



SOUTHERN ARKANSAS UNIVERSITY TECH

AQIP SYSTEMS PORTFOLIO

2015

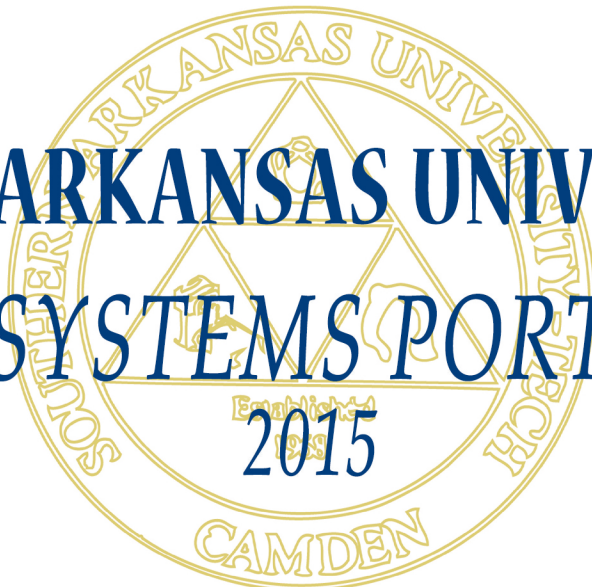


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Glossary of Terms

AA	Associate of Arts
AACCPASI	AACC Presidents Academy Summer Institute
AAPQMR	Applying the Quality Matters Rubric
AAS	Associate of Applied Science
AAT	Associate of Arts in Teaching
AC	Administrative Council
ACC	Arkansas Community Colleges
ACCLI	Arkansas Community Colleges Leadership Institute
ACE	Military Training Credit
ACTS	Arkansas Course Transfer System
ADHE	Arkansas Department of Higher Education
ADHECB	Arkansas Higher Education Coordinating Board
ADWS	Arkansas Department of Workforce Services
AETA	Arkansas Environmental Training Academy
AFTA	Arkansas Fire Training Academy
AHSC	Allied Health Student Club
ALC/JBC	Arkansas Legislative Council Joint Budget Committee
ALETA	Arkansas Law Enforcement Training Academy
AMS	Arkansas Manufacturing Solutions
AP	Advanced Placement
APPQMR	Applying the QM Rubric Workshop
APS	Associate of Professional Studies
ARK-AHEAD	AR Association on Higher Education and Disability
ASO	Administrative Staff Organization
ATI	Assessment Technologies Institute
AWS	American Welding Society
CCBITC	Columbia County Business & Industry Training Corstia
CCSSE	Community College Survey of Student Engagement
CLEP	College Level Examination Program
COBITC	Calhoun Ouachita Business and Industry Training Consortium
CQI	Continuous Quality Improvement
CSO	Classified Staff Organization
CTE	Career and Technical Education Certificates
CWBL	Center for Web-Based Learning
DIR	Director of Institutional Research
DIS	Department of Information Systems
DPP	Director of Physical Plant
EPC	Emergency Planning Committee
ERT	Emergency Response Team
ESL	English as a Second Language
FAA	Federal Aviation Administration
FS	Faculty Senate
FTE	Full time equivalent
GECs	General Education Competencies
HRD	Human Resources Director
ICCRC	Internet Course Curriculum Review Committee
IPEDS	Integrated Postsecondary Education Data System
IT	Information Technology
ITS	Information Technology Services
LA	Leadership Arkansas
LCA	Leadership Camden Area
LRC	Learning Resource Center
MOU	Memorandum of Understanding
NACEP	National Alliance of Concurrent Enrollment Partnerships

NCCER.....	National Center for Construction Education (NCCER)
NCLEX.....	National Council of Licensure Examination
NIMS	National Incident Management System
NISOD	National Institute for Staff and Organizational Development
OPF.....	Outlook Public Folder
PACE.....	The Path to Accelerated Completion and Employment Initiative
PAD	Planning, Accountability, and Development
PLA	Prior Learning Assessment
PRC	Peer Reviewer Course
QM.....	Quality Matters
QMC.....	Quality Matters Coordinator
RNR.....	Rock 'n Read
SAA.....	State Approving Agency
SACC.....	South Arkansas Community College
SAIS	Student Assessment of Instruction Survey
SAUM	SAU Magnolia
SAUTF	Southern Arkansas University Tech Foundation
SLGFA	Student Loan Guaranty Foundation of Arkansas
SOAR	Student Orientation and Registration
SSCH.....	Student semester credit hour
SWACC.....	Southwest Arkansas Community College Consortium
TACCCT	Trade Adjustment Community College and Career Training
TC.....	Technical Certificate
Tec@Tech	Teacher Education Club
TLC	Tech Learning Center (tutoring center)
VA	Veterans Administration
VCA.....	Vice Chancellor for Academics
VCC.....	Vice Chancellors Council
VCFA	Vice Chancellor for Finance and Administration
VCIT.....	Vice Chancellor for Information Technology
VCPAD	Vice Chancellor for Planning, Accountability, and Development
VCSC.....	Vice Chancellor for Student Services
VPAT.....	Voluntary Product Accessibility Template

Institutional Overview

Southern Arkansas University Tech (hereafter referred to as SAUT or the College) 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, SAUT 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, and 3.1% Other ethnic origins.

In addition to offering traditional classroom courses, SAUT was one of the first colleges in Arkansas to receive approval through The Higher Learning Commission to offer its degrees online. The status of its online offerings continues to thrive. Other instructional locations include facilities in Magnolia and Texarkana, Arkansas where the College offers a welding program and an aviation program, respectively. SAUT 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 seven high schools in five surrounding counties. In addition, the College's Adult Education program provides basic skills training for adults with less than a high school education. This program reaches individuals in Calhoun, Cleveland, Columbia, Dallas, and Ouachita counties. SAUT also operates the Arkansas Environmental Training Academy (AETA) 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. Under SAUT's umbrella is the Arkansas Fire Training Academy. Through operations at the main site in Camden and through satellite operations in northeast and northwest Arkansas, the Arkansas Fire Training Academy (AFTA) 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.

SAUT is unique in that it is the only college or university in Arkansas 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. SAUT plays an important role in economic development and workforce training in south Arkansas through training opportunities for area business and industry and 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 it regards as priorities and by which it conducts its operation. Through The Higher Learning Commission's AQIP process, SAUT transformed its strategic plan, which included the development of a challenging vision statement that positions the College for "*Leading Arkansas in Economic and Educational Transformations.*" (A copy of the plan is in Appendix A.) SAUT 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. SAUT 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 and quality programs; access to higher education; resource development, accountability and institutional effectiveness; and partnerships, collaborative efforts, and workforce and economic development.

Tables O.1 and O.2 show profiles of SAUT's student and employees.

SAUT's quality improvement journey began in December of 2006. The College has completed one systems portfolio (June 2011) and received Reaffirmation of Accreditation with the next Reaffirmation of Accreditation to be in 2019-20. Action Projects have focused on planning, concurrent credit, communication, shared governance, resource management, program review, and student support services. Through these Action Projects the College's processes have begun to move from reactionary to more systematic and aligned.

SAUT's most recent major accomplishment is the construction of the new student center. The student center is a multipurpose building which now houses food service, the bookstore, student life offices, and has a great hall which can accommodate 2,000 people seated auditorium style and can be divided into two rooms for smaller events. Other recent accomplishments include: 1) revamping the Nursing program to include a simulation lab and more instruction space; 2) expansion of the Welding program and relocation of the Mechanical Maintenance program, 3) an upgrade of the network infrastructure; 4) new on-campus student housing; 5) outsourcing of the bookstore; 5) implementing the Quality Matters program for all Internet courses; 6) the development of a walking trail; 7) initiating an Honors Program; 8) a new teaching lab for the Environmental Academy, and 9) capital improvement projects in the amount of \$9,666,398 for buildings (including the student center), \$110,802 for library holdings, and \$300,085 for equipment.

The College's key challenges and failures include declining enrollment, especially of its core college level enrollment, which has resulted in reduced revenue. Core college enrollment includes all college level students with the exception of high school students, Fire Academy, Arkansas Law Enforcement Academy, and Arkansas Wildlife Academy students. From fall semester 2011 to fall semester 2014, the enrollment declined from 1,015 core college students to 693 core college students. This resulted in a loss of tuition revenue of approximately \$500,000. Retention of core college students from fall to spring is another challenge as depicted in Table O.3. Table O.4 shows retention of first-time entering students from fall to spring and from fall to fall. For example, there were 209 students in the fall 2011 cohort, 125 returned in the spring semester 2012, and 63 returned in the fall 2012 semester. This is another key challenge for the College.

Future opportunities include developing processes to address the challenges of declining core college enrollment and reduction in revenue and addressing the challenge of retention which affects the viability of some programs because of declining graduating students.

**Table O.1 – Student Profile
12-Month Enrollment Summary**

	AY 2012	AY 2013	AY 2014
Total Headcount	3888	3430	3449
FTE	1385	1316	1269
Black	1363	1218	1179
White	2328	2047	2058
Other	197	165	212
Full-time	1216	1073	1079
Part-time	2672	2357	2370
Average Age	22.26	21.85	21.38

Source: IPEDS 12-Month Enrollment Summary Survey

Table O.2 – Employee Profile

	FY 2012		FY 2013		FY 2014	
	FT	PT	FT	PT	FT	PT
Faculty	35	30	35	32	33	24
Staff	87	6	82	6	76	4
Administrators	13	0	13	0	13	0
Total	135	36	130	38	122	28

FT=Full-time, PT=Part-time

Source: IPEDS Human Resources Survey (Full- & Part-time)

**Table O.3 – College Core Enrollment
Fall to Spring Comparison**

	11-12	12-13	13-14	14-15
Fall	1015	968	855	693
Spring	909	832	724	613

**Table O.4 – 1st Time FT- Degree Seeking
Fall to Spring & Fall to Fall Comparison**

	11-12	12-13	13-14	14-15
Fall	209	209	207	199
Spring	125	166	131	141
Fall	63	100	67	NA

Category One: Helping Students Learn

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

The mission of SAUT is to provide for quality educational programs delivered through various technologies and methodologies to meet the needs of its constituencies. SAUT believes that helping students learn is at the heart of its work. The College prides itself in having been a leader in the State of Arkansas in providing educational programs through diverse delivery, affordable educational opportunities to high school students, adults requiring a high school equivalent, incumbent workers in the surrounding workforce, and statewide certification/licensure training. The College's strategic goals support its mission and focus on student success and quality programs; access to higher education; resource development, accountability and institutional effectiveness; and partnerships, collaborative efforts, and workforce and economic development.

Through strategy forums, action projects, its 2011 Systems Portfolio and Appraisal Feedback Report, a 2012 Quality Checkup, and continuously reaffirmed through its strategic plan, the College believes it has made significant improvements in student learning. The commitment to quality educational programs and learning is evidenced by the first goal of the College's Strategic Plan which is "to provide every student the opportunity to acquire knowledge and skills through relevant, high-quality instruction, programs, and services." This goal has driven six action projects since the College joined AQIP that focused on addressing quality improvement in academic processes directed toward student learning. These initiatives, along with others, have set the College on a course of having a comprehensive and systematic level of processes to benefit and help students learn.

Processes for helping students learn exhibit a range of maturity levels. Integrated processes have been developed in the areas of program review and new program development, on-line course delivery, and determining program outcomes and curriculum development, oversight, and revision to ensure alignment with student, industry, and community needs.

Aligned processes include communication of programs and degrees to current and prospective students through print, electronic, and recruiting efforts. The College recently centralized its enrollment and advising services in one area with the goal of improving student access to informational and enrollment services. Improvements in communicating student expectations for learning have been made through the alignment of program-specific advising. Alignment of academic support services, such as advising and tutoring services, across departments has been successful. In addition, the College has been recognized by its peers for its development and alignment of the Prior Learning Assessment process between student services and academics.

The College recognizes the need to improve on its less mature systematic processes. Key opportunities identified by SAUT include improving the analysis and evaluation of program-level assessment data which leads to aligned and integrated documentation of student learning improvements within programs. While assessment is faculty driven and permeates the culture of the College as an important process for meeting its mission, the College still struggles to fully align its processes for comprehensive responses to assessment data. An additional process recognized by the College that needs to move from the systematic level is the alignment of co-curricular goals with program-level learner outcomes.

In summary, SAUT has made significant progress toward continuing the maturity of its processes established to meet its commitment to student learning. Overall, the College places Helping Students Learn at the level of Systematic moving to Aligned as a result of its on-going commitment to developing and improving processes that are stable, managed, and regularly aligned.

1P1 Common Learning Outcomes

This process focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes.

- *Aligning common outcomes to the mission, educational offerings, and degree levels of the institution. Determining common outcomes. Articulating the purposes, content, and level of achievement of the outcomes.*

In part, 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. 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. 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. [3B1]

At the institution level, faculty members determine common learning objectives through the Assessment Committee, composed of faculty and administrators. In the spring 1999 semester, the Chancellor assigned the Assessment Committee the task of developing general education competencies for the College. During the 1999 spring and fall semesters, the committee conducted brainstorming sessions with the 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 and five General Education Competencies (GECs) and then presented them to the faculty for their review. The assessment plan calls for the assessment of GECs on a semester basis. As a part of the ongoing assessment process, the Assessment Committee reviews the results of assessment of the GECs and shares the results with faculty during Staff Development. The GECs, which align with the College's mission and are appropriate for associate degrees, are as follows:

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; and
5. Research skills. [3B2, 4B4, 3E2]

- *Incorporating into the curriculum opportunities for all students to achieve the outcomes.*

Beginning in the fall 2012 semester, the Assessment Committee asked faculty from each degree program to map the courses in their respective programs to the General Education Competencies (GECs). The mapping process consisted of identifying courses and assignments within the degree plan which assessed a particular GEC. For example, the Associate of Arts (AA) Teacher Education program identified the course Program and Curriculum Design, Unit 1, Lesson 2 Assignment Paper as a means to assess GEC 1-Reading and GEC 1-Writing. The Assessment Committee continues to work with program faculty to finalize the mapping process so that all programs reflect the assessment of the College's GECs. [3B3, 3B5]

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

The College listens to its constituents to ensure outcomes remain relevant and align with their needs. One result of AQIP Action Project #8 – Academic Program Review is a new web tool that allows stakeholders to suggest academic programs that are needed in the community and in the workforce or are of interest to students. The College also provides programs and training to meet the needs of its industry neighbors. For example, the College revised the Manufacturing program curriculum in 2011-12 to Automotive and Robotic Engineering to align with industry needs. The new Technical Certificate and degree emphasis in Supply Chain Management also stemmed from local industry demand. The process for developing new programs is depicted in Figure 1.1 in 1P3. [3B4]

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

SAUT is committed to providing students with academic enrichment and scholastic recognition opportunities that complement learning objectives. Each year, SAUT coordinates and conducts programs that honor and recognize students for their academic excellence and service to others. Currently, these include the National Technical Honor Society Membership, Phi Theta Kappa Honor Society Membership, Dean's List Recognition, Outstanding Graduate Competition, Academic All Star competition, SAUT Honors Program, Student Leadership, and Skills USA. Student clubs and organizations such as Phi Beta Lambda, Aviation Maintenance Club, Varmit Welders, Allied Health Students Club (AHSC), Mused Drama Company, and Teacher Education Club (Tec @ Tech) are directly linked to occupational programs. Some of the organizations engage in community projects. Such examples include: 1) Nursing students sponsor a community blood drive and an annual flu clinic, 2) Aviation sponsors a fly-in at the airport, 3) Tec @ Tech conducts a food drive for a local charity, 4) Honors students participate in a community service project, and 5) Student Leadership members volunteer hours for community and College events. These program-affiliated clubs promote skills and trades, provide networking opportunities, and are rooted in the same core abilities found in the classroom. [3E1, 4B2]

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

The College-wide academic assessment plan serves as the impetus for assessing program learning outcomes as well as GECs. The Assessment Committee works closely with faculty to develop program outcomes, course level outcomes that are identified in each course syllabus, and GECs and their scoring rubrics. Each semester, the Assessment Committee targets GECs in each degree following the assessment program mapping process. In 2010, SAUT began using TracDat for the collection of data and reporting of assessment results, including assessment of GECs. During fall Staff Development, the Assessment Committee shares assessment results with the faculty and provides a time for reflection and discussion of those results. The Committee encourages faculty members to use assessment results to improve student learning. [4B2]

- *Assessing common learning outcomes.*

Assessment of student learning is grounded in the College's mission and goals. The mission statement stresses the importance of providing quality education programs, and Strategic Goal #1 Student Success provides an avenue to enhance the assessment of student learning to improve student success. The mission of the General Education assessment of student outcomes emphasizes the College's role in preparing its associate degree graduates to function as competent and skilled workers and to live as life-long learners and thinkers. As noted above, the faculty members with guidance from the Assessment Committee own the assessment of student outcomes processes. [4B1, 4B2, 4B4]

1R1 Common Learning Outcomes Results

What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

The Assessment Committee works with the Vice Chancellor for Academics (VCA) to direct the ongoing assessment of student academic success and effective teaching. This committee drives the direction of assessment at the College by providing leadership and guidance in development of assessment goals, objectives, and measures. The College has collected results of GECs since the spring 2007 semester. In 2011, SAUT began transitioning the collection of GEC data from an Access database to the TracDat software. At that time, the Assessment Committee decided to collect data on two GECs each semester instead of collecting data on all five. The Table 1.1 below summarizes the assessment results of the GECs.

Table 1.1: General Education Competencies Ratings												
Comp.	Percent Proficient											
	SP07	FA07	SP08	FA08	SP09	FA09	SP10	FA10	FA11	SP12	FA13	FA14
C1: W	92.59	92.31	100.0	72.73	80.00	69.23	80.00		92.50			
C1: S	92.31	85.71	86.96	89.86	100.0	93.88	100.0	87.50		100.0		93.33
C1: L	100.0	81.25	85.00	86.96	88.89	85.19	85.71	100.0			87.78	
C1: R	94.74	82.61	78.05	90.91	77.78	85.71	90.48	87.88				88.54
C2: CL-O1	91.43	98.11	96.88		92.86	92.86	100.0	86.05		100.0		90.32
C2: CL-O2	88.57	98.11	90.63		100.0	75.00	100.0	85.00		100.0		88.71
C2: CL-O3	88.75	98.11	87.50		100.0	73.33	100.0	90.91		100.0		90.32
C3: SS		82.35	85.71	76.92	83.33		75.00	77.08				
C4: CT	85.00	100.0	41.86	100.0	34.62	78.79	100.0	93.86	90.00			89.29
C5: R	74.29	77.50	79.55	50.00	88.71		61.54	90.00				
<i>C1: W=Writing; C1: S=Speaking; C1: L=Listening; C1: R=Reading. C2: CL-O1=Computer Literacy Objective 1; C2: CL-O2=Computer Literacy Objective 2; CL-O3=Computer Literacy Objective 3. C3: SS=Social Science. C4: CT=Critical Thinking. C5: R=Research.</i>												

The Assessment Committee established a proficiency rate of 70%. According to Table 1.1 most of the competencies scored above that rate. Areas of concern include critical thinking in spring 2008 and spring 2009; however, the proficiency rate improved in subsequent semesters. In the fall 2009 semester, writing scored just below the proficiency rate, but in subsequent semesters it also improved. Research also rated below the standard in fall 2008 and spring 2010. At the beginning of each fall semester, the Assessment Committee meets with faculty members and discusses the ratings of the previous assessment period. Faculty members then discuss action steps to improve ratings if they fall below proficiency.

1I1 Common Learning Outcomes Improvements

Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years?

Although TracDat is an excellent software package for assessment of student learning outcomes, SAUT faculty have had difficulty understanding and systematically using the software as an assessment tool. Consequently, the Assessment Committee members are investigating alternative software packages in an effort to streamline the assessment process and facilitate the process for faculty members. Specifically, the Assessment Committee members are evaluating the Blackboard assessment module. The College uses Blackboard to deliver its online courses, and incorporating assessment with Blackboard would eliminate the paperwork now required of faculty in the assessment process. A challenge to overcome in

transitioning from TracDat to Blackboard is faculty would be required to use Blackboard for all their courses to report assessment results. [4B3]

The Assessment Committee will continue to improve the GEC assessment process by using the assessment mapping matrix to identify courses in each program for GEC assessment. Each semester, all programs will assess the specified GECs for the semester in program specific courses. This process will ensure graduates from each program possess the GECs all associate graduates should possess upon graduation.

Although students are involved in many co-curricular activities, the College realized the need to assess the success of these programs. Consequently, the VCA is currently in the early stages of developing assessment processes for co-curricular activities. The VCA will work with Student Life personnel to identify assessment methods and specific clubs/organizations to pilot the process.

1P2. Program Learning Outcomes

This process focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the process for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes.

- *Aligning program outcomes to the mission, educational offerings, and degree levels of the institution. Determining program outcomes.*

Program learning outcomes are the responsibility of the respective program faculty with input from groups such as the Curriculum Committee, advisory committees, licensing boards, and the Assessment Committee, within the curriculum development process. The Curriculum Committee, comprised of administrators, academic department chairs, and faculty, provides departmental oversight and is responsible for program and course alignment. It meets as necessary during the academic year and processes requests for new and revised courses and degree programs. The Curriculum Committee may conduct its business face-to-face or via electronic means. 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 faculty, administrators, and representatives of various industries. 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. [3E2, 4B4, 3B4]

- *Articulating the purposes, content, and level of achievement of the outcomes.*

The College articulates the learning goals for each program in its catalog. Its general education philosophy states the College prepares associated graduates "to function as competent and skilled workers, to achieve any continuing education goals, and to live as lifelong learners and thinkers." The catalog also delineates the intended purposes for the Associate of Applied Science Degree, the Associate of Arts Degree, the Associate of Professional Studies Degree and the Associate of Science Degree. Additionally, the introduction for each of the programs listed in the catalog informs of specific learning outcomes and/or skills and abilities. [4B1]

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

See 1P1 *Designing, aligning and delivering co-curricular activities to support learning.* [3E1, 4B2]

- *Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs.*
SAUT continually seeks to meet the changing needs of students and society through the delivery of relevant, high-quality instruction, programs. The quality of academic programs are continually assessed and enhanced through the internal and external processes shown in Table 1.2. [3B4]

Table 1.2 – Ensuring Relevancy	
Internal Assessment	
Student Assessment of Instruction Survey (SAIS)	Student evaluations are conducted in every class each semester. The Office of Planning, Accountability and Development provide results of this survey to the VCA, and the VCA shares the results with individual faculty members. The Chancellor receives a summary copy.
Curriculum Committee	The SAUT Curriculum Committee is an academic review panel. It is the responsibility of this committee to review any and all new programs. The committee also reviews major changes to an existing program of study.
Internet Course Curriculum Review Committee (ICCRC)	This committee is charged with approving courses for online delivery. SAUT is currently in the process of transitioning from a self-designed review process to Quality Matters, a widely recognized system of online course review. Internal QM reviews began in the fall 2013 semester.
External Assessment	
The Higher Learning Commission	SAUT is a member of the Higher Learning Commission.
Arkansas Department of Higher Education	SAUT complies with the Arkansas Department of Higher Education's Academic Program Review Process – 10-year review cycle.
Program Specific Accreditation	<ul style="list-style-type: none"> • Practical Nursing Program – Arkansas State Board of Nursing. • Nursing Assistant Program – Office of Long-Term Care • Aviation Program – Federal Aviation Administration • Welding Program – American Welding Society • Firefighter Standards – International Fire Service Accreditation Congress & National Board of Fire Service Professional Qualifications
Advisory Committees	Advisory committees are utilized to ensure that course offerings prepare students for the realities of the employment market. These committees meet annually to review degree plans and offer real-world insight to ensure that course offerings remain current and relevant to the marketplace. A complete listing of current committees is available in the SAUT Directory.
Articulation Agreements	Articulation agreements are maintained to ensure a smooth transition for students transferring from SAUT into their chosen baccalaureate program. These agreements are maintained in the office of the VCA. Articulation agreements are reviewed at intervals specified in the agreements.

- *Selecting tools/methods/instruments used to assess attainment of program outcomes. Assessing program learning outcomes.*

Program learning outcomes are developed through the College-wide academic assessment plan. Eight to ten specific courses are targeted each semester to assess the student competencies on course outcomes on the course-level assessment. 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 the welding academy. Additionally,

all AAS programs have a capstone course as part of the degree plan, and success in the capstone indicates students have met learning and development expectations. Faculty members monitor assessment results by using assignment exams, projects, end of course exams, portfolios, etc. Faculty members use the results to continuously improve courses and programs, ensuring students meet the programs' learning objectives. For example, Multimedia students have a public portfolio presentation at the end of the student's last semester. The building of the portfolio demonstrates the student meet the learning and development expectations. [3B4, 4B1, 4B2, 4B4]

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. The Assessment Committee works closely with faculty to develop program outcomes outlined in the annual academic assessment plan and course level outcomes identified in each course syllabus. Additionally, faculty contributed to the development of the GECs and their scoring rubrics. The College's assessment cycle reflects good practices through the systematic monitoring of student learning with consistent analysis of successful methodologies and adjustment of less effective practices. [4B4]

1R2 Program Learning Outcomes – Results

What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

- *Outcomes/measures tracked and tools utilized*

Program-level assessment at SAUT tracks the proficiency levels of students on knowledge, skills, and competencies expected to be developed within the academic programs. One component of the process includes assessing each of the course outcomes identified on the course syllabus. The College also utilizes course pass rates as an indicator of student's skills and abilities. Minimum course-level proficiency on outcomes is established at 70%. If the specified percentage of students does not achieve proficiency for any outcome, the faculty member must articulate an action-plan to increase the outcome's proficiency level.

In 2013, the Curriculum Committee led faculty in a process of revising program-level assessment of student competencies to serve as the measures for determining proficiency of students. Programs use a variety of assessments and tools to measure student proficiency including local-area industry standards and national/international industry-recognized certifications. For example in the College's Mechanical Maintenance program, outcomes have been aligned to the National Center for Construction Education (NCCER) certification standards to determine proficiency on specific program-level learning outcomes. The College's welding program has outcomes aligned with the accreditation standards of the American Welding Society (AWS). The Allied Health program uses the National Council Licensure Examination (NCLEX) as indicators of student proficiency on program outcomes. The aerospace/defense pre-employment certificate program uses standards established by the College's defense contract industry partners located in Highland Industrial Park.

Faculty members collect data on program-level outcomes in the spring semester and meet the following fall semester to review results. When a data trend indicates that students are not meeting a required program outcome, the program faculty members review the curriculum and determine how best to adjust their teaching to help students meet that outcome through an action plan. A follow-up report to the action plan is submitted the following fall semester.

- *Overall levels of deployment of assessment processes within the institution*

Program-level goals are built upon the use of course-level outcomes linked to specific program-level outcomes. All technical programs and two transfer programs (Business Administration and Office

Management) have capstone courses or internship experiences to assess competencies at the culmination of the program. Since 2010, the College has sought to embed nationally recognized industry certifications in as many technical programs as possible. For example, the Mechanical Maintenance program has six industry-recognized credentials available to students and is the only industrial maintenance program in the State with four materials handling certifications. Currently, all but one program has industry-recognized certification exams built into the program curriculum. Some programs, such as Computer Information Technology and the Multimedia: Film and Video Production emphasis, utilize employer surveys to gauge student success after being placed in the workforce. All three Multimedia emphasis programs require students to complete a full electronic portfolio over their time in the program which showcases and demonstrates skills learned. Students present their portfolio during an open public event in their final semester. While advancements have been made in the deployment of assessment processes at the program level, the Assessment Committee recognizes the need for additional development in programs that do not have national certification exams, industry-recognized credentials, or accreditation agency standards.

- *Summary results of assessments*

Table 1.3 shows capstone course results for the last three academic years. The College also collects data on student performance on licensure exams and certifications when available. However, this data is scarce as most national certification exam results are from third party vendors who report the results directly to the student and not to the institution. The College has four programs (Allied Health, Aviation Maintenance, Mechanical Maintenance, and Welding) in which its graduates are qualified to take certification and/or licensing exams. Table 1.4 shows Licensure Exam Pass Rates for the NCLEX exam as reported by the Arkansas State Board of Nursing; the NCCER certification exam; and the AWS certification exam. Results for the Federal Aviation Administration (FAA) powerplant and airframe exam for 2013-2014 academic year were not attainable.

- *Comparison of results with internal targets and external benchmarks*

The program-level assessment process required significant training of faculty. The College is still in the early stages of analyzing data each spring for improvements when the proficiency rate is below the targeted 70%. Since student completion is a part of the new performance-based funding formula for Arkansas institutions, faculty members have worked to establish comprehensive program goals and outcomes for measuring student proficiency. While faculty and the Assessment Committee have been engaged in analyzing data and identifying areas needing action plans based on internal targets, little has been done to establish external benchmarks for programs. One program which is externally benchmarked is the Allied Health program. Results from NCLEX pass rates have indicated the program has fallen below the 90% proficiency level established by the Arkansas State Board of Nursing. As a result, faculty have implemented a number of action plans to improve student pass rates including the establishment of a student success course, upgraded simulation lab equipment, expansion of facilities, and a program fee to pay the students' licensure exam registration and sitting fee.

Table 1.3 below shows capstone courses results.

Table 1.3 – Capstone Courses Results				
Course#	Name	Spring 2013	Spring 2014	Spring 2015
MM2913	Film & Video	33.33%	84.62%	100.00%
MM2923	Graphic Design	75.00%	100.00%	100.00%
MM2988	Web Design	66.67%	100.00	Discontinued
OS2113	Office Management	87.50%	83.33%	81.82%
WA2025	Welding	100.00%	100.00%	94.44%

Table 1.4 Licensure Exam Results				
Type of Assessment	Academic Year	# Tested	# Passed	Pass Rate
Arkansas State Board of Nursing				
NCLEX	2009-2010	19	19	100%
	2010-2011	14	13	93%
	2011-2012	19	15	79%
	2012-2013	17	14	82%
	2013-2014	28	19	68%
Welding				
AWS				
	2011-2012	14	14	100%
	2012-2013	34	34	100%
	2013-2014	79	79	100%
Mechanical Maintenance				
NCCER	2012-2013	22	21	95%
	2013-2014	22	22	100%

Table 1.3 shows that in the spring 2015 semester the overall proficiency rate of students in the program capstone courses was above the College's internal proficiency rate of 70%. The Office Management Program shows opportunity for improvement, and the VCA will continue to monitor the status of capstone course proficiency rate. Table 1.4 indicates that students in all programs except Nursing have adequate proficiency pass rates. The College has taken actions to improve the Nursing Program deficiencies, and those actions are discussed in detail in 1I2.

1I2 Program Learning Outcomes – Improvements

Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years?

To address the nursing students' deficiencies, the College took several actions. Program improvements include: 1) hired a new director along with two new faculty members; 2) spent \$45,000 in Carl D. Perkins funding to purchase simulation lab equipment and software; and 3) added a larger classroom which created a more favorable learning environment. To help students better prepare for the NCLEX licensure exam, the College purchased Assessment Technologies Institute (ATI) curriculum and developed study workshops. Beginning with Academic Year 2015-2016, all nursing students will be charged a \$342 Nursing Licensure Fee which will cover the cost of the NCLEX exam. The direct charge to the student's account will allow for the student to use financial aid towards the licensing fee and should increase the pass rate as students will be able to take the test immediately upon graduation. [4B3]

SAUT is currently working with Computer Assisted Testing Service (CATS) in an effort to establish FAA testing in its testing center. If successful, FAA exam pass rates will be more available to the College.

1P3. Academic Program Design

This process focuses on developing and revising programs to meet stakeholders' needs. Describe the process for ensuring new and current programs meet the needs of the College and its diverse stakeholders.

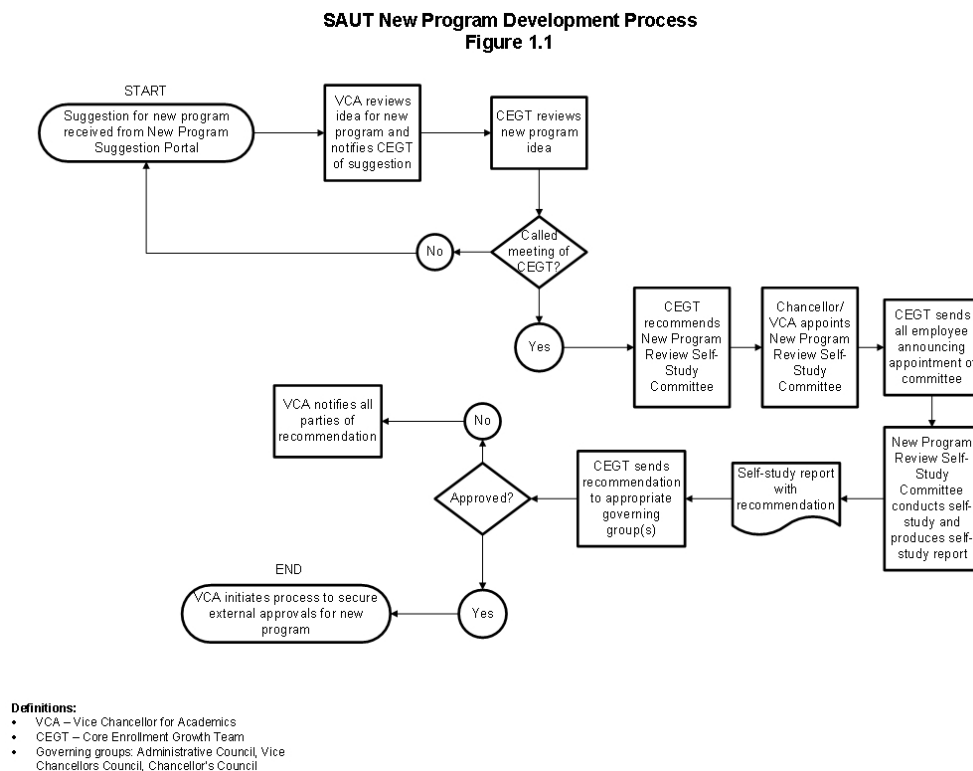
- *Identifying student stakeholder groups and determining their educational needs. Identifying other key stakeholder groups and determining their needs. Developing and improving responsive programming to meet all stakeholders' needs.*

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. As a result of AQIP Action Project #8-Academic Program Review, the College developed a new web tool for stakeholders to suggest academic programs needed in the community and in the workforce or are of interest to students. [1C1, 1C2]

New programs and courses must follow the curriculum development process before implementation. AQIP Action Project #8 led to the creation of a timeline and a specific process for developing new programs and reviewing existing programs. Program proposals submitted to Arkansas Department of Higher Education Coordinating Board (ADHECB) require documentation to support the need for the proposed program; this need must be substantiated by survey data related to employer needs. Documentation must show that sufficient demand exists and that existing programs at other institutions are not able to meet that need. [1C1, 1C2]

Figure 1.1 below shows the new program development process.



- *Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs. Reviewing the viability of courses and programs and changing or discontinuing when necessary.*

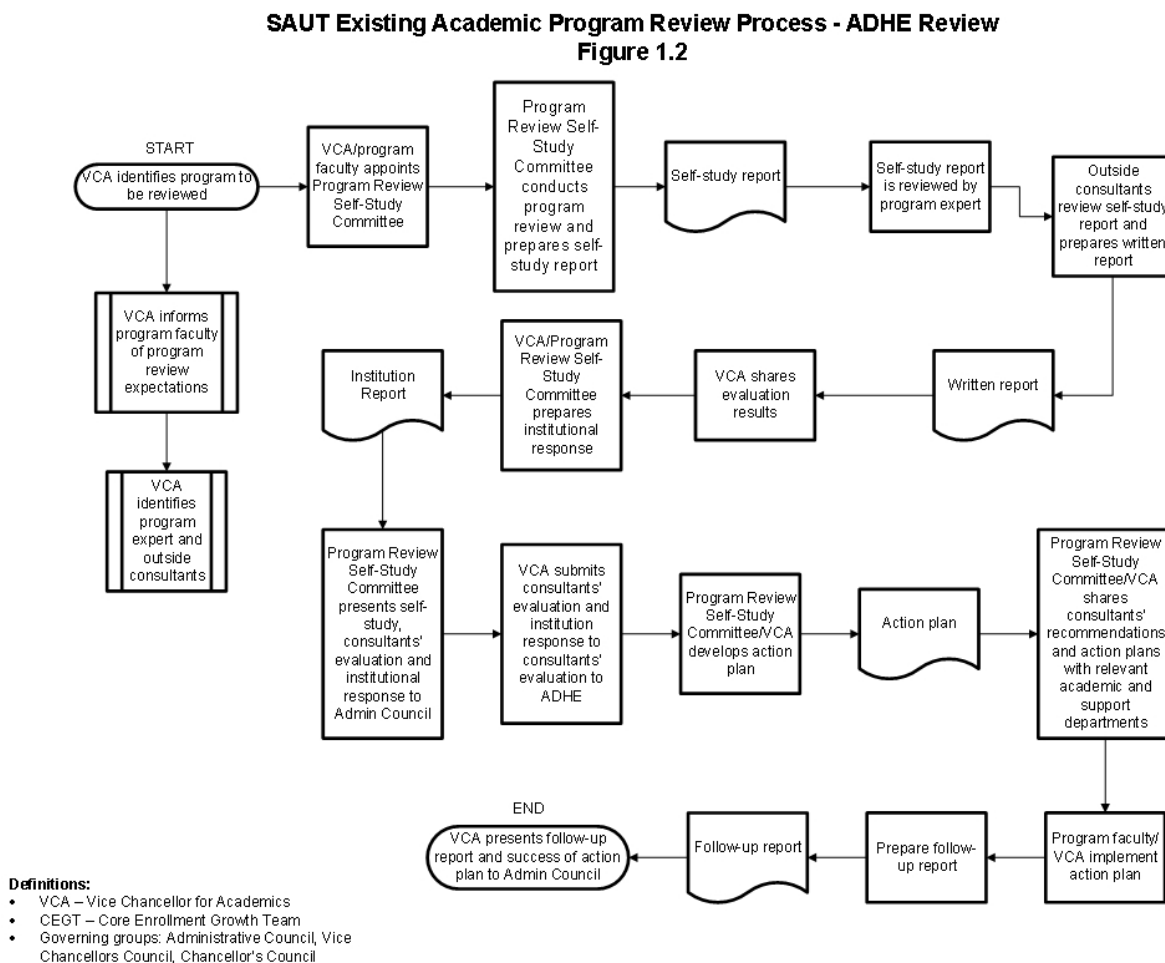
If a program must be certified by an outside licensing agency, those standards are an integral component of the program design and become part of the add/change proposal. Changes in standards mandated for program certification drive updates and revision to existing programs and help ensure currency and relevancy of training. Advisory committees consisting of business and industry personnel also provide valuable contributions towards maintaining current and relevant academic programming. [4A1]

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 members bring basic knowledge of teaching methodology options, equipment costs, expected supply costs, and space or

building requirements. Faculty members lead the development of 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, new program development requires participation from College administrators to help ensure program viability for the service area and to help ensure program sustainability and affordability for the College.

The College uses multiple methods to evaluate existing programs and courses. ADHE provides a schedule to review each new program that follows the process mentioned above. ADHE also administers a cycle for existing program review whereby existing programs are reviewed at least once during a ten-year period. Each institution receives a schedule from ADHE identifying which programs must be reviewed in which year. The existing program review process includes internal review and a review by external consultants. The new process for new programs and existing programs developed by AQIP Action Project #8 provides other instances that may lead to a program evaluation. In addition to program review, faculty members evaluate their courses each semester. Using TracDat software, faculty members track student performance on each course objective over a period of time. This process spurs faculty members to make continuous improvements in courses and ensures that courses are truly meeting the needs of stakeholders. [4A1]

Figure 1.2 shows the existing program review process.



1R3 Academic Program Design – Results

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

- *Outcomes/measures tracked and tools utilized*

SAUT determines that its programs meet the needs of its stakeholders through input from its program advisory committees and data obtained through the program review process.

The academic program review process, created in 2013 from an AQIP Action Project, established a timeline whereby each of the College's academic programs will be reviewed once every ten years. Six program reviews have taken place since 2013 following the ADHE existing program review process which measures employer demand for graduates, student demand for the major, how program content parallels current thinking/trends in the field, how the program is aligned with the current job market needs, program assessment process and results, results of student/alumni/employer satisfaction surveys, and job placement information for program graduates placed in jobs related to the field of study. An internal review team completes the program self-study which is then validated by an in-state and out-of-state external reviewer.

- *Summary results of assessments (including tables and figures when possible)*

Academic programs that have completed the review process are Allied Health, Fire Science, Aviation Technology, Computer Information Technology, General Technology, and Office Management. Reviews have found that both student and employer demand for these programs remain high as does the growth in the job markets. The external reviewers for the self-studies validated that the programs met local employer needs and were designed with the employers in mind. For example, the external reviewers for the Computer Information Technology program stated the program not only met the demand for highly skilled computer technicians, but that the curriculum contained course outcomes specific to the development of in-demand industry skills.

Program advisory committees meet at least once per academic year to review program outcomes and curriculum to determine programs are current to meet the needs of employers. In its 2014 meeting, the Mechanical Maintenance Program Advisory Committee recommended in its 2014 meeting that additional courses in millwright skills be added to fill the need for recent and future retirements from local industries. The Multimedia Technology Film and Video Production Advisory Committee recommended an additional course be added in film audio and an outdated course in web design be deleted.

- *Comparison of results with internal targets and external benchmarks*

As a relatively new process, the program reviews are just beginning to help shape program revision based on stakeholder need. However, the self-studies and external reviews serve as solid foundations to help program areas improve in key areas of program performance by identifying program strengths, weaknesses, and concerns. By using the program review process as an internal benchmark for programs, the College will be better able to conduct data analysis between programs to determine relevancy and areas for improvement. While all colleges in Arkansas are required to complete program reviews, no system has been established by ADHE to set benchmarks between institutions with similar programs.

- *Interpretation of assessment results and insights gained*

One of the primary insights gained from both the program advisory committees and program reviews is the College has strong industry partnerships which help keep the program goals, outcomes, and curriculum at industry-standard level. A challenge is the cost of keeping programs at that level. One result of the Computer Information Technology program review was one of the program emphasis areas, Network Administrator, was not graduating students in high enough numbers to warrant the resources

budgeted for the program. The Curriculum Committee recommended to the Vice Chancellors Council (VCC) that the program be discontinued in favor of shifting resources to more productive programs.

1I3 Academic Program Design – Improvements

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

Based on feedback from program advisory committees and from industry groups, SAUT implemented the following:

- Changed the curriculum in Computer Information Technology (Networking emphasis);
- Changed the curriculum in Mechanical Maintenance (added millwright curriculum);
- Added a new emphasis area in General Technology, Supply Chain Management;
- Changed the title of two programs to reflect current industry terminology: Office Management and Mechanical Maintenance; and
- Revised the Nursing program curriculum, added a success course, and changed from a 9-month program to an 11-month program.

1P4 Academic Program Quality

This process focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming.

- *Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue.*

SAUT full-time faculty members and academic leadership maintain control over curriculum development, rigor, and student learning outcomes. Course outcomes are delineated in each course syllabus. All faculty members use the same course syllabus whether they are full-time, part-time, or teaching dual credit enrollment. [4A4]

The College determines prerequisites during the program and course development process. Student preparation is measured through the College's mandatory assessment and placement, which restricts enrollment in not only college-level English and mathematics courses but also in a number of other courses. Assessment scores in writing, reading and/or mathematics determine student placement in college-level courses. Lead instructors recommend the preparation requirements for courses and program coordinators recommend requirements for programs. Some programs, such as nursing, welding, and law enforcement, have additional testing requirements as part of the application process. These recommendations are also considered by the Curriculum Committee. [4A4]

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 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 these are listed in the catalog; students must meet the prerequisites in those courses, as well.

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. Students wishing to enter the SAUT Welding Academy must follow the Academy's selection process. 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 Technical Certificate (TC) in Law Enforcement must be currently attending the Arkansas Law Enforcement Training Academy (ALETA). Students wishing to pursue the Associate of Professional Studies (APS) in Law Enforcement must have completed certification through ALETA. [4A4]

SAUT's Communications Office, Recruiting, Admissions, Student Services, and Academics work closely to ensure reliable communication about the preparation required of students for the specific curricula, programs, courses, and learning they will pursue. The College uses a variety of avenues to inform prospective students about programs of study:

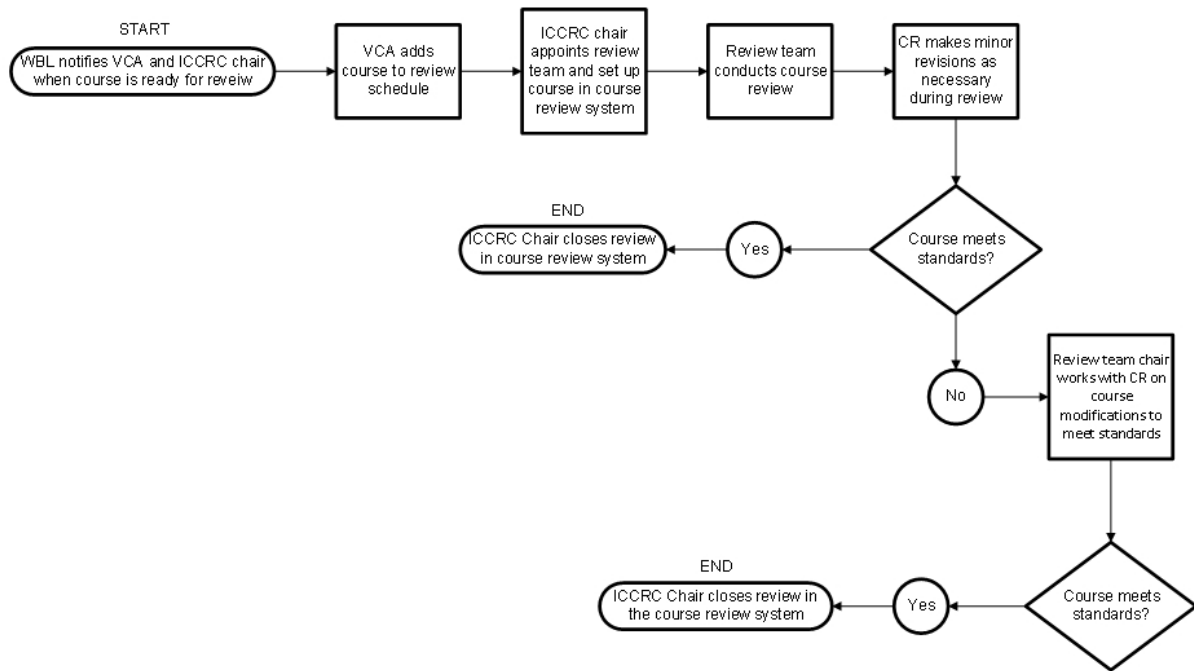
- The SAUT website has descriptions of every program offered and preparation required;
- SAUT recruiters and faculty visit high schools and make presentations;
- Recruiters attend education fairs and business and industry events;
- The Communications Office participates in social media;
- The College hosts College Preview Day, College Day, and Student Orientation and Registration (SOAR) events;
- The Communications Office regularly submits articles to the local newspaper;
- Recruiters schedule campus visits with prospective students; and
- The Admissions Office communicates to prospective students to inform admissions status.

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

The responsibility for maintaining up-to-date, effective programs and courses rests mainly with the faculty members who are teaching the courses in each program and with the VCA. Both faculty members and the VCA work to assess, update, and improve the design and delivery of academic courses and programs. Some programs gather input from alumni and from employers in various fields who give pertinent data about innovation and trends in the work place. Along with reliance on faculty, administration, alumni, advisory committees, and employer input, other factors that help the College maintain up-to-date courses and programs include: enrollment data; retention, graduation, and employment rates; student feedback; and industry trends. [3A1]

SAUT's ICCRC is charged with ensuring that the content of courses delivered online is comparable to that of courses taught in the traditional classroom format. In 2012, SAUT became a member of the Quality Matters Program (QM). QM is an international organization representing broad inter-institutional collaboration and a shared understanding of online course quality. QM's quality assurance processes have been developed to improve and certify the design of online and blended courses. Use of the QM rubric and QM's course review system for review of all SAUT online courses began in fall 2013. The QM rubric is centered on relevant research and was initially developed based on a review of literature, the expertise of experienced practitioners, and existing standard sets. The intent is that all of SAUT's online courses (fully online and hybrid) will be redesigned/developed using the newly implemented QM course template and undergo a course review using the QM format. SAUT's process for review of online courses is depicted in Figure 1.3 below. [3A3]

SAUT Online Course Review Process
Figure 1.3



Definitions:

- WBL: Center for Web-Based Learning
- ICCRC: Internet Course Curriculum Review Committee
- VCA: Vice Chancellor for Academics
- CR: Course Representative (Instructor)

The Concurrent Credit Program provides educational opportunities for pre-college students through a challenging college-level experience in both General Education coursework and career technical pathways. Concurrent and dual enrollment allows secondary students to receive college credit for SAUT courses completed while still in high school. SAUT's Concurrent Credit Program is a cooperative partnership between participating high schools. SAUT's courses are taught with approved high school teachers or SAUT faculty. Students earn credits from their high school and from SAUT. The course materials, assignments, and grading standards used in the courses meet the same standards as regular SAUT courses. High school students are subject to all other SAUT regulations, including those related to academic progress, financial responsibility, conduct, adherence to the substance abuse policies, and other policies as described in SAUT's catalog. The Concurrent Credit program is accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP). This agency ensures quality training and uniform standards for their respective programs. [4A5]

Dual Enrollment Program allows high school students to enroll in regularly scheduled SAUT courses on the College campus. Students earn credit at SAUT, and most of the credit earned transfers to other colleges and universities. Students can attend during fall, spring, or summer semesters. [3A3, 4A4]

- *Awarding prior learning and transfer credits.*

To ensure program integrity, SAUT has in place a rigorous process to review all credits that it transcripts, including transfer credit, work experience, experiential learning, non-credit industry certifications,

military training, and other forms of prior learning. General Education transfer credit may be granted to students transferring from other regionally accredited institutions and identified on an official college transcript. Technical courses may be granted as transfer credit if the course is from another regionally accredited institution; the course is equivalent in content and credit value of the SAUT course; and the course is directly applicable to the degree. Students may receive credit for prior learning as outlined in the college catalog. Prior Learning Assessment (PLA) options include Advanced Placement exams (AP), College Level Examination Program (CLEP), Military Training Credit (ACE), credit by examination, challenge examinations, experiential learning, and learning acquired outside the sponsorship of an accredited postsecondary educational institution including work experience. Students initiate PLA requests with the academic program advisor who determines if it is necessary for the student to enroll in a one credit hour PLA Portfolio course. The VCA reviews the recommendation of the program advisor and determines final approval of PLA credit. Faculty members are involved in the approval process when deemed necessary by the VCA. [4A2, 4A3]

SAUT also has articulation agreements and policies regarding transfer of credits. SAUT offers a contract of guaranteed credit transfer to students who transfer to institutions with which SAUT has articulated agreements. Students planning to transfer to another institution after SAUT are encouraged to consult with an advisor to ensure courses taken at SAUT will transfer to the selected college/university. Students transferring to SAUT from other institutions may request acceptance of credit earned. The College readily accepts credits (with a grade of “C” or better) from institutions for which it has articulation agreements. Credits from institutions not allied with SAUT’s articulation agreements are each evaluated by the appropriate academic advisor in conjunction with a department administrator and are approved by the VCA on an individual basis. ADHE coordinates transfer of general education credits among all Arkansas public institutions through the ACTS. [4A2, 4A3]

- *Selecting, implementing, and maintaining specialized accreditation(s).*

The College maintains specialized external accreditation for several of its programs. The Aviation Program receives approval from the Federal Aviation Administration (FAA). The Nursing Program receives approval from the Arkansas State Board of Nursing. The Welding Academy receives approval from the NCCER and from the AWS. As mentioned above, the Concurrent Credit Program is accredited through NACEP. [4A5]

- *Assessing the level of outcomes attainment by graduates at all levels. Selecting the tools/methods/instruments used to assess program rigor across all modalities.*

The College articulates and differentiates learning goals appropriate for each of its certificate and degree programs. Assessment data are collected on the course and program level to measure student outcomes-proficiency, and they are distinct for each certificate and degree program. Data are used to help evaluate the program’s effectiveness as well as to help set goals and make improvements. In addition to course and program outcomes, the pass rate on certification and licensure examinations measure the level of outcome attainment for graduates in some programs (see Table 1.4). Also, the implementation of the program review process allows for the assessment of programmatic student achievement. [3A1, 3A2, 4A6]

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

SAUT recognizes the importance of the delivery of a competency-based and consistent curriculum across all modalities. All sections of the same course have common course outcomes and use common assessments to measure student proficiency in the course. Program-level outcomes are consistently determined through the collaboration of program faculty and the Assessment Committee regardless of delivery modality. The College’s web-based course policy requires that the rigor of courses is consistent across delivery methodologies. NACEP standards are adhered to regarding assessment of concurrent credit courses.

1R4 Academic Program Quality – Results

What are the results for determining the quality of academic programs?

The College uses course completion data as one tool to measure program quality. Table 1.5 below shows the average successful course completion rate for each department.

Table 1.5 – Course Completion Results by Academic Program		
Department Name	Percent Complete	
	Spring 2014	Fall 2014
Advanced Technology	83.5%	93.2%
Occupational Education	90.4%	89.9%
Allied Health	82.7%	76.6%
Arts & Sciences	69.5%	72.0%
Business Administration	72.6%	71.1%
Computer Aided Design (Multimedia)	78.9%	66.5%
Computer Technology	81.5%	65.4%
Transitional Studies	33.4%	34.8%
Institutional Overall	78.1%	73.7%

Table 1.5 above shows three of the programs fell below the 70% internal proficiency level. These programs have opportunities for improvement; however, the Transitional Studies program has the most room for improvement. Further research in the Transitional Studies program revealed one of the major causes for the low success rate was students enrolled in the self-paced math modules. The self-paced math module model was a Path to Accelerated Completion and Employment Initiative (PACE) grant condition. During the PACE grant program, the College allowed a doctoral student to study the transitional math students as his dissertation topic. The result of this study was a recommendation for students in transitional math to increase the students' class time and to decrease the self-paced lab time.

The College conducts the SAIS each semester to gain insight on how well students believe instructors perform. The VCA receives the results and reviews it with each respective faculty member. Table 1.6 below shows the composite results of the evaluations for the fall 2013 semester and the spring 2014 semester for traditional courses only. Overall, students rated faculty between good and excellent for each of the categories on the SAIS.

Table 1.6 – Student Assessment of Instruction Survey - Traditional Courses		
Question	Mean	
	Fall 2013	Spring 2014
Clearly explains difficult ideas	4.29	4.23
Uses good examples	4.41	4.28
Conveys knowledge of subject matter	4.42	4.32
Presentations are organized	4.33	4.21
Increased my interest in the subject	4.24	4.07
Appreciates students' efforts	4.41	4.28
Helped me understand different viewpoints	4.35	4.22
Pointed out overall importance of course to my education	4.35	4.24
Clearly states deadlines and other requirements	4.45	4.31
Makes timely and reasonable assignments	4.41	4.25
Makes challenging assignments	4.32	4.24
Stresses important points	4.43	4.26
Gives helpful answers to questions	4.40	4.25
Comments on graded assignments are helpful	4.29	4.19
Returns graded work promptly	4.33	4.22

Table 1.6 – Student Assessment of Instruction Survey - Traditional Courses		
Question	Mean	
	Fall 2013	Spring 2014
Grades fairly	4.48	4.33
Speaks clearly	4.51	4.36
Overall teaching effectiveness	4.42	4.27
<i>Rating based on a scale from 1 – 5 with 1 being unsatisfactory and 5 being excellent.</i>		

In 2012, the SAUT Welding Academy received recognition by the Manufacturing Institution for its standard of academic quality. It was the only Academy in the State of Arkansas to receive this recognition. The Academy is also accredited through NCCER. The Academy's placement rate for the last three graduate cohorts has been 100%.

In preparation for conversion to the QM review process for online and hybrid courses, course designers completed a series of QM training workshops. In order to become a certified peer reviewer and be prepared to review courses using the QM rubric, an individual is required to complete the Applying the QM Rubric Workshop (APPQMR) and the Peer Reviewer Course (PRC) workshop. A master reviewer must possess the skills needed in order to serve as a review team chair. To receive this certification, the two previously mentioned workshops along with the Master Reviewer Certification workshop must be completed. The QM Coordinator (QMC) is given access to the QM course review system to set up course reviews. The maximum number of QM coordinators per institution is two. In order to become a QMC the Master Reviewer Certification must be obtained and completion of two official QM reviews is required. QM also offers workshops that allow for individuals to become certified to teach the PRC workshop in a face-to-face setting and online setting. Table 1.7 below shows the levels and numbers of employees who have completed the aforementioned QM training.

Table 1.7 – QM Training	
Workshop Title	Employees Completing Training
Applying the QM Rubric Workshop (APPQMR)	27
Peer Reviewer Course (PRC)	9
Master Reviewer Certification	2
QM Rubric Update 2014	15
QM Coordinator	2
Continuing and Professional Education Accelerated Reviewer Course for QM HE Peer Reviews	3
Introductions and Overviews: Helping Students Get Started	1
Certified Face-to-Face Facilitator	1
Certified Online Facilitator	1

The fall 2013 semester marked the beginning of the internal course review process using the QM rubric and course review system. One of the goals of the review process is that the courses being reviewed meet standards upon initial review with no changes needed. Based on the information in Table 1.8, the College is close to reaching this goal with the exception of the course reviews conducted during the spring 2014 semester. Results show one of the four courses reviewed did not meet standards upon the initial review. Improvements to the course review process to address this goal are discussed in 114.

Table 1.8 – QM Course Review Results				
Review Status	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Courses Met Standards With No Revisions Needed	3	1	4	15
Courses Met Standards After Revisions	1	3	1	1
Total # of Courses Reviewed	4	4	5	16

1I4 Academic Program Quality - Improvements

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

- To address the low course completion rate, the College restructured and re-sequenced the curriculum for the Computer Technology program in an effort to improve student success. The Computer Aided Design program faculty members will develop an action plan in fall 2015 to address the low proficiency as outlined in the assessment plan.
- Based on the course completion results and the recommendation from a doctoral study, the Traditional Studies program faculty will revise the structure of the program to increase the class time of students and reduce the self-paced lab time. The students will be placed in classes according to their placement test score.
- The Welding Academy is one program with a successful placement rate; however, most of the other programs do not have graduate placement tracking in place. One improvement the College will implement in the next one to three years is to develop a placement tracking process including setting a placement target of 70% in the graduate's field of study. The process will also include gathering data on employer satisfaction with SAUT graduates.
- In fall 2014, the SAIS was revised and piloted as an online version in an attempt to eliminate the use of class time to administer the survey. The response rate for the pilot was adequate to administer the entire survey online in spring 2015 semester. The response rate in spring 2015, however, failed to be sufficient for dependable results. The VCA plans to work with faculty before administering the fall 2015 survey in order to increase the response rate to a satisfactory level. The VCA and faculty will also work together to revise the survey for online courses to assess the new QM course design structure.
- Since implementation of the QM course review process, some areas have been identified that need to be addressed in order to improve the process. Some actions to be taken include:
 - Decrease the number of courses to zero that do not meet standards upon initial review
 - Conduct a refresher PRC and APPQMR training for all instructors who develop online courses – fall 2015
 - Ensure that all instructors who develop online courses complete the PRC and APPQMR workshop
- Funding for Arkansas colleges and universities appropriations consist of a partial performance funding model which includes measures based on progression and completion. As a consequence of this funding model, the College must become more efficient and effective in providing programs of study. Academics addressed this issue in the 2015-16 budgeting process. The VCA and academic program department heads shifted supply and equipment funds to align with program enrollment and completion rates. In the next one to three years, enrollment and completion rates will become a major factor in the allocation of program funds.

1P5 Academic Student Support

This process focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students.

- *Identifying underprepared and at-risk students, and determining their academic support needs.*
- Enrollment Services is the main point of contact for students wanting to enroll at the College. 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 placement test scores or have necessary prerequisite 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 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. To assist students wishing to take the COMPASS for placement purposes, the Testing Center provides Compass Test Preparation Software. Students can take the test as many times as they would like in order to help them achieve a satisfactory score. [3D1]

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

Academic advisors are available to students to discuss specific questions about degree plans and course requirements. Students are matched with an academic advisor based on the declared major area of interest. Advisors spend time discussing the degree plan and career options. Advisors encourage students to make appointments; but they are also readily available to students on a walk-in basis. [3D2, 3D3]

In the summer, the College invites prospective students to attend SOAR. SOAR consists of a series of sessions designed to facilitate the student's transition from high school or another college to SAUT. In addition to attending SOAR, first-time entering freshmen are encouraged to enroll in Freshman Seminar. This college-success course includes the completion of the Kuder career assessments through Arkansas Works (Arkansas' College and Career Planning System). After receiving their Kuder results, students explore the results and research potential career options. During Freshman Seminar, students also schedule and attend an advising appointment to register for the following semester. In preparation for the advising appointment, the students review their career assessment results, their degree plan and requirements, and the courses needed for the following semester. In addition to large group work, students receive personal guidance related to available student support services. [3D2]

SAUT initiated the TechSTART Mentoring Program with a mission to promote the improvement of academic success, retention, and to increase the number of students becoming college graduates through mentoring activities and support programs that encourage academic excellence, self-esteem, and personal growth. The mentoring program seeks to support and encourage students to take responsibility for and manage their own learning. Each student is encouraged to focus on his/her potential, develop skills, and improve performance. Many students have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement, and problem solving. Ideally, each student is supported in order to become the person he/she wants to be.

In an effort to help students be successful in their classes, College instructors utilize the Electronic Early Warning System. Early alerts are initiated by instructors and are sent for various reasons: attendance, grades, not turning in homework, classroom disruptions, personal problems, etc. When an early alert is initiated by an instructor, an email is generated automatically and sent to the student and advisor. The student's advisor contacts the student to determine if something can be done to help the student resolve the issue that prompted the early alert. The advisor informs the instructor of the contact and the student response, if any. [3D1]

- *Ensuring faculty are available for student inquiry.*

The *Faculty Policy and Procedure Manual* (faculty manual) prescribes responsibilities of full-time faculty members. Specifically, it states full-time instructors are expected to devote no less than forty hours per week to his/her duties. At least ten hours per week of posted office hours should be scheduled at times convenient to the instructor's students. An instructor teaching an evening class, for instance, should schedule office time for conferences in the evening. Instructors must post, outside of their offices, a schedule of their class and office hours. Additionally, faculty members serve as mentors for students and counsel with students regarding frequent absences, failures, or necessary make-up work. Faculty members

are available to students by phone and email, and contact information is included in each course syllabus. [3C5]

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

The College started a tutoring program in fall 2010 called The Tech Learning Center (TLC). TLC offers free tutorial services in the areas of math, reading, and writing. Tutors in the center assist underprepared students on a one-on-one basis or in group study. During these sessions, the tutors and/or tutor coordinator work with students and instructors to determine areas where the students are lacking. Tutors also assist students with learning strategies, study skills, and time management in an effort to better prepare them for their courses. The TLC Coordinator also works with faculty to determine needs of the students and tracks grades, academic accomplishments, and/or failures throughout the semester. The coordinator invites faculty to bring their classrooms to the tutoring center so that students can become familiar with the center and the assistance available. The coordinator also visits the classroom to promote the center's services. [3D1, 3D2, 3D4]

In fall 2013, SAUT initiated an Honors Program to assist exceptional students in identifying programs that match their interests. Students completing 12 hours of honors coursework at SAUT may transfer to Southern Arkansas University Magnolia (SAUM) or Henderson State University and join the Honors College at that institution. All honors students take the Honors Seminar course in lieu of Freshman Seminar. Students in Honors Seminar also complete the Kuder career assessment. Because of the smaller student to teacher ratio (fall 2014 = 12 students), students receive more individualized assistance in processing the career assessment results. Students in the Honors Program also receive an iPad Mini to assist with their studies. To enhance the learning experiences for Honors students, the College expanded activities of the Honors program. For example, the Honors Art Appreciation class visited the Crystal Bridges Art Museum in Bentonville, Arkansas during the fall 2013 semester. The College also remodeled a room in the Administration Building and designated it as the Honors Students Lounge. [3D2, 3D4]

To enhance the learning environment, SAUT equips its classrooms with smart boards and/or LCD projection systems and provides Wi-Fi in on-campus buildings and student apartments. Students also have access to multiple computer labs. The Computer Commons is open to all students and contains computers for student use. There are also printers and study stations in the Computer Commons. Study stations provide electrical connection for charging tablets, laptops, etc. and are popular with students wanting to study and who need room for books but do not need access to a computer. The LRC is equipped with computers for student use. The TLC has a computer-equipped lab with specialized learning software. [3D4]

SAUT's LRC provides students access to research materials, fiction and non-fiction, Internet access, and online database access. The LRC website hosts tutorials to instruct students in the use of the online databases. The LRC website also hosts citation guides and tutorials. The LRC is a member of ARKLink, a statewide library consortium. As a member in this consortium, the LRC participates in the Reciprocal Borrowing Program, which enables its students to borrow books and materials from other participating libraries statewide. Additionally, the LRC provides an interlibrary loan service whereby a faculty and students may request books and photocopies of journal articles unavailable in the LRC. The LRC provides these resource sharing services for free, and only assesses a fee if the borrowing library charges a fee. Other services available at the LRC include a reserve collection, a fax machine, a scanner, and a copier. [3D4, 3D5]

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

SAUT realizes the importance of a competent staff to provide non-academic student support services to students, and it ensures staff members who provide non-academic student support services are qualified, trained, and supported in their profession. The first step in ensuring a competent staff is the hiring process. The hiring process is designed to ensure consistency, fairness, and non-discrimination and begins with a job description which identifies credentials, skills, and values for the position. The Human Resources Director (HRD) 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 HRD 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 HRD may request educational transcripts and/or verification of training to confirm satisfaction of position requirements. [3C6]

The HRD also guides the new employee orientation process. Orientation is a three-phase process, which includes the employee meeting with the HRD, the Payroll Benefits Manager, and the immediate supervisor. 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 job duties. [3C6]

SAUT 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-campus and off-campus workshops, orientation, conferences, seminars, etc. SAUT employees, spouses, and dependent children up to 23 years of age receive tuition waivers for continuing their education at SAUT, South Arkansas Community College (SACC), and SAUM. The College encourages employees to take courses to develop skills and/or to obtain a degree. [3C6]

In addition to tuition waivers, SAUT allocates travel/training funds in the operating budget for each department. Additionally, the College budgets funds for the Classified Staff Organization (CSO) and the Faculty Senate (FS) to assist them in meeting training needs. These organizations manage travel funds and establish processes for the distribution of funds to members. During the annual fall Staff Development, the College includes sessions focused on employee development. Through the budgeting process, the College supports 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. [3C6]

- *Communicating the availability of academic support services.*

Enrollment Services communicates its services in a variety of ways. A host of information about its services resides on the College's website as well as in the college catalog. The Communications Office assists in developing packets to be used in mail outs to inquiring students which include information about testing, financial aid, the admission process, etc. With the help of the Communications Office, Enrollment Services advertises the dates testing is available and the dates for advising and for SOAR. Personnel from Enrollment Services attend the annual meeting of area high school counselors and visit with the career coaches who are located at the area high schools. The SOAR program includes sessions about academic expectations as well as academic planning, and the Freshman Seminar course covers academic support services available to students as well as the expectations of these services. Periodically

throughout the semester, personnel from Enrollment Services send emails to students' email accounts providing announcements about Enrollment Services assistance. [3D2]

The LRC communicates its academic support services through the LRC's web page, the college catalog, and by providing brochures, flyers, and pamphlets that relate information regarding its services. The LRC also communicates through its bibliographic instruction activities which include tours and subject-specific resource instruction for classes. Some classes complete self-paced scavenger hunts and other activities to promote learning about the LRC services. The LRC announces upcoming events through timely email distributions to students. The LRC employs the use of technology in communicating its resources and/or services by integrating resources into Blackboard, using the TV/Brightboard to display information regarding new resources/services, and by having a prominent link directly from the College's website home page. [3D2]

- *Determining goals for retention, persistence and program completion.*

Goals for retention, persistence and program completion are discussed in detail in Category 2. At the program level, however, these goals are addressed within the Academic Program Review Process. [4C1, 4C4]

- *Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services.*

The tools and instruments selected to measure the effectiveness of student support services include:

- Student Opinion Survey administered in the fall semesters;
- Learning Resource Center usage;
- Visits to the Tech Learning Center;
- Tutoring Center Satisfaction Survey; and
- Commons Lab usage.

1R5 Academic Student Support - Results

What are the results for determining the quality of academic support services?

SAUT conducts the Student Opinion Survey in the fall each year. This instrument is completed online during class time. Table 1.9 below is a summary of the results for learning support processes over a 5-year period. Overall, students rate the College services and characteristics from good to excellent. One area of concern was the decreased rating for financial aid services in 2012; however, the rating increased the following two years. The College will continue to monitor the rating of this survey.

Table 1.9 - Student Opinion Survey – Support Services Results Rating: 5-Excellent, 4=Good, 3=Average, 2=Poor, 1=Unsatisfactory						
College Service/Characteristic	2009	2010	2011	2012	2013	2014
	N=485	N=408	N=313	N=1068	N=887	N=267
General registration process	4.26	4.23	4.19	4.17	4.30	4.27
Personal counseling	4.10	4.07	4.13	4.10	4.22	4.06
Financial aid services	4.20	4.12	4.08	3.95	4.16	4.14
Faculty availability to students	4.32	4.24	4.29	4.15	4.28	4.23
Instructional aids (e.g. labs, computers)	4.28	4.21	4.26	4.18	4.25	4.27
Academic support (e.g. tutoring)	4.20	4.09	4.24	4.20	4.23	4.13
Library services	4.25	4.25	4.26	4.27	4.17	4.29
Bookstore services	4.11	4.14	4.19	4.14	4.11	4.20
Overall impression of SAUT	4.28	4.28	4.26	4.19	4.23	4.34

The LRC monitors key indicators of library use. The TLC was located in the LRC from November 2010 to August 2012. Beginning the spring 2011 semester, students enrolled in reading, writing, and intermediate algebra were required to schedule time at the TLC thus inflating the numbers for the academic year 2010-2011. The decline in the gate count from 2012 to 2013-2014 was attributed to the drop in enrollment, and from May 12 to June 3, 2014, the library was closed while undergoing carpet renovations. [3D1, 3D2]

Table 1.10 Learning Resource Center Usage				
	2010-2011	2011-2012	2012-2013	2013-2014
Gate count	35,444	38,963	27,003	18,985
Circulation of items	1,257	1,227	1,139	822
Computer Usage in LRC	7,036	11,385	10,799	9,063

Table 1.11 below shows the results and interpretation of the SOAR survey for 2013 and 2014.

Table 1.11 – SOAR Survey Results				
Area	Rating		Percentage	
	2013	2014	2013	2014
Check-In	4.86	4.87	97.2%	97.4%
T-Shirts Table	4.86	4.88	97.2%	97.6%
Welcome	4.85	4.88	97.0%	97.6%
Admissions Table	4.82	4.90	96.4%	98.0%
Academic Advising	4.80	4.85	96.0%	97.0%
Student Life/Activities	4.80	NA	96.0%	NA
Student IDs	4.78	4.85	95.6	97.0%
Financial Aid	4.76	4.85	95.0%	97.0%
Skit	4.72	NA	94.4%	NA
Bookstore	NA	4.85	NA	97.0%
Academic Programs	NA	4.82	NA	96.4%
The 2013 SOAR Survey Evaluation composition of 179 respondents gave the event an overall rating of 3.83 (95.75%) on a 4-point rating scale. The overall program areas received a rating of 4.71 (or 94.2%) on a 5-point rating scale.				
Students overwhelmingly stated that the academic advising experience was either helpful or very helpful (97.21%), with 71.84% stating that it was very helpful. This orientation program is a step in the right direction for this institution in establishing a relationship and connection with students which will ultimately result in improved student retention, persistence, success, and credential completions.				
The 2014 SOAR Survey Evaluation has a composition of 124 respondents who gave the event an overall rating of 3.87 (96.75%) on a 4-point rating scale. The overall program areas received a rating of 4.80 (or 96.00%) on a 5-point rating scale.				
Based on the comments and ratings received it can conclude that this event was an overwhelming success. The following recommendations are made as a result of the comments received: 1. That there is representation present from the programs of the students' interest on the SOAR date of student visit; 2. That we solicit and obtain more staff and student involvement in this event; 3. That the FS, Administrative Staff, and Classified Staff organizations explore options available to enhance the Snack Area so that a variety of food items may be offered on each SOAR date; 4. Explore options that would attract more students to SOAR. There were 179 respondents to this evaluation in 2013 compared to 124 in 2014 - a 30.73% decline in respondents. Attendance records for the past three years show that in 2012 there were 173 attendees; 179 in 2013 (3.47% increase); and 148 in 2014 (17.32% decrease). These numbers may also be an indication and reflection of the College's enrollment decline.				

Table 1.12 below shows the number of students visiting the TLC and the number of visits those students made to the center.

Table 1.12 – Tech Learning Center Usage		
Semester	Number of Students	Number of Visits
January – May 2011	194	1579
August –December 2011	186	1835
January—May 2012	156	1303
August—December 2012	165	1256

Table 1.12 – Tech Learning Center Usage		
Semester	Number of Students	Number of Visits
January – May 2013		
August – December 2013	185	915
January – May 2014		501
August – December 2014		669
January – May 2015		605
<i>After fall 2013, the center was unable to track the number of students.</i>		

When the College began the TLC, faculty in the Transitional Studies program required their students to visit the TLC; consequently, the number of visits to the center was high. Over time, faculty members eliminated this requirement, and the visits declined. Beginning in 2014, the TLC was not able to track the number of students individually; however, the number of visits was tracked.

Table 1.13 below shows the results of the TLC satisfaction survey for services related to academics for the period of fall semester 2010 through fall semester 2014.

Table 1.13 Tech Learning Center Satisfaction Survey						
Characteristic	Numeric Rating	Rating in Percentage				
		Scale				
		1	2	3	4	5
In general, my tutor addressed my concerns	4.76	2%	0%	3%	11%	84%
In general, my tutor is knowledgeable about the subject/discipline	4.77	2%	0%	5%	8%	86%
In general, my tutor offers helpful information on my study skills	4.78	2%	0%	3%	9%	86%
In general, my tutor is friendly and helpful	4.84	2%	0%	3%	3%	92%
<i>N=64 Ratings are based on a scale of 1 to 5, with 1 being unsatisfied/unlikely and 5 being satisfied/likely.</i>						

Overall, students rated the services related to academics as satisfied/likely. This rating suggests students believed the TLC services met their tutoring needs.

Table 1.14 below shows the usage in the Commons Lab from the 2011-2012 academic year to 2013-2014. “Total” indicates the number of times software was accessed. “Headcount” represents the number of people who used the lab during the academic year. “General Headcount” represents the number of people who used the lab and were not part of a group. The decrease in the use of this lab is attributed to the declining enrollment at the College.

Table 1.14 – Commons Lab Usage			
Academic Year	Total	Headcount	General Headcount
2011-2012	7035	4096	2084
2012-2013	5585	3896	1907
2013-2014	4355	2958	1058

The College’s Core Enrollment Growth Plan includes a section focused on retention of students. To aid the committee in developing processes to improve the retention of students, the Director of Institutional Research (DIR) developed a report describing the state of the College in regards to retention and completion. As noted in the Overview Section in Tables O.3 and O.4, the College faces challenges in retaining its core college students from fall to fall. [4C2, 4C4]

115 Academic Student Support - Improvements

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

To enhance the advising process, Enrollment Services implemented a new online scheduling system. This system enables students to schedule advising appointments and to receive reminder emails before the appointment. This process reduced the number of “no shows” and provided an improved process for collecting data regarding advising appointments. For example, between August 2011 and July 2012, one advisor alone had 125 students who scheduled an appointment but did not attend their sessions. After implementing the system and between August 2012 and July 2013, that number decreased to just 40 students not attending an appointed session. To further improve student advising, the department continually reviews the distribution of advising areas among the three advisors. After the latest review, advisors agreed on the following distribution: 1) Advisor #1 would advise all Technology areas; 2) Advisor #2 would advise the areas that would require Prior Learning Assessments; and 3) Advisor #3 would advise all transfer degrees. Table 1.15 below shows the number of appointments between August 2013 and October 2014.

Table 1.15 – Advising Appointments for the Period August 1, 2013 – October 10, 2014			
Advisor	# Appointments	Average Per Day	Average Per Open Day
Advisor #1	241	0.31	1.04
Advisor #2	665	1.53	2.39
Advisor #3	321	0.74	1.18

Other improvements and future initiatives to academic student support include:

- Beginning the fall 2014 semester, Enrollment Services moved to a new location with more square footage. This move created an area where all advisors and the admissions office personnel could offer advising and admission services in a centralized location.
- Beginning the fall 2015 semester, the Freshman Seminar course will be offered as a one-hour course for three semesters instead of a three-hour course for one semester. [4C3]
- In summer 2015, the College sponsored a mini SOAR for nursing students. [4C3]
- In the spring 2014 semester, the mentoring program was revised to add training for employee mentors and to begin use of the one-to-one mentoring model. Mentors are assigned to students enrolled in the Freshman Seminar course.
- The College plans to develop a process to improve advising and other student services functions for non-traditional adult students.
- The Retention Committee identified in the Core Enrollment Growth Plan will establish targets and develop processes to improve the College’s retention and progression of students. [4C3]
- The LRC will initiate a faculty outreach program to increase usage of the LRC by programs that are currently underutilizing the Library and its resources.
- Going forward the TLC will:
 - Implement processes to track the number of individual students visiting the center;
 - Revise the survey process to include each semester and track/analyze survey results on a semester basis; and
 - The VCA will work with Transitional Studies faculty members to reinstate the requirement for Transitional Studies students to visit the TLC.

1P6 Academic Integrity

This process focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty.

- *Ensuring freedom of expression and the integrity of research and scholarly practice.*

SAUT regards ethical practices and integrity as an integral part of its day-to-day operation and supports the concept of ethical practices while pursuing knowledge by its students and faculty members. The College's value statements include: "SAUT values personal and professional honesty and integrity," and "SAUT values a caring, learning environment that promotes access, scholarship, innovation, and the success of all students." The College's Strategic Goal #1 also addresses the pursuit of knowledge: "Goal #1: Student Success – To provide every student the opportunity to acquire knowledge and skills through relevant, high-quality instruction, programs, and service." Additionally, the college catalog, faculty manual, and *Employee Policy and Procedure Manual* (employee manual) contain guidelines regarding ethical practices and integrity for the College community. [2D, 2E1, 2E3]

- *Ensuring ethical teaching and research practices of faculty.*

The College's academic freedom and academic responsibility guidelines are outlined in the faculty manual. Faculty members are free to pursue scholarly inquiry without undue restriction and to voice and publish their conclusions concerning the significance of evidence that they consider relevant. The concept of academic freedom must be accompanied by an equally demanding concept of academic responsibility imposed upon the faculty member. Therefore, faculty members should strive to be accurate, to show respect for the rights of others who hold opinions different from their own, and to avoid creating the impression they act or speak for the College when, in fact, they act or speak for themselves. In addition to academic freedom and academic responsibility, the College established intellectual property rights whereby College employees and students are encouraged to publish, copyright, invent and patent materials and objects of their creation that will contribute to the advancement of knowledge. [2D, E2.]

- *Ensuring ethical learning and research practices of students.*

The college catalog describes the College's Honor Code policy for students. The Honor Code is based on the philosophy of mutual trust and honesty that is inherent in the SAUT mission and goals statements. The Honor Code addresses violations such as cheating, plagiarism, and falsification and delineates the consequences of Honor Code violations. The VCA is responsible for processing all matters pertaining to academic misconduct, including Honor Code violations. In addition to the Honor Code policy, the catalog describes classroom conduct including the appropriate use of handheld and wireless technology. All students, whether in the traditional classroom or in an Internet classroom, are expected to conduct themselves in a pleasant, courteous, and sociable manner at all times, and students disrespecting this behavior will be required to leave class, or in the case of Internet, they will have access to the class disabled. [2E1, 2E2, 2E3]

The College expects students to abide by the Honor Code, to adhere to ethical standards and to exhibit academic honesty while fulfilling their academic assignments. Many instructors, especially those teaching courses requiring research, reinforce the Honor Code policy by stating in their course syllabi the requirement for students to submit their research papers through software to check for plagiarism. The syllabi also detail the consequences for plagiarism and other violations of the Honor Code. Additionally, lessons in the Freshmen Seminar course address plagiarism and questionable writing practices as well as copyright infringement and fair use. [2D, 2E1, 2E2, 2E3]

The college catalog also introduces students to the LRC and its services. At the physical location, LRC personnel are available to assist students regarding information literacy. The LRC website hosts resources regarding the correct method to list references and citations for literary sources in addition to providing tutorials on how to search the various databases available on the site. [2E2]

1R6 Academic Integrity - Results

What are the results for determining the quality of academic integrity?

- *Outcomes/measures tracked and tools utilized*

Incidents of academic misconduct are tracked and centralized within the Office of the Vice Chancellor for Student Services (VCSC). Currently the College uses a hardcopy documentation system for this process. Processes for the support of ethical practices, teaching, and intellectual rights of faculty are outlined in the faculty manual. Oversight of faculty integrity processes is shared between the FS and the VCA. Documentation related to faculty integrity issues is currently a hardcopy documentation system maintained in the Academic Office.

- *Summary results of measures (include tables and figures where appropriate)*

SAUT strives to ensure all students and employees understand the importance of academic integrity. The academic honor code is included in all course syllabi. The FS reviews the faculty manual regularly and approves sections related to academic integrity related to both faculty and students.

- *Comparison of results with internal targets and external benchmarks*

While SAUT determines internal targets related to academic integrity, the development of a formal process and system to collect and analyze cases of student and faculty academic integrity would be necessary to fully monitor the process and have systematic data to evaluate. The internal target for academic-based student objections and grade appeals is less than 1% of current enrollment. For the spring 2015 semester, enrollment was 716, which would make the target fewer than seven students. Results for spring 2015 failed to meet the internal benchmark as the VCA conferenced with eleven students because of grade appeals or written academic objections regarding faculty members. External benchmarks have not been identified for comparison of student misconduct or grievances.

- *Interpretation of results and insights gained*

Without a systematic process for tracking and analyzing outcomes and measures related to quality of academic integrity, interpretation of results is difficult. However, the number of student academic objections and grade appeals in spring 2015 appears to be an anomaly as the target of less than 1% of enrollment has been met the previous five academic semesters.

1I6 Academic Integrity - Improvements

Based on 1R6, what improvements have been implemented in the next one to three years?

Faculty began to document and track violations of the academic honor code in their courses in 2014 to help the VCSS and VCA to deal with cases which are appealed to their offices. Adding a statement and emphasizing academic integrity in course syllabi has also resulted in fewer violations since 2010.

The LRC Advisory Committee, made up primarily of faculty members, has recommended the implementation of a web-based plagiarism tutorial module. In addition, the College also hopes to institute a systematic electronic-based process to monitor reporting and resolution of honor code violations and student academic objections and grade appeals.

Category Two: Meeting Student and Other Stakeholder Needs

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

Processes and actions evolve from the challenges two-year colleges face and the specific demographic of the SAUT service area. Meeting stakeholder needs originates with the College mission statement, flows into the strategic plan and through College. The processes range from systematic to aligned.

Current and Prospective Student Needs are met through systematic processes. Various methods of communication are employed and data is collected and analyzed to glean needs and preferences. Individual and group conversations are conducted; opinions are surveyed, analyzed, and communicated to relevant parties and groups. SAUT plans to focus on meeting students' needs as related to retention.

Retention, Persistence, and Completion are systematic in nature and vital to the college and its future. Data are collected, analyzed, and compared to that of previous years and to other selected institutions. Also, the analysis includes internal comparison and determining trends that develop. The data and analyses are communicated to relevant parties and groups. As part of Staff Development, SAUT plans to focus on developing retention strategies.

Key Stakeholders Needs are aligned and are determined through building and maintaining relationships, the results of surveys, visits, correspondence, suggestions and advisory groups. The information gained has led to programmatic and/or curriculum modifications and procedural changes.

Complaint Processes are aligned with the operation of the college and are supported with methods to identify and mitigate problems before a complaint is needed. Operating in an open door environment and listening to and acting on the concerns and suggestions brought forth lessens the need for and occurrence of formal complaints. Once a complaint is brought forth, the processes are established to investigate, mitigate, and report the findings and resolution.

Building Collaborations and Partnerships is strong at SAUT. It is evident that collaborative relationships exist in abundance. Collaborative partnerships are aligned throughout the College. Results data have been collected and analyzed for some relationships. The data show a strong benefit for the partners. SAUT plans to work toward transitioning the high school concurrent partnerships to the highly successful Bearden Model.

2P1 Current and Prospective Student Needs

This process focuses on determining, understanding, and meeting the non-academic needs of current and prospective students.

- *Identifying key student groups.*

The College's mission statement specifies its purpose, and according to its mission, the College offers technical career programs, transfer curricula, continuing education, workforce education, and transitional education. Student groups aligning with the mission include current high school students, recent high school graduates, adult learners (namely high school graduates or GED students who have taken a break since leaving initial education or training), and public service students. Sub-groups within each category of students could be students wishing to transfer to a four-year college or students in terminal degree programs who plan on employment after graduation. Other sub-groups include full-time and part-time students and students taking classes online or taking traditional classroom classes.

- *Determining new student groups to target for educational offerings and services.*

The College maintains close relationships with area high schools and with area business and industry to help identify other groups based on the needs of these agencies. Through surveys, focus groups, or one-on-one meetings, the College identifies new student groups and develops programs and services. For example, local industry leaders informed the College of a need for more engineers, and the College developed the Engineering Technology program where a student can receive a Certificate of Proficiency, and Technical Certificate, and an Associate in General Technology. The Engineering Technology programs readily transfer into the B.S. in Engineering Physics: Industrial Technology Option degree at SAUM.

- *Meeting changing student needs.*

Building strong relationships with students is essential in determining changing student needs. Enrollment Services personnel build relationships by assisting students through the admissions process and gathering information on individual needs. Financial Aid personnel also build student relationships and respond to students' changing needs through one-on-one meetings and with other communication avenues. The Student Leadership and Student Ambassadors provide input to changing needs through meetings with the Chancellor and organizational sponsors.

The College provides an avenue for students to share ideas and express concerns. Recently, the College developed an informal suggestion form inside the College's MyCollege portal for students to submit suggestions and/or concerns. The VCSS receives, via email, students' suggestions/concerns. When the VCSS receives a suggestion/concern email, it is forwarded to the members of the VCC. During their monthly meetings, the members of the VCC discuss students' suggestions and formulate actions and responses. Responses to students' suggestions/concerns are posted in the Student Feedback section of MyCollege and remain posted until the next meeting of the Council or until the issue is resolved.

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

Student groups with specific needs self-identify disabilities and special needs. The VCSS works closely with these subgroups to create intervention strategies and activities. The Financial Aid office assists veterans with benefits such as the GI Bill, Federal Tuition Assistance, National Guard waiver, and Veterans Vocational Rehabilitation. The College offers senior citizens a tuition waiver at age 60 years. The Career Pathway program works with students who may have barriers to furthering their education by assisting them with career training, enrolling in college courses, purchasing books, and providing financial support. Adult Education provides English as a Second Language (ESL) assistance. The CWBL provides support services for all online students. SAUT partnered with Arkansas Community Colleges (ACC), Arkansas Department of Workforce Services and ARVets to provide financial support for veterans who were honorably discharged but not qualified for veteran's benefits. The program focused on short courses of study and provided tuition assistance, assistance with securing needed supplies, and post completion assistance to secure employment. The Director of Student Life and/or the Residential Advisor/Student Life Assistant work with students who desire College housing. [3D1]

- *Deploying non-academic support services to help students to be successful.*

A variety of non-academic support services are available to meet the needs of student groups. The College is one of the few two-year colleges in Arkansas with student housing. Food service is available in the new student center as is the Bookstore and Student Activity Center. The Bookstore carries inventory of all material required for academic programs. The Student Activity Center consists of a weight room, a gym, and a game room. The CWBL is responsible for providing technical support for students taking online courses and faculty who teach online courses. [3D2]

- *Communicating the availability of non-academic support services.*

The College systematically communicates with prospective students, beginning students, and current students concerning preparation required for programs and learning they will pursue. Some avenues of communication include:

- The College website
- Brochures
- Freshman seminar
- SOAR
- Campus tours [3D2]

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

Non-academic student support services staff are qualified, trained, and supported. Section 1P5 details how the College ensures staff members have the appropriate knowledge and support to maintain quality services for students. [3C6]

- *Selecting tools/methods/instruments to assess student needs.*

Tools/methods/instruments to assess student needs include:

- Student Opinion Survey
- TLC Satisfaction Survey
- CCSSE Survey
- Internet Student Assessment of Instruction Survey
- Learning Strategies Survey
- Faculty Resources Course
- Housing Occupancy Analysis
- Student Suggestions from Online Suggestion Form

- *Assessing the degree to which student needs are met.*

The College analyzes information gathered through the surveys, other formal processes, and informal processes to assess the degree to which it meets the needs of students. The DIR shares analysis reports with appropriate personnel.

2R1 Current and Prospective Student Needs - Results

What are the results for determining if current and prospective students' needs are being met?

As noted in 1R5, the College conducts the Student Opinion Survey in the fall each year. Table 2.1 below shows the results of this survey as it relates to students' satisfaction with specific services that support the needs of current students.

Table 2.1 - Student Opinion Survey – Support Services Results Rating: 5-Excellent, 4=Good, 3=Average, 2=Poor, 1=Unsatisfactory						
College Service/Characteristic	2009	2010	2011	2012	2013	2014
	N=485	N=408	N=313	N=1068	N=887	N=267
Extracurricular activities	3.79	3.69	3.78	4.04	4.16	3.71
Student voice in policies	3.96	3.91	3.97	4.01	4.11	3.86
Financial aid services	4.20	4.12	4.08	3.95	4.16	4.14
Administration's response to student	4.15	4.13	4.20	4.11	4.18	4.13
Academic support (e.g. tutoring)	4.20	4.19	4.22	4.22	4.24	4.13
Library services	4.25	4.25	4.26	4.27	4.17	4.29
Bookstore services	4.11	4.14	4.19	4.14	4.11	4.20
Food Services	4.00	4.06	3.93	4.07	4.11	4.11

Overall, students rated the services and characteristics related to the needs of current students from good to excellent. Extracurricular activities and student voice in policies, however, show opportunities for improvement.

The TLC personnel ask students to complete an online survey after they complete a tutoring session. The survey rates the tutoring services on a scale of 1 to 5, with 1 being unsatisfied/unlikely and 5 being satisfied/likely. Table 2.2 below shows the results of the survey pertaining to non-academic services from fall semester 2010 through fall semester 2014.

Table 2.2 – Tech Learning Center Satisfaction Survey						
Characteristic	Numeric Rating	Rating in Percentage				
		Scale				
		1	2	3	4	5
Friendliness of staff upon arrival	4.78	2%	0%	3%	9%	86%
Easy to locate	4.69	2%	0%	3%	19%	77%
Comfortable in this location	4.52	3%	0%	8%	20%	69%
Overall tutoring session	4.80	2%	0%	3%	8%	88%
How likely will you attend another tutoring session	4.64	2%	0%	6%	8%	81%
How likely are you to refer a friend or classmate	4.77	2%	0%	5%	8%	86%
Friendliness of staff upon departure	4.73	2%	0%	6%	8%	84%
Feelings about the location	4.73	2%	0%	3%	14%	81%
Overall feelings about the tutoring session	4.78	2%	0%	5%	6%	87%

As in 1R5, students rated the services related to non-academic services as satisfied/likely. This rating suggests students believed the TLC services met their tutoring needs.

SAUT participated in the Community College Survey of Student Engagement (CCSSE) in 2012 and 2014. CCSSE provides information on student engagement by asking questions that assess institutional practices and student behaviors that are highly correlated with student learning and retention. Student engagement is a key indicator of learning and therefore, of the quality of community colleges. Table 2.3 shows the results for five benchmarks and compares SAUT students to other community college students nationally.

Table 2.3 – CCSSE Benchmarks of Effective Education Practice				
Category	2012		2014	
	SAUT	CCSSE Cohort	SAUT	CCSSE Cohort
Active and Collaborative Learning	52.4	50.0	46.5	50.0
Student Effort	55.1	50.0	49.2	50.0
Academic Challenge	48.1	50.0	44.1	50.0
Student-Faculty Interaction	53.5	50.0	48.3	50.0
Support for Learners	58.9	50.0	57.7	50.0

SAUT students participating in the 2012 CCSSE performed above the CCSSE Cohort in all categories except Academic Challenge. However, SAUT students participating in the 2014 CCSSE did not perform as well as the CCSSE Cohort except in the category of Support for Learners. The drop in ratings suggests the students participating in the 2014 CCSSE were not as engaged with the College as the students in the 2012 cohort. These results indicate the College has opportunities to improve student engagement and enhance students' educational experiences.

Table 2.4 below shows the results of the Internet student survey for the spring semester 2015.

Table 2.4- Internet Student Assessment of Instruction Survey – Spring 2015					
Characteristics	Rating	4	3	2	1
Technical Characteristics					
Contact instructor w/o a problem	3.53	141	54	15	6
Turn-in assignments w/o problems	3.57	147	48	16	4
Receive technical assistance quickly	3.51	133	64	10	7
Interact w/other students	3.46	127	65	17	6
Contact my instructor by phone/fax/postal mail	3.46	137	49	20	9
Would recommend SAUT Web-Based courses to other students	3.59	141	61	7	4
Admission, Registration, and Bookstore Characteristics					
Process was easy	3.64	146	58	10	0
No problems with Testing	3.62	141	65	8	0
No problems with Admissions	3.64	143	70	2	1
No problems with registering for class	3.63	141	70	3	1
SAUT personnel were friendly & helpful	3.65	145	68	2	1
No problems obtaining books	3.50	130	69	11	6
SAUT Web Page Characteristics					
Website easily understood/user friendly	3.63	139	70	4	0
Website provides all the information I need	3.62	136	74	4	0
Website looks great	3.62	133	78	2	0
Overall Opinion					
Would you recommend SAUT Web-Based courses to other students	3.59	141	61	7	4
Would you recommend SAUT Web-Based instructor to other students	3.59	143	56	8	5
<i>Rating Scale: 4=Excellent, 3=Good, 2=Fair, 1=Poor</i>					

Overall, students rated the Internet course characteristics from good to excellent. However, faculty members teaching Internet courses have expressed concern with this survey instrument. Improvements to the Internet course evaluation are addressed in the following improvement section.

All first-time online students are required to complete a section of Learning Strategies. The purpose of the course is to prepare students for their online learning experience. A course evaluation is completed at the end of the course. The feedback from the evaluations is used to improve the Learning Strategies course and/or other areas/services of the College. Table 2.5 displays the results of the Learning Strategies evaluations for 2012-2013 and 2013-2014.

Table 2.5 - Learning Strategies Course Evaluation

Question	Mean					
	FA12	SP13	SU13	FA13	SP14	SU14
Calendar Tool Instructions	3.19	4.00	3.68	3.59	3.76	3.78
Mail Tool Instructions	3.22	4.00	3.67	3.63	3.76	3.71
Assignment Tool Instructions	3.20	4.00	3.68	3.57	3.70	3.80
Discussion Tool Instructions	3.19	3.67	3.68	3.53	3.65	3.79
How would you rate the Instructor's interaction with students using the Discussions Tool?	3.14	4.00	3.51	3.40	3.59	3.44
How would you rate the Assignments Tool instructions in regards to attaching a file?	3.25	3.50	3.56	3.44	3.46	3.61
<i>Rating based on a scale from 1-4 with 1 being Poor and 4 being Excellent.</i>						
Question	%Agree					
	FA12	SP13	SU13	FA13	SP14	SU14
I was able to interact with other students using the Discussions Tool.	92%	100%	97%	97%	92%	96%
I was able to turn in my assignments without a problem.	92%	100%	91%	96%	97%	98%
I was able to contact my instructor by phone, Blackboard Mail, & the Discussions Board.	95%	100%	99%	100%	98%	98%
I was able to contact my instructor without a problem.	96%	100%	99%	98%	99%	100%
I received technical assistance quickly.	94%	100%	99%	96%	97%	98%
The SAUT website made it easy to locate information regarding Web-Based Learning.	97%	100%	96%	97%	97%	100%
I would recommend SAUT's web-based courses to other students.	98%	100%	99%	94%	97%	96%
I will take other Internet courses offered by SAUT.	84%	100%	97%	91%	95%	100%
This course was beneficial to me.	93%	100%	99%	96%	94%	93%

Based on the evaluation results, the Learning Strategies course is serving the purpose for which it was created. On average, 96% of the students who completed the evaluation believe that the Learning Strategies course was beneficial to them. When asked about the helpfulness of the instructions for the different Blackboard tools, the students rated the instructions an average of 3.6 on a 4.0 scale. Some of the comments from the evaluations include:

- Going through Learning Strategies was a big help for me. I pay close attention to detail and reading the directions was a big help and the directions told you exactly where you could find everything.
- I wouldn't really change much. This new version of blackboard is a little wish-washy, but it is manageable. Learning Strategies does help those who need it.
- At first, I was lost in this website but I found my way to completing this course.
- I think that it should be an optional thing for students taking online classes to take the learning strategies class. It was all pretty basic stuff that you already knew from doing other internet related things. I just felt that it was very basic elementary material in teaching how to use blackboard. I think that students should have a choice on this class. It was very very basic stuff that most people should already know how to do.

- The Discussions assignment instructions were a little confusing to me. I found the instructions on the page after the discussions page. Everything else in this class's content was very helpful and clear.
- I thought the course was great. Anyone familiar with a computer should be able to follow right along without any problems.

The CWBL staff will continue to use the feedback from the evaluations to address student needs.

SAUT's Faculty Resources course is a resource for instructors who teach online courses for the college. It is an online course room that contains online course policies, instructions for use of the learning management system and other tools associated with the delivery of online courses. Table 2.6 shows access information for the Faculty Resources from 2014 through April 1, 2015. In 2014, 56% of the instructors who were enrolled in the Faculty Resources Course made use of the resources inside the course. At the time of this report, only 38% of the instructors enrolled in the Faculty Resources Course accessed the information in the course. One of the methods used to evaluate the effectiveness of this resource is the use of the tool by the instructors who teach online courses.

Table 2.6 – Faculty Resource Course Usage (as of 04/01/15)		
Year	# Enrolled	# Viewed Course
2014	72	40
2015	81	31

SAUT's operated student housing reached the point of being filled to capacity and still not accommodating those who needed a place to live while attending college. Once the capacity of 42 occupants in the on-campus housing units was reached, additional housing was acquired through the Southern Arkansas University Tech Foundation (SAUTF). Two four-apartment unit buildings located approximately 1.5 miles from campus were leased from SAUTF and converted to student housing. The capacity of 28 occupants was reached immediately. Additional housing for 20 students was acquired in the residential facility operated by the AFTA. Still not meeting the needs of students and potential students, space was secured inside Camden, approximately 10 miles from campus.

The SAUTF was approached and requested to sponsor a building project to provide more on-campus student housing. The SAUTF studied the housing needs, the cost involved, and the potential financial obligation. At the conclusion of the study, the SAUTF agreed to sponsor the project. A new facility opened fall 2014. Presently, student housing needs are being met.

Table 2.7 below shows a sampling of informal student suggestions/concerns received in the past few semesters. The College takes these suggestions seriously as evidenced by the actions taken to resolve the issues.

Table 2.7 – Sampling of Student Suggestions/Concerns & Resolutions

Suggestion Topics	Resolutions
Issues with new Blackboard v. 9.1	Problem communicated to Blackboard who in turn resolved the issue.
Direct deposit for student refunds	Direct deposit made available to students
Relocation of Tutoring Center from library because of distractions while reading/studying	The Tutoring Center was relocated to the Administration Building during the summer of 2012.
Use of eBooks	SAUT moved from mandatory requirement for use of eBooks in its online courses to an option of using eBooks in all college courses
Wi-Fi in student on-campus and off-campus student apartments	Bandwidth of Wi-Fi in off-campus upgraded to maximum level offered by vendor for that type of service; new Wi-Fi infrastructure constructed for new student apartments; plans are underway to upgrade Wi-Fi in remaining student apartments and all campus buildings.
Hours of new student Activity Center not student friendly	Staff hours have been adjusted to extend the operating hours of the Activity Center.

2I1 Current and Prospective Student Needs - Improvements

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

Several improvements have been or plant to be made to further enhance the understanding of the College's students' and other stakeholders' needs.

- Partly due to students voicing concerns requesting a new gym and weight facility, the College responded by building a multi-functional 36,140 sq. ft. student center and renovating a 15,430 sq. ft. gymnasium into a student activity center. The student center houses the campus post office. The cafeteria area can seat 200 people in the café and can seat 30 in the private dining room. The new student center and activity center not only meet the students' recreational needs but also fulfills industry's needs for a multi-purpose facility. The great halls can accommodate meetings of upwards of 2,000 attendees in auditorium style or 1,000 in banquet style seating. On-campus graduation ceremonies began in the student center May 2015.
- Student demand for new and more housing triggered the SAUTF funding the construction of one building with 12 apartments that will accommodate 24 residents. The cost to fund the new apartments was \$806,150. The new apartments opened in the fall of 2014.
- To assist visually impaired students, all College purchases for information technology now require that vendors provide a VPAT (Voluntary Product Accessibility Template) that assures accessibility for the visually impaired. A VPAT log has been created in the MyCollege Portal to assign numbers for new technology purchases. The log is searchable by several fields such as vendor and the VPAT document itself is also viewable.
- In addition to the improvements identified in 1I1, the TLC moved to a location in the Administration Building that is more convenient for students to visit the center after attending classes. The TLC added computer stations and study tables to enhance the learning environment. The tutoring session checklist gives students an opportunity to provide feedback on overall tutoring sessions and allows the TLC Coordinator to provide individual student data to respective instructors. The TLC Coordinator continually works with the Communications Director to improve visibility of the center through flyers, website postings, and classroom presentations.
- As discussed in detail in 2I2, the College plans to host a workshop focused on retention during the 2015 fall semester Staff Development program. As part of the workshop, employees will address student engagement and develop processes to help improve the level of student engagement at SAUT.

- The results of the Faculty Resource course prompted the following actions: 1) added instructions for tools/activities as requested by instructors; 2) added minutes from ICCRC meetings to course content; and 3) updated course roster to remove users who are no longer employed by the College. The goal is to increase usage of the Faculty Resources course to at least 50% of the number of instructors who are enrolled in the course.
- The College will revise the Internet Course SAIS to assess course design, the students' ability to find course material, and to what extent the students mastered the course outcomes.

2P2 Retention, Persistence, and Completion

This process focuses on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision-making.

- *Collecting student retention, persistence, and completion data. Analyzing information on student retention, persistence, and completion.*

SAUT's initial process for collecting student retention, persistence, and completion data begins with the Admission personnel entering enrollment information into the POISE administrative software system. Responsibilities for the DIR include extracting student data from the POISE system and analyzing and reporting these data to appropriate departments and agencies. Annually, the DIR produces reports showing the total number of degrees and certificates awarded in each program. The Administrative Council (AC) and department heads receive copies of these reports. The DIR also reports completion data to the ADHE and to IPEDS. College administrators receive notification of the IPEDS calculated graduation rate from DIR. On an ad hoc basis, the DIR calculates and shares retention and persistence data on selected cohorts when department heads request such information. [4C2, 4C4]

The College participates in the CCSSE. The special-focus results of this survey provide the College an opportunity to delve more deeply into areas of student experience and institutional performance. According to the CCSSE report, the special-focus section provides information about community college students and their participation in a set of promising practices for which there is emerging evidence of success in improving student learning, persistence, and attainment.

- *Determining targets for student retention, persistence, and completion.*

In developing the College's Strategic Plan, the Planning Committee recognized the importance of student success as evidenced by two strategies relating to Strategic Goal #1-Student Success: a) advance student achievement through relevant academic and student support services, and b) facilitate the transition of students from the College, either to other higher learning institutions or into the workforce; and one strategy relating to Strategic Goal #2-Access to Higher Education: a) examine and develop programs relevant to student needs and economic growth. The College realizes student retention and persistence ultimately leads to program completions. The College adheres to the ADHE viability standards for program completion. According to ADHE, viability standards are based on a three-year average. Career and technical education certificates (CTE) and technical associate degree programs (AAS) must produce an average of four (4) graduates per year to remain viable. Transfer associate degrees (AA, AS, and AAT) must produce an average of six (6) graduates per year to remain viable. During the existing program review process, program completion goals are reviewed and addressed. Additionally, ADHE produces an annual program viability report which identifies programs not meeting viability standards.

In an effort to promote accountability and efficiency at all state-supported institutions of higher education, the State of Arkansas enacted in Fiscal Year 2013-2014 a Performance Funding Model to partially fund all public universities and colleges. The outcome-centered model seeks to promote and increase the satisfactory progression, matriculation, and graduation of all students enrolled in state-supported institutions of higher education. The model takes into consideration course completion; certificate and

degree completion; critical needs shortage areas; minority students; economically disadvantaged students; and nontraditional students. The model includes six maximum mandatory points and four maximum region/mission points. Compensatory points for special populations may be added to the mandatory total if the score is less than six. Table 2.8 below shows the model and points assigned to each measure. [4C1]

Table 2.8 – ADHE Performance Funding Model		
Mandatory (6 Points)		
Course Completion (1)	Remedial (rate)	0.50
	Non-remedial (rate)	0.50
Progression (1)	18 additional hours	1.00
Credentials (4)	Certificate of Proficiency	0.50
	Technical Certificate	0.50
	Associate Degree	1.00
	Total Credentials (rate)	2.00
Total Mandatory Points		6.00
Compensatory (2)	Low-Income	1.00
	Underprepared	1.00
Region/Mission (4 max Points)		
STEM		Up to 2
High Demand Degree Programs		Up to 2
Workforce Training		Up to 2
Transfer		Up to 2
Adult Degree Awards		Up to 2
Minority Degree Awards		Up to 2
Employment		Up to 2

In addition to reports from ADHE on program viability and performance funding, the DIR systematically collects and analyzes data pertaining to student retention, persistence, and program completions. Annually, the DIR produces a Degree Production Summary report for the previous three years which shows individual yearly production, a three-year average, and a trending graph for each credential awarded. The DIR also produces reports which show retention for first-time entering students from fall to spring and from fall to fall (See Tables O.3 and O.4 in Overview Section). In the past few years, these reports indicate the College has room for improvement especially in the area of fall to fall retention. [4C4]

- *Meeting targets for retention, persistence, and completion.*

The DIR creates a degree production report each year which shows all programs and their yearly completion results and the average results for the most recent three-year period. This report clearly identifies programs in danger of not meeting the viability threshold in order for departments to concentrate efforts to improve production.

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

Currently, the College uses the following data sources:

- IPEDS data
- Internally generated reports
- ADHE reports [4C4]

2R2 Retention, Persistence, and Completion - Results

What are the results for student retention, persistence, and completion?

The 2013 IPEDS Data Feedback Report provides data about SAUT graduates and compares those data with the College peer institutions group. Tables 2.9 and 2.10 below show those rates and comparisons.

Table 2.9 – Graduation & Transfer-out Rate		
	SAUT	PI
Graduation rate, overall	47%	23%
Transfer-out rate	29%	19%
Graduation rate cohort as a percent of total entering students	24%	42%
First-time retention rate	55%	49%
Part-time retention rate	44%	32%
<i>PI=Peer Institutions</i>		

Table 2.10 – Graduation Rates of Full-time, First-time, Degree/Certificate Seeking		
	SAUT	PI
Normal time	37%	14%
150% of normal time	39%	23%
200% of normal time	48%	33%
<i>PI=Peer Institutions</i>		

Table 2.11 - Graduation Rate by Gender/Race or Ethnicity	
Overall graduation rates	Percent
Total	42%
Men	54%
Women	30%
Asian	0%
Black or African American	31%
Hispanic or Latino	0%
White	54%
Transfer out-rate	6%
<i>Graduation rates are based on the student's completion status as of August 31, 2013.</i>	

SAUT's peer institutions group consists of institutions with a similar profile of the College and includes institutions within the State of Arkansas and institutions outside of the State. In comparison, SAUT performed above the average of its peer institutions group in most categories. These ratings suggest, however, the College has opportunities to improve its graduation and transfer rates.

ADHE Degree Production for Viability Results:



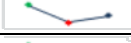




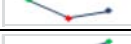



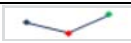



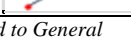
Table 2.12 - Degree Production Summary – Associate Degree Only					
Degree Name	2012	2013	2014	Avg	Trend
Aviation Maintenance; also at Texarkana	4	5	5	4.67	
Business Administration (also by distance)	14	8	16	12.67	
Computer Information Systems Technology	10	5	7	7.33	
Electronic Technology*	4	1	1	2.00	
Environmental Science (also by distance)***	2	2	3	2.33	
Fire & Emergency Response	1	7	6	4.67	
Fire Science Management (also by distance)	1	3	6	3.33	
General Education (also via Distance Learning)	28	25	26	26.33	
General Technology	16	19	24	19.67	
Manufacturing Technology*	4	0	1	1.67	
Microsoft Networking Software**	0	0	0	0.00	

Table 2.12 - Degree Production Summary – Associate Degree Only					
Degree Name	2012	2013	2014	Avg	Trend
Multimedia Technology	14	13	15	14.00	
Office Management (also by distance)	5	4	11	6.67	
Paraprofessional Educator***	3	5	6	4.67	
Professional Studies	23	33	44	33.33	
Teaching****	9	12	12	11.00	
*=Degree program deleted; **=Degree program phased out; ***=Moved under Professional Studies; ****=Moved to General Education					

The 2014 degree production report indicated several programs were facing challenges in meeting the three-year viability level. [4C1]

Table 2.13 below shows the 2015 results of the performance funding model and compares SAUT with four similar community colleges in the State of Arkansas. As indicated by the rating on course completion and progress, SAUT has opportunities for improvement.

Table 2.13 - Performance Funding Model Results – Academic Year 2014					
	SAUT	COTO	SACC	SEAC	UACCH
Mandatory (6 Points)					
Course Completion (1)	0.50	0.00	1.00	0.50	0.50
Progression (1)	0.00	0.00	1.00	0.00	0.00
Credentials (4)	4.00	3.00	4.00	3.50	3.50
Total Mandatory Points	4.50	3.00	6.00	4.00	4.00
Compensatory (2)	0.89	1.15	1.14	1.41	1.11
Region/Mission (4 max Points)					
STEM	2.00	0.00	2.00	2.00	0.00
High Demand Degree Programs	2.00	2.00	2.00	2.00	0.00
Workforce Training	2.00	0.00	0.00	2.00	2.00
Transfer	0.00	0.00	0.00	0.00	0.00
Adult Degree Awards	2.00	0.00	2.00	2.00	0.00
Minority Degree Awards	2.00	2.00	2.00	2.00	2.00
Employment	n/a	n/a	n/a	n/a	n/a
Total Regional/Mission Points Allowed	4.00	4.00	4.00	4.00	4.00
Total Points	9.39	8.15	10.00	9.41	9.11
<i>The average score for all 22, two-year colleges was 9.04</i>					
<i>SAUT=Southern Arkansas University Tech; COTO=College of the Ouachitas; SACC=South Arkansas Community College; SEAC=Southeast Arkansas College; UACCH=University of Arkansas Community College at Hope</i>					

The Arkansas Two-Year Performance Funding Model is based on a maximum of ten points possible. The College's overall total points did increase from 5.58 in 2013 to 9.39 in 2014. Even though the overall score has improved, Course Completion and Progression continue to be areas of concern and focus. As compared to four other neighboring two-year colleges, SAUT ranked in the median of scores.

2I2 Retention, Persistence, and Completion - Improvements

Based on 2R2, what improvements have been implemented or will be implemented in the next one to three years?

In the past few years, the College has made several changes to address the issues of retention, persistence, and completion.

- Created a tutoring center and faculty have required students to use the center before submitting specific homework.
- Before the start of classes in 2015 spring semester, faculty and staff members called students who were enrolled in the 2014 fall semester but had not registered for the spring semester. This activity was not tracked to determine if it was effective; however, as the College continues this practice, it will implement a tracking process as well.
- With the support of a PACE grant, the faculty teaching transitional math redesigned the transitional math curriculum with a goal of improving student success in the transitional math course. Future improvements to the transitional math course are noted in II4.
- The College initiated a one-time matriculation fee so students graduating with multiple degrees over several semesters only paid once. The purpose was to encourage students achieving a certificate to declare that certificate when earned and not wait until achieving a higher level degree.
- The College outsourced its bookstore which resulted in a reduced price for books and other courses materials.
- The College relocated the bookstore to the new Student Center in July 2014. In this location, the bookstore is more accessible to students.
- The SAUTF provided funding for new on-campus student apartments which opened in the fall 2014 semester.
- The mentoring program was revamped to include one-to-one mentoring and training for employee mentors.

The State's performance funding model is currently under review. Based on the analysis of the first two years of outcome-centered data, the two-year colleges, collectively, have concluded that minor adjustments need to be made to the funding model. Representatives from all twenty-two two-year colleges have been selected to serve on the Two-Year Performance Funding Committee. The group has been tasked with improving the remedial measure, converting credential calculation to rates instead of raw numbers, adding a new career/technical credential completion measure and adding a benchmarking component. Committee meetings are currently underway and will continue through the fall 2015 semester. Recommendations will be presented to the presidents and chancellors of the represented schools for final approval.

During the 2015 fall semester Staff Development program, the College plans to focus on developing retention strategies. The program will consist of viewing two taped webinars "*The Most Successful Retention Strategies*" presented by Innovative Educators. After viewing the webinars, the faculty and staff will adjourn to breakout groups for brainstorming sessions focused on developing strategies for SAUT. Information gathered from these sessions will lay the foundation for developing a retention plan which aligns with the Core Enrollment Growth Plan.

2P3 Key Stakeholders Needs

This process focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners.

- *Determining key external stakeholder groups (e.g., alumni, employers, community). Meeting the changing needs of key stakeholders.*

In demonstrating commitment to the public welfare, SAUT is keenly aware that the best use of its time and activity is to focus on the educational responsibilities it has to its community. From the results of surveys, visits, interviews and correspondence, the College creates new programs, modifies the programs that are viable by inserting courses that meet the demand of change within the businesses' requirements, as well as institute courses given in another format such as online classes or after work mini-courses held at the Calhoun Ouachita Business and Industry Training Consortium (COBITC) Lab to meet the needs of workers located in said companies. The process for knowing the correct course of action includes looking at company trends, best practices of successful sister institutions, and time frame of the company's demands. Table 2.14 below lists the Colleges key stakeholder groups and identifies how the College meets their changing needs.

Table 2.14 – Key Stakeholder Groups & Determining Needs	
Key Stakeholders	Building and Maintaining Relationships
Prospective Students and Current Students	<ul style="list-style-type: none"> • Application, Registration and Financial Aid Processes • Guidance and Placement Tests • Counseling and Advising • Career Testing • Internal Student Surveys • Career Pathways Services • Career Coaches
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 mediums to keep SAUT and its brand in front of local and statewide stakeholders • Articulation agreements with area colleges and universities
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 SAUTF Board • Alumni, friends, and current students communication via Facebook page • Support SAUT link on SAUT website • Birthday cards to alumni via USPS mail and announcements via email and Facebook

- *Determining new stakeholders to target for services or partnership.*

SAUT has a robust history of building and maintaining relationships with its key stakeholders and uses these relationships to determine new stakeholders to target for services or partnerships. Key stakeholder relationships are established and maintained through a broad array of College activities from one-on-one meetings to the development of partnerships and projects that provide mutual benefit to stakeholders and the College.

- *Meeting the changing needs of key stakeholders.*

Most programs have advisory boards composed of industry leaders and alumni which build strong relationships in the community. Through the College's many years of business and industry engagement, SAUT has come to rely upon these partnerships as key to the success of both the College and its area stakeholders (e.g. workforce). Business and industry collaborations are also established and sustained through regular meetings of the county industrial consortiums. Business and industry representatives advise the College on curriculum and program requirements and provide feedback on graduate capabilities and/or desired skills and competencies.

- *Selecting tools/methods/instruments to assess key stakeholder needs.*

The process used to assess stakeholder needs is based on collaboration through existing partnership engagement. Tools used include focus groups, surveys, advisory committees, and one-on-one conversations.

- *Assessing the degree to which key stakeholder needs are met.*

The processes for assessing key stakeholder needs are driven from tools/methods mentioned above and are gathered and analyzed through the strategic planning process.

2R3 Key Stakeholders Needs - Results

What are the results for determining if key stakeholder needs are met?

Individual departments gather information, monitor results, and respond to stakeholder needs. For example, the Director for Business and Industry maintains ongoing contact with companies in the College's four-county service area to conduct a formal Industry Training Needs Assessments. Course Evaluation Surveys are used to gauge the training participants' satisfaction with the training offered for the purposes of improving Business and Industry Training. Table 2.15 below shows the number of Business and Industry classes offered and the number of students completing the classes for the period of 2011 to 2013.

Table 2.15 – Business & Industry Training		
Year	# Courses	# Students
2011	27	283
2012	43	430
2013	37	389
2014	27	345

2I3 Key Stakeholders Needs - Improvements

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

The development of the Industrial Engineering degree was a direct result of industry communications regarding their skilled workforce needs. COBITC requested a mid-level managers degree for mechanical engineers; the College responded by looking at its Manufacturing degree (which was struggling with

enrollment numbers). The program was redesigned under the PACE grant. An industry advisory committee was formed to help with the revision.

As previously mentioned, the Business and Industry Training department conducts training needs assessments to determine the training needs for local business and industry stakeholders. Some improvements made as a result of the end-of-training evaluation surveys include: increasing the number of class offerings, hiring additional instructors, purchasing software to address specific training needs, improving the lighting in classrooms, and adjusting class meeting times to meet the needs of students. The instructor for Blueprint Reading and AutoCAD developed additional course material to meet the specific needs of the students.

2P4 Complaint Processes

This process focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups.

- *Collecting complaint information from students. Learning from complaint information and determining actions. Communicating actions to student.*

SAUT 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.

- *Collecting complaint information from other key stakeholders. Learning from complaint information and determining actions. Communicating actions to key stakeholders.*

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 VCC. 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.

- *Selecting tools/methods/instruments to evaluate complaint resolution.*

The method of evaluating complaints varies depending on the complaint. The VCSS maintains the official student complaint log, and the VCC reviews complaints of external stakeholders. All complaints receive monitoring until the status is "Closed."

2R4 Complaint Processes - Results

What are the results for student and key stakeholder complaints?

The College has received no formal complaints since the last Comprehensive Visit in 2012.

2I4 Complaint Processes - Improvements

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

No improvements are noted in this section since the College has received no complaints since the last Comprehensive visit.

2P5 Building Collaborations and Partnerships

This process focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the College.

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

SAUT promotes collaborative relationships with educational institutions, external agencies, consortia partners, and the community. The College aligns its process for selecting partners with its mission and strategic plan. Such partnerships include other colleges and universities, area high schools, adult education partnerships, government collaborations, economic and workforce development collaborations, and community service organizations.

- *Building and maintaining relationships with partners.*

Table 2.16 displays SAUT's partner groups and methods by which the College builds/maintains the relationships with these partners.

Table 2.16 – SAUT Partners and Relationships	
Collaborator/Partner	Build/Maintain Relationships
Educational	The Rock 'n Read (RNR) program provides books to many of the most vulnerable children in Ouachita County. Children in the program range in ages from newborn to four years. This program supports the Chancellor's "cradle to grave" literacy campaign.
	The SAUT Adult Education Program works closely with the Arkansas Department of Workforce Services (ADWS) to provide basic academic skills training, Career Readiness Certificate preparation, and WAGE services through the Ouachita County one-stop-shop and the Magnolia center.
	Concurrent Credit Program has Memorandums of Understanding (MOUs) with 17 high schools to provide services. The Bearden High School Model has become a best practice model for the state which is called Early College Initiative Program.
	Texarkana Aviation Program has five MOUs with area high schools for students enrolled in aviation classes at the Texarkana airport. This is a feeder program to the Aviation Degree.
	Through the Arkansas Works Initiative, the College facilitates the Career Coaches program for its service area by hiring and providing support for Career Coaches. The Coaches provide an array of support services to students to encourage them to enroll in college after high school.
	SAUT partners with SAU Magnolia (SAUM) to share the expenses of a web conferencing system. This allows both institutions to provide web conferencing services to stakeholders at a reduced cost.
	The College partners with SAUM and South Arkansas Community College to provide professional development services for instructors who teach online courses.
	Articulation agreements with SAUM and Henderson State University provide seamless transfer of SAUT graduates to each of these institutions.
	SAUM and SAUT share an 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.
	SAUT partners with SAUM to share police resources. This partnership allows both institutions to purchase police specific supplies and share training opportunities at a reduced cost. Departments also share the crime reporting system, the emergency notification system, and they provide mutual aid.

Table 2.16 – SAUT Partners and Relationships	
Collaborator/Partner	Build/Maintain Relationships
	SAUT participates in the Southwest Arkansas Community College Consortium (SWACCC). SWACC is comprised of seven two-year colleges committed to economic development of the southwest region of Arkansas.
Government	Through a partnership with Arkansas Game and Fish, the College offers a degree in Wildlife and Fisheries Enforcement.
	The College partnered with ADWS to remodel the Downtown Center. SAUT owns the building; however, ADWS provided the funds for remodeling. ADWS occupies space in the building as well as the College's Adult Education program.
	Through a partnership with ALETA, the College offers a degree in Law Enforcement.
Business & Industry	The Calhoun/Ouachita Business and Industry Training Consortia (COBITC) and the Columbia County Business & Industry Training Consortia (CCBITC) afford opportunities for the College to cultivate relationships with and provide training for area businesses and industries.
	Arkansas Manufacturing Solutions (AMS) provides technical and management assistance to improve the quality, productivity and global competitiveness for Arkansas businesses. The College leases office space to AMS.
	Ouachita County Medical Center provides clinical opportunities for the SAUT Nursing program students.
	The College is located in Highland Industrial Park and works closely with the managing entity of the Park and with the industries located in the Park to meet their individual training needs. Additionally, it works closely with industries to facilitate the emergency preparedness drills.
	The College outsources the Bookstore to BBA Solutions.
	SAUT works with GuidEd Solutions for student loan default management.
	The College outsources the Foodservice to Blended Catering.
	SAUT works with Nelnet Business Solutions to provide payment processing services to students.
Organizations	The College is a member of the chambers of commerce in its service area as well as a member of the State Chamber of Commerce.
	Golden Triangle Economic Development Council is a regional economic development association which promotes the growth, vitality, and development of south Arkansas.
	The College is a member of the ACC and holds memberships in many state educational organizations associated with the different departments of the College.
	The College is a member of the Ouachita Partnership for Economic Development and holds a permanent board member position on this board.
	The College is a member of the Camden Area Industrial Development Corporation.
Community	The College supports its employees and encourages them to become involved in local civic organizations.
	The College provides support for several civic organization events and festivals by loaning equipment such as utility carts, stage platforms, tables/chairs, etc.
	The SAUTF supports the college through fundraising efforts, providing scholarship funds to students, and providing funds to support program needs.

- *Selecting tools/methods/instruments to assess partnership effectiveness.*

Tools used to evaluate the effectiveness of partnerships correspond to the type of partnership. The purpose of a partnership depends upon the relationship of the entities involved, and the success of relationships is measured through gathering information pertinent to those partnerships. Tools may include individualized surveys, assessments of the number of participants in a program, monitoring reports, and accrediting requirements.

- *Evaluating the degree to which collaborations and partnerships are effective.*

The College works closely with its partners especially with those for which it provides services. Maintaining opening lines of communication affords an avenue to ensure the College meets partners' needs. Some partner relationships require formal and systematic data collection while others require informal and qualitative assessments.

2R5 Building Collaborations and Partnerships - Results

What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Early College Initiative Program (Bearden High School Model):

The Bearden Model introduces and helps prepare seniors for college courses and programs that the students plan to pursue after graduating high school. Seniors that choose college prep courses are transported to the SAUT campus, and the tuition and books are paid by the Bearden School District.

There were 151 Bearden students enrolled at SAUT spring 2015 – 99 concurrent high school freshmen through senior and 52 college-level students. The 99 concurrent students have earned 494 credit hours (94.27% success rate) while the 52 college-level have completed 2404 credit hours (96.31% success rate). Of the 47 seniors who enrolled in the 2014 Early College Initiative Program, 16 enrolled at SAUT 2014-15 at SAUT. Six of these students have earned 40 or more credit hours with a 3-point or higher cumulative GPA [4 out of the 6 have a 3.63 or higher GPA]; Nine students have earned 30 or more credit hours with a 3-point or higher cumulative GPA. Twelve members of this class earned a 3.0 GPA or better in college courses with two on the Chancellor's List and two on the Dean's List in fall 2014. Four members of this class graduated in 2015 – two with Technical Certificates and two with an Associate degree. All graduated with honors – one Cum Laude, two Magna Cum Laude, and one Summa Cum Laude. The Bearden 2011-2014 graduates who are currently enrolled at SAUT have earned 1136 credit hours (95.30% success rate) in college courses. One of the four graduates of SAUT plans to return to pursue an Associate degree this academic year. This student has already earned 45 credit hours and a 3.86 cumulative GPA.

Concurrent Credit Program:

The Concurrent Credit Program maintains its accreditation through NACEP, and as such, meets that program's evaluation requirements. The Concurrent Credit Program continues as a strong partner with the area high schools as evidenced by its continued NACEP accreditation and the robust participation of area high schools. As shown in Table 2.17 below, enrollment in the program has remained at stable levels over the last four years.

Table 2.17 - Concurrent Enrollment		
Year	Total AY Students Enrollment	Total Concurrent Enrollment
2011	3849	1837
2012	3888	1813
2013	3439	1614
2014	3449	1717

RNR Program:

Program enrollment and book distribution continue to increase for the RNR program. RNR set targets and budgets for a 20% increase in enrollment/distribution each year. Table 2.18 below shows the RNR Packet/Book Distribution for the years 2011, 2012, 2013, and 2014.

Table 2.18 - Rock 'n Read Packet/Book Distribution						
Packet Age	2011	2012	2013	2014	Total Packets Distributed	Total Books Distributed
Newborn	500	500	500	500	10500	21000
1 Year	108	164	232	207	1935	3870
2 Year	182	146	195	256	2024	4048
3 Year	213	210	177	222	1969	3938
4 Year	171	225	194	189	1865	3730
Total	1174	1245	1298	1374	18293	36586

Transfers

Currently, the College has no efficient method to track its students who transfer to SAUM, Henderson State University, or other institutions. Table 2.19 below is the total number of SAUT students who transferred to any institution in Arkansas as is provided to the College by ADHE.

Table 2.19 – Transfers to Other Arkansas Colleges	
Academic Year	# Transfers
2007-2008	163
2008-2009	152
2009-2010	210
2010-2011	157

215 Building Collaborations and Partnerships - Improvements

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

Improvements that have been implemented or plan to be implemented in the next one to three years include:

- The Concurrent Credit Program revised the enrollment/application process to include electronic applications. The Program recently piloted an online version of end-of-course evaluations and will begin conducting the online evaluation version in all general education concurrent classrooms. Future initiatives include the new requirements of NACEP concerning course evaluations, high school instructor training and interaction with college faculty, instructor evaluations, etc.
- The College will work with area high schools in the next two to three years to transition all of the concurrent credit partnerships to align with the Bearden Model.
- The College will start tracking its students who transfer to other colleges through the National Student Clearing House. Currently, ADHE provides the College with a list of transfer students. However, the list is limited to students who transfer to Arkansas colleges or universities, and those colleges are not individually identified. National Student Clearing House will allow the College to track any of its students who transfer to a college or university in the United States. The report will also contain the individual college name. As a result, SAUT will know where its students transfer.

Category Three: Valuing Employees

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

SAUT realizes the importance for staff to possess the knowledge, skill sets and competencies needed to provide both academic and non-academic student support services. The College ensures both faculty and staff are qualified, trained, and supported in their profession. The HRD continues to enhance the recruiting, hiring, and orientation processes so they are consistent and fair and designed to encourage retention of employees.

Processes for evaluating faculty, staff, and administrators are aligned with the strategic plan goals and departmental goals, as well as personal development goals. The evaluation tools are designed and structured to focus on each employee's productivity and contribution to the campus-wide mission and emphasizes the employee's strengths and areas that need development or improvement.

The College also promotes employee satisfaction and engagement by providing each employee a voice and ability to provide input into campus-wide decisions. Annually, employees are recognized for outstanding accomplishments and contributions through various leadership, customer service, innovation, and excellence awards.

Through financial support of workshops, conference participation, tuition waivers, and other professional development activities, the College encourages employees to be lifelong learners focused on continuous improvement and performance.

Because of the declining enrollment over the past three years, the College's faculty and support staff have been reduced. Job duties and responsibilities have been reassigned in most areas of the campus. However, in spite of these challenging times, employees have remained dedicated and committed to advancing the College's mission and vision.

3P1 Hiring

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

- *Recruiting, hiring, and orienting employees. Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values.*

SAUT is an equal opportunity employer and complies with the Americans with Disabilities Act, other compliant acts, and the College's policies and procedures for recruiting and hiring. The College's hiring process is designed to ensure consistency, fairness, and non-discrimination. The HRD, 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 HRD 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.

The faculty manual outlines the general requirements of faculty members; however, program content may dictate additional requirements. For example, aviation maintenance instructors must meet certain FAA training standards. The VCA 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. During the interview process, full-time faculty candidates must prepare and present a short lecture/teach session on a specific topic from the discipline related to the open position. [3C6]

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 HRD, prepare job descriptions outlining responsibilities for non-classified administrative staff positions. The interview process for most non-faculty candidates includes assessment testing to measure technical proficiency, skills, and abilities. For example, soft skills testing is conducted during the interview process for classified staff candidates to confirm their proficiency in required skills. Candidates for Administrative Specialist positions must demonstrate proficiency in Microsoft Office Suite software applications. [3C6]

Recruit: After job descriptions have been approved, the HRD shepherds the hiring process by disseminating and collecting job descriptions, organizing screening committee meetings, and arranging interviews for candidates selected by the screening committee. The HRD publicizes announcements for job openings both internally and externally. Internally, the HRD sends job position announcements to all employees via campus email. Externally, the Director posts job position announcements on the College's website as well as advertising in regional and statewide newspapers and their websites. Regional and statewide newspapers include: *The Camden News*, *The Banner News*, *The El Dorado News Times*, and *The Arkansas Democrat-Gazette*. Additionally, the HRD posts announcements on the ArkansasJobs.net website and distributes them to the ADWS and the Veterans Administration. To try to reach a diverse workforce for faculty and administrative positions, the HRD sends employment opportunity notifications to predominately minority colleges in Louisiana, Mississippi, Oklahoma, Missouri, and Texas. [3C6, 3C2]

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 HRD. The HRD 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. After the screening committee selects a candidate for a position, the HRD 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 HRD may also request educational transcripts and/or verification of training to confirm satisfaction of position requirements. Once the Chancellor approves the candidate, the HRD makes an offer for hire. [3C2, 3C6]

Orientation: The HRD facilitates the new-employee orientation process to SAUT's history, mission, and values. Within the first week of employment, the employee meets with the HRD 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 HRD, the Payroll Benefits Manager, and the immediate supervisor. [3C6]

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, email, and internet systems;
- Organizational Chart, Employee Directory, and Telephone Directory;

- Campus Dress Code;
- Campus organizational meetings;
- Parking Permit and issuance of keys;
- Campus resources (i.e. mail room services, technology services, learning resources services, bookstore); and
- Emergency Preparedness Training.

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; and
- 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; and
- Discusses training and the supervisor's 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.

The VCA maintains a pool of adjunct faculty members and hires adjunct faculty as the need arises. The VCA conducts a one-on-one orientation with newly hired adjunct faculty members. During this session, adjunct faculty members receive a copy of *the Adjunct Faculty Handbook*.

- *Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia program.*

SAUT employs sufficient numbers of qualified full-time and part-time faculty members to enable it to deliver quality academic programs and provide effective student-support services to meet its mission. In 2014 the College employed 28 full-time faculty members and an average of 30 part-time faculty members appointed through its hiring processes. This is a sufficient number of faculty members to conduct the classroom and non-classroom responsibilities expected of the faculty. The 2013 IPEDS faculty-to student ratio was 21:1. The number of faculty members has decreased since 2010, proportionate with the decrease in enrollment. Faculty credentials are noted in Table 3.3 - Credentials of Full Time Employees shown below in section 3R1. [3C1, 3C2]

The faculty manual outlines teaching qualification criteria (credentials, certifications, licensures, experience) and workload (teaching, committee assignments, and service) that apply to all faculty members. Faculty members possess the appropriate academic degree relevant to their discipline and at least one level above the level of the credential they teach. Faculty teaching transfer credit courses hold a minimum of a Master's degree with 18 graduate hours in their area of discipline. These requirements apply to all faculty including adjunct, dual credit, and concurrent credit faculty members. The Human Resources Office maintains the appropriate faculty files related to credentials and employment status. The Secondary Education office maintains concurrent faculty files related to credentials. [3C1, 3C2]

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

The VCA regularly reviews the course enrollment report to determine faculty member course load and demand for courses. If the demand for courses is greater than the supply of full-time faculty members, the VCA hires adjunct faculty as needed to meet demand. The VCA maintains a pool of qualified adjunct faculty members, and adjunct faculty members receive support through training and resources to ensure they are prepared to teach.

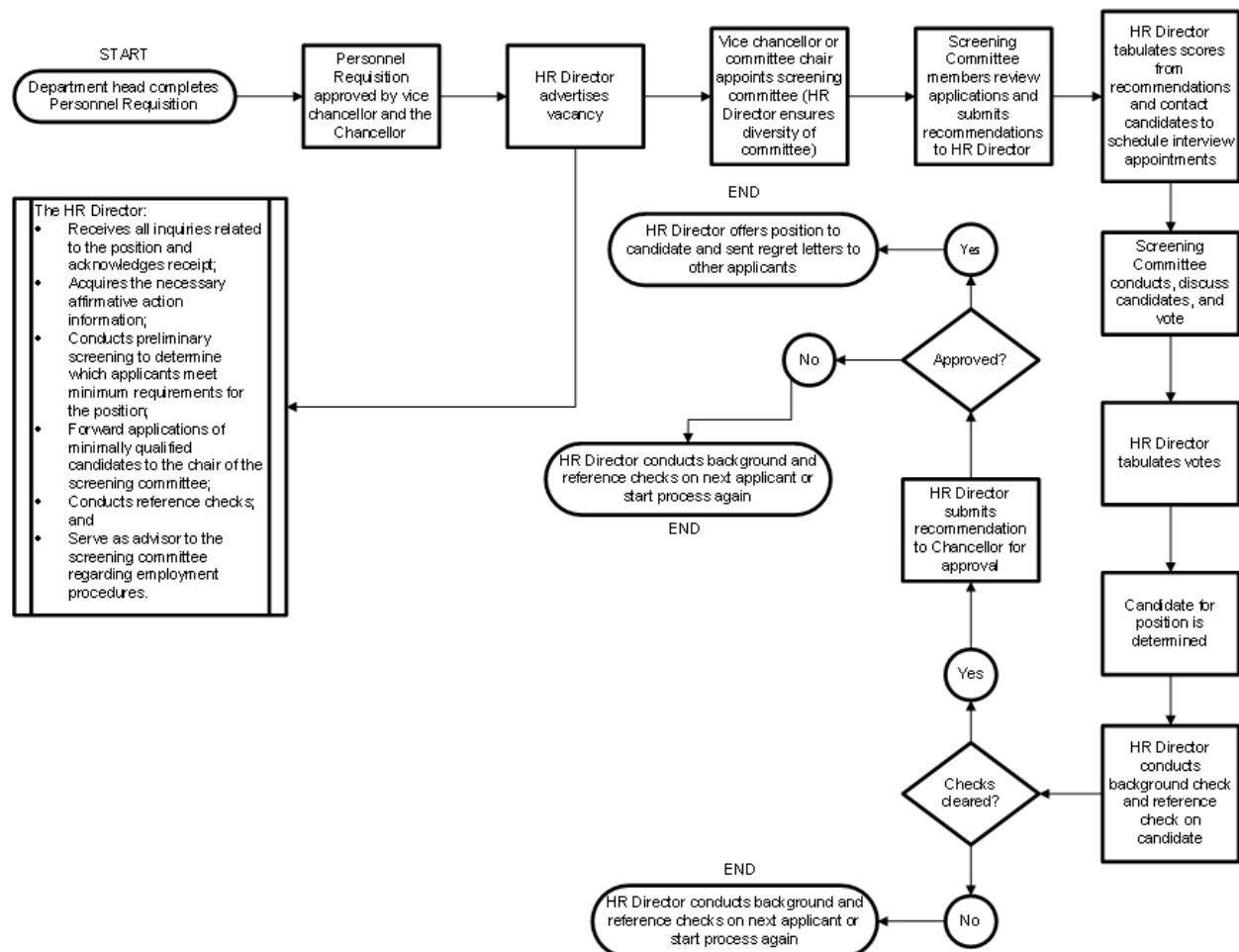
Faculty members' responsibilities include non-academic activities such as serving on committees, serving as sponsors to student organizations, serving as FS President, or participating in orientation, Staff Development sessions, and attending meetings. Generally, faculty members serve on committees or as FS President for limited terms. When terms expire, other faculty members are appointed to the vacant position.

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

The College's employee manual outlines the hiring process non-faculty positions. The employment process begins when a support area needs to fill a vacant position. For all non-faculty positions, which are vacant and funded, the process is below:

Hiring Process for Non-Faculty Positions

Figure 3.1



3R1 Hiring – Results

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

SAUT has sufficient numbers of faculty members to carry out both classroom and non-classroom responsibilities of faculty. In the fall 2013 semester, the College reported to IPEDS a faculty-to-student ratio of 21:1. According to the duties outlined in the faculty manual, faculty members devote a minimum of 40 hours per week to professional responsibilities. This includes an average of two office hours per day at times convenient to students. Additionally, faculty members participate in activities such as orientation, Staff Development sessions, and meetings. Faculty members also sponsor student organizations, participate in marketing and recruitment activities, and participate in library collection development for their respective discipline. [3C1]

SAUT's 2013 IPEDS data reflects a total of 168 staff members. Instructional staff members make up 67 of those staff members with 35 full-time faculty members and 32 part-time members. Tables 3.1 and 3.2 show the demographics of the College's employees as of fall 2013.

Table 3.1 - Employee Demographics - Gender		
Gender	Faculty	Staff
Male	33	72
Female	34	96

Table 3.2 - Employee Demographics – Race/Ethnicity				
Race/Ethnicity	Faculty		Staff	
	Male	Female	Male	Female
Black/African American	2	4	14	25
White	31	30	58	68
Asian	0	0	0	3

Table 3.3 below shows faculty and staff credentials for the academic year 2014-2015.

Table 3.3 - Credentials of Full Time Employees											
Faculty											
	AE	%	AETA	%	AFTA	%	CA	%	SAUT	%	Total
No Degree	0	0%	0	0%	1	11%	0	0%	0	0%	1
Associate's	0	0%	1	25%	8	89%	4	44%	4	13%	17
Bachelor's	1	50%	1	25%	0	0%	4	44%	11	35%	17
Master's	1	50%	2	50%	0	0%	1	11%	14	45%	18
Doctorate	0	0%	0	0%	0	0%	0	0%	2	6%	2
Total	2		4		9		9		31		55
Staff											
	AE	%	AETA	%	AFTA	%	CA	%	SAUT	%	Total
No Degree	1	25%	0	0%	6	46%	1	33%	26	29%	34
Associate's	0	0%	1	33%	5	38%	1	33%	27	30%	34
Bachelor's	0	0%	2	67%	2	15%	0	0%	18	20%	22
Master's	3	75%	0	0%	0	0%	1	33%	16	18%	20
Doctorate	0	0%	0	0%	0	0%	0	0%	4	4%	4
Total	4		3		13		3		91		114
<i>AE=Adult Education; AETA=Arkansas Environmental Training Academy; AFTA=Arkansas Fire Training Academy; CA=Career Academy; SAUT=Southern Arkansas University Tech.</i>											
<i>Source 2014-2015 College Catalog</i>											

3I1 Hiring - Improvements

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

Improvements and plans for improvements in the hiring process include the following:

- Revamping the interview questions: The HRD and the interview committee chair have begun to incorporate interview questions that allow the candidates to elaborate on their strengths, weaknesses, knowledge, personality, skills, and abilities. These questions give the job seeker an opportunity to divulge additional or specific information that is not included on a resume or an application.
- Expanding Employment Posting Methods: The HRD plans to expand advertising with the local newspaper via Total Talent Reach. Total Talent Reach is an online posting product that will post employment opportunities on national recruitment advertising networks. Some of these sites are: indeed; SimplyHired, bright, TopUSAJobs.com, CareerJet, etc. Other upgrades of advertising available on the Total Talent Research are Social Boost, College Boost, and Diversity Boost. Recruiting on these sites will allow the College to reach a diverse population outside of the College's geographic area.
- Orientation Survey: Beginning with the new fiscal year, each new employee will be provided the opportunity to complete a satisfaction survey on the orientation process. The HRD will provide results of the survey to the Chancellor and Vice Chancellors on a quarterly, biannual, and annual basis.

3P2 Evaluation and Recognition

This process focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution.

- *Designing performance evaluation systems for all employees. Soliciting input from and communicating expectations to faculty, staff, and administrators. Aligning the evaluation systems with institutional objectives for both instructional and non-instructional programs and services. Using established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators.*

SAUT's formal performance evaluation system includes annual, supervisory evaluations of all classified and administrative staff. The evaluation form aligns with the College's strategic plan's mission and goals, individual 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 HRD compiles responses to the supervisory evaluation and shares them with respective supervisor.

The faculty manual explains the process for evaluating members of the faculty, which includes self-evaluations, student evaluations and supervisory evaluations. During the first two years of employment, evaluation is intensive. These evaluations consist of student evaluations for every class, classroom visitations at least once each semester, and self-evaluations at least once each year. After the initial two years of employment, student evaluations continue for every class. During the third and fourth years, the VCA or designee observes the instructor once each year. After the fourth year, faculty members are not observed unless deemed necessary by the VCA. Faculty members continue to submit self-evaluations each year, and the VCA evaluates faculty based upon student evaluations, self-evaluations, assessment data, student success data, and professional development. [3C3]

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

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 matrix, and administrative staff compensation is set at the discretion of the Chancellor with input from Human Resources and comparative data from the ACC 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 ADHE.

Beginning with fiscal year 2015-16, employees will pay a small portion of the health insurance premium. The employee portion will range from \$5 to \$20 depending on the salary level. In addition to medical insurance, the College provides life insurance at one and a half times the salary of each employee up to a designated amount. Periodically, insurance representatives visit the campus to consult with employees on an individual basis concerning health, life, accident, and cancer insurance benefits. As another health benefit, the College contracted with Air Evac, Inc., an air medical service, to provide air transportation coverage for SAUT employees and their immediate families. The College provides this service at no cost to employees. The College's Nursing Program participates in the community's annual free mass flu clinic. SAUT allows employees time off, without taking leave time, to visit the flu clinic to receive flu shots and to become educated about preventative measures for keeping the employees as healthy as possible during the flu season. SAUT also offers employees a wellness program which includes access to gym equipment and participation in a walking program. The wellness program promotes exercise to maintain good health, and employees earn leave hours for their participation in the program. The employee manual contains several health and safety related policies such as no smoking on campus; chronic communicable diseases; sexual harassment; concealed weapons; non-discrimination; and substance abuse and access to a free counseling center on-campus. All employees are required to complete Sexual Harassment and Emergency Preparedness Training annually. Some employees, because of the nature of their job, must complete Child Maltreatment Training.

SAUT provides comparatively generous and family-friendly employee leave policies. Employees can accumulate and carry-over a limited number of vacation and sick days, and they can take advantage of education leave and professional development opportunities. The College provides eight hours per year employees to attend their children's preschool through twelfth-grade educational activities. Employees and their immediate family members, who wish to further their education, may attend SAUT free of tuition and fees. They may also attend SACC and SAUM tuition free. Employees are allowed time, without taking leave time, for one on-campus class taken during work hours. Faculty and staff are encouraged to participate in professional development activities by attending workshops, conferences, etc. to benefit their overall career at SAUT. The SAUTF offers a Faculty/Staff Development Grant as an extra means to fund professional development. The ASO offers an opportunity to apply for funding for professional development or textbooks. The FS administers professional development funds for faculty. The College encourages employees to become involved by volunteering in the community. Many employees participate in activities such as Leadership Camden Area, STAND Foundation, Leadership Arkansas, and civic groups/coalitions. Employees are allowed involvement in some of these programs during work hours.

Each year, SAUT hosts an Employee Appreciation Day. 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 annual ACC Conference. During Employee Appreciation Day, employees having served at least five years at the College receive employee service awards. Service is recognized in five year increments. The AC added a new award to the Employee Appreciation Day agenda in 2014. The Innovation Award resulted from the work of an Action Project team focused on cost

containment. As part of the cost containment strategy developed by this team, employees are encouraged to submit cost containment suggestions via the electronic suggestion form on the College's cost containment webpage. The first award was for the new Xerox Managed Print Services Contract which resulted in a savings of \$12,650 for the first fiscal year of the contract and is projected to save over \$37,590 over the three year period.

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 \$600-\$900 is awarded each year after ten years of service, if state funds are available.

- *Promoting employee satisfaction and engagement.*

The College recognizes the importance of employee satisfaction and engagement and uses the employee organizations and councils as a means to involve employees. The CSO, FS, the ASO, and the VCC provide the opportunity for employees to express concerns, identify issues that would improve morale and motivation, explore opportunities, and make recommendations. The Chancellor and AC (which includes: the vice chancellors, the chairs of each governing agency, and all employees who report directly to the Chancellor) receive input from the governing organizations and decide any resulting course of action. The comments from the AC meetings are posted by the month to the Public Folder each month in order for all employees to have access. An email is sent to all employees notifying them of the availability of comments from the AC meeting. The Chancellor has made it widely known that he has an open door policy for all employees.

Employees may make suggestions or comments online via the MyCollege portal. The VCC reviews all suggestions submitted via the portal and responds to them accordingly. Responses and/or actions resulting from employee suggestions are posted in the MyCollege portal. Also, when an employee leaves, he/she is asked to complete an exit interview in which he/she can submit suggestions or comments. These suggestions/comments are sent to the appropriate department head or supervisor for any necessary action. SAUT administers an Annual Faculty/Staff Survey Evaluation in the spring of each year. This survey grew from an Action Project focused on shared governance and provides another formal avenue for employees to voice their opinion and provide suggestions. The AC reviews these surveys for possible improvements or changes. The master plan process affords another approach for employees to contribute to the College. Annually, departments review their departmental operating plans and revise or reaffirm their departmental goals. All employees in each department are encouraged to participate in this planning process.

3R2 Evaluation and Recognition – Results

What are the results for determining if evaluation processes assess employees' contributions to the institution?

The main tool utilized for outcomes/measures relating to administrative staff is the annual performance evaluation. The HRD facilitates this process by disseminating individualized evaluation forms to all supervisors. Supervisors return completed evaluations to the HRD where they are filed in the employee's personnel file.

The 2013-14 employee evaluation of professional and support staff reflected 53% of these employees were rated as excelling in supporting the values of the mission statement and 40% were rated as above average. The overall evaluation rating for the same staff reflected 54% of these employees performed the job duties above average and 41% excelled in job performance. See Table 3.4 below.

Table 3.4 – Performance Evaluation of Professional/Support Staff 2013-2014	
Rating	Overall Evaluation
Unsatisfactory	0%
Satisfactory	5%
Above Average	54%
Exceeds Standards	41%

As previously mentioned, the College administers an Annual Faculty/Staff Survey Evaluation. The survey was first administered in the spring semester of 2011. Table 3.5 below shows the results of the survey from 2011 through 2014.

Table 3.5 – Faculty/Staff Evaluation – Personal Satisfaction Section					
Statement	% Agree 2011	% Agree 2012	% Agree 2103	% Agree 2014	% Change from 2011 to 2014
My immediate supervisor is helpful	69.16	87.50	84.29	97.40	40.83
There is good cooperation among the members of my work group	78.70	86.41	88.41	96.10	22.11
I know and understand the criteria against which my performance is evaluated	73.15	80.77	84.29	94.87	51.38
My contract/memorandum of employment describes the terms and conditions of employment along with my salary for such employment	87.96	92.31	92.86	94.87	7.86
My job makes good use of my skills and abilities	82.24	90.38	90.00	92.30	12.23
I have taken advantage of staff/faculty development opportunities offered	81.31	76.92	92.75	91.03	11.95
My supervisor keeps me informed of information that impacts me	67.59	84.62	72.86	88.16	30.43
I am treated fairly	68.22	76.92	85.51	80.80	18.44
My annual evaluation contains appropriate suggestions for improvement	56.60	68.63	68.12	80.52	42.26
I would proudly recommend SAUT as a good place to work to friends or relatives	68.52	76.92	71.43	77.92	13.72
My ideas/concerns are given appropriate attention	62.03	70.87	68.12	72.37	16.67
I have adequate input into planning and budgeting	41.67	48.08	47.83	66.67	60.00
I feel I have job security	50.47	67.31	69.57	66.67	32.10
Career advancement is possible at SAUT if openings occur	49.53	60.58	56.52	64.00	29.21
PERCENTAGE of RESPONDENTS	59.34	59.43	76.65	83.15	40.12
<i>Results are shown as percentages.</i>					

In general, the results of this section of the survey increased from 2011 to 2014. Three areas of the survey, however, fall below the 70% percentile. The College has room for improvement in the area of involving employees in planning and budgeting, in increasing employee job security, and in increasing career advancement within the College.

3I2 Evaluation and Recognition –Improvements

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

The *Employee Evaluation of Supervisor's Performance* was converted to electronic format in February 2014. All responses and comments are compiled by the survey software. Results are reviewed by the Chancellor, Vice Chancellors, or department directors and discussed with the employee during the annual evaluation.

SAUT recognizes employees for outstanding accomplishments during the annual Employee Appreciation/Staff Development. Employees are nominated by co-workers or supervisors, and the Chancellor selects the recipient of the awards from the nominations. The annual TAZ Pride Awards are: Leadership Award, Innovation Award, Customer Service Excellence Award, Extra Mile Award, Community Hero Award, and Making a Difference Award. Each year a faculty member, professional staff employee, and support staff employee is selected from nominations for the Excellence Awards.

Beginning with the 2015-2016 fiscal year, the HRD will provide the VCC an annual report based on the comments and data provided by employees during the exit clearance process. Depending on the individual responses, the results of this survey could help identify potential supervisory and/or personnel issues. It could help the College understand why employees leave and could affect employee turnover.

3P3 Development

This process focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution.

- *Providing and supporting regular professional development for all employees. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.).*

Employee training aligns to the College's Strategic Plan Goal #3 for Resource Development 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. During the new employee orientation process, supervisors meet with new employees and discuss training, professional development, and expectations. Individual employees may communicate training needs to their supervisors through the course of daily operations or through the annual performance evaluation process by developing personal development plans. 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. Beginning in 2014, all departments aligned their master plan objectives concerning professional development training to the College's Strategic Goal #3 Resource Development.

SAUT encourages and supports employees to maintain sufficient training to meet position requirements by providing professional development opportunities. Employee training varies from departmental and individual levels, including on-campus and off-campus workshops, orientation, conferences, seminars, etc. SAUT employees, spouses, and dependent children up to 23 years of age receive tuition waivers for continuing their education at SAUT and SAUM. The College encourages employees to take courses to develop skills and/or to obtain a degree. [3C4, 3C6, 5A4]

In addition to tuition waivers, SAUT allocates travel/training funds in the operating budget for each department to be used for training to meet national and state-wide training, certifications, and licensure requirements. Additionally, the College budgets funds for CSO and the FS 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 Staff Development, the College includes sessions focused on employee development. [3C4, 3C6, 5A4]

Staff members in student support services receive training by attending annual seminars/workshops, webinars, periodic departmental/office meetings, etc. The College supports staff to attend organizations on the state, regional and national level.

- The Financial Aid staff attend the Association of Student Financial Aid Administrators annual meeting
- The Registrar's Office staff attend the Association of College Registrars and FERPA training
- Student Services staff attend Arkansas Council for Student Services, ACC Chief Academic and Student Services Officers meetings, Valencia Legal Issues Conference (held every two years), NAFSA: Association of International Educators Regional Conference, Highland Industrial Park Working Group meetings (security issues, trends and threats), NAFSA: Association of International Educators Annual Conference (international)
- Enrollment Services Department (admissions, advisors, counselors) attend the Arkansas Counseling Conference, ACC Student Success Course Project, AR Student Success Symposium, ARK-AHEAD (AR Association on Higher Education and Disability), Prior Learning Assessment Training, and AR Testing Professionals meeting. [3C6]

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 and pays tuition fees for employees to participate in the program. Additionally, the College encourages employees to participate in the ACC Leadership Institute and the Leadership Arkansas Program and pays tuition for these programs as well.

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

- *Ensuring instructors are current in instructional content in their disciplines and pedagogical processes.*

To ensure that faculty members are properly credentialed in their discipline, transcripts, license, etc. are filed in the employee's personnel file. The College encourages faculty members to seek professional development opportunities that will expand their knowledge to enhance the students' learning experience. The College pays for travel expenses including, lodging, meals, registration, and transportation. If the faculty member is required to obtain specific training, professional development, or additional education, the requirement(s) is stated in the contract of employment. Additionally, the VCA provides each instructor with the book *What the Best College Teachers Do* by Ken Bain. [3C4]

3R3 Development – Results

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

From 2011 to 2013, 69 employees used the employee fee waiver for 875 credit hours for a total of \$133,713 in waiver expense for the three-year period.

In 2014, the College and the three Academies spent \$31,839 in registration fees and \$150,562 in travel/meals/lodging for a total of \$182,401. Eighty-five employees self-reported attending professional development activities during this same period.

3I3 Development – Improvements

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

The College will begin tracking professional development activities as part of the employee evaluation process. One component of the evaluation will be for employees to submit to their supervisor a log of all of their professional development activities when the supervisor conducts the evaluation. The log will become part of the evaluation instrument and will be submitted to the Director of HR.

As funds become tighter, employees have begun to use webinars and online training for professional development methods. For example: the Librarian attended several vendor webinars via GoToMeeting.com as well as attended out of town committee meetings for ARKLink as a member of the ARKLink Consortium's Resource Sharing Committee through Google Hangouts.

Category Four: Planning and Leading

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

SAUT has made great strides in the area of planning and leading over the last several years. In 2008, a deliberate effort was initiated by the Chancellor to revise the College's master plan and to develop a strategic plan that would include a new or revised vision statement, mission statement, values and strategic goals. To demonstrate his commitment to this effort, the Chancellor employed the assistance from outside consultants to guide this process. The entire campus community, including students, was involved in the creation of this new direction for the College. The end result was a new strategic plan which was grounded in the College's mission approved by the SAU Board in 1997. A systematic process is now in place for review and revision of the College's strategic plan. This annual process is led by the AC who takes feedback from the employees and uses that feedback to revise the plan.

Overall, the maturity level of SAUT's processes for this category is systematic to aligned. SAUT has an explicit, repeatable process for developing, communicating and reviewing its mission, vision, values and strategic plan. As mentioned previously, this process is led by the AC with feedback from the employees which is used to make necessary revisions. Departments have developed departmental operational plans with goals and appropriate measurements and performance targets. Each department goal is linked to at least one strategic plan goal. Annually, the departmental plans are revised and results are reported. The College's process for ensuring sound and effective leadership is generally understood and repeatable. A number of leadership development opportunities are available to employees and a process exists for selection of employees to participate in these activities. Processes that ensure legal and ethical behavior are explicit and repeatable. Employees are required to complete annual sexual harassment training and the College has minimal violations of ethical conduct over the past five years.

The maturity level of SAUT's results for this category is systematic to aligned. Data and information are analyzed at various levels, and the sharing of results is beginning to erode organizational silos and foster improvement across departments and units. The results of the faculty and staff satisfaction survey are shared with the AC. Results have shown improvement over the past four years and are being used by departments to improve services. Student Opinion Survey results indicate an overwhelmingly satisfied student population. Departments have used these results to improve services as well.

Moving forward, the College will begin to link its Strategic Plan with the AQIP Categories. The ultimate goal is to integrate planning and AQIP activities with the day-to-day operation of the College. The Planning Committee will work to improve the evaluation of the strategic planning process by involving more employees. The aim is to develop a culture of knowing and understanding the College's mission and its planning process.

4P1 Mission and Vision

This process focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes.

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

Since 2008, the College has made significant progress in moving away from reactive institutional action towards one clearly more systematic and with greater alignment. In 2008, SAUT initiated an internal study guided by outside consultants to provide an avenue for collecting thoughts about SAUT from both employees and students. Through workshops and small group meetings, recommendations were developed for a strategic plan. The Chancellor challenged the VCC 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 AC reviews the strategic plan and makes adjustments if necessary. The strategic plan is shared with employees during Staff Development, and employees are given an opportunity to provide input to the plan via an electronic survey. The AC reviews the recommendations/comments from employees and incorporates them in the plan if applicable. [1A1, 1D2, 1D3]

- *Ensuring that institutional actions reflect a commitment to its values.*

The College's strategic planning includes a mission statement, vision statement, strategic goals, and a set of core value statements. The College's mission provides for quality educational programs delivered through various technologies and methodologies to meet the needs of its constituencies. SAUT 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 and quality programs; access to higher education; resource development, accountability and institutional effectiveness; and partnerships, collaborative efforts, and workforce and economic development. The Colleges values statements stem from the mission statement and represent the principles and ideologies the College embraces and embodies in its day-to-day conduct. In addition to providing goal priorities, SAUT'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.

- *Communicating the mission, vision, and values.*

The College's mission, vision, and values are articulated publicly. The College clearly articulates its mission through the website, the college catalog, employee manuals, etc. Regular meetings of organizational entities such as the VCC, the AC, the FS, the CSO, and the ASO keep the lines of communication open and allow for continuous review and coordination. The mission is embedded in the employee performance evaluation process; therefore, each employee is assessed against the College's mission annually. [1B1, 1B2, 1B3]

- *Ensuring academic programs and services are consistent with the institution's mission.*

The College's curriculum is consistent with its mission and vision statements. Each academic program has established individual mission statements that include program goals and objectives linked directly to the College's strategic plan goals. These program-level goals are also linked to the College mission to provide quality programs. The academic department mission statements guide curricular development and form the basis for maintaining quality general education and transfer programs as well as industry-standard curriculum for technical programs, student learning assessment, and faculty evaluation and professional development. [1A2]

Student services are aligned with the mission statement. Student services include advising, counseling, student success and tutoring services, career and employment skills services, information technology support, financial aid services, disability services, and library resources. Student services, like all College departments, adopted departmental goals and objectives that are compatible with the institutional mission and values and align with the College's strategic plan. [1A2]

- *Allocating resources to advance the institution's mission and vision, while upholding the institution's values.*

SAUT has a rigorous process for institutional budgeting. The College's strategic plan reflects the priority areas of the College for planning and budgeting in relation to the overall institutional mission and values. The College allocates all financial resources through its budgeting process, which is conducted every spring. Through this process, departments submit operating requests, which include personnel and maintenance and operating classifications. Expenses are allocated across Instruction, Academic Affairs, Institutional Support, Student Services, Physical Plant, Public Service, Debt Service, and Auxiliary. The majority of the College's resources are allocated in support of its academic mission and to provide quality instruction, maintain and renovate facilities, provide state-of-the-art and industry-standard equipment and labs, and to promote professional development for faculty, staff, and administrators. The budgeting and resource allocation process is detailed in 5P2. [1D1, 1A3]

4R1 Mission and Vision – Results

What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

- *Outcomes/measures tracked and tools utilized.*

SAUT uses a variety of techniques to identify the outcomes and measures of its mission and vision statements. Table 4.1 below summarizes the tools that are used to measure the ways in which the institutional mission, vision, and values are articulated by strategic priorities, academic programs and services, and resource deployment are understood and evaluated by internal and external stakeholders. These tools are used by various decision-making bodies, including the VCC, AC, FS, CSO, ASO, and the AQIP Steering Committee. One of the tools currently used that correlates with the mission statement is the state-wide performance funding criteria and template. Performance funding measures cover every point in the College's mission statement. An additional institutional tool is the Annual Faculty/Staff evaluation survey.

Table 4.1 - Measures/Tools Related to Mission and Vision			
Item	Specific Measurable Outcomes	Measure/Tool	Cycle
Ensuring that institutional actions reflect a commitment to its values	1. Personal Satisfaction; 2. Satisfaction with the College; 3. Satisfaction with Facilities & Equipment; Satisfaction with Administration; 4. Satisfaction with College Services & Departments; 5. Satisfaction with Classroom – Faculty ONLY.	Annual Faculty Staff Survey	Each year in April
	1. Employees commitment to mission	Annual Employee Performance Evaluation	Spring each year
Ensuring academic programs and services are consistent with the College's mission	1. Employee understanding of how their job relates to institutional mission 2. Employee perception that there is good balance of teaching, research and service at College 3. Employee perception that senior leadership regularly models institutional values 4. Employee perception that College contributes to the community	Strategic Plan Information Evaluation	Viewed annually to see if updates are necessary

Table 4.1 - Measures/Tools Related to Mission and Vision			
Item	Specific Measurable Outcomes	Measure/Tool	Cycle
Communicating the mission and vision, and value	Performance funding incorporates key performance indicators, such as enrollment, retention, and completion rates; local student satisfaction surveys; and recommendations from continuous quality improvement initiatives projects.	State-wide performance funding measures/Core Enrollment Growth Plan/Fall Student Opinion Survey	Annually

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

Table 4.2 shows the results of the Faculty/Staff Satisfaction Survey as related to the institution values. This data covers the years 2011 to 2014. (See Appendix B for the questions from the Faculty/Staff Survey as they relate to the Institutional Values.)

Table 4.2 - Results Related to Values: Faculty & Staff				
Measure Outcomes	2011	2012	2013	2014
Institutional Value 1. Every employee and his/her contribution to the institution	61.52%	69.28%	68.75%	77.16%
Institutional Value 2. Each person served or seeking service	57.25%	63.57%	61.07%	67.75%
Institutional Value 3. Personal and professional honesty and integrity	66.67%	84.31%	75.71%	92.11%
Institutional Value 4. The trust and confidence placed in us by our constituencies	64.43%	73.67%	78.03%	74.31%
Institutional Value 5. A caring learning environment that promotes access, scholarship, innovation, and the success of all students	63.04%	70.05%	59.91%	75.03%
Institutional Value 6. A climate that reflects a deep appreciation and acceptance of diversity	64.21%	66.45%	63.44%	72.31%
Institutional Value 7. Accountability on all levels that is reflected in wise stewardship of public resources	63.12%	70.47%	75.64%	77.61%
Institutional Value 8. Collaborative and cooperative partnerships that improve the quality of life for those served	58.95%	65.89%	66.07%	72.76%
Institutional Value 9. Innovation and the ability to meet the changing needs of our constituencies	55.76%	59.29%	62.13%	69.85%
Institutional Value 10. The history of SAUT and its contributions	N/A	N/A	N/A	N/A

All items of the survey improved from 2011 to 2014; however, there are opportunities for improvement. A review of the latest survey in 2014 overall indicates the faculty and staff reported most areas where growth is needed. The majority of opportunities for improvement exist within the Institutional Values: 2) Each person served or seeking service, 9) Innovation and the ability to meet the changing needs of our constituencies, 6) A climate that reflects a deep appreciation and acceptance of diversity, 8) Collaborative

and cooperative partnerships that improve the quality of life for those served, and 4) The trust and confidence placed in us by our constituencies. Responses suggest a need for greater engagement across all employee categories in quality initiatives as an institutional priority.

The results of the Student Opinion Survey from 2010-2013 are shown in Table 4.3.

Table 4.3 – Student Opinion Survey Results									
College Services and Characteristics									
RATING: 5=Excellent 4=Good 3=Average 2=Pool 1=Unsatisfactory									
		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Survey Population	408		313		1068		887	
#	College Service/Characteristic	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate
1	General registration process	9	4.23	18	4.19	15	4.17	3	4.30
2	Campus appearance/condition	18	4.14	22	4.13	21	4.11	18	4.20
3	Personal counseling	25	4.07	21	4.13	23	4.10	17	4.22
4	Billing/fee payment procedure	23	4.10	25	4.07	26	4.07	25	4.16
5	Financial aid services	20	4.12	24	4.08	30	3.95	26	4.16
6	Faculty availability to student	7	4.24	2	4.29	16	4.15	5	4.28
7	Faculty academic advising	13	4.18	10	4.24	20	4.11	13	4.24
8	Assistance by non-faculty	27	4.04	26	4.05	25	4.09	24	4.15
9	Extracurricular activities	30	3.69	30	3.78	28	4.04	23	4.16
10	Variety of course offerings	28	4.00	27	4.03	22	4.10	19	4.19
11	Attitude of faculty	6	4.24	11	4.24	12	4.17	9	4.26
12	Flexibility of programs of study	21	4.11	23	4.12	18	4.12	20	4.18
13	Student voice in policies	29	3.91	28	3.97	29	4.01	29	4.11
14	Instructional aids (e.g. labs, computers)	11	4.21	5	4.26	11	4.18	10	4.25
15	Academic support (e.g. tutoring)	24	4.09	12	4.24	9	4.20	16	4.23
16	Attitude of staff	12	4.19	14	4.22	5	4.22	12	4.24
17	Preparation for “next step” of my career	8	4.23	15	4.22	13	4.17	2	4.31
18	Faculty knowledge of subject matter	3	4.27	4	4.27	5	4.22	1	4.32
19	SAUT’s interest in me personally	22	4.11	20	4.14	24	4.10	30	4.10
20	Administration’s response to student	19	4.13	17	4.20	19	4.11	21	4.18
21	Quality of instruction	10	4.22	3	4.27	3	4.24	6	4.27
22	Course content	14	4.17	8	4.25	2	4.25	7	4.27
23	Size of Classes	1	4.29	9	4.24	4	4.23	16	4.23
24	Library services	5	4.25	7	4.26	1	4.27	22	4.17
25	Bookstore services	17	4.14	19	4.19	17	4.14	28	4.11
26	Food services	26	4.06	29	3.93	27	4.07	27	4.11
27	Overall learning environment	4	4.26	1	4.31	7	4.21	4	4.29
28	Racial harmony on campus	15	4.17	13	4.22	8	4.20	11	4.25
29	Testing/grading system	16	4.16	16	4.20	14	4.17	8	4.27
30	Overall Impression of SAUT	2	4.28	5	4.26	10	4.19	14	4.23
	All Services/Characteristics		4.15		4.17		4.15		4.22

The Student Opinion Survey results displays an overwhelmingly satisfied student body as all ratings are averaged as “good”.

The information in Table 4.4 was taken from the employee evaluation question that asked supervisors to rate his/her employees’ performance toward supporting the College’s mission statement.

Table 4.4 – Performance Evaluation of Professional/Support Staff – 2013-2014	
Rating	In Support of Mission Statement
Unsatisfactory	0%
Satisfactory	7%
Above Average	40%
Exceeds Standards	53%

Table 4.4 shows a majority of employees' consistently support the College's mission through their job performance.

- *Comparison of results with internal targets and external benchmarks.*

Table 4.2 Results Related to Values and Table 4.3 Student Opinion Survey suggest that across stakeholder groups (faculty, staff, and students), the College engages in practices that are mission-consistent. Institutional ratings compare favorably to institutional values but some reveal areas where additional opportunities exist.

- *Interpretation of results and insights gained.*

The results and insights gained from the data presented indicate two issues should be addressed. The first that the College should employ some formal evaluation upon the completion of the strategic planning process, and perhaps reoccurring evaluation to gather empirical evidence of how the process functions and how it is received/understood by the campus community. The second pertains to developing more specific process elements to guide the process and ensure it is formally institutionalized, versus being informally institutionalized as it presently occurs.

4I1 Mission and Vision – Improvements

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

Recently, the AQIP Steering Committee recommended that all program and department goals be linked directly to one of the strategic plan goals. This process took place during 2012, and it was key to ensuring that all institutional activities and services were interconnected across the College and were driven by the institutional mission.

Moving forward, the College will begin to link the College's Strategic Plan with the AQIP Categories to integrate planning and AQIP processes with the daily operation of the College. The Planning Committee (the AC) will work to improve the evaluation of the strategic planning process by involving more employees. The aim is to develop a culture of knowing and understanding the College's mission.

4P2 Strategic Planning

This process focuses on how the institution achieves its mission and vision. Describe the process for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes.

- *Engaging internal and external stakeholders in strategic planning.*

The College finalized its original Strategic Plan in 2009. An outside consulting firm accumulated feedback from meetings conducted with various stakeholders (advisory boards, local business and industry, school districts within the service area, College staff, employee organizations, and students) within the College community that was utilized in the creation of the strategic plan. In 2014, the Planning Committee revised the College Strategic Plan and shared the revised plan with employees for their review

and input. The College continues to include stakeholders through surveys, questionnaires, and meetings. [5C3]

- *Aligning operations with the institution's mission, vision, values. Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency.*

In conjunction with the strategic plan development process, all departments develop and/or revise departmental operational plans with appropriate measurements and performance targets. In addition, departments use the College vision statement, mission statement, values and strategic plan goals to develop processes to assess student learning, evaluate campus operations, planning, and budgeting. These are the guiding principles for creating short- and long-term strategies/goals. The annual review involves department heads linking each master plan goal and outcome to at least one strategic plan goal. Upon completion of this process, each department submits documentation specific to each outcome of the master plan goals to the PAD office. [5B3, 5C2]

Faculty, mid-level administrators, and staff representing various departments are represented on the Curriculum Committee which approves and sets academic curriculum, requirements, policy, and processes. Assessment of student learning is used in the College's strategic planning process to connect learning to community educational needs such as scheduling of classes, industry and employer needs-based programs, and educational outreach. Strategic planning for institutional effectiveness includes assessment of student learning in the areas of performance and productivity results, and financial stewardship of quality-cost balance in educational programs. The Division of Academics provides leadership and support for the College's strategic plan by providing quality educational programs and the best possible teaching and learning environment for students and faculty. [5B3, 5C2]

- *Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats. Creating and implementing strategies and action plans that maximize current resources and meet future needs.*

As changes and fluctuations occur, strategies and action plans linked to the strategic plan are utilized and created to meet these challenges. SAUT uses this process to combat shortfalls in state funding, declining enrollment, and changing focuses of higher education. The College is constantly seeking ways to maximize its resources and improve efficiencies, which is viewed as extremely critical and is the key to sustaining current services and facilities. Specific examples of this process in action are:

- Aggressive efforts in securing grants and other alternative funding sources;
 - Campus-wide focus on cost containment;
 - Changes in processes to improve efficiencies;
 - Continued discussions with State Officials about the shared responsibility of remediation costs between the public schools and two-year Colleges;
 - Analysis of vacant positions and critical need to fill;
 - Annual review and recommended changes in health care benefits and retirement options;
 - Focused efforts on improvement in graduation rates;
 - Focused efforts on decreasing the institutional default rate;
 - Establishment of the Core Growth Enrollment Committee ;
 - Academic Program Review process where each academic program is reviewed through a self-study, which was born through an AQIP action project;
 - Enhanced workforce training through the Business and Industry Program; and
 - Establishment of a process to develop new programs based on community need and interest.
- [5C1, 5C4, 5C5]

All of these strategic efforts are designed to ensure that data driven decisions regarding positive and negative changes in enrollment, demographics, retention, and program offerings are analyzed to

understand current and future barriers that can affect student access to higher education. Through the services of the ADHE, ACC, and state and federal education associations, SAUT's administration is able to stay informed on the emerging factors effecting colleges and universities on a local, national and global level. Campus-wide involvement of faculty, administration, staff, and students through institutional committee charges and AQIP Action Projects are vital to the strategic planning process. [5B3, 5C4, 5C5]

4R2 Strategic Planning – Results

What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

The results include an updated Strategic Plan that includes four broad goals:

1. **Student Success:** To provide every student the opportunity to acquire knowledge and skills through relevant, high quality instruction, programs, and services.
2. **Access to Higher Education:** To increase the College's core enrollment.
3. **Resource Development, Institutional Effectiveness, and Accountability:** To seek financial, physical, and human resources and efficiently manage these resources through transparency and accountability.
4. **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.

Each of the strategic goals has outcomes which provide the basis for strategies to accomplish the goals and serve as guidelines for individual departments to align their master plans (operational plans).

Individual departments review their respective master plans in the spring semester and report their level of success in meeting their goals. Below is a sampling of departmental reports for the spring 2014 semester.

Table 4.5 – Sampling of Master Plan Results for Spring 2014			
Department	Goal	Outcome	Results
Business Office	Human Resources - To develop, implement, and continually improve employment and retention strategies.	The Human Resources Office provides thorough and helpful information through the Employee Orientation Program.	The employee orientation program includes Preventing Sexual Harassment, Child Maltreatment, and Emergency Preparedness. Twelve new employees received this training.
	Finance and Accounting - To efficiently manage the fiscal assets of the College through the proper internal controls, processes, and departmental relationships.	The Business Office staff provides timely and effective financial and accounting services to College departments and College employees.	<ol style="list-style-type: none"> 1. Budget reports were changed and sent to budget managers in an electronic format 2. Payroll data made available to employees through SAUT secure portal. They can see monthly pay detail and also W-2 information.
Communications Office	To increase communication efforts with potential adult students from one direct mailing piece to three mailing pieces each year.	Design and bid for print a post card for direct mail.	10,000 postcards were mailed to target adults.
	To improve the functionality and usefulness of the College's website and portal to obtain a	Create clear paths to information needed by potential students when	The College's website has been updated to include a portal for students and staff and the

Table 4.5 – Sampling of Master Plan Results for Spring 2014

Department	Goal	Outcome	Results
	minimum of a four on a scale of one to five (1-5) with regards to the College's student opinion survey.	looking for College costs, admissions requirements, staff information, and academic programs.	results have been good with little or no confusion regarding where information is located on the site.
Enrollment Services	The goal of academic advising and counseling is to facilitate student success by providing comprehensive academic advising and promoting student learning among SAUT students.	Implement programs such as SOAR, Freshman Seminar, and Early Alerts to empower students to be successful.	Programs were implemented with a total of 12 SOAR sessions, 6 sections of Freshman Seminar in the Fall and 4 in Spring. Early Alerts were available for instructional use.
Learning Resources Center	Instruction & Services: Promote information literacy throughout the academic community by teaching users to find, evaluate, and make intelligent use of information resources while developing services that engage students and builds relationships with library staff.	Develop print, podcast and online tutorials to enhance students' information literacy skills.	Created and uploaded to the LRC's website two Adobe Captivate tutorials on "How to Use the Online Catalog" and "Understanding LC Call Numbers." Created one PDF tutorial entitled "Finding Books." Links to online tutorials can be found on the LRC webpage.
Student Life	Promote growth by developing and coordinating recruiting strategies that target prospective students and facilitate the process of recruiting prospective students to Southern Arkansas University Tech.	Manage and utilize recruitment databases for recruitment purposes.	Mailed 1500 postcards and flyers. Mailed out 43 Aviation Packets, Letters and Viewbooks. Mailed 246 Nursing Packets. Mailed 45 Scholarship letters. Mailed 65 Junior Postcards. Mailed 312 Senior Postcards. Mailed 312 postcards

4I2 Strategic Planning – Improvements

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

The SAUT three-year student loan official cohort default rate for 2010 reached 31.5%. This was a jump from 21.4% for 2009. A default management plan was created, properly submitted and approved. Also, an outside agency was contracted to help reduce the default rate. Using the management plan and the outside agency resulted in a 27.6% official cohort default rate for 2011, and a 21.9% unofficial cohort default rate for 2012.

Going forward, the College plans to develop strategies to improve the strategic planning process and the operational planning process by aligning planning and AQIP processes. The College has been successful in developing a strategic plan and aligning its operational plans with the strategic plan; however, there are opportunities for improvements to formally institutionalize planning and AQIP. The Planning Committee will investigate best practices for systems of managing and monitoring projects related to strategic and operational planning.

4P3 Leadership

This process focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes.

- *Establishing appropriate board-institutional relationships to support leadership and governance. Establishing oversight responsibilities and policies of the governing board. Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty. Providing effective leadership to all institutional stakeholders.*

The five-member Board of Trustees is the governing board of the SAU System and approves goals, policies and procedures. Throughout the academic and fiscal year, the Board meets and receives reports from the President, the Chancellor, and other stakeholders to aid in their governance of the System. The Board has state authority and fiduciary responsibility to ensure that its actions promote the best interest of the SAU System. The Board approves institutional budgets, academic program proposals, personnel changes, etc. The Board members have responsibilities to adhere to the SAU System's code of ethics, which identifies situations creating conflict of interest and to complete state-required financial disclosures. [2C1, 2C2, 2C3, 2C4, 5B2]

The Board delegates operational management of the System to the President. The President, in turn, delegates operational management of SAUT to the Chancellor. SAUT promotes the philosophy of shared governance and has established governance and advising groups to help ensure open communication and collaborative problem solving. Descriptions of these groups follow:

- The VCC consists of the Chancellor and Vice Chancellors, and it meets regularly to facilitate communication and coordination among the separate departments.
- The Chancellor's Council is an extension of the VCC and includes the directors of the Career Academy and the Arkansas Environmental Training Academy.
- The AC consists of members of the Chancellor's Council, representatives from the employee organizations (CSO, ASO, and FS), and department heads who report directly to the Chancellor. The AC provides a forum to share concerns and ideas from all departments and to propose policies and practices to the VCC. Comments from the AC meetings are posted to the Outlook Public Folder (OPF), and an email is distributed from the Chancellor's Office notifying all employees that the comments are posted and are available for review. [2C4, 5B1, 5B2]

Academic program degree and course matters are the responsibility of the program faculty under the leadership of the VCA and with input from entities such as the Curriculum Committee, advisory committees, licensing boards, and the Assessment Committee. The Curriculum Committee, composed of administrators, staff, and faculty, provides oversight in the program development and/or revision process. When appropriate, the VCA forwards recommendations from the Curriculum Committee to the Chancellor and/or the Board of Trustees for approval. [5B2]

- *Ensuring open communication between and among all colleges, division, and departments.*

The sharing of information occurs between and among the different levels and units of the College. The Chancellor is the head of the organization and reports to the System President. The System President 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 SAUT to the SAU Board of Trustees at their scheduled meetings. At the College level, the Chancellor regularly meets with the vice chancellors. The Chancellor also meets with the AC each month. The AC has members that represent all SAUT departments. The vice chancellors inform their staff of important issues via email, staff meetings and/or other personal communication outlets. During Staff Development in the fall, the Chancellor presents the "Chancellor's Report". In this report, the Chancellor updates the staff on relevant information. The Staff Development includes the entire College staff.

All employees are encouraged to attend their respective monthly organizational meeting (ASO, CSO, and FS). The Chancellor meets with each organization's officers monthly to share information and attends one meeting of each organization on a quarterly basis. Additionally, a representative from each organization sits on the AC which meets monthly.

Informal communication occurs through SAUT email, SAUT website, Bitz n Bytes, TV bright boards, Employee Policy and Procedures Manual, HR Newsletter, Outlook Calendar, and OPF. The OPF includes AC Comments, Approved Vehicle Drivers, Calendar of Activities, SAUT Directory, Facility Event Schedule, Tech Monthly, Telephone Directory and various AQIP documents. All employees have an SAUT 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.

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

In addition to the governance structure previously noted, the College has standing committees and ad hoc committees which provide opportunities for internal and external constituencies to be involved in the development of policies and procedures that impact the College's operations. In particular, the Curriculum Committee provides departmental oversight for all curricula development. The Assessment Committee facilitates the assessment of student outcomes and provides assistance in developing program and discipline level assessment goals, objectives, and measures. Action Project #8 focused on academic program review and development, and the members of that team represented faculty, student advising, recruiting, and adult education. This team developed an all-inclusive process for program review and program development. Technology programs benefit from input from their advisory boards to maintain standards relevant to their respective programs. [5B3]

- *Developing leaders at all levels within the institution.*

Through the FS, the CSO, and the ASO, the employees at SAUT have numerous opportunities to participate in leadership roles. Because SAUT is a small institution, employees have many opportunities to take part in the decision-making process. Serving on action project teams provides excellent opportunities to demonstrate leadership ability.

SAUT also encourages its employees to take part in community activities. Employees are regularly nominated to participate in the Leadership Camden Area program, Leadership Arkansas, and ACC Leadership Institute. These programs are 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, SAUT recognizes outstanding faculty, classified staff, and administrators at Employee Appreciation Day. SAUT is a member of the ACC. This organization provides faculty and staff with professional development opportunities.

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

The SAU System Board of Trustees must abide by the System's *Code of Ethics* which outlines the System's "Conflict of Interest Policy". This policy assures Board members' independence from undue influence from other parties which would conflict with the interests of the University System. The Executive team at SAUT also must abide by the same *Code of Ethics*, and annually submits an acknowledgement letter to the Board of Trustees Secretary indicating receipt and understanding of the "Conflict of Interest Policy." [2C3]

4R3 Leadership – Results

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

Since becoming an AQIP institution, the College has endeavored to ensure effective leadership, engagement, and empowerment of the College community. Administration encourages employees to take advantage of leadership opportunities and supports employees in various professional development undertakings. As mentioned above, the College encourages employees to participate in leadership development programs. Since 1994-1995, the College has sponsored 124 employees to participate in such programs. Table 4.6 below details the number of employees participating in each leadership program.

Table 4.6 – Leadership Development Programs Sponsored by SAUT					
Academic Year	LCA	LA	ACCLI	NISOD	AACCPASI
1994-1995	1				
1995-1996	2				
1996-1997	3			4	
1997-1998	1			5	
1998-1999	1			5	
1999-2000	1			8	
2000-2001	2			6	
2001-2002	2			6	
2002-2003	2			6	
2003-2004	1			5	
2004-2005	1			8	
2005-2006	2			4	
2006-2007	3	1		4	
2007-2008	3	0			
2008-2009	3	1			1
2009-2010	4	1	1		
2010-2011	4	1	1		
2011-2012	3	1	1		
2012-2013	4	0	1		
2013-2014	3	1	1		
2014-2015	3	1	1		
Total	49	7	6	61	1
<i>LCA=Leadership Camden Area; LA=Leadership Arkansas; ACCLI=Arkansas Community Colleges Leadership Institute; NISOD=National Institute for Staff and Organizational Development; AACCPASI=AACC Presidents Academy Summer Institute</i>					

Each employee organization has been in existence for varying lengths of time. The FS has been in existence since 1996-97, and since its initiation, nine faculty members have served at its chairman. The ASO was formed in 1997-98, and since it was formed, seventeen classified staff members have served as its chair. The ASO was formed in 2008-09, and six members have served as its chair. Some employees have served more than one term; however, these numbers are unduplicated. The College does not track employees who serve as other organizational officers/liaisons.

4I3 Leadership – Improvements

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

Organizational stakeholders have begun to participate in the SAU Board report presentations. Representatives of each staff organization receive invitations to attend the quarterly board meetings and present to the Board of Trustees their respective organization's undertakings with the College.

4P4 Integrity

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

- *Developing and communicating standards*

The SAU System Board of Trustees and executive administrators are governed by the College's ethics code and also comply with requirements stipulated by the Arkansas Ethics Commission. The Board attends required, annual training sessions sponsored by ADHE, which includes discussion of ethics and fiduciary responsibility. Administrators are accountable to the Board of Trustees and provide regular reports, budget reports, financial reports, and audit reports from the Arkansas Division of Legislative Audit. [2A]

SAUT has policies for employees and students relating to ethical behavior and honesty. The employee manual and the faculty manual describe policies relating to employees, and the catalog describes policies relating to students. Employees receive a copy of the employee manual and faculty manual, if applicable, at the time of employment. Students receive information about policies during orientation and through the application process. Faculty members are encouraged to share the code of conduct policy and grading practices with students at the beginning of each course. [2A]

- *Training employees for legal and ethical behavior.*

As noted in 3P1, newly hired employees receive training from the HRD and the Payroll Services Coordinator which includes policies related to legal and ethical behavior. When changes to policies occur, employees receive an alert email indicating the change and the update of policy. During fall Staff Development, the HRD reminds all employees of the requirement to complete the online *Preventing Sexual Harassment* and *Employee Emergency Preparedness* training and to print and submit their certificates of completion to the HR Office. Because of the nature of certain positions, some employees must complete FERPA and/or Child Maltreatment training. The HRD and the Career Academy Director facilitate this process.

- *Modeling ethical and legal behavior from the highest levels of the organization.*

SAUT incorporated ethics within its values and supports a working and learning environment that promotes "personal and professional honesty and integrity." Modeling ethical behavior begins with the SAU System Board of Trustees and includes executive administrators. As previously mentioned, members of the Board of Trustees and executive administrators must comply with the requirements stipulated by the Arkansas Ethics Commission. Annually, these individuals are required to submit, to the Arkansas Secretary of State, financial disclosure statements. They must also submit, to the Board of Trustees Secretary, a disclosure letter indicating they received and read the System "Conflict-of-Interest Policy" approved by the Board. Additionally, all full-time employees must submit, to the Arkansas Ethics Commission, an *Extra Income Statement of State Employees* each year if they receive income in excess of \$500 from a state agency other than SAUT.

- *Ensuring the ethical practice of all employees.*

The College ensures the ethical practices of all employees through policies described in the employee manual, the faculty manual, and the college catalog. The employee manual and faculty manual are posted online in the MyCollege portal, and the college catalog is posted on the College's website. These manuals contain the following policies and/or practices:

- "Arkansas Whistle Blowers Act"
- Personal Responsibility
- Annual Employee Evaluation addresses ethical behavior within the Performance Standard section

- Conflict of Interest
- Sexual Harassment and Anti-Harassment
- Standards of Behavior and Performance
- Nondiscrimination
- Use of technology, anti-nepotism, confidentiality
- Arrests and convictions
- ADA accessibility
- Secondary employment
- Honor Code
- Classroom Conduct

Additional administrative policies and departments address legal and ethical standards for specific areas, such as financial management, financial aid, FERPA, etc. The College administration applies established procedures defined in the handbooks/catalog to address ethical breaches. [2A]

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

As a state supported institution, SAUT receives a financial audit from the Arkansas Division of Legislative Audit. Yearly, auditors visit the campus and review processes and information related to the financial management of the College's resources. Additionally, the Arkansas Career Education performs annual audits on the Secondary Career Centers and the Adult Education Program. SAUT participates in the Trade Adjustment Community College and Career Training (TAACCT) grant program and is audited by SACC, the consortium leader for TAACCT. The College also engages the services of the Thomas and Thomas, CPA firm in Little Rock, Arkansas, to perform all tax arbitrage calculations as requirements of bond issues and reporting. The Financial Aid Office is audited by Legislative Audit from the Department of Education. Lenders of loans can perform audits, and the results of these audits are reported to the Department of Education. Veteran's benefits may also receive federal and/or state compliance reviews. [2A]

In addition to external audits, the Finance and Administrative staff implemented two types of internal controls (preventive controls and detective controls). Preventive controls are intended to prevent or detect unwanted acts. Detective controls are intended to detect unwanted acts that have already occurred. During the fall of 2014, the Finance and Administrative staff developed an *Accounting Policies and Internal Control Manual* to be used as a guide and in conjunction with existing policies and procedures. Some of the internal concepts include, but are not limited to the following:

- Segregation of duties between employees;
- Safeguards over cash and other assets, such as locked safes and cabinets and key access;
- Records of transactions;
- Review and approval of transactions by someone who does not prepare or process the same transaction;
- Adequate supervision over employees, control processes, work functions, or other activities; and
- Validation of transactions for accuracy and completeness by someone independent of preparing or processing the transactions.

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

SAUT publishes information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships as follows:

- A list of all credit programs and respective requirements are posted on the College's website and printed in the college catalog;
- A list of the Systems Board of Trustees; the System President; SAUT administrators, staff, and faculty including faculty discipline is printed in the college catalog;
- A list of tuition and fees and a link to the Net Price Calculator are available on the College website;
- A description of the College's governance structure is on the website and in the college catalog; and
- Information about accreditation and a link to the College's accreditation information on the HLC are on the website and in the college catalog. [2B]

4R4 Integrity – Results

What are the results for ensuring institutional integrity?

Preventing Sexual Harassment training and Employee Emergency Preparedness training are conducted annually during Staff Development and as new employees are hired. The training is located online and is available 24/7. During 2014-15 175 full-time employees completed both training courses. Part-time employees, student workers, and adjunct faculty are required to complete the Preventing Sexual Harassment training. During 2014-15, 218 part-time employees, student workers, and adjunct faculty completed the training.

Since 2010, SAUT has terminated six individuals for various violations of ethical conduct as defined in the SAUT employee manual.

For over 20 years, the College has received an unqualified opinion from the auditors.

Arkansas Legislative Audit performs random reviews of the SAUT student financial aid. The Student Loan Guaranty Foundation of Arkansas (SLGFA) performs periodic loan audits. The State Approving Agency (SAA) of Arkansas and the Veterans Administration (VA) perform compliance reviews of veteran-related student funding. Legislative Audit reviews of Financial Aid performed in the past five years were conducted in 2010 and again in 2012. The 2010 audit resulted in "No Formal Comments and No Supplemental Comments." The 2012 audit resulted in "No Formal or Supplemental Findings." One SLGFA review was performed in the past five years, and it was conducted in 2014. The SLGFA Audit resulted in one finding that required action. There was one error found in the Return of Title IV Aid calculation for one student, amounting to \$224. The funds were properly returned. The remaining five findings had been corrected by updated policies and procedures but were still listed and noted as closed. One compliance review has been conducted by the VA in the past five years, and it was conducted in 2012. The reviewer only requested clarifications, and no compliance issues were reported.

4I4 Integrity - Improvements

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

Improvements and planned improvements as a result on 4R4 include:

- The Business Office has written and published an Internal Controls Manual which specifies processes for internal controls for day-to-day operation in that area.
- During a Financial Aid audit, auditors discovered missing documents. As a result of this discovery, the Financial Aid Office implemented a process of imaging all Financial Aid documents relevant to auditing.
- The College plans on implementing a systematic process for FERPA training for all employees.
- The HRD plans on performing spot inventory audits during the year to help manage control of equipment.
- The College plans on investigating the development a process for systematic review of all departmental policies.

Category Five: Knowledge Management and Resource Stewardship

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

SAUT's level of maturity for its processes in this category is systematic. SAUT's processes for knowledge management and resource stewardship are beginning to operate via generally understood, repeatable, and often documented processes. Organizational silos are eroding and signs of coordination and the deployment of effective practices across and between units are becoming manifest.

The College leadership returned from its second strategy forum with the intent of implementing a shared governance structure for decision-making for the College. Shared governance was implemented and some college decisions have been made using this new structure. Some examples include: creation of an advising center that is currently housed in the space vacated when the Bookstore relocated to the new Student Center and input into budget reductions necessitated by a declining enrollment.

The process for requesting data is explicit and repeatable. The DIR responds to such requests in a timely and efficient manner. The process for managing the fiscal, physical and technological resources is understood, repeatable and documented. All departments are afforded the opportunity to provide input into the budgeting process. This input is used to develop the budget each year. The physical resources are maintained under the responsibility of the Director of Physical Plant (DDP). The process for requesting services is documented, and all employees are aware of this process. The ITS Director is responsible for the technological resources. The process for requesting these services is the same as that for the physical resources.

SAUT's level of maturity for its results in this category is systematic. Data and information are available to departments to evaluate progress. The shared governance structure has prompted more data-informed decision making. However, the College realized the improvement needed this area which resulted in an action project being developed to create a data-informed decision making model. The project team completed its work, and SAUT is in the infant stages of implementing the model.

The primary focus for SAUT in this area is to continue using data for resource allocation during this time of declining enrollment thus causing declining revenue.

5P1 Knowledge Management

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

- *Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making. Determining data, information, and performance results that units and departments need to plan and manage effectively. Making data, information, and performance results readily and reliably available to the units and department that depend upon this information for operational effectiveness, planning, and improvements.*

The underlying drivers of data collection and retrieval 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.

The College uses POISE as its administrative platform, and most of its relevant data are collected via the POISE system. Although many employees are POISE users, the 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 in regards to data management processes.

The 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, 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 of the surveys, and distributes the results to the appropriate groups. For example, the AC receives the results of the Student Opinion Survey; the members of this Council in turn share the results with their respective departments or organizations. The VCA receives the results of the SAIS. The VCA shares individual instructor results of the SAIS with respective instructors. Employees may also request data using the Institutional Research Data Request Form located on the College's website. The 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 OPF or publishes it to the College's website.

The DIR also submits institutional data to state and federal agencies. The data submitted to ADHE are used to create a myriad of reports which include all state supported institutions of higher education. In particular, this data are the foundation to producing state supported institutions' performance formula funding results. Other reports include enrollment, full-time equivalent (FTE), and student semester credit hours (SSCH), completions, etc. The DIR is the IPEDS keyholder for the College and facilitates the IPEDS reporting process.

The College's assessment of student outcomes process also requires analysis and dissemination of data. The Vice Chancellor for Planning, Accountability, and Development (VCPAD) works with the Assessment Committee to facilitate the College's assessment process. The VCPAD analyzes data collected through the assessment process and shares the results of the analysis with faculty at the assessment meetings during Staff Development.

The Finance and Administration department is 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, budget managers 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, the Controller, the Assistant Controller, and the HRD are also responsible for numerous state reports that are submitted to the Arkansas Department of Finance and Administration and 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 AC and executive officers.

- *Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management systems(s) and related processes.*

Several processes are in place to ensure the timeliness, accuracy, reliability and security of SAUT's knowledge management system and related processes. As discussed in 5P1, requests for data are handled by the DIR. The DIR responds to these requests in the timeframe designated by the requestor.

The firewall used by the College quickly identifies and blocks complex threats to the network. The College's administrative system houses all student, financial and financial aid data. To minimize the risk of losing data, nightly data backups of this system are performed and stored both on campus and at an offsite location. Monthly data backups are also performed and are stored at an offsite location. In order

for employees to obtain access to the administrative system, a request is submitted to the ITS director via the employee's vice chancellor. The request includes the level of access needed along with a justification. Login credentials for the user are assigned by the ITS director. The level of access granted to employees is based on job function. The ITS director is notified by Human Resources when employees leave employment with the College at which time his/her access to the system is removed. SAUT's data security measures are summarized in Table 5.1 below.

Table 5.1 – Data Security Measures	
Access to data	Request sent to ITS director via vice chancellor
Password complexity	Minimum of 8 characters, at least one letter and one number
Password expiration	Every 90 days
Auditing	Notification from HR triggers removal of user account

5R1 Knowledge Management – Results

What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?

As noted above, various departments produce reports and use data for decision-making. For example, employees request data through the Institutional Research Data Request Form located on the College's website. After receiving a data request, the DIR prepares ad hoc report(s). From July 1, 2014 through May 27, 2015, the DIR processed 157 requests for data and completed all requests within the requesting party's specified deadline. Examples of ad hoc reports include, but are not limited to:

- The VCA submitted a data request in spring 2015 semester prior to the class start date. The request was for a list of all the students who were enrolled in the fall 2014 semester, but who had not enrolled in the spring 2015 semester. The VCA coordinated a faculty/staff phone calling effort to contact as many students as possible.
- The VCA used enrollment reports from the DIR to allocate supply funds within the academic departments for the 2015-16 fiscal budget.
- The VCFA used reports from the DIR, performance funding data, other fiscal reports to align expenses with revenue for the 2015-16 fiscal budget.

5I1 Knowledge Management – Improvements

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

Improvements and planned improvements as a result on 5R1 include:

- Using data to aid in decision-making, the College reduced its budgeted expenditures \$1.2 million in the past two years (2014-2015 and 2015-2016). Data helped determine which positions to eliminate and where to reduce allocations.
- Going forward, the College plans to continue the phone call campaign for students who were enrolled in one semester but who did not enroll in the following semester. The focus will be to call degree-seeking students. Additionally, an evaluation process will be implemented to determine the effectiveness of this activity.

5P2 Resource Management

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

- *Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.*

Fiscal Management

SAUT is a state supported two-year college whose revenue is based on state general revenue, tuition, fees, grants, contracts, and sales/services. SAUT allocates all financial resources through its operating budget process, which is conducted every spring. Through this process, departmental units provide to the Chancellor's Council prioritized requests for funds and personnel, and the Council develops a final budget based on departmental input. The Chancellor and System President make the final decision on the operating budget before presenting it to the System Board of Trustees for approval. [5A1, 5A2]

The College's operating budget is allocated across Instruction, Academic Affairs, Institutional Support, Student Services, Physical Plant, Debt Service, Public Service and Auxiliary. Within each of these classifications, budget managers are entrusted to make sure funds are managed efficiently and in accordance with the identified institutional priorities and goals. [5A1, 5A2, 5A3]

State funding is determined through the Biennial Appropriations Process which is conducted in the fall of every odd numbered year and is coordinated through ADHE. This comprehensive process includes requests for Capital, Personnel, Non-formula and Formula Operating. All state appropriation requests are submitted to the Arkansas General Assembly for final funding approval.

Historically, capital expenditures have been funded primarily through state General Improvement Funds, Bond Issues, and Private Gifts. Capital needs of the College, which include buildings, infrastructure, and equipment, are identified and prioritized by the VCC and requested through the Biennial Capital Appropriations Request. [5A2, 5A3]

Physical Facilities

SAUT enjoys a large physical presence at its main campus in the Highland Industrial Park in rural Calhoun County. The main campus is comprised of 22 buildings with 371,323 square feet of space and approximately 85 acres of land. Recent additions to the main campus include the new Student Center which opened in July 2014 and new on-campus apartments which opened in August 2014. The College maintains three buildings in downtown Camden, the nearest municipality to the main campus. The combined square footage for these facilities is 30,086. It also maintains four buildings at the municipal airport about two miles from the main campus for the Aviation, Mechanical Maintenance, and Welding programs. The combined square footage for these facilities is 19,378. The College has two additional instructional locations, one in Texarkana for the Aviation program and one in Magnolia for the Welding Academy, and each program occupies buildings adequate to support the instructional activities in each location. The Physical Plant is responsible for maintenance and upkeep of these facilities. In addition to the operating budget, the College receives appropriations for major maintenance, equipment, and library holdings. [5A1]

Information Technology

SAUT strives to maintain information technology and equipment in the classrooms, labs, and offices. Led by the Information Technology department, the College implemented processes for managing technology resources with the goal of support and improving its educational programs and operations. These processes include, but are not limited to:

- Copiers are strategically placed in locations on the main campus and offsite locations to provide employee access. The copiers are on a 36-month rental contract allowing for installation of new equipment every three years.
- In order to assure students, staff and faculty have up-to-date technology, all computers college-wide are placed on a replacement rotation. Student labs are updated every 3 years (30% or more of labs are updated each year). Beginning with the 2015-2016 fiscal year rotation, faculty and staff computers will be removed from the replacement cycle and will be replaced as needed.
- Fiber connections between buildings provide access to computer network and Internet resources.
- Standard software requirements for faculty and staff computers are specified in the employee manual. Requests for software to meet needs outside that of the standard software are approved by the applicable department vice chancellor (Chancellor in cases where the department reports directly to the Chancellor) prior to being forwarded to ITS for approval. These requests are handled on an individual basis.
- To maintain campus-wide standards for hardware (including printers), the ITS department approves all technology purchases.
- Recent provisions for wireless Internet access provide greater flexibility for students.
- The managed print services program is used to reduce the number of different models of printers used college-wide, reduce the number of standalone printers, provide an avenue for printer repair, and reduce overall cost for printers and printer supplies college-wide.
- In most cases, software is considered for upgrade as new updates are released. The timing of software upgrades that affect the entire campus is determined by the Chancellor's Council. In cases where there is a cost associated with software upgrades, ITS the cost of the licenses for all leased computers. Individual departments are responsible for licenses for laptop computers and any computers that are not a part of the computer rotation. The Vice Chancellor for Information Technology (VCIT) coordinates the purchase of software upgrades that affect the entire campus.
- Requests for computer repair are accepted by the ITS department via e-mail. These requests are entered into a work order system that is accessible by the computer technicians and are closed in this system by the technician upon completion of the work. [5A1]

• *Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.* The AC serves as the Planning Committee, and annually it reviews the College's strategic plan and makes changes as necessary. Components of the strategic plan include a list of environmental and institutional trends; the vision statement, a set of institutional values, mission statement, and four strategic goals with respective strategies. As evidenced by Strategic Goal #3 Resource Development, Institutional Effectiveness, and Accountability – To seek financial, physical, and human resources and efficiently manage these resources through transparency and accountability, the College's strategic priorities align with the mission to provide quality educational programs delivered through various technologies and methodologies to meet the needs of its constituencies. [5A3]

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

SAUT's mission and vision statements provide the foundation for allocating the College's resources. Identification of resources to meet the priorities is determined through the budgeting process. At the beginning of the operating budget development process, the revenue sources are evaluated and estimated. Evaluation includes an estimate of tuition and fees based on projected enrollment and current tuition rate, state appropriations approved by the legislature, and other projected income. The VCC serves as the primary decision-making body for budget allocation; however, all department managers have input in the budgeting process through requests to their respective vice chancellor. [5A2]

5R2 Resource Management – Results

What are the results for resource management?

Fiscal Resources

Over the past three years, the College has experienced a continual decline in its core enrollment, which has resulted in a significant decrease in cash flow to the operational budget. Because of this negative impact, budget managers have had to learn to operate their respective areas with fewer dollars and leaner budgets. Budget reductions have been implemented across the entire campus decreasing the funds available for both personnel and maintenance and operating accounts.

Data derived from the monthly budget reports and enrollment reports has provided the College administrators with the necessary information to make informed, data-driven decisions about long and short term goals. In addition to budget reductions and reallocations, College administrators are reviewing the sustainability of all academic programs, the current employee to student ratio, and continuation of certain services.

Because of the conservative budget oversight, the College has continued to receive excellent annual audit reports. The College is also reviewed very favorably in the bond market as evidenced by the two recent revenue bond issues. Additionally, the College's performance funding score card reveals the College is meeting the identified standards; however, there is significant room for improvement in the measurable categories. In 2014, the average comprehensive score among the twenty-two, two-year colleges was 9.04. SAUT's score was 9.39.

Tables 5.2 and 5.3 show the 2014-2015 operating budget and the College's financial health.

Table 5.2 – Budgeted Educational & General Revenue & Expenditures FYE 6/30/2015	
Department	Percent of Budget
<i>Revenue</i>	
Tuition	35.08%
Other Student Fees	8.73%
State Appropriations	47.70%
Sales and Services	0.80%
Other	6.01%
<i>Expenses</i>	
Instruction	29%
Institutional Support	24%
Scholarships	15%
Physical Plant	12%
Student Services	8%
Academic Support	7%
Debt Service	3%
Public Service	2%

Table 5.3 – Financial Health						
Financial Ratio	FY 09/10	FY 10/11	FY 11/12	FY 12/13	FY 13/14	5 year average
Primary Reserve	0.82	0.83	0.77	0.75	0.50	0.73
Return on Net Assets	2.00	1.29	0.08	(0.45)	(0.14)	0.56
Viability	3.50	3.50	3.50	0.71	0.48	2.34
Net Operating Reserve	(0.14)	0.11	(0.38)	(0.40)	(0.36)	(0.23)
CFI	6.18	5.73	3.97	0.61	0.48	3.39
The Primary Reserve Ratio compares expendable net assets to total expenses, providing a snapshot of financial strength and flexibility by indicating how long the College could function using its expendable reserves without						

relying on additional net assets generated by operations. SAUT's ratio implies that the College would have the ability to cover approximately 6 months of expenses (50% of 12 months) from reserves.
The Return on Net Assets Ratio compares the change in total net assets to beginning total net assets, thus measuring the growth or decline in total wealth of the college over a specific time period. A decline in this ratio may be appropriate and even warranted if it reflects a strategy to better fulfill the college's mission. An improving trend indicates that the institution is increasing its net assets and is likely to be able to set aside financial resources to strengthen its future financial flexibility.
The Viability Ratio compares expendable net assets to long term debt, thus measuring the availability of expendable net assets to cover debt should the college need to settle its obligations as of the balance sheet date. A ratio of 1:1 or greater indicates that an institution has sufficient expendable net assets to satisfy debt obligations. A ratio of less than 1:1 means less self-reliance and less operating flexibility, but many institutions can function and often function well at a ratio of less than 1:1.
The Net Operating Reserve Ratio compares net operating income to total operating revenues. This ratio is a primary indicator, explaining how the surplus from operating activities affects the behavior of the other three ratios. A positive ratio indicates that the college had an operating surplus for the year, and the larger the surplus, the stronger the college's financial performance and more positive affect on the other ratios. A negative ratio indicates a loss for the year, and negatively affects the other ratios. A small deficit may be unimportant if the college is financially strong and aware of the causes and has a plan to cure the deficit. Large deficits are a bad sign, and a plan needs to be in place to reverse a continuing decline or pattern of deficits.
The Composite Financial Index (CFI) is the combined score of the four core indices above, to indicate the financial health of the college. Scores should be viewed over a three-to five-year period. The threshold for financial health and stability is a score of 3. An average score of 7 or 8 indicates that resources are flexible enough to permit experimentation with new initiatives. An average score below zero is a concern, suggesting that drastic measures may be needed to ensure survival. Although, SAUT's average score over five years is above the threshold score of 3 for financial health and stability, the score has been declining over the last 5 years.

Physical Resources

Through the prudent use of major maintenance funds and the labor from Physical Plant personnel, the College renovated five of the buildings on the main campus in the past few years. Additionally, Physical Plant renovated a building at the local airport for the use of the Welding Program. Capital funds afforded the construction of several new buildings (See Table 5.4 below for details.) Physical Plant maintains the College's vehicle pool which includes 31 vehicles and utility trailers.

Table 5.4 – 2011-2014 Capital Assets	
Category	Amount
Equipment	\$300,085
Library Holding	\$110,802
Model Fire Station	\$1,103,364
Environmental Training Lab	\$626,381
Student Center	7,932,068

Information Technology Resources

The Information Technology department uses a work order system for employees to request IT services. The goal for the department is to close a work order within a three-day time period. Table 5.5 below shows the number of work orders completed for the last three academic years.

Table 5.5 – ITS Computer Work Orders	
Year	# Work Orders
2011-2012	1,186
2012-2013	1,073
2013-2014	972

Table 5.6 below shows the printer inventory since implementation of the managed print services program. As evidenced by the data, the printer inventory has decreased since implementation of the managed print services program. The cost of savings for this new program was not available at the time of printing of this document.

Table 5.6 – SAUT Printer Inventory		
Type of Device	# of Printers Prior to Program	Current Number of Printers
Local	69	10
Networked	30	42
Total	99	52*
<i>*This number reflects the quantity after reductions planned for July 1, 2015.</i>		

5I2 Resource Management – Improvements

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

The improvements related to resource management that have been implemented or will be implemented in the next one to three years follows:

- As a result of the managed print services program, an approved list of printers has been created that is to be used by employees when purchasing printers. All printer purchases must be approved by ITS. This list will be updated on a regular basis with the goal of streamlining the number of makes and models of printers for a more efficient operation.
- Security cameras were installed in all campus buildings and connected to the computer network to allow monitoring of activities in the buildings by the campus police department officers.
- Beginning with the 2015-2016 computer rotation, faculty and staff computers will be removed from the rotation cycle. This decision was made to address budgeting issues.
- A five-year technology plan is being developed to address non-budgeted technology needs. Input from faculty and other departments have been solicited and will be used in development of the plan. The monies from a newly approved technology fee will be used to fund the items in the technology plan.
- Through conservative budgeting oversight and enrollment monitoring, the College will work toward improving financial ratios to the 2009-2010 level.
- Plans are to complete the new student center by surfacing the remainder of the parking lot, finalizing the landscaping around the building, and purchasing additional furniture and equipment.
- In response to student and employee feedback, upgrade of the wifi equipment in all campus buildings will take place during the 2015-2016 and 2016-2017 fiscal years.
- ITS will develop a process that allows the capture of information to evaluate the success of meeting its goal of completing work orders in a three day period.

5P3 Operational Effectiveness

This process focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future.

- *Building budgets to accomplish institutional goals*

The College submits both formula and non-formula entities biennial funding requests to 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 recommends line-item maximums for all non-classified positions. 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, if any, of each state appropriation bill.

SAUT's annual, internal operating budget process involves all budget managers who submits requests to their departmental supervisors for review, revision, and/or approval. Approved requests go to the VCC. 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 and review and discussion by the members of the VCC. 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.

- *Monitoring financial position and adjusting budgets*

Once the budget is approved, the Controller records the line-item budget amounts in the appropriate departmental budget in the POISE administrative system. Spending authority is regulated through the Business Office, and only designated employees have authority to sign purchase requests and encumber funds. Authority to approve budget expenditures is based on the type of purchase and the amount of the purchase. Internal controls within the Business Office provides for audits of all payments made against budgeted spending authority. As noted in 5P1, budget managers receive reports throughout the year to monitor their financial position. Monthly, the Controller and Assistant Controller reconcile accounting and fiscal transactions and disseminate budget reports to the budget managers. Budget managers have the authority to transfer funds within their departmental budget; however, all budget transfers require appropriate vice chancellor and Business Office approval. [5A5]

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

As discussed in 5P1, SAUT uses a firewall to protect the campus network from outside unauthorized access. Several other measures are in place to maintain a reliable, secure and user-friendly technological infrastructure. One measure is identification of the College's key business processes and associated systems. These processes and systems are listed in the ITS Disaster Recovery Plan. This list includes descriptions of the hardware and software related to these systems. Another measure is daily and monthly data backups performed with backups being stored in secure and safe locations. The ITS Disaster Recovery Plan also details steps to be taken in the case of data loss or inability to access the critical business systems from the campus. Data recovery drills are held twice annually for critical systems to ensure that data can be retrieved in a timely and efficient manner in the case of an emergency. Lastly, a monitoring solution is used for all file servers that alerts the ITS Director when power, IP, or battery alarms are triggered. These notifications are received by the ITS Director via telephone, text and email which permits receipt of the notifications from on-campus or off-campus.

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

The College works continuously to create a physical infrastructure that is reliable, secure, and user-friendly. The DPP reports to the Chancellor and oversees and manages the physical infrastructure for all of the College's physical plant. Specifically, the DPP maintains overall systems which includes plumbing, electrical, HVAC, telephone system, grounds, motor pool, and custodial. The DPP develops and administers the College's preventive maintenance program and prepares plans for construction and renovation projects.

The College has 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 the SAUT Office of Student Services. The SAUT Police Department is staffed by fully trained and certified law enforcement officers and provides protection and enforcement for the students and employees of the College. The SAUT Police Department website offers a link to anonymously report a crime.

- *Managing risks to ensure operational stability, including emergency preparedness*

As part of the College's emergency preparedness efforts, SAUT has assigned an Emergency Planning Committee (EPC) and Emergency Response Team (ERT). The Emergency Planning Committee is chaired by the VCIT and is comprised of the Chancellor, Vice Chancellors, Director of Physical Plant, Communications Director, and Campus Police. The EPC meets quarterly and is responsible for emergency planning activities including preparation and revision of the Emergency Operations Plan (EOP) and planning emergency drills. The makeup of the ERT is the same as that of the EPC. The ERT Captain is the VCSS and co-captain is the VCFA. The ERT is responsible for providing direction in the case of an emergency event and conducting emergency drills.

Building/location captains and co-captains have been assigned by the EPC. Training for these individuals is provided by the ERT captain and co-captain. The building captains/co-captains are responsible for providing direction to the employees at their building/location in the case of an emergency event and serving as the primary point of contact for that building/location to the ERT captain and/or co-captain.

In 2011, an Emergency Procedures Booklet was developed. This booklet contains procedures for response to a variety of emergency events (i.e., fire, tornados, health emergency, active shooter, bomb threat, etc.). During fall 2011 Staff Development, every employee received an Emergency Procedures Booklet and was instructed to become familiar with the procedures contained within the booklet. Employees were also instructed to keep the booklet in his/her work area. The booklet is available in a desktop version so that employees can save a digital copy on their computer desktop. Every new employee receives an Emergency Procedures Booklet during New Employee Orientation.

In 2012, SAUT published its EOP. The plan is designed to provide a framework and guidance for coordinated response to minor emergencies, major emergencies, and disasters. Included in the appendices of the EOP are: Student Housing evacuation and emergency procedures, Counseling Crisis Plan, Pandemic Response Plan, and Library/Learning Resources Center Disaster Plan & Recovery Procedures. Each member of SAUT's ERT has a copy of the EOP. The EOP is revised annually by the EPC.

SAUT has instituted specific training requirements related to emergency preparedness. All building/location captains and co-captains are required to obtain CPR/First Aid certifications. SAUT pays the fees associated with these certifications. Building captains and co-captains, along with other key employees identified by the EPC, are required to complete National Incident Management System (NIMS) training. The ERT is also required to complete NIMS training and obtain CPR/First Aid certification. All employees are required to complete Emergency Preparedness Training each year. Upon completion of the training, employees are required to submit his/her completion certificate to the HRD. The HRD is responsible for ensuring that all employees complete this training.

5R3 Operational Effectiveness – Results

What are the results of resource management?

Several departments are audited either by external auditors or through internal processes. As noted in 5R2, the College receives annual audits from the Arkansas Division of Legislative Audit, and these audits have received an unqualified opinion for many years. The VCA completes an Academic Audit bi-annually with faculty to list and prioritize expected classroom and laboratory needs over the next five academic years. The VCA uses the audit to plan budget and appropriation needs and for potential grant opportunities.

Beginning with the FY2010 audit, the Arkansas Division of Legislative Audit conducted a review of SAUT's EOP. The results of those audits are: FY2010 – 62%; FY2011 – 96%; and FY2012 – 73%.

During the FY2013 audit, SAUT's EOP met the Arkansas Department of Information Services (DIS) requirements resulting in the College's plan being removed from the annual review schedule.

As a result of the FY2012 audit, the College received a verbal finding related to data recovery testing causing the EOP audit results to drop. Implementation of scheduled data recovery testing addressed this issue. Subsequent audits have received no comments and/or findings.

The results of the emergency preparedness employee training discussed in 5P1 are:

- CPR/First Aid Certification – 40 employees
- NIMS Certified – 63 employees

5I3 Operational Effectiveness – Improvements

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

Improvements and planned improvements as a result of 5R3 include:

- Budget Audit: As noted in 4P1, the Business implemented more rigorous internal controls. As noted in 4I4, the HRD plans to perform spot inventory audits during the year to help manage control of equipment.
- IT Audit:
 - In April 2015, a policy was developed to mitigate the risk of unauthorized access to the campus resources via wireless access. The policy was signed by the VCIT and VCFA.
 - Beginning in the spring of 2014, the College conducts data recovery testing twice annually and has not received any comments and/or findings.
 - Request DIS review of the College's EOP every five years.
- Academic Audit: In 2014, a Department of Labor grant opportunity was used to purchase a prioritized \$45,000 man-lift for the Supply Chain Management program. During the 2010 audit, the Graphic Arts program prioritized the need within five years to upgrade its software programs. The substantial cost of \$30,000 allowed the VCA to prepare budget proposals that allowed for the purchase within the five year audit plan.
- First Aid/CPR/NIMS: Continue to ensure appropriate employees receive applicable CPR/First Aid and NIMS training.

Category Six: Quality Overview

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution.

Since its admission to the AQIP accreditation pathway in 2007, the College has continued to grow its quality culture. SAUT has learned continuous quality improvement must be embedded throughout the work of the College, and it recognizes there is more work to be done at the College to accomplish this goal. A foundation for continuous quality improvement has been laid, and processes for planning, assessment, resource allocation, and administrative procedures are emerging or have been established at all levels of the College. Some processes are formal and systematic, while others are informal. The culture of evidence is steadily taking shape, and a commitment to analysis and data decision-making is progressively developing.

The College's priorities for improvement include the transition from a systematic quality culture to an aligned culture. To facilitate this transition, the College will focus on aligning strategic planning with the AQIP pathway. This alignment will bring these quality processes together. Activities and resources used in planning and accreditation will focus on similar areas and processes simultaneously which will result in increased efficiency. Aligning planning and AQIP will optimize the process for data gathering and analysis and will be the springboard for identifying future action projects.

6P1 Quality Improvement Initiatives

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

- *Selecting, deploying, and evaluating quality improvement initiatives. Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.*

SAUT practices continuous quality improvement by using data results of departmental master plans; survey results from students, staff and faculty; through issues that arise in leadership meetings that require action; and through AQIP activities such as Systems Feedback, Strategy Forums, Quality Check-up Visits, etc. From these sources, the AQIP Steering Committee decides if any of the issues presented are suitable to be addressed through an action project. Before finalization, a proposed project is checked against the College's strategic plan to determine if it is within the scope of the College's goals and objectives. If so, an Action Project team is formed and that process takes over to address the issue or idea. An example of this was the drop in enrollment for the College which resulted in the formation of a committee with representatives from the various areas of the College (student services, communications, marketing, recruitment, academics, etc.) and the vice chancellors. This group was charged with creating a plan to raise College enrollments. That process is still in place and active. As a result of actions such as these, issues will be identified that are suitable to be addressed by an AQIP project.

6R1: What are the results for continuous quality improvement initiatives?

SAUT addressed 12 Action Projects since its admission to the AQIP accreditation pathway. These projects include:

- Improving the Quality of the Concurrent Credit Program
- Institutional Improvement through Strategic Planning
- Improved Communication through Institution-Wide Decision Making
- Facilities Enhancement and Campus Appearance Improvements
- Developing Processes for Enhancing Student Communication
- Helping Students Succeed through Increased Retention

- Enabling Student Success through Learning Support and Tutoring Services
- Academic Program Review and Development to Sustain and Grow Traditional-Student and Adult-Learner Enrollment (Core Enrollment)
- Campus-Wide Cost Containment Initiative
- Creating a Climate of Data-Supported Decision Making
- Review and Revision of the Student Evaluation of Faculty Process
- Improving the Class Scheduling Process

Through AQIP Action Projects, the College has examined several systems and processes that have caused issues in the past and have targeted them for improvement. These Action Projects have afforded the College the opportunity to research new ideas with the results of the projects becoming integrated in the SAUT culture. They have served as an integral step in SAUT's quality improvement effort.

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Improvements and planned improvements as a result on 6R1 include:

- The Academic Program Review initiative is currently being piloted. This initiative will review existing academic programs and investigate new programs with the expected outcome of an array of quality programs that prepare students for high demand jobs and that meet the needs of business and industry in the College's service area.
- Lack of specific information – targets, measures, and concrete data – was one of the strategic issues in the College's 2011 Systems Portfolio. The AQIP Steering Committee has approved a data-supported decision making model. The College will begin its transition to a culture of data-supported decision making over the next 12 to 24 months.
- The Faculty Evaluation initiative is currently being piloted. This initiative will review the student evaluation of faculty evaluation process. The current process has been revised for more relevant data collection which will hopefully improve student learning. The initiative's primary focus is to provide a better suited assessment tool for measuring the quality of teaching and to provide more relevant results to the faculty.
- The AQIP Steering Committee plans to work with the AC, the College's Planning Committee. This team will review the College's strategic plan to ensure the plan has measurable goals and objectives. This team will also create a process to review all data and information available to the College and create a data-based report that identifies areas to be addressed for AQIP action projects. This team will be a key player in the follow-up evaluation of AQIP action project results in order to maintain evidence of Continuous Quality Improvement (CQI).

6P2 Culture of Quality

This process focuses on how the institution integrates continuous quality improvement into its culture.

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

SAUT has taken great strides to build a model of CQI that exists at the core of the College's culture and operations. The AQIP Steering Committee leads the College's quality initiative, and it consists of a broad based participant group focused on developing a culture of continuous quality improvement. Since its admission to the AQIP pathway, the College has reinforced the quality effort by supporting employees with quality training by attending Strategy Forums and the AQIP Workshops preceding the HLC annual conference. The College's continuous improvement and planning model was described in 4P1.

- *Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations. Ensuring the institution learns from its experiences with CQI initiatives. Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.*

SAUT is committed to and fully invested in CQI. Its culture continues to transform. Its culture today creates opportunities for employees to grow personally and professionally. SAUT has created a college-wide culture of accountability and set an expectation for internal service quality. It has launched a climate for all employees to provide focused feedback with regard to any and all of its processes and initiatives. Innovation and empowerment are encouraged at all levels. Documented evidence of the College's performance is gained through operational planning and evaluation, employee surveys, institutional reporting, and the personnel evaluation process. The College openly assesses institutional effectiveness and distributes documentation of these results. Results are objective, authentic, and pertinent to the College's performance and demonstrate a commitment to identifying areas where improvement is required. [5D1]

CQI initiatives are communicated through AQIP Blasts, postings in the OPF, employee emails, staff development presentations, and in some cases, through memos from the Chancellor. Special training sessions are scheduled for those processes requiring updating skills. The AQIP Steering Committee meets periodically to review and verify CQI compliance. [5D1, 5D2]

6R2 What are the results for continuous quality improvement to evidence a culture of quality?

This Systems Portfolio provides considerable evidence of the culture of quality permeating SAUT and its commitment to continuous improvement in order to provide educational opportunities for all of its constituents. Action projects continue to be a driving factor for continuous quality improvement and help build a culture of quality by involving employees. Through results of Conversation Day, Strategy Forums, and internal surveys, the College has developed several action projects focused on improving processes and engaging and empowering employees as project team members. Results of some action projects and employee involvement of continuous improvements are summarized below:

- The Concurrent Connection Program now exists. It provides more open and ongoing communication between College faculty and high school faculty and designates specific responsibilities for College faculty and staff.
- A College-wide strategic planning process provides a neutral framework for employees to interact and express their thoughts and opinions. The College utilized employee work groups to develop action steps to accomplish the newly developed strategic goals and aligned strategic goals to the College's budget to ultimately assist the College in achieving its identified vision.
- A new shared governance structure improved employee communication results in more effective decision-making. Employees are more knowledgeable and have developed a stronger sense of ownership in the College. Employees are encouraged to serve on committees/teams which gives them a better understanding of the College and an opportunity for involvement.
- The new Facilities Enhancement and Campus Appearance Improvement Plan allows employees to add enhancement projects to the College's proposed projects list. All employees now have the opportunity to offer ideas focused on campus enhancement.
- Students are eager to be heard and are the reason the College exists. Students can now utilize an electronic suggestion form on the College's intranet website to voice their suggestions/comments. The SAUT Student Leadership Team utilizes a monthly "student forum" which gives students the opportunity to speak openly about their concerns/suggestions.
- Both the Mentoring Program and Early Alert system are intervention techniques used to monitor student success and increase the likelihood of students returning to finish their education. Employees coordinate and unite to assist students, and individuals are developing an awareness of

students and their needs that are going beyond their departmental responsibilities. New relationships are being formed and a collaborative environment is being developed.

- The TLC, a tutoring center, is now available to all students. Faculty members spend some of their office hours in the TLC in hopes of reaching more students who need help being retained. Faculty work closely with the TLC Coordinator in order to continue the increase in retention. Faculty members see students on a daily basis and constantly stress the importance of completing classes.
- The College implemented a process for employees and students to submit cost-containment initiatives by way of the College's website. The Innovation Award has been established and will be awarded annually to an employee who suggests new ideas that will reduce costs or increase revenue. This award is intended to provide incentive for CQI initiatives in the area of cost containment.

6I2 Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Although the College has made great strides toward implementing strong processes for different aspects of the College's operations that help build and strengthen a culture of quality, others remain to be improved or developed. The College plans to strengthen its quality culture by refocusing efforts of the AC to strategic planning and quality improvement. The Council plans to work closely with the AQIP Steering Committee. The goal is to revise the strategic plan to align the plan with the AQIP cycle of review and accreditation and to link the strategic plan goals with the AQIP categories. This alignment will demonstrate the relationship between planning, continuous quality improvement, and accreditation. Alignment will improve and clarify the College's communication regarding opportunities and understanding of priorities and the decision-making process.

APPENDIX

APPENDIX A – SAUT’s 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.
- Increasing and uncertainty of health-care costs.
- Diminishing perception of the value of higher education at state and federal levels and among society as a whole.
- Shrinking population base in service area for two-year colleges affects student pool and state funding.

SAUT’S VISION

Leading Arkansas in Economic and Educational Transformation

SAUT’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 SAUT and its contributions.

SAUT’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 knowledge and skills through relevant, high-quality instruction, programs, and services.

1. Advance student achievement through relevant academic and student support services.
2. Continue to enhance the College's assessment of student learning model to improve student success.
3. Develop, evaluate, and improve services to respond to the needs of student through a variety of activities and cultural events.
4. Facilitate the transition of students from the College, either to other higher learning institutions or into the workforce.
5. Continue the development of a comprehensive institutional effectiveness program and quality academic programs by maintaining accreditation through AQIP.

GOAL #2: Access to Higher Education – To increase the College's core enrollment.

1. Examine and develop programs that are relevant to student needs and economic growth through the implementation of the Core Growth Enrollment Plan.
2. Strengthen partnerships with public schools to enhance the high school concurrent credit program.
3. Facilitate the transition of students into the College.
4. Develop strategies to address affordability and reduce financial burdens for students.
5. Continue to develop partnerships to support literacy to better prepare students to be successful in college.

GOAL #3: Resource Development, Institutional Effectiveness, and Accountability– To seek financial, physical, and human resources and efficiently manage these resources through transparency and accountability.

1. Develop and maintain a workforce of quality, diverse faculty and staff who can provide adequate support for students' at all educational levels.
2. Seek, examine, and evaluate revenue sources and provide responsible stewardship for the effective management of the College's resources.
3. Assess and identify the need for additional facilities (on and off campus), the necessity for existing facilities improvement, and the need for grounds beautification and maintenance.
4. Through evaluation of the College's internal controls and compliance with federal and state regulations, develop processes to systematically identify and manage potential and perceived risks involved in all college programs and events.

GOAL #4: 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.
2. Expand community service and education through outreach programs and cultural activities.

Appendix B – Faculty/Staff Survey as it Relates to the Institutional Values

Table 4.X - Results Related to Values: Faculty & Staff				
Measure Outcomes	2011	2012	2013	2014
Institutional Value 1. Every employee and his/her contribution to the institution				
• My job makes good use of my skills and abilities	82.24%	90.38%	90.00%	92.30%
• My ideas/concerns are given appropriate attention	62.03%	70.87%	68.12%	72.37%
• I have adequate input into planning and budgeting	41.67%	48.08%	47.83%	66.67%
Institutional Value 2. Each person served or seeking service				
• New faculty and/or staff are made to feel welcome at SAUT	80.56%	80.58%	78.57%	80.52%
• The values promoted by SAUT are highly visible within the College	51.85%	57.43%	48.57%	65.79%
• I feel SAUT is living up to expectations stated in the College's mission	50.93%	60.00%	55.71%	58.44%
• SAUT has a comprehensive approach to evaluation of its educational programs	49.07%	58.82%	61.43%	66.23%
Institutional Value 3. Personal and professional honesty and integrity				
• I have confidence in my immediate supervisor's fairness/honesty	66.67%	84.31%	75.71%	92.11%
Institutional Value 4. The trust and confidence placed in us by our constituencies				
• I feel SAUT is living up to expectations stated in the College's mission	50.93%	60.00%	55.71%	58.44%
• The Chancellor is doing a good job leading the organization	58.33%	71.57%	68.57%	76.00%
• The VC for Academics is doing a good job leading the organization	45.37%	57.84%	85.51%	75.34%
• The VC for Finance and Administration is doing a good job leading the organization	68.57%	77.45%	89.55%	83.56%
• The VC for Student Services is doing a good job leading the organization	78.70%	88.12%	88.24%	83.33%
• The VC for Technology is doing a good job leading the organization	77.78%	82.52%	83.58%	82.43%
• The VC for Extended Education is doing a good job leading the organization	75.00%	81.19%		
• The VC for Planning, Accountability, and Development is doing a good job leading the organization			84.06%	90.00%
Institutional Value 5. A caring learning environment that promotes access, scholarship, innovation, and the success of all students				
• My supervisor keeps me informed of information that impacts me	67.59%	84.62%	72.86%	88.16%
• I have taken advantage of staff/faculty development opportunities offered	81.31%	76.92%	92.75%	91.03%
• I would proudly recommend SAUT as a good place to work to friends or relatives	68.52%	76.92%	71.43%	77.92%
• The College embodies a sense of a shared community	60.19%	59.41%	53.62%	71.43%
• The values promoted by SAUT are highly visible within the College	51.85%	57.43%	48.57%	65.79%
• I feel SAUT is living up to expectations stated in the College's mission	50.93%	60.00%	55.71%	58.44%
• Support services are adequate to address and respond to the diverse needs of students	66.36%	70.30%	72.86%	71.43%
• The College adequately defines what it expects its students to know upon completion of their educational experience at SAUT	64.81%	68.63%	84.29%	73.08%
• Students at SAUT are gaining the knowledge and experiences they need to succeed in life	64.81%	75.00%	77.14%	63.16%
• My immediate supervisor keeps people well informed	60.75%	76.24%	70.00%	90.79%
Institutional Value 6. A climate that reflects a deep appreciation and acceptance of diversity				
• New faculty and/or staff are made to feel welcome at SAUT	80.56%	80.58%	78.57%	80.52%
• The College embodies a sense of a shared community	60.19%	59.41%	53.62%	71.43%
• The values promoted by SAUT are highly visible within the College	51.85%	57.43%	48.57%	65.79%
• Support services are adequate to address and respond to the diverse needs of students	66.36%	70.30%	72.86%	71.43%
Institutional Value 7. Accountability on all levels that is reflected in wise stewardship of public resources				
• My job makes good use of my skills and abilities	82.24%	90.38%	90.00%	92.30%
• My ideas/concerns are given appropriate attention	62.03%	70.87%	68.12%	72.37%
• I have adequate input into planning and budgeting	41.67%	48.08%	47.83%	66.67%
• I have taken advantage of staff/faculty development opportunities offered	81.31%	76.92%	92.75%	91.03%
• SAUT has a comprehensive approach to evaluation of its educational programs	49.07%	58.82%	61.43%	66.23%

Table 4.X - Results Related to Values: Faculty & Staff				
Measure Outcomes	2011	2012	2013	2014
• SAUT encourages participation in decision making and policy making	42.99%	48.54%	51.43%	66.23%
• The Chancellor is doing a good job leading the organization	58.33%	71.57%	68.57%	76.00%
• The VC for Academics is doing a good job leading the organization	45.37%	57.84%	85.51%	75.34%
• The VC for Finance and Administration is doing a good job leading the organization	68.57%	77.45%	89.55%	83.56%
• The VC for Student Services is doing a good job leading the organization	78.70%	88.12%	88.24%	83.33%
• The VC for Technology is doing a good job leading the organization	77.78%	82.52%	83.58%	82.43%
• The VC for Extended Education is doing a good job leading the organization	75.00%	81.19%		
• The VC for Planning, Accountability, and Development is doing a good job leading the organization			84.06%	90.00%
• My immediate supervisor is trying to improve the organization	61.68%	79.61%	80.00%	93.42%
Institutional Value 8. Collaborative and cooperative partnerships that improve the quality of life for those served				
• There is good cooperation among the members of my work group	78.70%	86.41%	88.41%	96.10%
• My ideas/concerns are given appropriate attention	62.03%	70.87%	68.12%	72.37%
• My supervisor keeps me informed of information that impacts me	67.59%	84.62%	72.86%	88.16%
• I have adequate input into planning and budgeting	41.67%	48.08%	47.83%	66.67%
• I have taken advantage of staff/faculty development opportunities offered	81.31%	76.92%	92.75%	91.03%
• The College embodies a sense of a shared community	60.19%	59.41%	53.62%	71.43%
• The values promoted by SAUT are highly visible within the College	51.85%	57.43%	48.57%	65.79%
• I feel SAUT is living up to expectations stated in the College's mission	50.93%	60.00%	55.71%	58.44%
• SAUT engages in continuous study, analysis, and appraisal of its policies and procedures	70.09%	70.87%	71.43%	76.92%
• Lines of communication are effective	39.81%	50.00%	38.57%	47.37%
• SAUT has a comprehensive approach to evaluation of its educational programs	49.07%	58.82%	61.43%	66.23%
• SAUT encourages participation in decision making and policy making	42.99%	48.54%	51.43%	66.23%
• Support services are adequate to address and respond to the diverse needs of students	66.36%	70.30%	72.86%	71.43%
• The College adequately defines what it expects its students to know upon completion of their educational experience at SAUT	64.81%	68.63%	84.29%	73.08%
• Students at SAUT are gaining the knowledge and experiences they need to succeed in life	64.81%	75.00%	77.14%	63.16%
• My immediate supervisor keeps people well informed	60.75%	76.24%	70.00%	90.79%
Institutional Value 9. Innovation and the ability to meet the changing needs of our constituencies				
• My ideas/concerns are given appropriate attention	62.03%	70.87%	68.12%	72.37%
• My supervisor keeps me informed of information that impacts me	67.59%	84.62%	72.86%	88.16%
• I have adequate input into planning and budgeting	41.67%	48.08%	47.83%	66.67%
• The values promoted by SAUT are highly visible within the College	51.85%	57.43%	48.57%	65.79%
• I feel SAUT is living up to expectations stated in the College's mission	50.93%	60.00%	55.71%	58.44%
• SAUT engages in continuous study, analysis, and appraisal of its policies and procedures	70.09%	70.87%	71.43%	76.92%
• Lines of communication are effective	39.81%	50.00%	38.57%	47.37%
• SAUT has a comprehensive approach to evaluation of its educational programs	49.07%	58.82%	61.43%	66.23%
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• Support services are adequate to address and respond to the diverse needs of students	66.36%	70.30%	72.86%	71.43%
• The College adequately defines what it expects its students to know upon completion of their educational experience at SAUT	64.81%	68.63%	84.29%	73.08%
• Students at SAUT are gaining the knowledge and experiences they need to succeed in life	64.81%	75.00%	77.14%	63.16%
• My immediate supervisor keeps people well informed	60.75%	76.24%	70.00%	90.79%
Institutional Value 10. The history of SAUT and its contributions (NA to Faculty/Staff Survey)				

Post Office Box 3499
Camden, Arkansas 71711
870.574.4500
www.sautech.edu