



**Southern
Arkansas
University
Tech**

2011

SYSTEMS PORTFOLIO
Academic Quality Improvement Program

Institutional Overview

Southern Arkansas University Tech is a public, not-for-profit, two-year college that specializes in technical training and offers the first two years of a university transfer program. The college is located approximately 100 miles south of Little Rock in the south central section of the State. Primarily, SAU Tech serves the counties of Ouachita, Columbia, Dallas, and Calhoun. According to the U.S. Census Bureau, Census 2010, population diversity in this service area is composed of 59.3% White, 37.6% Black or African American, 3.1% Other ethnic origins

The General Assembly of Arkansas created Southwest Technical Institute (SWTI) in 1967, with the purpose of providing a technically trained workforce for the growing Highland Industrial Park in which the institution was located. The Brown Foundation of Houston, Texas, which purchased the Shumaker Naval Ammunition Depot for use as Industrial Park, donated 70 acres of land and 6 buildings, and this formed the initial physical facilities of the school. The State Board of Education operated SWTI until 1975 when, by an Act of the Arkansas legislature, Southwest Technical Institute became Southern Arkansas University Tech (SAU Tech), under the governance of the Board of Trustees of Southern Arkansas University. With this change, the college came under the jurisdiction of the Arkansas Department of Higher Education with the authority to grant up to and including the associate of arts, associate of science, and associate of applied science degrees.

In addition to offering traditional classroom courses, SAU Tech was one of the first colleges in Arkansas to receive approval through The Higher Learning Commission to offer its degrees online, and the status of its online offerings continues to thrive. SAU Tech is a diverse institution with several non-traditional programs under its umbrella. The college enjoys a sizeable enrollment in its high school concurrent credit program, which services eight counties in south Arkansas. The college also operates the Career Academy, which provides secondary vocational education programs for ten high schools in five surrounding counties. In addition, the college's Adult Education of Ouachita and Calhoun Counties program provides basic skills training to adults with less than a high school education. Additionally, SAU Tech operates the Environmental Training Academy with a mission of providing statewide training to managers and operating personnel in the operation of city and industrial water, wastewater, and solid waste facilities as well as backflow prevention certification. Also under SAU Tech's umbrella is the Arkansas Fire Training Academy. Through operations at the main site in Camden and through satellite operations in northeast, northwest, and central Arkansas, the Arkansas Fire Training Academy provides quality training and certification on a statewide basis to Arkansas fire services for fire and related emergency service programs. It also provides limited firefighter training on an international basis.

SAU Tech is unique in that it is the only college or university in the state that is located in an industrial park. Its location provides broad exposure to the industries located in the park and makes it well situated to address the educational needs of its industrial neighbors. SAU Tech understands its role in economic development and workforce training in south Arkansas through training opportunities for area business and industry as well as collaboration with other public and private entities in the area to develop strategies for economic growth.

The college's core values define the qualities and principles the institution regards as priorities and by which it will conduct its operations. Through The Higher Learning Commission's AQIP process, SAU Tech transformed its strategic plan, which included the development of a challenging vision statement that positions the institution for "*Leading Arkansas in Economic and Educational Transformations.*" SAU Tech recognizes its function as a two-year college in south Arkansas is multifaceted. The college's mission provides for quality educational programs delivered through various technologies and methodologies to meet the needs of its constituencies. SAU Tech believes it meets this mission through diverse programs, which afford educational opportunities to high school students, traditional as well as non-traditional students, adults requiring a high school equivalent, employees in the surrounding workforce, and statewide certification/licensure training. The college's strategic goals support its mission and focus on student success, access to higher education, quality programs, accountability and institutional effectiveness, resource development, and partnerships, collaborative efforts, and workforce and economic development. (See SAU Tech's Strategic Plan in Appendix A.)

Item 1

What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?

SAU Tech is student centered and industry responsive in its collegiate programs and services. The college recognizes its role in preparing students to function as competent and skilled workers, to achieve their continuing academic goals, and to live as life-long learners and thinkers. Consequently, the college strives to assist students in understanding the connection between their coursework, their social and vocational responsibilities, and their rewards as citizens of a free nation. The keystone of the college's academic climate is its wide variety of programs (See list of program on SAUT website at <http://www.sautech.edu/academics/academics.aspx>) and services. As a comprehensive two-year college, SAU Tech offers university parallel programs, technical programs, health education, adult education services, high school career academy programs, high school concurrent credit coursework, and business and industry training. Additionally, the college operates the Arkansas Fire Training Academy and the Arkansas Environmental Training Academy. Because of its immense array of programs and its robust online offerings, the college reaches local, regional, statewide, and national audiences.

The university parallel program provides students with courses they can transfer to public universities and to many private universities in Arkansas. SAU Tech's university parallel program aligns with the Arkansas Course Transfer System (ACTS) under the guidance of the Arkansas Department of Higher Education. Through the ACTS program, students are guaranteed the transfer of applicable credits and equitable treatment in the application of credits for admissions and degree requirements. The following is a link to the Arkansas Department of Higher Education website where individuals can compare the transferability of SAU Tech courses to other instate public institutions: <http://acts.adhe.edu/studenttransfer.aspx>.

SAU Tech's technical programs are designed to prepare students to succeed in career fields. Technical programs like Aviation Maintenance, Computer Information, Multimedia, and Industrial Technologies are relevant to the college's service area. By aligning its programs with both the needs of industry and those of our students, SAU Tech will play a strategic role in shaping the area's economic future.

The Allied Health Department offers two programs of study, Practical Nursing and Nursing Assistant. The educational goal of the Department is to provide students with the necessary theory base and clinical skills to successfully pass certification/licensure exams and to provide the health care industry with skilled, qualified health care providers. These two programs enjoy steady enrollment, and the majority of the students complete the program and successfully pass the state licensure exam. (Link to enrollment/pass rate report: <http://www.sautech.edu/docs/pad/PNCNA.pdf>.)

The SAU Tech Adult Education Center serves Calhoun and Ouachita counties. The mission of the Adult Education Center is to provide educational opportunities that will help adult students reach their full academic potential and become more productive citizens. The Center offers free adult education services year-round, with both day and evening classes during the academic year. Students may enroll at any time, study at their own pace, and complete the course when they reach their personal goals. Services offered through the Center include Adult Basic Education (ABE), General Education Development (GED), English as a Second Language (ESL), and Basic Computer Literacy programs.

The SAU Tech Career Academy is an area secondary center located on the SAU Tech campus with a satellite location in Magnolia. The Academy provides area high school juniors and seniors with the unique opportunity to earn college credit through skills-based technical courses while still in high school. The programs offered through the Academy include Automotive Service Technology, Computer Engineering, Cosmetology, Welding, Medical Professions, and Radio and Television Broadcast and Production. The Academy, with funds from the Department of Workforce Education, provides books, tuition, and fees; so the students attend at no costs. The primary goals which define the purpose of the Academy are: 1) to aid students in making an informed career choice, 2) to prepare students to enter the workforce upon high school graduation, and 3) to encourage students to continue their education after high school.

The SAU Tech Concurrent Credit Program is a cooperative partnership between participating high schools and SAU Tech and allows qualified ninth through twelfth grade students the opportunity to take

college-level courses while attending high school. Students earn credits from their high school and from SAU Tech. The purpose of the Concurrent Credit Program is to enrich the educational opportunities of pre-college students and provide a challenging college-level experience in both General Education coursework and career technical pathways.

The SAU Tech Business and Industry Training Program exists to enhance and support economic and workforce development within a four-county service area. To accomplish its mission, the Department develops and markets customized non-credit training programs for businesses and industries. The Department cultivates relationships with local business and industry organizations, the local economic development council representatives, along with other workforce-initiative organizations.

The Arkansas Fire Training Academy has a statewide mission to provide quality fire and emergency related training to the Arkansas fire service. Through its training programs, the Academy certifies statewide fire service personnel who meet or exceed the certification requirements of the applicable National Fire Protection Association (NFPA) Professional Qualification for Fire Service Personnel. Additionally, the Academy supports fire departments by maintaining the State's National Fire Incident Reporting System (NFIRS), thereby allowing participating departments to become eligible to receive specific federal grants. Besides delivering non-credit training to paid and volunteer firefighters, the Academy offers two degree programs that allow firefighters to pursue professional training designed to build a stronger, safer fire service.

Arkansas Environmental Training Academy has a statewide mission to provide quality environmental training programs mandated by the State of Arkansas as the State's Environmental Training Center. Five distinct divisions comprise the Academy: Water, Wastewater, Solid Waste, Backflow Prevention, and Environmental Health and Safety. The Academy's programs target managers and operating personnel of municipal and industrial facilities and aid them in meeting state and federal compliance regulations as well as providing training to meet certification and licensing requirements. In addition to state licensing and certification training, the Academy, through SAU Tech, offers an Associate of Applied Science Degree in Environmental Science.

The college understands the significance of support systems and services to its instructional programs. Accordingly, the college continually strives to provide and improve its systems and services. The college's Learning Resource Center (LRC) is one such support system that collects, preserves, and provides access to information resources and materials in formats that address the information needs of the learning community. As a component of the online programs, the college administers a Center for Web-Based Learning (CWBL) to provide synchronous and asynchronous educational opportunities for students and to provide resources to faculty teaching online courses. In addition to the CWBL, the college's Information Technology Services department exists to ensure use maximization of the available technology in the instructional programs as well as within the college's support service areas.

Item 2

What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

Economic and Workforce Development. The Business and Industry Training Program is the workforce training component of SAU Tech and exists to enhance and support economic and workforce development within a four-county service area of Calhoun, Columbia, Dallas, and Ouachita counties. To accomplish its mission, the Department develops and markets general and customized training programs for businesses, industries, and governmental organizations. The Department cultivates relationships with local business and industry organizations, the local economic development council representatives, along with other workforce-initiative organizations.

Adult Education. The Adult Education Center provides educational opportunities for adult students through a variety of services. Adult Basic Education (ABE) program offers classes in reading, writing, or math skills. The High School Equivalency (GED) Preparation program prepares learners to take the GED exam in order to receive their Arkansas High School Diploma. English as a Second Language (ESL) courses help those who wish to learn the language and customs of this country. Basic Computer Literacy

classes assist those who have had little or no experience with personal computers. Commercial Drivers License (CDL) preparation helps individuals with the written portion of the CDL exam.

Secondary and Community Educational Services. The Secondary and Community Education unit provides a variety of services targeted to a wide array of individuals from elementary school to adults and academic and community services through the following programs:

SAU Tech Concurrent Credit Program is a cooperative partnership between participating high schools and SAU Tech with approved high school teachers or SAU Tech faculty teaching college-credit courses which allows qualified ninth through twelfth grade students the opportunity to take college-level courses while attending high school. Students earn credits from their high school and from SAU Tech. High school students may enroll in college courses if they meet the admission requirements and other conditions. The purpose of the Concurrent Credit Program is to enrich the educational opportunities of pre-college students and provide a challenging college-level experience in both General Education coursework and career technical pathways. The course materials, assignments, and grading standards used in the courses meet the same standards as regular SAU Tech courses. High school students are subject to all other SAU Tech regulations, including those related to academic progress, financial responsibility, conduct, adherence to the substance abuse policies, and others as described in SAU Tech's catalog and student handbook.

Dual Enrollment Program allows high school students to enroll in regularly scheduled SAU Tech courses on the college campus. Students earn credit at SAU Tech, and most of the credit earned transfers to other colleges and universities. Students can attend during fall, spring, or summer semesters.

The Community Education Program provides a large selection of personal development opportunities for adults and children in a wide variety of areas such as arts and crafts, photography, fitness and health, cooking, music and dance, and computer skills among many others through continuing education classes offered on campus and surrounding communities.

The Community Enrichment Program offers activities throughout the year including the Noon Brown-Bag Lunch, Speakers Series offered at the Downtown Center, the SAU Tech Distinguished Speakers Program, and the Miss Greater Camden Pageant.

Summer Camp enrolls students from sixth through twelfth grades in several different educational enrichment programs for a month during the summer.

The Supplemental Educational Services Program provides additional academic instruction and tutoring to service area public school students during the school year. The purpose of the program is to increase the academic achievement of those performing at basic or below basic academic levels in literacy and/or math skills.

Credit Recovery Program is a computer-based tutorial utilizing the A+ Learning System. This program allows students in ninth through twelfth grades the opportunity to recover academic credits failed during the year.

The 21st Century Community Learning Center helps ensure that no child is left behind by providing an expansion of the school day for Camden-Fairview High School students mandated for remediation in math and/or literacy.

Pilot College and Career Coach Program supports and assists high school students in 21 of Arkansas's most economically challenged counties. They will provide early outreach to all students and their parents with information about the importance of post secondary education.

Saturday ACT Program offers four Saturdays with instructional courses to prepare students for the ACT.

Item 3

What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

SAU Tech recognizes its function as a two-year college in south Arkansas is multifaceted. The college is an open admission institution; consequently, it offers programs and services to diverse constituency

groups with varied requirements and expectations. The college divides its stakeholders into two categories: direct stakeholders and indirect stakeholders. Direct stakeholders include individuals or groups who have a direct, student-based or employee-based relationship with the college. Indirect stakeholders consist of individuals or groups who are externally linked with the college and have an interest in the college accomplishing its mission. The Key Stakeholders Table shows a breakdown of stakeholders and related requirements and expectations. (See Stakeholders Requirements & Expectations in Appendix C.)

SAU Tech faces considerable competition for its direct stakeholders. Within a 100-mile radius of Camden, students can choose from either four, two-year colleges or five, four-year colleges in addition to SAU Tech. Furthermore, high school graduates in south Arkansas tend to place less value on higher education than they do on lower paying jobs. As a result, SAU Tech competes with the military and with entry-level jobs with minimal skill requirements. Because the college is located in an industrial park, it must compete with local industry for skilled employees. This is especially critical to the college as it attempts to maintain highly qualified and credentialed technical faculty.

Item 4

What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

SAU Tech is a state supported institution whose revenue is based primarily on state general revenue and tuition/fees. SAU Tech allocates all financial and human resources through its operating budget process. Annually, departmental units provide to the Chancellor's Vice Chancellor's Council prioritized requests for funds and personnel, and the Council develops a final budget based on departmental input. The Chancellor makes the final decision on the operating budget before presenting it to the System President for Board approval.

The college's full-time employees are categorized as faculty, administrators, and classified staff. The college also employs persons in adjunct faculty positions as well as extra help positions. The human resource matrix as reported to IPEDS shows the diversity of the college's personnel. (See Human Resources Table in Document in Appendix D.)

SAU Tech recognizes that the institution's most important assets are the employees in the organization. Through the budgeting process, it allocates funds specifically designated for faculty and staff professional development.

Item 5

What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

In January 2008, the SAU Board of Trustees appointed a new Chancellor for the college. Shortly after this appointment, SAU Tech initiated an internal study under the guidance of outside consultants to facilitate initial planning and to provide a neutral avenue for expressing thoughts about SAU Tech from both employees and students. Through the use of workshops and small group sessions, recommendations were developed for a long-term strategic plan. The Chancellor charged the Chancellor's Vice Chancellors Council and Chief Planning Officer to use the recommendations of the consultants to revise the college's current master plan and to develop a strategic plan that would include a new or revised vision statement, mission statement, values, and strategic goals. The new strategic plan, which included a newly developed vision statement and new strategic goals, was then approved by the AQIP Steering Committee before being presented to the employees at Fall 2008 convocation. The plan was subsequently submitted to the System President for review and acceptance.

This study, review, and revision process resulted in a new strategic plan which was used to develop strategic goal priorities. These priorities are the primary drivers for SAU Tech's effort along with its vision and mission statement. After the college developed its strategic plan, each department was tasked with developing goals and objectives that aligned with goals and objectives of the strategic plan. The outcome of this process is to align action steps to strategic goals and SAU Tech's budget.

Oversight of SAU Tech's planning process is provided by the SAU Board of Trustees who approved the college's revised mission statement in 1997. Additional oversight of the college's planning process is provided by presenting the college's new strategic plan with a reaffirmed mission statement to the SAU System President for review and approval. Further assurance of SAU Tech's compliance with relevant laws and regulations is provided by the annual audit of the Arkansas Division of Legislative Audit.

Regular meetings of organizational entities such as the Chancellor's Vice Chancellors Council, the Administrative Council, the Faculty Senate, the Administrative Staff Organization, and the Classified Staff Organization keep the lines of communication open and allow for continuous review and coordination.

In addition to providing goal priorities, SAU Tech's review and updating of its vision statement, mission statement, values, and strategies will give the college an opportunity, through the discussion process, to align its core values with its ethical and social responsibilities.

Item 6

What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

Through the AQIP Action Plan process, SAU Tech identified the need for a strategic plan that would provide a focus for the management of the college's resources and services, and as such, began its strategic planning process. The support goals that emerged from this process flowed from the college's reaffirmed mission and values. The newly developed goals and related objectives will be the basis for individual departments to realign their departmental operational plans with the college's strategic goals. (See SAU Tech's Strategic Plan in in Appendix A.) Through this planning process, each member of the organization becomes involved in reviewing and/or revising his/her department's mission, goals, and objectives. The administrative structure affords opportunities for employees throughout the institution to become involved in leadership of the organization, and it encourages employees to work collaboratively in support of the institution's mission, values, goals, and objectives through its departmental, committee, and governance structure.

SAU Tech is unique in that it is the only college or university in the state that is located in an industrial park. Its location provides broad exposure to the industries located in the park and makes it well situated to address the educational needs of its industrial neighbors. The 16-building main site spreads over 92 acres. These buildings provide space for instruction, offices, computer labs, and administrative and infrastructure support. Through its outreach programs, the college maintains facilities in downtown Camden as well as maintaining or utilizing facilities throughout the State of Arkansas.

SAU Tech strives to maintain current technology and equipment in the classrooms, labs, and offices. Through careful resource management and planning, the college manages a 36-month copier and computer lease, which provides access for all employees to a copier and computer no older than three years. Fiber connections between buildings provide access to campus network and Internet resources. Recent provisions for wireless network access will provide greater flexibility for students and will ease the demand for open computer labs. To maintain campus-wide standards for hardware and software, the Information Technology Services department approves all technology purchases. SAU Tech operates an integrated administrative information software system (POISE) and uses Blackboard Lean as the platform for distance education and hybrid classes. The college's website (<http://www.sautech.edu/>) is the primary information source for prospective and current students and is an important tool for its stakeholders.

Item 7

What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

As a state, public institution and an institution that receives federal funds, the college collects and distributes data to satisfy state and federal reporting requirements as well as requirements of accrediting agencies. SAU Tech operates an integrated administrative information software system (POISE), which captures data relating to students, institutional finances, human resources, and financial aid. The Information Technology Services department performs full backups on the POISE system daily and

monthly. Daily backup are stored on-site and at an off-site location while monthly backups are stored off-site at the system campus located 45 miles from college.

Information from the POISE system is the basis for most of the institution's data dissemination. The Director of Institutional Research (DIR) produces a yearly Factbook (<http://www.sautech.edu/docs/pad/SAUTFactbook.pdf>) and publishes it on the college's website. The Factbook provides a snapshot of enrollment statistics, faculty demographics, and program productivity as well as historical institutional information. The DIR also provides ad hoc reports to various departments to aid in operational decisions. Additionally, the DIR is responsible for electronic reporting to the Arkansas Department of Higher Education, the Integrated Postsecondary Education Data System (IPEDS), and other reporting agencies.

In addition to collecting data through the POISE system, the college conducts various surveys of its students, its employees, and other constituencies. The Office of Planning, Accountability, and Development (PAD) is the central point for coordinating and conducting all institutionally approved surveys. The PAD office has the capability to administer surveys via electronic format or paper and pencil format. All data collected from surveys are analyzed and results are distributed via the PAD office. Personnel in the PAD office use personal computers and various software packages to analyze and manage data. Data is backed up on a weekly basis and stored in the PAD office.

The PAD office works with the Assessment Committee to facilitate the collection and analysis of the assessment of student learning. The college's assessment process calls for fall and spring assessment of individual courses as well as General Education Competencies. Each fall and spring semester, the PAD office distributes to and collects from faculty their respective course assessment forms and selected GEC assessment forms. Data from the assessment forms are used to produce reports that are shared with the faculty during the following semester convocation. The collection and analysis of data is an ongoing process and is critical in determining institutional/departmental needs, measuring institutional effectiveness, and setting new priorities when appropriate.

Item 8

What are the key commitments, constraints, challenges, and opportunities with which you must align your institution's short- and long-term plans and strategies?

SAU Tech's primary commitment is to provide quality education to the people in its service area and beyond. To achieve this goal, the college must support life-long education through both traditional and non-traditional methods. To be successful, SAU Tech must fully recognize this commitment and be aware of the constraints, challenges, and opportunities that it faces.

The college's key commitments include:

- Academic Quality Improvement Process with total staff involvement.
- Collaborative ties to business and industry and upholding the trust and confidence placed in the college by these entities.
- A strong connection to area schools through concurrent enrollment program.
- Excellent faculty and staff who are dedicated as teachers and service providers.
- A caring, learning environment that promotes access, scholarship, innovation and success of all students.
- A climate that reflects a deep appreciation and acceptance of diversity.
- Collaborative and cooperative partnerships that improve the quality of life for those served by the college.

The college's main constraints include:

- A significant downturn in South Arkansas's economic base due to closing of many of the major industries, creating a shrinking student population.
- A decrease in cash income due to shrinking state funding and a decline in tuition and fees revenue over the past few years.
- The effect of costly technology on the delivery of technical education.

- A diminishing ability of students to pay for the rising cost of education.

Challenges facing the college include:

- The physical location affects the increasing transportation-related expenses for students and employees.
- Increasing competition for students from traditional and online educational competitors.
- Increasing demand for personalized education and support services.
- Increasing employer emphasis on competencies and skill-sets.
- Increasing baby-boomer retirees.
- Increasing requirements for accountability, including program review, quality of programs, and quality assurance.
- Increasing challenge in sustaining and expanding operations due to rising energy costs.
- Increasing costs and rising concerns of campus security.
- Increasing competition for employees.
- Increasing cost of education.

Opportunities afforded the college include:

- The demand to increase non-credit training to businesses and industry.
- The growth of web-based learning programs through state-wide marketing.
- The growing trend in the number of full-time students completing general education courses.
- Proven innovation and the ability to meet the changing needs of our constituencies.
- The expansion of the Adult Education Center with relocation to the previous Heartland Bank Building.
- Increase in funding through grant writing activities.
- Expansion of academic programs such as the Welding Academy.

Item 9

What key partnerships and collaborations, external and internal, contribute to your institution's effectiveness?

SAU Tech works closely with many entities to form key partnerships and collaborations, which contribute to the College's effectiveness. These entities are categorized as follows:

- *Educational partners:* area high schools involved in concurrent programs, course recovery programs, Gear Up, summer camps, supplemental provider for secondary schools on the State's improvement list due to students' low test scores; Texarkana Airport; four-year institutions such as Southern Arkansas University Magnolia (SAUM), Henderson State University, University of Arkansas Monticello; two-year institutions such as Cossatot Technical College and Rich Mountain Community College; Arkansas Law Enforcement Training Academy; library services through SAUM Magale Library, ARKLink, AMIGOS, and the state library; Leadership Camden Area; Arkansas Department of Health; Arkansas Department of Environmental Quality; Arkansas Department of Higher Education; The Arkansas Association of Two Year Colleges; The Higher Learning Commission; program advisory committees.
- *Economic development partners:* Southwest Arkansas Planning and Development District; Highland Industrial Corporation; Ouachita Partnership for Economic Development; Camden Area Industrial Development Corporation; Magnolia Economic Development Corporation; Calhoun and Ouachita Counties Business and Industry Training Consortium; Columbia County Business and Industry Consortium; the Golden Triangle Economic Development Council, City of Camden Brownfield Project; Arkansas Manufacturing Solutions; Arkansas Science and Technology Authority; Arkansas Department of Economic Development; EPA Region 6 and other environmental and health groups and associations; Arkansas, national, and international fire service associations; Arkansas fire and emergency boards and commissions.
- *Community partners:* Southern Arkansas University Tech Foundation; Ouachita County Medical Center and many area nursing homes; chambers of commerce in local communities; Ouachita-Calhoun Counties Literacy Council.

Helping Students Learn

1P1 (2011 Review)

How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

In part, the Arkansas Department of Higher Education (ADHE) establishes general education standards for transfer through the State Minimum Core requirements and through the Arkansas Course Transfer System (ACTS). Under the State Minimum Core program, ADHE established a minimum general education core as a guideline for public institutions. (Link to ADHE website for State Minimum Core: <http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/State%20Minimum%20Core%20Curriculum/StateMinimumCoreCurricula.pdf>) General education core courses are transferable among state institutions. ACTS augments the State Minimum Core program and provides information about the transfer guarantee of applicable credits among Arkansas public institutions. (Link to ADHE website ACTS page: http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx) As a result of 2005 legislation, teams composed of two-year and four-year faculty determined the criteria for course transferability and established course descriptions and learning outcomes. Additionally, teams developed a common course numbering and naming index for courses within ACTS. The teams placed 88 courses on the initial list of transferable courses, and then developed processes whereby courses could be added to the list on an annual basis. State law guarantees the transfer of applicable credits for courses within ACTS.

At the institution level, common learning objectives are determined by faculty through the Assessment Committee (See Assessment Committee Responsibilities in Appendix E.) which is composed of faculty and administrators. In spring 1999 semester, the chancellor assigned the Assessment Committee with the task of developing general education competencies for the institution. During the 1999 spring and fall semesters, the committee conducted brainstorming sessions with faculty to collect ideas regarding what should be included in the list of competencies. The committee used information gathered from these sessions to draft the General Education Mission Statement (See General Education Mission and Competencies in Appendix F.) and five general education competencies and then presented them to the faculty for their review. The assessment plan calls for the assessment of general education competencies on a semester basis. As a part of the ongoing assessment process, the Assessment Committee reviews the results of assessment of the general education competencies and shares the results with faculty during in-service.

1P2 (2011 Review)

How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Program learning objectives are the responsibility of the respective program faculty, with input from the entities such as the Curriculum Committee, advisory committees, licensing boards, and the Assessment Committee, within the curriculum development process. [See 1P3 Designing New Programs and Courses] The Curriculum Committee, composed of administrators, academic department chairs, and faculty, provides departmental oversight and is responsible for program and course alignment (See Curriculum Committee Responsibilities in Appendix G) It meets as necessary during the academic year and processes requests for new and revised courses and degree programs. (Curriculum Committee may conduct its business via face-to-face meetings or via electronic format.) All technical programs have advisory committees and several professional programs such as aviation, nursing, and teacher education must adhere to licensing board requirements. Advisory committees are composed of, among others, faculty, administrators, and representatives of occupational organizations. These committees review program curricula, provide insights, and make recommendations for program content and appropriate means of assessing knowledge and skills of learners. Advisory committees also facilitate the faculty's ability to maintain current industry standards within their curriculum.

The Assessment Committee works with the Vice Chancellor for Academic Affairs to direct the ongoing assessment of student academic success and effective teaching at the college. The assessment of program objectives is on a yearly planning cycle. The planning cycle includes evaluating the assessment measures at the beginning of the spring semester by presenting results of the measures and

summarizing the use of these results. After finalizing this yearly progress report, program faculty are given the opportunity to revise respective plans, which include revising program learning objectives, making use of the previous year's findings. (During 2009 the college was in the development phase of its strategic plan and suspended the yearly program cycle. In 2010 it was in the process of building its assessment plan in the TracDat software. The college plans to reinstate the yearly program assessment planning cycle in 2011.)

In addition to program learning objectives, faculty in some programs work with the Vice Chancellor for Academic Affairs to create partnerships with four-year colleges and universities by forming articulation agreements. An articulation agreement is an officially approved agreement that matches coursework between SAU Tech and a four-year institution. Articulation agreements facilitate the seamless transfer of SAU Tech credits to the participating four-year institution.

1P3 (2011 Review)

How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

New and/or revised programs and courses are designed through team effort and are based on industry changes, occupational standards, certification requirements, emerging technology, and community needs. Suggestions and ideas concerning programs and courses come from a variety of sources including certification agencies, discipline faculty, business and industry advisors, administrators, and even other institutions of learning. New and/or revised programs and courses must follow the curriculum development process before implementation.

According to the Faculty Manual the curriculum development process (See Curriculum Development Process in Appendix H.) allows faculty, students, advisory committees, or community individuals or groups to submit curricula add/change proposals to the appropriate instructional administrator. If the add/change proposal is in an occupational area, the appropriate advisory committee must approve the proposal. The instructional administrator forwards the proposal to the Vice Chancellor for Academic Affairs (VCAA), and the VCAA places the matter on the Curriculum Committee agenda. As part of the curriculum development process, discipline faculty design the program learning outcomes and prepare course descriptions and syllabi associated with the proposal, and they are invited to the Curriculum Committee meeting to present a case for the proposal. Any faculty member may participate in the deliberations of the Curriculum Committee. The Curriculum Committee reviews the proposal for approval. Once the Curriculum Committee approves the proposal, the VCAA forwards the proposal to the Chancellor and/or the Board of Trustees for approval. If the proposal is for a new program, it must be submitted to the Arkansas Department of Higher Education Coordinating Board and the Higher Learning Commission for approval, as well.

If a program must be certified by an outside licensing agency, those standards are an integral component of the program design and become part of the add/change proposal. Changes in standards mandated for program certification drive updates and revision to existing programs and help ensure currency and relevancy of training. Advisory committees consisting of business and industry personnel also provide valuable contributions towards maintaining current and relevant academic programming.

A key component in program and/or course design is the involvement of the instructor or trained professional in the discipline for which the program is being designed. Discipline faculty can bring basic knowledge of teaching methodology options, equipment costs, expected supply costs, and space or building requirements. Faculty are usually the individuals who develop new curriculum/syllabi for the program. Professional development (an institution requirement) is a key component to staying abreast with current industry trends and needs for revision of coursework. In addition to faculty, college administrators are involved in any new program development to help ensure that the program is viable for the service area and to help ensure that the program will be self-sustaining and affordable for the college.

Many programs occur as a result of a team effort with other institutions. This may include concurrent enrollment with secondary school involvement, collaboration with other two-year colleges, and even linkages with universities. These partnerships provide opportunity for program comparisons, benchmarking, and evaluation of alternative teaching methodologies. Consideration is given to being able

to identify a particular track for a student at an early age that can flow from an associate degree through a full bachelor's degree or provide particular stop-off points for entering the workforce. New programs are evaluated for their fit into such tracks.

1P4 (In Progress)

How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

The development and/or revision of academic programs so they are relevant to students' needs and relate to the employment market flow from the curriculum development process. Administrators, faculty, students, advisory committees, or community groups/individuals may initiate academic program design. Additionally, the college may use external data from economic development reports and statistics related to occupational needs and trends of the businesses and industry in its service area to develop or redesign programs. Course and program changes, including course outcomes, program curriculum, and degree changes, begin at the faculty and program chair level and progress to the Vice Chancellor for Academic Affairs (VCAA) and the Curriculum Committee for approval. Changes to the general education core require approval and oversight of the VCAA, the Curriculum Committee, and the Assessment Committee. Program discontinuation follows an annual program review process led by the VCAA with involvement of the program faculty, chair, and advisory committee and progresses to the Curriculum Committee for approval. Final approval for program discontinuation is made by the Chancellor. The college also follows the program review process implemented by the Arkansas Department of Higher Education.

1P5 (FYI)

How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

According to the college's admissions processes, degree seeking students must have a high school diploma or a GED certification. The college does not require an admissions test; however, Arkansas law requires that all students enrolling in state-supported colleges and universities demonstrate mastery of basic skills in reading, writing, and mathematics. Prior to enrollment in math, English, or a college-level reading course, students must submit the appropriate ACT, ASSET, COMPASS, or SAT test scores or have necessary prerequisite courses. Students not wishing to enroll in a degree or certificate program can enroll as a non-degree seeking student in selected courses. When enrolled in 12 or more semester hours in math, English, or other selected courses, non-degree seeking students are required to present test scores for placement purposes. Students whose ACT and/or placement test scores reveal they need remedial course work in reading, writing, and/or mathematics are required to satisfactorily complete remedial course work before enrolling in college-level courses. Some courses carry prerequisites established by the faculty and are listed in the catalog; students must meet the prerequisites in those courses, as well. Also, advisory committees help determine industry standards and technological level of expertise needed for many of the technical courses.

The Practical Nursing program meets the requirements of and is approved by the Arkansas State Board of Nursing; consequently, the Practical Nursing program is not open admissions. The procedures necessary for entering the program are separate and apart from other programs offered by the college. Students must submit a separate application for the Practical Nursing program and must qualify for admission by meeting the admission requirements, which include, among other requirements, scoring 30 or above on the PN Student Selection Rating on the Nurse Entrance Test.

Students wishing to enter the SAU Tech Welding Academy must follow the Academy's selection process. An instructor, supervisor, or co-worker may nominate a student to the Academy. In addition to the college's regular application for admission, students must complete a Welding Academy application. Students must also pass an entrance exam before they will be considered for the program.

In addition to normal admission requirements, students wishing to obtain the TC in Law Enforcement must be currently attending the Arkansas Law Enforcement Training Academy (ALETA). Students wishing to pursue the AAS in Law Enforcement must have completed certification through ALETA.

1P6 (FYI)

How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

The college's admissions procedures (See Admissions and Registration Procedures in Appendix I.) are published in the college catalog which is posted on the college's website (<http://www.sautech.edu/academics/academics.aspx>). During the registration process, degree seeking students may meet with academic advisors and receive copies of their degree plans, which specify academic requirements for their declared major. (The advising process is explained in more detail in 1P7.) Additionally, the catalog details individual program requirements as well as course prerequisites. Each course syllabus includes the college's mission statement and lists individual course goals and learning outcomes. The syllabus is available to students on the first day of class.

Students travel different avenues to become associated with the college. Some visit the campus and receive a guided tour by Student Life personnel. During the tour, Student Life personnel share information about the admission processes and requirements of various degrees. Other students complete and submit admissions forms, which initiates a series of letters and/or phone calls regarding admissions processes and academic programs requirements. Admissions personnel work closely with prospective students, explaining processes and requirements, to ensure students are successfully admitted to the college.

The college hosts New Student Orientation sessions during the summer for all first time and transfer students. New Student Orientation consists of a series of workshops designed to facilitate the student's transition from high school or another college to SAU Tech. During these one-day sessions, students meet with college representatives from advising, financial aid, business affairs, and student services, and they may register for the fall semester. Throughout the workshops, students receive information about college-level requirements for degree programs and graduation requirements, as well as information about the support services available to help them succeed in their academic journey.

In addition to New Student Orientation, Freshmen Seminar is available to all first time college students. This course is designed to assist students in the transition to college life and to enable them to develop positive attitudes about themselves and the learning process while acquiring skills essential for academic and personal success. The course includes an overview of academic rules and regulations, degree and career planning, learning to use the Learning Resource Center, study skills, time management, and other related college life issues.

1P7 (2011 Review)

How do you help students select programs of study that match their needs, interests, and abilities?

As mentioned in the previous section, the college offers New Student Orientation for all first time college students and first time transfer students and encourages first time students to enroll in Freshman Seminar. Additionally, each semester, prior to registering for classes, degree seeking students are encouraged to meet with an academic advisor to plan their course of study and update degree plans, if necessary. Advisors are available throughout the academic year to discuss specific questions about degree plans, course requirements or answer general questions about SAU Tech's programs and services. Students planning to transfer to another institution after SAU Tech are encouraged to consult with an advisor to ensure courses taken at SAU Tech will transfer to the selected college/university. SAU Tech offers a contract of guaranteed transfer to students to institutions with which SAU Tech has articulated agreements.

SAU Tech offers its students counseling and testing services to aid them in maximizing their effectiveness as students and as individuals. Services offered to students include personal counseling, academic assistance, and testing services. Testing services consist of a variety of tests including placement and guidance (ACT, ASSET, COMPASS, SAT), College Level Examination Program (CLEP), and career planning (Kuder Career Planning System).

The Kuder Career Planning System allows students to explore opportunities for education and the workforce. Through the Kuder assessment tools, students learn about their individual interests, skills, and work values. Students can use this information to assist them in aligning their education with selected career opportunities.

In addition to academic advising and counseling and testing services, the college also participates in Arkansas Career Pathways (ACP). ACP is a statewide initiative that enables participating two-year colleges to offer free career training and college classes to those students who qualify for the program. SAU Tech's ACP program helps students learn to complete job applications, dress for an interview, and/or complete their GED requirements. Through the program, students also receive assistance to achieve higher level training in multiple career fields.

Each fall the college hosts EXPO where hundreds of area high school juniors and seniors tour the campus for a first-hand look at the college's academic programs. Students within the various departments demonstrate projects they created, and talk to the high school students about their program of study. Those students attending EXPO that become interested in specific degree programs return in the spring semester for College Day where they spend more time with the faculty in the program of interest.

1P8 (2011 Review)

How do you deal with students who are under prepared for the academic programs and courses you offer?

SAU Tech offers only a limited number of courses that require placement test scores or prerequisite courses. The college evaluates course placement from ACT, ASSET, or COMPASS scores. Students receiving below the requisite placement score in any area are required to take remedial courses in those areas before they can enroll in the appropriate college-level courses. Students placed in remedial reading and writing courses take a pretest to determine their individual learning level. Students who score at least 80% on the pretest are exempt from the class. Those student remaining in remedial reading and writing take a post-test at the end of the semester to measure their growth.

Students majoring in technical fields and receiving below the requisite placement score on the COMPASS are encouraged to enroll in KeyTrain Reading and/or KeyTrain Math. KeyTrain is a career-readiness program implemented by the State of Arkansas whereby students work at their own pace to acquire workforce related skills. Upon completion of assigned lessons, students qualify to take the battery of Career Readiness Certificate (CRC) tests. If they pass the CRC tests, they receive a signed certificate from the governor of Arkansas stating they qualify to be employable at certain workforce levels.

With the assistance of Perkins funding, SAU Tech established the Tech Learning Center (TLC) in fall 2010 to offer free tutorial services in reading, writing, and math. The TLC is located in the Learning Resources Center and serves as a supplemental instrument to classroom instruction. TLC staff consists of a full-time coordinator, three professional tutors, and two peer tutors. TLC works closely with faculty to promote it services and encourages faculty to refer students with deficiencies to the center for assistance. Additionally, the tutor schedule is posted on the college's website for students wanting to schedule appointments. In the 2011-2012 fiscal year, funding for the TLC will become part of the SAU Tech operating budget.

Several years ago, SAU Tech implemented an Early Warning System to track students' attendance and academic progress. Instructors report students' attendance and/or academic progress problems to Enrollment Services. Enrollment Services then contacts students about the instructor's concerns and encourages them to attend class and/or seek tutoring assistance.

1P9 (In Progress)

How do you detect and address differences in students' learning styles?

SAU Tech offers college-level courses through traditional classroom, Internet, and web-enhanced and hybrid format. It offers remedial courses in two formats: the traditional lecture with lab supplemental and modular computer-based instruction. This allows students to choose the delivery format that best suits their individual learning style and preference. Students who enroll in Freshman Seminar take an informal assessment to determine their learning styles, i.e. auditory, visual, kinesthetic. The instructor for this

section of the course spends time discussing learning styles and what that means in terms of study habits, selecting classes/major/career plan, note-taking habits, etc. Each student has an opportunity to learn some concrete skills to use to make learning easier, based on their individual learning style.

Faculty are provided professional development opportunities. Some of those include workshops/conferences on learning styles. Faculty who participate in these activities implement knowledge from these workshops in their classroom and curriculum.

1P10 (FYI)

How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

In compliance with the Rehabilitation Act 504, SAU Tech provides services for students with special learning needs (See Services for Students with Special Needs in Appendix J.) Additionally, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified students with disabilities may request that appropriate course accommodations be considered. These services are outlined in the college catalog. The college encourages any student who has special needs to arrange an admissions interview to discuss learning services available through SAU Tech and to determine whether services are available that will meet the student's needs or if the student will be responsible for providing services.

1P11 (FYI)

How do you define, document, and communicate across your institution your expectations for effective teaching and learning?

The Assessment Committee facilitates the process to define, document, and communicate effective teaching and learning expectations. The committee, along with discipline faculty, has developed a comprehensive assessment program that is designed to measure the level of skills and competencies gained by students at the program and course levels as well as within the General Education curriculum. Assessment activities are performed in a number of ways including placement exams prior to enrollment, program level goals and objectives, and classroom assessment techniques. Faculty identify desired student learning outcomes on the program level through the annual program assessment plan. Additionally, faculty within each discipline agree upon standardized course outcomes, which are approved by the Curriculum Committee. These course outcomes become part of the course syllabus, and faculty use them to assess student achievement each semester. The Assessment Committee reports the results of program and course level outcomes assessment to the faculty, and faculty use the data obtained from assessment measures to improve student academic achievement and their instructional methodologies.

1P12 (2011 Review)

How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?

SAU Tech offers courses in traditional classroom, online, web-enhanced and hybrid formats. Courses are scheduled to accommodate scheduling preferences for day, evening, and weekend classes. Secondary students receive instruction through concurrent or dual enrollment offerings. Area businesses and industry are served through courses that meet their specific workplace needs.

After offering individual distance delivery courses for a number of years, SAU Tech completed the accreditation process to offer its degree programs via distance learning. The commitment to quality distance learning was supported through the establishment of the Center for Web-Based Learning. This center provides technical support and training to both faculty and students. Faculty members receive instructional updates in the Blackboard delivery system as well as complimentary distance learning software. Students who enroll in online courses for the first time complete Learning Strategies, a course specifically designed to help them be successful in the distance learning environment. The efficiency of the distance delivery system is maintained through frequent system upgrades. In 2009, the delivery speed was enhanced with the upgrade to a DS3 circuit.

The Internet Course Curriculum Review Committee (ICCRC) is charged with ensuring that the content of courses delivered online is comparable to that of courses taught in the traditional classroom format. This process is initiated when the Vice Chancellor for Academic Affairs completes the initial review of a new online course through the use of an electronic review rubric. Next, the course is referred to an academic review team and then to the ICCRC for completion of the evaluation rubric and final approval. The ICCRC periodically re-evaluates established online courses to ensure the continuation of quality distance delivery.

Additionally, technology is an integral part of the college's course delivery system. Distance delivery technology augments traditional classroom instruction. Faculty use Blackboard course supplements and hybrid courses to facilitate the delivery of material to students in a more traditional classroom environment. Current instructional technology available in the classroom includes Smart Boards, LCD projection systems, and computers, as well as computers in the on-campus labs. Because up-to-date technology is critical in meeting the needs of students, faculty, administration, and staff, are on an on-going rotation system that provides for the replacement of 1/3 of the college's computers each year.

Concurrent and dual enrollment allows secondary students to receive college credit for SAU Tech courses completed while still in high school. The program is designed to enrich the educational opportunities of pre-college students and provide a challenging college-level experience for secondary students who have demonstrated their readiness for post-secondary academic work. The course material, assignment, and grading standards in the courses meet the same standards as other college courses.

The Business and Industry Training Program develops, supervises, and markets all business and industry training within a four-county area. The Business and Industry Training Program meets the needs of individual manufacturing operations by working closely with area human resource managers as well as state and local economic development organizations. The department tailors training programs to specific industry needs and provides on-site training as well as training at campus facilities.

1P13 (2011 Review)

How do you ensure that your programs and courses are up-to-date and effective?

All programs offered at state, public institutions in Arkansas must be approved by the Arkansas Department of Higher Education Coordinating Board (ADHECB). According to state law, ADHECB is responsible for evaluating proposals for all new units of instruction, consistent with established role and scope designators, and for approving programs and organizational units based on established policies. The new program proposal includes, among other items, a general description of the program; documentation of need and student demand; program goals, objectives, and student learning outcomes; curriculum and course descriptions; program resources; budget; duplication of similar programs in Arkansas; and institutional program productivity. Before SAU Tech can submit a new program proposal to ADHECB, it must be approved by the SAU Board of Trustees.

Arkansas law also charged ADHECB with the responsibility of establishing standards for academic programs offered by Arkansas public colleges and universities and required the board to create a 7-10 year review cycle for all existing academic programs. In April 2008, the ADHECB directed the Arkansas Department of Higher Education (ADHE) staff, in cooperation with the public colleges and universities, to revise the existing program review process to ensure quality academic programs that support Arkansas's economic development goals; to identify and remove non-viable programs from the ADHECB approved program inventory; and to reduce barriers to graduation. In June 2009, all state, public institutions submitted their 10-year program review schedule to ADHE. SAU Tech's review schedule began with the 2010-2011 academic year and included the 31 existing programs, at that time (See Ten-Year Program Review Schedule SAUT/ADHE in Appendix K.)

In addition to adhering to ADHECB policy concerning new program proposals and existing program review, SAU Tech continually monitors the currency and effectiveness of its curriculum through its curriculum development process as described in 1P3. Faculty are responsible to ensure curricula are current and effective, and they apply their discipline knowledge, balanced with student interests and the needs of business and industry, when developing and/or revising curricula. Resources available to faculty include direction from certification agencies; business and industry representatives, advisory committees;

technical journals, periodicals, and trade magazines; professional development opportunities; direct communication with graduates working in the field; assessment outcomes; and instructor peer assessment.

1P14 (In Progress)

How do you change or discontinue programs and courses?

Course and program changes, including course outcomes, program curriculum, and degree changes, begin at the faculty and program chair level and progress to the Vice Chancellor for Academic Affairs (VCAA) and the Curriculum Committee for approval. Program discontinuation follows an annual program review process led by the VCAA with involvement of the program faculty, chair, and advisory committee and progresses to the Curriculum Committee for approval. Final approval for program discontinuation is made by the Chancellor. The college also follows the program review process established by the Arkansas Department of Higher Education. See sections 1P3, 1P4, and 1P13 for details about program/course changes/discontinuation.

1P15 (2011 Review)

How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

SAU Tech's message to students is "We put you first," and to advance this concept, the college provides diverse programs and services to address learning support needs. Since learning occurs outside the classroom as well as inside, SAU Tech focuses on several areas of need. Information technology is one service on campus that is always expanding its support, but other more traditional services, such as the library, counseling, testing, and tutoring, are also vital for student learning. A more complete description of each service and program SAU Tech offers to enhance the learning support needs of both students and faculty in the areas above as related to student learning, development, and assessment is detailed below. Note that many services overlap the various areas of need.

Student Services: Student Services wears many hats to assist students—advising, counseling, testing, placement, and disability needs. The office also coordinates progress reports with faculty members to improve student success. Student Services is responsible for initial placement of students in courses and for placement of students who need remediation. Through the Testing Center, Student Services coordinates proctored testing for SAU Tech, community entities, and other schools.

Information Technology Services: Technical services and support are crucial for student learning. SAU Tech's ITS department maintains and supports both hardware and software in computer labs, offices, classrooms, and all other college systems at its various locations. There are 13 labs available on the Camden campus for student, faculty, and community use that range from technical, multimedia, MAC/Apple, Cisco training, library, aviation, business and industry, to instructional use. The ITS services include accounts and technical support for wireless Internet access, student and faculty E-mail accounts, and network connections for student housing. ITS also provides informational and technical support for online courses offered via Blackboard, and ensures class content, enrollments, and maintains all accounts. ITS also provides informational transfer of rosters, grades, etc. through POISE accounts.

Learning Resource Center: The LRC, the common name often used for the Dr. George J. Brown Learning Resource Center, is centrally located on campus and is important to all functions at SAU Tech. Students, faculty, staff, alumni, community residents, business and industrial neighbors, and other friends who have properly registered with the LRC may check out books, videos, DVDs, and audiocassette tapes. The LRC provides identification card services for students, employees, and other patrons; state-of-the-art equipment; networking capabilities; supplies; materials; access to online databases; interlibrary loan services; an updated collection tailored for specific disciplines and interests; and collections for both circulation and reserves to meet the informational needs of the entire learning community. The facilities provide a barrier-free, attractive, functional, and professional environment for all library users, and the professional staff helps individual library users and assists with classes who use the facility as a group. The LRC also provides art exhibits, poetry readings and workshops, and specially designed programs for both campus and community based needs and interests.

The LRC is proactive in addressing the learning support needs of SAU Tech's students. One question on the Student Opinion Survey relates to students' opinions of LRC services. In spring 2011, LRC posted a perpetual satisfaction survey on the LRC webpage to assess users' opinions of LRC staff, services, facilities, and equipment as well as to evaluate the accessibility of the collections. For many years, the LRC has maintained a survey box on the Circulation Desk that asks in general "How can we improve our services?" LRC employees check the box regularly and give suggestions to the LRC Director who promptly acts on the suggestions. Past suggestions have included: to get more computers and to purchase particular titles or works by particular authors.

Career Pathways: Career Pathways is a workforce strategies effort to align public resources to support individual and regional economic advancement in the knowledge economy. It offers support for students who may have barriers they feel will keep them from furthering their education. The counselors on staff with Career Pathways assist students with career training, college classes, book purchases, financial support, and help the students recognize and remove personal barriers that may hinder students in getting the training they need.

Center for Web-Based Learning: The Center for Web-Based Learning (CWBL) administers the college's online learning environment through Blackboard. Blackboard is a computer program used to provide online learning services. CWBL consists of two full-time staff members who assist students and faculty in meeting their online class needs.

Financial Aid Department: The Financial Aid department provides a necessary service for students. Without financial assistance, many of SAU Tech's students would not be able to pursue an education. The office not only provides guidance for students for federal, state, institutional, and other aid, the office also directs the Work Study program. Work Study provides financial assistance for students and also supports their development as an individual while affording them workplace experience.

Departmental Internships: Some of the departments or areas of instruction on campus offer internship opportunities for students. For example, many film and video students have actually been able to work on a professional film as part of the crew or have taken part in filming sports events, commercials, and music videos. Qualified business students are provided positions to work as clerical help for faculty.

Tutoring Services: In the Fall 2010 semester, the college established a centralized tutoring center with a full-time coordinator and professional tutors as well as peer tutors. The TLC staff works closely with faculty to promote the center's services and encourages faculty to refer students with deficiencies to the center for assistance. Beginning the Spring 2011 semester, students enrolled in reading, Writing II, and Intermediate Algebra will be required to schedule time at the tutoring center.

As a continuous improvement process, the TLC has a short user opinion survey that is perpetually available on the college's website that rates the satisfaction of the user with tutorial services and evaluates the tutors themselves. In addition, tutors randomly give the students a paper version to complete at the end of each tutoring session. The tutor coordinator is able to monitor and adjust services through this feedback mechanism.

Faculty Senate, Classified Staff and Administrative Organizations: Each employee group works within its members to address issues, provide personal and professional development, and interact with the Chancellor. Faculty Senate receives funds within the Academic Support budget for faculty travel to conferences and workshops for personal and academic development. Additionally, the Classified Staff Organization receives funds within the college's operating budget for professional development activities.

Community Services: Faculty and staff work in conjunction with the Adult Education Department, Career Academy, and Career Pathways (see above) to help prepare students for college or the workforce. Needs in adult education, ESL (English as a second language), business and industry, and the community are a vital focus for SAU Tech. Courses are tailored for specific needs or interests, and many offer certificated training for the workforce. Businesses and industries located near the college work in concert with SAU Tech and often allow workers time off to attend classes. Several businesses fund the students' classes as long as they maintain a "B" average. Together, the local community and SAU Tech foster student success.

1P16 (FYI)

How do you align your co-curricular development goals with your curricular learning objectives?

The SAU Tech faculty and staff believe that activities outside the classroom enrich, supplement, and provide a testing ground for classroom learning. Activities play an important role in the development of students at SAU Tech as they offer opportunities for social growth and for the development of values, appreciations, and insights. Because participation in activities is recognized as vital training for a university student, SAU Tech has several organizations that sponsor activities and functions for the students. The Director of Student Life works with students and faculty to present an activity program appropriate to the students' needs. Student clubs and organizations under SAU Tech sponsorship may be formed whenever there is a worthwhile purpose and sufficient interest. The college catalog includes a list of current student clubs and organizations (See List of Student Clubs and Organizations in Appendix I.). Student Services personnel provide assistance and guidance to those groups wishing to organize additional clubs and activities appropriate to a two-year college.

Below is a sample list of co-curricular activities:

- Practical Nursing Program students:
 - participate in free blood pressure screening at the community's fall festival.
 - assist the Ouachita County Health Department with flu injections at the county-wide flu clinic in the fall.
 - participate in the Dallas County Health Fair in the spring by helping draw blood for lab and performing blood sugar checks.
 - assist the Ouachita County Medical Center with disaster drills.
- Composition II and Literature students are encouraged to participate in National Poetry Month events sponsored by the Learning Resource Center. These events relate to these courses curricula. Additionally, these students are encouraged to participate in the annual Arkansas Writers Conference Contest in categories such as essay, poetry, short fiction, and drama.
- Speech faculty encourage speech students to volunteer for "real life" speaking engagements and allow them to use those exchanges for classroom speeches. Past students have served as the emcee at the Soul Food Banquet, have performed in talent contests, and have given speeches at various events around the state in clubs/organizations for which they are involved.
- All students are encouraged to participate in Black History activities (such as history posters, quizzes, talent shows, distinguished speaker events) sponsored by the college. These events relate to the historical perspective of the college's general education assessment plan.
- Students are encouraged to participate in the Distinguished Lecture Series, which helps develop a better global view.
- Cisco Networking Academy students are invited to participate in the Cisco NetRiders Post-Secondary Skills Challenge competition. They are also enrolled in Cisco Learning Network which provides games and certification preparation materials and the Alumni site which offers them valuable information in terms of job searches and certification.
- Computer Information Technology students taking the Microsoft Networking curriculum are encouraged to visit the <http://www.microsoft.com/click/areyoucertifiable/> website to prepare them to take the Microsoft certification exams. Additionally, Computer Information Technology instructors advocate students to achieve industry certification in all class areas of interest.
- Faculty in the Multimedia Program help their students obtain "real-world, hands-on" experiences by working with industry to place them in internship type positions. These students have opportunities to film various types of conferences and other events, which allow them to take what they learned in the classroom and put it to practice in real-world situations. Not only do the students take what they learned and use it in the field, they return to the classroom and share with other students what they learned on the job.
- Students who are members of the PBL participate in various fundraising events for their selected causes. In the past, they have sponsored a fundraiser for the Arkansas Children's Hospital and for "Every Little Bottom", which is a national campaign to help supply struggling mothers with diapers for their children.

- Social Studies faculty promote Constitution Day by encouraging students to create posters for display in the Learning Resource Center (LRC), by collaborating with LRC staff to prepare fact sheets about the Constitution for all faculty to review with their classes, by distributing free pocket constitutions, and by sponsoring a quiz that is accessible in the LRC about the Constitution and awarding prizes for the most correct answers. Additionally, the Social Studies faculty sponsor historical poster displays in the fall as well as in the spring during Black History month, as mentioned above.
- Aviation program students:
 - May participate in the Aviation Club.
 - This organization sponsors “fly-ins” that are open to the general aviation public. Fly-in events encourage pilots and aircraft owners to fly into the airport with a training facility and allow student to hone their skills by ground movement/parking aircraft. Students also inspect the aircraft and inform pilots/owners of their finding. Students experience interacting with the aviation community and may receive recognition from potential employers.
 - Members of this organization may attend the Inspection Authorization Seminar in Little Rock each year. This seminar is held for FAA Licensed Technicians to renew their inspection authorization status and to learn about new directives/rules established by the FAA. This activity affords students an opportunity to understand inspector expectations of certified technicians and gives them a chance to interact with employers in the aviation industry.
 - Members of the Aviation Club may also participate in the annual SkillsUSA competition. The competition consists of problem solving and analyzing and repairing aircraft components related to the aviation curriculum. Local winners may compete at the state and national levels. This competition is a platform for students to learn more about the aviation industry and allows them to meet potential employers.
 - May schedule time with the aviation faculty after regular class hours for instruction in automotive and motorcycle maintenance and repair. This instruction is an extension of the aviation curriculum and allows students to enhance their skills for maintaining and repairing personal/family automobiles and motorcycles.
 - May participate in the Advance Aerospace Club. Students must apply for membership in this organization and are asked to join upon successful screening by the aviation faculty. Students study the same subjects as in their aviation courses, but this curriculum is more advanced. The goal of this organization is to inspire and motivate students in the field of aviation through enhanced study.

1P17 (FYI)

How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Program learning outcomes as well as General Education Competencies are developed through the college-wide academic assessment plan. The development of SAU Tech’s academic assessment plan and the implementation process of the plan are discussed in sections 1P1, 1P2, and 1P11. In addition to the college’s academic assessment program, an indicator of student preparedness is his/her success in achieving the performance standards for national and state licensure and certification for programs such as aviation, nursing, and welding academy. Additionally, some programs have a capstone course built in their degree plan, and success in the capstone indicates students have met learning and development expectations.

1P18 (FYI)

How do you design your processes for assessing student learning?

Although the assessment of student learning is primarily the responsibility of the faculty, the Assessment Committee, with the assistance of the Office of Planning, Accountability, and Development (PAD), facilitates the assessment process (see responses to 1P1, 1P2, and 1P11). The committee works closely

with faculty to develop program outcomes that are outlined in the annual academic assessment plan and course level outcomes that are identified in each course syllabus. Additionally, faculty contributed to the development of the General Education Competencies and their scoring rubrics.

1R1 (2011 Review)

What measures of your students' learning and development do you collect and analyze regularly?

Faculty members perform a key role in measuring student performance. At the course level, they collect and analyze data relating to course assignments, projects, examinations, portfolios, presentations, lab exercises and observations, etc. These data are used to determine whether students achieve a pass or fail grade for the course. At the end of each semester, faculty members also submit to the Planning, Accountability, and Development (PAD) office course assessment forms for each course they taught that semester. These forms report the number of students assessed and the number of students who achieved proficiency for each of the course outcomes listed in the course syllabus. The PAD office analyzes the data and shares it with the faculty during the next semester's in-service.

Program level assessment flows from the college's Assessment Plan, which is the responsibility of the Assessment Committee. The Assessment Plan outlines several assessment measures, which include certification and/or licensure pass rates for applicable programs, overall graduation rates and program graduation rates, course success rates each semester, success of students who transfer to specific four-year colleges, retention rates, etc. The PAD office assists the Assessment Committee in gathering and analyzing data for the program level assessment plan.

General Education Competencies (GECs) are assessed on a semester basis, as well. Each semester, faculty members teaching targeted courses submit to the PAD office GEC assessment forms similar to course assessment forms. These forms report the number of students assessed and the number of students who achieved proficiency for the GEC assigned to that course. The PAD office analyzes the data and shares it with the faculty during the next semester's in-service.

In addition to course, program, and general education assessment, the college collects and analyzes other data relating to students' learning and development. The Graduation Report (See at http://www.sautech.edu/docs/pad/2006-2010_degreeProduction.pdf) is calculated each year to determine the number of graduates in each degree and certificate program. The results of this report help verify, in part, the viability of degree and certificate programs. The PAD office also submits to IPEDS the graduated student information which tracks the first-time, full-time, degree seeking student cohort and determines a graduation rate based on 1.5-times-to-completion. The Graduated Student Report from the IPEDS site indicates SAU Tech had a 35% overall graduation rate for students who began their studies in fall 2006. (See Graduation and Retention Rate IPEDS Report at <http://nces.ed.gov/collegenavigator/?q=southern+Arkansas+University+Tech&s=AR&zc=71701&zid=0&of=3&id=107992#retgrad>) Also, the PAD office calculates the success rate of students in each course for each fall and spring semester. The Success Rate Report can be used to track trends at the course level. (See report at <http://www.sautech.edu/administration/padfacts.aspx#surveys> and click on surveys.)

1R2 (2011 Review)

What are your performance results for your common student learning and development objectives?

The college began collecting data for General Education Competencies (GECs) in the Spring 2000 semester. Initially, the Assessment Committee targeted, each semester, two of the five GECs and rotated GECs each semester. Faculty submitted to the PAD office artifacts of students' work, and faculty scoring teams rated student performance. The Assessment Committee shared the results of the assessment with faculty during in-service the following semester. In 2007, the Assessment Committee adopted a GEC assessment form similar to the course assessment form. This allowed each GEC to be assessed each semester. The Assessment Committee continues to share the results of the GEC assessment during in-service.

1R3 (2011 Review)

What are your performance results for specific program learning objectives?

Program level assessment flows from the college's Assessment Plan, which is the responsibility of the Assessment Committee and facilitated from the Planning, Accountability, and Development Office. Each spring, program faculty respond, in the form of a progress report, to the progress achieved toward meeting the program objectives outlined in their respective program assessment plan. After faculty submit their progress report, they revise their respective program assessment plans for the upcoming year. (During 2009 the college was in the development phase of its strategic plan and suspended the yearly program assessment cycle. In 2010 it was in the process of building its assessment plan in the TracDat software. The college plans to reinstate the yearly program assessment planning cycle in 2011.)

1R4 (In Progress)

What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)?

The yearly progress report to the Assessment Plan describes students' success in meeting the various program outcomes. In addition to successful course completion, students graduating from programs such as aviation and nursing rely on nationally generated certification examinations as evidence of knowledge and skills. Some programs require capstone courses and others administer other evaluation instruments developed by program faculty. The college also conducts a Graduate Opinion Survey each year (The following is a link to survey results on the college website: http://www.sautech.edu/docs/pad/2007-2010_graduateSurvey.pdf). Data and information from these surveys inform faculty and administrators about curriculum and overall services of the college. Periodically, the college tracks its students transferring to specific four-year colleges in Arkansas: Southern Arkansas University Magnolia and Henderson State University. The analysis of this tracking indicates most SAU Tech students are successful at their transfer institution; however, almost all students suffered a decrease in their GPA. (Link to Transfer to Four Year Institutions Data: http://www.sautech.edu/docs/pad/2001-2003_transferData.pdf.)

1R5 (In Progress)

What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

Each fall the college administers a Student Opinion Survey (Link to survey results on college website: (<http://www.sautech.edu/administration/padfacts.aspx#surveys> and click on surveys) to a sampling of students in order to gain knowledge of the students' experiences associated with SAU Tech. The survey asks the student to rate, on a scale from 1 to 5 with 1 being "Unsatisfactory" and 5 being "Excellent", the college's services and characteristics, based on their perspective. The fall 2010 survey listed 30 services and characteristics, and 408 students participated in the survey. The results of the survey showed only two of the services/characteristics fell below 4.0 on a 5.0 scale, with the other services/characteristics ranging from 4.29 to 4.07. All but six services/characteristics ratings decreased from the previous survey, however.

As mentioned previously, the college piloted a new tutoring center in the fall 2010 semester with full implementation in the spring 2011 semester. Throughout the spring semester, faculty members encouraged students to visit the tutoring center and take advantage of the free tutoring services. An analysis of student success at the end of the spring semester showed the career technical students' success rate increased from the 2010 spring rate of 50.25% to 76.64% for the 2011 spring.

1R6 (In Progress)

How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside of higher education?

SAU Tech identified a peer group within IPEDS and annually receives the comparison performance data for this group. SAU Tech's graduation rate for the 2005 cohort (the latest IPEDS data available) was 46% as compared with a graduation rate of 54% for the IPEDS peer group. The Arkansas Department of

Higher Education (ADHE) produces a retention and cumulative graduation rates report for all public institutions in Arkansas. The latest report distributed by ADHE was for the 2005 cohort. According to ADHE calculations, SAU Tech had the highest graduation rate at 44.4% among Arkansas public, two-year institutions. For two-year colleges in Arkansas, the medium graduation rate was 20.9%, and the lowest graduation rate was 8.6%.

Students exiting from the nursing program sit for credential exams. The program director receives results from the NCLEX-PN on how well SAU Tech students compare with other PN schools in the state. SAU Tech's nursing program passing rate is usually at or above national average.

Graduates from the aviation program may sit for the FAA Airframe and Power Plant Certificate exam. The program director receives results from FAA which shows how well SAU Tech students perform as compared to the national norm. The 2010 4th Quarter data indicate SAU Tech students perform at or above the norm in most testing categories.

1I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Helping Students Learn*?

SAU Tech's commitment to the continuous improvement of processes and systems for student learning is reflected in the academic assessment process, which is detailed in sections 1P1, 1P2, and 1P11. The current process began in 1999 and since that time, improvements have been made, i.e.; the development of General Education Competencies assessment form so that all GECs are assessed each semester instead of only assessing two competencies per semester; the standardization of course assessment forms so that almost all courses are assessed each semester; and the standardization of reporting assessment results so that results can be compared from one semester to another. Currently, GEC assessment is conducted on random general education courses across the college curriculum. The Assessment Committee voted in Spring 2009 to expand the assessment of the GECs to the program level to ensure students graduating with any associate degree were proficient in the five GECs. In Fall 2010, program faculty completed a GEC mapping matrix for each associate degree program to identify which core and/or technical courses in the degree could be assessed for GECs. Beginning in Fall 2011, GEC assessment will be conducted and data collected for assessment for each individual degree program.

In an effort to continually improve the assessment process, better understand the assessment results, and enhance the culture of assessment, the college purchased TracDat, which is an assessment management software package. The TracDat system will allow the college to better document how assessment results are used to improve learning as well as having the capability to define and align goals among all levels of the institution. Training in the use of this software was provided for Planning, Accountability, and Development (PAD) employees and for members of the Campus Assessment Committee during the Fall 2009 semester. The PAD office piloted the TracDat assessment process during the Spring 2011 semester whereby all fulltime faculty entered their course assessment results in the system. Course assessment reports will be shared with faculty during fall in-service. Full implementation of course assessment via TracDat is scheduled for the Fall 2011 semester.

1I2 (FYI)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Helping Students Learn*?

See section 1I1.

Accomplishing Other Distinctive Objectives

2P1 (2011 Review)

How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

SAU Tech's key non-instructional processes related to other distinctive objectives primarily center around providing services for area business and industry and the community as a whole. Below is a sampling of the types of services and community involvement activities provided as an extension of the college.

Key Non-Instructional Processes			
Activity	Type	Targeted Group	Operation/Design
Leadership Camden	Partnership	Local groups and community leaders	Leadership Camden Area is designed to build a competent leadership pool, motivate emerging and existing leaders and develop the participants' potential for community leadership and decision-making by exposing them to the realities, strengths, resources, and needs of our area.
Alumni	Alumni	Past and present Tech students and friends	The PAD office administers the alumni activities. Alumni receive birthday cards and correspondence via mail, email, and Facebook.
Relay for Life	Community Service	Tech employees, students, and people in the community	Jeans for Life, donate to the dog show, Wal-Mart days, luminaria sales, other fundraisers.
Golden Triangle Economic Development Council	Economic Development	Ouachita, Union, Columbia, Dallas, and Calhoun Counties	The Golden Triangle Economic Development Council (GTEDC) combines the area's resources and talents to attract new business and industry to the area, and is committed to supporting existing business and industry. The GTEDC is dedicated to the growth of the region by applying the knowledge, creativity, and leadership of its members to help solve the problems associated with infrastructure, transportation, workforce education, and training, as well as the promotion of social and economic welfare of south Arkansas.
College Goal Sunday	Community Service	Any student in the College's service area wanting to attend college	To help any student wanting to attend college, help them apply for financial aid.
Black History Month Activities	Community Service	Community and College involvement	Monies donated during the Black History Community Celebration and SAU Tech's Talent competition fund the SAU Tech Foundation Betty J. Lewis Memorial Scholarship.

Key Non-Instructional Processes			
Activity	Type	Targeted Group	Operation/Design
Rock N Read	Partnership	Preschool children, newborn through age four who are residents of Ouachita County or parent employed by business/industry in Highland Industrial Park	To provide preschool children with enough reading and communication experiences to be ready to read successfully when they enter kindergarten; to encourage parents to read to their babies starting at birth; to encourage parents to continue reading to their children, especially during the first five years of their lives; and to provide books and materials to parents so these goals can be achieved.
Ouachita Partnership for Economic Development (OPED)	Economic Development	Ouachita County	Economic development organization that works to have a positive economic impact on the Camden area. A SAU Tech representative and a COBITC representative serve on the Board.
Ouachita County Community Concert Association	Partnership	Service Area	SAU Tech acts as a partner with the Ouachita Community Concert Series in sponsoring the events as well as providing promotion of the events.
Community Volunteering	Community Service	Service Area	Volunteerism is tracked on direct/indirect service, advocacy, and boards/commissions/advisory councils. In 2009 SAU Tech had 716 volunteers achieving 8480 hours of service.
Distinguished Speaker Series	Community Service	Service Area	Annual event presenting a well-known personality in education, politics, or entertainment. Free to community and college.
Literacy Council	Partnership	Calhoun and Ouachita Counties	To help adults 16 years or older develop reading and writing skills to meet self-identified goals.
Noon Symposium	Community Service	Community and students	Event held periodically at noon with light lunch provided. Features speakers discussing relevant issues currently in the news.
Calhoun Ouachita Business and Industry Training Consortium (COBITC)	Economic Development	Calhoun and Ouachita Counties	This is a training organization made up of most of the business and industry in the Camden area. SAU Tech plays a major role in this training consortium.
Columbia County Business and Industry Training Consortium	Economic Development	Columbia County	This a training organization made up of industry in the Magnolia area. SAU Tech plays a major role in this training consortium.
Pre-Employment	Economic	Service Area	Program designed to provide job readiness

Key Non-Instructional Processes			
Activity	Type	Targeted Group	Operation/Design
Training Program	Development		skills to the unemployed and underemployed.
Camden Area Chamber of Commerce	Partnership	Service Area	SAU Tech holds a permanent seat with the Chamber Board and is involved in all activities and projects.
Magnolia WAGE Board	Economic Development	Columbia County	SAU Tech's Director of Business and Industry Training represents the College with the Adult Education WAGE Board in Magnolia.
Say Go College Week-ADHE	Community Service	Ouachita County	Encourages residents of Ouachita County to attend College Goal Sunday and to enroll in college.
Entrepreneurship Training Consortium	Economic Development	Service Area	Group of community colleges that form a consortium to develop curriculum for an entrepreneurship certificate program.
Career Readiness Certificate	Economic Development	Service Area	Provides students with credential, computer based training that allows them to earn a certificate that demonstrates to employers they are qualified to begin work.
Arkansas Career Pathways Program	Economic Development	Service Area	Assists qualifying students with support services to attend college with a goal to increase the number of college graduates in the south Arkansas area.
Hosting outside agencies and businesses on the SAU Tech campus	Partnership	Service Area	By providing training space and access to technology, local agencies and businesses are able to provide training to employees thereby increasing the knowledge base of employees and improving the local economy.
Community Education Classes	Community Service	Tri-county Area	Offer classes of interest to those in the College's service area at low or no cost. Some of these include decorating/craft classes, first aid, personal enrichment.
The Greater Miss Camden Pageant	Community Service	Greater Camden	Provides young women an opportunity to win scholarships. The winner participates in the Miss Arkansas pageant.
SAU Tech Foundation	Partnership	Service Area	This group helps promote and support the mission of the College. The Foundation may receive and hold any real or personal property, may invest, use and dispose of the same for the benefit of SAU Tech, and it may provide students attending the College with funds to pursue their education.

Key Non-Instructional Processes			
Activity	Type	Targeted Group	Operation/Design
			Additionally, the Foundation may provide SAU Tech the funds with which to acquire or purchase real or personal property, to pay for services for instruction, and to carry on any proper and lawful activity at SAU Tech.
Arkansas Association of Women in Two-Year Colleges (AAWTYC)-SAU Tech Chapter	Community Service	Service Area	The mission of this group is the advancement of women at SAU Tech and in Arkansas' Two-year colleges through leadership development. The group provides desserts for the Community Thanksgiving meal, promotes health awareness programs, provides food for the students at various times of the year, and provides scholarships for students.

2P2 (2011 Review)

How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

The college's non-instructional objectives flow from its mission statement and the institutional strategic plan (See SAU Tech's Strategic Plan in Appendix A). As a two-year college emphasizing technical education, SAU Tech *accomplishes its mission through technical career programs, transfer curricula, continuing education, workforce education, transitional education, and administrative, student, and community services*. Strategic Goal #6 Partnerships, Collaborative Efforts, and Workforce and Economic Development specifically addresses non-instructional objectives of the college's external stakeholders. Objectives for Goal #6 identify the college as a significant contributor toward economic and workforce development within the region and specify the promotion of community services and education through outreach programs and cultural activities. Additionally, fifteen of the college's twenty-nine departments have goals specifically related to Strategic Goal #6 and have developed strategies to address the objectives of this strategic goal.

2P3 (FYI)

How do you communicate your expectations regarding these objectives?

The College communicates its expectation regarding objectives focused on economic and workforce development through interaction with business and industry and other organizations with economic and workforce based missions. The college is a member of the chambers of commerce in the region and is a member of several economic development organizations (see 2P1 for a more detailed list). The Business and Industry Training (BIT) program is the major avenue for communicating with the local business and industry regarding their training needs. The Director for BIT represents the college as a member of several training consortiums and advisory groups and communicates regularly with area business and industry.

Through the division of Extended Education, the college is involved in community services and education as well as cultural activities. The college communicates these services electronically via the SAU Tech website, radio advertisement, and television advertisement. Additionally, the college advertises events and activities in local and statewide newspapers, and via brochures and pamphlets.

In addition to providing extended education and community activities, the college recognizes the value of community volunteerism. To that end, the college supports community involvement and encourages employees to participate in community organizations and activities. Participation in local organizations affords networking opportunities to employees with area stakeholders.

2P4 (In Progress)

How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

The college requires each department to create departmental operation plans and to tie each of their departmental goals to at least one goal in the institution's Strategic Plan. Annually, departments review their departmental plans and address the fulfillment of their departmental goals and objectives. Informal assessment includes anecdotal information gathered from stakeholders during advisory board, training consortium meetings, informal community feedback and other type requests.

2P5 (FYI)

How do you determine faculty and staff needs relative to these objectives and operations?

SAU Tech determines faculty and staff needs relative to the non-instructional objectives and operations through the planning and budgeting process. Annually, directors submit to their respective vice chancellor their budget requirements. Requests for faculty and staff are based on departmental projections such as class activities, enrollment estimates, specific training proposals from business and industry, other stakeholder feedback, etc. The vice chancellors work with their respective directors to refine their budget requests before submitting them to the Chancellor's Vice Chancellors Council for review.

2P6 (FYI)

How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Refer to 2P5.

2R1 (2011 Review)

What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

The college collects and analyzes non-instructional objectives through its master planning process. This plan is developed by departments to reflect the goals of the institution's strategic plan. Each department creates action oriented goals and annually reports on how well they accomplished their goals. Currently, activities such as business and industry training, community services, partnerships, and alumni are part of the master plan.

The activities that involve the college staff in volunteer roles in the community are reviewed each year for a report to the State of Arkansas regarding the number of volunteer hours performed by employees. This information is used for a state agency volunteerism report. The college also performs student opinion surveys that collect information on how the college is delivering services, including activities associated with non-instructional activities (<http://www.sautech.edu/admin/padfacts.aspx#surveys>). A community wide survey for the Golden Triangle Economic Development Council also provides some feedback from stakeholders regarding some of the non-instructional activities that the college conducts (Use same link as for student opinion survey results).

2R2 (In Progress)

What are your performance results in accomplishing your other distinctive objectives?

The Business and Industry Department maintains records of the services it provides to area business and industries. In the 2009-2010 fiscal year, this unit provided forty-three training classes for 439 students. During this same period, the College offered 14 Community Education courses with over 200 attendees. Other offerings included three community service brown-bag programs with 60 attendees, SAU Tech Beauty Pageant with 75 participants/attendees; SAU Tech Idol Competition with over 60

participants/attendees, Black History Celebration with over 350 attendees, and the Distinguished Speaker Series with over 350 attendees.

Each year, SAU Tech reports volunteer hours to the State of Arkansas. In 2008, the College staff volunteered 6972 hours, which equated to \$331,121. SAU Tech received the Spirit of 100 Council Award for outstanding volunteer service to the people of Arkansas. In 2009, the College reported 8480 volunteer hours with a dollar value of \$383,456.

2R3 (In Progress)

How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Conducting comparative analyses is somewhat difficult, since the college has not yet established a systematic process for benchmarking its peers in this area. In informal interviews with other state two-year college representatives, however, the results indicate SAU Tech has followed the trend in partnering with business and industry to provide for their training needs.

In the area of volunteerism, SAU Tech compares well with other colleges and universities in the state. According to the 2008 information printed by the Arkansas Department of Human Services, SAU Tech ranked seventh in the number of volunteerism hours among thirty-three two- and four-year colleges in the state.

2R4 (In Progress)

How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

SAU Tech provides business and industry training, workforce training, community education, community services opportunities, and cultural events within its services area. All these activities form a strong bond within the community and among the college's employees and students. By providing these activities and events, the college promotes lifelong learning. The table in 2P1 describes the other distinctive objectives of the college which enhance SAU Tech's relationships within the communities it serves.

2I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

The Business and Industry Department sends out training surveys every six months to all of our training consortiums along with reviewing the continuing changes in skills needed by business and industry within the area. Through monthly meetings with all the industries in Camden and Magnolia (via the two consortiums--Calhoun Ouachita Counties Business and Industry Training Consortium (COBITC) in Camden and COBITC in Magnolia) and periodic meetings with the industries in the Fordyce area, the college is able to keep up-to-date on industries' dynamic training needs. Partnerships at SAU Tech have increased in the past few years (see 2P1 for a detailed listing of partnerships). Also, refer to question 2R2 for detailed information concerning community service involvement.

Other improvements listed in 2P1 include:

- Reinvigorating the Literacy Council and expanding it to include Calhoun County.
- Adopting the Rock n Read Program from a local group.
- Reinvigorating the community service program.
- Establishing the COBITC consortiums.
- Refining the Greater Miss Camden Pageant so it is a sanctioned Miss Arkansas preliminary pageant.

2I2 (In Progress)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

Selecting specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives* come from the annual planning process. Annually, departments review their departmental plans and established targets for the next year based on accomplishments of the previous year along with feedback from stakeholders.

Understanding Students' and Other Stakeholders' Needs

3P1 (2011 Review)

How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

The administration, faculty, and staff at SAU Tech are committed to serving students and realize that serving students should be the college's main reason for existence. This is evident from the college's mission statement, its strategic goals, institutional values, and from its motto "We put YOU first." The college continually strives to satisfy and even to anticipate the needs of its students.

The following table outlines the methods used to identify students' needs, those responsible for collecting and/or analyzing the information, how often the information is collected, which students groups are directly or indirectly affected, and how the college uses the information in selecting courses of action.

Methods Used to Identify Needs	Responsible Entity/ies	Time Frame	Student Group/s	Use of Results
Articulation Agreements with other schools	Academic Affairs	Ongoing	Prospective Students, Current Students	Ensures students have the necessary prerequisites to transfer to another college/university after completing their coursework at SAU Tech.
Application, Registration and Financial Aid forms	Student Services, Financial Aid, Registrar, Academic Affairs	During Intake and Registration	All Student Groups	Information collected is used for planning, marketing, and improvements.
Guidance and Placement Tests	Student Services, Counseling/Advising	During Intake and Registration	Prospective Students, Current, Students	Information determines student's eligibility for course work.
Counseling and Advising	Student Services, Counseling and Advising	Ongoing	Prospective Students, Current, Students	Information is used to register students for appropriate course work. Additional guidance is offered on a continual basis per student.
Career Testing	Student Services, Counseling and Advising	As requested	All Student Groups	Student Services personnel administer and help students understand results from career and learning styles inventories and use the results to help prospective and other students select programs and courses that best suit them.
Student Report on Teaching	Planning Accountability and Development (PAD) Office	Near the end of regular classroom and Internet courses	Current, Students	Academic Affairs and faculty use the reports to identify weak and strong areas of instruction and suggest improvements if needed.
Faculty Office	Faculty/Academic	Daily	All Student	Faculty meet with students

Methods Used to Identify Needs	Responsible Entity/ies	Time Frame	Student Group/s	Use of Results
Hours	Affairs		Groups	collectively and individually on a daily basis to discuss school, academic, and other issues and attempt to find resolutions to problems, often involving other college service areas.
Meetings with Industry Leaders	Business and Industry Training, Faculty, Academic Affairs, Extended Education, Chancellor	Daily	Current Students and Non-Credit Students	The information gathered at these meetings is used to develop curriculum that has been deemed necessary by area industry leaders and employers.
Advisory Committees for Technical Programs	Academic Affairs	Yearly	Current Students	All Technical programs have established advisory committees composed of industry leaders and alumni. These committees determine if SAU Tech's curriculum and students are meeting their needs. The committees make suggestions for improvements in academic and other programs.
Total Withdrawal Survey	Student Services and PAD Office	Daily (as needed)	Credit Students	The survey is designed to identify the reason/s for a student completely withdrawing from college.
Student Opinion Survey	PAD Office	Yearly	Current Students	The survey is designed to identify any areas needing improvement. (Application Process, Registration Process, Financial Aid Process, etc.)
Graduate Exit Survey	PAD Office/Student Services	Yearly	Graduating Students	The survey is designed to identify the overall college experience of SAU Tech graduates.
Tech Learning Center	Academic Affairs	Ongoing	Current Students	The survey is designed to identify the overall tutee experience with the Tech Learning Center.
Career Pathways	Extended Education	Ongoing	Prospective Students, Current Students	Information is used to register CPI eligible students for appropriate course work. Additional guidance is offered on a continual basis per student.
Career Coaches	Extended Education	Ongoing	Prospective Students, Concurrent	Counseling determines secondary students' eligibility needs and provides direction for

Methods Used to Identify Needs	Responsible Entity/ies	Time Frame	Student Group/s	Use of Results
			Students	students' choices regarding higher education opportunities.

3P2 (2011 Review)

How do you build and maintain a relationship with your students?

SAU Tech strives to build and maintain strong relationships with all students (academic, adult education, business and industry, etc). Building a relationship begins with the initial contact made with the student. The Office of Student Life and/or Office of Admissions records each student's name, contact information, and area of interest. A packet of information is immediately sent to the individual, and a faculty member or advisor whom specializes in this area is notified.

SAU Tech has academic advisors on campus that focus on specific degree plans. After initial contact, these individuals follow up with each student either by phone, mail, email, or by a face-to-face meeting. This process is intended to help guide the student from beginning to end. Starting with the application process, selection of degree, and registration for specialized course work, the advisors and faculty play a viable role in the student's experience.

Once a student is enrolled, the advisors and faculty continue contact with the student to assist with the overall college experience. In 2007, SAU Tech re-evaluated the retention process and procedures on campus. This resulted in a new alert system that involved the faculty and advisors. Three times each semester a roster was sent to each faculty member requesting information on any student whom may be struggling due to absences, lack of understanding coursework, etc. Once identified, the information was relayed to the advisors where individual contact was made in hopes of improving student success. This process was again revised as a result of the action project on retention. Now, faculty initiate the early alert process by completing the Early Alert Retention Form (See Retention Form in Appendix M) that is hosted on the college's website.

In addition to accommodating cold contacts, campus tours and individualized admissions counseling for SAU Tech students are offered. SAU Tech also hosts several events for students and stakeholders such as New Student Orientation, Student Appreciation Day, Spring Fling, Ed-U-Fest, EXPO, etc.

The newly established Tech Learning Center (TLC) provides free tutorial services in reading, writing, and math to all SAUT students. TLC serves as a supplemental instrument to classroom instruction and encourages students to pursue knowledge and independent thinking. The TLC schedule is posted on the college's website, and TLC staff promote the center with posters prominently displayed throughout the campus.

SAU Tech uses social networking as one of its means of communicating and building relationships with its students. The college has developed and maintains a Facebook account for the college proper and a policy is in place that allows individual departments to create Facebook pages that are connected to the college's account. Several departments have taken advantage of this opportunity to connect with their students. The college also has a Twitter and YouTube account.

The college realizes that recognition of accomplishments is important in building and maintaining relationships with students. At the conclusion of the spring semester, the college conducts commencement and recognizes honors at that time. Additionally, the college publishes student honors in the local newspapers and in the *Tech Monthly*. The college issues a Chancellor's List and a Dean's List each semester and publishes these lists in the local newspaper of the students. When students or student groups receive recognition of accomplishments during the academic year, the college publishes these acknowledgements in the local newspapers and in the *Tech Monthly* as well.

Through Secondary and Community Education, the college entered into a pilot College and Career Coach program. This program provides career coaches for 21 of Arkansas's most economically

challenged counties. Career coaches provide early outreach services to high school students and their parents by offering information about the importance of post-secondary education and by providing information about career options, career pathways, and education requirements.

3P3 (2011 Review)

How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

SAU Tech realizes the importance of the needs of its key stakeholders and employs a variety of formal and informal methods to analyze these changing needs. For example, SAU Tech's Business and Industry Program (BIT) services companies within a four-county area by individual training programs and joint training programs through the business and industry training consortiums in Camden, Arkansas and Magnolia, Arkansas. The training consortiums' membership consists of human resource directors and maintenance chiefs of companies within the college's service area. The BIT Program director holds regular one-on-one meetings with company representatives to determine their specific training needs. Additionally, the director semi-annually administers training surveys to all training partners to determine changes in skills needed by industry. Also, the director attends monthly meetings of the two training consortiums in Camden and Magnolia to help analyze training needs and to identify workforce changes that may impact industries within the college's service area.

In addition to its direct associations with area businesses and industries, SAU Tech works closely with workforce and economic development entities within its service area. The Division of Extended Education maintains relationships with the local Workforce Investment Board, the Department of Workforce Services, area chambers of commerce, Magnolia-Columbia County Alliance, Southwest Arkansas Planning and Development District, Ouachita Partnership for Economic Development, Camden Ministerial Alliance, Camden Housing Authority, Boys and Girls Club of Ouachita County, and Ouachita-Calhoun Counties Literacy Council to analyze the changing needs of stakeholders. The Division administers surveys, conducts personal interviews, engages in correspondence, and attends organizational meetings to understand stakeholders' needs.

Advisory boards and regulatory boards also assist the college in analyzing key stakeholders' needs, especially in the nursing and other technical programs, the Career Academy, the Environmental Training Academy, and the Fire Training Academy. Members of these boards represent industries relevant to individual programs, and as such, they provide valuable advice to ensure programs remain current of industry trends.

3P4 (2011 Review)

How do you build and maintain relationships with your key stakeholders?

The table summarizes many of the opportunities the college uses to engage key stakeholders in continuing relationships.

Key Stakeholders	Building and Maintaining Relationships
Prospective Students and Current Students	<ul style="list-style-type: none"> Addressed in 3P1
Employees	<ul style="list-style-type: none"> New Employee Orientation Employee recognition through Insuring People Are Thanked Committee, Employee Appreciation Day, Arkansas Association of Two Year Colleges, etc. Professional development through workshops, webinars, training programs, and leadership programs (off campus and on campus) Performance evaluations SAU Tech Foundation Staff/Faculty Development Fund

Key Stakeholders	Building and Maintaining Relationships
	<ul style="list-style-type: none"> • Convocation activities • Air Evac medical services for SAU Tech employees and household members • Employee memberships in local, state and national organizations • Brown Bag Lunch with the Chancellor • Chancellor's Open Door Policy • Employee Wellness Walk/Jog Program • Postings in the Outlook Public Folders • Email communications; social networking
External Stakeholders	<ul style="list-style-type: none"> • Offering lifelong learning opportunities through Extended Education programs • Involving employees and students in volunteering opportunities through local organizations and events • Providing community enrichment programs • Providing outreach services through sponsorships of local events and facilities use for community events • Providing opportunities for employees to serve on boards and committees in the local community and on state and national levels • Participating and providing leadership in economic development activities • Marketing the college through various advertising medium to keep SAU Tech and its brand in front of local and statewide stakeholders
Accrediting, Funding, and Regulatory Agencies	<ul style="list-style-type: none"> • Employee communication and interaction with applicable regulatory boards • Employee participation in professional association meetings at the local, state, regional, and national levels • Regular interaction with federal and state legislators • Compliance with policies, legislation, and directives
Alumni	<ul style="list-style-type: none"> • Alumni membership on the SAU Tech Foundation Board • Alumni, friends, and current students communication via Facebook page • Support SAU Tech link on SAU Tech website • Birthday cards to alumni via snail mail and announcements via email and Facebook

3P5 (In Progress)

How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

SAU Tech continues to build and maintain strong relationships with various community stakeholders. It uses informal methods of communication such as one-on-one conversations and formal methods of communication such as surveys to determine needs for educational offerings and training. For example, the Columbia and Ouachita Business and Industry Training Consortium (COBITC) meets monthly, and these monthly meetings provide an opportunity for local business and industry human resources representatives to identify training needs and to determine the best delivery method, which will serve their interests. College representatives continually interact with other area entities such as the Golden Triangle Economic Development Council, COBITC in Magnolia, Ouachita Partnerships for Economic Development (OPED), the local Department of Workforce Services Office, the Arkansas Department of Higher Education, etc. to gather information in order to make well-informed decisions regarding educational

offerings and services. Additionally, the college works closely with leaders in its service area to determine educational offering/services.

3P6 (2011 Review)

How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

SAU Tech provides a range of methods for students and other stakeholders to express informal concerns or to file formal complaints. Methods include suggestions boxes placed throughout the campus; fall and spring semesters student evaluations of faculty; annual personnel evaluations; administrative, faculty, and staff organizations through their respective liaisons; the official student complaint/appeal processes with the Student Services Office; the formal appeal/grievance procedures as outlined in the employee manual and faculty manual; and formal processes through accrediting and regulatory agencies.

SAU Tech advocates an open door policy whereby students have access to administrators, faculty, and staff, and they are encouraged to share any thoughts or concerns they have with any member of these groups. Many students visit their academic advisor/counselor to express their concerns, and the advisor/counselor discusses options for resolving their complaint. If after a student expresses an informal concern and the student is not satisfied with the results, he/she may file a formal, written complaint with the Student Services Office. The advisor/counselor is available to assist the student in filing a formal complaint. Once a formal, written complaint is filed with the Student Services Office, it becomes an official complaint and is entered in the official complaint log. The Student Services Office investigates the complaint and informs the student of the outcome of the investigation via a written response.

The employee manual provides conflict resolution guidelines for faculty and staff. Conflict resolution procedures encourage supervisors to informally reconcile subordinates' problems through cooperative discussions. The procedures specify several steps for mediation between the supervisor and the subordinate, from next level supervisor up to the vice chancellor level. If the employee is not satisfied at the vice chancellor level, he/she may file a grievance using the college's grievance procedure, which is also detailed in the employee manual. The Chancellor makes the final decision after the grievance procedures have been followed. A written copy of the Chancellor's decision is sent to the employee, the supervisor, the appropriate vice chancellor or administrative officer, and the Vice Chancellor for Finance and Administration.

The college analyzes and determines courses of action for informal complaints made by external stakeholders on a case-by-case basis. Depending upon the issue and its severity, the complaint may be resolved at the individual Vice Chancellor level, or it may be reviewed by the Chancellor's Vice Chancellors Council. Formal, external stakeholder complaints received from accrediting/regulatory agencies are also resolved on a case-by-case basis by the Chancellor and the Vice Chancellors.

3R1 (2011 Review)

How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

SAU Tech administers a variety of surveys to determine the satisfaction of its students and other stakeholders. The following table shows examples of some of the methods used to determine satisfaction levels with the college's programs and services.

Name of Instrument	When Administered	Description
Student Opinion Survey	Each fall semester	An evaluation and study of services and programs by students' viewpoints to determine strengths, weaknesses, and suggestions for improvements.
Report on Teaching Survey	Each fall and spring semesters	An evaluation and study of traditional and Internet courses by students' viewpoints.
Graduate Exit Opinion	Each year before	Evaluation and study of the institution's support and

Survey	graduation	services by graduating students to determine strengths, weaknesses, and areas needing improvement.
Student Total Withdrawal Survey	When a student totally withdraws from college	To determine the student's reason/s for withdrawing and determine the student's opinion of services provided.
Retention Tracking Report	Prepared each semester	To determine the student retention rate from fall to spring and from fall to fall.
Concurrent Student Evaluation	Each spring semester	Evaluation and study of the Concurrent Program to determine the benefits to the student and their viewpoints.
Concurrent Program Previous Student Follow-Up Survey	Each spring semester	Follow-up evaluation and study of the Concurrent Program to determine the benefits to the college student after completing high school and their viewpoints.
Employee Exit Survey	When an employee leaves employment	Evaluation of employee's satisfaction with salary/benefits, communication, department, and supervisor's managerial skills.
Employee Communication Satisfaction Survey	Annually in April	To determine employee satisfaction with communication and identify/rectify communication barriers.
Business and Industry Training Survey	Semi-annually	To determine priority training needs for area businesses and industries.
Concurrent Program Guidance Counselor and Principal Evaluation	Each spring semester	Impact study of the Concurrent Program used to determine benefits to high school students and counselors' and principals' viewpoints.
Concurrent Program Teacher Evaluation	Each spring semester	Impact study of the Concurrent Program used to determine benefits to high school students and teachers' viewpoints.

In addition to the above surveys, other means of determining satisfaction of students and stakeholders include:

- The Chancellor periodically sponsors lunches with a small group of employees and with a small group of students. He encourages each of the groups to share concerns and ideas.
- The Chancellor revamped the membership of the Administrative Council to include the leaders of the three employee organizations. During the Administrative Council meetings, these leaders share concerns and ideas of their respective employee group.
- The president and liaison of each of the employee groups meet periodically with the Chancellor to share concerns and ideas of their respective group.
- Both the Arkansas Environmental Training Academy and the Arkansas Fire Training Academy rely on input from their respective advisory committee members to determine the level of satisfaction with their programs and services.

3R2 (2011 Review)

What are your performance results for student satisfaction?

SAU Tech values its students' opinions and satisfaction levels. To determine students' opinions, the college administers a Student Opinion Survey each fall semester; the Report on Teaching Survey each fall and spring semesters; a Graduation Exit Opinion Survey before graduation each year; and a

Withdrawal Survey when a student totally withdraws from college. Additionally, the college tracks the retention of students from fall to spring and from fall to fall. As part of its National Alliance for Concurrent Enrollment Program (NACEP) accreditation, the college also administers evaluation surveys to its concurrent students and administers a follow-up evaluation survey to previous concurrent students. To review the results of the latest analysis of these surveys and reports, follow the links below.

- Link to Student Opinion Survey results:
<http://www.sautech.edu/administration/padfacts.aspx#surveys> and click on Surveys
- Link to the Report on Teaching Survey results:
<http://www.sautech.edu/administration/padfacts.aspx#surveys> and click on Surveys
- Link to Graduate Exit Opinion Survey results:
<http://www.sautech.edu/administration/padfacts.aspx#surveys> and click on Surveys.
- Link to Withdrawal Survey Results:
<http://www.sautech.edu/administration/padfacts.aspx#surveys> and click on Surveys.
- Link to Retention Tracking Report in Appendix S.
- Link to Concurrent Student Evaluation results in Appendix T.
- Link to Concurrent Program Previous Student Follow-up Survey results in Appendix U.

3R3 (2011 Review)

What are your performance results for building relationships with your students?

As noted in 3R2, the college administers the Student Opinion Survey each fall semester. Several items on the survey directly relate to building relationships with students. For the fall 2010 semester, 65.7% of the students indicated SAU Tech was their first choice when applying for admission to college, almost 74.5% indicated they 'definitely would' or 'probably would' choose SAU Tech if they started college again, and 'convenient location of the school' and 'low cost of attending' were the top two reasons for choosing SAU Tech. Ninety-three percent of the students indicated they would recommend SAU Tech to others. The survey also asks students to rate the college's services and characteristics. Twelve of the 30 services/characteristics relate to building relationship with students. The table below lists those 12 services/characteristics and indicates their rating from 1 to 5, where 1 is unsatisfactory and 5 is excellent. Ratings ranged from a low of 3.69 to a high of 4.26. Also shown is the ranking of these services/characteristics. Three ranked in the top ten; rankings ranged from 4 to 30.

Service/Characteristic	Fall 2010 Ranking	Fall 2010 Rating	Change Fall 2009
Faculty availability to student	7	4.24	(0.08)
Overall Learning environment	4	4.26	(0.03)
Attitude of faculty	6	4.24	(0.04)
Faculty academic advising	13	4.18	(0.08)
Attitude of staff	12	4.19	(0.06)
Academic support (e.g. tutoring)	24	4.09	(0.11)
Administration's response to student	19	4.13	(0.02)
SAU Tech's interest in me personally	22	4.11	(0.03)
Personal counseling	25	4.07	(0.03)
Assistance by non-faculty	27	4.04	(0.01)
Student voice in policies	29	3.91	(0.05)
Extracurricular activities	30	3.69	(0.10)

In addition to the Student Opinion Survey, the college administers a Report on Teaching survey each fall and spring semester. Students take the survey for each of their instructors and rate their instructors according to 18 data points. A compilation of all instructors evaluated for fall 2009 indicate an overall satisfaction rate of 4.31 on a scale of 1 to 5, with 1 being low satisfaction and 5 being high satisfaction. The range for individual data points was from a low of 4.15 to a high of 4.38.

The Graduate Exit Opinion Survey results from 2007 through 2009 indicate students have a high opinion of their experiences at SAU Tech. Although some of the indicators showed a slight downward trend over the three-year period, all of them rated above a 4.00 on a scale of 1 to 5 where 1 is 'very poor' and 5 is 'very good.'

When students totally withdraw from the college, they are asked to complete the Total Withdrawal Survey. This survey asks students their reasons for leaving the college, their intended long-range plans, and it asks them to rate several college services and/or characteristics. From fall 2008 to spring 2010, 54 students completed the survey. The top five reasons for students leaving the college were financial problems, accepted a full-time job, personal and/or health reasons, dissatisfied with grades, and transferred to another college. When asked if they would re-enroll at SAU Tech, 55.6% responded "Yes." Nine of the 17 services/characteristics rated at or above the overall rating of 3.86 on a 5-point scale. Overall rating of the college ranked the highest at 4.23, and academic support-tutoring and personal counseling ranked the two lowest (4.35 and 4.46 respectively).

Because SAU Tech believes a student's relationship with an institution is one component of a student's decision to remain at that institution, the college monitors the retention of its first-time entering student cohort. The Planning, Accountability and Development office tracks students in two categories, from fall to spring and from fall to fall. The tracking report from fall 2005 to fall 2009 indicates a slight upward trend of student retention in both categories. (See Appendix S for a copy of the report.)

The college believes it is important to acquire feedback from students in the Concurrent Enrollment Program. To that end, the college administers two surveys; one to current students in the program and one to previous students of the program. Respondents to both surveys provided a favorable rating for their experiences in the Concurrent Enrollment Program. (See results of Concurrent Student in Appendix T and Follow-up Concurrent Student survey in Appendix U.)

3R4 (2011 Review)

What are your performance results for stakeholder satisfaction?

As noted in 3R1, SAU Tech administers a variety of surveys to determine the satisfaction of its stakeholders. To review the results of the latest analysis of these surveys, follow the links below.

- See Employee Exit Survey results in Appendix V.
- See Employee Communication Satisfaction Survey results overview in Appendix W:
- See Business and Industry Training Survey results Appendix X.
- See Concurrent Program Guidance Counselor and Principal Evaluation results in Appendix Y.
- See Concurrent Program Teacher Evaluation results in Appendix Z.
- Link to the Student Opinion Survey results:
<http://www.sautech.edu/administration/padfacts.aspx#surveys>.

3R5 (2011 Review)

What are your performance results for building relationships with your key stakeholders?

As a result of an action project, chairs of the employee organizations administer a communication satisfaction survey each spring. The results of the latest survey indicate the majority of employees responding to the survey agreed information from the Vice Chancellors Council meetings and the Administrative Council meetings was communicated to them in a timely manner. All employees responding to the survey agreed the Outlook Public Folders and the SAU Tech Directory were effective communication tools. Some employees responding to the survey agreed the employee organizations were effective in the college's communication process, while some did not agree, and some were unsure.

Building favorable relationships with area business and industry is one of the college's goals and is a main responsibility of the Business and Industry Department. Semi-annually, the Business and Industry office administers a survey to its constituents to gain their input concerning course offerings for the upcoming period and to evaluate their satisfaction with the performance of the program. The responses provide guidance as to the type of training business and industry stakeholders need, and they assist the

Business and Industry Program in allocating resources to accommodate those needs. In 2009, the Business and Industry Program provided 58 classes based on the responses from its surveys.

The various program and academy advisory committees afford another opportunity for the college to build firm relationships with stakeholders. Many of the programs offered at the college rely heavily on these committees' input to ensure program viability and to make sure students exiting these programs are prepared for real-world experiences. Advisory committees meet at least annually to review curricula and provide feedback about current industry needs. The college continues to evolve around this concept and works diligently to strengthen these partnerships with advisory committee members.

The Director of the Office of Planning, Accountability, and Development (PAD) works closely with the Southern Arkansas University Tech Foundation (SAUTF) Board to provide support to the college. Annually, the SAUTF Board allocates scholarship funds for students attending the college. Recently, the Board donated over \$14,000 to the college in order for the college to complete a break room for the housing students. The Foundation also earmarked over \$20,000 to assist the college in purchasing land to be used for a walking trail. The PAD office maintains an alumni database and periodically contacts alumni via birthday cards, emails, and other promotional material. The office also maintains an alumni and friends page on the college's Facebook account, and in the spring 2010, over 288 alumni and friends had joined as friends. The office regularly updates the page with messages about college events and activities.

3R6 (In Progress)

How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The results of the various surveys and evaluations discussed in this section derived from instruments developed in-house and are specific to SAU Tech and its stakeholders. As such, it would be difficult to compare the college's performance to other organizations within or outside the higher education arena. SAU Tech does have the capability of comparing its results over time; therefore, it can determine trends and develop strategies accordingly.

3I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Understanding Students' and Other Stakeholders' Needs*?

Several improvements have been made to further enhance the understanding of the college's students and stakeholders needs. These improvements are evident in student advising efforts, career counseling, and employee services.

New Student Orientation was implemented to ease the transition of new students into college life. Student Services hosts New Student Orientation in July and August each year. During this time, students receive pertinent information on the policies and procedures of SAU Tech as well as the other services available to them during their college experience at SAU Tech.

Freshman Seminar, which is a required course for first-time entering students in their first fall semester, is another tool used to better understand students' needs. Each advisor teaches one or two sections of the course. This process enables the advisors to become familiar with students on a more personal level. As such, advisors are more capable of discussing retention concerns with the students and developing a closer rapport with them. This is a new undertaking for SAU Tech; therefore, data are not available to illustrate the effectiveness of the program.

Also, see 3P2 for detailed explanation of a newly implemented alert system for students at risk.

In spring 2007, the college launched the Career Pathways Initiative (CPI) to meet the needs of low-income parents of minor dependent children under age 21. CPI is designed to improve the earnings and post-secondary education attainment of the area's low-income Temporary Assistance for Needy Families (TANF)-eligible adults. Since its inception, CPI has served over 500 students. It emphasizes such program components as job readiness skills; basic academic skills preparation/remediation; and post-

secondary credentials tied to high wage, high demand occupations. Currently, CPI has an 80% job placement percentage.

Southern Arkansas University Tech provides a comprehensive orientation for new employees. This orientation assists in easing the transition into the workplace. Specifically, New Employee Orientation introduces the new employee to departmental goals, policies and procedures, customs, and traditions. Orientation began with the intention of producing a more productive workplace while promoting employee retention and supervisor-employee communication.

As a result of an action project to improve communication, the college sponsored an oral, qualitative survey of each of the employee groups that was administered by the employee group president. After several renditions of the survey, the AQIP Steering Committee suggested revamping the survey to an electronic instrument and surveying all full-time employees. The first administration of the survey was spring 2011, and the results will be shared with the AQIP Steering Committee and the Administrative Council.

3I2 (In Progress)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Understanding Students' and Other Stakeholders' Needs*?

Since the implementation of AQIP in 2007, the college initiated an action project focused on developing a college-wide strategic plan. After the development of the strategic plan, each college department revised its departmental operating plan and tied each departmental goal to at least one goal in the strategic plan. Each year departments review and analyze their progress in achieving their departmental goals. This review/analyze process affords them an opportunity to set new targets for improved performance.

Valuing People

4P1 (FYI)

How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

The Faculty Policy and Procedure Manual outlines the general requirements of faculty members (See Faculty Hiring Process in Appendix N); however, program content may dictate additional requirements. For example, aviation maintenance instructors must meet certain FAA training standards. The Vice Chancellor for Academic Affairs and departmental members provide input in developing faculty requirements for new faculty. Newly hired faculty members must satisfy credential requirements for their positions by documenting educational achievements and work experience.

The State of Arkansas mandates the minimum requirements for classified staff positions, but supervisors may expand upon these requirements depending upon the needs of the departments and the duties of the position. Immediate supervisors, with the assistance of the Human Resources Office, prepare job descriptions outlining responsibilities for non-classified administrative staff positions.

4P2 (FYI)

How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

As noted in 4P1, job descriptions identify credentials, skills, and values for faculty, staff, and administrators. After job descriptions have been approved, the Human Resources department shepherds the hiring process by disseminating and collecting job descriptions, organizing screening committee meetings, and arranging interviews for candidates selected by the screening committee. Once the screening committee selects a candidate for a position, the HR Director performs thorough background checks. Background checks include, but are not limited to, verification of information provided on the application by contacting references and previous employers, a criminal background check, and a credit history report. The HR Director may also request educational transcripts and/or verification of training to confirm satisfaction of position requirements.

4P3 (2011 Review)

How do you recruit, hire, and retain employees?

The hiring process is designed to ensure consistency, fairness, and non-discrimination. The Human Resources (HR) Director, who also serves as the college's Affirmative Action Officer, coordinates all hiring at the college and ensures the hiring procedure meets internal and external guidelines and reporting practices. The HR Director works closely with the immediate supervisor of the vacant position and members of the screening committee to advise them of the hiring processes, including confidentiality and ethical matters.

Recruit: The Human Resources Director publicizes announcements for job openings both internally and externally. Internally, the HR Director sends job position announcements to all employees via campus email. Externally, the Director posts job position announcements on the college's website. Depending upon the position, the Director runs job position announcements in the local newspaper, *The Camden News*, in other area newspapers in Magnolia, El Dorado, and Fordyce, and/or in the statewide newspaper, *The Arkansas Democrat-Gazette*. If the vacant position is located at an off-campus site, the HR Director advertises in the respective local area as well. To reach a wider candidate pool, the director posts all job openings on the ArkansasJobs.net website and issues job position announcements to the local Arkansas Department of Workforce Center.

Hire: The college practices a structured interview procedure as part of the hiring process. The immediate supervisor of the vacant position selects members of the screening committee and develops a list of job specific questions and submits this information to the HR Director. The HR Director combines the list of job specific questions with the list of generic questions developed by HR and provides the list of questions to the screening committee members. The screening committee members ask each candidate the same set of questions. Once the screening committee completes the interviewing process, the members

evaluate each candidate and make a recommendation for hire. The HR Director conducts a background check, which includes a criminal background check and a credit history report, before submitting the candidate to the Chancellor for approval. Once the Chancellor approves the candidate, the HR Director makes an offer for hire.

Retention: To aid with employee retention, newly hired employees receive extensive information about the college through the employee orientation process as described in 4P4. As part of the orientation process, supervisors discuss job duties and responsibilities and explain performance standards and the annual performance evaluation process. Through the annual evaluation process, supervisors have the opportunity to provide performance feedback to employees on an individual basis. In addition to the annual evaluation, the college also encourages supervisors to provide regular feedback to their work groups individually and collectively.

The institution embraces an open door policy to encourage communication and a collegial atmosphere and sponsors events and activities, such as a Christmas party and Employee Appreciation Day. These activities provide opportunities for employees to form relationships with co-workers, and they help to build a sense of community. Employee organizations provide administrators, faculty, and staff a voice with the Administrative Council and the Chancellor. Representatives of these organizations sit on the Administrative Council, and they periodically meet with the Chancellor to discuss pertinent issues. Throughout the year, the Chancellor also provides the opportunity for small groups of faculty and staff to meet with him during an informal luncheon to discuss changes and suggestions for improvement.

4P4 (2011 Review)

How do you orient all employees to your institution's history, mission, and values?

To orient all new employees to SAU Tech's history, mission, and values, the employee is contacted by the Human Resources Department to arrange for their orientation. Within the first week of employment, the employee meets with the HR Director for an orientation session. During this session, the employee receives a guide for new employees that covers the areas of human resources, payroll/benefits, and departmental processes. Orientation is a three-phase process, which includes meeting with the HR Director, the Payroll Benefits Manager, and the immediate supervisor.

Phase one: The employee meets with the Human Resources Director:

- Receipt of Employee and/or Faculty manual. The Employee Manual contains the college's history, Vision Statement, and Mission Statement.
- Confidentiality/Non-Disclosure Agreement
- Sexual Harassment Policy and Training
- Drug Free Workplace Policy
- Telephone, e-mail, and internet systems
- Organizational Chart, Employee Directory, and Telephone Directory
- Campus Dress Code
- Campus organizational meetings
- Parking Permit and issuance of keys
- Campus resources

Phase two: The employee meets with the Payroll Benefits Manager:

- Rate of pay and overtime if applicable
- Explanation of payroll procedures
- Accrual of sick days and annual leave; eligibility to use time.
- Completion of I-9 and W-4 documents
- Explanation of employee benefits including health insurance, flexible spending account, group life, retirement, and optional benefits.

Phase three: The employee meets with the Departmental Director or Vice Chancellor:

- Introduces new employee

- Departmental mission, goals, and objectives
- Reviews job description and discusses duties and responsibilities
- Explanation of performance standards and evaluation process
- Discusses training and the supervisors expectations

The orientation process is designed to lay a positive foundation for employees, promote open communication, and encourage retention of employees. New employees receive concise and accurate information to help them adjust to the work environment and to help build confidence in performing the job duties.

4P5 (In Progress)

How do you plan for changes in personnel?

Planning for personnel changes flows from the annual operational budget process. Through budget requests, vice chancellors and department heads suggest changes in administrative staff and classified staff positions within their divisions. The Vice Chancellor for Academic Affairs and the department heads work together, also through budget requests, to plan changes in faculty positions.

4P6 (2011 Review)

How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

Since SAU Tech is a relatively small campus, each department designs its own work processes and activities while considering the impact of those processes on other departments. Additionally, some of the smaller departments with few employees call for flexibility and the “wearing of more than one hat.” In many areas, employees are cross-trained so they can cover for one another in cases of absences. Cross-training also reduces stress levels since co-workers can help lessen the work load during peak times of activity.

Certain events on campus require the involvement of many employees from departments across the campus. For example, EXPO is an opportunity for area high school students to visit campus and learn more about the college's programs. During the two day event, nearly 600 students visit the campus. To meet the needs of the event, employees from all departments volunteer for duties such as hospitality, decorations, guided tours, set-up, lunch, etc. Campus-wide involvement makes this event a success.

Flexible work hours add to the productivity and employee satisfaction. During the fall and spring semesters, non-faculty employees work four 9-hour days and work four hours on Friday. During the summer months, the work-week changes to four 10-hour days, Monday through Thursday. This enables employees to meet regular job duties and have longer weekends for personal needs. Some departments elect to begin work earlier or later than the average workday to meet the needs of the employees. For example, the Physical Plant employees begin the workday earlier than most, which allows for custodial service in some areas before other employees arrive, and in the summer months, it provides more, cooler morning hours for outside workers.

Technology plays an important part in work processes that contribute to productivity and employee satisfaction. The phone system allows employees to check voice mail while away from their offices. Many employees have smart phones whereby they receive email directly to their phones. Additionally, Internet connectivity allows employees access to their college email from home or anyplace where there is Internet access.

4P7 (FYI)

How do you ensure the ethical practices of all of your employees?

SAU Tech strives to employ individuals with a history of ethical practices, both personally and professionally. In addition, the college defines, in its employee manual, the policies and procedures regarding ethical practices. During the new employee orientation process, employees receive a copy of the employee manual, and the Human Resources Director explains policies concerning ethical issues. Included in the manual are the following policies regarding ethical practices: nondiscrimination, use of

technology, anti-nepotism, confidentiality, sexual harassment, anti-harassment, arrests and convictions, general conduct standards, secondary employment, and ADA accessibility.

4P8 (FYI)

How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Employee training links to the college's Strategic Plan Goal #5 for Resource Development (See SAUT's Strategic Plan in Appendix A.) as it relates to the development of a workforce of quality, diverse faculty and staff. To address this goal, individual departments determine training needs based on the duties and job descriptions of their employees. Individual employees may communicate training needs to their supervisors through the course of daily operations or through the annual performance evaluation process. Supervisors may identify training needs to address knowledge or skill deficiencies, to fulfill continuing education requirements for licensure/certification, or to stay abreast of developments in a given field.

4P9 (FYI)

How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

SAU Tech encourages its employees to maintain sufficient training to meet the requirements for their position and supports its employees by providing professional development opportunities to advance its staff and faculty throughout their careers with the college. Employee training varies from departmental and individual levels, including on- and off-campus workshops, orientation, conferences, seminars, etc. SAU Tech employees, spouses, and dependent children up to 23 years of age receive tuition waivers for continuing their education at SAU Tech or SAU Magnolia. The college encourages employees to take courses to develop skills and/or to obtain a degree.

In addition to tuition waivers, SAU Tech allocates travel/training funds in the operating budget for each department. Additionally, the college budgets funds for each of the employee organizations to assist them in meeting training needs. Each organization manages its travel funds and establishes processes for the distribution of funds to its members. During the annual fall in-service, the college includes sessions focused on employee development. Through the budgeting process, the college supports their employees with training to meet national and state-wide training, certifications, and licensure requirements. The annual performance evaluations process also affords employees the opportunity to establish developmental plans focusing on individual professionalism and skills.

The college is a founding partner with the Camden Area Chamber of Commerce in the Leadership Camden Area Program. As a partner in Leadership Camden Area, the college encourages employees to participate in the program and pays employees' tuition. Additionally, the college encourages employees to participate in the Arkansas Association of Two-Year Colleges Leadership Institute and the Leadership Arkansas Program and pays tuition for these programs as well.

In 2004, the college partnered with the Southern Arkansas Technical Foundation and established a Faculty/Staff Development Fund within the Foundation. SAU Tech employees may donate to the Development Fund through payroll deduction or by personal giving. The Foundation Board established processes to annually earmark funds for distribution and established guidelines for awarding funds to faculty/staff for development opportunities.

4P10 (FYI)

How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

SAU Tech's formal performance evaluation system includes annual, supervisory evaluations of all classified and administrative staff. The evaluation form aligns with departmental missions and individual employee job descriptions. During the evaluation process, supervisors discuss past performance and, with employee input, establish guidelines for the following year's evaluation. The evaluation instrument also includes an employee response section whereby employees can provide written responses to their

evaluation. In addition to supervisory/employee evaluations, employees have the opportunity to evaluate their immediate supervisors on an annual basis. The faculty manual explains the process for evaluating members of the faculty, which includes student evaluations and supervisory evaluations.

4P11 (2011 Review)

How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

The Uniform Classification and Compensation Act passed by the Arkansas Legislature sets forth the compensation for classified employees. Compensation for faculty is based on the faculty salary matrix and administrative staff compensation is at the discretion of the Chancellor with input from Human Resources and comparative data from the Arkansas Association of Two Year Colleges' (AATYC) salary comparison survey. Salaries for newly hired employees and COLA/performance increases for current employees are based on the guidelines set forth by the Department of Finance and Administration Office of Personnel Management and the Arkansas Department of Higher Education.

SAU Tech employees receive several benefits designed for professional and personal growth. Tuition waivers allow employees the opportunity to enroll in courses tuition free, and they may attend class one hour during their work schedules. SAU Tech employees also receive paid health insurance with an option for employee payments for family coverage. Retirement plans, vacation, sick leave, and eight hours of educational leave are some of the other benefits offered to employees. Each spring, SAU Tech hosts an Employee Appreciation Day, and as part of the program, the Chancellor recognizes one outstanding employee from each of the following groups: faculty, administrative staff, adjunct faculty, and classified staff. Faculty and staff (either administrative or classified) receiving these awards also receive recognition during the AATYC Conference the following fall. During Employee Appreciation Day, employees having served at least 5 years receive employee service awards. Service is recognized in five year increments. The college publicizes the accomplishments of faculty and staff in the local newspapers and in the *Tech Monthly*. The State of Arkansas also offers a Career Service Bonus which is available to full-time administrative and classified employees who have completed ten years of state service. The minimum and maximum is \$600-\$900 and is awarded each year after ten years if state funds are available. The Classified Staff Organization administers the Insuring People are Thanked (IPT) program. Monthly, an employee who has gone above and beyond the call of duty receives recognition from the IPT Committee. The Chancellor presents the recipient with a plaque and a choice of a gift certificate to the college café or to the college bookstore.

4P12 (FYI)

How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

Currently, each organization representing employees (Classified Staff Organization, Faculty Senate, and Administrative Staff Organization) provides the opportunity for employees to express concerns, identify issues that would improve morale and motivation, explore opportunities, and make recommendations. The liaison from each organization then meets with the Chancellor to share concerns and ideas from the organization. The Chancellor decides any resulting course of action. Additionally, the employee evaluation process provides a formal communication channel at the individual level. During the process, the employee and supervisor have the opportunity to discuss not only employee performance, but also can address professional growth of the employee and personal/professional goal setting.

4P13 (2011 Review)

How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

The college provides for employee satisfaction by attempting to make effective job matches when hiring new employees. However, when employees leave their positions at SAU Tech, they are asked to complete an exit questionnaire to determine what, if any, changes should be made to improve job satisfaction (See Appendix V). Annually, employees anonymously evaluate their immediate supervisor; a process which allows employees the opportunity to express concerns which may affect employee satisfaction. Additionally, the college engaged the employees in the Constellation Survey which asked

employees to share their opinions on issues such as their working environment and their relationships with co-workers and supervisors, and it asked them to share their ideas for continuous improvement. Ideas generated from Conversation Day which was grounded in the analysis of the Constellation Survey have been the basis of several of the college's action projects.

SAU Tech provides medical insurance at no cost to its employees and allows employees to purchase additional coverage for their families at a reasonable cost. The College recently contracted with Air Evac, Inc., an air medical service, to be located on the campus and arranged coverage for SAU Tech employees and their immediate families at no cost to employees. In 2009, the SAU Tech Nursing Program presented to all employees an H1N1 Flu in-service designed to educate and provide preventative measures useful for keeping the campus as healthy as possible during the flu pandemic. Additionally, SAU Tech offers a walking program to employees to exercise and maintain good health and provides incentives to encourage employees to participate in the program. Furthermore, the employee manual contains many policies such as smoking on campus, chronic/communicable diseases, sexual harassment, concealed weapons, non-discrimination, and substance abuse which are designed to address health and safety. In spring 2010, SAU Tech implemented a Health and Safety Plan with the intent of providing a safe working environment in all areas for all its employees. The Physical Plant Director and the Human Resources Director administer the plan which encompasses employee training, inspections, accident investigations, and reporting.

SAU Tech provides comparatively generous and family-friendly employee leave policies. Employees can accumulate and carry-over a limited number of vacation and sick days in addition to education leave and professional development opportunities. The college allows its employees to attend their children's preschool through twelfth-grade educational activities for eight hours per year. Employees and their immediate family members who wish to further their education may attend SAU Tech tuition free. Faculty and staff are encouraged to participate in professional development activities by attending workshops, conferences, etc. to benefit their overall career at SAU Tech.

4R1 (FYI)

What measures of valuing people do you collect and analyze regularly?

The college collects measures of individual performance of faculty and staff through the annual evaluation process as described in the employee and faculty manuals. Through the yearly budgeting process, the college reviews the amount of funds allocated and expended for professional development. When employees leave the institution, they complete an exit questionnaire which asks them to rate various aspects of their job experiences and asks them to share any suggestions they have to improve the culture of the campus. Informally, the Director of Human Resources periodically shares with the Vice Chancellor for Finance and Administration the employee turnover rate.

4R2 (FYI)

What are your performance results in valuing people?

The Human Resources Director administers the performance evaluation and shares evaluation results with the next level supervisor and the Chancellor. The college spent approximately \$80,000 during the 2009-2010 fiscal year for travel, and approximately 90% of this expenditure was for professional development. The exit questionnaire results revealed overall satisfaction of the 34 employees who left SAU Tech from January 2007 through October 2009. According to the Human Resources Director, 46% of the employees in 2009 had worked for the college more than 5 years.

4R3 (2011 Review)

What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

Relevant indicators of success for an institution of higher education are enrollment, retention, and graduation rates. The overall goal is to have students select SAU Tech to meet their personal higher education goals, succeed academically and continue their studies, and reach the goal of graduation to be followed by employment. It is reasonable to believe, if SAU Tech employees are productive and effective, the rates of enrollment, retention, and graduation will improve over time. ten years (2000-2010),

enrollment at SAU Tech more than doubled from 2523 for the 2000-2001 academic year to 5218 for the 2009-2010 academic year. (See Appendix AA) Retention rates from fall to spring (average of 63% from 2005 to 2009) tend to be higher than fall to fall (average of 41.9% from 2005 to 2009) (See Appendix S for a copy of the report) and are sporadic over time. The number of students from the first-time entering cohort who ultimately graduate from SAU Tech have increased from 21% in 1992 to 55.3% in 2006 (See Appendix BB for report). In 2006, 575 degrees were awarded. In 2010, 869 degrees were awarded, which was an increase of 294 degrees awarded in a 4 year time period. Currently, SAU Tech does not have an overall tracking mechanism in place to evaluate employment after graduation. Specific programs, such as aviation maintenance and multimedia, do keep track of many of their students and are aware of their employment upon graduation.

4R4 (FYI)

How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Currently, the college has no comparative data on valuing people.

4I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Valuing People*?

Below is a list of improvements made in this category.

- Shortly after coming to SAU Tech, the Chancellor created the Administrative Staff Organization to allow for better communication from this group of employees. Until this organization, this group of employees had limited unified representation.
- The Chancellor instituted monthly Administrative Council meetings and added representatives from each of the employee organizations to the Council. Information discussed in these meetings is shared with all employees.
- In the fall 2009, the college provided to all full-time employees paid membership with Air Evac Lifeteam. The air medical membership program not only covers the college employee but also the entire household.
- Recently, the Chancellor was instrumental in establishing an annual operation budget line-item for the Classified Staff Organization for classified employees to attend various workshop and training.
- The college recently initiated a walking policy. The program not only promotes wellness among employees, but it also allows those participating in the program to build leave hours in addition to their annual leave.

4I2 (In Progress)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Valuing People*?

Since the implementation of AQIP in 2007, SAU Tech has utilized the AQIP process to identify areas of opportunity and select action projects to work on as an institution. Some of those action projects related to Valuing People. Action Project #3 was entitled "Improve Communication through Institution-Wide Shared Decision Making." The goal of the project was to make employees "more knowledgeable, develop a stronger sense of ownership, and become part of the decision-making process." Another action project resulting from Conversation Day was the development of a strategic plan. The College has since adopted a new strategic plan which includes specific goals relating to valuing people. Additional areas of concern were expressed by employees during Conversation Day in 2007. Several of these were categorized as a "Quick Fix" and have since been resolved.

Leading and Communicating

5P1 (2011 Review)

How are your institution's mission and values defined and reviewed? When and by whom?

In 2008, SAU Tech initiated an internal study guided by outside consultants to provide an avenue for collecting thoughts about SAU Tech from both employees and students. Through workshops and small group meetings, recommendations were developed for a strategic plan. The Chancellor challenged the Chancellor's Vice Chancellors Council and Chief Planning Officer to revise the college's current master plan and to develop a strategic plan that would include a new or revised vision statement, mission statement, values, and strategic goals. This planning group developed a new strategic plan, which was grounded in the college's mission approved by the SAU Board in 1997. The final review process for these documents involved presenting them to the AQIP Steering Committee and employees at the fall 2008 convocation, and subsequently to the SAU System President for review and acceptance.

Yearly, the Chancellor's Vice Chancellors Council and Chief Planning Officer review the strategic plan and make adjustments if necessary. The strategic plan is shared with employees during convocation, and employees are given an opportunity to provide input to the plan via an electronic survey. The Chancellor's Vice Chancellors Council and Chief Planning Officer review the recommendations/comments from employees and incorporate them in the plan if applicable.

5P2 (In Progress)

How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

An intense study and review process in 2008 resulted in a new strategic plan that was used to develop strategic goal priorities. These goal priorities, along with our values, vision and mission statements provide direction for SAU Tech. Regular meetings of the Chancellor's Vice Chancellors Council, Administrative Council, Faculty Senate, Administrative Staff Organization, and Classified Staff Organization allow for the continuous review and coordination required for SAU Tech to align its strategic goals to specific action steps and budgetary considerations necessary to accomplish them.

5P3 (In Progress)

How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

SAU Tech reviewed its key stakeholders during the process of becoming an AQIP institution. This process, coupled with the constant need to grow our institution in a rural and economically challenged area, has developed a culture of putting our stakeholders first. SAU Tech recently finished an AQIP action project addressing Improved Communication through Shared Governance. Completion of the project led to reorganization of our communication and shared governance structure. This restructuring will allow for continuous review and the coordination of efforts necessary to meet the needs of our stakeholders and students.

In addition to these steps, SAU Tech is also undertaking a new AQIP action project for developing processes for two-way communication with students. The Action Project Team proposed several developments to assist in communicating with students:

1. Reorganizing the Student Ambassadors and forming a Student Leadership Team;
2. Developing a "Student Suggestions" email account for student to voice their opinions about SAU Tech-related issues;
3. Changing the design of the Chancellor's Student Picnic to focus on the Student Ambassadors and the Student Leadership Team to allow the Chancellor first-hand knowledge about student issues/projects; and
4. Adding a link to the college's website for students to access an anonymous form that will provide students with a confidential avenue to use to voice concerns and opinions about the college.

Identifying processes for two-way communication with students demonstrates the college's belief that its communication and governance structure is closely attuned to the needs of its students.

5P4 (2011 Review)

How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

Key administrative leaders use a variety of inputs in order to decide whether functional areas are maintaining or progressing toward improved goals and the continued success of SAU Tech. Key results for all groups below involve the success of the strategic plan and the specific measures for initiatives in this plan. SAU Tech relies heavily on the data collection that is gathered through the Office of Planning, Accountability, and Development. The college's participation in AQIP has created a much greater awareness of and reliance on using data in decision-making.

(Please note that the responses below in no way reflect all these departments do. The findings are where these leaders gain their information and help in making decisions.)

Chancellor:

- Consultation with SAU President
- Consultation with Chancellor's Administrative Council
- Consultation with Chancellor's Vice Chancellors Council
- Federal and state legislation
- Consultation with community leaders
- Consultation with employee organizations leaders
- Consultation with academy directors and constituents

Academic Affairs:

- Communication with faculty
- Promoting faculty development
- Faculty evaluations
- Recommending contracts and hiring qualified instructors
- Curriculum Committee proposals
- Enrollment and scheduling patterns
- Guidelines from ADHE, federal, and state legislation
- Use of student satisfaction survey data
- Retention data
- Learning objectives program and course delivery
- Student assessment

Finance and Administration:

- Financial information for fund allocations and fee distribution
- Cost studies for all of SAU Tech
- Capital projects, business plans, budgets, and timelines
- Professional development
- Local, state, and federal regulations
- SAU Tech policies and procedures for faculty and staff
- Specific associational and professional best practices and trends for personnel, payroll, purchasing, budget, finance, bookstore, accounts receivable, accounts payable, and special student billing
- Program and grant regulations
- Governmental accounting standards
- Implementing operational policies, practices, and budgets
- Feedback from students, faculty, staff, community, and board of trustees

Information Technology:

- Assessment of SAU Tech's technology needs
- Assistance to students, staff and community with online courses or issues (development and maintaining)
- Development of SAU Tech website
- Professional development
- SAU Tech: marketing, fund raising, and alumni issues
- Campus-wide (on-campus and off-campus sites) computer usage and equipment

Extended Education:

- Feedback from area secondary high schools and career academies
- Student and employer surveys
- Develop classes to provide workforce development needs expressed by business and industry
- Community service workshops
- Community feedback
- Feedback from Ouachita Partnership for Economic Development
- Consultation with Adult Education partners and constituents

Student Services:

- Academic advising (feedback from faculty, staff, and students)
- Student success through the student retention process
- Professional development
- General enrollment management (college admissions and placement)
- Testing services for SAU Tech students and community
- Data on success of students who completed Freshman Seminar course
- Feedback and findings from SAU Tech recruiters
- Guidelines from ADHE, federal, and state legislation
- Community, high school, and SAU Tech assistance in completing financial aid
- Student feedback on graduation, financial aid, enrollment, and student activities
- Student financial needs analysis
- Evaluate student cost of attendance
- Assist students with special learning needs

5P5 (2011 Review)

How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

The Chancellor of SAU Tech is the ultimate decision maker for the college; however, there are support entities in place to lead up to the final decision making. A supportive learning and working environment is promoted where all voices are heard and valued. Action Project #3 addressed improved communication through institution-wide shared decision making. A survey was conducted by this committee in which the various personnel responsible for communication from each department or division were interviewed as to their current practices of communication and needs for future improvement.

The Chancellor established the Chancellor's Vice Chancellors Council, and this group meets regularly to facilitate communication and coordination within the separate areas.

The Administrative Staff Organization was created to provide an avenue for increased communication between the Chancellor and the administrators who do not report directly to the Chancellor. This organization, along with the Classified Staff Organization and Faculty Senate, meets monthly during the academic year. Organizational representatives meet with the Chancellor to share information. These three groups now have a representative who sits on the Administrative Council which meets monthly. After contact with the chairpersons from these organizations, it is evident that lines of communication are open to the Chancellor and opportunities are available from each of these entities concerning possible changes in policies and decisions concerning those policies.

The Chancellor's Brown Bag Lunch with employees and Chancellor's Picnic Lunch with students offer a means of employee and student participation in decision making. Another avenue of communication for the students as well as the staff is the TIP (Two Important People Committee). Suggestion boxes are placed on campus and recommendations for changes or problems are placed in those boxes.

5P6 (2011 Review)

How do you use data, information, and your own performance results in your decision-making processes?

Key administrative leaders use numerous information and data sources in their decision-making to help ensure the continued success of the college. The Planning, Accountability, and Development Office keeps the collection of data and statistics pertinent to the college, such as FTE, placement rates, retention, and general enrollment information. Additional data used in making decisions includes fiscal and budgetary information from the Business Office and facilities information from the Physical Plant department. Some data sources used in decision making are as follows:

- The Arkansas Department of Higher Education (ADHE) provides approval and oversight of the degrees offered by the college. All degrees offered by the college are required to have at least three graduates each year. If, for three consecutive years, the college has fewer than three graduates from a specific degree program, that degree program is placed in inactive status unless the college provides justification to ADHE as to why the program should remain active. Once a program is declared inactive by ADHE, the college has two years to increase enrollment and produce a minimum of three graduates. If the college fails to do so, the degree program is then deleted.
- During the fall and spring semesters, the Student Report on Teaching is conducted for most of the classes offered during those semesters. This is the students' opportunity to rate their instructors' teaching. The results are used in evaluation of faculty.
- Each fall semester, students complete a Student Opinion Survey. This survey evaluates the services the college offers as well as a general overview of the college. The results are shared with college administration and are used to aid in improving college services.
- The Success Rate Report shows course completion rates. The results are distributed to the Chancellor, Vice Chancellor for Academic Affairs, and individual faculty and are used in evaluation of faculty.
- Course Assessment is used to assess student outcomes in courses. If course outcomes rate below a specified level, faculty are required to identify steps to be taken to improve the rating.
- The Calhoun Ouachita Business and Industry Training Consortium (COBITC) provides feedback to help college administrators improve workforce services to business and industry in the college's service area.
- The Concurrent Enrollment Advisory Committee provides guidance to administrators of the Concurrent Enrollment program.

5P7 (2011 Review)

How does communication occur between and among the levels and units of your institution?

The sharing of information occurs between and among the different levels and units of the college as illustrated by the organization chart (See Appendix O). The organizational chart reflects the formal chain of communication beginning with the Chancellor as the head of the organization, and who reports to the System President; the System President, in turn, reports to the SAU Board of Trustees. The flow of communication from the Chancellor, Vice Chancellors, and employees is accomplished in a variety of ways. At the system level, the Chancellor presents reports concerning SAU Tech to the SAU Board of Trustees at their scheduled meetings. At the institution level, the Chancellor regularly meets with the Vice Chancellors. The Chancellor also meets with the Administrative Council (AC) each month. The AC has members that represent all SAU Tech departments. The Vice Chancellors inform their staff of important issues via email, staff meetings and/or other personal communication outlets. During convocation, the Chancellor presents the "Chancellor's Report". In this report, the Chancellor updates the staff of relevant information. The convocation includes the entire college staff.

All employees are encouraged to attend their respective monthly organizational meeting (Administrative Staff Organization, Classified Staff Organization, and Faculty Senate). The Chancellor meets with each organization's officers monthly to share information. Additionally, a representative from each organization sits on the AC which meets monthly.

Informal communication occurs through SAU Tech email, SAU Tech website, Bitz n Bytes, Bright Boards, Employee Policy and Procedures Manual, HR Newsletter, Outlook Calendar, and Outlook Public Folder (OPF) which includes Administrative Council Comments, Approved Vehicle Drivers, Calendar of Activities, SAU Tech Directory, Facility Event Schedule, Quick Fix Comments with Executive Committee Response, Tech Monthly, Telephone Directory and various AQIP documents. Employees have a SAU Tech email account and have access to a computer during working hours. They are encouraged to use email, the OPF, and Outlook Calendar as a means of communication.

5P8 (FYI)

How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Action Project #2 addressed planning for the college. Outside consultants were utilized to provide a neutral avenue for employees and students to express their opinions and thoughts about SAU Tech's present condition and its future direction. The consultants used the information gathered from employee workshops and small group employee discussions to develop a set of written recommendations for the college to use in the development of a long-term strategic plan. Students were also involved in the development of the college's vision statement.

After receiving the recommendations from the consultants and upon the proposal of the Action Project #2 Team, the Chancellor charged the Chancellor's Vice Chancellors Council (CVCC) and the Chief Planning Officer with the task of developing the first draft of the strategic plan, which included a new vision statement, a revised mission statement, values, and newly developed strategic goals. The draft strategic plan was presented to the Action Project #2 Team for their review, input, and approval before it was presented to the AQIP Steering Committee. The AQIP Steering Committee reviewed and approved the plan and recommended its presentation to all employees during fall 2008.

As part of the fall convocation, all employees received copies of the draft strategic plan. Following convocation, all employees received, via email, an electronic survey asking their opinions of each section of the draft strategic plan. Results of the survey were reviewed by the CVCC and Chief Planning Officer during the spring 2009 semester and a final strategic plan was presented to all employees.

The next step in this process was for each vice chancellor to meet with his or her department to develop strategies to address the goals/objectives of the strategic plan. This part of the process occurred during summer and fall 2009. Currently, departments review their strategies annually.

The strategic plan will continually serve as a guide for setting the future direction for the college. Involvement of all employees was an integral part of this process. Student participation aided in raising the awareness of the college to students and also left them with a sense of ownership of the graphic that was developed by them to depict the vision for the college.

There is a great deal of staff participation in AQIP action projects which reinforces the philosophy of continuous improvement adopted by the college.

5P9 (2011 Review)

How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

Through the Faculty Senate, the Classified Staff Organization, and the Administrative Staff Organization, the employees at SAU Tech have numerous opportunities to participate in leadership roles. SAU Tech has standing committees that allow faculty and staff to provide input. Because SAU Tech is a small institution, employees have many opportunities to take part in the decision-making process. Since SAU

Tech is an AQIP institution, it continually identifies action projects for improvement. Serving on action project teams provides excellent opportunities to demonstrate leadership ability.

SAU Tech also encourages its employees to take part in community activities. Employees are regularly nominated to take part in the Leadership Camden Area program. This program is designed to build a competent leadership pool, motivate emerging and existing leaders, and develop the participants' potential for community leadership and decision-making by exposing them to the realities, strengths, resources and needs of the area. Annually, SAU Tech recognizes outstanding faculty, classified staff, and administrators at the Employee Appreciation Day. SAU Tech is a member of the Arkansas Association of Two Year Colleges (AATYC). This organization provides faculty and staff with professional development opportunities.

Many employees take advantage of SAU Tech's educational opportunities to enhance their leadership skills. Employees are given the opportunity to take classes at SAU Tech and SAU Magnolia. Employees enrolled at either institution receive a full tuition waiver. Employees are encouraged to continue their education and earn higher degrees and certifications. As employees complete advance degrees and certifications, they can receive salary increases.

Leadership knowledge, skills, and best practices are shared on campus in a variety of ways. AQIP Blasts, Tech Monthly newsletter, and Administrative Council Comments are a few examples of how information is shared. Information is shared in committee meetings, organizational meetings, convocation, and AQIP Conversation Day. Many of these are posted in the SAU Tech public folder where employees can access this information at any time.

5P10 (FYI)

How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Currently, SAU Tech has no formal leadership succession plan.

5R1 (FYI)

What performance measures of Leading and Communicating do you collect and analyze regularly?

The AQIP Action Project #3 team conducted a follow up survey in the October 2008 monthly meeting of each employee organization to assess the perception of the communication process. This survey became an annual survey conducted at each April's monthly organizational meetings. The chairs of each organization presented the survey and sent the results to the AQIP Steering Committee. After the 2010 survey, the Steering Committee suggested revamping this survey process. The Planning, Accountability, and Development office (PAD) developed a survey to administer to all employees via its electronic survey software. Each of the employee organizations reviewed and approved the new survey and survey process and PAD office administered the new survey in April 2011. Results of the survey will be shared with the AQIP Steering Committee and the Administrative Council.

The leadership processes are evaluated annually, in the spring semester, through the employee Evaluation of Supervisor's Performance. These evaluations are made anonymously through the Human Resources Department. The results for each supervisor are summarized, and the supervisor and his/her supervisory receive a copy of the summarization. The results are used as part of the Employee Performance Appraisal.

5R2 (2011 Review)

What are your results for leading and communicating processes and systems?

Leading and communicating processes at SAU Tech have recently been improved through various changes in the organizational structure and the creation of numerous lines of communication as described below. This has resulted in an overall improvement of communication throughout the campus; however, there are still minor areas that could be improved. An oral survey conducted with the

Administrative Council, Administrative Staff Organization (ASO), Career Academy, Classified Staff Organization and Faculty Senate indicated mostly positive comments to the recent changes as follows:

Chancellor has regular meetings with the Chancellor's Vice Chancellors Council and the Chancellors Council

- Results: Administrators felt they were informed of pertinent decisions made in these meetings. Classified staff and Career Academy felt that they were not adequately informed or the policy change was communicated to them without explanation.

Restructure of Administrative council to include chairs of ASO, Classified Staff and Faculty Senate

- Results: Most employees felt that this has improved communications because the Chairs can bring information back to each organization as necessary.

Administrative Staff Organization (ASO) was organized.

- Results: Administrators felt this opened the lines of communication to the Chancellor that did not previously exist.

Officers of ASO, Classified Staff Organization and Faculty Senate meet monthly with the Chancellor.

- Results: All groups noted improved communication between the chancellor and the SAU Tech organizations as a result of these monthly meetings.

Additional information such as Administrative Council meeting comments were added to the Public Folder.

- Results: Most employees used the information in the Public Folder and felt it was beneficial.

AQIP Blasts" are sent via email to all employees to announce AQIP related information.

- Results: Most employees read the information and felt better informed about AQIP.

The SAU Tech Directory was expanded to include building floor plans, organization charts with responsibilities, active committees, departmental employee listings, and a campus map in addition to the telephone directory.

- Results: Although some employees were unaware of the detail included in the new directory, all felt that it was a good resource to inform employees of the responsibilities of others.

The AQIP Steering Committee monitored the results of this survey several years, and in 2010 decided to revamp and broaden the survey and restructure the method of administering it. Beginning with the 2011 spring semester, the newly broadened survey was administered electronically to all college full-time employees. Results of the new survey will be shared with the AQIP Steering Committee and the Administrative Council, and will be posted on the college's website on the Planning, Accountability, and Development page.

5R3 (FYI)

How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Currently, SAU Tech has no method for comparing our Leading and Communicating results to other higher education institutions.

5I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating*?

Regular meetings of organizational entities such as the Chancellor's Vice Chancellors' Council, the Administrative Council, the Faculty Senate, the Administrative Staff Organization, and the Classified Staff

Organization will keep the lines of communication open and will allow for continuous review and coordination.

Administrative Council Comments are posted to Outlook Public Folder following each monthly meeting. An email is distributed to all employees by the Chancellor's Office notifying employees that the comments are posted and available for review. A concerted effort has been made to stress the importance of using Outlook Public Folders to communicate calendars, directories, forms, events, and publications for informational purposes only. Information which needs the immediate attention of employees is distributed directly to employees using email or other more personal communication outlets.

In August 2008, the Chancellor created the Administrative Staff Organization to provide an avenue for increased communication between the Chancellor and the administrators who do not report directly to the Chancellor. The Administrative Staff Organization, Classified Staff Organization and Faculty Senate meet monthly during the academic year. Respective officers meet with the Chancellor to share information. These three groups now have a representative who sits on the Administrative Council which meets monthly.

This improvement was a result of the AQIP Action Project # 3. A campus-wide survey to determine actual or perceived problems and successes in communication and to study the current system was administered annually for three years. Comprehensive reports from representative of each group were sent to the chancellor and the AQIP Steering Committee. After the 2010 survey, the Steering Committee suggested revamping the survey process. The Planning, Accountability, and Development office developed a survey and administered it in April 2011 via electronic format. Results of this survey will be shared with the AQIP Steering Committee and the Administrative Council.

The *Chancellor's Brown Bag lunch* with employees and the *Chancellor's Picnic lunch* with students will be continued as opportunities for dialogue about issues relating to employees/students.

The importance of faculty and staff organizations will be promoted as a means of providing input in decision-making and as a means of disseminating relevant information to employees. Although progress has been made, the college recognizes the opportunity to improve in this category.

5I2 (In Progress)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?

SAU Tech has an organizational chart enhanced by various shared governance organizations that can select specific processes to improve results in Leading and Communicating. These organizations include Faculty Senate (FS), Administrative Staff Organization (ASO) and Classified Staff Organization (CSO). These employee groups meet monthly and provide a means for ideas to be communicated to the Vice Chancellors and Chancellor. Another group is the Administrative Council comprised of Vice Chancellors and Directors who report to the Chancellor and representatives from FS, ASO and CSO. All of these organizations provide feedback for where improved performance in Leading and Communicating is needed.

The atmosphere of an open door policy by the Chancellor promotes the identification of opportunities for improvement. *The Brown Bag lunch* is a monthly meeting between employees and the Chancellor that supports this open line of communication. Also, a Conversation Day for all employees was held when the college began its AQIP journey. It generated communication between the departments and ascertained how employees felt about particular processes. Several ideas for improvement stemmed from discussions at Conversation Day. The AQIP Steering Committee was able to use this information to select action projects for AQIP.

Supporting Institutional Operations

6P1 (2011 Review)

How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

The college identifies student support needs through a variety of ways. Students, faculty, staff, and other stakeholders may provide input regarding support needs. The college uses student surveys, industry surveys, learning assessment tools, student orientations, input from advising, counseling, and enrollment management staff as well as faculty and other front-line staff to gather information relating to student needs and support services. See 3P1 for a more detailed listing of the methods the college uses to identify student needs.

6P2 (FYI)

How do you identify the administrative support service needs of your faculty, staff, and administrators?

The administrative support service needs of faculty, staff, and administrators are identified through several processes. Each year, departments provide input into the budgeting process and identify their needs for the upcoming year. Through the yearly planning process, departments outline their goals/objectives and identify needs to help them meet these goals/objectives. Administrative support service needs are also identified through direct feedback. For example, the faculty, classified staff, and administrative staff have employee organizations, and representatives from these organizations meet regularly with the Chancellor and discuss their organizational needs.

6P3 (2011 Review)

How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

The college strives to maintain a safe and secure working environment through administrative departments and regular training. It is the college's position that accidents should be prevented by controlling the environment and the actions of employees; therefore, safety takes precedence over expediency, and employee safety is of utmost importance. In spring 2010, SAU Tech implemented a Health and Safety Plan with the intent of providing a safe working environment in all areas for all its employees. The Physical Plant Director (PPD) and the Human Resources Director (HRD) administer the plan which encompasses employee training, inspections, accident investigations, and reporting.

Training: The PPD and HRD are responsible for identifying the education and training needs for the college. They identify the training subjects and develop materials utilizing industry and site specific criteria based on the identified and potential hazards and past claims history. Training is administered in two phases consisting of new employee or reassignment orientation and general periodic and refresher training. In addition to formal safety and health training, employees receive on-the-job instruction on safe operating procedures of each assigned job or task.

Inspections: The Physical Plant Assistant Director (PPAD) or designee is responsible for conducting and documenting monthly safety inspections. The purpose of these inspections is to identify hazardous conditions and practices which may result in injury or illness to employees. The PPAD is responsible for tracking and/or correcting hazards found during inspections.

Accident Investigations: The college requires all employees to immediately report to their supervisor accidents/incidents that result in injury or property damage, including near misses. The PPAD and the HRD investigate and document accidents and incidents that involve employees. From the accident investigation, they develop a plan of corrective action to prevent recurrence of similar events.

Reporting: The HRD is responsible for maintaining all documentation of training, accident reports, OSHA logs, hazard reports, incident reports, the loss run, and any other documentation required for the implementation of the health and safety plan.

In addition to the Health and Safety Plan, the college has 24/7 police department personnel on campus. The college's police department is under the direction of the Chief of Police for the Southern Arkansas

University System and SAU Tech's Office of Student Services. The SAU Tech Police Department is manned by fully trained law enforcement officers and provides protection and enforcement for the students and employees of the college. On the SAU Tech Police Department website, stakeholders have access to information concerning safety, services, incidents, and pandemic influenza plan. The site also offers a link to anonymously report a crime.

In times of emergency, students and employees are notified of the situation through text and/or voice alerts sent to mobile devices and/or land line phones, information sent directly to computer displays through the campus local area network, the campus alert siren that has voice capability, and information posted on the SAU Tech web page. SAU Tech has a good relationship with local radio stations and has had no problem getting announcements through the stations when needed.

6P4 (2011 Review)

How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Formally, SAU Tech functions as a modified hierarchical organization operating within a shared governance philosophy. The Chancellor is the chief officer of the campus and reports to the President of the SAU System. The five vice chancellors who report to the Chancellor serve as division executives, and the Chancellor and the vice chancellors make up SAU Tech's executive team—the Chancellor's Vice Chancellors Council. Directors, coordinators, and chairs manage departments and offices, most of which report to one of the five vice chancellors. (See Organizational Chart in Appendix O) The organizational structure provides autonomy for each service division to operate within the scope of the strategic plan and policies and procedures derived from business operations. Decisions relating to projects, changes to certain processes, and responses to student and stakeholder needs associated with day-to-day operations are made within the respective areas. Changes to organizational policy flow to the Chancellor's Vice Chancellors Council and may be subject to approval by the SAU System Board of Trustees.

Since becoming a member of AQIP, the college encourages employees to become involved in the decision making process. Employees intensely participated in the strategic planning process; helping to decide the future course of the college. Employee organization representatives meet regularly with the Chancellor providing information for procedural decisions. Through the action project process, employees have become more process oriented and share knowledge and suggestions across divisional boundaries concerning innovative support services processes.

6P5 (In Progress)

How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

The college documents its support processes in several ways. Key processes flow from strategic planning as well as from individual departmental planning. The college's strategic plan is posted on the college's website; however, departmental plans are not widely communicated. To address this deficiency, the college has just begun to use the TracDat software program to monitor its planning process in addition to its assessment process. When this program is fully implemented, all employees will have access to the college's strategic plan and departmental plans, and will have the ability to review plans, progress, and actions steps reported in the TracDat system.

The college's website hosts other support processes documentation. The website serves as a gateway for links to a myriad of services available to students, employees, and other stakeholders. In addition to the website, the college shares much documentation via its Intranet--Public Folder, and employees receive emails when information is posted in the Public Folder. Comments from the Administrative Council meetings, Action Project updates, policy and procedure manuals, newsletters, etc. are posted in the Public Folder. All full-time employees have access to computers during their work day and may access the website or the public folder for information. All departments are encouraged to hold regular staff meetings in an effort to share information horizontally as well as vertically. Additionally, each department maintains documentation of support processes pertinent to their department.

6R1 (2011 Review)

What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

At the institutional level, the college collects a great amount of data that is used by administrators, faculty, and staff. Through the administrative computer system, POISE, the college collects student data, financial data, and financial aid data. The Office of Institutional Research is the main contact for analysis of student data while the Finance and Administration department provides financial data, and the Student Services department distributes financial aid data. Data are used for many purposes: monitoring student enrollment, course enrollment, and program enrollment trends; grade distribution; assessment of student learning; faculty course loads; student retention; graduation rates; budgetary preparation; facility and maintenance expenditures; and facilities usage. Depending upon the data collected, it is examined on a daily, weekly, monthly, semester, or annual basis to fit the needs of the individuals, departments, or the college as a whole.

As mentioned in Category #3, the college administers the Student Opinion Survey each fall semester. The survey assesses students' satisfaction with many of the college's student support services as well as some institutional characteristics. The results of the survey are shared with the members of the Administrative Council who are responsible for sharing it with their departmental staff.

Physical plant personnel conduct regular inspections of the campus and collect data regarding mechanical, electrical, and safety issues. They work closely with the Human Resources Director to provide safety training for employees, and the HRD maintains data regarding training. HR also collects and monitors data in relation to the College's hiring process, the use of benefits by employees, and the compliance with state and federal laws, such as affirmative action. Campus crime statistics are collected and reported annually by the Student Services department and are posted on the college's website (<http://www.sautech.edu/studentResources/campusPolice.aspx#>).

The Finance and Administration department uses data in decisions relating to the receipt and disbursement of the college's financial resources. Measures used to make decisions include: revenue sources such as tuition and fees, state appropriations, auxiliary services, grant funding, and other sources of income; expenditures such as salary and benefits, equipment, supplies, energy costs, debt service, maintenance costs, and other operating expenses.

The Information Technology Services Department (ITS) provides technology support for the College's students, faculty, and staff. Faculty and staff request IT service via an electronic work order system. Faculty, staff, and students request access to the college's wireless service through a Wireless Internet Service Request form, which they submit to ITS department. ITS assigns students their email account upon admission to the college. With this account, students have email capability, and they may access their student records within the college's student information system. The Center for Web-Based Learning (CWBL) provides support services to students and faculty involved in the college's online learning program. CWBL receives support requests via phone, email, or the college's website, and they maintain a service log which they submit to the Vice Chancellor for Information Technology (VCIT) at the end of each semester. Additionally, CWBL conducts workshops focused on improving teaching methodologies and pedagogy for online faculty. Evaluations are conducted at the conclusion of these workshops.

The Communications Director reports to the VCIT and provides grant writing and marketing services. The VCIT provides a grant writing report to the Chancellor's Council as changes occur. Requests for marketing services are made through the Director of Communications.

6R2 (2011 Review)

What are your performance results for student support service processes?

The college conducts various surveys of its students. The Planning, Accountability, and Development (PAD) office is the central point for coordinating and administering all institutionally approved surveys via electronic or paper-and-pencil format. The PAD office analyzes and distributes survey results to the appropriate personnel. See Category 3R1 for a detailed list of surveys and links to survey results.

6R3 (FYI)

What are your performance results for administrative support service processes?

As a state, public institution and an institution that receives federal funds, the college collects and distributes data to satisfy state and federal reporting requirements as well as requirements of accrediting agencies. SAU Tech operates an integrated administrative information software system (POISE), which captures data relating to students, institutional finances, human resources, and financial aid. Information from the POISE system is the basis for most of the Institution's data dissemination. The Director of Institutional Research (DIR) produces a yearly Factbook and publishes it on the college's website. The Factbook provides a snapshot of enrollment statistics, faculty demographics, and program productivity as well as historical institutional information. The DIR also provides ad hoc reports to various departments to aid in operational decisions. Additionally, the DIR is responsible for electronic reporting to the Arkansas Department of Higher Education, the Integrated Postsecondary Education Data System (IPEDS), and other reporting agencies.

In addition to federal, state, and institutional reporting, college departments participate in the yearly planning process. Through this process, each department evaluates its accomplishments of departmental goals and objectives. These accomplishments are documented in the TracDat software program and reports are disseminated to the Chancellor's Vice Chancellors Council.

6R4 (In Progress)

How do your key student, administrative, and institutional support areas use information and results to improve their services?

Student and administrative support areas use information provided by the Planning, Accountability, and Development Office (PAD) and other internally generated information to improve services. Through the yearly planning process, facilitated by the PAD Office, departments evaluate their accomplishments of departmental goals and objectives and develop action plans for improvement for unmet goals and objectives. Documentation of the planning results is maintained in the TracDat software and shared with the Chancellor's Vice Chancellors Council and other departmental administrators. As a result of an action project, the college developed processes for improved services within the concurrent student program as well processes focused on student retention, student tutoring, and employee communication. Additionally, departmental administrators meet regularly with department personnel to review processes and issues, make decisions, and respond to needs as they arise.

6R5 (FYI)

How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The college does not have processes in place to compare its support processes performance results with other higher education institutions nor organizations outside of higher education.

6I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Supporting Institutional Operations*?

- The college administration intensified efforts to create a better communication system with a concerted attempt to include all parties affected by proposed changes.
- The Director of Institutional Research administers a communication survey to all employees in the spring to gain ideas about the lines of communication and job satisfaction.
- Suggestion boxes are now in place in almost every building, and students and staff are encouraged to make recommendations to perceived problems.
- In the fall 2010, the college established a tutoring center with a full-time coordinator.
- The Student Ambassador organization was revamped to a scholarship program, and this group of students will lead the newly formed Student Leadership Team. The leadership team will be a

volunteer group of students required to donate hours toward work on team projects each semester.

- The college developed processes to submit suggestions to the Campus Beautification Plan.
- The Enrollment Management department developed new processes focused on improving retention rates for students attending the college.
- By annually evaluating departmental operation plans, the college comprehensively assesses its processes and provides means for systematic improvement.

6I2 (FYI)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Supporting Institutional Operations*?

See 6I1.

Measuring Effectiveness

7P1 (2011 Review)

How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

SAU Tech selects, manages, and distributes data and performance information in support of its planning and improvement through many avenues. (See Appendix Q for Data Collection and Retrieval Chart.) The underlying drivers of data collection and retrieval, however, are the strategic planning process and the operational master planning process. Individual departments create operational plans linked to the college's strategic plan. This provides the basis for data required to accomplish departmental and institutional goals and objectives. Employees may request data using the Institutional Research Data Request Form located on the college's website. The Director for Institutional Research (DIR) is responsible for providing data to the requesting party. If the data needs to be shared campus-wide, the DIR posts it to the college's Public Folder or publishes it to the college's website.

7P2 (2011 Review)

How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

As noted in 7P1, departments develop operational master plans which identify their goals and objectives, and these plans have been incorporated in the TracDat software system. Each year, departments evaluate their success toward achieving their goals and objectives and record their accomplishments in TracDat. Reports can be produced from the TracDat system and shared with Planning Committee and other appropriate personnel to support the college's planning and improvements efforts.

7P3 (FYI)

How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Departmental needs relating to information and data collection, storage, and accessibility are determined by several methods including, but not limited to, the annual planning and budgeting processes (see 8P1 through 8P5 relating to planning) and by working with the Information Technology department. The college uses POISE as its administrative software platform, and most of its relevant data are collected via the POISE system. The Vice Chancellor for Information Technology and the Director of Information Technology Services are responsible for adequate storage systems for POISE via servers and other related storage devices. They are also charged with the process for accessibility of data with the proper security of information managed through access control, passwords, etc. Although many employees are POISE users, the Director for Institutional Research (DIR) is the primary user for producing performance information. The DIR assists other members of the college in obtaining data needed for decision making and works with departments to data management processes.

7P4 (2011 Review)

How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

The Planning, Accountability, and Development (PAD) office is charged with the responsibility of most institutional level data analysis and data dissemination regarding the college's overall performance. As a part of this responsibility, Director of Institutional Research (DIR) prepares semester, annual, and ad hoc reports relating to institutional performance and disseminates this information via email, the college website, internal meetings and discussions, presentations, etc. Additionally, the DIR administers institutionally approved surveys, analyzes the surveys, and distributes the results to the appropriate groups. For example, the Administrative Council receives the results of the Student Opinion Survey; they in turn share the results with their departments. The Vice Chancellor for Academic Affairs (VCAA) receives the results of the Report on Teaching (ROT). The VCAA shares individual instructor results of the ROT with respective instructors.

The college's assessment of student outcomes process also requires analysis and dissemination of data. The Chief Planning, Accountability, and Development Officer (CPADO) works with the Assessment Committee to facilitate the college's assessment process. The CPADO analyzes data collected through the assessment process and shares the results of the analysis with faculty at the assessment meeting during convocation.

The Finance and Administration department is also responsible for some institutional data analysis and dissemination. The Vice Chancellor for Finance and Administration (VCFA) prepares the annual operating budget, which is presented to the SAU Board of Trustees for approval. After approval of the budget, departments receive monthly reports regarding the status of their individual budgets. Additionally, the VCFA and Controller prepare an annual Financial Statement, which is also presented to the SAU Board of Trustees for approval. Copies of the operating budget and the financial statement are placed in the college's library. The VCFA and Controller are also responsible for numerous state reports that are submitted to the Arkansas Department of Finance and Administration and the Arkansas Department of Higher Education (ADHE). After ADHE compiles the report data from all institutions, they develop a comparative report and disseminate it to each of the state's colleges and universities. The VCFA shares this comparative data with the Chancellor's Administrative Council and executive officers.

7P5 (In Progress)

How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

SAU Tech determines the needs and priorities for comparative data and information based upon its mission. As a state supported institution, the college participates, along with all other state supported institutions, in the Arkansas Department of Higher Education (ADHE) Student Information System (SIS). Through SIS, ADHE collects enrollment data relating to students, courses, registration, instructors, graduates, Perkins, etc. ADHE regularly produces and distributes reports to the participating institutions and posts many of these reports on their website for public access. College personnel as well as legislators use these reports in their decision-making processes. The college also participates in federal and national data collection programs such as the Integrated Postsecondary Education Data System (IPEDS), the Campus Crime survey, the National Community College Benchmark Project, Peterson's Survey of Colleges, Wintergreen Orchard survey, Noel-Levitz Retention Indicators, the Sloan Foundation Survey for Online Learning, the National Community College Council for Research and Planning, and the Association for College and Research Libraries (ACRL) Survey. All these programs provide means for comparative data and information.

7P6 (FYI)

How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

The annual operational planning process, which is aligned with the strategic plan, provides the basis for alignment of unit data analysis to institutional goals in all college departments. Alignment to the college's strategic goals is accomplished during the annual development/revision of the departmental goals. Administrative review and approval of departmental goals assists the college in meeting its overall mission, goals, and objectives.

7P7 (2011 Review)

How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

The college utilizes a firewall on its computer network to prevent unauthorized access to its network. Nightly data backups are performed and stored both on campus and at an offsite location. Monthly data backups are stored at an offsite location. POISE is the college's administrative system, and all student, financial, and financial aid data are housed in this system. For employees to access the POISE system, they must have a login and password, which are assigned by the Director of Information Technology Services (ITS). Employees' level of access to the POISE system is dependent upon their job function;

therefore, not all employees have access to POISE, and those who do, may have access to only those modules from which they need data to perform their job assignments.

The college maintains state-of-the art personal computers by replacing a percentage of its computers each year. This ensures the replacement of all computers within a three-year cycle. All employees have access to a personal computer while on campus. The college's standardized software includes Microsoft Office products operating on a Windows environment. The Director of ITS must approve all computer-related hardware and software purchases. ITS is responsible for information technology services, which include computer installation and maintenance, software installation and general troubleshooting, network and server maintenance on campus and at satellite locations. Employees submit work orders to ITS when computer issues arise.

7R1 (2011 Review)

What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

Student Information System

The college participates in the state's Student Information System through the Arkansas Department of Higher Education (ADHE). Each semester the Director of Institutional Research (DIR) submits reports to ADHE, and these reports contain records regarding the institution's student population, course enrollment, registration information, and instructor data. In addition, DIR submits annual reports to ADHE such as the graduation file and the annual instructor file. These data are the basis for institutional level analysis performed by DIR. Through regular analysis, the college can monitor enrollment trends, class sizes, instructor loads, student performance and persistence, etc.

Academic Program Review

The college participates in the 10-year academic program review process monitored by ADHE. Each year the college evaluates a percentage of its programs by collecting program data and reporting the results of this evaluation to ADHE. The evaluation includes, but is not limited to, information related to program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes, program improvements, and productivity. Academic program evaluation allows the college to observe trends that indicate general success in the programs or that may call attention to areas that need attention.

Assessment of Student Outcomes

Through the assessment of student outcomes process, measures of performance have been established at the course level, the program level, and the general education competency level. Faculty assign course outcomes as part of the syllabus development process, and they report on these outcomes each semester as part of the course assessment process. Departments establish student performance outcomes for their respective programs as part of the program assessment process. They report on their success in meeting their program assessment outcomes annually. Faculty were involved in establishing the General Education Competencies (GECs), and each semester selected courses are targeted to collect GEC data. The Assessment Committee reviews the analysis reports of assessment data and shares this information with the faculty during convocation.

Annual Planning Process

The annual planning process is the means through which the college determines if it meets its strategic goals and objectives. Each department develops its departmental goals and objectives and ties its goals to the college's strategic goals. Annually, departments report as to how well they have accomplished their goals and objectives and revise their departmental plans as needed. The departmental plans and the college's strategic plan are housed in TracDat. The TracDat system allows for the documentation of institutional measures that determine the effectiveness of the institution and shows the institution's ability to accomplish its mission and goals.

Budgeting Process

Through the annual budgeting process, departmental budget managers have an opportunity to evaluate their financial effectiveness as they review their previous year's budget and draft their upcoming year's

budget. Throughout the year they continually monitor their financial effectiveness with the assistance of the Controller. Monthly, the Controller reconciles accounting and fiscal transactions and disseminates budget reports to the budget managers. Budget managers are encouraged to review these reports for accuracy and to use these reports as part of their effective budget management processes.

7R2 (In Progress)

What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

The Planning, Accountability, and Development office is instrumental in collecting, analyzing, and reporting data that is used to measure the institution's effectiveness in meeting its mission and goals. The Director of Institutional Research (DIR) is effective at extracting data from the POISE administrative software system and at gathering information from other key data sources. The DIR uses this data to generate state and federal reports and to aid others who must submit reports. The college has an excellent record for meeting reporting guidelines with accurate and timely data. Additionally, the DIR provides a consistent source of in-house data for long-term trend analysis and provides data and reports to various departmental personnel in a timely manner when requested. The information derived from the data provided by the DIR is also used by various departments to locate areas for improvement, and in some cases, it is used in the development of action project proposals. For example, the data relative to student persistence was used as the basis to form Action Project #6 – Helping Students Succeed through Increased Retention.

As a state supported institution, the college receives a financial audit from the Arkansas Bureau of Legislative Audit. Yearly, auditors visit the campus and review processes and information related to the financial management of the college's resources. For over 20 years, the college has received an unqualified opinion from the auditors.

7R3 (In Progress)

How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

See 7R2.

7I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Measuring Effectiveness*?

The college recently purchased and implemented the TracDat software application. TracDat is a software program designed to support the planning and assessment needs of an institution. It provides academic and non-academic departments with tools for managing processes such as planning, data storage, data analysis, data utilization and follow-up. It allows departments across the institution to view departmental and assessment plans and provides uniform report across departments. Data can be organized into reports for faculty, staff, and administrators to support formative and summative evaluation of program progress toward strategic planning and related outcomes. In the fall 2010 semester, the members of the Assessment Committee piloted entering their course assessment data in the TracDat system. In the spring 2011, all fulltime faculty moved from submitting course assessment forms to the Planning, Accountability, and Accountability office (PAD) to entering their assessment data in the TracDat system. Additionally, department managers addressed their operational goals and objectives by entering their data in the TracDat system, and revised their departmental operating plans in TracDat.

7I2 (FYI)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Measuring Effectiveness*?

SAU Tech's strategic plan model establishes an avenue that allows the college to analyze the accomplishment of its goals. In this venue, the strategic plan can be used as a guide for improving

performance. Additionally, the operational planning process is another mechanism for specifying process improvements and for setting performance targets. Each year departments address how well they meet their departmental goals and objectives and revise their goals and objectives based on these results.

The college has administered the Student Opinion Survey since 1997 and has shared the results of that survey with organizational leaders. Many department heads use the results of this survey to evaluate their processes in an effort to make improvements. As an example, the Director of the Learning Resources Center correlates the ranking of Library Services (from 25 out of 30 in 2006 to 5 out of 30 in 2010) to the removal of the computers from the LRC to the installation of the new lab in the LRC.

Since becoming a member of AQIP, the institution also uses the action project process to identify areas for improvement. The following accomplishments are the results of the action project process:

- The development and implementation of a strategic plan.
- Improved processes associated with the concurrent credit program.
- Improved communication among employees and the development of a survey to measure communication satisfaction.
- The development of a campus beautification plan.
- Improved two-way student communication.
- The development of a tutoring center with full time tutors.

Planning Continuous Improvement

8P1, 8P2, 8P3, 8P4, and 8P5 (2011 Review)

Planning Processes, Strategies, Action Plans, Aligning Processes, Defining Objectives

As a result of an AQIP action project, the college finalized its strategic plan in 2009. The entire college community provided input into the plan by way of a planning process headed by an outside consulting firm. The consultants accumulated feedback from meetings with the college community, and compiled the results into a final report for the Chancellor. The Planning Committee, consisting of the executive officers and the Chief Planning Officer, used this feedback report to prepare a strategic plan draft. The Strategic Plan consisted of six goals and related strategies to meet these goals. The Planning Committee presented this draft to the college community for input. After the draft was finalized, the Chancellor sent the plan to the Southern Arkansas University System President, and the President asked the Vice President for Administration and General Counsel to review. The Vice President for Administration found no inconsistencies with the plan and advised the President to accept it.

The next step in the planning process was for each department to revise and/or create departmental operational plans with appropriate measurements and performance targets. Departments were asked to use the Vision Statement, the Mission Statement, the Values, and the Strategic Plan as guiding principles for creating short- and long-term strategies, and they were asked to link each of their departmental goals to at least one Strategic Plan goal. Annually, departments evaluate their strategies to determine their progress and/or to document the actions that have been taken to meet their short-and long-term objectives.

The college's Strategic Plan and departmental plans have been entered into the TracDat computerized software program. TracDat will assist the institution in managing its strategic planning processes as the system facilitates the linking of individual organizational unit goals to the six strategic goals and the college's mission. The program is capable of producing a robust array of reports to track departmental goals, objectives, assessment methods and criteria; to track observations relating to the assessment methods; and to track action plans and/or follow-ups.

Other components of the college's planning process include:

- AQIP Steering Committee – creates goals for approved action projects
- Assessment Committee – leads the instructional assessment of student learning activities
- Budget – developed around the Strategic Plan
- Curriculum Committee – assists with the development of goals for new programs
- Data collection and analysis – information used by departments and the institution as a whole for planning and other purposes

8P6 (2011 Review)

How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

The college submits both formula and non-formula entities biennial funding requests to the Arkansas Department of Higher Education (ADHE). The ADHE then forwards its recommendations to the Arkansas Legislative Council Joint Budget Committee (ALC/JBC) for final review and legislative action. The ALC/JBC recommends spending levels for all state agencies as well as state employee salary levels and pay policies. Next, the legislative committee directs the preparation of agency appropriation bills. The final step is the approval of the Arkansas Revenue Stabilization Act which dictates the level of funding of each state appropriation bill.

SAU Tech's annual operating budget process involves all budget managers who submit requests to their departmental supervisors for review, revision, and/or approval. Approved requests go to the Chancellor's Vice Chancellors Council (CVCC). The Council reviews and allocates funds according to college priorities. Thus, institutional priorities and accompanying action plans are incorporated into the budget after careful review by department administrators, appropriate cabinet-level administrators, and review and discussion by the members of the CVCC. The Chancellor makes a final institutional recommendation

by sending the budget to the SAU System President, who is responsible for presenting it to the SAU Board of Trustees. The SAU Board of Trustees has final approval of the budget.

8P7 (In Progress)

How do you assess and address risk in your planning processes?

As part of the Strategic Plan, the college identified the importance of developing processes to systematically evaluate and address the college's risk and liability (Goal #4, Accountability and Institutional Effectiveness. Objective #3, Develop processes to systematically evaluate and address the college's risk and liability.). Below is a list of ongoing activities which help to address risk management:

- The Vice Chancellor for Finance and Administration (VCFA) is a member of the State Organization of Risk Management (S.T.O.R.M.), a group that researches and promotes best practices for risk management issues.
- From a financial perspective, members of the Business Office staff are reviewing a risk assessment tool sponsored by the National Association of College and University Business Officers (NACUBO) which helps evaluate current institutional controls by comparing them to NACUBO recommended standards. After they complete their review, the VCFA will make a recommendation to the Chancellor's Vice Chancellors Council (CVCC).
- The Human Resources Director (HRD) continues to provide freedom of information training and began safety training with the fall 2010 staff development days.
- The VCFA, the HRD, and state representatives developed a Health and Safety Policy for the campus, which was approved by the Chancellor. HRD maintains this plan and works with employees on health and safety issues.
- The Vice Chancellor for Student Services (VCSS) led the initiative to develop an emergency/crisis plan for the College. The draft plan is under review by the CVCC.
- Beginning with the 2010-11 fiscal year, the college partnered with its parent institution, SAU Magnolia, and implemented the Southern Arkansas University System Police Department. This partnership allows personnel to have jurisdiction on both campuses and provides for personnel and equipment sharing.
- As part of the annual audit, the Arkansas Legislative Audit staff conduct interviews with the Vice Chancellor for Finance and Administration, the Controller, and the Assistant Controller in an effort to evaluate the entity level fiscal controls and assess potential risk. A copy of the results is provided to the college.
- The college has developed a business continuity plan which documents the processes and procedures that are necessary in order to resume operations after a disaster has occurred. The plan is currently under revision to incorporate process revisions.
- The college recently installed a warning siren with public address voice messaging capability. Additionally, the Vice Chancellor for Student Services has implemented Alertus Desktop, a computer network warning information system and Rave Mobile emergency notification system.

8P8 (2011 Review)

How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

Through its financial support of training workshops, conferences, and professional development seminars and through departmental, faculty, and staff meeting focused on professional development, the college encourages all employees to be lifelong learners, thus reinforcing the college's value of continuous improvement. The college also recognizes outstanding employees and promotes employee health and well-being.

The performance evaluation process has been developed with the mission statement of the college as its guiding principle. Recognizing that each position and each employee uniquely contributes to the successful accomplishment of the college's goals, the performance evaluation process seeks to recognize and reward employees who excel in supporting the core values of the college's mission.

The annual employee performance evaluation process provides an opportunity for employees to discuss their professional development goals with their supervisors on a formal level. Whether the employee is an administrator or staff member, the performance evaluation process encourages dialogue about individual employee goals and growth. Additionally, employee job descriptions are reviewed and updated on an annual basis to include new and/or revised tasks and responsibilities resulting from changes in institutional action strategies and plans. The faculty evaluation process also includes a professional development component. During the evaluation process, the Department Chairs and Vice Chancellor for Academic Affairs (VCAA) discuss individual development plans with respective faculty members.

As institutional priorities, strategies and action projects change, the college first looks to current employees to fulfill the needs. Major strategy changes may necessitate the need to create and fill new positions on campus. In this case, the college gives current employees the opportunity to apply for the positions. At times, training needs are determined by local, system, state/federal policy or legislation. Examples of such training include safety training, sexual harassment, pandemic, computer/software usage and updates, security, financial aid, accounting as well as others. Employee training varies from departmental and individual levels and is supported by travel budget allocations.

8R1 (In Progress)

What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

The college collects and analyzes data from a variety of sources to determine the effectiveness of its processes and systems. As an example, AQIP action project teams provide data on their projected achievements through their annual updates. As part of the student learning assessment process, the institution collects individual faculty and departmental data on the outcomes of improving student learning. As a result of an action project, the three employee organizations have administered a communication survey for three years. The AQIP Steering Committee and the Chancellor's Vice Chancellors Council review and respond, if needed, to the results of these surveys. Beginning in the spring 2011, the Planning, Accountability, and Development office revamped this survey and administered it to all employees via electronic format. The results of this survey will be shared with the Chancellor's Vice Chancellors Council, the AQIP Steering Committee, and the Administrative Council. Other data collected and analyzed regularly for the purpose of planning for improvement are in areas such as enrollment, graduation, retention, success trends, IPEDS, budget and fiscal management, diversity, human resources, campus safety, facilities usage, and status of buildings and grounds.

In 2009, the college purchased and implemented TracDat software to facilitate the student academic assessment program. In addition to administering student assessment, the software allows for the management of the college's strategic planning process. The college's newly developed Strategic Plan, as well as departmental operational plans whereby departments linked each of their goals to a strategic goal, is now part of the TracDat system. Annually, each department addresses the accomplishments of its departmental goals and the results of this analysis are posted in TracDat. TracDat allows for all staff to view the effectiveness of their individual departments as well as the effectiveness of other departments and the institution as a whole.

8R2 (In Progress)

What are your performance results for accomplishing your organizational strategies and action plans?

Action plans for SAU Tech are evaluated annually at various levels of the organization through the master planning process. Each goal and objective is reviewed and the predetermined measures for the objectives are analyzed. Progress toward completion is determined and reported in TracDat. Completed objectives are retired, new objectives are developed, necessary revisions are completed, and the cycle continues.

8R3 (In Progress)

What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

Each department's master plan details its performance projections for accomplishing its departmental goals and objectives. As noted in 8P1, each department aligned its departmental goals with at least one of the college's strategic goal. Annually, each department addresses its progress towards meeting its goals and objectives through reporting in the TracDat system.

8R4 (2011 Review)

How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

As a state supported institution, the college participates in the Student Information System (SIS) reporting through the Arkansas Department of Higher Education (ADHE). The SIS program allows all state supported institutions within the State of Arkansas to compare data such as enrollment, retention, graduation, etc. Additionally, all state supported institutions submit standardized financial reports to ADHE; therefore, the college has the ability to compare its financial standing with other state supported institutions.

The college also participates in the Integrated Postsecondary Data System (IPEDS) and has identified peer institutions for its Data Feedback Report. With this report, the college can compare enrollment, graduation, faculty/staff, and financial aid information at a national level. Beginning with the 2010-11 fiscal year, the college began participating in the National Community College Benchmark Project (NCCBP). By participating in this project, the college reports outcome and effectiveness data in critical performance areas and receives benchmark reports to compare its results with the results of peer institutions. During the 2011 Higher Learning Commission Annual meeting, several Arkansas AQIP institutions met for roundtable discussions and agreed to work on developing processes for sharing comparative data. The college also participates in the following surveys, and as a result, it has the capability for performance comparison:

- IPEDS - Executive Peer Tool
- Peterson's Annual Survey of Colleges
- Wintergreen Orchard
- Peterson's Financial Aid Report
- Association of College and Research Libraries Trends and Statistics Survey
- Higher Education Information Technology Survey (HEITS)

8R5 (In Progress)

What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

During the entire strategic and operational planning process, the college involved employees throughout the institution. Broad-based involvement is effective in that departmental employees can see the link between departmental operation plans and institutional strategic goals. In the past, progress reports to department plans were stand-alone documents with little or no integration with the overall institutional goals. With the implementation of TracDat, the college is now capable of integrated tracking of the progress toward meeting the strategic plan and the departmental plans' goals; thus, it can measure and evaluate the overall planning process. As more data are collected in TracDat, the college will be able to produce reliable reports, recognize trends, and use facts in decision-making.

8I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Planning Continuous Improvement*?

The College establishes and reviews its continuous improvement and planning processes through the systematic and integrated efforts of its AQIP Steering Committee and the Chancellor's Vice Chancellors Council (CVCC). The Steering Committee includes representatives from all college departments and divisions. The Steering Committee reviews the effectiveness of continuous improvement processes and identifies needed improvements and solutions to problems within the system. In addition, project teams

evaluate and report the effectiveness of the process to the Steering Committee following the retirement of an action project. The effectiveness of the planning process is analyzed and solutions are discussed within the Steering Committee based on feedback from action teams and the programs undergoing process changes. The Steering Committee makes recommendations for enhancements to the planning and improvement process to the CVCC, which approves and implements recommendations.

The Steering Committee and CVCC seek to improve the processes for planning continuous improvement by increasing knowledge and practice regarding continuous quality improvement on campus. The college shares the structure and function of its continuous planning process through new employee orientation, distribution of committee minutes, AQIP e-mail BLASTS, and during convocation.

Departments and divisions annually review the process for continuous improvement through the college's Strategic Plan progress reports. Departments and divisions integrated their goals, objectives, and processes for continuous improvement with the Strategic Plan. Efforts to collect performance results for continuous improvement planning and implementation are on-going.

8I2 (2011 Review)

8I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*?

Because of the college's involvement in the AQIP process, continuous quality improvement has become an integral part of the strategic planning process, and employees have begun to infuse quality improvement into their work life. Improved performance is not considered a separate project that is directed by a few stakeholders; instead, there is a continuous focus on process results and improvement efforts. To help integrate AQIP principles with employee performance, regular communication of AQIP activities through "AQIP BLASTs" continue to focus on processes, results, and ongoing improvement efforts. Additionally, institution-wide surveys, program and curriculum reviews, and assessment initiatives demonstrate the on-going improvement process.

The college's continuous improvement infrastructure has been purposely revised in recent years to build a "bottom up" planning process. The organization encourages and allows collaboration that begins at the department and office level and flows upward to the division level as well as across to departmental teams and committees for the purpose of developing strategies and plans for process improvement. Additional structures including the faculty senate, administrative staff organization, and classified staff organization are also involved in process improvement planning and contribute to the process planning stream. At the top of the institutional infrastructure are the AQIP Steering Committee, Administrative Council, Chancellor's Council, and Chancellor's Vice-Chancellor Council.

Building Collaborative Relationships

9P1 (2011 Review)

How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

The relationship between SAU Tech and the K-12 system is a priority as the college recruits from the public schools in its service area and, through Secondary and Community Educational Services, it provides concurrent and dual enrollment to high school students. The college also operates a secondary career center that provides technical training to high school students on SAU Tech's campus. This relationship is prioritized by the efforts of the college to act as a dedicated partner to the public school systems' missions of providing education to grades K-12. The college has demonstrated its commitment by participating on committees, assisting with educational and grant project efforts and much more. SAU Tech highly values the public schools in its service.

The college houses and hires career coaches through the Arkansas Works Initiative that serve the college's service areas public schools by providing career counseling to students. The career coaches encourage students to complete college applications and to attend college upon graduation. SAU Tech works with the career coaches to provide office space, support services, and training as needed.

The college also receives students through agencies such as the Arkansas Department of Workforce Services, the Department of Human Services, and various employment agencies as well as Arkansas Rehabilitation Services. The college maintains its relationships through the involvement of representatives from these groups in a business and industry consortium which also provides students to SAU Tech through employee training programs.

9P2 (2011 Review)

How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

Collaborative partnerships with other educational institutions help to provide a seamless transition for SAU Tech students wishing to continue their post-secondary educational goals. Through the Arkansas Course Transfer System (ACTS), under the umbrella of the Arkansas Department of Higher Education (ADHE), SAU Tech's general education core courses transfer to all other state supported institutions. Additionally, SAU Tech faculty and administrators work to establish articulation agreements to match non-general education coursework between SAU Tech and four-year institutions so that SAU Tech's credits will easily transfer to the participating four-year institution. Articulation with four-year institutions is an ongoing process as the college works constantly to develop pathways for students to transition into bachelor programs to obtain a four year degree.

SAU Tech builds relationships with its business and industry partners through training programs, through clinical placement, through employers participating in an advisory capacity, and through placement of graduates in area businesses. The mission of the Business and Industry Training program is to enhance and support economic and workforce development through customized training programs for business and industry in the college's service area. To accomplish this mission, representatives from this department meet monthly with business and industry representatives to ensure programs and training are meeting industry-specific needs. The Vice Chancellor for Academic Affairs and the nursing program department chair and faculty work closely with area medical facilities to develop and maintain clinical sites. Agreements between the college and these facilities establish responsibilities for both parties. The strength of these relationships depends upon the quality of the program and the comprehensive education of the students in the program. Because of its location in Highland Industrial Park, the college has ready access to multiple employers with industry-specific knowledge. The college takes advantage of this unique opportunity and invites representatives from these industries to share their knowledge in an advisory capacity to continually improve programs and provide training relevant to industry needs. This process ensures that students graduating from SAU Tech possess the skills and knowledge needed to enter the workforce. With the new welding academy program to begin in Fall 2011, the college plans to work with industry partners for them to priority-hire students graduating from the academy. The goal is to have jobs in place for welding students when they graduate from the program.

9P3 (2011 Review)

How do you create, prioritize, and build relationships with the organizations that provide services to your students?

SAU Tech recognizes the value of organizations that provide services to its student and strives to build and maintain mutually beneficial relationships with these groups. Below is a list of some of the organizations and a short description of the services they provide.

Name of Organization	Services
Adult Education	Provides free services for students to attain their GED, take English as a Second Language classes, prepare for the Commercial Drivers License (CDL) exam, take basic computer literacy classes, enroll in adult basic education courses, and/or receive job skills training.
Arkansas Department of Workforce Services	Offers a variety of services for employers and those seeking employment. Partnered with SAU Tech to created a one-stop center in downtown Camden that will house Workforce Services, Adult Education services, Career Pathways, Secondary services, and the Ouachita-Calhoun Literacy Council.
Baptist Collegiate Ministry	Provides worship, mission, fellowship, and activity opportunities for students who choose to be involved with the organization. Also provides to students a free lunch on Wednesdays that is partially supported by area churches.
Central Arkansas Development Council	Provides the following services: community food distribution, community participation, economic literacy, family development, free tax preparation/VITA, head start, individual development accounts, LIHEAP/Crisis Intervention, nutrition, summer food service program, transportation and weatherization.
College Café	Provides food service on campus for students, faculty, staff, and local industry employees.
Follett Bookstore Services	Provides fast and efficient way for students and the SAU Tech Bookstore to order textbooks at the lowest price possible.
Nelnet Business solutions (NBS)	Offers students the opportunity to make monthly payments for tuition costs.
Ouachita-Calhoun Literacy Council	Helps adults living or working in Ouachita, Calhoun, or Dallas counties achieve functional levels of reading, writing, math, and speaking English so they may improve the quality of their life, enter into the workforce, and/or improve their ability to participate in the community.
Single Parent Scholarship Program	Provides scholarships to low-income single parents who are pursuing a post-secondary education who are caring for at least one child under 18 years of age.
Southern Arkansas University Tech Foundation	Raises funds and provides general support to SAU Tech and its programs; provides scholarships and loans to SAU Tech students.
Workforce Investment Act (WIA)	Provides financial support and other services to students pursuing a post-secondary education.
Ouachita County Community Concert Association	Provides opportunity for students who live in on-campus housing to attend any of the concert events hosted by the Association.
SAU System Library Agreement	SAU Magnolia and SAU Tech share an ILS (Integrated Library System) Catalog and maintenance costs. Students/Patrons can choose to search just one catalog or both college catalogs in one seamless search query.

9P4 (FYI)

How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?

As a state agency, SAU Tech must adhere to the regulations and procedures as stipulated in Arkansas statutes concerning all purchases, rentals, leases, and lease/purchases. The college supports equal opportunity for economic development and fully supports the participation of minority vendors in the purchase of goods and services for the college; therefore, the college encourages departments to consider minority vendors when submitting purchase requests. The college's purchasing official must approve all purchase requests, and the college encourages those submitting requests to coordinate communication with prospective vendors with the purchasing official to help avoid misunderstanding between the college and the vendor. Different regulations and procedures apply to purchases depending upon the amount of the purchase. The Employee Policy and Procedure Manual details the regulations and procedures employees must follow to obligate the college to purchase goods and service.

SAU Tech personnel also recognize the value of vendor relationships. Vendor relationships are developed over time and are based on mutual trust and respect. It is important to have strong vendor relationships because, in a sense, the vendor represents the college and in some cases has direct contact with students. A vendor's behavior and attitude can greatly impact the service provided to the students. That is the reason is extremely important for vendors to understand the overall mission or goals of the college. Communication is the key. If a vendor knows exactly what the college wishes to achieve, he or she will be better equipped to assist college personnel in making informed decisions.

SAU Tech partners with its parent institution, SAU Magnolia, in a collaborative venture to streamline services in areas such as, the Learning Resource Center, the Police Department, and grant writing responsibilities.

9P5 (2011 Review)

How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

The college promotes collaborative relationships with educational associations, external agencies, consortia partners, and the community. SAU Tech is an institutional member in the Arkansas Association of Two-Year Colleges (AATYC) and holds memberships in many state educational organizations associated with the different departments of the college. Many of these associations have regional and national counterparts, and SAU Tech holds membership in them as well. The college supports its employees as members of these organizations, and several of SAU Tech employees have served or are serving these state, regional, and national associations in leadership positions. Additionally, the college is a participating member in such national and regional organizations as the American Association of Community Colleges, Council for Higher Education Accreditation, Council for Resource Development, Council for North Central Two-Year Colleges, NAFSA: Association of International Educators, and the Southern Growth Policies Board. (See Appendix R Institutional Membership List for a detailed listing of organizations and associations to which SAU Tech belongs.)

As part of its mission, the college is committed to workforce education and community services. The college belongs to the chambers of commerce in its service area, and it has a permanent board position on the Camden Area Chamber of Commerce. SAU Tech is also a member of the economic development groups in its service area, and the Chancellor serves as a board member of several of these organizations. SAU Tech along with South Arkansas Community College, University of Arkansas Community College at Hope, Rich Mountain Community College, and Cossatot Community College of the University of Arkansas are in a consortium partnership to develop academic programs and economic development initiatives and to seek grant funding for activities that educationally or economically benefit southwest Arkansas.

The community takes advantage of the college's facilities, both on the main campus and at the two locations in the downtown Camden. Business and industry routinely use the main campus classrooms and auditoriums for meetings, conferences, and classes. The Ross Center, located in downtown Camden, is continually booked for events such as speaking engagements, banquets, training, receptions,

etc. The college has partnered with the Arkansas Department of Workforce Services to provide a one-stop center at the Uptown Center. This newly renovated facility will open in June 2011, and will house the local branch of the Department of Workforce Services along with SAU Tech's Adult Education Program. The college's Secondary and Community Education Program and Career Pathways will also provide services at the Uptown Center.

SAU Tech encourages employees to be active members in community organizations and events. Many employees serve as members and leaders in local service organizations, and/or they volunteer their time and efforts to assist in community events throughout the year. As a result of the high level of employee participation in the community, the college received the state's volunteerism award in 2009 for 2008 service and again in 2010 for 2009 service.

9P6 (FYI)

How do you ensure that your partnership relationships are meeting the varying needs of those involved?

The college is able to monitor partnerships through anecdotal information gathered through discussions and conversations and data gained through community and students surveys regarding services and delivery of services. These processes have been in place for a number of years and provide a snapshot of how well SAU Tech is maintaining its relationships and meeting the needs of its students, stakeholders and community.

9P7 (FYI)

How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

Relationships are best fostered at SAU Tech through the development of work committees or action oriented groups who work across department lines to provide events or services to students and or to the public. For example, events held each year for recruitment of students require the cooperation and communication of staff across departments. These events include EXPO and College Day. Both events recruit high school students from area high schools and require many hours of planning and preparation from numerous departments.

Another way relationships are created and built is through staff organizations. The classified staff, administrative, faculty, and vice chancellor organizations all seek to inform the represented group of the college's endeavors and help provide an avenue for feedback to each other. This effort provides for relationships among staff members from different departments and units on the campus.

9R1 (In Progress)

What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

The college regularly performs Student Opinion Surveys regarding the college's services. The college also gathers information from the community through informal meetings and discussions and through community surveys such as the Golden Triangle Survey that collect opinions and input from the community regarding the services the college provides. The college also gathers economic data from this survey as it impacts the college's services. As a member of the National Alliance of Concurrent Enrollment Partners, the college administers surveys to students in the concurrent program, previous students of the concurrent program, and participating high school guidance counselors, teachers, and principals. The director of Business and Industry Training program works closely with businesses and industry in the college's four-county service area and periodically administers surveys to businesses and industry to determine their training needs.

In addition to data collected through discussions and surveys, the college collects and analyzes other data as measures of its performance in building collaborative relationships:

- Number of students examined by feeder high schools
- Number of concurrent high school students each semester
- Number of classes provided to business and industry

9R2 (2011 Review)

What are your performance results in building your key collaborative relationships, external and internal?

Enrollment from feeder high schools	SAU Tech has six feeder high schools in its service area. In the spring 2011 semester there were 427 students enrolled from these feeder schools.
Enrollment in concurrent credit program	For the spring 2011 semester, there were 1,562 students enrolled in the concurrent credit program.
Student Opinion Survey	From the period 1997 through 2010 student satisfaction ratings for all services and characteristics ranged from a low of 3.77 in 2005 to a high of 4.19 in 2009 on a scale of 1=unsatisfactory and 5=excellent.
Golden Triangle Survey	Follow this link to the results of the latest Golden Triangle Survey: http://www.sautech.edu/admin/padfacts.aspx#surveys .
Enrollment in Career Academy	For the spring 2011 semester, there were 257 students enrolled in the Career Academy. These students are also among the student headcount for the concurrent credit enrollment.
Career Coaches	The College and Career Coach program, through the Arkansas Works Initiative, provides career counseling to high school students for some Arkansas's most economically challenged counties. SAU Tech's Career Coach program includes five high schools in the college's service area. Career coaches provide early outreach services to high school students and their parents by offering information about the importance of post-secondary education and by providing information about career options, career pathways, and education requirements. The career coaches encourage students to complete college applications and to attend college upon graduation. For the period of August 1, 2010 through January 3, 2011, SAU Tech's career coaches served 1,407 students in the college's area, which equates to 78% of eligible students receiving service. This is well above the standard set by Arkansas Works Initiative.
Business and Industry Enrollment	In 2010 the Business and Industry Training Program conducted 30 training classes totaling 541 hours; 359 students enrolled and 321 completed at least 70% of the training.
Transfer to other Institutions	For the 2008-2009 academic year, there were 101 students who transferred to another Arkansas higher education institution.
Advisory Boards	<p>Advisory Committees:</p> <ul style="list-style-type: none"> • Adult Education Advisory: (Extended Education): 24 members • Computer Engineering Advisory: (Career Academy): 8 members • Computer Information Technology Advisory: (Academic Affairs): 6 members • Industrial Technology Advisory: (Academic Affairs): 7 members • LRC Advisory: (Academic Affairs): 6 members • Multimedia Advisory: (Academic Affairs): 7 members • Office Systems Technology Advisory: (Academic Affairs): 5 members • Teacher Education Advisory: (Academic Affairs): 6 members <p>Partners:</p> <ul style="list-style-type: none"> • Allied Health Business Partners: (Academic Affairs): 16 members • Automotives Business Partners: (Career Academy): 5 members

	<ul style="list-style-type: none"> • Concurrent Credit Program Steering: (Extended Education): 21 members • Cosmetology Business Partners: (Career Academy): 5 members • Industrial Maintenance Business Partners: (Career Academy): 3 members • Medical Professions Business Partners: (Career Academy): 3 members • Radio and Television Business Partners: (Career Academy): 7 members
Clinical Agreements and Average Number of Students Placed at Clinical Sites	The college has clinical agreements with nine sites. Approximately, 60 students are placed at these sites

9R3 (FYI)

How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

As to its processes for building collaborative relationships, the college has no processes in place to compare its performance with other institutions or organizations. Cultivating its ability to identify sources of comparative data will allow the college to build processes for data collection.

9I1 (2011 Review)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Building Collaborative Relationships*?

One improvement concerning building collaborative relationships came about as a result of an action project focused on the concurrent credit program for high school students. Outcomes from this action project included:

- Implementation of a Concurrent Connection Program, which is designed to foster ongoing communications between on-campus faculty and high school instructors. The project focused on improving the relationships between the full-time SAU Tech faculty and the faculty members teaching the concurrent curriculum in the concurrent program by sharing techniques, strategies, and information with the concurrent faculty and insuring that the outcomes and objectives of the concurrent course are the same as the on-campus courses. Full-time faculty visit concurrent sites at least once a year to determine the course content (syllabus outcomes) and the textbook are comparable to those in the on-campus courses. If a new instructor is teaching the concurrent enrollment course, a second site visit is made to ensure the new faculty member has the necessary materials to teach the class and the new faculty member is providing a learning experience in which the students will learn comparable material to that taught in the on-campus courses. During the site visits, full-time faculty members determine whether the methods of assessment, testing procedures, and evaluation (sample tests, essays, rubrics, and projects, etc.) show evidence of learning comparable to the courses taught on campus. Finally, a full-time faculty member observes a concurrent credit faculty member during a class session to determine that the concurrent faculty member creates meaningful learning experiences, engages students in problem solving activities, and promotes critical thinking.
- Established the Concurrent Credit Program Steering Committee, which includes stakeholders in SAU Tech Concurrent Credit Program (SAU Tech employees and public school employees). The committee meets periodically to make recommendations concerning the Concurrent Credit Program.

9I2 (In Progress)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Building Collaborative Relationships*?

SAU Tech's culture originates from its vision, mission, and strategic goals and is one that encourages employees to work to improve all areas of the college. Building partnerships, forming collaborative efforts, and enhancing workforce and economic development are integral components of the college's strategic plan as evidenced by Strategic Goal #6 – To develop partnerships to provide continuing education, community services, and workforce training to address the economic development needs of the college's constituencies. This goal provides a basis for building relationships and sets the stage for staff members to take responsibility for processes to bring about improvements within the college's programs and services. Since becoming an AQIP institution, a greater awareness has developed among employees of how processes are interrelated and interdependent across the institution, and AQIP has been the impetus for forming cross-functional teams and mitigating the silo-based organization.

Appendix A

Strategic Plan

ENVIRONMENTAL & INSTITUTIONAL TRENDS

- Increasing employer emphasis on competencies and skill sets.
- Increasing demand for personalized education and support services.
- Increasing competition for students from traditional and proprietary education providers.
- Continued globalization driven by an accelerated rate of technological change.
- Diminishing ability of students to pay the rising cost of education.
- Increasing competition for employees.
- Increasing emphasis on environmental concerns.
- Increasing diverse population.
- Increasing baby-boom retirees.
- Rapid increase in costly technology and its effect on the delivery of technical education.
- Increasing requirement for accountability including program review, quality of programs, and quality assurance.
- Increasing challenge to sustaining and expanding operations due to rising energy costs.
- Increasing costs and rising concerns of campus security.
- Increasing role of two-year colleges in economic and community development.
- Increasing transportation-related expenses affecting students and employees.

SAU TECH'S VISION

Leading Arkansas in Economic and Educational Transformation

SAU TECH'S VALUES

- Every employee and his/her contribution to the institution.
- Each person served or seeking service.
- Personal and professional honesty and integrity.
- The trust and confidence placed in us by our constituencies.
- A caring, learning environment that promotes access, scholarship, innovation, and the success of all students.
- A climate that reflects a deep appreciation and acceptance of diversity.
- Accountability on all levels that is reflected in wise stewardship of public resources.
- Collaborative and cooperative partnerships that improve the quality of life for those served.
- Innovation and the ability to meet the changing needs of our constituencies.
- The history of SAU Tech and its contributions.

SAU TECH'S MISSION

Southern Arkansas University Tech is a two-year college emphasizing technical education. The College is committed to providing quality educational programs delivered through various technologies and methodologies to meet the needs of its constituencies. The College accomplishes its mission through technical career programs, transfer curricula, continuing education, workforce education, transitional education, and administrative, student, and community services.

GOAL #1: Student Success – To provide every student the opportunity to acquire the knowledge and abilities to lead a fulfilled life as a learner, a citizen, and a member of the workforce.

1. Grow and sustain on-campus enrollment as well as enrollment through alternate delivery methods.
 - a. Review and enhance recruiting activities to promote on-campus enrollment.
 - b. Explore flexible schedules for course offerings to accommodate the needs of students.
 - c. Assess current online offerings and if the need is present augment current offerings with new, relevant programs and/or courses.
 - d. Investigate the feasibility of alternate delivery methods such as webcasts and hybrid courses.
 - e. Review and enhance retention strategies to increase the number of students persisting to a certificate or degree.
2. Continue to enhance the College's assessment of student learning model to improve student success.
 - a. Support college personnel's attendance to relevant assessment conferences, workshops, NCA meetings, etc. which will help maintain the focus on the College's assessment of student learning program and use assessment results to enhance programs.
 - b. Develop a process to share assessment results and to systematically use assessment results to improve student learning.
 - c. Continue to utilize the TracDat software to support the College's assessment plan and to facilitate the use of assessment data for planning and improvement.
3. Provide a positive and rewarding college experience through a variety of activities and cultural events.
 - a. Improve on-campus life by continuing and expanding diverse cultural and student life events.
 - b. Increase extracurricular options that enhance student engagement with the College.
4. Advance student achievement through counseling, advising, mentoring, and tutoring.
 - a. Continue to seek innovative student success support services.
 - b. Review and enhance the College's mentoring program.
 - c. Establish a tutoring center to assist under-prepared students to achieve academic success.
 - d. Develop a process to evaluate the effectiveness of student support services.
5. Facilitate the transition of students into the College.
 - a. Foster relationships with high school students participating in the Career Academy and the Concurrent Credit Program to improve the transition of those students to the College.
 - b. Foster relationships with students who are eligible for supporting programs such as Career Pathways and Adult Education to enhance their ability to achieve academic success.
 - c. Review and enhance the orientation process for non-traditional students.
 - d. Continue to provide and expand opportunities for prospective students to participate in on-campus activities and events designed to showcase the College and its programs.
6. Facilitate the transition of students from the College, either to SAU Magnolia (or other higher learning institutions) or into the workforce.
 - a. Develop and implement processes to increase the transfer rate for students attaining an associate degree from the College.
 - b. Pursue scholarship opportunities for students transferring from SAUT to other colleges.
 - c. Continue to develop Memorandums of Understanding (MOUs) with other institutions.
 - d. Develop and implement career planning and job placement services and monitor and track their effectiveness.
7. Develop and implement strategies to support students in transitional courses to achieve their educational goals.
 - a. Investigate and implement alternate methods for delivering transitional courses.
 - b. Evaluate the effectiveness of transitional programs to meet the requirements of Arkansas Act 971.

- c. Develop and implement processes that encourage students taking transitional courses to systematically interact with mentors and tutors.

GOAL #2: Access to Higher Education – To provide access to affordable comprehensive, community, and technical college education.

1. Examine and develop programs that are relevant to student needs and economic growth.
 - a. Review program offerings and revise to address economic growth.
 - b. Support and promote the identified Centers of Excellence: Teacher Education, Nursing, Technology Training, Multimedia, Aviation Maintenance, Business Administration & Computer Tech Training, Arkansas Fire Training Academy, Arkansas Environmental Academy, Workforce Development
2. Strengthen partnerships with public school to enhance the high school concurrent credit program.
 - a. Adhere to National Alliance of Concurrent Enrollment Partnerships (NACEP) guidelines to provide college faculty/high school faculty professional development.
 - b. Adhere to NACEP guidelines concerning the alignment of high school courses to college courses within the College's Concurrent Credit Program offerings.
 - c. Continue and enhance interaction among college administrators and high school administrators to address issues relating to the College's Concurrent Credit Program.
3. Develop strategies to reduce financial burdens for students.
 - a. Monitor tuition and fees to ensure the generation of sufficient resources but to also accommodate student access to the College.
 - b. Continue to seek sources of financial aid to assist students.
 - c. Continue to develop and enhance programs to educate prospective students about financial aid options at the College.
 - d. Ensure equitable allocation of scholarship funds by becoming actively involved in the establishment of policies and procedures for the distribution of the proceeds from the Arkansas State lottery.
4. Continue to develop partnerships to support literacy to better prepare students to be successful in college.
 - a. Continue the partnership with the Camden Area Boys and Girls Club to develop an after-hours secondary school program.
 - b. Continue the partnership with the Ouachita County Area Rock 'N Read Program to provide books to each child born in Ouachita County for the first five years of his/her life.
 - c. Continue the partnership with the News in Education program to provide the *Camden News* to area schools.
 - d. Continue the partnership with the area Literacy Council.

GOAL #3: Quality Programs – To deliver relevant, high-quality instruction, programs, and services that meet the changing needs of students and society.

1. Continue the development of a comprehensive institutional effectiveness program by maintaining accreditation through AQIP.
 - a. Through the development of the College's System Portfolio, identify and address performance indicators leading to institutional effectiveness.
 - b. Continue to encourage campus-wide participation in the identification and implementation of future Action Projects.
2. Assess and enhance the quality of academic programs.
 - a. Comply with the Arkansas Department of Higher Education's Academic Program Review Process.
 - b. Continue and enhance the use of program advisory committees for all technical programs.
3. Continue to develop, evaluate, and improve services to respond to the needs of students and other customers in the College's service area.
 - a. Seek funding sources for additional student housing.
 - b. Seek grant funds to provide services for underprepared, low socioeconomic, first generation students.
 - c. Investigate the feasibility of outsourcing the bookstore operations.

- d. Continue to support and enhance a physical and technological environment that supports learning.
- e. Promote awareness and knowledge of programs and services the College has to offer.

GOAL #4: Accountability and Institutional Effectiveness – To make effectiveness, transparency, and accountability the hallmarks of all the College's activities.

1. Promote a supportive learning and working environment where all voices are heard and valued.
 - a. Foster and promote the importance of faculty and staff organizations as a means of providing input in decision-making and as a means of disseminating relevant information to employees.
 - b. Continue to sponsor the *Chancellor's Brown Bag* lunch with employees and the *Chancellor's Social* with students as opportunities for dialogue about issues relating to employees/students.
 - c. Continue to support the Administrative Council, which includes representatives from the faculty and staff organizations, as a means of employee participation in decision-making.
 - d. Communicate effectively through the timely dissemination of information to faculty, staff, and students and to other constituents of the College.
 - e. Develop a formal process for students to provide input/feedback in College operations.
2. Provide responsible stewardship for the effective management of the College's financial, human, and physical resources.
 - a. Continue to enhance the human resources orientation program and other human resources support services.
 - b. Continue to comply with state and federal guidelines relevant to financial management.
 - c. Foster and promote compliance with College policies regarding stewardship of campus assets.
 - d. Periodically, review and revise the facility/equipment use policies, and advise employees of the policies on a regular basis.
3. Develop processes to systematically evaluate and address the College's risk and liability.
 - a. Research best practices for risk management and stay abreast of current risk management issues through involvement in State Organization of Risk Management (S.T.O.R.M.).
 - b. Enhance and expand the College's risk management tools to include the Vice Chancellors Council.
 - c. Enhance employee training on risk and liability to include issues such as environmental control, labor laws, freedom of information, etc.
 - d. Develop a written disaster recovery plan and an emergency management plan.

GOAL #5: Resource Development (Human/Financial/Physical) – To seek financial, physical, and human resources to support the development and ongoing improvement of the College's programs and services.

1. Develop and maintain a workforce of quality, diverse faculty and staff who can provide adequate support for students at all educational levels.
 - a. Continue to provide and emphasize the importance of professional development and recertification opportunities for faculty and staff.
 - b. Develop strategies to enhance the diversity of the faculty and staff to reflect the College's service area.
2. Assess and identify the need for additional facilities (on and off campus), the necessity for existing facilities improvement, and need for grounds beautification and maintenance in order to support the mission of the College.
 - a. Develop a facilities master plan, which includes proposed new facilities, proposed remodeling of facilities, and proposed campus beautification projects.
 - b. Promote the facilities master plan among the College's constituents.
3. Examine and evaluate revenue sources to optimize the College's financial resources.
 - a. Maximize state and federal funds through the annual budgeting process.
 - b. Explore and pursue alternate funding sources.

- c. Examine fee structure on a regular basis.
- d. Strengthen the College's relationship with the Foundation and enhance its supporting role of the College.

GOAL #6: Partnerships, Collaborative Efforts, and Workforce and Economic Development – To develop partnerships to provide continuing education, community services, and workforce training to address the economic development needs of the College's constituencies.

1. Become a significant contributor toward economic development and workforce development in the region.
 - a. Maintain and enhance partnerships with economic development agencies within the College's service area and throughout the state.
 - b. Continue and expand non-credit programs to meet the needs of business and industry within the College's service area.
 - c. Maintain and enhance relationships with workforce training consortiums.
2. Expand community service and education through outreach programs and cultural activities.
 - a. Enhance and support community cultural activities.
 - b. Revitalize the College's community education program and provide facilities in downtown Camden for community education activities.
 - c. Expand the College's community education program to other communities within the College's service area.

Appendix B

List of Academic Programs

Certificate of Proficiency

CP	Multimedia Broadcasting
CP	Computer Engineering
CP	Electronic Data Storage
CP	Microsoft Certified Professional, (MPC)
CP	Cisco Networking
CP	Beginning Hair Design
CP	Wastewater
CP	Water Treatment
CP	Water Distribution
CP	Hazardous Waste Remediation
CP	Defense/Aerospace Technology
CP	Aerospace Technology
CP	Pre-Engineering CADD
CP	Child Development Associate
CP	Criminal Justice
CP	Fire & Emergency Response
CP	Building Trades
CP	A+ Certification, (Computer Repair)
CP	Industrial Technology, Electrical
CP	Programmable Logic Controllers (PLC)
CP	Industrial Maintenance
CP	Automotive Service Technology
CP	Aviation Maintenance
CP	Welding Technology
CP	Medical Professions
CP	Medical Transcription
CP	Nursing Assistant
CP	Government Contract Management
CP	Materials & Operations Management
CGS	General Studies

Associate Degree

AA	General Education
AAS	Microsoft Networking Software
AAS	Multimedia Technology
AAS	Environmental Science
AAS	Electronic Technology
AAS	Technology
AAS	Paraprofessional Educator
AAS	Fire & Emergency Response
AAS	Aviation Maintenance; also at Texarkana
AAS	Office Systems Technology
AAS	Computer Information Systems Technology
AAT	Teaching
APS	Professional Studies
AS	Fire Science Management
AS	Business Administration

Technical Certificate

TC	Computer Information Technology
TC	Multimedia Web Design & Development
TC	Multimedia Film and Video Production
TC	Electronics
TC	Law Enforcement
TC	Industrial Maintenance
TC	Automotive Technology
TC	Aviation Maintenance Airframe; also at Texarkana
TC	Aviation Maintenance Powerplant; also at Texarkana
TC	Welding
TC	Multimedia Graphics Technology
TC	Health Sciences
TC	Practical Nursing
TC	Office Software Specialist
TC	Entrepreneurship

Appendix C

Key Stakeholders

Stakeholder Groups	Requirements & Expectations
<i>Direct Stakeholders:</i>	
Potential Students	Quality education Accurate and timely information about degree programs and availability Availability of classes Ease of admissions and registration process Affordable tuition and financial aid information Students activities and campus life Safe and attractive campus Quality academic advising Transfer articulation Faculty and administrative support Accommodation for disabilities
Current Students (including High School and Internet Students)	Current students have the same requirements and expectations as potential students. Effective orientation to college life State-of-the-art and user-friendly technological resources Timely progress assessment information Timely completion of academic or professional goals Learning support services; library services Academic programs leading to employment or transfer Reliable Internet course management infrastructure Internet course technology support Earn college credit while in high school
Non-Credit Students	High-quality training to enhance career and professional skills Workforce job information Flexible scheduling Basic skills development Personal enrichment activities Exceptional service Affordable training Accommodation for disabilities
Employees	A positive and safe working environment Involvement in the decision-making process Opportunities for professional development Opportunities for advancement
<i>Indirect Stakeholders:</i>	
Other Educational Institutions/Agencies	High Schools: Easy access for high school graduates High Schools: Programs for students still in high school Postsecondary Institutions: Transferability of credits among other institutions Postsecondary Institutions: Students with academic grounding to meet transfer requirements Agencies: Timely and accurate reporting Agencies: Compliance with accreditation requirements
Business/Industry/Employers/	Quality, skilled graduates with relevant training and work ethics

Stakeholder Groups	Requirements & Expectations
Community	Flexible course scheduling and diverse delivery methods; responsive to needs Relevant, affordable re-training opportunities; customized training Participation in workforce planning and development Communication of College's needs, accomplishments, and plans Partnerships with the College Participation in and support of community activities Cultural and enrichment opportunities Knowledgeable faculty/staff regarding workforce trends; trained and credentialed faculty Fiscal responsibility
Government and Regulatory Agencies	Fiscal responsibility; efficient use of tax dollars Timely and accurate response to request for information Compliance with regulatory reporting Compliance with mandated rules, regulations, and policies
Regulatory and Advisory Boards	Fiscal responsibility; efficient use of tax dollars Communication of College's needs, accomplishments, and plans Quality programs and instruction Sustainability Compliance with mandated rules, regulations, and policies
Alumni/Donors/Supporters	Communication of College's needs, accomplishments, and plans Recognition of contributions to the College or the Foundation Opportunities to participate in the College's activities and/or advisory boards Opportunities to participate in friend-raising and fundraising
Parents	Affordable tuition and financial aid information Availability of financial aid Safe and secure learning environment Student support services Credits that easily transfer to other institutions Ease of transfer of credits from other institutions Programs leading to rewarding careers Accommodation for disabilities

Appendix D

Human Resources Table

Southern Arkansas University Tech							
Human Resources Matrix							
As of April 2011							
Gender/Race	Exe/Admin	Other Prof	Tech Prof	Clerical Sec	Skilled Crafts	Service Maint	Faculty
Men							
Black Non-Hispanic	4	1	3			3	1
American Indian/Asian							
White non-Hispanic	10	4	2		4	15	33
Unknown							
Total Men	14	5	5		4	18	34
Women							
Black Non-Hispanic	3	7	3	11		2	1
American Indian/Asian							
White non-Hispanic	9	3	6	27		2	20
Unknown							
Total Women	12	10	9	38	0	4	21
Total Men and Women	26	15	14	38	4	22	55

Assessment Committee Duties

The Southern Arkansas University Tech Assessment Committee works with the Vice Chancellor for Academic Affairs to help direct the on-going assessment of student academic success and effective teaching on campus.

The committee:

- Attends regional and national workshops and conferences to increase the committee's knowledge of assessment techniques and methods.
- Conducts campus workshops and seminars to educate faculty about the latest assessment techniques and methods and the college community about the overall purpose of assessment.
- Drives the direction of assessment on campus by providing leadership and guidance in development of assessment goals, objectives, and measures within the Master Plan. Provides leadership in increasing faculty participation in the assessment process.
- Reviews assessment activities at the program and discipline level, evaluates and approves program and discipline level goals, objectives, and measures within the Master Plan which relate to assessment and recommends to the Vice Chancellor for Instruction appropriate curricular changes to enhance program quality.
- Working with the Vice Chancellor for Instruction, initiates program, discipline, and classroom level assessment methodologies and measures when needed.
- Drives the discipline and classroom level utilization of assessment data to improve student learning and ensure effective teaching.
- Shares with the college community information regarding assessment activities, accomplishments, and changes made as a result of the assessment process.

2010-2011 Committee Members:

Robert Gunnels, Committee Chair [VC for Extended Education]

Dan Milam, Faculty

Lisa Oden, Faculty

Johnie Hall, Faculty

Phyllis Hutson, Faculty

Steve Taylor, Faculty

Gary Oden, Ex-officio [VC for Academic Affairs]

Dr. Diane Betts, Ex-officio [Director Planning, Accountability & Development]

Appendix F

General Education Mission Statement

General Education Mission Statement: SAU Tech recognizes its role in preparing its associate degree graduates to function as competent and skilled workers to achieve any continuing academic goals and to live as life-long learners and thinkers. Consequently, general education at SAU Tech is designed to assist students in understanding the connection between their course work, their social and vocational responsibilities, and their rewards as citizens of a free nation.

SAU Tech General Education Competencies:

In order to support its general education mission, SAU Tech has adopted the following competencies expected of all its associate degree graduates:

1. Proficiency in reading, writing, speaking, and listening.
2. Computer literacy skills.
3. A historical, cultural, social, and global perspective.
4. Critical thinking and problem solving skills: scientific, mathematical, social, and personal.
5. Research skills.

Appendix G

Curriculum Committee Responsibilities

The SAU Tech Curriculum Committee is an academic review panel. It is the responsibility of this committee to review any and all new programs of study including the Certificate of Proficiency, Technical Certificate and Associate Degree.

The committee also reviews major changes in an existing program of study. It is represented by student services, faculty senate, and academics affairs. Programs and course work are reviewed prior to requests sent to ADHE and/or our board of directors.

Minutes of the committee's actions are located in the office of the Vice Chancellor for Academic Affairs.

Appendix H

Curriculum Development Process

INSTRUCTIONAL RESPONSIBILITIES

Course Syllabi

Faculty should review his/her course syllabi each time the course(s) is taught. The current syllabus for each course must be filed in the Vice Chancellor for Academic Affairs' office and each division chairperson must have updated syllabi available for faculty use.

Curriculum Development Procedure

Requests to add or change curricula may be initiated by faculty, students, advisory committees, or individuals or groups in the community. The requests should be made through the appropriate instructional administrator. Faculty members in the discipline prepare a course description and syllabus. If the new course or program is in an occupational area, the appropriate advisory committee must approve the new program or the proposed change. The instructional administrator forwards the request to the Vice Chancellor for Academic Affairs who places the matter on the Curriculum Committee agenda. The discipline faculty members are invited to the meeting to present his/her case. Any faculty member may participate in the deliberations of the committee. The Curriculum Committee reviews and recommends the additions and/or changes. The Vice Chancellor for Academic Affairs forwards all the appropriate requests to the Chancellor and/or Board of Trustees for approval.

Textbook Adoption

Textbooks should be changed only after discipline faculty has made a careful and thorough evaluation. Criteria used in the selection of textbooks should include the following:

1. Concordance with course objectives;
2. Clarity;
3. Inclusion of study guides such as glossary, outlines, and review questions;
4. Illustrations, charts, graphs, and maps;
5. Readability level;
6. Supplementary materials;
7. Availability; and
8. Cost.

Textbook adoptions should be recommended by the discipline faculty following the choice of the majority of the instructors in each discipline. Textbook adoption is binding upon all members of a discipline, and no faculty member may unilaterally change it; however, special provisions may be made for unusual cases through the instructional administrator and vice chancellor. To avoid losses and to enable students to sell their books, new class textbooks should be ordered for a period of not less than two years unless the text proves detrimental to students. Instructional administrators are responsible for submitting textbook requests on the forms provided by the Bookstore by the given deadlines. The Bookstore Manager, to the Vice Chancellor for Academic Affairs, should report a shortage of any texts at the beginning of the semester, at once, and provisions made to obtain copies as soon as possible. Individual instructors may request desk copies of textbooks. Request forms are available in the Bookstore.

Appendix I

Admission and Registration Procedures

NON-DEGREE SEEKING STUDENT

A student who does not plan to enroll in a degree or certificate program is permitted to enroll as a non-degree seeking student in selected courses. When enrolled in 12 or more semester hours in math, English or other selected courses, the student will be required to present test scores for placement purposes. If scores are not available, testing may be arranged through Student Services.

All **non-degree seeking students** applying for admission to SAU Tech must submit the following:

1. Application for Admission
2. ACT, SAT, ASSET, or COMPASS test scores (math and/or English course)
3. Official college transcript(s), if applicable.

DEGREE SEEKING STUDENT

Students seeking an associate degree or certificate will be admitted conditionally or unconditionally with full status to the program when they complete all requirements to enter the program. Students whose ACT and/or placement test scores reveal that they need developmental course work in reading, writing, and/or mathematics will be required to satisfactorily complete this course work. Students will be admitted conditionally or unconditionally as specified by Arkansas law and Arkansas Department of Higher Education regulations. Specific information may be obtained from Student Services.

All **degree seeking students** applying for admission to SAU Tech must submit the following:

1. Application for Admission
2. Immunization Record showing two (2) measles and one (1) rubella or two (2) MMRs
3. An official copy of high school transcript or GED scores
4. ACT, SAT, ASSET, or COMPASS test scores
5. Official college transcript(s), if applicable
6. Complete a degree plan.

The procedures necessary for entering the Practical Nursing Program are separate and apart from other programs offered by SAU Tech. Details are available in Student Services and the Practical Nursing Department, as well as the Technical Certificate section of this catalog.

ARKANSAS REQUIREMENTS FOR UNCONDITIONAL ADMISSION

An applicant will be admitted to SAU Tech unconditionally, without academic restriction, if he/she satisfies one (1) of the following requirements:

1. Graduated from an accredited high school before May 1, 2002.
2. Received a GED Certificate before May 1, 2002.
3. Received a GED Certificate after May 1, 2002 and scored a composite of 19 on the ACT or the equivalent score on the SAT, ASSET, or COMPASS.
4. Graduated from an accredited public high school in Arkansas after May 1, 2002, and successfully completed the core curriculum as established by the Arkansas State Board of Education.
5. Graduated from an accredited public high school outside of Arkansas after May 1, 2002, and successfully completed the courses that are included in the core curriculum as established by the Arkansas State Board of Education.
6. Graduated from a private high school after May 1, 2002, and scored a composite of 19 on the ACT or the equivalent score on the SAT, ASSET, or COMPASS.

Students who completed their education in a home school environment will be required to attain a GED Certificate and will be evaluated using the GED criteria.

ARKANSAS REQUIREMENTS FOR CONDITIONAL ADMISSION

Conditional admission does not mean that a student is prevented from enrolling for the purpose of obtaining a degree or a certificate offered by SAU Tech. It does mean that a student must complete specific requirements before he/she will be permitted to continue in his/her chosen degree or certificate path.

Applicants who are eligible for admission to SAU Tech, but do not satisfy one (1) of the preceding requirements for unconditional admission, will be admitted conditionally. Those who are admitted conditionally must successfully complete, within the first 30 semester hours, the requirements of condition appropriate for the chosen degree or certificate. Successful completion is defined as obtaining a passing grade in the required courses and maintaining a 2.00 GPA in those courses on a 4.00 scale.

INTERNATIONAL STUDENTS

All international applicants submit the following:

FIRST TIME ENTERING STUDENTS

1. Completed Application for Admission received by SAU Tech at least 90 days prior to date of expected enrollment.
2. Evidence of the ability to read, write, speak, and understand English sufficiently to enable successful completion of college level courses. This may be accomplished by providing proof of a score of 500 or higher on the TOEFL or 173 or higher on the computerized TOEFL, proof of successful completion of Level 109 at an ELS Language Center or its equivalent, or provide evidence that English is the native language of the country of origin.
3. College entrance examination/placement score reports (ACT, SAT, ASSET or COMPASS).
4. Medical history reports and MMR (Mumps/Measles/Rubella) immunization certificate and any other health certificates as required by state or federal regulations.
5. Documentation of health insurance coverage and a commitment to continue to have adequate medical insurance, including repatriation provision, during enrollment at SAU Tech.
6. Certified documentation of high school completion at the "REGULAR" level. The documentation must be presented in English.
7. Certified transcripts of all secondary school and college credit. The certified transcripts must be presented in English.
8. Placement test scores must be presented as part of the admission process or the student must be prepared to take a placement test before the first registration at SAU Tech.
9. Documentation of financial ability adequate to pay the costs of living and attending school at SAU Tech.

TRANSFER STUDENTS

1. Completed Application for Admission received by SAU Tech at least 30 days prior to date of expected enrollment.
2. Completed Transfer Information Sheet.
3. Evidence of the ability to read, write, speak, and understand English sufficiently to enable successful completion of college level courses. This may be accomplished by providing proof of a score of 500 or higher on the TOEFL or 173 or higher on the computerized TOEFL, proof of successful completion of Level 109 at an ELS Language Center or its equivalent, or provide evidence that English is the native language of the country of origin. This requirement may be waived based on the student's past academic record.
4. College entrance examination/placement score reports (ACT, SAT, ASSET, or COMPASS). This requirement may be waived based on the student's past academic record.

5. Certified documentation of high school completion at the "REGULAR" level. The documentation must be presented in English.
6. Certified transcripts of all secondary school and college credit. The certified transcripts must be presented in English.
7. Placement test scores must be presented as part of the admission process or the student must be prepared to take a placement test before the first registration at SAU Tech. This requirement may be waived based on the student's past academic record.
8. Medical history reports and MMR (Mumps/Measles/Rubella) immunization certificate and any other health certificates as required by state or federal regulations.
9. Documentation of health insurance coverage and a commitment to continue to have adequate medical insurance, including repatriation provision, during enrollment at SAU Tech.
10. Documentation of financial ability adequate to pay the costs of living and attending school at SAU Tech.

Appendix J

Services for Students with Special Needs

In compliance with the Rehabilitation Act 504, SAU Tech provides these services:

1. **Computer Labs.** SAU Tech has an open computer lab for students' use. The instructor must approve arrangements for use of computers for testing or assignments. The student will need prior approval for this arrangement before registering for any courses.
2. **Counselor Referral.** Students in need of more services than SAU Tech can provide are generally referred to the Arkansas Rehabilitation Service Office in El Dorado or their hometown office, if available.
3. **Library Services.** There are videotapes and computer programs that may be helpful in some subject areas.
4. **Peer Tutoring.** There are a limited number of tutors available, depending on the subject area, the number of qualified tutors, and funding. Not every request for tutoring can be filled and there is a limited amount of time, which can be allocated to each student requesting tutoring services.
5. **Personal Sound Amplification Systems.** SAU Tech has a supply of Comtek AT-72 FM personal sound amplification systems for use by those with hearing losses. After proper hearing loss verification by an appropriate physician, these units can be checked out from the Vice Chancellor for Student Services.
6. **Low Vision System.** Students with low vision can use the VTI Video Magnifier 1800 color Auto-Focus system that is available in the Learning Resource Center.
7. **Request for Tutor/Note Taker.** Documentation of need by a clinical professional will be required prior to approval of this service.
8. **Request to Tape Course Lectures.** This is handled on an individual basis with approval of the instructor.
9. **Testing Accommodations.** Students who need untimed tests, special paper, or tutor to write answers must receive authorization for these services prior to enrolling for courses.

It is recommended that students who have special needs have an admissions interview to discuss learning services available through SAU Tech to determine whether services are available that will meet their needs or that the student will be responsible for providing.

Appendix K

10-Year Program Review Schedule

Nursing Assistant*	CP	2010-11
Practical Nursing*	TC	2010-11
Medical Professions	CP	2010-11
Aviation Maintenance*	CP	2011-12
Aviation Maintenance Airframe*	TC	2011-12
Aviation Maintenance Powerplant*	TC	2011-12
Aviation Maintenance*	AAS	2011-12
Computer Engineering	CP	2012-13
Cisco Networking	CP	2012-13
A+ Certification (Computer Repair)	CP	2012-13
Computer Information Technology	TC	2012-13
Microsoft Certified Professional (MCP)	CP	2012-13
Microsoft Certified Systems Administrator	TC	2012-13
Computer Information Technology	AAS	2012-13
Government Contract Management	CP	2013-14
Materials & Operations Management	CP	2013-14
Manufacturing Technology	TC	2013-14
Welding Technology	CP	2013-14
Manufacturing Technology	AAS	2013-14
Industrial Technology - Electrical	CP	2013-14
Programmable Logic Controllers (PLC)	CP	2013-14
Industrial Maintenance	CP	2013-14
Industrial Maintenance	TC	2013-14
Fire & Emergency Response	CP	2014-15
Fire & Emergency Response	AAS	2014-15
Software Specialist	TC	2014-15
Office Systems Technology	AAS	2014-15
Entrepreneurship	TC	2014-15
Fire Science Management	AS	2014-15
General Studies	CGS	2015-16
General Education	AA	2015-16
Health Sciences	TC	2015-16
Teaching	AAT	2016-17
Child Development Associate	CP	2016-17
Paraprofessional Educator	AAS	2016-17
Business Administration	AS	2017-18
Building Trades	CP	2018-19
Criminal Justice	CP	2018-19
Law Enforcement	TC	2018-19
Automotive Service Technology	CP	2018-19
Automotive Technology	TC	2018-19
Electronics	TC	2018-19
Technology	AAS	2018-19
Beginning Hair Design	CP	2018-19
Professional Studies	APS	2018-19
Multimedia Broadcasting	CP	2019-20
Multimedia Web Design & Development	TC	2019-20
Multimedia Film and Video Production	TC	2019-20
Multimedia Technology	AAS	2019-20
Environmental Science	AAS	2019-20

***Accredited/licensed/state certified program.**

Appendix L

List of Student Clubs and Organizations

Activities play an important role in the development of students at SAU Tech. Because participation in activities is recognized as vital training for a university student, SAU Tech has several organizations that sponsor activities and functions for the students. Student clubs and organizations under SAU Tech sponsorship may be formed whenever there is a worthwhile purpose and sufficient interest. Information concerning organizational procedures may be obtained from the Director of Student Life.

ALLIED HEALTH STUDENTS CLUB (AHSC)

The primary purpose of the Allied Health Students Club of SAU Tech is to serve the needs of its members in the following ways:

1. Foster programs and activities, which will develop:
 - a. Leadership, character, and citizenship;
 - b. Ethical practices and respect for the dignity of work; and
 - c. Community support.
2. Build the confidence of students in themselves and their work by providing opportunities for students to assume responsibilities and developing personal and occupational competencies and social skills which lead to successful employment in the health care field.
3. Promote relationships and involvement with other health care organizations.

AVIATION CLUB

The purpose of the Aviation Club of Camden is a non-profit organization to promote the aviation industry on a local through international level, to supply to its members information concerning current methods, techniques, and materials used in the field, and to assist members in personal development and job placement.

BAPTIST COLLEGIATE MINISTRY (BCM)

The purpose of the Baptist Collegiate Ministry is to challenge collegians to become disciples who experience God, live out their faith, and fulfill His mission. By connecting with the local church, multiplying through evangelism and missions, and transforming by spiritual disciplines and leadership development. This organization is not endorsed, approved, sponsored or provided on behalf of SAU Tech.

NATIONAL TECHNICAL HONOR SOCIETY (NTHS)

National Technical Honor Society (NTHS) is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

PHI BETA LAMBDA

The purpose of SAU Tech's chapter of Phi Beta Lambda is to provide opportunities for college students to develop occupational competencies for business and office occupations and business teacher education, and to encourage an active interest in the business profession. Membership is open to all business students.

PHI THETA KAPPA

SAU Tech is a member of Phi Theta Kappa, a national honor fraternity for community/junior college students. Members must have completed 30 semester hours of coursework and earned at least a 3.5 GPA. This coursework must consist of courses leading to an associate degree.

RESIDENTIAL HOUSING ASSOCIATION (RHA)

The purpose of the Resident Housing Association is to combine and exchange the ideas of the members, to provide a channel of communication and understanding among all residents and the University Administration, to encourage and assist in the development of an educational and social environment within resident housing, and to promote leadership, sportsmanship, high standards of conduct and morals, and responsibility in resident housing.

STUDENT AMBASSADORS

The SAU Tech Student Ambassadors group consists of club presidents and selected SAU Tech students. The Student Ambassadors serve as advisors to the Student Life Office and are encouraged to review and consider issues, which have direct bearing on the well being of the entire student body. Members also assist in the recruitment and retention of students to SAU Tech.

TEACHER EDUCATION CLUB

Teacher Education Club (TEC@TECH) is a club for future educators designed to educate community college students about the profession of teaching; to provide an opportunity for our teacher education students to share experiences and socialize with one another; and to offer future teachers opportunities to develop leadership skills through services to the community.

WINGS & THINGS AVIATION MAINTENANCE CLUB OF TEXARKANA

The Wings & Things Aviation Maintenance Club of Texarkana is a non-profit, non-discriminatory, educational club, operating under the standards, values, and direction of SAU Tech to provide educational enrichment for both its members and the general public by teaching the most reliable, current, research-based, and safe aviation information.

Graduation Report

18 October 2010
16:31

Southern Arkansas University Tech
Degree Production Summary Report



CERTIFICATES OF PROFICIENCY										
DEGREE NAME	LEV	TYPE	CODE	CIP	2006	2007	2008	2009	2010	AVG*
A+ Certification (Computer Repair)	01	CP	4775	47.0104	0	0	0	1	4	1.67
Aerospace Technology	01	CP	1151	15.0801	*	*	*	*	*	0.00
Automotive Service Technology	01	CP	4255	47.0604	0	0	0	6	0	2.00
Aviation Maintenance	01	CP	4359	47.0608	4	19	10	16	45	23.67
Beginning Hair Design	01	CP	0320	12.0401	0	0	0	4	18	7.33
Building Trades	01	CP	4274	46.0499	0	0	0	0	4	1.33
Child Development Associate	01	CP	0018	19.0709	8	0	7	0	18	8.33
Cisco Networking	01	CP	0119	11.1002	0	0	0	0	3	1.00
Computer Engineering	01	CP	1110	11.0701	*	*	*	*	-	0.00
Criminal Justice	01	CP	0383	43.0103	0	0	0	0	0	0.00
Defense Aerospace Technology	01	CP	1150	15.0801	*	*	*	*	*	0.00
Electronic Data Storage; offered via distance	01	CP	1112	11.0701	*	*	*	*	*	0.00
Fire and Emergency Response	01	CP	0400	43.0203	85	135	88	78	106	90.67
Government Contract Management	01	CP	1170	52.0202	0	0	0	0	0	0.00
Hazardous Waste Remediation	01	CP	0175	15.0508	-	0	6	0	0	2.00
Industrial Maintenance	01	CP	4720	47.0303	3	2	1	24	12	12.33
Industrial Technology	01	CP	4815	47.0105	3	0	0	1	2	1.00
Materials and Operations Management	01	CP	4935	52.0203	0	1	0	6	6	4.00
Medical Professions	01	CP	0104	51.0000	-	-	-	14	19	11.00
Medical Transcription; offered via distance	01	CP	4560	51.0708	*	*	*	*	*	0.00
Microsoft Certified Professional (MCP)	01	CP	4426	11.0901	0	0	4	0	2	2.00
Microsoft Certified Systems Administrator	01	CP	4383	11.0901					0	0.00
Multimedia Broadcasting	01	CP	4765	10.0202	0	0	0	33	0	11.00
Nursing Assistant	01	CP	4750	51.3902	85	87	87	147	158	130.67
Pre-Engineering Computer Aided Design (CADD)	01	CP	0790	15.1399	-	-	-	-	0	0.00
Programmable Logic Controllers (PLC)	01	CP	4316	47.0303	3	4	0	1	1	0.67
Wastewater	01	CP	0483	15.0506	0	4	0	0	0	0.00
Water Distribution	01	CP	0485	15.0506	0	0	0	0	0	0.00
Water Treatment	01	CP	0484	15.0506	0	0	0	0	0	0.00
Welding Technology	01	CP	4905	48.0508	0	0	0	1	9	3.33
TOTAL CP					191	252	203	332	407	314.00

2006-2010 Degree Production Summary

7

Institutional Research
Planning, Accountability, & Development



**Southern Arkansas University Tech
Degree Production Summary Report**

18 October 2010
16:31

CP's can only be awarded to HS students									
TECHNICAL CERTIFICATES									
DEGREE NAME	LEV	TYPE	CODE	CIP	2006	2007	2008	2009	AVG*
Automotive Technology	02	TC	4340	47.0604	-	-	-	-	0.00
Aviation Maintenance Airframe	02	TC	4357	47.0607	5	19	14	14	15.67
Aviation Maintenance Powerplant	02	TC	4358	47.0608	5	19	14	17	16.67
Computer Information Technology	02	TC	0465	11.0701	3	0	9	10	6.67
Electronics	02	TC	4510	15.0303	-	-	-	0	0.33
Entrepreneurship	02	TC	2520	52.0701	-	-	-	0	0.00
General Studies	02	CGS	0910	24.0101	0	0	7	2	7.33
Health Sciences, offered via distance	02	TC	2273	51.0000	-	-	-	1	1.33
Industrial Maintenance	02	TC	4617	47.0303	0	0	4	0	1.33
Law Enforcement	02	TC	0389	43.0107	261	179	254	254	237.33
Manufacturing Technology	02	TC	4722	15.0613	1	3	1	0	1.00
Multimedia Film and Video Production	02	TC	0132	13.0501	0	0	1	2	1.67
Multimedia Graphics Technology	02	TC	0311	50.0402	3	3	3	5	6.00
Multimedia Web Design & Development	02	TC	2346	11.9999	0	0	3	6	4.67
Office Software Specialist, offered via distance	02	TC	4635	52.0407	1	4	5	4	4.33
Practical Nursing	02	TC	4795	51.3901	1	20	25	13	19.33
Welding	02	TC	4900	48.0508	*	*	*	*	0.00
TOTAL TC					280	247	340	328	323.67



Southern Arkansas University Tech
Degree Production Summary Report

18 October 2010
16:31

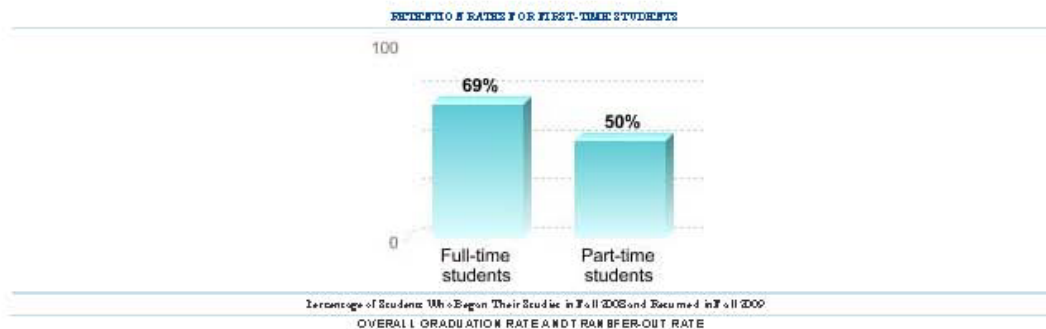
ASSOCIATE DEGREES										
DEGREE NAME	LEV	TYPE	CODE	CIP	2006	2007	2008	2009	2010	AVG*
Aviation Maintenance; also at Texarkana	03	AAS	0240	47.0608	3	4	3	2	7	4.00
Business Administration (also by distance)	03	AS	0950	52.0201	11	12	14	13	14	13.67
Computer Information Systems Technology	03	AAS	3521	52.1201	*	*	*	*	*	0.00
Electronic Technology	03	AAS	0445	15.1202	0	2	7	3	2	4.00
Environmental Science (also by distance)	03	AAS	0475	15.0507	1	1	3	3	6	4.00
Fire & Emergency Response	03	AAS	0500	43.0203	13	3	1	4	7	4.00
Fire Science Management (also by distance)	03	AS	0495	43.0202	2	6	8	3	8	6.33
General Education (also via Distance Learning)	03	AA	0060	24.0102	21	17	12	28	34	24.67
Manufacturing Technology	03	AAS	0340	15.0612	4	4	3	0	2	1.67
Microsoft Networking Software	03	AAS	0545	11.0701	10	10	7	14	8	9.67
Multimedia Technology	03	AAS	0314	11.0899	13	11	13	18	20	17.00
Office Systems Technology (also by distance)	03	AAS	0740	52.0204	3	7	6	10	4	6.67
Paraprofessional Educator	03	AAS	0437	19.0709	2	1	2	4	4	3.33
Professional Studies	03	AAS	3871	30.9999	-	-	-	5	10	5.00
Teaching	03	AAT	1005	13.1203	6	0	15	7	15	12.33
Technology	03	AAS	0840	15.9999	15	18	19	9	18	15.33
					104	96	113	123	159	131.67
GRAND TOTAL DEGREES BY YEAR										
					2006	2007	2008	2009	2010	AVG
					575	595	656	783	869	769.33
Degree has no grads for yrs indicated										
Degree production is <3 degrees per year										
Program active < 3 years.										
Programs not available in AY 2009-2010										
NOTE:*The average depicted is a three-year average. 2006 & 2007 are not included in the average to comply with the ADHE Program Viability Report procedures which only will include the most recent three years.										

Appendix N

Graduation Rate Report

SAU Tech Retention and Graduation Rates as reported to IPEDS

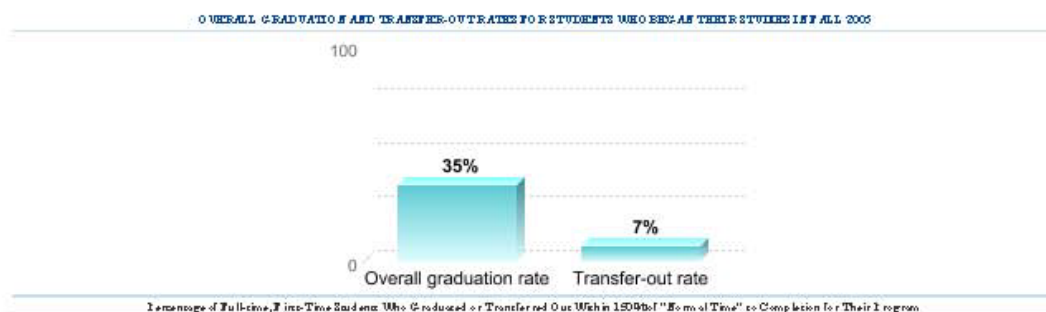
Retention rates measure the percentage of first-time students who return to the institution to continue their studies the following fall.



The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as **full-time, first-time degree- or certificate-seeking students** to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled.

Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate. **At this institution, 47 percent of entering students were counted as "full-time, first-time" in 2009.**



Visit the following link to see more statistics about SAU Tech on the NCES website:

<http://nces.ed.gov/collegenavigator/?q=southern+Arkansas+University+Tech&s=AR&zc=71701&zd=0&of=3&id=107992>

Appendix O

Success Rate Report

Southern Arkansas University Tech
Spring 2010 Success Rate Report-Institutional Overall Results

NAME	CRSE #	SEC	TITLE	TECH TYPE	Begin Enroll	A	B	C	CR	D	F	I	W	End Enroll
TOTAL					6481	2585	1603	815	38	244	351	24	821	5660
Unsuccessful										3.8%	5.4%	0.4%	12.7%	9.6%

NOTE: This report is based on the End-of-Term File submitted to the Arkansas Department of Higher Education. For the purposes of this report, withdrawal rates are not included in the unsuccessful rate; withdrawal rates are a separate calculation; total unsuccessful rate is in the "END ENROLL" column.

Southern Arkansas University Tech
Spring 2010 Success Rate Report-Traditional Courses Results

NAME	CRSE #	SEC	TITLE	TECH TYPE	Begin Enroll	A	B	C	CR	D	F	I	W	End Enroll
TOTAL					5101	2200	1322	654	45	197	176	23	484	4617
Unsuccessful										3.9%	3.5%	0.5%	9.5%	7.8%

Southern Arkansas University Tech
Spring 2010 Success Rate Report-Internet Courses Results

NAME	CRSE #	SEC	TITLE	TECH TYPE	Begin Enroll	A	B	C	CR	D	F	I	W	End Enroll
TOTAL					1391	385	281	161	4	47	175	1	337	1054
Unsuccessful										3.4%	12.6%	0.1%	24.2%	16.0%

Appendix P

Early Alert Retention Form



Southern Arkansas University Tech Early Alert Form

Instructions: In completing this form you are identifying a student in need of additional services or at risk of not succeeding in your course. Once early alert forms are received, the student will be contacted by a counselor to address the concerns. Please complete the course information and student information. Then click on the box for each concern you have; make any comments to expand on the concern in the form field at the end of the line. Indicate the ways that you have already attempted to address this issue with the student. Then save/email the form to Jenny Sanders (jsanders@sautech.edu).

Course Information:

Instructor Name:
Course ID/Section:
Course Title:
Internet Course: ☐ Yes
☐ No

Student Information:

Student ID:
Student Name:

Nature of Concern (mark all that apply):

- ☐ Poor attendance record,
Number of absences,
Date of last attendance/log-in,
☐ Frequently tardy,
☐ Low quiz/test grades,
☐ Assignments turned in late/missed deadlines,
☐ Poor overall academic performance,
☐ Personal issues affecting student,
☐ Uncharacteristic behavior (aggression, social withdrawal, sleeping during class, etc.),
☐ Other,

Mentoring Steps Taken: (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Called and spoke with student on the phone | <input type="checkbox"/> Email with response from the student |
| <input type="checkbox"/> Called and left message on answering machine | <input type="checkbox"/> Email with no response |
| <input type="checkbox"/> Talked to student before and/or after class | <input type="checkbox"/> Referred to academic assistance (tutoring) |
| <input type="checkbox"/> Sent postcard/letter | <input type="checkbox"/> Other: <input type="text"/> |

Response from Enrollment Services:

Counselor to contact student:

Date early alert form received:

Action/Comments:

Faculty Hiring Process

A Personnel Requisition is to be completed by the Vice Chancellor for Academic Affairs. The requisition is then forwarded to the Human Resources Office for review for compliance with equal employment opportunity regulations and general accuracy. The Chancellor then approves or rejects the requisition. If approved, the Human Resources Office prepares a position announcement and submits to appropriate publications.

External searches will be conducted for a minimum of thirty (30) days.

The Vice Chancellor for Academic Affairs shall appoint a screening committee and chairperson. After committee members review the applications, the committee shall select the top candidates. The number of candidates is reduced to those the committee wishes to interview. The committee shall agree on a topic or topics that each candidate will be asked to "teach" to the committee within the time limit not to exceed 30 minutes. The Human Resources Office will call all candidates to schedule appointments for the interview and informs the candidate of the topic to be taught.

The personal interview will begin with the candidate presenting the assigned topic or topics. Following the "teach," the committee will ask the candidates the standard interview questions and the job specific interview questions that have been agreed upon.

After all candidates are interviewed, the committee discusses the merits of each and makes a recommendation to the Vice Chancellor for Academic Affairs. The Human Resources Office will provide a Referral for Interview form to the committee chairperson. The committee chairperson will complete a form for each candidate. The Vice Chancellor for Academic Affairs will review the top candidates and approve or reject the recommendation. If approved, the Vice Chancellor for Academic Affairs will return all Referral for Interview forms to the Human Resources Office along with the name of the individual chosen. The Human Resources Director will ensure that all proper procedures were followed and forward all forms to the Chancellor for approval to issue a contract. If rejected, the committee will reconsider the other candidates and send a new recommendation. If none of the candidates are considered satisfactory, the position will be re-advertised.

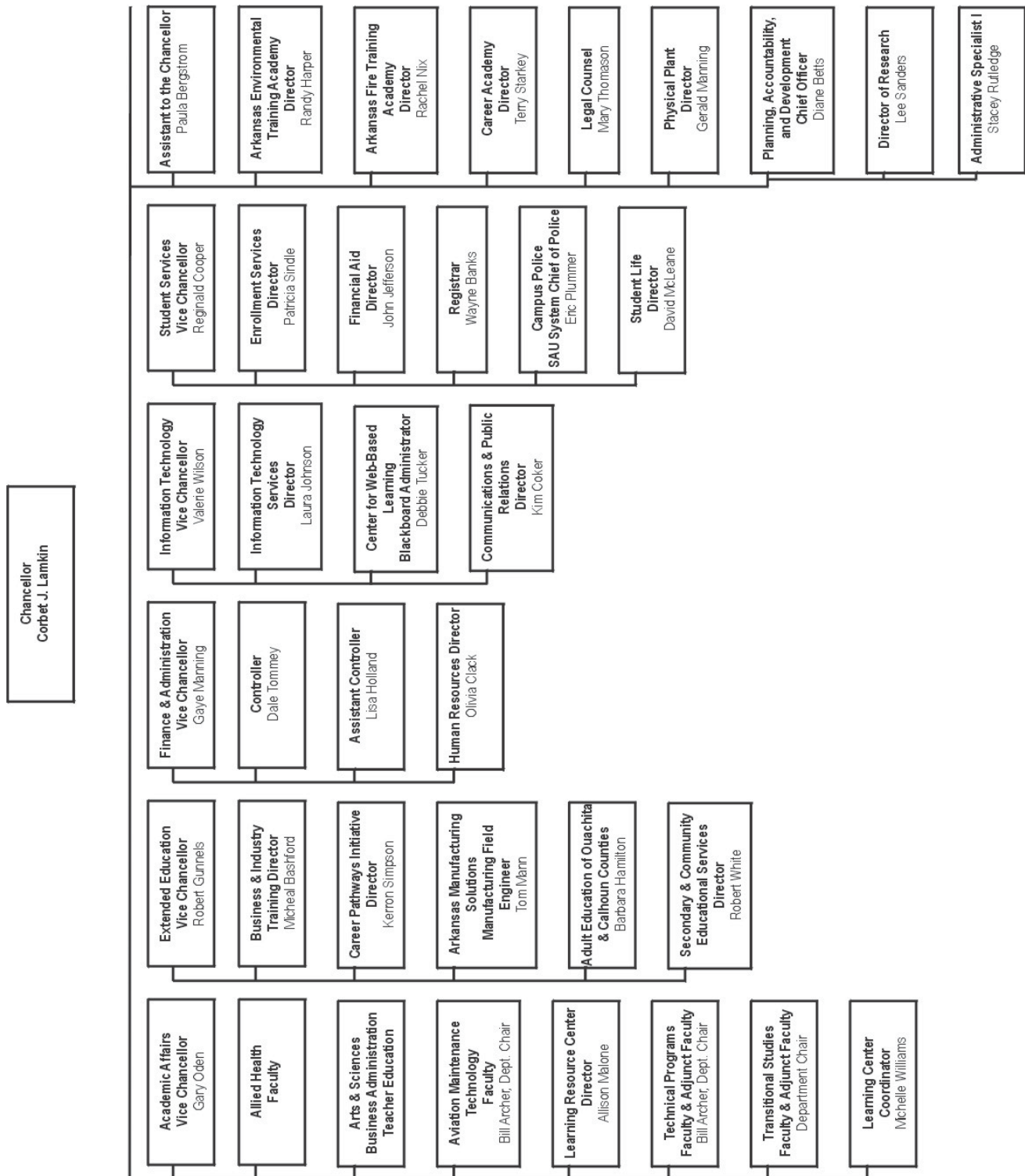
If approved by the Chancellor, the Chancellor and the Human Resources Director will establish the salary that will be offered. The Human Resources Director will make the contract offer to the successful candidate.

The contract must be signed and returned to the Human Resources Office by the specified date.

No new full-time employee is to begin work prior to the completion of this process. Violations of this procedure are grounds for severe disciplinary action. Exceptions to the above procedure may occur in emergency situations caused by unexpected circumstances where emergency employment is required. **All** exceptions must have prior approval of the Chancellor.

Appendix R

Organization Chart



Campus Crime Statistics

Southern Arkansas University Tech Police Department
Crime Statistics 2009

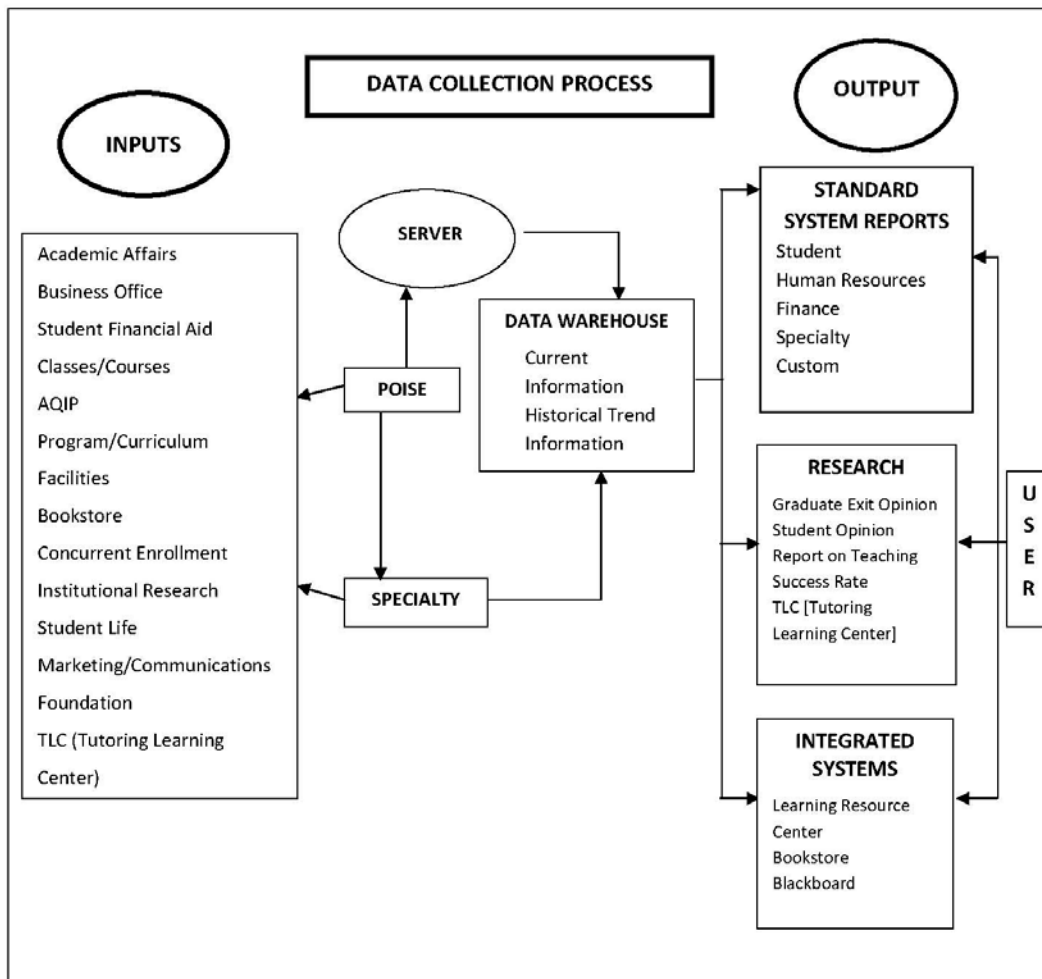
	On-Campus Property	Non-Campus Property	Public Property	GRAND TOTAL	On-Campus Residence Halls Only (Subset of On-Campus)
Murder/Non-Negligent Manslaughter	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated Assault	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0
Arson	0	0	0	0	0
BURGLARY (TOTAL)	6	0	0	6	5
Forcible Burglary	0	0	0	0	0
Non-Forcible Burglary	6	0	0	6	5
Attempted Burglary	0	0	0	0	0
SEX OFFENSES, FORCIBLE (TOTAL)	0	0	0	0	0
Forcible Rape	0	0	0	0	0
Forcible Sodomy	0	0	0	0	0
Sexual Assault w/ Object	0	0	0	0	0
Forcible Fondling	0	0	0	0	0
SEX OFFENSES, NON-FORCIBLE (TOTAL)	0	0	0	0	0
Incest	0	0	0	0	0
Statutory Rape	0	0	0	0	0
Liquor Law Arrests	0	0	0	0	0
Liquor Law Violations Referred for Disciplinary Action	0	0	0	0	0
Drug Law Arrests	0	0	0	0	0
Drug Law Violations Referred for Disciplinary Action	0	0	0	0	0
Weapons Possession Arrests	0	0	0	0	0
Weapons Possession Violations Referred for Disciplinary Action	0	0	0	0	0

Public Property is defined as Highway 274 to the South of campus, Carr Road to the North of campus (including the Physical Plant Property north of Carr Road), ALETA boundary to the West of campus, and the Highland Industrial Park boundary to the East of campus.

** No Hate Crimes were reported for the year 2009.

Collection and Retrieval Diagram

Figure 7-1 Data Collection and Retrieval



Appendix U

Institutional Membership List

American Association of Collegiate Registrars & Admissions Officers
American Association of Community Colleges
American Fundraising Professionals
American Fundraising Professionals-Arkansas Chapter
American Technical Education Association Inc.
American Welding Society
Arkansas Association for the Assessment of Collegiate Learning
Arkansas Association of College & University Business Officers
Arkansas Association of Collegiate Registrars & Admissions Officers
Arkansas Association of Development Education
Arkansas Association of Higher Education & Disability
Arkansas Association of Student Financial Aid Administrators
Arkansas Association of Two-Year Colleges
Arkansas Council for Women in Higher Education
Arkansas Council on Student Services
Arkansas Distance Learning Association
Arkansas of Institutional Research Organization
Association of Fundraising Professionals
Association of Institutional Research
Aviation Technician Education Council
Camden Area Chamber of Commerce
Camden Area Industrial Development Corporation
Council for Higher Education Accreditation
Council for Resource Development
Council of North Central Two-Year Colleges
Golden Triangle Economic Development Corporation
Magnolia Columbia County Chamber of Commerce
Magnolia Economic Development Corporation
NAFSA: Association of International Educators
National Academic Advising Association
National Alliance of Concurrent Enrollment Partnerships
National Association of College & University Business Officers
National Association of Community College Entrepreneurship
National Association of Community College Teacher Education Programs
National Association of Development Education
National Association of Student Financial Aid Administrators
Northrop Rice Foundation
Ouachita Partnership for Economic Development
Southern Association of Collegiate Registrars & Admissions Officers
Southern Association of College & University Business Officers
Southern Growth Policies Board
Southwest Arkansas Two-Year College Consortium
Southwest Association of Student Financial Aid Administrators



Fall to Spring Retention	1st Time Entering	# Retained	PCT	Fall to Fall Retention	# Retained	PCT
Fall 2005 to Spring 2006	144	88	61.1%	Fall 2005 to Fall 2006	58	40.3%
Fall 2006 to Spring 2007	141	70	49.6%	Fall 2006 to Fall 2007	44	31.2%
Fall 2007 to Spring 2008	196	135	68.9%	Fall 2007 to Fall 2008	84	42.9%
Fall 2008 to Spring 2009	209	142	67.9%	Fall 2008 to Fall 2009	103	49.3%
TERM AVERAGE	690	435	63.0%	ANNUAL AVERAGE	289	41.9%

During the Spring 2008 semester, the institution implemented evaluation procedures to gather data from its concurrent enrollment population. The institution felt that it would be valuable to have feedback from the current students in the Concurrent Enrollment Program as a means of evaluating the program's standards and value to the present population. The Institutional Research office devised an instrument to be administered to the students that would evaluate how the concurrent credit courses prepared them for college; what they felt was the value of the Concurrent Enrollment Program while in high school; and if enrolling in concurrent credit classes improved any of their study habits/skills.

One hundred forty-three (143) current students from various high schools were surveyed by the institution for the purposes stated above. Only college-level General Education courses were evaluated by the institution although the preponderance of courses offered by the institution in the Concurrent Program are in technical fields. Additionally, since this is the first year for the institution to conduct these evaluations, there is no historical data from which one may derive conclusions or use for comparisons. In that light, this office would prefer to have three to five years of data with at least a thirty percent response rate in order to draw conclusions and perform an analysis of the data collected. The overall response rate to this instrument was poor and new procedures were implemented to improve the response rate. Single digit responses were received for all student evaluations.

This office did not totally disregard this data however it is inadequate to perform any analyses and/or to draw any firm conclusions. Those responding clearly felt that they were afforded an opportunity to prepare for college early-on and get a head start on their college education. Respondents answered multiple choice and open-ended questions. Open-ended questions were provided for any area that might require further explanation.

Based on the respondents' answers, the following information can be provided:

1. Respondents felt the Concurrent Enrollment Program provided them an appropriate bridge in preparing for college;
2. The program's value was a head start on their college education, financial savings, improved study habits/skills, and insight into what college was all about; and
3. Respondents unanimously stated that their study habits and skills were improved as a result of this program.

This office recommends that the evaluations be conducted during the same timeframe as the college-level evaluations and that the instruments are administered electronically. All college-level course evaluations are electronic instruments and are immediately forwarded to the Institutional Research office upon completion. Paper instruments were used in 2008 and again in 2009. Current students stated they enjoyed the program and felt that it was an invaluable asset to have the opportunity to earn college credits while still in high school.

The institution should explore several means of administering these instruments to high school students and use the media available to make it less intrusive. Students will need to be made aware of the purpose of these evaluations and their use by the institution to improve the quality of instruction and even the course itself. The institution utilized a different instrument for the concurrent program due to

the purposes of the Concurrent Enrollment Program evaluation being completely different from the purposes of the college-level evaluation.

In future years the institution will be able to derive more information and data as it will have the ability to access multiple years of data for analysis and comparison. We will in the meantime continue to reassess and reevaluate how and what we do in terms of administering and gathering information for the purpose of evaluating the Concurrent Enrollment Program.

During the Spring 2008 semester, the institution implemented evaluation procedures to gather data from its concurrent enrollment population. The institution felt that it would be valuable to have feedback from students having at least one year in the Concurrent Enrollment Program as a means of evaluating the program's standards and improving the value of the program for the present population. The Institutional Research office devised an instrument to be administered to these students that would evaluate how the concurrent credit courses prepared them for college; what they felt was the value of the Concurrent Enrollment Program while in high school; if enrolling in concurrent credit classes improved any of their study habits/skills; if in college, whether college credit was awarded for the courses they took while in high school; and how this impacted their college experience.

One hundred forty-four (144) follow-up students from various high schools were surveyed by the institution for the purposes stated above. The following information is provided about the methodology employed for this instrument:

- Only college-level General Education courses were evaluated.
- No historical data is available from which one may derive conclusions or use for comparisons.
- Multiple choice questions and open-ended questions were used in this instrument. Open-ended questions were provided for further explanation of answers wherever this may be necessary.
- Paper surveys were used by the institution for all respondents.

Insufficient data information is available for this instrument in order to perform a thorough analysis and evaluate what the significant values and impact of this program are at this time. As we continue to conduct evaluations and more data is available, we will be able to give an analysis and draw conclusions with more certainty than we can at present. However, we do believe that these are valid instruments and that the data gathered from these instruments is valid, essential, and should be used until more data is available.

Based on the respondents' answers, the following information can be provided:

1. Respondents felt the Concurrent Enrollment Program provided them an appropriate bridge in preparing for college;
2. The program's value was a head start on their college education, cost-savings, improved study habits/skills, and insight into what college was all about; and
3. Respondents unanimously stated that their study habits and skills were improved as a result of this program.
4. All respondents received the appropriate college credit for courses taken while in high school.

The Office of Secondary and Community Education in conjunction with Institutional Research is evaluating other means to improve the response rates for these instruments as well as looking for other incentives that may assist in this area. We believe that with an incentive perhaps more of the students will respond to the follow-up instrument and give some invaluable insight to what the program has done for them as well as providing testimonials for the program's value to high school students. It appears

that all respondents felt that the most valuable asset of the program was the cost-savings that they received from being enrolled while still in high school.

Appendix Y

Southern Arkansas University Tech - Employee Exit Survey For the Period 2007 - 2009

Sex

Female	59%
Male	41%

Race & Ethnicity

Black	26%
White	74%

Reason for Leaving

Promotion	3%
Retirement	15%
Resingation	59%
Transfer	12%
Dismissal	8%
Layoff	3%

Contributed to the decision to leave current position:

working conditions	13%
better job opportunity	39%
moving from area	3%
health	10%
family circumstances	10%
going to school	6%
other	19%

Southern Arkansas University Tech - Employee Exit Survey
For the Period 2007 - 2009

Please rate each of the following benefits:

	excellent	good	fair	no opinion
Rate of pay	6%	38%	44%	12%
Holidays	35%	62%	0%	3%
Retirement plan	32%	56%	6%	6%
Tuition waiver	59%	35%	0%	6%
Medical insurance	32%	59%	6%	3%
life insurance	24%	61%	3%	12%
sick leave	41%	50%	6%	3%
annual leave	38%	53%	6%	3%

Please rate communication in the following areas:

	excellent	good	poor	no opinion
dept. procedures & policies	32%	53%	12%	3%
specific knowledge of your job	44%	47%	9%	0%
between you and your supervisor	44%	47%	6%	3%

Did you receive a current job description for your position when you were employed?

yes	91%
no	9%

Were your job responsibilities fully and correctly explained to you when you were employed?

yes	87%
no	13%

Please rate the following in your job or department:

	excellent	good	fair	no opinion	poor
Friendliness/Cooperation	52%	36%	6%	3%	3%
Cooperation with other dept.	27%	64%	6%	3%	0%
on-the-job training	27%	42%	21%	6%	0%
equipment provided	41%	53%	6%	0%	0%
orientation to the job	27%	55%	18%	0%	0%

Was your work load:

too great	too light	about right	varies
15%	3%	49%	33%

Southern Arkansas University Tech - Employee Exit Survey
For the Period 2007 - 2009

Please check supervisory action on each of the following points:

	almost always	usually	sometimes	never
follows policies & procedures	64%	30%	6%	0%
demonstrates fair & equal treatment	70%	21%	9%	0%
provides recognition on the job	48%	40%	9%	3%
communicates well w/subordinates	55%	33%	9%	3%
develops cooperation	60%	30%	6%	3%
resolves complains and problems	58%	33%	6%	3%

Did you experience any of the following?

	yes	no
Harassment	10%	90%
Favoritism of the other employees	12%	88%
unfair promotional practices	6%	94%
unfair treatment	19%	81%
threats for filing a grievance	0%	100%

Would you recommend this department to a friend as a place to work?

Yes	No
89%	11%

AQIP Steering Committee
Response to Annual Communication Survey
May 8, 2009

The annual communication follow-up survey was conducted in April 2009 with the following SAU Tech employee organizations: Administrative Council; Administrative Staff Organization; Career Academy; Classified Staff Organization; and Faculty Senate. Below are the results of the survey:

- The majority of the employees responding to the survey agreed that the decisions made at the weekly Vice Chancellors Council meeting were being communicated to them in a timely manner. A suggestion was made to post the meeting's minutes in Outlook Public Folders. Minutes are not recorded for the weekly Vice Chancellors Council meetings. This is an informational meeting only; a time for Dr. Lamkin and the Vice Chancellors to meet as a group and bring each other up to date on what is happening at SAU Tech. Most of the information shared involves activities that have already occurred or have already been publicly announced. Other information shared is in a preliminary stage and not ready for disclosure to the staff and/or public. Each Vice Chancellor does report to his/her staff information from the meeting that affects his/her department. It is each Vice Chancellor's discretion to decide who receives the information in his/her department.
- The majority of the employees responding to the survey agreed the subjects discussed at the monthly Administrative Council meeting were communicated to them in a timely manner.
- Some employees responding to the survey agreed that the employee organizations are effective in SAU Tech's communication process; some do not agree; and some are unsure. It was suggested to change the monthly meeting of each organization's officers with Dr. Lamkin to after the organization's meeting instead of before. The timing of the monthly meeting of each organization's officers with Dr. Lamkin will be reviewed for the 2009-2010 academic year. The meeting will be scheduled so that the communication between Dr. Lamkin and the organization will not be hampered. All of the SAU Tech employee organizations were approved by a Chancellor and implemented as a means of communication between the Chancellor and all employees. Each organization is to represent the interest of all employees as a group.
- All employees responding to the survey agreed that Outlook Public Folders is used, the information is effective, and the information keeps them better informed. Employees who can't access Outlook Public Folders need to contact Information Technology Services. A suggestion was made to make campus events clearer as to when and where they are taking place. SAU Tech events are announced by the Office of Communications & Student Relations. These announcements do include when and where the event will occur. A daily SAU Tech Event Schedule is posted in Outlook Public Folders; this schedule shows all facility reservations for that specific day by name of company using the facility or specific room.
- All employees responding to the survey stated they read the AQIP Blasts, and the AQIP Blasts help the communication process. A comment was made that "The AQIP Blasts are available in Public Folders for the individual to read." The purpose of AQIP Blasts is to call immediate attention to AQIP news. AQIP Blasts are e-mailed to employees and not posted in Outlook Public Folders.
- All employees responding to the survey agreed that the SAU Tech Directory is an effective communication tool.

Should you have any questions regarding the results of the survey, please do not hesitate to call Dr. Diane Atchison at 574.4560 or Paula Bergstrom at 574.4488.

**Workforce Training Analysis 2009/2010 comparibles
for COBITC five major industries**

On a scale from 1 to 3

1 least likely training needed

3 likely training needed

Basic Skills Classes

	2009	2010
Basic Computer	3	1
Reading Application with emphasis in Basic Power Point	3	2
Effective Writing Skills	3	2
Math Application with emphasis in Basic Excel	2	3
Reading Application with emphasis in Basic Access	2	2
Industrial Math Skills	2	3
Basic Keyboarding	1	1
Writing Application with emphasis in Basic Word	1	1
Industrial Reading	1	2
CDL (written portion only)	1	1

Intermediate Skills Classes

Intermediate Excel	3	3
Intermediate Access	3	3
Intermediate Power Point	2	1
Intermediate Word	1	1

Advanced Skills Classes

Advanced Excel	3	3
Advanced PowerPoint	2	3
Advanced Access	1	1
Advanced Word	1	1

Technical Skills Classes

Blueprint Reading	3	3
GD&T	3	3
PLC (Programmable Logical Control)	3	3
Auto CAD	3	3
Hydraulics & Pneumatics	2	1
Industrial Electricity	2	2
Basic Welding	1	2
Advanced Auto CAD	1	2

Safety Skills Classes

Forklift	3	3
HazMat	2	3
First Responder	2	3
HAZWOPER	2	3
DOT	1	1

**Workforce Training Analysis 2009/2010 comparables
for COBITC five major industries**

On a scale from 1 to 3

1 least likely training needed

3 likely training needed

Management & Organizational Skills Classes

Leadership & Supervision

3

3

Operations & Quality

Lean 101

2

3

Lean TMP (Total Productive Maint.)

2

3

Statistical Process Control (SPC)

2

3

Profit 101

2

3

Six Sigma

1

1

VSM (Value Stream Mapping)

1

1

Visual Workplace/5S

1

1

During the Spring 2008 semester, the institution implemented evaluation procedures to gather data from its concurrent enrollment population. The Institutional Research office devised an instrument to be administered to the SAU Tech employees, Concurrent Faculty, Concurrent Counselors, and Concurrent Principals that would evaluate what they knew about the Concurrent Enrollment Program and if they required any information on the program.

This instrument was administered via e-mail by providing each respondent with a web link to access the instrument over a secure server and responses were returned to the Institutional Research office for analysis. Four (4) Concurrent Counselors and four (4) Concurrent Principals were sent this instrument. The instrument was comprised of multiple choice and open-ended questions so that respondents could provide further explanation on any responses that they desired.

The institution had not conducted an evaluation in this area previously and no historical data is available for analysis. Concurrent Administrators were pleased with the program. Concurrent administrators like the Concurrent faculty members felt that the opportunity to expose their students to college was beneficial and that the interaction with college personnel assisted them in their professional development and course curriculum.

During the Spring 2008 semester, the institution implemented evaluation procedures to gather data from its concurrent enrollment population. The Institutional Research office devised an instrument to be administered to the SAU Tech employees, Concurrent Faculty, Concurrent Counselors, and Concurrent Principals that would evaluate what they knew about the Concurrent Enrollment Program and if they required any information on the program.

This instrument was administered via e-mail by providing each respondent with a web link to access the instrument over a secure server and responses were returned to the Institutional Research office for analysis. Forty-six (46) Concurrent Faculty members were sent this instrument. The instrument was comprised of multiple choice and open-ended questions so that respondents could provide further explanation on any responses that they desired.

The institution had not conducted an evaluation in this area previously and no historical data is available for analysis. Concurrent faculty members were pleased with the program and wanted to have more interaction with their college-level counterparts. College faculty shared this desire in their responses as well. Concurrent faculty members felt that the opportunity to expose their students to college was beneficial and that the interaction with college personnel assisted them in their professional development and course curriculum.

Southern Arkansas University Tech
[Includes both On- and Off-Schedule Statistics]
SEE NOTES 3, 4, AND 5

5/24/2011

Term (3)	On-Campus		Off-Campus		TERM TOTAL			Term Ratio	ANNUAL TOTAL (2)		
	H/C	SSCH	H/C	SSCH	H/C (5)	SSCH	FTE (1a)	FTE to H/C	H/C	SSCH	FTE (1b)
Sum II 1999	164	682	27	81	191	763	127	67:100			
Fall 1999	720	7426	176	1113	896	8539	569	64:100			
Spring 2000	721	7127	264	1677	985	8804	587	60:100			
Sum I 2000	181	1078	79	430	260	1508	251	97:100	2332	19614	654
Sum II 2000	171	850	35	293	206	1143	191	92:100			
Fall 2000	722	6709	190	1237	912	7946	530	58:100			
Spring 2001	843	7734	358	2480	1201	10214	681	57:100			
Sum I 2001	146	738	58	313	204	1051	175	86:100	2523	20354	678
Sum II 2001	182	807	70	478	252	1285	214	85:100			
Fall 2001	731	7408	313	2434	1044	9842	656	63:100			
Spring 2002	922	7902	409	3094	1331	10996	733	55:100			
Sum I 2002	171	843	72	330	243	1173	196	81:100	2870	23296	777
Sum II 2002	146	849	258	1219	404	2068	345	85:100			
Fall 2002	818	8895	434	1632	1252	10527	702	56:100			
Spring 2003	871	8810	494	2191	1365	11001	733	54:100			
Sum I 2003	64	506	114	446	178	952	159	89:100	3199	24548	818
Sum II 2003	114	722	243	1293	357	2015	336	94:100			
Fall 2003	817	8592	549	2461	1366	11053	737	54:100			
Spring 2004	793	7946	892	4088	1685	12034	802	48:100			
Sum I 2004	74	557	99	342	173	899	150	87:100	3581	26001	867
Sum II 2004	83	509	252	1231	335	1740	290	87:100			
Fall 2004	590	5629	921	8186	1511	13815	921	61:100			
Spring 2005	686	7263	1463	9472	2149	16735	1116	52:100			
Sum I 2005	118	872	294	3296	412	4168	695	169:100	4407	36458	1215
Sum II 2005	37	103	377	1892	414	1995	333	80:100			
Fall 2005	716	6496	665	8327	1381	14823	988	72:100			
Spring 2006	536	5943	717	6533	1253	12476	832	66:100			
Sum I 2006	50	212	168	2241	218	2453	409	188:100	3266	31747	1058
Sum II 2006	138	706	294	1156	432	1862	310	72:100			
Fall 2006	775	7421	1886	11016	2661	18437	1229	46:100			
Spring 2007	622	5998	1704	9576	2326	15574	1038	45:100			
Sum I 2007	81	513	133	1883	214	2396	399	186:100	5633	38269	1276
Sum II 2007	104	629	317	1442	421	2071	345	82:100			
Fall 2007	710	8768	1584	9644	2294	18412	1227	53:100			
Spring 2008	601	7462	1754	8965	2355	16427	1095	46:100			
Sum I 2008	111	811	504	4193	615	5004	834	136:100	5685	41914	1397
Sum II 2008	60	225	57	177	117	402	67	57:100			
Fall 2008	625	7050	1401	10478	2026	17528	1169	58:100			
Spring 2009	597	6455	1913	11378	2510	17833	1189	47:100			
Sum I 2009	105	624	502	3847	607	4471	745	123:100	5260	40234	1341

1a) For FTE calculations: Fall and Spring terms, one FTE=15 SSCH; Summer terms, one FTE= 6 SSCH. 1b) One annual FTE= 30 SSCH.

2) Annual data is based on the fiscal year, that is consecutive terms-Summer II, Fall, Spring, and Summer I-from July 1 through June 30.

3) Beginning with the Summer II 2005 term, term figures include on- and off-schedule class totals for that term.

4) Figures prior to the Summer II 2005 term include Tech Prep students in the calculations of all data.

5) Beginning with the Summer I 2008 term, Extended Summer Term figures are included in the Summer I term statistics.



Southern Arkansas University Tech
[Includes both On- and Off-Schedule Statistics]
SEE NOTES 3, 4, AND 5

5/24/2011

Term (3)	On-Campus		Off-Campus		TERM TOTAL			Term Ratio FTE to H/C	ANNUAL TOTAL (2)		
	H/C	SSCH	H/C	SSCH	H/C (5)	SSCH	FTE (1a)		H/C	SSCH	FTE (1b)
Sum II 2000	171	850	35	293	206	1143	191	92:100			
Fall 2000	722	6709	190	1237	912	7946	530	58:100			
Spring 2001	843	7734	358	2480	1201	10214	681	57:100			
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Spring 2003	871	8810	494	2191	1365	11001	733	54:100			
Sum I 2003	64	506	114	446	178	952	159	89:100	3199	24548	818
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Sum I 2009	105	624	502	3847	607	4471	745	123:100	5260	40234	1341
Sum II 2009	60	227	96	359	156	586	98	63:100			
Fall 2009	755	8163	1363	10572	2118	18735	1249	59:100			
Spring 2010	617	6632	1937	12252	2554	18884	1259	49:100			
Sum I 2010	112	2374	188	1194	300	3568	595	198:100	5128	41773	1392

- 1a) For FTE calculations: Fall and Spring terms, one FTE=15 SSCH; Summer terms, one FTE= 6 SSCH. 1b) One annual FTE= 30 SSCH.
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Spring 2010	617	6632	1937	12252	2554	18884	1259	49:100			
Sum I 2010	112	2374	188	1194	300	3568	595	198:100	5128	41773	1392
Sum II 2010	124	781	166	743	290	1524	254	88:100			
Fall 2010	724	7711	1272	8523	1996	16234	1082	54:100			
Spring 2011	697	8401	1904	10066	2601	18467	1231	47:100			
Sum I 2011					0	0	0		4887	36225	1208

- 1a) For FTE calculations: Fall and Spring terms, one FTE=15 SSCH; Summer terms, one FTE= 6 SSCH. 1b) One annual FTE= 30 SSCH.
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**Southern Arkansas University Tech
Retention & Graduation of First-Time Freshmen
Fall 1992-2009 Entering Cohorts**

<u>Year</u>	<u># in Cohort</u>	<u>Annual Retention</u>	<u>Cum. Grads</u>	<u>Cohort Success</u>
1992	128	67 (52.3%)	27 (21.1%)	67 (52.3%)
1993	111	66 (59.5%)	39 (35.1%)	67 (60.4%)
1994	110	65 (59.1%)	29 (26.4%)	69 (62.7%)
1995	110	60 (54.5%)	32 (29.1%)	65 (59.1%)
1996	123	49 (39.8%)	28 (22.8%)	55 (44.7%)
1997	111	62 (55.9%)	35 (31.5%)	68 (61.3%)
1998	130	73 (56.2%)	42 (32.3%)	85 (65.4%)
1999	127	57 (44.9%)	35 (27.6%)	70 (55.1%)
2000	97	56 (57.7%)	26 (26.8%)	60 (61.9%)
2001	89	58 (65.2%)	24 (27.0%)	61 (68.5%)
2002	139	90 (64.7%)	37 (26.6%)	90 (64.7%)
2003	107	62 (57.9%)	24 (22.4%)	64 (59.8%)
2004	129	46 (35.7%)	64 (49.6%)	95 (73.6%)
2005	144	58 (40.3%)	73 (50.7%)	94 (66.7%)
2006	141	44 (31.2%)	78 (55.3%)	122 (86.5%)
2007	196	91 (46.4%)	79 (40.3%)*	170 (86.7%)
2008	209	103 (49.3%)	43 (20.6%)**	146 (69.9%)
2009	203	NOT AVAILABLE	NOT AVAILABLE	NOT AVAILABLE

NOTE: Annual Retention & Cohort Success are based on one-year. Cumulative Grads are on a three-year basis with the exception of 2007*, which is the number of graduates after two years; 2008**, which are the number of graduates after one year.

Glossary of Terms and Acronyms

AATYC	Arkansas Association of Two-Year Colleges
ABE	Adult Basic Education AC Administrative Council
ACP	Arkansas Career Pathway
ACTS.....	Arkansas Course Transfer System
ADHE	Arkansas Department of Higher Education
ADHECB	Arkansas Department of Higher Education Coordinating Board
ASO.....	Administrative Staff Organization
BIT.....	Business and Industry Training Program
COBITC.....	Calhoun Ouachita Business and Industry Training Consortium
CPADO.....	Chief Planning, Accountability, and Development Officer
CPI	Career Pathways Initiative
CRC.....	Career Readiness Certificate
CSO.....	Classified Staff Organization
CVCC	Chancellor's Vice Chancellors Council
CWBL	Center for Web-Based Learning
DIR	Director of Institutional Research
ESL.....	English as a Second Language
FAA	Federal Aviation Administration
FS.....	Faculty Senate
GEC.....	General Education Competencies
GED.....	General Education Development
GTEDC.....	Golden Triangle Economic Development Council
HR	Human Resources
HRD.....	Human Resources Director
ICCRC.....	Internet Course Curriculum Review Committee
IPEDS.....	Integrated Postsecondary Education Data System
ITS.....	Information Technology Services
LRC	Learning Resource Center (Library)
NACEP	National Alliance for Concurrent Enrollment Program
NCCBP.....	National Community College Benchmark Project
NFIRS.....	National Fire Incident Reporting System
NFPA.....	National Fire Protection Association
PAD	Planning, Accountability, and Development Office
POISE	People Oriented Information Systems for Education
PPAD.....	Physical Plant Assistant Director
PPD	Physical Plant Director
ROT.....	Report on Teaching
SAU Tech.....	Southern Arkansas University Tech
SAUTF.....	Southern Arkansas University Tech Foundation
SIS.....	Student Information System
TLC.....	Tech Learning Center
VCAA.....	Vice Chancellor for Academic Affairs
VCFA.....	Vice Chancellor for Finance and Administration
VCIT	Vice Chancellor Information Technology