within Educational Offerings and Services

SEARK College uses formal and informal processes to determine if and when new student and stakeholder groups should be addressed and when new educational services and offerings should be developed (3P1 addresses this process). The Admissions Office, Vice President for Advancement, and Director of Recruitment strategically target new students and other stakeholders. Together they function to identify and tracks emerging areas of prospective students. New stakeholder groups are targeted through recruitment efforts, community involvement, and an aggressive marketing plan which is updated each spring semester.

The Director for WDC networks with business, industry, and community partners to identify needs that can be served by academic and customized training offerings. Onsite training is available throughout the service area The WDC also tracks local, regional and national employment trends. Program Coordinators, PACs and faculty identify potential academic needs through networking with the larger community of professionals to gain input on educational needs

Other individuals and departments are involved in the determination of educational offerings and services at various levels including the V.P. for Academic Affairs and Student Affairs, Admissions, and Program Advisory Committees.

3P6. Analyzing Stakeholder Complaints and Communicating Actions

Policies for handling complaints/grievances and communicating appropriate actions are defined in the SEARK College Faculty/Staff Handbook and the SEARK College Catalog and Student Handbook. Student academic complaints are addressed at the lowest level of the organization where a resolution may be sought. Students are urged to participate in an academic grievance procedure that includes first conferring with the instructor involved. If unable to reach a resolution with the instructor, the student may move on to the department chair, and if not resolved, the complaint is forwarded to the V.P. for Academic or V.P. for Student Affairs.

Informal resolution of student concerns is encouraged, and students are directed to the office that can best address their specific concern or complaint. Students may be directed to an instructor, dean, director, supervisor, or vice president. The specific guidelines for filing complaints are outlined in the current SEARK Catalog. Complete procedures for handling the following three areas of student complaints are addressed in the College Catalog:

- Academic Appeals (Grade Petitioning)
- Student Faculty Disputes
- Non-Academic Appeals

SEARK collects regular feedback from students through Instructor Evaluations. Frequently, complaints are voiced through this process and are addressed during scheduled evaluation conferences with the respective dean or V.P. The College addresses complaints via telephone, in writing, and in-person as dictated by the circumstance. The appropriate chain of command is then notified to remedy the complaint.

In addition to typical college issues, there are other types of complaints related to policies such as harassment and discrimination, student code of conduct, data privacy, and Americans with Disabilities Act that have their own policy and procedures that dictate the process for collection of complaint information and communication timeframes. This information can also be accessed in the College Catalog.

For faculty and staff, SEARK has an established grievance procedure which ensures fairness and consistency in employee relations and assists with resolving misunderstandings. The policy and process for filing a faculty or staff grievance is documented in the [Faculty and Staff Handbook](#). The handbook was revised as one of the College's initial AQIP Action Projects. Grievable issues include, but are not necessarily limited to, annual leave, sick leave, compensatory time, dismissal, suspension, promotion, demotion, disciplinary actions, and discrimination. The College does not have an established process for collecting, analyzing, or responding to complaints made by stakeholder groups other than students and employees.

Results (R)

3R1. Determining and Measuring Satisfaction of Students and other Stakeholders

SEARK recognizes that the process for consistently collecting this data is in need of improvement. As iterated throughout this portfolio, collection and analysis of data has been a challenge. However, through the quality improvement focus of AQIP, this challenge is being addressed with the hiring of an Institutional Researcher. Currently the College primarily derives student and stakeholder satisfaction from

anecdotal data and survey results. Data that is analyzed and reported include:

- CCSSE (Level of student engagement)
- Instructor Evaluations -Teaching effectiveness
- Graduate Survey
- Employer Survey
- New Student Orientation
- Focus Newsletters where assessment data is published
- Student Organizations (Participation factors illustrating student satisfaction)

3R2. Performance Results for Student Satisfaction

Graduate survey data is the most consistently collected data providing indication of the level of satisfaction experienced by SEARK College students. Review of the graduate survey tool has resulted in expanding the assessed behaviors to include those that specifically address student satisfaction with College services. Comments corresponding to specific survey items include:

- *72. I have really enjoyed getting my education here. The teachers are very knowledgeable. Much success to SEARK in the future.*
- *77. Look into partnership with UA Fort Smith for your students looking to obtain their Bachelor's degree in Computer Networking.*
- *86. Better parking and not make the students responsible for SEARK shortcomings (parking).*
- *90. Great school. Wonderful nursing program, all of the teachers, that I had classes with, were very helpful from the beginning until the end.*

3R3. Performance Results for Building Relationships with Students
Performance results for building relationships with students are assessed based on participation in student activities listed below. SEARK recognizes that measures other than attendance need to be collected and analyzed. This is being addressed as an opportunity for improvement.

- Academic Advising
- Fabulous Fridays (Area high school juniors seniors visit the campus)
- Football Tailgate parties at local high school football games
- Career Coaches
- On-site visits at local high schools by counselors and faculty
- Concurrent Enrollment
- New Student Orientation
- TRIO Workshops based on time and money management, study skills, job interviews, and resume' writing

3R4. Performance Results for Stakeholder Satisfaction

SEARK does not have a formal procedure in place for collecting or analyzing performance results for stakeholder's satisfaction. However, the General Advisory Committee (GAC) survey that is administered annually showed majority positive responses in several areas that are indicative of satisfaction with the College. Survey statements that affirm satisfaction include:

Reputation for Quality Instruction	98% Agree
Relationship with Business and Industry	84% Agree
Belief that the College is properly positioned to achieve its goals	92% Agree
Belief that the College's leadership is knowledgeable and responsive to trends is properly positioned to achieve its goals	91% Agree
Belief that communication processes are adequate in informing the public	81% Agree

Figure 3R4: GAC Survey Data

- *"The college is certainly a Technical and Workforce Development College, the opportunities for university transfer credits may not be adequately promoted"*.

- *"Keeping the tuition stable*

- *"Every indication shows that SEARK is systematically preparing for the future "*.

The GAC survey is discussed in 2P1.

3R5. Performance Results for Building Relationships with Key Stakeholders

While SEARK has not formalized the process for systematically collecting this data, the GAC survey data is useful in gauging the pulse of our external stakeholders. In addition, faculty and staff members participate on community boards and activities and are able to receive anecdotal and informal input from these groups. SEARK hosts events such as the Resource Fairs through the Center for Working Families, Workforce Development Center Safety Conference, and Career Fairs. Evaluation data for these events is collected by the respective sponsors. The evaluations reflect strong relational partnerships and the high regard external stakeholders have for the College's Mission.

3R6. Comparative Performance Results for Processes Involving Understanding Student and Stakeholder Needs

The College uses several tools and processes described earlier in this category to gauge student needs and satisfaction. However, there is a recognized need to improve performance when it comes to understanding student as well as internal and external stakeholder needs.

SEARK first participated in CCSSE in Spring 2010 as part of the AATYC Consortium. One key reason for SEARK's participating in Consortium administration of CCSSE is to provide an avenue for comparison among colleges that are similar in demographics and in overall mission.

SEARK College is ranked favorably in three of the five CCSSE categories. The College is ranked above the state cohort in the area of Student Support for Learners. Figure 1R2 shows how SEARK College ranks in comparison to the cohort group.

Improvements (I)

3I1. Recent Improvements

SEARK is making progress in understanding students and other stakeholders' needs. Evidence of this progress may be assigned to the following:

- Required Student Success Course
- The shared governance model (committee structure) for decision making has opened a forum for understanding internal stakeholders.
- Selection of Action Projects - Pro-Active Advising Action project addresses a systematic approach to assessing and meeting student needs
- Making use of alternate course schedules and contextualized developmental education courses has decreased the time students are required to spend in remediation.
- Changes and improvements in collection and use of data through the College planning process. The Comprehensive Institutional Assessment Plan (CIAP) documents the framework for these improvements.

3I2. Impact of Culture and Infrastructure on Selecting Specific Processes and Targets for Improved Performance Results

The data collected from the various sources is used by the College to understand and provide a rationale for decision making. Because of the ever-changing culture in demographics and stakeholder areas, SEARK seeks on-going formal and informal data in order to be responsive to these changes. Anecdotal evidence has accumulated over time and supports SEARK's Motto of ―Changing Lives – one student at a time!".

Much of this data is anecdotal and has not been formally or systematically collected as foundational for quality process improvement. However, as SEARK becomes more quality improvement focused through AQIP, these processes will be developed. Currently, the Master Strategic Plan and the college committee structure serve as guides for formal improvement planning and addressing college goals for advancement. The strategic goals are prioritized

and actions connected with resources to establish accountability to stakeholders.

Category 4: Valuing People

Processes (P)

4P1. Specific Credentials, Skills, and Values Required for Facaulty, Staff, and Administrators

Hiring and supporting successful employees begins with a clear description of position expectations and needs. Defining this process begins with involving individuals who will be working closely with the newly hired faculty, staff, or administrator. These individuals provide input into job requirements and serve on search committees. Individuals selected are acquainted with the position requirements and NCA and Arkansas Department of Higher Education standards for faculty in two year colleges. Identification of specific position criteria including academic degrees, teaching experience, discipline or professional experience, and any other specific characteristics deemed necessary or preferred for open positions is determined by department administrators. Job descriptions are available for all positions at the College and document the required knowledge, skills and abilities for positions.

4P2. Making Certain that People Hired Possess Required Credentials, Skills, and Values

Positions are filled after a search for potential candidates. Applications are reviewed for minimum qualifications, credentials, and specific additional skills needed to be successful in a particular position. Search committees members are appointed by the appropriate Vice President, Chair, Director, or Coordinator.

The hiring process includes a panel interview, reference checks, background checks, and transcript/credential examination and verification. The hiring process for faculty may also include teaching demonstrations. Skills testing may be used in evaluating secretarial staff competencies. SEARK strives to hire qualified applicants with the same values and caring attitude that are presented to its students. The College value statements are made public in the current College catalog. The Faculty/Staff Handbook hiring process states …

Appointment to the Faculty – *Positions will be filled after a search for potential candidates. A search committee appointed by the appropriate Vice President, Chair, Director, or Coordinator, who will make a recommendation to the President, will review candidates and/or resumes. The President, in turn, will make recommendations to the Board. Southeast Arkansas College is an Equal Opportunity/Affirmative Action employer.*

SEARK College currently is in the search process for a replacement for the College President. Dr. Phil Shirley resigned the position effective December 31, 2010 after ten years of distinguished service to the College. The process for seeking Dr. Shirley's replacement as chief officer of the College, by nature of the position, is very formal. The Board of Trustees (BOT) has opted to engage a national search agency, Association of Community College Trustees (ACCT) to assist with this process. The BOT has final responsibility for the selection of the President, and has created two committees to provide advice in the process. The BOT appointed the following:

- An eight member Internal Advisory Committee comprised of two representatives from faculty, classified employees, non-classified non-faculty, and the vice presidents, respectively.
- An External Advisory Committee comprised of members chosen from the various College constituencies.

The challenge with the external advisory committee will be keeping it from becoming too large since the College has so many different constituencies. The roles of the advisory committees are (1) to meet with ACCT consultant for orientation to the process, (2) give advice on the desired characteristics of the new president, (3) meet with the approximately five finalists for the position, and (4) identify the three (3) most desirable candidates.

Each of the groups of full-time employees has selected their representatives for the Internal Advisory Committee.

4P3. Recruiting, Hiring and Retaining Employees

SEARK College employees are recruited through various resources including, personnel office advertisement, academic faculty and staff referrals, staff and other college stakeholders. New positions are advertised internally, via the College website, and through local, state, and when appropriate national media such as the Chronicle of Higher Education. Position vacancies are announced both internally (to provide promotion opportunities), externally, on the College website and in local newspapers in order to obtain a qualified pool of applicants. The College prefers to promote within whenever possible. When panel interviews are conducted the applicant skills, values, and philosophy are evaluated. References and transcripts are verified to determine experience, credentials, character, and work ethic.

The hiring process for new fulltime faculty begins with a request being submitted by the V.P. or Department Chair / Dean to the V.P. for Academic Affairs. Requests for new positions are verified through the V.P. for Fiscal Affairs and the President. When positions are approved they are advertised with application requirements.

The College relies on an academically prepared and technically proficient adjunct instructor base. Adjunct instructors complete the eclectic pool of faculty and bring real world experience into the classroom. The recruiting and hiring process for adjunct faculty is very similar to that of hiring fulltime faculty. Figure 4P3 depicts the College's use of adjunct faculty for the past two academic years.
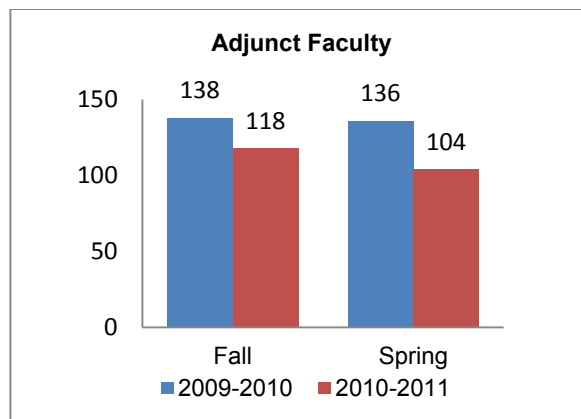
Figure 4P3 Adjunct Faculty Employed

All applicants are required to submit an Arkansas state application, resume or curriculum vitae, official transcripts, and three (3) letters of reference. Applicants are also required to sign a consent that permits the College to perform a criminal background check as part of the hiring process.

The responsibility for selection and hiring of other college personnel lies with the respective departments and the Human Resources office. The responsibility for the selection and appointment of the President lies with the Board of Trustees, (BOT).

SEARK retains its employees by providing a caring, positive, open, pleasant work environment. Employees are encouraged to continue their academic degree studies and receive advance degrees. To celebrate special occasions such as birthdays, baby/wedding showers, etc… the College employees host departmental and campus wide potlucks. Social opportunities between employees and students such as Spring Fling are annual events.

The benefits package of the College serves as a retention incentive and include retirement matching up to 14%, partial health, dental, vision and life insurance premium assistance, tuition exemption for full-time employees and qualifying dependents, accrual of sick and annual leave (annual leave accrual increases after three years of employment), pay increase for higher degree achievement, encouragement in continuing education, workshops and seminars.

Service awards are presented as an annual incentive for employee longevity.

Participation of faculty and staff in the hiring and decision-making, assist in creating a positive and motivational work environment.

4P4. Employee Orientation to History, Mission, and Values

Once an applicant is selected to fill a position vacancy, the Human Resources (HR) department begins the hiring process which includes new employee orientation. Orientation is conducted by an HR Specialist in order to insure that each employee receives consistent information about the College history, mission, and values. Supervisors provide new employees with a New Employee Checklist that is to be completed, signed, and returned to HR. New full-time and adjunct faculty each have a special orientation session in order to prepare them to meet the learning needs of their students as well as the requirements of proper documentation, grade posting, and college policies. .

4P5. Planning for Changes in Personnel

SEARK does not have a formal process for planning changes in all personnel. However, ‗Letters of Intent' are issued at the end of each spring semester for faculty and management staff. The Letter of Intent requests faculty and non-classified staff to indicate their intentions for continued employment with the College. When a need arises, the College follows the standard recruiting/hiring procedures.

As the College grows and the needs for additional employees arise, the V.P. for Fiscal Affairs requests additional positions from the State Office of Personnel Management. New positions may be filled through internal promotions or external hiring.

Most administrative services at SEARK encourage cross-training to support personnel changes. Best examples of this process occur in the Information Technology and Information Systems Department and the Business office area. Back up provisions are in place to assure continuity of services to accommodate any

immediate need necessitated by personnel changes.

4P6. Organizing Work Processes for Productivity and Satisfaction

SEARK‗s work processes and activities are designed to flow from the Mission statement and the College values. As the College engages in completing this first Systems Portfolio, a new awareness of work processes as a continuing cycle of objectives, activities, measurements, data analysis and improvements is developing. With broad involvement of SEARK College staff in the Process questions discovery stage, the culture of the College is changing to reflect more openness to accreditation and specifically a willingness to engage in continuous quality improvement. The College‗s work processes are centered around three themes that are directly linked to the Mission and strategic planning processes of the College. These themes are student learning, student services and support services for other stakeholders. The work processes, expectations, and measures are depicted in Appendix L.

A strategic staffing initiative resulted from discussion of work flow processes and activities that contributed to productivity. With recruitment and retention of students emerging as a major focus, two strategic appointments were made (Director of Recruitment and Director of Retention). Previously recruitment activities were managed as a Student Affairs activity. As a result of discussion, the reporting structure for these positions was revaluated and changes made to support organizational productivity. The change included both positions reporting to the newly appointed V.P. for Advancement.

As a part of the key work processes, program and course development, are reviewed regularly by faculty to assure that programming remain abreast of new concepts and ideas. It is very important for faculty to maintain a full assessment of their individual teaching methods and curriculum guidelines.

SEARK offers opportunities for professional development, evaluation, and support for informal grievances to encourage productivity

and satisfaction. Professional development activities that have been offered College wide include Informer training, E-Advising training, and AQIP Conversation Day. Breakfast with the President and holiday family style meals are social events directed at improving satisfaction, socialization and productivity.

4P7. Ensuring Ethical Practices for all Employees

All employees are expected to abide by the ethical standards for performance and conduct. Failure to meet these standards may result in disciplinary actions up to and including termination. SEARK employees are required to sign a ―Code of Ethics" statement which details specific behavior that is both expected and discouraged by College Staff and Faculty. This statement becomes a part of the employee's personnel file. The application for employment contains a Nepotism statement that all employees agree to upon hire. SEARK also conducts background checks as a condition for employment. Faculty Staff Handbook

The College strives to conduct business with honesty, integrity, and diligence and to promote legal and ethical conduct in all business ventures. The Office of State Procurement defines and enacts bid and purchasing policies. According to state guidelines, three bids must be obtained for all purchases that exceed $5,000 and follow a formal bid process for purchased that exceed $25,000. In addition, state auditing procedures are defined and used by the Finance Administration.

The expectation of ethical practices is further delineated in the Academic Freedom statement given in the College's Faculty/Staff Handbook. It states:

Recognition of Academic Freedom – In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism. They must be able to examine ideas in an atmosphere of freedom and confidence and to participate as

responsible citizens in community affairs. Academic freedoms must be subject to the self-restraints imposed by good judgment. The faculty must fulfill his/her responsibilities to society and to the profession by manifesting academic competence, scholarly discretion, and good judgment. At no time will the principle of academic freedom protect an incompetent or negligent faculty member, nor will it prevent the institution from making proper efforts to evaluate the work of each and every professional staff member. Faculty members are expected to recognize that accuracy, forthrightness, integrity, dignity, and civility befit their association with the College and their position as men and women of learning. No staff member shall represent Southeast Arkansas College without authorization.

4P8. Determining, Aligning and Strengthening Training Needs

Input for determining employee training needs occurs informally and is facilitated by leadership at the Division or Department level. SEARK promotes and provides professional development opportunities to ensure that all faculty/staff are kept abreast of recent policies, practices and educational trends. In-services are held periodically to update and equip faculty/staff with the knowledge and skills to effectively serve the College's mission and stakeholders. In recent years, examples of these efforts include training in best practices for distance learning technology (MOODLE), proactive advisement techniques, E-Advising, and Web advisor. In the budgeting process, improvements include a line item targeting the need for faculty, staff, and administrators to attend conferences and seminars specific to departmental needs. Some disciplines (Nursing & Allied Health) have an added requirement for continuing education units (CEU's) as a condition for license/certification renewal. These efforts are supported by the College. Training webinars are becoming increasingly effective in supporting employee development needs. An example is the training that was provided for all staff on handling and dealing with students and staff with mental health issues. The training was mandatory and everyone was required to sign in for attendance.

The process for faculty performance evaluations allows the incorporation of professional development needs while setting goals based on their three highest and three lowest scores. This helps in improving in the areas of weakness and also shows faculty their particular strengths.

4P9. Training and Developing Faculty, Staff and Administrators

As described in 4P8, training needs are frequently identified in connection with new initiatives and departmental needs. In the evaluation process faculty and staff are encouraged to identify and pursue opportunities to facilitate the Mission of the College through self assessment and improvement. Faculty development takes many forms i.e., degree completion, in-service education, certification, or continuing education all of which are supported by the College. Several courses are offered at no cost to employees through the Workforce Development Center including CPR, AED training, Microsoft updates, and Quality Management. Additional opportunities for faculty include training on the Datatel system, E-Advising, and I-NET course development.

For faculty and professional staff, approved development activities include, professional memberships, journals and , attendance at professional conferences/workshops. Classified employees are encouraged to attend local and regional organization conferences to keep current activities. All College employees are members of AATYC and several have conducted presentations during the annual conference.

Faculty members may also be granted sabbatical leave for purpose of study or travel upon the recommendation of the President of the College and the approval of the Board. Sabbatical leave is granted only when sufficient funds are available.

SEARK hosted AQIP Conversation Day in January of 2010. Attendance for faculty and staff was mandatory to discuss overall quality initiatives of the College and to provide focus as an AQIP institution.

4P10. Instructional and Non-Instructional Personnel Evaluation System

The evaluation process is designed to align with College objectives for instruction and service requirements. The student evaluation of instruction and classroom observation validate instructor performance and captures data on student satisfaction. Each faculty member, full-time and adjunct, is evaluated during their first semester of instruction. Semester evaluations continue for all faculty until an initial satisfactory evaluation is achieved. Regular adjunct faculty continue to be evaluated annually.

Following an initial satisfactory evaluation, full-time faculty are evaluated bi-annually, or as indicated, based on previous feedback, by the respective Division Dean/Chair, Coordinator, or Vice President.

The Coordinator for Distance Learning assists with the evaluation of on-line courses and instructors. This process is well defined as it includes a review of the actual courses by the appropriate Department Dean or Chair with the Distance Learning Coordinator assisting as a peer evaluator.

Evaluation of non instructional staff is conducted annually by the employee's immediate supervisor. This evaluation completed using a standard Arkansas State performance rating form.

The supervisor provides additional detail on the monitoring method used and a performance statement. A summary statement is shared with the employee and the employee is given the opportunity to summarize their performance. Employees also use this process to share their goals for additional training and continuing education. The employee receives a copy and a copy submitted to Personnel to be placed in the employee's permanent file.

4P11. Design of Employee Recognition, Rewards, Compensation, and Benefits

This is an area of opportunity for growth for the College. SEARK does not participate in merit program recognizing its employees. However, the College does offer assistance and provide

incentives for additional degrees, and certifications as they relate to college goals. An annual service award for all classified employees is given and is based on the employees' years of service at the College. Each summer, the college sponsors one instructor to attend the ―Arkansas Great Teacher Workshop". Attendance at this prestigious workshop is selected through College recommendation.

SEARK does participate in external recognition processes through nominating deserving staff for honors and recognition. Faculty, staff, graduates and students who have made significant contributions to meeting strategic goals have been nominated for recognition by external partners. Examples include:

- AATYC Outstanding Faculty Member
- AATYC Outstanding Staff Member
- AATYC Outstanding SEARK Graduate
- NREMT Outstanding EMS Faculty – 2009

SEARK College places high priority on faculty compensation and has consistently increased the base salary for beginning instructors. The administration strives to maintain an average faculty salary equal to or exceeding the median salary for two year colleges in the state. Average fulltime nine month faculty compensation is $43,663 as compared to the state average of $40,805. Employee benefits are reviewed and revised annually if needed by the V.P. for Fiscal Affairs and the President subject to approval of the Board of Trustees (BOT). SEARK College provides a competitive benefit package for its eligible employees as described in 4P3.

4P12. Determining Key Issues Related to the Faculty, Staff, and Administrators Motivation

Several years have passed since the faculty has been formally surveyed regarding satisfaction. A survey is scheduled to be conducted in the Spring 2011 semester and each spring thereafter according to the College-wide assessment plan.

Motivational issues are identified on an informal basis Each department head/supervisor has an open-door policy and is responsible for determining the motivational issues in their

department and then discussing/analyzing options with upper management. Examples of potential motivational issues include:

- Employee, staff, and faculty performance evaluations (input as to their performance and high and low scores are addressed)
- An open-door policy with SEARK's President gives staff and faculty an opportunity to discuss privately any issues of concern, including motivation and morale

4P13. Provisions for and Evaluating Employee Satisfaction, Health and Safety, and Well-Being

The need to evaluate employee satisfaction is discussed in 4P12. Employees tend to be very vocal in their opinions of services offered and actions are often taken based on informal or committee feedback.. The process for collecting and analyzing employee satisfaction input needs to become formalized.

SEARK College is a commuter campus and does not provide services for meeting faculty or student health care needs. During the N1N1 Flu outbreak in 2009, SEARK activated a Health Advisory Team (HAT) comprised of Nursing and Allied Health staff. The team functions on an as-needed basis to perform triage in the event of an emergency or medical event such as the H1N1 outbreak.

On August 1, 2010, the Arkansas State Clean Air Act went into effect. This law requires all state facilities to be smoke-free. SEARK took the initiative to enact this policy prior to the effective date of the law. SEARK also hosts smoking cessation classes in an effort to provide a healthier smoke-free lifestyle for participants.

The College has implemented additional ways to keep students, faculty, and staff safe and secure. Some of the ways include:
- Regular campus security (foot patrol)
- Uniformed campus police
- Upgraded campus lighting for night security

- The Community Emergency Response Team (CERT) committee
- The E-2 Campus Alert

Results (R)

4R1. Measures of Valuing People Collected and Analyzed

This is an area of improvement for SEARK. There are currently no systematic measures in place for valuing people. However the Human Resources office tracks the number of years of service provided by non faculty employees. Upon completion of (10) or more years of service, employees receive career service recognition payment. The award amounts and the process for eligibility are stated in the Faculty Staff Handbook. Data on tuition waivers is also tracked by the Business office and reported for auditing purposes. The College also tracks the percentage of student semester credit hours taught by fulltime as compared to state averages.

By encouraging participation in the overall governance and decision-making processes of the College, faculty and staff have valuable input. Some informal measures include:

- Increased participation by faculty and staff on committees and councils
- Number of professional development opportunities offered on and off campus
- Annual performance evaluations
-

4R2. Performance Results in Valuing People

SEARK College has a well defined performance evaluation system as discussed in 4P10. The average salary for SEARK faculty bodes well when compared to the two-year college average as described in P411. 32.9% of SEARK student semester credit hours (SSCH) are taught by adjunct faculty. The state average for part-time instruction is 34.3%. While the difference is 1.4%, the College recognizes there is a correlation between the quality of instruction and the number of part-time faculty. Decreasing this ratio also aligns with the Strategic Planning goals for the College.
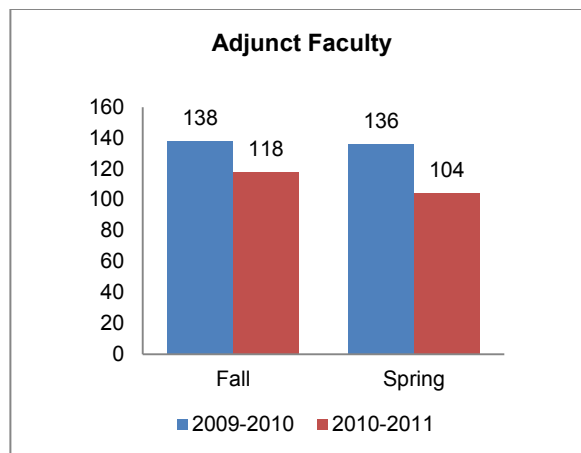
Figure 4R2 Declining use of Adjunct Faculty

Other performance results are listed below:

- Average tenure of the faculty/staff is seven years
- Thirteen (13) Career Service Recognition Awards ranging from $600-900 were given for 2009-2010
- Annual salary step increases for faculty- $500-1000

4R3. Evidence That Productivity and Effectiveness Lead to Achievement of Goals

SEARK has limited evidence that indicates the productivity of faculty, staff, and administrators. Those regularly collected and analyzed include

- Meeting and exceeding benchmarks for state and national licensing/certification exams for NAH programs. See Figure 1R6.
- CAAP Exams. See Figure 1R2-3
- Staff performance evaluations

4R4. Results for Performance of Processes for Valuing People Compared with the Results of other Higher Education Organizations

SEARK does not currently benchmark results for valuing people for external comparison other than faculty salary comparison as discussed in 4R2. Planned improvement in data collection will be implemented with the hiring of an Institutional Researcher.

Improvements (I)

4I1. Recent Improvement in Processes for Valuing People

This area poses a challenge for the College. The writing of this Systems Portfolio has highlighted areas of improvement that are easily overlooked in day-to-day operations. Recent improvements include:

- Developed an action plan to move ahead on the President's goal in the Strategic Plan to hire more full-time faculty.
- An Employee Satisfaction survey is scheduled to be conducted Spring 2011
- More funding is available through grants for additional positions
- Designated parking areas for faculty and staff. With the over populated student parking situation, this illustrates concern and value for faculty and staff
- All faculty/staff computer and phone systems have been upgraded
- Faculty private office spaces for preparation time and student conferences
- Tuition remission benefit for employees and dependent family members
- Updated faculty/staff handbook ensuring that faculty/staff are familiar with the policies that govern their employment
- Staff and faculty input into the updating of the handbook
- Faculty Senate ensures that the voice and concerns of the faculty are heard and addressed through participation on Quality Council/Planning Committee as a standing agenda item.

4I2. Impact of Culture and Infrastructure on Selecting Specific Processes and Targets for Improved Performance Results

SEARK's quality program infrastructure (Quality Council/Planning Committee/Planning Committee) has a wide range of representation from faculty and staff, which is the foundation for selecting specific processes for improvement. This system demonstrates the commitment of college leadership to continuous quality improvement in valuing people. Further this also demonstrates commitment to providing a supportive environment where employees are empowered and thrive in becoming a part of the SEARK quality culture.

Category 5: Leading and Communicating

Processes (P)

5P1. Defining and Reviewing the Mission and Values

The College's mission, purposes, values, and philosophy serve as the COMPASS that gives direction to continuous quality improvement initiatives. These were provided in the Overview, are referenced in Category 1, and stated in the College Catalog. Since becoming a two-year College in 1991, SEARK has operated under a governance process model based on the principle that the Board of Trustees (BOT), appointed by the Governor, in collaboration with the President of the College, provides the vision for the institution. The President oversees day- to- day operations of the College via a broad approach to governance emphasizing values and empowerment of the BOT, college administrators, and staff.

The College mission primarily is to provide technical education, academic transfer and related programs for the citizens of our designated service area. This mission was developed based on models of the other 22 two two-year colleges that were created as a result of Arkansas State Legislative Act 1244. Act 1244 dictates the breadth and scope of the College mission.

The Mission of the College was revised in 1999 and is accessible to the public and stakeholders. The College values were identified based upon an assessment of the stakeholders that the College serves. Based on the Comprehensive Institutional Assessment Plan (CIAP), the College Mission, Philosophy, and Value statements are reviewed every three-five years. Discussion of the Mission has been ongoing according to the scheduled timeline and encompasses the evolutionary processes that are at work on the campus.

In 2008, the decision was made to no longer offer adult education classes on the SEARK campus. This decision resulted in a shift in the overall Mission and a revised Mission statement to reflect this change. No other substantial changes have been made to the Mission since that time. However, discussions have resulted in at least two draft documents which are approaching the adoption phase by the BOT. Data continues to emerge identifying themes that profoundly impact how the College planning processes must proceed to remain current with demographics and to further define the future direction of the College. Themes that are addressed as we redefine our Mission, values, and purposes are:

- Expansion of technology to offer degrees online through distance learning.
- Incorporation of continuous improvement strategies for meeting stakeholder needs
- Models of learning that provide upward mobility.

Discussion and revision of the Mission is accomplished in concert with the leadership culture that encourages collaboration and broad participation in developing and implementing the strategic plan. The leadership system structure includes three major teams: President's Executive Cabinet, The Quality Council/Planning Team, and the AQIP Oversight Team. These three senior leadership teams collaborate with the remaining college councils, committees, and senates to ensure a seamless flow of communication and involvement of individuals across the campus in the discussions. This enhances the ability to respond to the ever-changing needs of all stakeholders.

5P2. Setting Direction by Leaders

The President and the Executive Cabinet are primarily responsible for setting institutional direction through the Strategic Planning Process. The Strategic Planning Process is discussed in Category 8P1. Processes are in place for regularly and systematically collecting and using data by the administration in maintaining and aligning the mission, vision, and values of the College. These _listening' tools (surveys, GAC & PAC meetings) assist in understanding, prioritizing, and effectively responding to the diverse needs of students and stakeholders. Systematic assessment also helps frame ongoing communication, discussion, and refinement of our mission. This level of involvement demonstrates that SEARK College, as an

aspirational high performance organization, values and focuses on the expectations of all our stakeholder groups. The College encourages engagement at all levels of the institution and community and incorporates formal and informal feedback into improving communication, openness and refinement of its mission and vision.

5P3. Addressing Needs and Expectations of Stakeholders

The strategic planning process is multifaceted and inclusive of feedback from all level of the institution and key stakeholders. Strategies employed by leadership in addressing the needs and expectations are adaptive based on respective stakeholder needs. Information on student needs is collected from several sources including:

- Participation in CCSSE
- Student Evaluation of Instruction survey
- Use of a broad set of student services offered through Student Affairs
- Minutes from Student Senate and other committees
- Use of Program and General Advisory Committees
- Use of anecdotal input from co- and extra-curricular activities resulting from students interaction with faculty, staff, and administrators

The College leadership also receives input from stakeholders through:
- Active involvement in the community by administrators and faculty
- Recruitment and retention activities of the College.
- Active involvement of the Board of Trustees

Examples of how needs of students and stakeholder need are taken into account as the institutional values are realigned are evident in the following: The College Technology Plan calls for a cycle of replacement of one-third of the campus computers each academic year. These replacements were to be funded through the student technology fees that are collected. As

discussion of the strategies for the College's continuous improvement processes were being revised through brainstorming and faculty input, it was revealed that there was a breakdown in this process and the cycle of computer replacement had not been followed. As a result, funding was reallocated to bring the institution's technology up-to-date. This caused the shifting in priority ranking of other College projects.

Leadership addresses the needs and expectations of external accrediting bodies through allocation of funding for required travel and attendance at state and national conferences, i.e., AQIP Colloquiums, Nursing and Allied Health accrediting agency conferences, and professional and special interest conferences for other college disciplines. Additional strategies for addressing internal and external stakeholders needs include:

- Planning retreats with the BOT
- Focus group meetings
- Communication processes
- Actions based on analysis of formal and informal data (increase in I-NET offerings and appointment of a Grants Compliance office)
- Addressing audit issues identified

The College's annual reporting processes pose a challenge for the institution. As in the past, formal reporting and analysis of data has tended to be sporadic. This is a process that is receiving the attention of the President and the Executive Cabinet. It is becoming more apparent that systematic data is key in setting directions that meet the needs of students and stakeholders.

5P4. Guiding the Organization While Focusing on Student Learning

The Executive Cabinet, comprised of the four Vice Presidents who lead Academic and Student Affairs, Fiscal Affairs, Assessment, and College Advancement, meet regularly at the call of the President for discussion of leadership initiatives and decision making. Each Vice President works within the organizational structures of their respective department to best meet the needs of the department and personnel.

An example of how leadership keeps student learning at the core of its focus can be found within Academic Affairs. Academic Affairs is organized into three instructional Departments (General Studies, Technical Studies, and Nursing & Allied Health). Attention to future academic program opportunities is based on needs identified by the three instructional Departments using processes described in Category One: ―Helping Students Learn". This allows new initiatives to be researched, proposed, approved, and implemented by leaders who have oversight of program quality. This arrangement promotes broad-based input across the College's leadership and helps balance attention to ongoing programs quality and future service to students.

Another example of the strong student focus by leadership can be found in the decision to offer classes at non-traditional times such as early morning, noon, and on Saturdays. The decision to use this flexibility in scheduling was the direct result of listening to our students. Some flexible scheduling was short lived; however, it met the need based on data at that time. As continuing evaluation demonstrated that the need no longer existed, certain schedules were changed or discontinued.

In seeking future opportunities, SEARK College participated as one of six Leadership Colleges for the Breaking Through Initiative. Breaking Through focused on developing a career path to help low skilled workers overcome some of the challenges of extended enrollment in developmental education courses. Contextualized curricula were developed which allows students to complete developmental courses in one semester, which would normally take three semesters. SEARK chose initially to focus on creating a contextualized developmental education track for students in allied health. Allied health was chosen because of the large proportion of low-skilled workers in health care in the College's service area. As a results of the Breaking Through Initiative, the College has institutionalized the contextualized developmental education curriculum concept for Nursing and Allied Health and Early Childhood Development, thus allowing these students to

enter their chosen career path and begin earning a higher wage sooner. These activities were the result of leadership and other stakeholder involvement in community/state/national partnerships and enhanced awareness of new practices and funding opportunities.

Based on student evaluations of bookstore services, in 2007, the administration entered a contract deal with a national company that has proven to be more student friendly. Upon contracting with the company, students and faculty were given the opportunity to select a name for the new bookstore. The name ―Textstyles" was submitted and accepted as official.

5P5. Leadership Structure for Decision Making

Decisions are made following a defined system of governance via the committee structure. All major decisions are finalized by the Executive Cabinet. However, the Executive Cabinet considers open communication critical to encourage participation in decision making. Recently, the College revamped the organization and function of what was formerly the ―College Council." It is now the Quality Council/Planning Committee for the college. This committee has broad representation including individuals from every division and department of the College.

The role, scope, and function of each of the College's Councils Committees, Teams, and Senates are described in the Council, Committee and Senate Handbook. The processes defined in the handbook are evidence that all levels of the institution are involved in decision making. Ad-hoc committees are assigned as need arises. The Instructional Affairs Committee (IAC) meets consistently to review and make decisions regarding curricula and instructional policies. Each committee, council, team, and/or senate has an assigned schedule to meet in order to prevent conflicts. Committees use a standard format for recording minutes which includes topics, discussion, and actions taken. Minutes of these committees are posted on the College website specifically for communicating actions and decisions that are made. It is the function of the team chair or the recorder to follow-up with

unfinished agenda items and posting of minutes for the College community. Decisions within groups are usually by consensus.

During the first Conversation Day, a model for decision-making was developed and is now being used to gain consensus through involvement. The ‗S-E-A-R-K Model' was discussed in Category 1I2. The model closely aligns with and incorporates the Plan-Do-Study-Act principles of AQIP. This model is in the process of being interwoven into the Continuous Quality Improvement cycle and defines how a discussion item or action at the committee/team level becomes an action project or a quality idea. This process is represented in a cyclic mode where the outcomes of quality ideas are fed back into the system as input.

The role of the Executive Cabinet in this process is to guide the organization's decision-making by focusing institutional priorities on student learning and success. The Executive Cabinet is open to receive quality ideas that are generated during any committee, council, senate, or team meeting. Ideas that are deemed to lead to quality improvement actions are then assigned to various individuals, committees, and/or ad-hoc committees. These assignments are carried out according to timelines, goals and objectives and may be adopted as Action Projects.

An area of challenge for the College has been retention and recruitment. In reviewing and analyzing the organizational decision-making structure, the President and Executive Cabinet determined a need to focus recruitment and retention as institutional priorities. A new Vice President for Advancement was appointed and the Director of Recruitment and a Director of Retention have been placed under her purview. This line of communication is reflected in Appendix D: SEARK College Organizational Chart. These offices are assigned specific tasks with deadlines and outcomes that will be evaluated and results reported.

5P6. Using Data, Information, and Performance Results for Decision Making

Institutional effectiveness is gauged and monitored through a series of surveys and other outcome based inputs. A major challenge for SEARK College has been in deciding what data is most important in making institutional decisions. The Assessment Team developed a template for a Comprehensive Institutional Assessment Program (CIAP) which flows from the strategic goals of the College. This document includes methods for data collection at the program, division, department, and institutional levels. The template identifies method, frequency, population, distribution, how results are used, and the individual responsible for collecting and disseminating the data. A Template of the CIAP is included in this portfolio as Appendix E. The location of actual results of the surveys is documented in the CIAP. Examples of use of data:

- Historic class enrollment data is used to determine when adjustments to class times and number of sections are needed.
- Course remediation implemented based on poor retention data in NAH program.
- Presidential Communiqués are sent based on feedback that more communication is needed.
- Faculty/staff evaluation data is used by faculty to develop professional development goals

5P7. Communications Between and Among Departments

Communications within the College have posed a challenge. The College Council, Committee, and Senate structure is the process by which communications take place between and among departments. These memberships are reflective of the campus as a whole. Face-to-face discussions in meetings facilitate relationship building among employees and encourage free flow of ideas and input for decision-making. Much of the day-to-day communication occurs via internet which has increased efficiency of the communication process. However, the impersonal nature of the technology has done little to reinforce the relational aspect of communicating or ―…accentuate friendliness and helpful attitudes". The College recently received the new Voice Over Internet Protocol (VOIP) system replacing the traditional phone service. This new

Category 5: Leading and Communicating

technology improved internal coordination and communication. The new VOIP telephone system improved flexibility and quality of a digital system and has features previously unavailable in a traditional telephone system such as Fax to the desktop and conferencing capabilities. The VOIP benefits the college through cost saving in addition to making the flow of communication smoother.

The College recognized the need to improve the way that it communicates with stakeholders inclusive of the campus community. In 2009, the Office of College Relations and Advancement (now Office of Advancement) developed a formal *Marketing Plan/Communications Guide*. The guide outlines requirements for materials distributed to students, the media, and public in an effort to inform stakeholders about the College's mission and values while maintaining consistency with documents for public recognition of the College.

Updating the College web site is the goal of one of the active AQIP Action Projects. The project titled, ―Web Presence Development and Improvement Project", is focused on improving and modernizing the College website www.seark.edu to bring a dynamic and engaging, informative platform for interaction between the College and its audience. Redesign of the website has been outsourced under the direction of the College's Director of Information Technology. The tentative launch date has been set for June 2011. Input for the new website design is being provided by representatives for the administration, academics, marketing, student affairs, library and virtually every functional unit of the campus. Design meetings have been called by the IT Director requesting input. The new site will improve the College's ability to compete and communicate with its stakeholders.

5P8. Leading and Communicating a Shared Mission, Vision, and Values

During the Faculty Staff Convocation each semester, the President presents a State of the College address and shares the College vision. The Executive Cabinet and the Quality Council/Planning Committee provided input into the Strategic Plan and lead in the ongoing implementation of the strategies. The Strategic Plan serves to stimulate a continuous awareness of the themes and goals that generate the formal and informal initiatives to promote the College's Mission and values. The Mission and value statements are published in the College Catalog and in the Systems Portfolio Overview.

The College values are deepened and reinforced through the personal approach that occurs in the context of communications. Each Department on campus is lead by a Dean, Coordinator or V.P. whose responsibilities include facilitation, communication, and cooperation within and between departments and among faculty and staff. These department heads are members of the Quality Council/Planning Committee which meets monthly to communicate and discuss issues. This broad representation is valued for reasons of inclusion.

SEARK College has an AQIP Oversight Team which functions to organize AQIP activities and move organizational goals forward. The AQIP Oversight Team has direct oversight of the College Action projects and evaluates accomplishments that result. The final decision on which action projects receive approval and are implemented rests with the Executive Cabinet.

5P9. Encouraging, Developing, and Strengthening Leadership

SEARK recognizes that fully developing and using the creative abilities of faculty, staff, and administrators is our most valuable resource. The administration has high respect for and demonstrates a willingness to invest in faculty and staff professional growth. New leaders are emerging as suggestions for Action Projects are refined and teams formed. Individuals who never participated at the level of Team Leader are now engaged in this capacity and making a profound impact on the measurable success of the institution through ownership of the AQIP Action Project processes. All of the AQIP teams are voluntary and consist of individuals who want to become involved.

Incentives, such as recommendations for AATYC awards as discussed in 4P11, provide a sense of pride for the campus. Everyone is encouraged to recommend individuals, and those winning the nominations are the ‗campus stars' for the year.

Annual performance evaluations are conducted to assist faculty and staff in developing professional goals. Internal promotions are a major source of encouragement to developing leaders. The most recent V.P. positions that were vacated (Student Affairs and Fiscal Affairs) and the newly appointed V.P. for Advancement, were filled with highly qualified leaders from within the ranks. The College supports individuals with leadership qualities to attend Leadership Pine Bluff and Leadership Arkansas.

An example of sharing and communicating leadership knowledge and best practices was evident through staff participation in national conferences to gather and present information regarding contextualizing Developmental Education courses. SEARK staff traveled extensively to receive information and share best practices regarding this initiative.

5P10. Maintaining and Preserving Mission, Values, and Commitment to High Performance during Leadership Succession

Succession planning is part of the strategic planning process. In the event a member leaves unexpectedly, personnel are cross-trained to step into those positions. This planning process starts at the top and flows down the organizational chart.

SEARK College has a very active and well informed Board of Trustees (BOT). In addition to regular Board meeting attendance, Board members are assigned membership positions on two of the College's standing committees (Quality/Planning Council the AQIP Oversight Team).

The Board Chair sits on the Quality Council/ Planning Committee and another member takes on an active role. This involvement places the Board in a position to carry out or delegate functions to ensure maintenance of the College

Mission and Values while the current search for a President is underway. This active participation also places the BOT in a position to observe the inner workings and decision-making processes of the organization. One of the BOT members attended the first AQIP Strategy Forum as part of the SEARK team. This broad-based involvement and participation results in better decision-making and strengthens group ownership of our systems, activities, and initiatives.

The BOT approved the current Strategic plan to guide the mission and vision for the next 5 years. The Board also recently approved a **VISION 2030** Master plan which is in place to provide direction for the next leader.

Results (R)

5R1. Performance Measures of Leading and Communicating

Leadership skills and communication processes are evaluated through the Administrative/Professional Evaluation Survey. The survey was administered in 2005-06, revised and administered in May 2007-08, and again in 2010.

With the survey administration in 2005-06, employees rated their immediate supervisor on specific behaviors relating to ―Leading/Organization/Communicating".
Responses to the 2005-06 survey were returned to the Assessment Specialist, who analyzed, aggregated, and reported the data. Anonymity was an issue of great concern during the process. All results were provided to the President. The data collected through the Administrative Survey in 2005-06 addressed issues such as:

- The leader's ability to communicate, awareness, and use of feedback
- Whether leaders value the collective mind
- Leadership qualities and attributes
- The Leader's ability to make tough decisions
- Barriers that seem to obstruct effective communication
- How the process of communication can be improved

A subsequent survey of faculty and staff to collect data regarding leadership was conducted in 2007 - 08. The Assessment plan identifies the frequency of this survey to be conducted annually. Unfortunately, this timetable has not been followed, and some of the data that was collected in 2007-2008 has been lost with transition of employees. This is further evidence that the College is challenged by data management processes. The Quality Council/Planning Committee made the recommendation that the College fund a position for an Institutional Research Officer. This position has been funded, and the search process is underway for a qualified candidate.

Results from the 2010 Faculty survey show that faculty is split in terms of levels of satisfaction with the administrative leadership and direction of the College. Of faculty completing the survey, 42.86% are neutral or disagree that the College's administrative officers are responsive to the needs of faculty and state that that the process for exchange of ideas is not well defined. Results for the complete Faculty Survey are with the Office of Institutional Effectiveness. Comments indicate that faculty does not believe that there is an accurate communication system. Faculty survey behavior results were aligned to correspond to the characteristics of a high performance institution and rated on a Likert Scale of one to four (Strongly Agree – Disagree). Results of behaviors indicative of high performance were rated overall as positive- Strongly Agree/Agree (<3.0). See Figure 5P10: SEARK Results in High Performance Organization Behaviors.
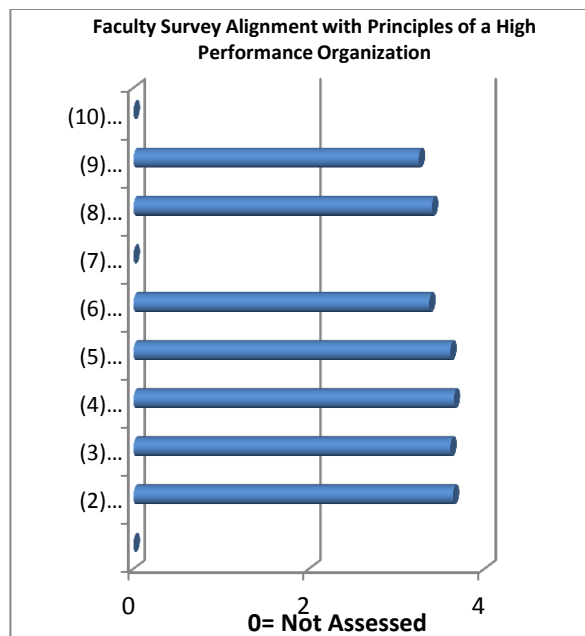
Figure 5P10: High Performance Organization Behaviors

Other notable findings from the Faculty Survey include:

- The majority of respondents feel that constructive feedback from supervisor and student evaluations is given in a timely manner;

- College administrative officers are thought to be responsive to the needs of faculty by 46.7% of respondents, but are not thought to be so by 28.6% (with just over 23.8% being neutral).

- About 55% of respondents feel that the administration, faculty, and staff constitute a cohesive unit bound together in a spirit of cooperation and mutual respect to promote continuous quality improvement; about 26% of respondents disagree

The 2011 Faculty/Staff Survey is in progress at the time of writing this Systems Portfolio. When the data is complete, analysis will be conducted and appropriate actions taken in terms of communicating and acting upon the results.

5R2. Results for Leading and Communication

The Administrative/Professional Evaluation Survey focuses on communication issues related to leadership, management and college culture.

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Data from the survey that was conducted in 2005 identified communications (*openness and honesty*) as one of the strengths of the administration. On the opposite end of the spectrum *"...perceiving and using creative ideas to accomplish tasks and willingness to try new ideas,"* was listed as a weakness.

There is a common thread of underuse of the communication processes that are in place at SEARK. For example, some individuals report not being well informed of activities that are discussed or decisions made at the administrative level. To resolve some of this discussion, each committee is required to post minutes on the College website after they have been approved. In addition, Presidential communiqués are posted via email.

5R3. Comparing Results for Leading and Communicating

Historically, leading and communicating results have not been available from other institutions. As an AQIP institution, SEARK hopes to begin comparing communication results with other AQIP institutions.

Improvements (I)

5I1: Recent Improvements

SEARK has made multiple improvements in this area as seen in the list below

- Combined WDC and Technical Studies to improve communications
- Revamped the College Committee, Council, and Senate structures
- Implemented VOIP system
- Implemented Presidential Communiqués
- Implemented Action Projects – Faculty Staff Handbook and Campus Emergency Notification Systems focused on communications processes
- Revisited and revised the organizational chart
- Systematized the decision-making process through AQIP Champions leading to more campus involvement and ownership of processes

- Encouraged active involvement with the BOT in the Systems Portfolio development

5I2: Impact of Culture and Infrastructure on Selecting Specific Processes and Targets for Improved Performance Results

In addition to the process identified in 5P2, the SEARK College Quality Council/Planning Committee, whose function is described earlier, is at the center of determining the processes targeted for improvement. Priorities emerge through input from all campus departments, discussions, and implementation of the planning process, including strengths, weaknesses and opportunities (SWOT).

SEARK College is growing and becoming increasingly dependent on data for decision making. The need for additional expertise in data extraction and reporting has become a priority. Improvement of the College's ability to extract data has not been formally declared as an AQIP Action Project; however, it is receiving attention as a high priority quality idea. Discussions and actions are focusing on the extent to which the College is maximizing current data management and reporting systems.

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Category 6: Supporting Organizational Operations Processes (P)

6Pl. Identifying Support Needs of Students and Other Key Stakeholders

Needs are determined through the various service areas, committee input, analysis, and student input and analysis as well as student input from surveys. College committees such as Student Affairs and Student Senate function to provide a forum for receiving input, analyzing data, and developing actions to meet identified student needs.

Support services for students include the following:

Services	How Needs are Identified
Academic Assistance	Admission placement testing, Learning Assistance Lab, Retention Early Alert System, TRIO-SSS, Financial Aid
Academic Outreach	High School Counselors, Career Coaches
Admissions, Registration, and other student processes	Student Affairs Office, Academic Advisors, Registrar
Extracurricular	Student Affairs Office, Baptist Collegiate Ministry, Student organizations, Student Senate
Career, Community Relations, Graduates	Graduate Survey, Employer satisfaction Surveys Advisory committees (GAC & PAC)

Other key stakeholder advisory meetings are held at least annually. Members of advisory committees include employers of SEARK graduates. These GAC/PAC members are valuable assets in offering employment and clinical training for students. The Board of Trustees (BOT) provides valuable information as to the changing needs of the community employers and the needs of employees they hire. These members assist in keeping SEARK up to date on changing trends or expanding needs of the community work force. This type of anecdotal feedback is used in revising and updating curricula. SEARK College is committed

to providing a quality community workforce to the service area.

Workforce development also works closely with community employers to assess the employers' needs. Customized training classes are developed when needed. Classes are taught on campus or on the employers' worksite.

6P2. Identifying Administrative Support Service Needs of Faculty, Staff, and Administrators

Administrative support service needs are determined through interaction between faculty, staff, and administrators. Needs of the faculty are communicated through regular division meetings and Faculty Senate. The staff needs are addressed through representation on standing committees of the College. Identification of fiscal needs and support are determined at the program and department levels. Program Coordinators are responsible for submitting program budgets annually in March according to the planning process. Budgets are reviewed by the Administrators or V.P. and given final approval by the President in consultation with the V.P. for Fiscal Affairs. Prioritization of needs and funding decisions are established based on specific needs and availability.

Information technology needs of faculty, staff, and administration are determined through participation on the Technology/Distance Learning committee. The College has a technology plan which provides for on-going assessment and evaluation of the campus' technology needs by the SEARK IT Department.

Vendors have been invited to SEARK College to demonstrate their products on occasion. For example, when some instructors used the tool of Clickers in the classroom, SEARK purchased the tool.

6P3. How the Design, Maintenance, and Communication of Key Support Processes Contribute to Physical Safety and Security

The AQIP Action project on Campus Emergency Communication sets forth the process for communication as part of emergency

preparedness. Faculty and staff are strongly encouraged to sign up for e-2Campus. The service enables the College to send important information to all enrolled in the service via mobile phone, land lines, web page, PDA, email, text pager, Google, AOL or My Yahoo Page. The service has been useful for notifying subscribers in the event of emergencies, inclement weather, and school closings. Sign up is made easily available on the SEARK Website. e2-Campus

The Coordinator for the Emergency Management and Administration Program (EMAN) is a Public Service Criminal Justice expert who also consults with the Security Service. One primary focus of this program is to prevent and manage emergencies should they occur.

One objective for the Campus Emergency Notification System Action Project includes drills and exercises to ensure preparedness. Those responsible for assisting with the teams' efforts include Security, Buildings and Grounds, Emergency Ambulance Service Incorporated (EASI) and the Pine Bluff Fire Department. During spring 2010, as a class project, the EMAN students conducted a mock drill. Students involved in the drill included: EMAN, Criminal Justice students, Technical and NAH students. After the drill, debriefing sessions were held to identify how the response could be improved and what changes need to occur in future drill or in the event of an actual disaster.

SEARK's Emergency Preparedness Action Project addresses other areas of safety preparedness. Included are:

General

- General security offered at SEARK College includes campus radio and phone services for communications and to report emergencies. A security service patrols the campus 24-7 and is easily visible. In the College's Strategic Master Plan, fencing will surround all campus buildings by fall 2010. Adequate lighting and security systems are provided in parking areas and all buildings for easy accessibility. Surveillance cameras are available around the campus.

- Large screen monitors have been placed in each building. The screens have the ability to provide general and emergency communications. The monitors are funded through the Perkins Grant.

- SEARK College requires parking decals to be displayed in automobiles. Student and instructor decals are of different colors.

Health and Safety

- Emergency alert locations are described in the SEARK College Catalog and on the SEARK website

- Another physical safety measure was established for the threat of an outbreak of an H-1N1 Flu epidemic. Mobilization of the health advisory team was secured on campus. Education was provided by the Nursing Allied Health Department on the signs and symptoms of the illness and how to protect people from being infected with the illness.

- A wellness station was placed on campus to screen students who suspected they had been infected. The following education was provided:

- Information discussed and posted on proper hand washing and proper coughing techniques.

- Flyers were posted on building warning students to not attend classes if they were having symptoms of the flu.

- Hand sanitizer stations were placed in all buildings on campus

- Maintain standards by providing fire pull boxes, fire detectors, and fire extinguishers.

- Provide Adult External Defibrillators (AEDs) in each building. Training for the devices is provided by the WDC on campus. A designated individual has been assigned for upkeep of the AED units for each building

- SEARK College extends safety courses to the community in the form of a Pine Bluff Police Department Citizens Police

Academy, Storm Spotters Course, and CPR.

6P4. Management of Key Student, Administrative and Organizational Support Service Processes on a Day-to-Day Basis to Ensure they are Addressing Needs

The College was a recipient of a Title III Grant to purchase the Datatel Student Information System Program (SIS). The Datatel system is managed through the IT and IS departments on campus. Many IT and IS requirements are driven largely by state mandates to ensure safety of the systems and data. However, IT and IS work hard to be responsive to the needs of faculty, staff, and students in providing appropriate hardware and software.

All administrators, faculty, staff and students have individual encrypted logins. To help ensure hardware and data safety, the College has separate student and staff networks on separate hardware systems. Individual wireless devices on campus have internet only access. Wireless devices cannot get into critical systems. The student network has been carefully planned with no databases---only student name and ID number. Both the student and staff networks have intrusion protection hardware. The staff network is carefully restricted and protected. Student information resides only on the staff network where access is heavily restricted. Faculty or staff access must first be requested by their supervisor. Established policy and best practice also defines the rules for what limited access is allowed including what reports may be accessed. Access rules are carefully planned, are in place and in use, and will also be posted as an integral part of the new SEARK webpage.

SEARK College is committed to protecting information and records security by providing students, faculty and staff with their personal access code or log in for their records. There are specific guidelines and procedures to follow to safeguard the College's data. The Technology Policy governing faculty and staff use is in the Faculty/Staff Handbook.

6P5. Documentation of Support Processes to Encourage Knowledge Sharing, Innovation, and Empowerment

Currently SEARK's does not have systematic work processes in place to document and track day-day-support. Some departments i.e., IS, IT, and Maintenance, track productivity through work orders. As discussed in 4P6, in completing this first Systems Portfolio, the College is developing a new awareness of work processes as a continuing cycle is quality improvement.

The College governance model is designed to empower and support sharing of knowledge across the campus. Knowledge sharing occurs within the communication structures described in 5P7.

Results (R)

6R1. Measures of Student, Administrative, and Organizational Support Service Processes Collected and Analyzed

The College has structured methods of identifying areas where improvements are needed and, with the support of the administration, the implementation of improvements can be made.

The various surveys include:
- CCSSE Survey
- Faculty Survey
- End of Semester Feedback
- Individual Evaluation Surveys/Clinical Site Evaluations—
- College Assessment Surveys—GAC

6R2. Performance Results for Student Support Service Processes

The results include feedback from students as shown in the CCSSE results and Graduate Survey. These results are discussed in 3R2.

6R3. Performance Results for Administrative Support Service Processes

The results include feedback from internal and external stakeholders shown in the Faculty surveys, end of semester feedback, clinical site evaluations and General Advisory Committee

(GAC) surveys. Faculty survey data is discussed in 5R1. Data on support services from the Faculty survey show that there is a modest level of concern with the level of security and parking. 48% responded that that Parking is adequate and 43% report feeling secure while on campus. The Survey shows a high level of dissatisfaction with the timeliness and/or courtesy of the Buildings and Grounds department. A high degree of satisfaction is expressed for the Center for e-Learning Center.

External stakeholder data from the GAC survey is discussed with 2P1 and 3R4.

6R4. Key Student, Administrative, and Organizational Support Areas Use of Information and Results to Improve their Service

Based on data received, the College has

- Increased the Security on Campus
- Reorganized Buildings and Grounds Department
- Implemented tracking of work orders for IT, IS and Buildings & Grounds

6R5. Results for Performance of Processes for Supporting Organizational Operations and How they Compare with Performance Results of Other Higher Education Organizations

SEARK does compare data from CCSSE with the AATYC cohort and national data. This comparison is discussed in 1R1.Other processes for comparisons are in their infancy.

Improvements (I)

6I1. Recent Improvements

The College has made several recent improvements in this category. Improvements made include:

- Approval of Social Media Policy
- Mandatory use of student email system
- Use of student and faculty ID's

- Utilization of Monitors in all buildings on campus to aid in communication
- Systematic approach in the form of E-Advising
- Committee minutes posted on the College website
- Two-year College Consortium data collected and compared on student engagement (CCSSE)
- Restructure of the College Council to function as the Quality Council/Planning Committee

6I2. Impact of Culture and Infrastructure on Selecting Specific Processes and Targets for Improved Performance Results

Improvements in organizational support operations often have fiscal impact on the system. Therefore, budgetary planning and adjustments are needed to accommodate changes. An example is the reorganization of the Buildings and Grounds department which required additional staff. The College quality improvement infrastructure allowed for direct input regarding this need and moved on reallocating positions to make this improvement.

The President of the College has restructured the Five-Year Strategic Master Plan which includes goals and objectives to further enhance the College's overall effectiveness. The Assessment Plan has improved the quality of student interaction and academic achievement. Benchmark scores for analyzing the College's progress have been significantly improved. Review of these documents is conducted at several levels of the institution where decisions are made on priorities to target various work areas.

The College continues to be challenged with the on-going need for systematic collection and analysis of data. The Five Year Strategic Master Plan is the effort of the Executive Cabinet to focus on performance operations. These strategies identified in the plan represent the institutional priorities for improvements.

Category 7: Measuring Effectiveness

Processes (P)

7P1. Selection, Management, and Distribution of Data and Performance Information to Support Instructional and Non-Instructional Programs and Services

The selection, management, and distribution of data and performance information have been guided by various groups on the Campus. They include:

- Executive Council
- College Committees
- College Councils
- Senates
- Assessment Advisory Team
- Departments

The use of data gained through assessment has and continues to be an institutional priority. College-wide awareness of the value and processes of assessment is evident through the levels of involvement of all division and departments. The implementation of a process for systematic collection of data began following the visit from the Higher Learning Commission (HLC) in 2000, with identification of an outcomes based [Comprehensive Institutional Assessment Program](#) (CIAP). The plan was in place at the time of the HLC visit, however, there was little or no evidence of its implementation nor were actions being taken, based on the data gathered from the plan. Using the revised Institutional Assessment program template, a modification of the plan-do-study-act methodology has been adopted and serves as the process model for assessment and continuous improvement. This model, while in its infancy, provides a systematic means for incorporating data as the driving force for improving performance at all levels of the institution.

In addition, data reporting by Intergraded Post-Secondary Education Data System (IPEDS), the Higher Learning Commission, Carl D. Perkins grant Core Indicators, and other state accrediting bodies are also utilized. The College Assessment Team is responsible for identifying data collected, distributing data, determining, and

scheduling how this data is used. Instructional data has been studied more extensively (i.e., Retention, CAAPP, NOCTI data, the state and national licensing data, as well as employment statistics). The College has a detailed, comprehensive, timely collection process for this data through the Assessment Plan. This plan identifies individuals who are responsible for the collection, dissemination, and evaluation of the data.

Data from the SEARK College Assessment Plan is used and incorporated in the decision-making process. Data management and consistency of reporting data continues to be a challenge; however, the recognition of this challenge is leading to more discussion and attention to the need to fully address this as a priority for the College. The Assessment Newsletter (The FOCUS) is published bi-annually to update the college on performance and assessment activities.

The College received additional funding through Perkins to assist with management of non-instructional service data as well as employment statistics for decision-making. The Assessment Team is responsible for monitoring assessment activities for the College and is doing a better job of assisting the College with managing data results. Data requests are made by several departments on campus. These requests are funneled through the IS Department who assigns priority for the request and queries the data through the Datatel/Colleague System. Examples of data collected include:

- Identification of factors that affect Perkins Core Indicators and how they may increase
- Analysis of Pre/Post Developmental Education data for determining student success
- Collection of retention data
- Utilization of specific data on student success rates in different demographic groups, TRIO, non-traditional age student, and student ―need-based" data

7P2. Selection, Management, and Distribution of Data and Performance Information to Support Planning and Improvement Efforts

The Comprehensive Institutional Assessment Plan (CIAP) determines departmental and unit data needs. Outcomes included in the plan are derived from the Strategic Plan. In additional to the long-range planning goals for the College, the Strategic Plan includes outcomes and identifies the responsible individual for managing and reporting the progress toward meeting the outcomes. The plan is updated and revised according to timelines that are set forth in the plan itself. The College Assessment Team provides oversight in an advisory capacity to the Executive Cabinet.

Upon review of mandatory data and performance information that was reported and collected, the AQIP Oversight Team decides on priority of initiatives to develop action projects. These four priorities were approved by the Executive Committee:
- Developmental Education Project
- Advisement with a focus on student retention Project
- Campus Safety Policies Project
- Communications through redesign of the campus website project

7P3. Determining Needs of Departments and Units Related to the Collection, Storage, and Accessibility of Data and Performance Information

Data collection storage and accessibility of data needs are determined based on respective departmental reporting requirements. For instance:

- Perkins Core Indicators may access data from several sources including Datatel, Technical Studies and Nursing and Allied Health (NAH) Program data
- Accessibility of College Admission testing data is now available to all faculty through E-Advising

A considerable amount of institutional funding was invested in the College's data collection system, which allows departmental data needed for the Comprehensive Institutional Assessment Plan to be housed. Data collection is driven by internal and external accountability measures. Accrediting bodies as well as federal and state accountability measures determine the data that is collected. Access to collected data is granted based on job function. Processes are in place to insure that no one receives access to data that is not required for their job function. During the assessment of this implementation, it was noted that the hard copy storage location of some student information may need to be reconsidered. Those findings were submitted to the Quality Council/Planning Committee for further review.

7P4. Analysis of Data and Information Regarding Overall Performance and how the Analyses are Shared Throughout the Organization

SEARK evaluates instructional and operational performance annually. Faculty members are evaluated annually. These results are not published but are processed based on Faculty Handbook guidelines. The College operates on a fiscal year calendar. Historical budgets are reviewed annually. Any budget increases by department are justified based on current needs and data. Cost of goods sold and student enrollment in programs are some data points that are used to determine departmental budgets. The Comprehensive Institutional Assessment Plan (CIAP) is the vehicle used for departments to update their performance on pre-determined measurable outcomes. Outcomes not met have action plans listed to assist in improving the outcome deficiency. The CIAP is updated annually and posted on the Assessment website.

Strategic planning information is disaggregated at Executive Council meetings and results disseminated to the College community through several communication vehicles. These include:
- AQIP Oversight Team Meetings
- Quality Council Meetings
- Bi-Annual Focus Newsletters

- Campus-Wide emails requesting information for Publication in the Focus
- Ad-Hoc Presentations to Stakeholder Groups
- Campus Update- Bi-Weekly Newsletter

7P5. Determining Needs and Priorities for Comparative data and Information Including Criteria and Methods for Selecting Sources of Comparative Data and Information Within and Outside Higher Education

SEARK does not currently have a systematic process for determining comparative data needs and priorities, and recognizes this as an area of improvement. The criteria and methods for selecting comparative data and information are determined by the question(s) to be addressed. For example, this year the College investigated the need to increase tuition and fees. Part of the investigative process included comparing state and regional tuition and fee costs for two-year colleges. Additionally, as a recipient of Carl D. Perkins grant funding, SEARK is compared annually to other Perkins Grant funded recipients based on pre-determined measurable outcomes. Some comparative data is readily available through Integrated Postsecondary Education System (IPEDS) and CAAP scores.

7P6. Ensuring Department Analysis Aligns with Goals for Instructional and Non-Instructional Programs and Services and How Shared

The goals and outcomes of the CIAP flow from the College's Strategic Plan. Because the CIAP drives the collection and analysis of data at both the organizational and departmental level, SEARK can ensure alignment with instructional and non-instructional programs and services. The analysis and meaning of the data is shared throughout the college with those individuals who directly need the information and who are specifically charged with taking action upon results

While this process is at times less than efficient, the College recognizes this fact and is moving toward institutionalizing this process through an office of institutional research.

The goals and outcomes of the CIAP flow from the organizational goals as addressed in 1P3.

The Strategic plan includes outcomes and identifies the responsible individual for managing and reporting the progress toward meeting the outcomes. This data is shared when the CIAP is reviewed and updated annually and posted on the Assessment website.

7P7. Ensuring Timelines, Accuracy, Reliability, and Security of Information system(s) and related processes

SEARK's information systems timelines are driven by State and Federal reporting agency deadlines. Currently there is no procedure in place that ensures accuracy of data input and SEARK recognizes this as an opportunity for improvement. This process will be addressed with the hiring of an Institutional Research officer. The Information Systems Department provides pre-edit report to all departments to validate before State reports are submitted to the Arkansas Department of Higher Education. Access to electronic data is defined by job function. All SEARK computers are password protected. Every effort is made to ensure accuracy, reliability, and security according to institutional policies based on industry standards and if applicable, Federal laws.

The College follows timelines that are dictated by reporting agencies and as designated for systematic review within the College Assessment Plan as listed in 7P1. To maintain and ensure accuracy, information consistency, reliability, and security of institutional information, technology, and information systems data, the IT and IS departments provide clearance to select individuals who are charged with maintaining data integrity and privacy. These individuals have password clearance to access secure data information.

Results (R)

7R1. Measures of Performance and Effectiveness of the System for Information and Knowledge Management

Category 7: Measuring Effectiveness

The Comprehensive Institutional Assessment Plan (CIAP) is updated and reviewed, at a minimum annually. The CIAP provides program data and outcomes in one central location. Outcomes are evaluated as met or not met. If outcomes are not met, a plan of action to improve the outcome is developed.

7R2. Evidence that System for Measuring Effectiveness Meets Organizational Needs in Accomplishing its Mission and Goals

Goals of the College strategic plan are reflected in the Comprehensive Institutional Assessment Plan (CIAP). The CIAP is a working document and is evaluated at a minimum annually and updated to reflect the needs of College. The College has as a goal to publish CIAP and Institutional Strategic Planning data as the institutional Report Card. This goal will be accomplished with the hiring of a Director of Institutional Research.

SEARK collects a great deal of data from internal and external sources such as:

- Library Usage
- Student engagement practices
- Student retention
- Enrollment statistics
- Course scheduling data
- Graduation and employment rates
- Financial Aid data
- Perkins Core Indicators

In addition to IPED's data, recognizing that providing evidence is a challenge, the College has implemented a new reporting software system call Informer which allows the College to have access to data/reports that are needed in addition to being able to create needed reports for individual departments. Work is underway to orient faculty, staff, and administrators to effective use of the Informer System. Informer software system will include the ability to continuously update the College's CIAP and measure performance in meeting the goals and the mission.

7R3. Performance Results for Measuring Effectiveness

A custom comparison group has been established by the National Center for Education Statistics (NCES) and the College is anticipating the results. Other data is from the CCSSE survey results where SEARK is compared to the national means for different areas of student engagement. The College is also part of the AATYC Consortium which compares SEARK with other two-year colleges in the state of Arkansas. SEARK College joined the AATYC consortium in order to receive comparison data from the CCSSE survey. CCSSE results are discussed in Figure 1R1.

In comparison with funding that is received from the Carl D. Perkins grant, the College ranks second or third highest. See Appendix J: Perkins Finding Comparison. This is related to the fact that the College serves a large number of Career and Technical Education students that receive Pell Grant assistance. Annually, institutions receiving Carl D. Perkins funding receive comparison data on predetermined measurable outcomes.

Improvement (I)

7I1. Recent Improvements

In an effort to provide the internal community with data, the College invested in a reporting solution-called- Informer. This allows users to readily access data, rather than using the current process of requesting a report and waiting a period of time to receive the requested information. Another way of measuring effectiveness is through membership with the AATYC Consortium which will provide the College with useful data. Through the efforts of the Assessment Coordinator, the College Assessment Plan (CIAP) is routinely updated and outcome measures are reported and are available in a timely fashion.

As a result of the Developmental Education Action Project, the process for collection and use of pre/post testing data for developmental education courses was implemented.

As a better way to communicate with the internal and external community, SEARK has contracted with a firm to develop a content management system that will double as the College's new website. This website/content management system will be a means to distribute data.

As a result of Conversation Day, SEARK developed its own plan-do-study-act model to evaluate the College committee structure and functions.

7I2. Impact of Culture and Infrastructure on Improved Performance Results

The College's culture is quality improvement focused. Targets for improved performance results are based on the capabilities and limitations of the current data system. SEARK has focused on building awareness and practice of continuous improvements through administration, faculty, and staff development, as well as improved communications through involvement at the committee level and campus-wide planning processes. The importance and expectation of integrating measuring effectiveness through action plans is an on-going theme at all college meetings and other events. Measuring effectiveness is a requirement for all new initiatives.

The assessment coordinator and the assessment advisory team provide leadership for faculty participating in assessment activities. Even though there is some resistance from faculty regarding assessment, efforts are being made to encourage participation and to gain acceptance of the importance of assessment and effectiveness measurements in improving all college processes.

Category 8: Planning Continuous Improvement

Processes (P)

8P1. Key Planning Processes

Strategic planning at SEARK is done periodically and systematically to organize and focus the energies and resources of the institution. Planning processes are aligned with the overall College mission and values which serve as the Compass to provide direction for the institution. Stakeholders in the college community are involved either directly or indirectly in determining the planning strategies. The SEARK ―Stategic Planning Process" model, Appendix F and the Comprehensive Institutional Assessment Plan (CIAP) are useful for pacing the planning activities as well as assuring comprehensive involvement of all stakeholders.

At the beginning of the academic year, departments of the College are asked to review the strategic goals and to identify and analyze the strengths, weaknesses, opportunities, and threats (SWOT) that are specific to the respective departments as well as to the college community. Data from the previous year's goals are reviewed and new priorities emerge. The planning cycle continues through the next nine months and is reflected in the annual budgets that are presented by program coordinators to the division V.P.'s or deans for review and finally approved by the President. The BOT has final approval of the budget.

Every department has representation on the Quality Council/Planning Committee and has direct input into the process. AQIP has become an integral part of planning through facilitating the process of determining and addressing institutional priorities through Action Projects.

8P2. Selecting Short-and Long-Term Strategies

SEARK, through the Quality Council/Planning Committee, uses Action Projects to target and declare the short term planning strategies. The President receives input from the Quality Council/Planning Committee, Executive Cabinet,

and from analysis of data received from surveys conducted. The compilation of this input has been formulated into the institutional Five Year Master/Strategic Plan (MSP), and the long-term **VISION 2030** Master plan that is discussed in Category 5.

The Five Year MSP outlines the College's priorities. The plan is revisited annually. Performance measures with key strategies are defined so that it is clear when the stated goals have been met. The plan is dynamic and is reviewed systematically to assure that priorities are realigned and revised to reflect incoming data. For example, the MSP targeted the construction of a new complex to house the IT department and a new Administrative suite. Upon review of fiscal data, the President and the Executive Cabinet recommended that the proposed building be done in phases to allow the College reserve finances to remain at a comfortable level of solvency.

8P3. Developing Key Action Plans to Support Organizational Strategies

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

Opportunities for improvement are sought through SWOT analysis at the departmental levels. This information is funneled through the college's committee structure where goals are set and solutions/outcomes are proposed. Sometimes these solutions are developed into proposed Action Projects by the AQIP Oversight Team. Proposals that are not selected as action projects are developed into quality projects within respective departments. For example, Student

Affairs submitted a proposal for developing a process to require student use of email as the major mode of communication with students. This was determined to be a quality idea that could be implemented and communicated through various student service functions.

8P4. Coordinating and Aligning Planning Processes, Organizational Strategies and Action Plans

Coordination and alignment of the planning process encompasses input and data from several entities including the BOT, President, administration, faculty, staff, and external and internal stakeholders. Communication of processes is accomplished and facilitated through college committees. The alignment of action plans with strategic goals and related performance measures ensures consistent deployment throughout the College. The alignment is also the unifier for faculty, staff and administrators.

8P5. Defining Objectives, Selecting Measures, and Setting Performance Targets for Strategies and Action Plans

Performance outcomes/measures used for planning are based on the needs of the institution as indicated by data collected from stakeholders as well as national and state governing guidelines and standards.

Planning Component	Key Participants	Planning Timelines	Long- Range Action Plans
Strategic Planning	BOT, President, Executive Cabinet, Quality Council/Planning Committee	5 yrs Reviewed Annually	Strategic Plan
Facilities Planning	BOT, President	5yr, 10yr, and 20yr Reviewed annually	Master Facilities Plan
Market Planning	President, VP for Advancement	Annually	Integrated Strategic Marketing Plan
Human Resource Planning	VP for Fiscal Affairs	Annually	Budget Recommendation

SEARK has laid groundwork for progress toward a more cohesive College-wide assessment system in which clearly defined objectives are determined, performance measures are set and appropriate data collection tools are used to provide reliable information for tracking success and failure of targeted strategies and actions plans.

8P6. Linking Strategy Selection and Action Plans While Accounting for Levels of Current Resources and Future Needs

SEARK identifies resources needed (i.e., Human resources, financial, facilities, technology, and equipment) through budget development at the department and program levels. This information is available at a strategic point in the planning cycle and is used to develop the college budget for the fiscal year. The V.P. for Fiscal Affairs provides Budget worksheets to V.P.'s and Department heads. Discussion is held among program faculty and department staffs that result in a proposed budget. All budgets are prioritized according to the targets that are set. The President and V.P. for Fiscal Affairs review the needs of the College while taking into account all fiscal restraints and available outside resources (grants, endowments, etc…). This review is timed according to the planning cycle.

8P7. Assessing and Addressing Risks in Planning Processes

Monitoring of the college environment through various surveys in conjunction with SWOT analysis provides an assessment of internal weaknesses as well as external threats. Areas that are identified are discussed at the Executive Cabinet level and addressed through the strategic planning process. SEARK manages risks through strategic planning and through shared governance by gaining input from all stakeholders. An example includes the focus increasing funding for the College through the attainment of grant funds. Other assessment occurs at BOT retreats and through Executive Cabinet meetings. The ongoing relationship with the General Advisory and Program Advisory Committees (GAC) and (PAC)s, which are advisory groups, provide

external input on real and potential risks for the college.

The V.P. for Fiscal Affairs provides financial analysis and reviews potential budgetary impact. Recently the college revised the plan to construct a new building that would house the IT department and the administration. This is discussed in 8P2. Based on the assessed risk of potentially depleting the College reserves, the plan was revised, and the priority was placed on constructing the IT building and placing the administration complex on hold.

Currently SEARK has no indebtedness. The College maintains a minimum reserve of 14% of its total fiscal budget and the goal of the administration is to maintain that reserve of 14%.

8P8. Ensuring Faculty, Staff and Administrators are Developed and Nurtured with Capabilities to Address Changing Requirement of the Organizations Strategies and Action Plans

Through the strategic planning process, SEARK provides resources to nurture and develop faculty, staff and administrators. Faculty are required and encouraged to maintain current knowledge and expertise in their respective disciplines. The College offers professional development as well as provides assistance with professional development activities to nurture and assure faculty, staff, and administrator capabilities.

Results (R)

8R1. Measures of Effectiveness of Planning Systems Collected and Analyzed

Measures of effectiveness of planning systems for the College include the strategic goals from the Five Year Master Strategic Plan and the outcomes from the CIAP. Data from the CIAP communicates results of the performance planning processes to internal and external stakeholders.

8R2. Performance Results for Accomplishing Organizational Strategies and Actions.

The College is exerting great effort to engage quality improvement processes in the day to day operations. The planning process discussed in 8P3, has resulted among other things, in achievement of key retention targets. In Spring 2010, a Director of Student Retention was appointed. A new retention tracking process was put into place targeting students who requested to drop courses.

As depicted in Figure 1R1-1: Degrees/Certificates Awarded, the College experienced an increase in the number of degrees/certificates awarded. Through a Perkins funded effort, additional degree audits were conducted which resulted in identification of students who were nearing completion of their degrees or certificates. These student numbers are captured in this data. Also included in this data are efforts of the new Director of Recruitment the College.

Since joining AQIP in 2007, the College has completed four Action Projects and has three that are in active status. Figure 8R1-Completed Action Projects, lists the projects that have been completed

Project Title	AQIP Category	Completion Date
Faculty Handbook	4	8/2009
Redesign- Learning to Learn Course	1	4/2009
Systematic Approach to Academic Advising	1	12/09
Campus Emergency Notification System	6	1/2010

Figure 8R1: Completed Action Projects

Strategies for accomplishing the Strategic Goals are listed within the Five Year Master Strategic Plan with dates for their accomplishments. The President and Executive Cabinet are responsible for monitoring and reporting on the progress and completion of each of these strategies and ultimately the goals. A status of each of these objectives is seen in Appendix F

8R3. Projections for Performance of Strategies and Action Plans for Next 1-3 Years

Performance strategies and actions for the next five years are documented in the Five Year

Master/Strategic Plan. As progress is made with these strategic goals and new data is gathered, several new AQIP Action Projects and priorities for the College will emerge.

Current Action Projects for 2010-2011:
- Establishing Dev Ed Entrance & Exit Standards
- Pro-Active Advisement for Student Retention and Academic Success
- Web Presence Development and Improvement Project

8R4. Comparison of Planning Processes With Other Higher Education Organizations

SEARK does not currently have results for comparing planning processes with other organizations.

8R5. Evidence of Continuous Planning Improvement

Evidence of effectiveness of SEARK's continuous improvement planning process is the development of the Quality Council/Planning Committee, the Continuous Improvement Organizational Chart (Appendix C), the SEARK Continuous Improvement Model, and the completed Action Projects as seen in 8R1. Measurement and evaluation of the continuous improvement planning process is accomplished through assessment of the structures described above and the effectiveness of the Action Projects.

Improvements (I)

8I1. Recent Improvements in Continuous Planning

Since becoming an AQIP institution in 2007, SEARK has become more aware of the importance of continuous quality improvement and its role as a guiding force for institutional progress. The Strategic Plan is now shared with the College's stakeholders in an intentional fashion with direct input being sought from the Quality Council/ Planning Committee.

Updates on the progress of the strategies for meeting the College's goals are systematically

reported through the respective College committees, councils, and senates.

The process for gathering reports on institutional data has been improved with the addition of the Informer data reporting system. Informer allows the generation of consistent and accurate reports from the College information system. Use of the system is still in its infancy.

8I2. Impact of Culture and Infrastructure on Selecting Specific Processes and Targets for Improved Performance Results

With the addition of the Quality Council/Planning Committee, a continuous improvement process model, an AQIP Action Project solicitation process, the GAC and PACs, the College has begun to recognize a culture and infrastructure to select processes and set targets for improved performance results. SEARK recognizes it is still in the early stages of becoming a high performance organization.

Category 9: Building Collaborative Relationships

Processes (P)

9P1. Building Relationships with the Organizations from Which Students are Received

Southeast Arkansas College (SEARK) uses formal and informal methods to create, prioritize, and build relationships with organizations. The service area for SEARK is limited to a six county region so the College's initiatives are implemented within this designated zone. Relationships are created and built as described below, and prioritized based on the needs of the department or unit.

SEARK views its relationships with secondary education, business and industry along with workforce development centers as vital partners in the recruitment of students. Over the past year, the College's commitment to recruiting non-traditional students, first-generation and under-resourced students is evidenced by the addition of the office of Recruitment and Retention on campus.

With the Arkansas Works Program initiative, the College's service area of Jefferson county and Desha county have been assigned a total of seven career coaches who assist students with determining next steps after high school graduation with options including higher education, vocational training, or entering the workforce.

The College's Admissions Office has developed strong relationships with the service area high school counselors, principals and superintendents which have been invaluable for access to recruiting potential students. Concurrent enrollment was reinstated in Fall 2010 with tuition waived for high school students. The SEARK College Student Recruiter actively participates in College Night activities and recruitment events at all area high schools throughout the school year, high school One-on-One visits, tailgating events, award assemblies, community recruitment events, and community job fairs. All of these events have shown a

positive impact on enrollment at the College. See Figure 9P1 for Fall 2010 data. In addition, the College's continuing education department (WDC) offers fee-based ACT Prep classes prior to each national testing date.
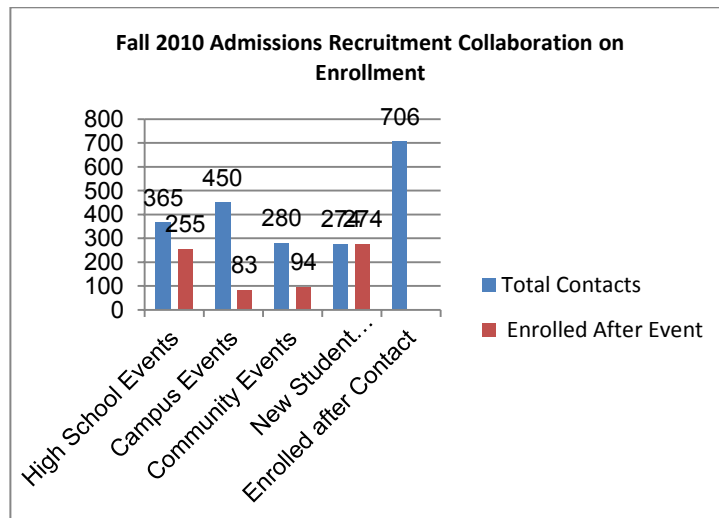
Figure 1P9 Student Recruitment Activities

The relationships developed with area high schools through the Workforce Development Center led to an invitation by the Pine Bluff School District (PBSD) to teach the ACT preparation classes to any Pine Bluff High School (PBHS) seniors. Over 100 registered for the workshops, and over 65 attended some or all of the workshops. The success of these workshops led to an invitation by the PBSD assistant superintendent and confirmed by the students at the PBSD April 2010 Parent Teacher Association (PTA) meeting that the College's Student Support Math Specialist teach math at Pine Bluff High School on a more frequent basis. Beginning in the fall of 2010, the SEARK Math Specialist will teach two remedial classes at PBHS.

On campus, recruitment activities have been implemented over the past two years for high school juniors and seniors. A spring event entitled Fabulous Fridays is geared toward high school juniors and seniors. The event includes campus tours, an academic fair highlighting the College's degree programs followed by lunch. Evaluations have indicated the students have enjoyed and gained information about SEARK.

There are a high number of prospective students who are interested in the college's Allied Health programs. This has prompted the creation of STAT Camp (Students Training in Allied Health Technologies) for students completing the 10th and 11th grade each year in May. STAT Camp is a free one-week program that provides certification in CPR and First Aid, a tour of the local hospital, free breakfast, and lunch along with a close look at all of the Allied Health programs available at SEARK.

Arkansas Association of Collegiate Registrars and Admissions Officers (Ark ACRAO) is an association SEARK leverages to partner with surrounding institutions of higher education. Through activities with Ark ACRAO, the College is able to connect with potential students who may not be in the College's designated service area but may have an interest in one of the programs of study.

The Department of Workforce Services (DWS) and the Arkansas Workforce Centers (AWC) are two state agencies SEARK partners with to recruit dislocated workers, first-generation students, and under-resourced individuals.

Workforce Investment Act (WIA) students are referred from the Arkansas Workforce Centers. The WIA is designed to provide financial assistance to low income students or dislocated workers who qualify. WIA pays for up to two years or $10,000 for tuition, fees and books. The program that the student plans to major in must be listed on the Arkansas Consumer Report System (ACRS) for the Southeast Arkansas area in order for the Southeast Arkansas Workforce WIA offices to provide assistance. The ACRS list denotes high-demand occupations throughout the state of Arkansas.

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

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

The counselor's office on campus has built a relationship with the Department of Veterans Affairs and Veterans Rehabilitation Services to better assist students who qualify for financial assistance through these organizations.

SEARK ' s continuing education division, Workforce Development Center (WDC), uses a variety of methods to build relationships and insure they are meeting the non-credit and credit needs of their clients of which business and industry clients are mostly predominant. Customized training is developed when necessary and standard non-credit classes are offered on a quarterly basis.

9P2. Building Relationships with Educational Organizations and Employers that Depend on our Students and Graduates to Meet Their Requirements

SEARK uses a variety of formal and informal methods to create, prioritize, and build relationships with organizations that depend on the College to supply potential employees. The Technical Studies Division along with WDC have collaborated with the Jefferson County Chamber of Commerce and the Alliance for Economic Development to survey local business and industry leaders to determine the training needs of these organizations and a global society. As a result, the Jefferson County Manufacturing Council has funded Technical Studies Scholarships for students attending SEARK. The purpose of this scholarship program is to

foster the development of a better-qualified applicant base for local manufacturers.

The Nursing and Allied Health (NAH) Division of the college sends surveys to the local hospitals in the service area as well as the nursing homes who have hired graduates, to determine the level of satisfaction with the graduate's work performance. Feedback from these surveys is captured in the Comprehensive Institutional Assessment Plan (CIAP).

In previous years, the Coordinator of the Career Center sent surveys to the graduate's supervisor, but surveys were only sent to those who were employed in their field of study. The response was low, and the results did not reveal pertinent information to make changes within a specific program so the practice was discontinued.

The utilization of a Program Advisory Committee (PAC) is another opportunity for the Technical and Allied Health Divisions to receive input from the community. There is a PAC for each program that includes employers, students, graduates, and instructors who discuss their respective program and make suggestions for change or improvement as needed.

One of SEARK's professional staff members is the President of the Arkansas state chapter of the Association of Contingency Planners (AACP). In this capacity, this individual provides leadership for many business professionals from the private sector as well as the city of Little Rock, Pulaski County, and state level regarding emergency management planning. SEARK's Emergency Management Director has been able to share details of the college's Emergency Management program with the AACP chapter members. The goal is to nurture a direct, personal relationship with the Central Arkansas emergency management professionals and invite them to become SEARK students as they pursue degreed coursework in emergency management. If the College achieves its vision for the department, all emergency managers within an hour's drive of SEARK will become students. Currently, the College waives tuition for local firefighters and police personnel.

SEARK has developed internal internships for computer networking students. This three- hour credit internship has allowed students to have hands-on experience prior to completing his or her degree. The program director for the computer networking department has also developed relationships with non-profit organizations to allow students to trouble-shoot networking issues for the organization free of charge. Through this type of partnership, the student and non-profit organizations benefit, and the exposure of SEARK students is a good recruitment tool.

Business and industry continue to request training from WDC and from these requests classes are developed and made available to the public. Customized training for business and industry is another contact point for better understanding the needs of what graduates should be prepared to do in the workplace.

Administrators and staff are members of a variety of state and local boards including the Southeast Regional Committee of the Career Readiness Certificates (CRC), chambers of commerce, Rotary clubs, and other civic organizations. Members of the College's Board of Trustees are active in a variety of community organizations representing the College on both state and local levels.

9P3. Building Relationships with Organizations that Provide Services to Students

SEARK uses a variety of formal and informal methods to create, prioritize, and build relationships with organizations that provide services to our students, as described in the examples that follow.

The federally funded Student Support Services division (SSS-TRIO) offers services to students who are first generation college students and Federal Pell Grant recipients. The SSS program provides students with the opportunities for academic development, assists with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The SSS program may

also provide financial aid to participants who are receiving Federal Pell Grants.

Career Pathways is a program that offers services to SEARK students such as tuition, books, and gas and childcare vouchers. The director of Career Pathways has developed a strong working relationship with area daycare providers and a specific gas station that accepts the vouchers from students. The ability to work seamlessly with the outside vendors enables the students to concentrate on their academics and eliminates some of the frustrations associated with daily expenses.

SEARK recently received a grant from the Casey and Winthrop Rockefeller Foundations based on the Center for Working Families model to fund a Student Retention Center on campus. The educational counselor in the Center developed a Resource Fair with community agencies for students to attend. Connecting students with assistance options when they are faced with non-academic issues is another critical component for student retention.

Textstyles Bookstore and the Coffee Company are two retail operations found in the Commons Hall for students to purchase text books, supplies, food, and beverages. These two retail outlets have been essential elements for the convenience of SEARK's student population.

Student centered organizations on campus are critical to the success of the student population. Maintaining and building relationships with these organizations is an ongoing activity at SEARK. Student involvement in organizations on campus has proven to increase student success rate.

SEARK is represented by several active student organizations such as Student Senate, Alpha Mu Gamma, Arkansas Licensed Practical Nursing Association (ALPNA), Association of Professional and Parents for the Learning of Early Childhood Students (APPLES), Arkansas Student Nurses Association (ASNA), Phi Beta Lambda, Phi Theta Kappa, and SEARK Student Ambassadors. These organizations participate is a variety of activities during the academic year. Most notably the Spring Fling Event held in April brings together all of these organizations to enjoy food, fun and fellowship as a mechanism to close out the spring semester. Involving these organizations for the fall 2010 New Student Orientation is in the planning phase. An organizational bridge for high school students entering SEARK is in place for individuals who have been members of the Future Business Leaders of America (FBLA) to enter into the Phi Beta Lambda organization.

9P4. Building Relationships with the Organizations that Supply Materials and Services

As a state institution of higher education, SEARK is required to adhere to the various state contracts negotiated at the state level. The process of submitting bids is required for many purchases and the College's purchasing agent is responsible for ensuring the proper procedures have been followed when purchases are made. However, there are some blanket agreements that cover certain items such as software that does not have to undergo the bidding process.

A state mandate requires that 10% of the College's purchases be made with a minority vendor. Furthermore, a monthly report must be submitted to the state verifying this activity has been achieved.

With the lack of large industry in the College's service area, the Director of Buildings and Grounds relies heavily on local contractors and small businesses to carry out the upkeep of the campus. An example of a partnership the College has with a local vendor is the hiring of our HVAC graduates by Nicholson Heating and Air. Nicholson has the contract to service the campus heating and air units. This partnership not only reinforces the value of our graduates but allows the College to utilize local contractors which is beneficial in this economic climate.

A potential event that is being discussed is conducting a Vendor Resource Fair to expose students to the various opportunities found by working for one of the College's vendors. It is an interesting way for both vendors and students to be exposed to each other.

9P5. Building Relationships with the Education Associations, External Agencies, Consortia Partners, and General Community

The Arkansas Association of Two-Year Colleges (AATYC) is representative of the twenty-two two-year colleges located in the state. SEARK is an active member of AATYC and representatives from the College attend annual meetings to discuss legislative issues as well as best practices and programs implemented on the various campuses. Another arm of AATYC is the AATYC Workforce Training Consortium which represents the non-credit training divisions from each college. The networking that is enabled through these associations has created other regional consortia.

The Central Arkansas Two Year College Consortia comprises six colleges: (Pulaski Technical College, Arkansas State University at Beebe, University of Arkansas Community College at Morrilton, National Park Community College, and Ouachita Technical College, & SEARK College), and encompasses the Heart of Arkansas Regional Training (HART) Consortium (LR Metro Alliance Area and more). These consortia are dedicated to collaboration on Advanced Green Manufacturing skills and Green Energy and Energy Efficiency Assessment. The Memorandum of Understanding (MOU) was signed March 16, 2010. SEARK is also a non-voting member of the Aerospace Technology Consortium which includes twelve other two-year institutions. The Arkansas Association of Community Service and Continuing Education is another organization SEARK utilizes as a partner for educational partnerships.

The College has partnered with the Pine Bluff Entrepreneurial Collaborative (PBEC) to assist aspiring entrepreneurs with needed skills training to be a successful business owner. Individuals are referred to the College for computer skills training as well as a variety of business technology classes. SEARK will implement a new Associates of Science in Business Technology degree in the fall of 2010 which is a degree path that an entrepreneur may choose.

In January 2008, Governor Mike Beebe announced the implementation of the Arkansas

Career Readiness Certificate (ACRC). The ACRC is an employability certificate indicating an individual's trainability level. All two-year colleges in the state of Arkansas have been tasked with partnering with each local Department of Workforce Services and Arkansas Workforce Centers to enable individuals to attain an ACRC. SEARK led the Southeast CRC Regional team which met with local leaders in the College's service area to promote the utilization of the ACRC in the hiring process. Many individuals who completed the ACRC process are now attending SEARK.

Administrators and staff are members of a variety of state and local boards including the chambers of commerce, Rotary clubs, and other civic organizations. Members of the College's BOT are active in a variety of community organizations representing the College on both state and local levels.

9P6. Ensuring that Partnership Relationships are Meeting the Varying Needs

As discussed in 9P2, SEARK surveys multiple constituents in our partnerships to determine if needs are being met. In addition, the use of PACs is an opportunity for the College to gain input from the relevant stakeholders about the effectiveness of the program and partnerships.

9P7. Building Relationships Between and Among Departments within the Organization

SEARK is challenged with assuring integration and communication among departments within the organization, and recognizes this as an opportunity for improvement. However, multiple methods of disseminating information are in place and described below.

The Quality Council/Planning Committee consists of the College's administrative leadership, faculty, and staff. It meets regularly and any decisions made are communicated across campus in a timely manner. All committee minutes are posted on the College Website. The AQIP process has created an environment in which individuals from different departments have been placed on teams to work together which has encouraged cross-divisional

cooperation. Targeted collaboration between faculty and staff while working on AQIP Action Projects assures integration and communication across disciplines.

Each semester, the week of convocation is a time in which faculty and professional staff meet for various training sessions, departmental updates and institutional updates. Throughout the year, faculty and staff meetings are called by the President on an as needed basis.

All members of the faculty and staff are listed on a mass email list which serves to communicate information in a timely and efficient manner. A weekly eNewsletter is distributed via email and placed in high traffic areas of the campus, listing the various activities that will be taking place on campus each week.

At the front of the campus is a large digital signage board that scrolls information about campus activities to notify both college employees and the general public. Throughout the buildings on campus are digital monitors that display information for students and employees to view.

Finally, the faculty survey discussed in 5R1, provided feedback on the flow of communication on campus. Based on this feedback, improvements have been made in communication processes across the campus which includes restructuring the College committees and the current Action Project for Redesigning the College website.

Results (R)

9R1. Measures of Building Collaborative Relationships

A description of collaborative relationships is listed in Figure O91. SEARK collects various internal and external measures of building these collaborative relationships as described below.

Internal Measures (examples):

- Number of students receiving services from the Career Pathways program

- Students enrolled with the Student Retention Center
- Fabulous Friday Enrollment Data
- Internships for students within the College (C-NET)

External Measurements (examples):
- Number of articulation agreements
- Clinical and internship affiliations
- Number of concurrently enrolled high school students
- Number of external groups using the college's facilities such as the Lyceum, Mc George Seminar Room
- Non-credit enrollment through Workforce Development Center
- Number of third party billing agreements. See Appendix I
- Student and Agency Attendance at Resource Fairs
- Number of CRC's completed
- Vendors

9R2. Results in Building Collaborative Relationships

Internal Relationships
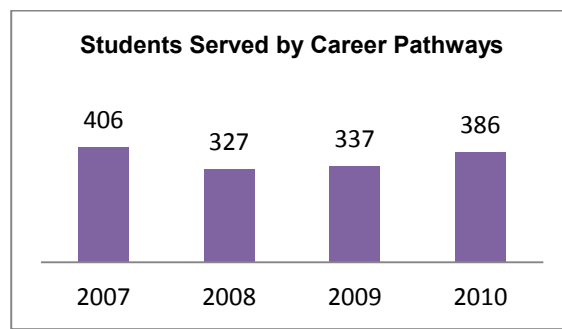
Figure 9R2-1: Career Pathways

Student Retention Center Enrollment
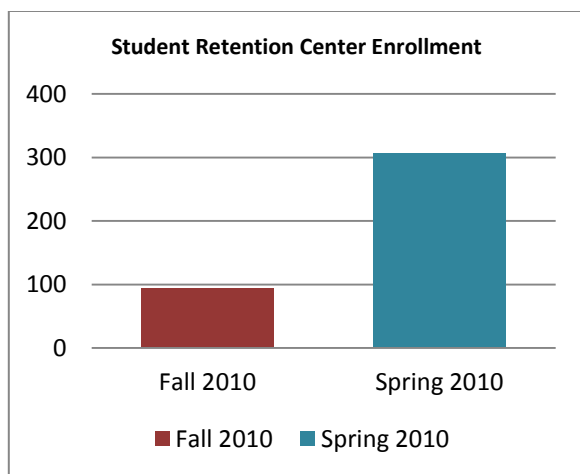
Figure 9R 2-2: Student Retention Center Data

Career Readiness Certificates Awarded

	Bronze	Silver	Gold
2008	74	155	62
2009	34	138	60
2010	122	273	92
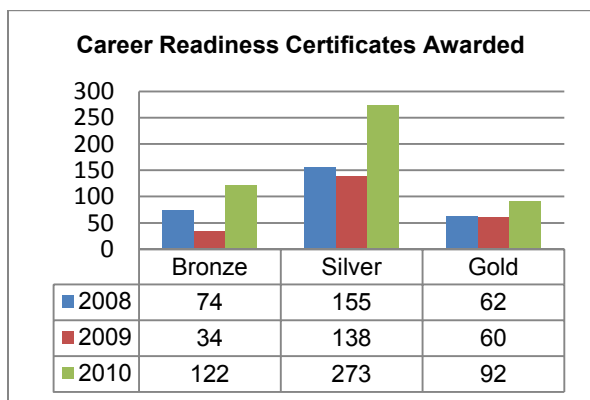
Figure 9R2-3: Career Readiness Certificates
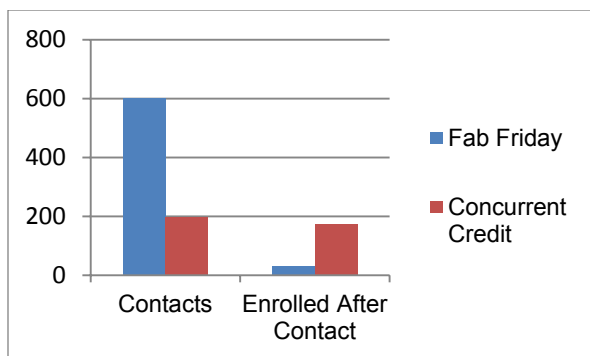
Figure 9R2-4 Results of High School Collaboration on Enrollment

External Relationships

Figure 1P1-1 depicts the College's articulations. Clinical affiliation agreements have been

established with other stakeholders who provide clinical and internship opportunities for SEARK students.

Name of Affiliate	Location	Program
Jefferson Regional Medical Center	Pine Bluff	NAH
Arkansas Children's Hospital	Little Rock	NAH
Arkansas State Hospital	Little Rock	NAH
Davis Life Care	Pine Bluff	NAH
Trinity Village	Pine Bluff	NAH
Comprehensive Care	Pine Bluff	NAH
Southeast Arkansas Behavioral Health	Pine Bluff	NAH
Jefferson County Health Department	Pine Bluff	NAH
Children's Clinic	Pine Bluff	NAH
Wee Care for Kids	Pine Bluff	NAH / ECDT
Area Agency on Aging	Pine Bluff	NAH
Family Practice Center	Pine Bluff	NAH
Jefferson County EOC	Pine Bluff	Tech Studies

Figure 9R2-5: Clinical/Internship Affiliations

Concurrent Enrollment by Semester
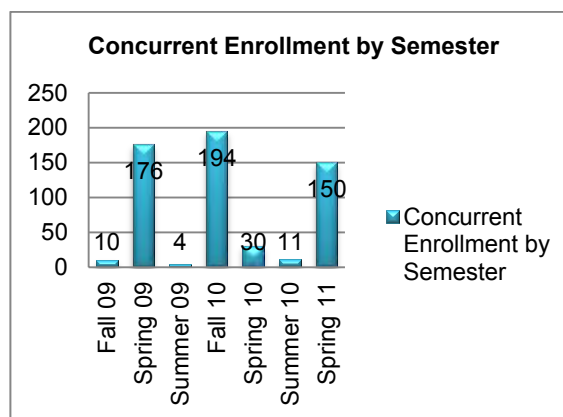
Figure 9R2-6: Concurrently Enrolled Students

Category 9: Building Collaborative Relationships

Lyceum - CIV - McGeorge
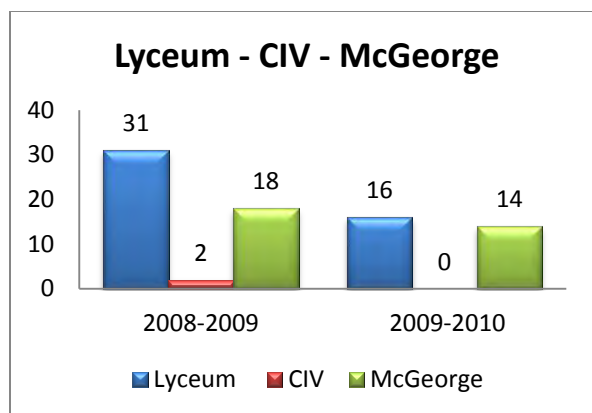
Figure 9R2-7: Facilities Usage Chart

WDC Non-Credit Student Data
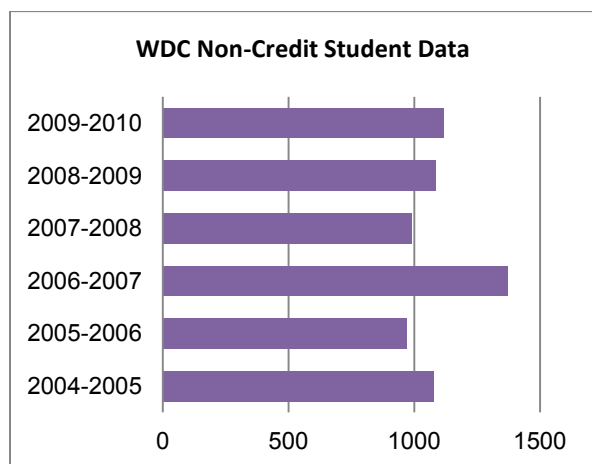
Figure 9R2-8: WDC Non-Credit Enrollment
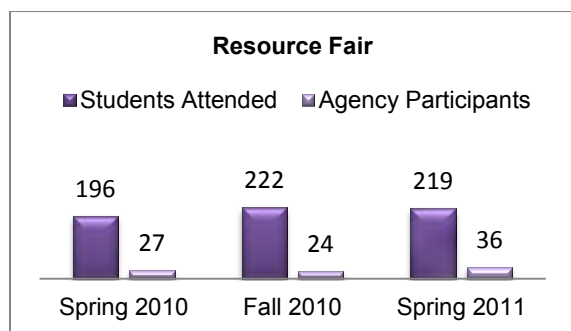
Resource Fair

Figure 8R10: Resource Fair Attendance

WDC non-credit offerings are increasing as collaborations continue to be formed between community, business and government entities.

9R3. Results of the Processes Compared With Other Institutions

Comparison of processes for building collaborative relationships is recognized as an opportunity for the College.

Improvements (I)

9I1. Improvements made in this category and how systematic and comprehensive the processes and performance results are for Building Collaborative Relationships

When compared to other institutions of higher education, SEARK's retention rates were somewhat low; therefore, the College focused efforts towards retaining and recruiting students. By creating the Director of Recruitment and Director of Retention positions. Their efforts contributed to the increase in SEARK ' s enrollment for the fall of 2010. Figure 9R2-4 reflects the immediate results of recruitment and collaborative efforts which targeted junior and senior high school students in the college service area. Concurrent credit students were contacted in collaboration with high school counselors and faculty.

9I2. Impact of Culture and Infrastructure on Improved Performance Results
SEARK relies heavily on General Advisory and Program Advisory Committees (GAC/PACs). However, various relationships with internal and external stakeholders provide formal and informal data that is used to select processes and targets for improvement in this category. To improve the input process, stakeholders will be offered a means to state their views and ideas as a way to collaborate and to impact the priorities and targets of needed improvements for the College.

Program	Approved (AP Accredited (AC)	Review Dates
AAS Degree-2 Year Programs		
EMT Paramedic	(AP) AR Dept. of Health	Last Review - 2006 Next Review- 2009
	(AC) Commission on Accreditation of EMS Educational Programs for EMT Paramedics (CoAEMSA)	Last Review - 2010 Next Review –Pending
Registered Nursing LPN/LPTN to RN Transition	(AP) Arkansas State Board of Nursing (ASBN)	Last Review ASBN - 2004 Next Review ASBN- April, 2009 Last Reviewed NLNAC- 2006 Next Review NLNAC- 2014
Generic Option (Rev by ASBN (9/10)	(AC) National League for Nursing (NLNAC)	
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Last Review-2004 Next Review -Fall, 2012
Surgical Technology	(AC) Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Last Review - 2003 Next Review - 2013
Respiratory Care Technology	(AC) Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of Committee on Accreditation for Respiratory Care (COARC)	Last Review - 2008 Next Review – Date Pending CAAHEP Review in May (Possible 2018)
Early Childhood Development	National Association of Education for Young Children	Last Review - 2011
Technical Certificates Programs (1 Year)		
Practical Nursing	(AP) Arkansas State Board of Nursing	Last Review - 2008 Next Review- 2013
Certificate of Proficiency Programs		
EMT Basic	(AP) AR Dept. of Health	Last Review – 2006 Review- 2009
Medication Assistant Technology	(AP) Arkansas State Board of Nursing	Last Review – 2007/ Review- 2012
Medical Transcription		
Nursing Assistant	(AP) Arkansas Office of Long Term Care (OLTC)	Last Review - 2008/ Review- 2010
Phlebotomy Technology	(AC) Pending National Accrediting Agency for Clinical Laboratory Science (NAACLS)	Review Date Pending

DATES	PROGRAM TO BE REVIEWED
2010-2011	Higher Learning Commission-AQIP (Academic Quality Improvement Program) System Appraisal NOTE: Southeast Arkansas College was admitted to AQIP on 7-11-2007. Phlebotomy Technology-National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)-contingent on receiving Initial Accreditation in the Fall of 2009 Criminal Justice Technology Paralegal Technology
2011-2012	Nursing Assistant-Office of Long Term Care Computer Networking Technology PC Maintenance and Repair Technology Business Technology
2012-2013	Radiologic Technology-Joint Review Committee on Education in Radiologic Technology (JRCERT) Surgical Technology-Accreditation Review Committee on Education in Surgical Technology (ARC-ST) Practical Nursing- Arkansas State Board of Nursing (ASBN) EMT Basic-Arkansas State health Department EMT Paramedic- Arkansas State health Department Medication Assisting (MA-C)- Arkansas State Board of Nursing (ASBN) Computer Information Systems Technology to include the CP in Web Design Early Childhood Paraprofessional Technology
2013-2014	Higher Learning Commission Reaffirmation of accreditation through AQIP –(Academic Quality Improvement Program) LPN/LPTN/Paramedic to RN-National League for Nursing Accrediting Commission, Inc. (NLNAC) LPN/LPTN/Paramedic to RN-Arkansas State Board of Nursing (ASBN) Nursing Assistant-Office of Long-Term Care Respiratory Care- Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Committee on Accreditation for Respiratory Care (CoARC) Welding Technology Air Conditioning, Heating, and Refrigeration Technology
2014-2015	General Education (AA) to include the CGS(Certificate of General Studies) General Studies (AGS) Medical Transcription Health Sciences
2015-2016	Nursing Assistant- Office of Long-Term Care EMT-Basic- Arkansas State Health Department EMT Paramedic- Arkansas State Health Department Drafting and Computer Aided Design Technology General Technology
2016-2017	Emergency Administration and Management
2017-2018	Practical Nursing- Arkansas State Board of Nursing (ASBN) Nursing Assistant-Office of Long Term Care Medication Assisting (MA-C)- - Arkansas State Board of Nursing (ASBN) Respiratory Care- Commission on Accreditation of Allied Health Education Program (CAAHEP) upon recommendation of the Committee on Accreditation for Respiratory Care (CoARC) Electrical and Electronics Technology
2018-2019	EMT Basic-Arkansas State Health Department EMT Paramedic- Arkansas State Health Department LPN/LPTN/Paramedic to RN- - Arkansas State Board of Nursing (ASBN) Industrial and Mechanical Technology
2019-2020	Nursing Assistant-Office of long Term Care Fire Science Technology Biotechnology

Appendix B – Institutional and Program Review Schedule   **78**

Appendix C

	Stakeholders	Requirements & Expectations	
		Short-Term	**Long-Term**
Internal	Credit and Non-Credit Students	Access Affordable education Flexibility Variety of programs Support services	Completion of Academic goals; Achieve career /employment goals; Meet personal dev goals
	Enrolled Students	Quality instruction Safe supportive learning environment; Academic advisement Programs to enhance social skills	Advanced education; Career Counseling; Transferability of courses; Career services Increased marketability Accredited programs Participation in governance, committees, and student organizations
	Prospective Students	Ease of Access; Open enrollment; Financial Assistance; Career/program selection guidance; Special population accommodations	Education planning and enrollment
	Employees	Employment opportunities and continuing education; Benefits Package Safe work environment	Support and development of quality employees; Assessment & responsiveness to needs
	Board of Trustees	Advise and counsel	Plan and implement programs Fiscal solvency
External	Public: Local Community	Affordable local educational opportunities & training; Community education resources; Community relations Sponsor ship for local events	Economic impact – (workforce) Relations (GAC) Responsive affordable educational opportunities Responsive to Business and Industry
	Public: State & Federal	Data & information resources; Educational access in the region	Fiscal responsibility; ACTS assurance; Regulatory compliance; Career „Technical Transfer
	Donor/Foundation	Philanthropy; Community recognition	Meaningful return on investments, Student scholarships Community recognition; Fiscal agency for funded projects
	Business/Employers	Hire a quality workforce Continuing ed for employees Training opportunities	Partners for Educational Technology
	Four (4) Yr Colleges and Universities	Articulation Agreements Transfer students	Collaborations and transfer students

Appendix D: Key Stakeholders and Expectations   **80**

BOARD OF TRUSTEES

PRESIDENT
Exec. Assistant

BUILDING
and
GROUNDS

VP Fiscal Affairs
Admin. Assistant

VP Nursing & Allied Health & Institutional
Effectiveness
Admin. Assistant

VP Academic Affairs
Admin. Assistant

VP College Affairs
Admin. Assistant

VP Student Affairs
Admin. Assistant

BUSINESS
OFFICE

NURSING & ALLIED HEALTH
Faculty

GENERAL STUDIES
Faculty

RECRUITMENT
Director

STUDENT
AFFAIRS

TECHNOLOGY
SERVICES

ASSESSMENT
Institutional Researcher

LIBRARY/DISTANCE LEARNING

RETENTION
Director

Career Coaches

STUDENT
SUPPORT
SERVICES

TECHNICAL
STUDIES
Faculty

WORKFORCE DEVELOPMENT CENTER/CAREER
PATHWAYS

Appendix E: SEARK College Organizational Chart   **81**

INSTITUTIONAL GOVERNANCE			Strategic Marker: The College will conduct its affairs in compliance with its Mission, Philosophy and Values.		
Goal: The activities of the College will accurately reflect the College s beliefs about why it exists.					
Outcomes	Assessment Method and Frequency	Who Has Responsibility	Where is Documentation Found	Report of the Data Level of Achievement	Actions Resulting from the Assessment
The SEARK College Mission, Philosophy and Value Statements continue to define the institutional purposes.	Discussion and review of Mission, Philosophy and Value Statements. (Every 3-5 years)	President Executive Cabinet Board of Trustees VP for Assessment	Official Minutes: BOT Quality Council /Planning Committee Assessment Team	2010 -Mission and value statements revised following discussion to discontinue offering ABE classes. Discussion of the 5 year plan and institutional priorities continues with broad based participation	The Mission of the College is being reviewed as part of the Strategic Planning process to assure alignment of institutional priorities as they shift in responses to needs of stakeholders. Increasing focus on technology and broad based participation in student learning and meeting stakeholder needs will help refocus the College as a quality institution.
College constituents will express satisfaction with the level of involvement in decision making for the College.	Annual analysis of surveys: - Faculty - Student - GAC	Office of Assessment/ IE	Assessment Team Minutes - Office of Assessment -Office of Institutional Advancement Faculty Senate Minutes	2007 Action Projects declared based on input regarding satisfaction and level of involvement. 2009- Overall satisfaction reported by stakeholders via the GAC Survey with comments for improvements	AQIP Action Project Team assigned to update and revise the Faculty/Staff handbook. Suggestion by GAC to look into pursuing additional grant funding. A Grants Compliance Officer appointed in 2009. Assessment Team working to revise tools used for gathering data for all stakeholders. Informal SWOT data incorporated into strategic planning and setting priorities for the College.
The College will use a data driven approach to chart its future course.	Administration and analysis of formal and informal SWOT assessments (Annually- April)	President Executive Cabinet Quality Council/Planning Committee Assessment Team	Committee Minutes	Progress toward documenting the Systems Portfolio revealed a major gap in the College's ability to manage the wealth of data collected .	Immediate steps taken to fill the Institutional Researcher position which was vacated in 2007. Ongoing search

Appendix F Assessment Plan Template

2007 2012 Strategic Planning Progress			
Goal 1- INSTITUTIONAL ACCOUNTABILITY/EFFECTIVENESS - Conduct the affairs of the College in compliance with state policies and external controls.	**Active**	**Completed**	**Deleted/Revised**
Strategy			
1. Appoint ad-hoc committees for review of annual College Audit and report on activities and findings.	X		
2. Summarize annual report from assessment data.	X		
3. Pursue new grants to support "First Year Experiences" and Retention efforts			
4. Utilize experts in the field to promote student retention and success.	X		
5. Annual training for the staff accentuating friendliness and helpful attitudes.	X		
6. Implement staff to student language strategies to reinforce a positive environment.	X		
7. Review benefits and salaries annually to ensure competitiveness	X		
Goal 2- INSTRUCTIONAL SERVICES - Deliver relevant instructional programs and processes that are responsive to the needs of students.	**Active**	**Completed**	**Deleted/Revised**
Strategy			
1. Prepare a schedule of Saturday and weekend classes.	X		
2. Offer early classes and courses.	X		
3. Identify students and methods for offering an on-line associates degree.	X		
4. Explore options for assisting K-12 in educational excellence. (P-20 partnerships)	X		
5. Advocate for students in establishing practices within state law and guidelines.	X		
6. Increase Concurrent credit classes and review scholarship commitments.	X		
7. Offer banking courses on an eight week format.		X	
8. Expand current NAH programs in areas of demonstrated need.	X		
9. Add 10 new general education faculties and hire one FT faculty for each Technical program.	X		
10. Explore reallocation of instructional resources based on program productivity		X	
11. Develop/revise comprehensive program for faculty and staff development. Allocate $40,000 – amend as needed.	X		
12. Review/select cities in the SEARK area for off-campus centers.	X		
13. Provide quality instruction to students by creating an extensive databank of potential Adjunct Faculty.		X	
14. Emphasize funding/personnel for technical education that will foster economic development in Pine Bluff.	X		
15. Explore technical fields that may be in demand in the near future. (Nanotechnology, aviation)		X	
16. Phase out obsolete programs and skills.		X	
Goal 3 - Advancement and Growth - Create strategies for supporting and perpetuating the goals of the College.	**Active**	**Completed**	**Deleted/Revised**
Strategy			
1. Complete the Title III Matching project ($240.000.00)		X	
2. Develop a Plan for Communications.		X	
3. Develop a Plan for Marketing.		X	
4. Develop uniform advertising styles.	X		
5. Receive commitments by Fall 2008 from twenty businesses and industries ($2,500.00) for SEARK Foundation and/or Technology Scholarship Fund.			X

	Active	Completed	Deleted/Revised
6. Obtain commitments by Fall 2008 from 100 individuals ($250.00) for the SEARK Foundation.			X
7. Solicit estate planning for SEARK Foundation.			
8. Seek Jefferson County sales tax of one-quarter of a cent for SEARK and one-quarter of a cent for UAPB.			X
9. Annual review of College committees.	X		
10. Donate land on the east side of Hazel to assist in expanding Hazel St. to four lanes. (As City commits to expansion projects).	X		X
Goal 4- STUDENT SERVICES - Provide students with programs and services that recruit and retain students	**Active**	**Completed**	**Deleted/Revised**
Strategy			
1. Provide advisement orientation, tutoring, career exploration and other intervention strategies.	X		
2. Demonstrate student-centered philosophy through SEARK College organizations and programs.	X		
3. Training/testing for all staff to demonstrate their knowledge of SEARK catalog and other departments.			X
4. Review the Datatel operating system to ensure the best practices for recovery of student data.	X		
5. Develop criterion for scholarships that target technical education in high demand skill areas.	X		
6. Cross-train staff to assist students regardless of need and train extra help before times of high stress.	X		
Goal 5-FINANCIAL SERVICES AND FACILITIES - Operate with financial solvency while meeting the obligations of expansion and services to students.	**Active**	**Completed**	**Deleted/Revised**
Strategy			
1. Provide departmental information in a timely fashion concerning personnel matters.	X		
2. Provide monthly reports and acct balances to each department.	X		
3. Preserve a permanent reserve not to fall below 50% of total annual operating budget.	X	X	
4. Complete Plan for Disaster Emergency Planning.		X	
5. Perform critical maintenance on Tech Center-South and Tech Center-North.		X	
Goal 6-Capital Expansion - Construct new buildings, renovate existing buildings, obtain furnishings and equipment, and purchase needed land to meet the demands of student programs and services.	**Active**	**Completed**	**Deleted/Revised**
Strategy			
1. Design and renovate space for the Early Childhood Development Program.		X	
2. Equipment and furnishings for the Early Childhood Development building.		X	
3. Purchase a digital video security system.	X		
4. Design and construct a new Technologies Building.		X	
5. Purchase and install wireless technology throughout the College.		X	
6. Design and construct a new library.		X	
7. Purchase a pre-fabricated home for Maintenance Director.		X	
8. Renovate old library in Founders Hall for expanded NAH programs.	X		
9. Complete renovation of Founders Hall to provide additional offices for NAH.		X	
10. Purchase homes to the north of campus for additional college expansion.		X	

		Active	Completed	Deleted/Revised
11.	Close 18th, Fir, and Willow Streets to the public and fence property.	X		
12.	Construct a new building to house classrooms and faculty offices, with fitness equipment from General Improvement funding and local Tax support	X		X
13.	Create an all weather walking track circle.			X
14.	Build or rent facilities for College Centers in selected towns in the College service area.			X
15.	Paint the Workforce Development Center.		X	
16.	Install new campus lighting systems.		X	
17.	Improve campus landscaping		X	
18.	Install sprinkler system.	X		

Goal 7- ASSESSMENT - Relentlessly pursue excellence in all programs and services.		**Active**	**Completed**	**Deleted/Revised**
Strategy				
1.	Refine the college wide assessment plan for student achievement and institutional effectiveness.	X		
2.	Use data-driven approach in decision-making for the programs.	X		
3.	Implement the AQIP accreditation system that relies heavily on assessment data.	X	X	
4.	Pursue information and survey analysis on effectiveness of college services.	X		
5.	Hire new personnel or train current staff to fully implement the Datatel system.	X		
6.	Review current staffing levels to assure that student needs are being met.	X		
7.	Through planning and trend analysis anticipate new personnel needs in critical areas.	X	X	

Goal 8- HUMAN RESOURCES - Continue to address the problem of being understaffed by hiring additional staff to meet the needs of current and expanding student populations.		**Active**	**Completed**	**Deleted/Revised**
Strategy				
1.	Assess employee and student satisfaction through timely surveys.	X		
2.	Hire faculty necessary to achieve 70% of student semester credit hours being taught by full-time faculty instructional staff.	X		
3.	Employ at least on full-time instructor for each technical program.	X		
4.	Hire additional maintenance and custodial staff.		X	
5.	Achieve wage parity for classified staff during the 2008-2010 legislative session		X	

2008 2013 Strategic Planning Progress				
Goal 1- Increase Enrollment, Retention Rates, and Number of Graduates	**Active**	**Completed**	**Deleted/Revised**	**Continued from 2007-2012 Plan**
Objectives				
1. Develop new recruitment strategies, advising techniques, mentoring and tutorial services, and other services for the needs of new students.	X			
2. Emphasize pertinent curricula that assure competence in basic skills.	X			X
3. Provide state-of-the-art equipment, facilities, and personnel to meet the demands of student programs and services.	X			
4. Design all recruitment and retention efforts with the success of each individual student in mind.	X			
Goal 2- Increase Institutional Resources	**Active**	**Completed**	**Deleted/Revised**	**Continued from 2007-2012 Plan**
Objectives				
1. Lobby the Arkansas Legislature for equitable funding based on full time equivalent enrollment.	X			X
2. Launch a successful campaign for local tax support of the College.			X	X
Goal 3- Expand the Campus, Improve Facilities and Equipment	**Active**	**Completed**	**Deleted/Revised**	**Continued from 2007-2012 Plan**
Objectives				
1. Expand the campus for development of new facilities and parking	**X**			
2. Plan a new classroom, faculty offices, and community facility.			**X**	
3. Close 18th Street and Fur Street to the public and enclose campus to the north to 17th Street with a fence.			**X**	
4. Renovate east end of Founders Hall for Allied Health program expansion.	**X**			
5. Renovate rooms and spaces vacated by programs/classes/offices moving to new technology and facility for best use.	**X**			**X**
6. Make campus secure with lighting, surveillance cameras, and equip for emergencies.	**X**			**X**
7. Beautify the campus and enhance environment for students and community.	**X**			

SOUTHEAST ARKANSAS COLLEGE

Strategic Planning Process

July/Aug
Financial annual report

September
SWOT Analysis results & review of strategy/goals and new action plans are developed

October
The results of annual reports and actions and recommendations are reviewed by the Quality Council/Planning Committee

June
Previous years' annual report due to President and BOT. Budgetary limits set based on state actuary forecast

May
Operational budget approved by Board of Trustees

December
Executive Council presents new strategic planning priorities

April
Proposed budgets approved by the President and final adjustments made

January*
Budget recommendation formulated for next year. Outcomes assessment data available for program review. Individual programs begin operational planning

March*
Department & Division budgets presented to the Vice President of Finance

February*
Department & Division budget recommendations are completed

SEARK GRANT FUNDS

Grant Funder	Amount	Purpose	Award Date
1. American Recovery & Reinvestment Act (ARRA)	$337,435.00	Renovation/Expansion Nursing & Allied Health Lab	August 10, 2009
2. Ar. Dept Of Health – EMS Trauma Grant	$9,074.00	Scholarships and Equipment	January 2011
3. Ar. Science & Technology Authority (ASTA)	$ 5,316.00	Science Technology, Engineering, and Math (STEM) Scholarships	January 2009-December 2013
4. Ar. Louis Stokes Alliance for Minority Participation (Ark- LSAMP)	$304,023.00	Promote STEM Graduates	July 1, 2007
5. AR. Energy Sector Partnership (AESP)	$150,215.00	Emerging green and energy efficiency Technology	December 2010
6. Career Pathways Initiative	$467,210.64	Childcare assistance, tuition , books for qualified students	July 2010
7. Carl D. Perkins	$269.006.00	Career & technical program initiatives	July 1, 2010
8. Child care Orientation Grant (CCOT)	$24,052.07	Basic orientation training for Childcare workers	
9. Dept. of Labor (DOL)- Early Childhood Education	$1,785,140.00	Renovation of facility for Model Child Development Training Facility (MCDTF)	July 1, 2007-June 30, 2010
10. JRMC Community Grants for Healthy Lifestyles	$5,400.00	Smoking Cessation program	October 29, 2009
11. Manpower Development Corp. (MDC) Casey/Rockefeller Foundations	$70,00.00	Improve student retention outcomes	September 2009
12. Mike Ross Appropriation Request	$198,000.00	Nursing & Allied Health Equipment	October 2010
13. MOTT/Breaking Through (Jobs for the Future)	$300,000.00	Contextualized Developmental Education Curriculum development	September 2005-August 2008
14. TRIO- Student Support Services	$1,192,480.00	Student support services for qualifying students	September 2010-August 2015
15. 1890 Institution Teaching, Research & Ext. Capacity Building Grant (CBG)	$150,000.00	Capacity Building for underrepresented groups	Fall 2010

Ranking of SEARK's Perkins Funding with Highest Funded Colleges

	Perkins Funds FY 06-07	Perkins Funds FY 07-08	Perkins Funds FY 08-09	Perkins Funds FY 09-10	Perkins Funds FY 10-11
PTC	$304,210.00	$553,773.00	$368,669.00	$393,889.00	$391,254.00
NAC			$202,794.00	$216,666.00	
SEAC	$219,890.00	$177,453.00	$192,914.00	$206,111.00	$269,009.00
BRTC			$189,794.00	$202,778.00	
UAFS	$188,032.00	$169,446.00			
UACCB					$183,367.00
NPCC	$146,997.00	$148,405.00			$206,466.00

Appendix J- SEARK Ranking with Perkins Funding

Number of Third Party Billing Agreements

	2007FA	2008SP	2008SU	2008FA	2009SP	2009SU	2009FA	2010SP	2010SU
AR Rehab	73	60	8	77	63	29	72	63	48
VA	10	11	8	12	13	8	0	14	16
NAFTA	13	12	9	12	0	0	0	0	0
Career Pathways	74	20	23	18	44	0	39	55	0
WIA	22	18	8	14	14	9	41	43	53
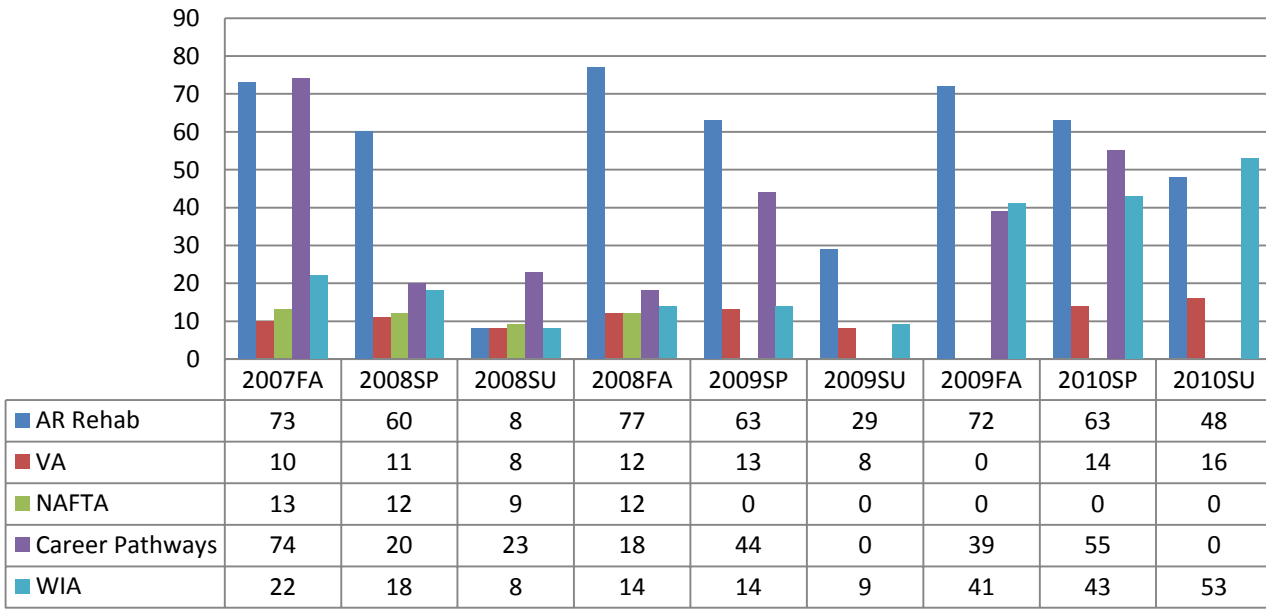
Appendix K-Third Party Billing Vendors

Work Processes	Expectation	Measures of Success	Mission/Strategic Linkage
Student Learning • Program Development • Assessment of Teaching Effectiveness	Course/ Program goal achievement Currency o f curricula Relevancy to Stakeholder needs	Course success rates # of Graduates Satisfaction of Students Student Engagement Student Retention	Accountability/Effectiveness Instructional Services
Student Services • Recruitment • Enrollment • Advising • Counseling • Tutoring • Library • LAL • Career Placement • Career Pathways	Competency Access Accuracy Student Engagement Responsiveness	Student Satisfaction Student Engagement Availability of services	Student Services
Support Services • Technology Services	Responsiveness of Technicians Ease of use Up to date	User Satisfaction Work order completion rates	Financial Services and Facilities
• Business & Fiscal Support	Efficiency Accuracy Adequate funding Successful Audits	Customer Satisfaction Audit Results	Financial Services and Facilities
• Purchasing	Competency Low Cost Accuracy Timeliness	Customer Satisfaction Audit Results Minority Vendors	Financial Services and Facilities
• HR Management	Competency Responsiveness Efficiency	Compensation/ Benefits package Faculty/Staff Satisfaction	Financial Services and Facilities
• Buildings & Grounds	Competency Responsiveness Safety	Work order completion rates Reduction in operating costs Customer Satisfaction	Financial Services and Facilities
• Campus Safety & Security	Safe and Secure Environment	Crime Stats Tobacco Free Customer Satisfaction	Financial Services and Facilities

Glossary

AATYC	Arkansas Association of Two Year Colleges
ACCT	Association of Community College Trustees
ACTS	Arkansas Course Transfer Systems
ADH	Arkansas Department. of Health
ASBN	Arkansas State Board of Nursing
CAAHEP -	Commission on Accreditation of Allied Health Education Programs
Career Pathways	Employability Program
CIAP -	Comprehensive Intuitional Assessment Plan
CCSSE –	Community College Survey of Student Engagement
COMPASS	Computer Adaptive Two Year College Placement Test
CRC	Arkansas Career Readiness Certificate
DATATEL	College Information System
DOL	Department of Labor
EMAN	Emergency Management
FBLA	Future Business Leaders of America
GAC	General Advisory Committee
HFHPS	High Fidelity Human Patient Simulators
HVAC	Heating, Ventilation and Air Conditioning
HLC	The Higher Learning Commission
IPEDS	Integrated Post-Secondary Education Data System
IAC	Instructional Affairs Committee
JRCERT-	Joint Review Committee on Education in Radiologic Technology
LAL	Learning Assistance Laboratory
LMS	Learning Management Systems, i.e., (Moodle online courses, Plato)

MSP	Five-Year Master Strategic Plan
NAEYC	National Association of Education for Young Children
NAH	Nursing and Allied Health
NCES	National Center for Education Statistics
NREMT	Nationally Registered Emergency Medical Technologist
PAC	Program Advisory Committee
S-E-A-R-K	SEARK's AQIP Planning Model
TRIO	Student Support Services Grant