Systems Portfolio

Southern Arkansas University Tech

3/12/2019

1 - Helping Students Learn

1.1 - Common Learning Outcomes

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

1P1: PROCESSES

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

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

1R1: RESULTS

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

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

1I1: IMPROVEMENT

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

Responses

1P1a. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Southern Arkansas University Tech's (SAUT) common outcomes are referred to as General Education Competencies (GECs). SAUT's GECs are aligned to the College's mission, educational offerings and degree levels. The division chairs and faculty work together to determine the alignment of the GECs. Once determined, alignment of the GECs is accomplished by mapping the GECs to the applicable course outcomes, program outcomes, and strategic plan. The mapping is done using Nuventive Improve (formerly TracDat), an electronic data collection and aggregating system.

1P1b. Determining common outcomes (3.B.2, 4.B.4)

The College's Assessment Committee, composed of faculty and administrators, determines the GECs and presents recommendations to the full faculty for approval. In the spring 1999 semester, the Chancellor assigned the Assessment Committee the task of developing common outcomes for the College. During the 1999 spring and fall semesters, the Committee conducted brainstorming sessions with the faculty to generate a list of possible outcomes. The Committee then used the results of the sessions to draft the General Education Mission Statement and five GECs which were then presented to the faculty for review. The next revision to the GECs occurred in spring 2017. The GECs were reviewed and revised during that time and since then only minor, non-content revisions have been made. SAUT's General Education Mission Statement and GECs are listed here.

1P1c. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

Each SAUT course syllabus serves as the primary document to articulate the purposes, content, and level of achievement of learning outcomes to students. With respect to faculty, this articulation is also accomplished through the use of curriculum maps. Through the use of curriculum mapping, faculty identify and address academic gaps, redundancies, and misalignment for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness.

1P1d. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

SAUT's curriculum provides opportunities for all students to achieve the learning outcomes. For each associate degree program course, faculty identify course outcome(s) that contain measure(s) that assess at least one GEC. The course outcome(s) are then linked to GEC(s) in Nuventive Improve which is/are used to collect data to determine if the GECs are achieved by students. Associate degree students are also required to complete courses in English, math, social science, and computer literacy.

1P1e. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

After initial creation of the GECs, no review was conducted until the spring 2017 semester. The Assessment Committee agreed that the GECs would be reviewed at the end of each assessment cycle to ensure continued relevancy for College's programs and stakeholders. The first data collection for the revised GECs was conducted in fall 2017. The first review of the revised GECs will be done during the spring 2019 semester. Data collected via GEC assessment is used to inform this review

along with feedback from faculty. The GECs will also be reviewed by the program advisory committees during their annual meeting.

1P1f. Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

In response to feedback from the 2015 Systems Appraisal Feedback Report, SAUT opened an action project to develop a process for designing, aligning and delivering co-curricular activities to support learning. The first step in the process was to determine the mission, goals, outcomes and measures for co-curricular activities that support learning and are aligned with the College's Strategic Plan (year one of project). The alignment is documented via the Nuventive Improve system. Activities and associated measures are identified to be used to assess the established outcomes.

1P1g. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

In 2016, SAUT reviewed numerous systems that could be used to collect academic and non-academic assessment data and manage the process. The review resulted in the decision to bring TracDat (now Nuventive Improve) back online after it was deactivated due to lack of personnel to manage the system. Nuventive Improve is used to collect and report GEC assessment data. Faculty determine the measures (i.e., exams, research paper, assignments, etc.) used to assess attainment of GEC outcomes. GEC assessment results are entered into the electronic system by faculty.

1P1h. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Some data reported below covers the time frame prior to implementation the new process for assessing institutional outcomes. Under the old process of assessing institutional outcomes, the GECs were broken in two groups with one group being assessed in the fall and the other in the spring. Using feedback from instructors, the courses chosen to collect data were determined by the Vice Chancellor for Academics. There is a possibility that different courses are chosen for assessment data collection across years.

Under the revised process for institutional assessment data collection, GECs are assessed through all associate degree programs offered at the SAUT. Data is collected through the courses in each degree plan based on when the courses are typically offered on the degree plan rotation. GEC data is collected every other academic year. In the year that data is not collected, faculty review and analyze the data collected from the previous year to determine revisions, if needed, to be implemented during the next collection cycle.

Approximately six weeks before the end of the fall and spring semesters (for collection year), assignments are submitted to faculty through Nuventive Improve. Faculty enter GEC assessment results (including followup actions for results not meeting established criteria) via the assignment received. At the beginning of the following semester, assessment reports are provided to the faculty via division chairs and/or faculty leads. Identified followup actions are incorporated during the next collection cycle and results from that collection are reviewed to determine the impact of the actions. Then the assessment cycle begins again.

1R1. What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? Summary results of measures (include tables and figures when possible) / Interpretation of results and insights gained / Comparison of results with

internal targets and external benchmarks

As discussed in 1P1b above, SAUT's GECs were revised in spring 2017. Assessment of those GECs began fall 2017. The assessment results for AY16 and AY17 used the old GECs. To bring more clarity to the results, AY17 results include the applicable program(s). Prior to the AY18 assessment cycle, the Vice Chancellor for Academics identified the courses that would be used for GEC assessment each semester. The courses chosen were based on instructor feedback for which GECs were assessed for which courses. The results are available in the links below for the applicable academic year.

The target level of proficiency for GECs is set at 70%. The faculty chose this target based upon this percent being considered average.

2014-2015 - The GECs assessed for this year were: reading, speaking, computer literacy, critical thinking, and listening. The average overall proficiency for the GECs assessed was 89.5%.

2015-2016 - The GECs assessed for this year were: computer literacy, reading, speaking, critical thinking, listening, writing, historical perspective, and research. The average overall proficiency for GECs assessed during this academic year was 90%. However, in two courses the 70% standard was not met. The follow-up for these courses is included in the Fall 2015 report.

2016-2017 - The GECs assessed for this year were: reading, speaking, computer literacy, and critical thinking. The average overall proficiency for GECs assessed during this academic year was 92.95 percent with two courses not meeting proficiency for critical thinking with rates at 46% and 67%. Action plans are included in the full report at the link for this year. No GEC assessment data was collected for spring 2017.

2017-2018 - GEC assessment results are included by program. The average overall proficiency for GECs assessed during this academic year was 92 percent with two courses not meeting proficiency. Action plans are included in the applicable reports.

Students enrolled in AAS and/or AS degree programs are required to complete Mathematics, English and Social Science. These courses are part of the AA in General Education. In the areas where program courses do not assess all GECs, the remainder are picked by students by satisfying the General Education requirements for their programs.

According to the data, it appears that the proficiency level for GEC assessment has improved over the years presented. However, for AY15 thru AY17, the courses assessed varied and the GECs assessed varied. The lack of comparable comparisons makes it difficult to determine at what level students possess the knowledge, skills, and abilities at each degree level at the institution. In the early years of GEC assessment, data was not broken down by program which is another factor attributing to the inability of demonstrating at what level the College is performing by degree plan for institutional assessment.

Results for assessment of co-curricular activities are collected into Nuventive Improve at the end of each academic year (years two and three of action project). At the writing of this portfolio, the goals, outcomes and measures have been identified and linked to the strategic plan and GECs. The next step in the process is to begin data collection which will occur starting at the end of the 2018-2019 academic year.

1I1. Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

In 2016 and 2017, there was a change in leadership for the College in the areas of academics, assessment, and planning. The process for GEC data collection was revised for better overall management based on the limited number of staff available. The move was made from collecting GEC data every semester to collecting every other year during the time that course assessment data is collected. This allows for more efficient data reporting back to faculty and faculty planning and followup actions based on the data received. This new process began with the 2017-2018 academic year with the implementation of the revised GECs and will provide a better method of determining the level at which students possess the knowledge, skills, and abilities that are expected at each degree level.

A process was created that will be used for assessment of co-curricular activities. The process for collecting data for co-curricular assessment will begin with the 2018-19 academic year.

To ensure that the GECs remain relevant and aligned with student, workplace and societal needs, GECs are scheduled for review at the end of each assessment cycle by the Assessment Committee and program advisory committees beginning with the spring 2019 semester.

Faculty will be asked, using historical data, to consider increasing the target proficiency based on the levels reported. For example, if the overall proficiency is consistently 85%, the target should be raised to at least that which is in line with continuous improvement.

Complete entering GEC assessment data into Improve.

Sources

- 1P1b - Assessment Committee
- 1P1b - GECs
- 1P1b - Meeting Minutes
- 1P1c - Curriculum Map
- 1P1c - GEC Syllabus
- 1P1f - Co-curricular assessment charter
- 1P1f - Co-Curricular Assessment Plan
- 1P1g - Assessment Committee Improve Approval
- 1P1h - Assessment Assignment.pdf
- 1P2a - Program Alignment
- 1R1 - Co-Curricular Assessment_ Co-Curricular Plans
- 1R1 - GEC Assessment Results - 2014-15
- 1R1 - GEC Assessment Results - 2015-16.pdf
- 1R1 - GEC Assessment Results - 2016-17
- 1R1 - GEC Assessment Results - 2017-18
- 2018-2019 Catalog(Complete)
- 2018-2019 Catalog(Complete) (page number 50)

1.2 - Program Learning Outcomes

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

1P2: PROCESSES

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

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

1R2: RESULTS

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

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

1I2: IMPROVEMENT

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

Responses

1P2a. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the

institution (3.E.2)

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. Division chairs work with program faculty to determine the alignments. This information is then entered into Nuventive Improve.

1P2b. Determining program outcomes (4.B.4)

All technical programs have advisory committees and several professional programs such as aviation maintenance, practical nursing, and teacher education must adhere to licensing board requirements. Advisory committees are composed of faculty, administrators, and representatives of various program-related industries. These committees review program curricula, provide insights, and make recommendations for program content and appropriate means of assessing knowledge and skills of the students. Advisory committees also facilitate the faculty's ability to maintain current industry standards within their curriculum. This information is used to determine program outcomes which are ultimately approved by the Curriculum Committee. The outcomes are reviewed during the data analysis portion of the assessment cycle. This is discussed in detail in 1P2g below.

1P2c. Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

SAUT articulates the purposes, content and level of achievement of its program outcomes. Program learning outcomes are listed on the degree plans/advising sheets. The degree plans are available via the College's website on the program pages. The program outcomes are also listed on the advising sheets that are provided to students each semester during advising and registration.. The level of achievement of the outcomes are articulated through the course syllabus.

1P2d. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

SAUT continually seeks to meet the changing needs of students and society through the delivery of relevant, high-quality, instructional programs. Assurance that the outcomes remain relevant and aligned with student, workplace and societal needs are continually assessed and enhanced through the internal and external processes shown in Table 1.1.

1P2e. Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Refer to 1P1f for details of designing, aligning and delivering co-curricular activities to support learning.

1P2f. Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

In 2016, SAUT reviewed numerous systems that could be used to collect academic and non-academic assessment data and manage the process. The review resulted in the decision to bring TracDat (now Nuventive Improve) back online after it was deactivated due to lack of personnel to manage the system. Nuventive Improve is used to collect and report program assessment data. Program division chairs and faculty determine the measures (i.e., exams, research paper, hands-on activities, third-

party certifications, etc.) to be used to assess attainment of program learning outcomes. Alignment of program goals and outcomes to the college Strategic Plan, General Education Competencies (GECs) and course outcomes as well as curriculum mapping are also identified by division chairs and program faculty. This information is entered into Nuventive Improve by the division chairs with the assistance of the Office of Institutional Effectiveness & Research.

1P2g. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Program learning outcomes are assessed via the program assessment schedule and monitored to keep activities on track using a detailed program assessment schedule. Programs are broken into three groups with all program learning outcomes being assessed during assessment years. Associate degree programs are on a five-year cycle and technical certificate programs are on a four-year cycle.

1R2. What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? These results might include:

Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals).

All of SAUT's associate degrees and standalone certificate programs are assessed through the established program assessment cycle. At the writing of this portfolio, 11 of 21 programs are on schedule with the program assessment cycle as outlined in the detailed program assessment schedule.

Summary results of assessments (include tables and figures when possible) / Interpretation of assessment results and insights gained.

Reports for four of the six programs included in Group One of the program assessment cycle are linked below. Interpretation of results are included in the documents.

- AS Business Administration
- AS Education
- AS Fire Science Management
- AAS Paraprofessional Educator

Reports for three of the seven programs included in Group Two of the program assessment cycle are linked below. Interpretation of results are included in the documents.

- AAS Aviation Maintenance
- AAS Medical Office Administration
- AAS Office Management

Comparison of results with internal targets and external benchmarks

Internally, the goal for deployment of program assessment processes is that 100 percent of the programs be on schedule according to the program assessment cycle. The the present time, the deployment is 52 percent. The early stages of the new assessment process attributes greatly to this deployment rate.

1I2. Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

In 2016 and 2017, there was a change in leadership in the areas of academics, assessment, and planning. The process for program assessment was revised so that it could be better managed based on the limited human resources available. A program assessment cycle was created breaking programs into three groups and staggering the assessment activities to allow for better management of the process and a more efficient means of providing results back to faculty for data analysis and implementation of program improvements as needed.

Over the next year, rubric(s) will be developed and implemented to better assess the levels of deployment of the program assessment process.

Program goals and outcomes will be added to the web site and course syllabi for all programs.

Specific responsibility to work with faculty to get all programs on track with the assessment cycle was assigned to an employee in the institutional effectiveness and research department in fall 2018. Progress is being made to bring all programs up to the level of deployment that is required.

Sources

- 1P1b - Assessment Committee
- 1P1g - Assessment Committee Improve Approval
- 1P2a - Program Alignment
- 1P2a - SAUT Curriculum Committee Process.pdf
- 1P2b - Advisory Committees.pdf
- 1P2c - Course Syllabus.pdf
- 1P2c - Program Degree Plan
- 1P2c - Program Degree Plan - Web
- 1P2d - Table 1-1 Ensuring Relevancy
- 1P2g - Program Assessment Schedule
- 1P2g - Program Assessment Schedule - Detailed.pdf
- 1P4a - Program Advising Sheet
- 1R2 - AAS Aviation Maintenance(complete)
- 1R2 - AAS Medical Office Administration(complete)
- 1R2 - AAS Office Management(complete)
- 1R2 - AAS Paraprofessional Educator
- 1R2 - AS Business Administration(complete)
- 1R2 - AS Education(complete)
- 1R2 - AS Fire Science Management

1.3 - Academic Program Design

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

1P3: PROCESSES

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

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

1R3: RESULTS

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

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

1I3: IMPROVEMENT

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

Responses

1P3a. Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

SAUT understands the relationship between its mission and the diversity of society. One of the College's Strategic Plan goals is to "develop, evaluate, and improve services to respond to the needs of students through a variety of activities and cultural events." Another is to "develop and maintain a workforce of quality, diverse faculty and staff who can provide adequate support for students at all

educational levels." One of SAUT's value statements is "a climate that reflects a deep appreciation and acceptance of diversity." One of SAUT's common learning outcomes is to "demonstrate competency in cultural, social and civic awareness."

The primary means of identifying student stakeholder groups is by dis-aggregating student demographic data into different groups (i.e., first-generation, minority, low-income, single parent, etc.). This information is used to determine educational needs and direct students to student support services. Student educational needs are also identified by placement scores.

1P3b. Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

As mentioned above, diversity of society is important enough to SAUT that it is included in the College's Strategic Plan. Another strategic goal is to "expand community service and education through outreach programs and cultural activities." Some activities that reflect SAUT's emphasis on diversity are listed below.

Multicultural Student Association (MSA): The mission of SAUT's MSA is to support students in their scholastic endeavors through mentorship, leadership, and career development. We wish to enrich the college population by broadening the perspectives of its members while focusing on diversity awareness and the way in which it is engaged. This organization promotes respect and acceptance of all students from all cultures.

Black History Celebration: An annual community event held during the month of February where notable individuals are brought in to serve as keynote speaker focusing on the history of the Black race. Attendance at the event ranges from 500 to 600 community members. Individuals/companies/churches purchase tables and/or ads for the event. Corporate sponsors are secured to cover the speaker cost.

Tech Idol: An annual community event held during the month of February (Black History event) and hosted by the MSA.

Diversity Training: The annual mandatory employee training includes Sensitivity Awareness, Discrimination Awareness in the Workplace, and Diversity Awareness.

1P3c. Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

As a result of an AQIP action project, SAUT has put into place a process that is used for academic program development. The process is detailed in this flowchart. Improvements to academic programs are informed by feedback from advisory committees, program enrollments, graduation rates, employment data, transfer rates and program assessment results. SAUT's program review process is used to improve academic programs. Program review is discussed in detail in 1P4. The program viability review conducted by the Curriculum Committee is another method used to inform program improvement. This process is discussed in detail in 1P3e below.

Feedback from the Calhoun/Ouachita County Business and Industry Training Consortium (COBITC) is used to determine business and industry training offerings. When a request is received for a class, SAUT's Workforce Training Department works with the requesting industry(ies) to develop the curriculum, if necessary, and then sets date for the class. In order to maximize enrollment in the class, the class is advertised to other area industries. The Workforce Training department has

submitted a survey to COBITC soliciting feedback that will be used to create a workforce training schedule. This will become the process used to proactively develop a training schedule each year as opposed to waiting for feedback to be received. Surveys of this type have been a regular practice of the Workforce Training Department to determine local needs.

Program advisory committees are used 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.

Community education class offerings are developed based on perspective instructor requests and requests received from the community. Beginning with the 2019-2020 offerings, surveys will be conducted at the end of each class with results being used to determine future offerings and class improvement.

The Kidz College is in its infancy stages. Offerings are currently determined by researching the offerings of surrounding colleges. There is not a more formal process in place at this time that is used to determine these offerings and/or to evaluate the program.

1P3d. Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

The dis-aggregation of program enrollments, retention rates, and graduation rates aid in determining the tools, methods and instruments used to assess the currency and effectiveness of academic programs. This data along with additional data informed the creation of the program scoring rubric that is used in program viability review process. The program review process (refer to 1P3e) as well as feedback from local industry are also used to assess the currency and effectiveness of academic programs.

1P3e. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

SAUT reviews the viability of courses and programs, and changes or discontinues programs and courses when necessary. The Arkansas Department of Higher Education (ADHE) considers transfer programs viable when the program produces at least six graduates per year over the most recent three years. ADHE considers non-transfer programs viable when there are a minimum of four graduates per year over the same time period. SAUT considers programs viable when there are a minimum of eight graduates per year for transfer programs and a minimum of six graduates per year for all other programs over the most recent three years. Using this and other information, the Curriculum Committee conducts a review of programs for viability every three years.

The Curriculum Committee reviews programs and categorizes them as performing well; monitor/needs improvement; at risk; or discontinue. The data needed for this review is provided to the Committee by Institutional Effectiveness & Research. Using the program scoring rubric, the programs are ranked by totaling the scores from each committee member's rubrics. Programs identified as "monitor/needs improvement" and "at-risk" require that an action plan be developed by program faculty and submitted to the Curriculum Committee. A full report is provided to the Executive Cabinet who makes the final decision for program discontinuation.

1R3. What are the results for determining if programs are current and meet the needs of the

institution's diverse stakeholders? Summary results of assessments (include tables and figures when possible) / Interpretation of results and insights gained / Comparison of results with internal targets and external benchmarks

Workforce Training

At the end of each class offered through SAUT's Workforce Training department, students complete a course evaluation. All students complete the survey. The results of the evaluations for 2017 and 2018 show that students are pleased with the training received. No survey results were reported for 2015 or 2016. In 2017, new leadership took responsibility for Workforce Training at the College. It should be noted that not only were the students pleased with the training offered in 2017 and 2018, the number of individuals completing training more than doubled from 2017 (151) to 2018 (316). The number of classes offered (2015: 32 classes; 2016: 10 classes; 2017: 21 classes; and 2018: 30 classes) also increased. The decline in 2016 is directly related to the lack of leadership in the program during that time.

Program Enrollment

The attached document contains program enrollment, retention and graduation data from AY16 to AY18 for identified groups (first-generation, minority and female). Over this three-year period, the average program enrollment of first-generation students is 77.78 percent. The female and minority percentages have slightly fluctuated up and down. Continued review of this data each year will better inform the institution of whether or not the needs of this group are met and also the areas that need to be addressed to ensure the needs of these groups are met.

Employment

The 2018 Economic Security Report: Arkansas Education to Employment Outcomes for Graduates from State-Supported Institutions of Higher Education as published by the Arkansas Department of Workforce Services (ADWS) contains data concerning SAUT's program graduates. The data shown is for 2015 and 2016 graduates whose first year of employment was in 2016 and 2017 in the State of Arkansas. It is broken into three sections: Certificates of Proficiency, Technical Certificates, and Associate Degrees. The first column shows the number of graduates for the two years combined. The report then shows the percent of that group who reported their first year of employment in Arkansas for 2016 and 2017. The average salary is shown along with the percent of the group who was working full time and the average salary of those working full time. The rates at which SAUT students reported employment for their first year in 2016 and 2017 after graduating in 2015 and 2016 were: Certificate of Proficiency - 80 percent; Technical Certificates - 91 percent; and Associate Degrees - 83 percent. The program with the lowest employment rate (39 percent) in Arkansas is Aviation Maintenance. Aviation Maintenance graduates typically secure employment outside of the State which explains the low employment rate for that group. Law Enforcement and Natural Resources & Conservation are the highest rated at 95 percent and 100 percent respectively. Students enrolled in these programs are typically employed when they begin those programs. The next highest employment rate is child care provider at 95 percent with practical nursing and office management following at 93 percent. The employment rate for welding technology would be expected to be higher. However, a number of students who complete these credentials secure employment outside the State of Arkansas. This data is a good indicator that SAUT programs are meeting the needs of its diverse stakeholders.

Internal Program Viability Review

The program viability review results are provided here. This was an enlightening experience for the committee and provided valuable information to the division chairs and faculty for making more informed decisions about the future of their programs. As mentioned in 1P3e, this review is conducted for all academic programs every three years. The following actions have been taken as a result of the review.

- Delete
    - All programs recommended for deletion were approved by the Executive Cabinet and submitted to Arkansas Department of Higher Education (ADHE) for deletion.
- At Risk
    - The Medical Transcription emphasis area under the AAS in Office Management was deleted.
    - The CP in Medical Transcription was deleted
    - The Wildlife & Fisheries Enforcement emphasis area under the APS is only available to employees of Arkansas Game & Fish Commission. Classes are offered once annually. Numbers will always be low. This program will continue to be monitored.
    - The focus for the Game Design emphasis area was revised to be targeted for a specific area.
    - Supply Chain Management was revised from manufacturing focused to business focused and made a standalone AAS degree. This includes the TC and also the CP in Materials & Operations Management.
- Monitor/Needs Improvement
    - Division chairs and program faculty for programs identified as needing improvement in graduation rates have taken steps to improve the rates.
    - An instructor was hired for the Nursing Assistant program. The challenge for this program is students securing financial resources to enroll in the program since the program is not eligible to Title IV.
    - The Health Sciences degree plan was revised to add options for Practical Nursing, General Health, and Sports Science. A Public Health option is pending ADHE approval. Conversations are under way for creation of transfer agreements for these options.
    - Focused recruiting for the AS in Fire Science Management has resulted in increased enrollment in that program.
    - The name for the CP in Child Development Associate has been changed to Early Childhood Education. The CP is embedded into the AAS in Paraprofessional Educator which was revised and made a standalone degree.
    - An part-time instructor has been hired for the Engineering. This will provide the continuity needed for the program and an individual who can review the curriculum and focus on making the changes needed in order for this program to be successful.

1I3. Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

In November 2018, SAUT began a Holistic Student Supports (HSS) project through Arkansas Community Colleges with Achieving the Dream (AtD). This opportunity was provided to all community colleges through Arkansas Association of Community Colleges. AtD will provide coaching for all community colleges during this 18-month project. The HSS project was introduced to the SAUT's college community during spring 2019 convocation.   SAUT was one of five community colleges in the state to be awarded, through an request for proposal (RFP)

process, intensive coaching from AtD. Led by the HSS Redesign team, a team of working groups have been appointed to work on SAUT's project. One goal of this project is development of an intake form that will provide information on individual student needs (i.e., financial education, counseling, tutoring services, etc.). This will provide a more proactive means of meeting the educational, and other needs, of students.

All advisory committees are not active and functioning in a manner to be most beneficial for the College's stakeholders. The Academics Department is making changes to ensure that all technical programs have active advisory committees. During the spring 2018 semester, all division chairs identified advisory committee members for the technical programs and provided contact information to the Vice Chancellor for Academics & Planning. Beginning in spring 2019, advisory committees will meet as a full group for a common session and then break into groups to discuss the specific programs for those committees. Meeting minutes will be recorded. Feedback from the meetings will be used to inform program development and/or revision. Advisory committee meetings for technical programs will be held during the spring semester each year.

Using feedback from business and industry, the Workforce Education department will begin publishing a schedule of classes that will be distributed to companies. A survey to the COBITC will be used to obtain this information.

Beginning 2019-2020, a survey will be created to evaluate community education classes and determine future offerings.

The Curriculum Committee conducted its first ever review of programs for viability in spring 2017. Due to the early stages of this process, data is still limited. The next review is scheduled for spring 2020.

Sources

- 1I3 - ACC HSS Invitation
- 1I3 - Arkansas HSS Timeline
- 1I3 - HSS Convocation Announcement
- 1I3 - HSS Intensive Coaching RFP_SAUT
- 1I3 - HSS Intensive Coaching RFP_SAUT (page number 4)
- 1I3 - HSS Intensive Coaching RFP_SAUT (page number 5)
- 1I3 - Intensive Coaching Award
- 1I3 - Workforce Training Survey.pdf
- 1P2b - Advisory Committees.pdf
- 1P3b - Multicultural Student Association Constitution Bylaws
- 1P3c - AQIP Action Project
- 1P3c - COBITC Meeting Minutes
- 1P3c - Community Ed Classes.pdf
- 1P3c - Community Ed Course Proposal
- 1P3c - Community Ed Policies
- 1P3c - NewProgramDevelopment
- 1P3c - Tech Idol Flyers.pdf
- 1P3c - Workforce Ed Classes
- 1P3e - Black History Celebration.pdf

- 1P3e - COBITC Bylaws
- 1P3e - Curriculum Committee.pdf
- 1P3e - Kidz College
- 1P3e - Program Review Data
- 1P3e - Program Scoring Rubric.pdf
- 1P3e - Viability Report
- 1R3 - 2018-Arkansas-Economic-Security-Report
- 1R3 - 2018-Arkansas-Economic-Security-Report (page number 66)
- 1R3 - Program Enrollment
- 1R3 - WF Training Course Evaluation.pdf
- 6R1 - SAUT Program Review Process
- SAU Tech Strategic Plan - Spring 2015

1.4 - Academic Program Quality

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

1P4: PROCESSES

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

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

1R4: RESULTS

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

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

1I4: IMPROVEMENT

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

Responses

1P4a. Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

SAUT has processes in place to determine and communicate the preparation required of students for the specific curricula, programs, courses and learning they will pursue.

Under the leadership of the Curriculum Committee, SAUT's full-time faculty members maintain control over curriculum development, rigor and student learning outcomes. Course outcomes are

developed by full-time faculty and approved by the Curriculum Committee. Regardless to the delivery method (dual credit, online, etc.) and instructor (dual credit, adjunct, full-time), course outcomes are the same across all like courses and are listed on the syllabus for individual course sections. A syllabus template is used for development of course syllabi. SAUT uses an electronic syllabus management system (Concourse) that faculty use to create/revise course syllabi each semester. This system is linked to the College's learning management system (D2L Brightspace) and is where instructors and students access their course syllabi. The learning outcomes are provided in each syllabus template and cannot be edited by faculty. This allows for consistency across the curriculum. All instructors, including dual credit, are required to use this system to create/revise and distribute course syllabi. Instructors may also download and print course syllabi from this system and distribute to students.

Course prerequisites are determined during the program and course development process. The prerequisites are listed in the college catalog, on the course syllabus and the program degree plans/advising sheets. During advising sessions, students are also made aware of course prerequisites, and advisors ensure students have the required prerequisites prior to enrolling them in their degree coursework. An up-to-date copy of the advising sheet is provided to the student each semester at the end of the advising session.

SAUT offers programs with preparation requirements in addition to those discussed above. Those programs are: practical nursing, fire & emergency response, welding, law enforcement and wildlife and fisheries enforcement. The process for determining and communicating these requirements are discussed in detail below.

The requirements for entrance into the Practical Nursing program are determined by College faculty, with approval from the Curriculum Committee and Arkansas State Board of Nursing. These requirements are communicated to students via a brochure that is available on the College's website, mailed to prospective students and distributed during recruiting events. The nursing degree plan, Practical Nursing Application Packet, information on the TEAS test and other resources are located on the nursing webpage of the College's site. Students are also mailed applications upon request.

The SAUT Fire & Emergency Response degree program is available only to students who enroll into the Arkansas Fire Training Academy's (AFTA) rookie training school for firefighters. The AFTA is a division of SAUT. These requirements are included in a brochure and degree plan that are available on the College website and distributed to students during recruiting events and the college catalog.

The preparation requirements for acceptance into the Welding Academy of South Arkansas are determined by program faculty and approved by the Curriculum Committee. This information is included in the program brochure, welding viewbook and degree plan that are available on the College website; mailed to prospective students; and distributed during recruiting events. The requirements are also included in the college catalog.

By way of a memorandum of understanding, students who are enrolled in Arkansas Law Enforcement Training Academy's (ALETA) 13-week Basic Police Training can concurrently enroll in SAUT courses leading to completion of certificate(s) in criminal justice. This requirement is communicated via a brochure, degree plan, and college catalog all available n the College's website. Representatives from SAUT visit each basic training class to discuss this opportunity and enroll students into the classes at that time.

The Wildlife and Fisheries program is only available to employees of Arkansas Game and Fish Commission. The agreement provides for concurrent credit being award for those employees enrolled in the necessary classes through the Arkansas Game and Fish Commission Enforcement Training Center. This information is provided via a the degree plan available on the College's website and also included in the college catalog. SAUT representatives visit the site to present this opportunity to students and enroll them into classes.

1P4b. Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

A program review process is used to ensure program rigor for all modalities, locations and consortia. SAUT is required to submit a program review schedule to the Arkansas Department of Higher Education (ADHE) annually.   Through this process, all programs are reviewed every ten years with the exception of programs with specialized accreditation. Those programs are reviewed based on the applicable accrediting agency and satisfy the requirements for the ADHE review. ADHE's program review process is detailed in this flowchart. In compliance with the ADHE review, SAUT's process is detailed in this flowchart. A review of program viability is part of the ADHE process. In the College's 2015 Systems Appraisal Feedback Report, it was recommended that SAUT review programs more frequently than ADHE's ten-year requirement. As discussed in 1P3e, SAUT conducts a program viability review of all programs every three years.

SAUT's process for review of online courses is detailed in this flowchart. As a Quality Matters (QM) subscriber, SAUT uses the QM rubric and QM course review system for its review process of online courses. A review of an online course is conducted for all new courses and for courses that undergo major revisions.

The Concurrent Enrollment Program (CEP) 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 CEP 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 approved through ADHE . This agency ensures quality training and uniform standards for their respective programs.

SAUT's 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. SAUT's concurrent enrollment program (CEP) is approved by ADHE. The requirements for the approval include evaluation of SAUT's CEP.

1P4c. Awarding prior learning and transfer credits (4.A.2, 4.A.3)

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 post-secondary 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 vice chancellor for academics & planning 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 vice chancellor for academics & planning.

SAUT also has articulation agreements and policies regarding transfer of credits. 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 vice chancellor for academics & planning on an individual basis. ADHE coordinates transfer of general education credits among all Arkansas public institutions through the Arkansas Course Transfer System (ACTS).

1P4d. Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

A program seeks specialized accreditation when it is required for graduates to be employed in the field or when it enhances the employability of program graduates. Consideration is also given when it is possible for students to earn third-party credentials or certifications. The process for implementation of specialized accreditation is determined by the accrediting entity. These entities also direct the requirements for maintaining accreditation. This table summarizes the special accreditation, by program, maintained by SAUT. It also includes the requirements for maintaining accreditation.

1P4e. Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

The process to assess the level of outcomes attainment by graduates is discussed in 1P2g.

Assessment at the course level is done every other academic year. During the fall and spring semesters, course assessment data is collected for courses that would typically be offered based on the degree rotation. Results are distributed to division chairs at the beginning of the fall semester. During that academic year, results are reviewed by instructors and revisions, if needed, are made to curricula for measures not meeting criteria. The next academic year changes are implemented and the cycle begins again.

Review of course success rates is another means of assessing the level of outcomes attainment by graduates at all levels. This process is discussed in 2P2b.

SAUT receives feedback from employers during student internships that take place during the

student's last semester before graduation. Students enrolled in most of the associate of applied science degree (AAS) programs are required to complete the internship class. Students are assigned to an employer and is required to work a set number of hours during the semester as well as complete other activities associated with the class (i.e., creating a cover letter and resume, mock interviews, etc.). At the end of the internship, the employer is asked to complete a survey for the student intern which is returned to the College and used to determine the student's preparation for employment. SAUT also uses the information from the National Student Clearinghouse to determine the rate at which students transfer and subsequently enroll in a four-year university.

1P4d. Selecting the tools, methods and instruments used to assess program rigor across all modalities

The tools, methods and instruments used to assess program rigor across all modalities are selected based on the modality and/or specialized accreditation. Tools/instruments used include:

- Course assessment
- Course success rates
- Results of specialized accreditation review/visits
- Specialized accreditation licensure exam pass rates
- Third-party nationally-recognized exam pass rates
- Online course review
- Program review
- Employer evaluation of student interns

1R4. What are the results for determining the quality of academic programs?

Summary results of assessments (include tables and figures when possible) / Interpretation of results and insights gained.

Course Assessment

Course assessment data is collected for all SAUT courses bi-annually. This data is grouped by program and shows the result type (formative or summative), the student population (college or high school), modality (online or face-to-face), location (main campus, high school, etc.), and faculty type (full-time, adjunct, concurrent). A description of the measure is also included along with the criterion for success. Follow-up action must be included for any measures that do not meet the established criteria. For AY18, more than 90 percent of the measures met the established criteria.

Course Success Rates

The overall course success rate is another measure of the quality of SAUT's academic programs. From AY15 to AY18, the average course success rate increased by 2.39 percent. The average rates are: AY15-75.12 percent; AY16-74.77 percent; AY17-75.24 percent; and AY18-77.52 percent. Each of those years, Transitional Studies and Arts & Sciences have performed below the average rate. Three of those years computer-aided design performed below the average rate and business administration was below for two of the four years. Although other department rates fell below the average, transitional studies is performing from 18 percent to 39 percent lower than average. While department course success data is presented in this section, instructor-specific course success data will be used for establishment of instructor success rate goals (refer to 2P2b).

Specialized Accreditation Review/Visit Results

- SAUT's Practical Nursing Program is accredited by the Arkansas State Board of Nursing (ASBN). To ensure compliance with ASBN regulations program survey and site visits are conducted every four years. The 2014 and 2018 visits resulted in certification of continued full approval for the program. The next scheduled visit will be in 2022.

- The Federal Aviation Administration (FAA) certifies SAUT's Aviation Maintenance Program. To confirm that the program remains in compliance with FAA requirements, a minimum of two site inspections per year are to be made at the Camden and Texarkana sites. Between 2014 and 2017, one inspection was made at the Camden facility and two at the Texarkana facility. The visit resulted in no findings at the Camden facility and comments for the Texarkana facility regarding the appearance of the facility. Steps were taken to correct the identified issues. On April 16, 2016, SAUT received notification from the FAA that all concerns had been corrected.

- The curriculum for the Arkansas Fire Training Academy is certified by International Fire Service Accreditation Congress (IFSAC) and National Board of Fire Service Professional Qualifications. A summary of the reviews, along with explanations, are included in this document. Unconditional re-accreditation has been granted from all visit initial accreditation to present. The 2015 IFSAC re-accredit was granted after revision of formatting for some programs. This resulted in a six-month re-accredit that did not affect the continued instruction for those programs.

- SAUT's concurrent enrollment program (CEP) was National Alliance of Concurrent Enrollment Partnerships (NACEP) accredited from 2009 to 2016. In 2016, The College's CEP was approved by ADHE and is scheduled for renewal in 2021. Annual MOUs are completed for partner secondary schools and approved by ADHE. All MOUs have been approved to date with no findings.

- SAUT's Cosmetology program is certified by the Arkansas Department of Health. To assure compliance with the laws and rules governing the operations of the program, ADH authorized representatives shall access to the premises at any time that the school is open, The most recent visits to the school were in 2018 and 2019. Both visits went well overall. However, during the 2018 visit, the program received a written warning requiring carpet be installed in the spa area and for some of the styling chairs having rips in the seat.These findings will be addressed within six months of the visit.

Specialized Accreditation Licensure Exam Pass Rates

The ultimate measure for assessing program rigor/quality for SAUT's Practical Nursing (PN) and Aviation Maintenance programs is the rate at which students pass the national exams for these programs. In order to become a Licensed Practical Nurse (LPN), individuals are required to pass the National Council of Licensure Examination (NCLEX)-PN exam. In order to receive the Airframe & Powerplant license, students must pass the Federal Aviation Administration Airframe, General, and Powerplant exams.

- This report shows the five-year pass rate for all Practical Nursing programs in the State of Arkansas. As discussed in the 2015 Systems Portfolio, SAUT took several steps to improve its 2014 (67.8 percent) pass rate. The rate has improved each year (2015: 83.3 percent; 2016:

94.2 percent; 2017: 95.8 percent; and 2018: 95.8 percent) since implementation of the changes noted in the previous Systems Portfolio.

- The FAA exam pass rates for students enrolled in the Aviation Maintenance program at the Camden and Texarkana locations are displayed in this chart. These rates are based on the first time students sit for the exam. Subsequent attempts are not used in the FAA calculation of pass rates. In 2014 there were a total of 14 students were eligible to sit for FAA exam(s). Eleven for exam(s) with eight eventually passing. In 2015 there were 13 students eligible to sit for FAA exam(s). Of the eight students sitting for exam(s) all eight passed. In 2016 15 students were eligible to test. One tested for Powerplant and passed. In 2017 nine students were eligible to test. Of the nine students who tested, eight passed. In reviewing the 2017 second quarter exam results for Powerplant, two students attempted that exam. One student passed on their first attempt and one student failed on the first attempt but passed on the second attempt. In 2018 10 students were eligible to test. Two of the three students who tested passed. One student attempted the written exams and failed multiple times and has not attempted since. Exam fees are collected from students when they register for classes. This practice was implemented to encourage students to sit for the exams as soon after graduation as possible. The goal is that 100 percent of the students sit for the exams immediately following eligibility with 100 percent passing on the first attempt.

Third-Party Nationally Recognized Exam Pass Rates

Nationally-recognized certification exams are embedded in the Mechanical Maintenance and Welding Technology programs. These third-party exams are used as a means for assessing the quality of these programs. The results of these exams for the last six academic years are shown in this table.

Online course review

The table below provides a summary of review for online courses for AYs '15, '16, and '17. As mentioned above, a course review is initiated for a new course and when a course has major revisions. There were no reviews conducted during AY16 or AY18.

The goal of the review is that the course meet standards after first review. In 2013-2014, 50 percent of the courses review met standards after first review and 50 percent met standards after amendment. No courses that year had unmet standards/pending revisions. In 2014-15, 76 percent of the courses reviewed met standards after first review; 12 percent met standards after amendment; and 12 percent did not meet standards and are pending revisions. In 2016-17, 73 percent of the courses reviewed met standards after first review and 27 percent met standards after amendment. No courses reviewed that year did not meet standards and are pending revisions.

These reviews are considered "informal." The next step in the process is to submit courses for formal QM review. No courses have been submitted for formal review to date.

	Met First	**Met Amend**	**Unmet Pending**
2013-2014	4	4	0
2014-2015	13	2	2
2015-2016	0	0	0

2016-2017	8	3	0
2017-2018	0	0	0

Legend: Met /first = course met standards after first review; Met Amend = course met standards after amendments were made; and Unmet Pending = course did not meet standards and is pending revisions

Program Review

Review for four programs were conducted during the 2017-2018 academic year.

- AA General Education - The reviewer feedback/recommendations along with SAUT's response, including timeline, are on pages 262 to 272 of the review document.

- AS Business Administration - The reviewer feedback/recommendations along with SAUT's response, including timeline, are on pages 105 to 126 of the review document.

- AS Education - The reviewer feedback/recommendations along with SAUT's response, including timeline, are on pages 58 to 69.

- CP Child Development Associate - The reviewer feedback/recommendations along with SAUT's response, including timeline, are on pages 44 to 58.

Employer Intern Evaluation

Employer evaluations are requested for all student interns. This data represents internships for one program. The results of the evaluations are below.

Spring 2015 – 7 of the 8 employers surveyed responded.

Spring 2016 – 4 of the 4 employers surveyed responded.

Spring 2017 – 2 of the 3 employers surveyed responded.

Summer 2017 – 2 of the 3 employers surveyed responded.

Spring 2018 – 4 of the 4 employers surveyed responded.

Fall 2018 – 4 of the 4 employers surveyed responded.

The responses have always been positive about the internship program. There were not any suggestions for improvements mentioned by internship site supervisors. Based on these results, it would seem that the program has been effective in preparing students for the workplace.

The internship course was revised summer 2019 and was implemented fall 2018. As spring is typically the last semester for most students, the number of students enrolled in this course is low for fall 2018. There are 32 students enrolled in the spring 2019 course which is the first semester for the revised course.

Comparison of results with internal targets and external benchmarks

The minimum exam pass rate required by Arkansas State Board of Nursing (ASBN) is 75 percent. SAUT's PN program pass rate for 2018 is 95.8 percent which is above the average for Arkansas (90.5 percent) and national (85.4 percent). The rate is also above the minimum required ASBN rate. Nine programs in the State of Arkansas have rates of 100 percent. This is an attainable goal that has been set for SAUT's program.

Page two of this document compares SAUT's FAA two-year accumulative average exam pass rates to the national rates for the same time period in these charts. The first chart represents the Camden site and the second chart represents the Texarkana site. This excerpt for FAA regulations defines "maintenance quality of instruction" for aviation maintenance technical schools as well as an explanation for calculation of the percentages for school norm versus national norm.. A review of the FAA data revealed that in the fourth quarter for 2014 the number of applicants column listed six applicants with the school norm being 67 percent. In the first quarter of 2015, only five applicant are listed and school norm is 60 percent. There appears to be an error in the report. In the second quarter of 2015 the report shows what three students took and passed the exam raising the school norm to 75 percent. The primary factor contributing to students failure to pass exam(s) on the first attempt is the time that passes between completion of the required curriculum and when the student takes the exam. Although the fee is collected at the time the students enrolled in classes, students are still not sitting for the exam in a timely manner. The faculty lead has been more proactive in encouraging students to take the exam as soon after completion of curriculum as possible.

1I4. Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

State mandate requires that institutions of higher learning offering dual credit courses be approved by ADHE or be accredited by NACEP. SAUT is currently approved by ADHE and seeking re-accreditation by NACEP which provides more structured and detailed evaluation of concurrent enrollment programs.

The transfer rate for SAUT students is collected only for preparation of program review self-studies. Beginning with AY20, the Institutional Effectiveness & Research office will provide this information to the Vice Chancellor for Academics & Planning annually. The recent purchase of Student Tracker Premium from National Student Clearinghouse allows for a more streamlined process for obtaining student transfer information. At the present time, a file must be uploaded for each inquiry. Student Tracker Premium will allow for one file upload triggering the system to track the students in that file for up to eight years without the need of uploading the file again.

Carpet will be installed in the spa area in the Cosmetology classroom and ripped styling chairs will be replaced.

In summer 2018, a common internship course was developed that is a degree requirement for most AAS degrees. This change will provide a standard for student internships resulting in more feedback from employers relating to the quality of these programs.

To date no online courses have been submitted for formal QM review. Beginning fall 2019, courses that have successfully completed the internal, informal review will be submitted for formal review.

In order to have a better comparison of course assessment results across modalities, locations, consortia and dual-credit programs, instructors will be working to establish common measures to be used to assess individual course outcomes.

Beginning fall 2019, instructors will establish course success goals. This data will be used to improve the overall course success, thereby improving retention, completion and persistence rates. The Transitional Math faculty will also be reviewing and revising the math courses with the goal of improving success rates in those courses.

Sources

- 14R - FAA Review
- 1P2a - SAUT Curriculum Committee Process.pdf
- 1P4a - AGF Agreement
- 1P4a - ALETA MOU
- 1P4a - Fire Science Brochure
- 1P4a - Fire_Emergency Response Degree Plan
- 1P4a - Law Enforcement Brochure
- 1P4a - Law Enforcement Degree Plan
- 1P4A - PN Application Packet
- 1P4a - PN Brochure
- 1P4a - PN Degree Plan
- 1P4a - Program Advising Sheet
- 1P4a - Program Degree Plan
- 1P4a - SAUT Syllabus Template
- 1P4a - Welding Brochure
- 1P4a - Welding Degree Plan
- 1p4a - Wildlife_Fisheries Degree Plan
- 1P4b - ADHE Existing Academic Programs flowchart
- 1P4b - CEP Manuals
- 1P4b - OnlineCourseReviewProcess.pdf
- 1P4b -SAUT Program Review Schedule - 2018
- 1P4c - ACTS
- 1P4d - Specialized Accreditations
- 1P4e - Course Assessment - Gen Ed - 2017-18
- 1P4e - Course Success Rate Report.pdf
- 1P4e - Internship Evaluation and Assessment Form
- 1R4 - ADH Visit - 01-24-18
- 1R4 - ADH Visit - 02-13-19
- 1R4 - ADHE CEP Certification
- 1R4 - AFTA Accreditation History
- 1R4 - Aviation Air Certificates
- 1R4 - Cosmetology School Certification
- 1R4 - Course Assessment Results
- 1R4 - FAA Exam Pass Rates Report.pdf
- 1R4 - FAA Exam Pass Rates Report.pdf (page number 2)
- 1R4 - FAA Regulations
- 1R4 - FAA Regulations (page number 2)
- 1R4 - IFSAC Certificate
- 1R4 - NACEP Accreditation Certificate
- 1R4 - NCLEX.PN-5YR-2018 Fiscal Year
- 1R4 - PN Accreditation

- 1R4 - PN Certificate
- 1R4 - Pro Board Certificate
- 1R4 - Program Review(AA Gen Ed)
- 1R4 - Program Review(AA Gen Ed) (page number 262)
- 1R4 - Program Review(AS Bus Admin)
- 1R4 - Program Review(AS Bus Admin) (page number 105)
- 1R4 - Program Review(AS Education)
- 1R4 - Program Review(AS Education) (page number 58)
- 1R4 - Program Review(CP CDA)
- 1R4 - Program Review(CP CDA) (page number 44)
- 1R4 - Third-Party Exam Results.pdf
- 2018-2019 Catalog(Complete)
- 2018-2019 Catalog(Complete) (page number 15)
- 2018-2019 Catalog(Complete) (page number 43)
- 2018-2019 Catalog(Complete) (page number 44)
- 2018-2019 Catalog(Complete) (page number 47)
- 2018-2019 Catalog(Complete) (page number 73)
- 2018-2019 Catalog(Complete) (page number 109)
- 2018-2019 Catalog(Complete) (page number 110)
- 2018-2019 Catalog(Complete) (page number 114)
- 2018-2019 Catalog(Complete) (page number 126)
- 2P1e - University Transfer Agreements
- 6R1 - SAUT Program Review Process

1.5 - Academic Integrity

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

1P5: PROCESSES

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

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

1R5: RESULTS

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

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

1I5: IMPROVEMENT

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

Responses

1P5a. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

Southern Arkansas University Tech (SAUT) is not a research institution nor does its faculty have tenure. Therefore, there is no process in place to address integrity of research. SAUT does, however, promote freedom of expression and integrity as evidenced it is value statements #3 and #5 and Strategic Goal #1.

The College's guidelines for academic freedom 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. In addition to academic freedom, 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.

During new employee orientation, instructors are provided a copy of the faculty manual and sign acknowledging receipt and responsibility of reading and understanding the content of the manual.

The student handbook outlines student rights, freedoms, and responsibilities.

1P5b. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

The college catalog and course syllabi describe 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 Vice Chancellor for Academics & Planning is responsible for processing all matters pertaining to academic misconduct, including honor code violations. 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. The student conduct policy in the student handbook also addresses practices related to ethical learning.

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.

1P5c. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

SAUT is not a research institution nor does its faculty have tenure. Therefore, there is no process in place to address ethical research practices for faculty. However, the faculty manual outlines academic responsibilities which include ethical teaching. 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.

During new employee orientation, instructors are provided a copy of the faculty manual and sign acknowledging receipt and responsibility of reading and understanding the content of the manual.

1P5d. Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Technology is used to assist in monitoring resource use and ensuring ethical academic practices. The Vice Chancellor for Student Services tracks student misconduct incidents. Some instructors track this information. Beginning with the spring 2019 semester, instructors will report student misconduct

incidents on the End Of Semester Checkout List.

1R5. What are the results for determining the quality of academic integrity?

Summary results of measures / Interpretation of results and insights gained.

The table below shows the number and category of student misconduct incidents for the past three years. Collecting and reviewing this information allows for determination of a pattern and/or reviewing systems/processes that can be revised and/or implemented to reduce incidents of this nature.

As mentioned above, all instructors do not currently record/report student misconduct incidents. All of the threatening/concerning behavior incidents were reported by the Vice Chancellor for Student Services. Although Turnitin is available for use by faculty to check papers for plagiarism, the intentional and unintentional plagiarism incidents were reported by two instructors. Prior to 2016-2017, SAUT used a different system for this purpose. This system is no longer used and could not be accessed to report plagiarism incidents explaining why there is no data for AY16. This preliminary data could indicate a need to provide students with additional support in proper citation and other activities that will reduce the number of incidents of plagiarism.

The number of incidents classified as Threatening/Concerning Behavior were classified in this category as they were either threats made by a student against another student that were reported, a physical altercation between two students, or suicidal concerns. As a result, security cameras have been added so that campus police can now monitor and respond more timely. The cameras also provide for accurate accounts of the situation. Number of situations also provide insight as to programming that can be provided to the student body through various means that address these issues. The data can assist in pinpointing where these events occur the most and under what supervision.

Activity	2015-2016	2016-2017	2017-2018
Academic Integrity	0	0	0
Cheating	0	0	0
Intentional Plagiarism	0	8	10
Unintentional Plagiarism	0	6	6
Threatening/Concerning Behavior	6	11	7

1I5. Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Beginning with the spring 2019 semester, student misconduct incidents will be reported by instructors on the End of Semester Checkout List.

Sources

- 1P4a - SAUT Syllabus Template
- 1P4a - SAUT Syllabus Template (page number 3)

- 1P5b - Plagarisim Check Syllabus
- 1P5b - Plagarisim Check Syllabus (page number 4)
- 1P5b - Plagarisim Check Syllabus (page number 5)
- 1P5c - Receipt of Faculty Manual
- 1P5c - Receipt of Faculty Manual (page number 2)
- 1P5d - End of Semester Checkout List
- 2018-2019 Catalog(Complete)
- 2018-2019 Catalog(Complete) (page number 47)
- 2018-2019 Catalog(Complete) (page number 48)
- Faculty Manual
- Faculty Manual (page number 9)
- Faculty Manual (page number 24)
- SAU Tech 2018-19 Student Handbook
- SAU Tech 2018-19 Student Handbook (page number 40)
- SAU Tech 2018-19 Student Handbook (page number 41)
- SAU Tech Strategic Plan - Spring 2015
- SAU Tech Strategic Plan - Spring 2015 (page number 2)

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

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

2P1: PROCESSES

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

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

2R1: RESULTS

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

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

2I1: IMPROVEMENT

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

Responses

2P1a. Identifying under prepared and at-risk students, and determining their academic support needs (3.D.1)

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 certain college-level courses. To assist students wishing to take the ACCUPLACER for placement purposes, the Testing Center provides test preparation software. Students can take the ACCUPLACER exam as many times as they would like in order to help them achieve a satisfactory score.

In addition to placement scores, a readiness assessment is used to determine student academic support needs. During Student Success I, all students are required to complete this assessment. The SmarterMeasure Learning Readiness Indicator is a web-based assessment which measures a learner's readiness for succeeding in an online and/or technology-rich learning program based on non-cognitive indicators of success. SmarterMeasure indicates the degree to which an individual student possesses attributes, skills, and knowledge that contribute to success in learning. All seven components of SmarterMeasure are grounded in theoretical research and practice. The seven components of SmarterMeasure are:

- Individual Attributes – motivation, procrastination, willingness to ask for help, etc.
- Life Factors – Availability of time, support from family and employers, finances, etc.
- Learning styles – Based on the multiple intelligences model
- Technical Competency – Skills with using technology
- Technical Knowledge – Knowledge of technology terms
- On-screen Reading Rate and Recall
- Typing Speed and Accuracy

Although this assessment is designed to assess students' readiness for succeeding in online programs, it has proven to be a valuable resource for identifying student academic and non-academic needs. This assessment tool was implemented fall 2018. Therefore, data is limited at this time.

2P1b. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

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.

In the summer, the College invites prospective students to attend Student Orientation and Registration (SOAR). SOAR consists of a series of sessions designed to facilitate the student's transition from high school or another college to Southern Arkansas University Tech (SAUT). In addition to attending SOAR, first-time entering freshmen are required to enroll in Student Success. This series of three courses include time management, study skills, resume preparation, student search for applications for jobs they would be interested in applying for in the future and other topics that are useful in helping students successfully complete courses and programs. During Student Success, students are also reminded to make advising appointments to set their schedule for the upcoming semester.

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; the Student Success, Retention and Placement Coordinator; and appropriate advisor. The student is then contacted to determine if something can be done to help the student resolve the issue that prompted the early alert. The advisor and/or Student Success, Retention and Placement Coordinator informs the instructor of the contact and the student response, if any.

During the fall 2018 semester, SAUT began a project through Achieving the Dream. The details of this project are discussed in 1I3. One of the action items for this project is the creation of an intake form to be used to identify student needs.

2P1c. Ensuring faculty are available for student inquiry (3.C.5)

The Faculty Manual prescribes responsibilities of full-time faculty members which includes work and office hours. 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. Instructors must post, outside of their offices, a schedule of their class and office hours. Faculty office hours are also posted in the College's electronic system (UPswing) used to schedule and receive tutoring services.

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. Advisors consult with faculty members regarding degree program content and when registering students into classes.

2P1d. Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

The learning support needs of students are determined based on the demographic makeup of the College's student population, feedback from students via the Student Opinion Survey, and feedback from faculty via requests for instructional support. Learning support needs for faculty are determined by budget requests which includes, but is not limited to, materials, supplies, travel for professional development, classroom and laboratory space, and technology. Faculty needs that arise outside of the budgeting cycle are addressed by the Vice Chancellor for Academics & Planning.

Face-to-face and online tutoring services are available for students. The Rocket Success

Center/Library houses professional and peer tutors who provide face-to-face tutoring services for students. Online tutoring is available and is provided by SAUT tutors or an Upswing coach. Tutoring services are scheduled by students via the College's electronic system (Upswing). The schedules for the tutors are posted in Upswing so that students know when tutors are available. Walk-in tutoring is provided as well. All tutoring services are logged into Upswing. Students are able to complete a survey at the end of each session to provide feedback on the service received. Tutors are required to enter followup information at the end of each session as well.

Advising is centralized in the Enrollment Services department. This service is discussed in detail in 2P1b above.

The tutoring center and library were combined in one facility beginning spring 2018 and named the SAU Tech Rocket Success Center. This arrangement has allowed students access to tutoring and library services under one roof. The Center is equipped with computers, a private room for group tutoring, partitioned study cubicles, bean bag chairs, couches, tables and chairs, etc. Research materials provided for students in the Center are based on instructor requests and Center staff recommendations. Each fall semester a Tutor Expo is held whereby instructors are invited to bring their students, by class, to the center for a tour and an opportunity to set up their accounts in Upswing. An Upswing demonstration is conducted and refreshments are provided.

The initiation of a registered nurse (RN) program resulted in an increase in enrollment for the science classes (Human Anatomy & Physiology, Biology, and Chemistry for Nurses). As a result, renovation of space was undertaken to create a science lab. This renovation, along with purchasing equipment for the lab, was led by the College's full-time science instructor. Classes are scheduled in the lab to allow use across the sciences offered by the college. Additional space was also renovated to construct a new classroom/lab for the RN program. The Allied Health Coordinator and faculty led this project, including the purchase of classroom equipment and supplies for the program.

2P1e. Determining new student groups to target for educational offerings and services.

The process for determining new student groups to target for education offerings and services is discussed in detail in 1P3a. In addition to that process, the concurrent enrollment program (CEP) and business and industry training program (1P3c) provide additional avenues for determining educational offerings and services. As a part of the Southern Arkansas University System, transfer agreements are in place to allow ease of transfer for students interested in that option. Transfer agreements are in place with other four-universities across the state and in other states. SAUT works with four-year universities to determine programs for which transfer agreements are sought after by SAUT students and to provide an opportunity for students who complete an associate of applied science degree to obtain a four-year degree.

2P1f. 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 via the College's

MyCollege portal. The Executive Cabinet is notified by email of students' suggestions/concerns via the electronic "How are we doing?" form. During their meetings, the members of the Executive Cabinet 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 Executive Cabinet or until the issue is resolved.

2P1g. Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

SAUT supports student subgroups with distinctive needs. Some of these groups include senior citizens, students with disabilities, distance learners, and military veterans. During the admissions and registration process, most of these subgroups are identified. Another subgroup identified and supported by SAUT are those individuals receiving services through the College's Adult Education Center.

Students with disabilities are required to self-identify to the Disability Services Office within the first two weeks of the semester. This direction is provided to students in the college catalog. Information pertaining to disability services is provided in the student handbook. Students are also referred to Disability Services by employees and faculty when the student indicates that he/she may need such services. Support is provided for these students based on required accommodations. Student names are sent to all of the students' instructors. This information includes the accommodations that are to be provided for the student. Instructors work with Disability Services to adhere to the stated accommodations.

Military veterans are identified during the admissions/financial aid process. The newly-formed Veterans Committee makes recommendations to college administration on behalf of veteran students. The committee is in the process of taking steps to become listed as an official SAUT committee. During the spring 2018 semester, SAUT opened a veterans lounge equipped with a computer, couches, refrigerator, microwave oven, etc. to provide a place for veterans to gather.

Individuals 60 years of age and older are afforded a senior waiver that covers tuition and mandatory fees. This benefit is discussed in the college catalog. These individuals are identified during the admissions and registration process and have access to all services as other students. Additional services are provided as identified by individuals in this group.

During the admissions and registration process, online students are identified. Online students are provided access to the same services (i.e., online admissions and registration, tutoring services, Bookstore, Financial Aid, billing and payment services, etc.) as students attending face-to-face classes. There are links to these services inside of each online class. In addition, first-time online students are required to take a course (Learning Strategies) that teaches them how to use SAUT's learning management system (D2L Brightspace). Advisors provide students with a copy of the document informing them of this requirement when they register for classes. This information is also available in the MyCollege portal.

Adult education students with specific needs self-identify during the intake/orientation process. The intake application gathers data such as race, age, ethnicity, educational level, employment status, disability (learning and physical disabilities), and barriers such as basic skills deficient, cultural barriers, economic disadvantaged, English Language Learners, Ex-Offender, Homeless, low literacy levels, single parents, public assistance, etc. During the orientation process, barriers are identified and students are referred to partner agencies to receive services that address the barriers. For

example, students who have a disability can be referred to Arkansas Rehabilitation Services for employment and transportation assistance. Students who fall within the age range of 16-24, are referred to Title I Out of school youth program to receive services such as work experience, transportation, and daycare. Students who are unemployed are referred to Arkansas Department of Workforce Services to receive assistance with employment. The program also has a written ADA process in place in the event a student is assumed to have a learning disability. (see ADA process). For students with disabilities, accommodations are available. These accommodations include extra time, scribe, private room, and reader. Assistance is provided to students to help them complete the necessary forms required for accommodations.

2P1h. Deploying non-academic support services to help students be successful (3.D.2)

During the fall semester 2018, SAUT began a project with the Achieving a Dream initiative (refer to 1I3 for details of this project). One of the outcomes of this project will be implementation of the use of an intake form. This form will be used to collect information from students that will inform student academic and non-academic support needs with the information being used to proactively ensure deployment of the support services at times during the student's college career when they are needed most. This table provides a description of the services deployed to assist students with non-academic support.

2P1i. Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

Non-academic support services are facilitated by staff who have earned the credentials required to provide the identified services. The process for recruiting, hiring and orienting that results in staff and administrators who possess the required qualification and skills is detailed in 3P1a. SAUT Counselors are required to have earned a minimum of a Master's degree in Counseling or closely related educational field; have five years high school and/or college experience; and pass background check. Preferred qualifications include, supervisory experience; experience in budget management; and licensed professional counselor. Currently, the counselor is an LPC and is required to earn 24 hours of continuing education every two years and pay a renewal fee every two years to maintain her license. Advisors are required to have at minimum a Bachelor's degree with preference given for a Master's degree in counseling or student affairs; and/or hold certified high school counselor certification or be a licensed practical counselor; and/or higher education work experience in related fields. The student life director is a masters-preferred position. The support staff are associate degree positions. Current staff meet and/or exceed these qualifications.

In addition to holding the required credentials, staff training is supported through the Human Resources Department with specified training required during the fall and spring semesters. Examples of this training include, Sexual Violence Awareness; Child Abuse: Mandatory Reporting; and Sexual Harassment Training. Additional training is encouraged and supported with college funding. Many staff have been involved in outside professional development organizations, including Arkansas Counseling Association, ArkAHEAD (disability), and Arkansas Collegiate Testing Association.

2P1j. Communicating the availability of non-academic support services (3.D.2)

SAUT communicates the availability of non-academic support services to its students using various methods. The methods are listed in this table.

2P1k. Selecting the tools, methods and instruments to assess student needs

At the present time, students' academic needs are assessed by placement scores and results of the SmarterMeasure readiness assessment. There is no process currently in place to identify non-academic needs (e.g., money management, time management, etc.). The College provides non-academic services that are available to all students and communicates the services to students using a variety of methods. SAUT's Achieving the Dream initiative (refer to 1I3 for details) will result in creation of an intake form that will provide the College with direct feedback from students for individual needs.

2P1l. Assessing the degree to which student needs are met

Overall, a Student Satisfaction Survey is conducted annually that includes questions that provides information on the degree to which student needs are being met.

A log is maintained for the food pantry. This information is used to determine to what degree that service is being used by students.

Students requesting disability accommodations are tracked to ensure that accommodations are provided as requested.

A log is maintained of students provided assistance through the Student Benevolence Fund.

Students who receive tutoring services are tracked to determine success in the class(es) for which they receive tutoring.

Adult Education services are evaluated to determine if the needs of that special group are being met.

2R1. What are the results for determining if current and prospective students' needs are being met? Summary results of measures (include tables and figures when possible) / Interpretation of results and insights gained / Comparison of results with internal targets and external benchmarks.

Student Satisfaction Survey

The attached document contains the fall 2014, fall 2015, spring 2016, fall 2016, and fall 2018 results of the student satisfaction survey. The population surveyed and response rates are included in the survey results. The name of this survey has changed over time and is now referred to as Student Satisfaction Survey. This survey is typically conducted during the fall semester each year. In random spring semesters the survey is conducted using a random sampling of students. The response rate for this survey is less than satisfactory. The length of the survey (24 pages) is likely a major contributing factor to the low response rates. A shorter survey would likely improve the response rate. The results of this survey are distributed to the managers of the departments assessed in the survey to be used as a means of ensuring student needs are being met.

Extracurricular activities was one of the lowest rated (#30) services for the fall 2014 and fall 2015 surveys. The rating for this service increased from 3.71 in fall 2014 to 4.01 in fall 2015. The College solicits feedback from students continually in order to increase and improve activities. The Director of Student Life solicits feedback from the Student Leadership organization during the preparation of the activities calendar each year. In fall 2014, students voice in policies (#29) was rated 3.86. The Student Leadership organization and Chancellor's Brown Bag Lunch with students

led to improvement of that rating for fall 2015 to 4.16. In fall 2015, the rating for food services ranked that service at #28. However, that rating was 4.10 with the average rating for all services that semester being 4.27.

Beginning with the spring 2016, the survey instrument was revised. With that revision came a dramatic decline in the response rate. Although the rate was dismal, some of the data was telling. The rating for housing increased from 3.71 for spring 2016 to 4.25 for fall 2018. A new housing unit was opened for the beginning of the fall 2018 semester. The rating for student life took a dip to 3,.96 for spring 2016 but increased to 4.50 for fall 2018. The involvement of the Student Leadership organization in extracurricular activity planning and participation continues to show improvement in that area.

Student Benevolence Fund

Based on the table below, all requests made through the Student Benevolence Fund have been approved. As mentioned in 2P1j above, students are made aware of this service by word-of-mouth by employees. There is an opportunity to better communicate this service which would likely increase the number of requests received and serve more students in need of such service.

Year	# Requests Received	# Requests Granted
2015-2016	5	5
2016-2017	5	5
2017-2018	3	3

Food Pantry

SAUT's food pantry opened officially in November 2017. In the two years prior to partnering with Arkansas Food Bank, the food pantry was stocked depending solely on donations from SAUT employees. In AY 2016, approximately 50 individuals were served and in AY17 approximately 100 individuals were served. In AY18, after the official opening of the food bank, 380 individuals were served. To date, everyone requesting service has been accommodated. This service has proven to be an asset to SAUT's students as well as faculty and staff.

Disability Accommodations

The table below shows the number of disability requests received and granted for the last three years. All requests received were granted indicating the needs of the students requesting this service are being met. The number of requests received have almost doubled over the three-year period. Some factors attributing to this increase include: The College's changing student population; disability services are clearly communicated; the relationships with the special education departments at area secondary schools have improved; and the work of a project called Arkansas Promise. Arkansas Promise is a research project open, at time of enrollment, to youth ages 14 to 16 who currently receive SSI benefits. For 1,000 youth, Promise will provide additional services to youth and their families to support their education and career goals. Services include: intensive case management, two paid competitive work experiences, education and employment training and support for youth and families, health and wellness training, and benefits counseling.

Year	# of Requests Rec'd	# of Requests Granted

2015-2016	23	23
2016-2017	40	40
2017-2018	42	42

Tutoring Services

The results for tutoring services are limited at this time. The recent implementation of a new system for tracking these activities will make data more readily available. Data is available for AY18 only. The results depict the success rates of tutored students by course for Academic Year 2017-2018. The last column of the spreadsheet shows the percent of tutored students who completed the course without withdrawing. Overall, tutored students were approximately 70% successful in those courses where they received tutoring; failed about 22%; and withdrew about 8% of the time. The 92% completion rate exceeds the overall completion rate of courses during the same time frame as this data.

As the limited data available shows that students who receive tutoring successfully complete courses at a higher rate than students who do not get tutored, the goal is to increase the number the number of students who take advantage of tutoring service. The Center director will continue to host the Tutor Expo event each fall and encourage promotion of the Center by the faculty and staff to the students.

Adult Education Services

The demographic makeup of individuals served through SAUT's Adult Education Center for the most recent two academic years are detailed in this document. Referrals for disability services are shown on page four.

In AY19, 48.53% of the students served were Black/African American; 48.53% were white; 55% female; 45% male; and 92.15% ranged from 16 to 54 years of age with the largest percent of that group 25 to 44 years old. The entering educational functioning level for 71% of this group is second and third grade.

In AY18, 42.30% of the students served were Black/African American; 54.38% were white; 50.45% were female; 49.55% were male; and 94.26% ranged from 16 to 54 years of age with the largest percent of that group 25-54 years old. The entering education functioning level for 76.55% of this group is fourth to sixth grade.

Thirteen students served during this time frame were referred to Arkansas Rehabilitation Services; 98 were referred to Department of Workforce Services for employment service; and 13 were referred to Title I-Out of School Youth Program.

Additional longitudinal data will reveal a more clear picture of the students served through this program and how the needs of this distinct group are being met.

2I1. Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Addition of Upswing (Fall 2017) to provide online tutoring services and track students who use the service.

Creation of intake form through Achieving a Dream project. Refer to 1I3 for details..

Implement a process for providing SmarterMeasure Readiness Assessment results to faculty to identify non-academic challenges that may affect students' success.

Review and revise the Student Opinion Survey instrument to make it shorter. The goal of the change is to increase the response rate.

Sources

- 1P4a - SAUT Syllabus Template
- 1P4e - Course Success Rate Report.pdf
- 2018-2019 Catalog(Complete)
- 2018-2019 Catalog(Complete) (page number 9)
- 2018-2019 Catalog(Complete) (page number 14)
- 2018-2019 Catalog(Complete) (page number 42)
- 2P1a - Placement Policy
- 2P1b - Advising
- 2P1b - EAR
- 2P1b - Military Friendly Web Site
- 2P1b - SOAR
- 2P1b - Student Success
- 2P1c - Upswing Instructor Hours
- 2P1d - RN Approval
- 2P1d - SAUTStudentSurveySatisfaction - Questionnaire
- 2P1d - Success Center_Library
- 2P1d - Tutoring
- 2P1e - University Transfer Agreements
- 2p1f - MyCollege Student Suggestion Link
- 2P1g - Adult Ed ADA Process
- 2P1g - Adult Ed Intake Form
- 2P1g - Brightspace Login Letter
- 2P1g - Brightspace MyCollege Page
- 2P1g - Disability Accommodation
- 2P1g - Learning Strategies
- 2P1g - Online Student Supports
- 2P1g - Veterans Committee Meeting Minutes
- 2P1g - Veterans Lounge
- 2p1h - Deploying Non-Academic Services.pdf
- 2P1i - Advisor Job Description
- 2P1i - Counselor Job Description
- 2P1i - Student Life Job Description
- 2p1j - Communicating Non-Academic Services
- 2P1l - Food Pantry Log Sheet
- 2R1 - Adult Ed Demographics
- 2R1 - Adult Ed Demographics (page number 4)
- 2R1 - Adult Ed Results
- 2R1 - Student Satisfaction Survey F14_F15

- 2R1 - Student Satisfaction Survey SP16_F16_F18
- 2R1 - Tutoring Services Data.pdf
- Budget Request Form 2019-2020
- Faculty Manual
- Faculty Manual (page number 11)
- SAU Tech 2018-19 Student Handbook
- SAU Tech 2018-19 Student Handbook (page number 20)

2.2 - Retention, Persistence, and Completion

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

2P2: PROCESSES

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

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

2R2: RESULTS

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

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

2I2: IMPROVEMENT

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

Responses

2P2a. Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

Southern Arkansas University Tech's (SAUT) definitions for retention, persistence and completion follow.

RETENTION: a measure of the rate at which students persist in their educational programs, expressed as a percentage. Retention at SAUT is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enroll or successfully completed their program by the current fall. (Lydia Voight, November 2008)

PERSISTENCE: the enrollment headcount of any cohort of students to its headcount on its initial official census date with the goal of measuring the number of students who persist term to term and to completion. Persistence includes being enrolled at a different institution from the one where the student initially enrolled for the subsequent fall semester during the first and second year.

PROGRESSION: the rate at which a cohort participates in any activity that correlates with persistence. Progression measures at this institution consist of the following:

- Course completion rates;
- Success rates of students on academic probation;
- Success rates of students on Financial Aid warning or suspension; and
- Comparisons of academic credit hours attempted versus academic credit hours earned.

Progression ensures that students demonstrate the skills and competencies needed to complete their academic program and continue successfully towards completion.

COMPLETION/GRADUATION: the outcome of how many students in a cohort complete and/or graduate from the institution. This will be measured in three (3) phases based on the time required to complete the credential and/or degree. The three (3) phases are:

- *PHASE I*: Students who complete and graduate within one hundred percent (100%) of the credential/degree time requirements;
- *PHASE II*: Students who complete and graduate within one hundred fifty percent (150%) of the credential/degree time requirements; and
- *PHASE III*: Students who complete and graduate within two hundred percent (200%) of the credential/degree time requirements.

Additionally, SAUT takes into consideration the enrollment intensity of the student when calculating completions as well as the Integrated Postsecondary Educational Data Systems (IPEDS) Outcomes Measures, Graduation Rate, 200 percent Graduation Rate, and Fall Enrollment survey components.

SAUT's process for collecting student retention, persistence, and completion data begins with the admission personnel entering enrollment information into the College's student information system (Jenzabar PX). Responsibilities for the director of institutional effectiveness & research include extracting student data from the Jenzabar PX system and analyzing and reporting the data to appropriate departments and agencies. Some of the agencies/departments include: Arkansas Department of Higher Education (ADHE), Integrated Post-Secondary Education Data System (IPEDS), National Community College Benchmark Project (NCCBP), Executive Cabinet, and department managers.

2P2b. Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Data from sources like the National Community College Benchmark Project (NCCBP), Community College Student Survey of Engagement (CCSSE), and other state/federal/nationally recognized entities are utilized as a means of supplementing and establishing baselines for SAUT. SAUT establishes baselines by using comparative analysis of the College's data against similar peer institutions' available data.

Retention, persistence and completion, in some form, are part of the State funding formula for Arkansas public institutions of higher learning. This new formula was implemented for AY17. The

productivity funding formula consists of four categories(metrics): Effectiveness (80% of formula), Affordability (20 percent of formula), Adjustments, and Efficiency (+/-2 percent of formula). The metrics of the four categories are broken down as follows: Effectiveness (credentials, progression, transfer success, gateway course success, and post-completion success); Affordability (time to degree and credits at completion); Adjustment (research (4-year only) and diseconomies of scale (2-year only)); and Efficiency (core ratio expense and faculty to administrator salary ratio). Each metric is calculated using a three-year average. The most recent three years is compared to the previous three years. In the case of the data presented in 2R1, AY's '15/'16/17 (previous) were compared to AY's '16/'17/'18 (most recent). In the formula, institutions receive points according to the requirements of each metric. Those points are totaled and applied according to the weight of the metric. Once the points for the Effectiveness and Affordability measures are totaled, the Adjustments are applied to the points accordingly. Finally, the Efficiency measure is applied against the adjusted total. This final total of points becomes the institution's Productivity Index. That Productivity Index is compared to the prior year's index for that institution. The difference in the Baseline Index and the Comparative Index is the Change in Productivity Index. This percent change determines the distribution of funding.

At the program level, division chairs and faculty leads work with their instructors to establish program graduation goals. This includes a plan for steps that will be taken to attain the established goals. Over the two academic years that follow, instructors implement the actions identified in the plan. During the spring of the second year, graduation rates for the previous two academic years are provided to division chairs/faculty leads to be used to determine if goals were met, revise goals, develop/revise plans, etc.

Beginning with AY20, instructors will be working toward course success rate goals established during the spring 2019 semester. This will be accomplished using historical data. The rates will be reviewed with the instructors by the Vice Chancellor for Academics & Planning and will become part of the instructors' self-evaluation goals each academic year.

2P2c. Analyzing information on student retention, persistence and completion

Annually, the Director of Institutional Effectiveness and Research produces reports showing the total number of degrees and certificates awarded in each program. The Executive Cabinet and department heads receive copies of these reports. The Director of Institutional Effectiveness and Research also reports completion data to ADHE and to IPEDS. College administrators receive notification of the IPEDS calculated graduation rate from the Director of Institutional Effectiveness and Research. On an ad hoc basis, the Director of Institutional Effectiveness and Research calculates and shares retention and persistence data on selected cohorts when department heads request such information.

The College participates in the Community College Survey of Student Engagement (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.

In addition to reports from ADHE on program viability and performance funding, the Director of Institutional Effectiveness & Research systematically collects and analyzes data pertaining to student retention, persistence, and program completions. Annually, the Director of Institutional Effectiveness & Research 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 Director of Institutional Effectiveness & Research also produces reports which show retention for first-time entering students from fall to spring and from fall to fall (See Tables in the Overview Section).

2P2d. Meeting targets for retention, persistence and completion (4.C.1)

Plans are established, by program, for meeting the established targets. Course assessment data is used to determine if those established targets are met (refer to 2P2c). Using data provided by the College's department of institutional effectiveness & research, plans and targets are adjusted as needed.

2P2e. Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

The process for selecting the tools, methods and instruments used to assess retention, persistence and completion varies by department. Various reports are provided by the Institutional Effectiveness & Research department. Academics uses course success rates, graduation rates, and program viability data.

2R2. What are the results for student retention, persistence and completion?

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

SAUT Retention, Persistence, and Completion Results

SAUT's retention, persistence, and completion results for AY15 thru AY18 are shown in this table. All rates have remained fairly stable over the four years displayed with the exception of the transfer-out rate. The IPEDS transfer-out rate is the fall cohort of first-time, full-time, degree-seeking students who may or may not have completed a degree at SAUT who transferred to another institution (two-year or four-year). For SAUT, that number of students is small and differs significantly than the National Student Clearinghouse data. The graduation rate has consistently increased over the four-year period. This is attributed to the advisors playing a more proactive role in ensuring that credentials are awarded as completed. This is a change from previous practice that required students to apply for graduation in order for a credential to be awarded. Preliminary data for AY19 graduation rates show another increase. The persistence rate took a slight dip in AY17 but improved about the rate for AY15. Although the retention rate for AY18 declined from the AY17 rate, the AY18 rate remained higher than the AY15 rate. The completion rate declined by two percent from AY15 to AY16. However, the last two years saw an increase in the rate which leaves little concern with that decline.

IPEDS Feedback Reports Data Comparisons

The 2013 thru 2018 IPEDS Data Feedback Report data for graduation, retention and transfer-out rates are summarized in this table. The table includes comparisons to SAUT peer 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 average of its peer institutions group in most categories. As discussed above, the method in which IPEDS reports transfer-out rate impacts the data as presented.

SAUT Degree Productivity

Another measure that impacts SAUT's retention, persistence and completion is degree productivity. The process for setting degree productivity goals is discussed in 1P3e. This document presents SAUT's degree productivity from 2012 to 2018. Based on SAUT's degree productivity goals (discussed in 1P3e, two of the four transfer programs meet productivity goals. Four of the nine other programs met the productivity goal. One of those programs, Paraprofessional Educator, was counted in the not met category. However, that program was moved from an emphasis area under a degree to a standalone associate's degree for the last two academic years. It is expected that the degree production for this program will grow to meet standards. It will be critical to continue the internal program viability review and ensure that division chairs and program faculty establish goals to meet the established goals.

State Productivity Funding

The results for the State productivity formula are included in this document. The first page shows a summary of SAUT's index for FY20. As mentioned in 2P2b above, this index is used to determine distribution of funding. Based on these results, SAUT will lose $57,055 for FY20. The area of the formula with the greatest impact on SAUT is credentials which is 40 percent of Effectiveness and 32 percent of the overall formula. The formula is heavily weighted on completers. In AY15, SAUT's annual enrollment was 3,417 with 975 credentials award (28.53%). In AY18, the annual enrollment was 1,976 with 765 credentials awarded (38.71%). When comparing credential attainment by percent, there is improvement in this area. However, the formula uses raw numbers to compare which makes it difficult for a college to show improvement. Conversations are taking place at the State level regarding addressing this portion of the formula to be more reflective of actual performance.

Attached is the ADHE Productivity Formula Results through Year 2. It shows that 14 of the 22 community colleges are losing funding in FY 19 and 20 with only 8 of the 22 gaining funding. In FY 20, the losing colleges fund losses total $916,855 of which SAU Tech portion is $ 57,055 (6.22%). UA-Pulaski Tech takes the most substantial loss of $ 151,374 (16.51%). The gaining colleges fund gains total $ 626,234 with NWACC receiving $159,288 (25.44%). This is the base change not their one-time funding change which is much more substantial for all gaining institutions. One-time change dollars for FY20 totals $2,228,756 for the eight (8) gaining institutions. It was also over $ 2 million in FY19 as well for these institutions.

2I2. Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

As discussed in 1I3, the first program viability review was conducted by the Curriculum Committee in spring 2017. The next review is schedule for spring 2020.

Course success rate goals will be established by individual instructors and will be reviewed annually as part of the faculty evaluation process.

Sources

- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017

- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 5)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 9)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 11)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 14)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 16)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 20)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 22)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 24)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 26)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 27)
- 2P2b - Productivity_Funding_Formula_Specifications_-_08072017 (page number 30)
- 2P2b - Business and Information Technologies Division Meeting September 12
- 2P2b - SAUT Degree Production Summary - Associate Degree Only
- 2P2c - CCSSE 2016 Executive Summary
- 2R2 - ADHE Productivity Funding Analysis thru Year2
- 2R2 - IPEDS Feedback Report
- 2R2 - Productivity Formula Results.pdf
- 2R2 - SAUT Retention-Persistence-Completion.pdf

2.3 - Key Stakeholder Needs

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

2P3: PROCESSES

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

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

2R3: RESULTS

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

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

2I3: IMPROVEMENT

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

Responses

2P3a. Determining key external stakeholder groups (e.g., alumni, employers, community)

The mission of Southern Arkansas University Tech (SAUT) identifies its key external stakeholder groups as the community and employers. Key external stakeholder groups are directly or indirectly related to the academic work of the College. The following key external stakeholder groups have been identified by SAUT: adults with basic education (ABE) needs; unemployed adults in need of educational training; K-12 students and educators; SAUT alumni; adults seeking continuing and/or community education opportunities; employers and their incumbent workers; and employers of SAUT graduates.

2P3b. Determining new stakeholders to target for services or partnerships

New stakeholders are typically a sub-group of the key stakeholders because of the broad nature of these groups. For example, Workforce Training continues to increase the variety of training it designs and delivers to customers in the area. The Community Education department continuously solicits input and varies the offerings of community education courses and the classes for Kidz College held during the summer.

2P3c. Meeting the changing needs of key stakeholders

This table outlines the key stakeholder groups and the key processes to stay informed of changing needs.

2P3d. Selecting the tools, methods and instruments to assess key stakeholder needs

The process used for selecting the tools, methods and instruments to assess key stakeholder needs varies based on the group. The most common methods used to assess stakeholder needs are surveys and meetings with stakeholders. Surveys are distributed in person, via email, social media and the college's web site.

2P3e. Assessing the degree to which key stakeholder needs are met

The methods for assessing the degree to which key stakeholder needs are met include: evaluation of the Concurrent Enrollment Program professional development meeting; evaluation of workforce training; adult education completion results; and alumni feedback.

2R3. What are the results for determining if key stakeholder needs are being met? Summary results of measures (include tables and figures when possible) / Comparison of results with internal targets and external benchmarks / Interpretation of results and insights gained

Concurrent Enrollment Professional Development Days

The Concurrent Enrollment Program (CEP) professional development days started in 2017. An evaluation was conducted after the 2017 event. An electronic survey was sent to all attendees (47) 11 responding. The feedback received, although small, was positive with all responding expressing the positive benefit of the event. The survey was not conducted for the 2018 event. In the future, completion of the evaluation will be part of the activities planned for the event. This should improve the response rate and provide more usable data.

Workforce Training Evaluations

Refer to 1R3 - Workforce Training

Adult Education Completion Results

The results for determining if the needs of individuals served through the Adult Education Center are contained in this document.   The data contained in first two Tables represent FY 18-19 and FY 17-18 and the program's current performance. This table shows the number of enrolled participants (12+ hours), total attendance for all students as defined by the educational functioning level, number achieving at least one educational functioning level gain, and participants who earned a secondary school diploma. Each year, programs are required to meet the Effective and Efficient benchmark set by the Office of Career, Technical, and Adult Education. FY 18-19, the benchmark is 47% and FY 17-18 was 45%. FY 17-18, SAU Tech Adult Education Center met and exceeded the required

benchmark of 45%. The program had 50% of their participants to make at least one educational functioning level gain. We learned that students who remain in the program between 60-65 hours are more likely to make an educational functioning level gain.

Page three shows the number of students who earned WAGE certificates and the type of certificates for FY 17-18 and FY 18-19. WAGE certificates increases the chance of students entering employment. Several companies in Magnolia and El Dorado require the WAGE as part of their hiring process. The data is analyzed on a monthly basis to determine how the program is performing and identify deficient areas that need attention. Additional one-on-one instruction, creation of hyrbrid courses to accommodate the various learning styles of our students, and development of managed enrolled courses based on the need of our students are activities that have been implemented to improve performance.

Alumni Feedback

Feedback from SAUT's Alumni occur in an informal process as the College has had a gap in available personnel needed to focus on maintaining relationships with its graduate. While still limited in ability, the College has assigned alumni relations to a specific department and currently the office is working to clean up alumni records through the verification of mailing addresses and emails. In addition the College has maintained an electronic form on its web site that allows alumni to update their demographic information and share with the College additional education or degrees they have earned after leaving SAUT and employment information. In 2019, questions were added to the alumni form that ask for suggestions from the graduate on how SAUT can improve their services and what other programs they would like to see offered. There is also a box included for open-response. More immediate feedback from alumni, at the present time, comes from the results of the Graduate Opinion Survey discussed below.

The Graduate Opinion Survey is conducted annually for student graduates for that year. The survey beginning and ending dates along with the response rate are noted at the bottom of the survey results. This is an electronic survey that typically begins two weeks before graduation and ends two weeks after graduation. The results of the survey are shared with department heads of the services surveyed. The overall institutional average has increased over the three years shown. However, the ratings of some areas have declined over that time period. In fall 2017, the tutoring center and library were combined into one facility. While the use of the facility greatly increased, the rating for both areas declined for 2018 which is the first group that used the combined facility. More trend data will aid in determining the factor(s) that may attribute to this rating decline. The rating for Financial Aid has declined as well. The staff in that department has found that they are looked upon in an unfavorable manner by students due to the nature of their function and the department that delivers the most bad news to students. Faculty availability to students rating has also declined. Although faculty are required to be available for students for a set number of hours with hours posted, this is an area to be reviewed to ensure student needs are being met. The instructor's knowledge of content rating decline could be attributed to the use or more adjunct instructors. Two additional full-time instructors will be added this fall along with moving to more continuity in the use of adjunct instructors.

2I3. Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Continue to review replace adjunct instructors with full-time instructors and bring continuity to the adjunct instructor pool.

Continue to monitor the rating for the Rocket Success Center to determine the impact of combination of the library and the tutoring center.

Develop a process for ensuring faculty are available during the hours posted.

Include evaluation as part of activities of Concurrent Professional Day.

Sources

- 1P3c - Community Ed Classes.pdf
- 1P3c - Workforce Ed Classes
- 1P3e - Kidz College
- 2P3c - Agenda for CEP PD
- 2P3c Meeting Needs of Key Stakeholders.pdf
- 2R1 - Adult Ed Results
- 2R1 - Adult Ed Results (page number 3)
- 2R3 - Concurrent PD Evaluation
- 2R3 - Graduate Opinion Survey
- SAU Tech Strategic Plan - Spring 2015

2.4 - Complaint Processes

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

2P4: PROCESSES

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

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

2R4: RESULTS

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

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

2I4: IMPROVEMENT

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

Responses

2P4a. Collecting complaint information from students

Specific policies and directions for filing complaints from students regarding academic appeals, non-academic problems, and/or harassment/discrimination are included in the student handbook. Complaint information is collected from students via the SAUT Student Complaint Form which is available on the College web site and MyCollege portal. Students may also file a complaint with any SAUT employee. The employee takes appropriate action to resolve the complaint or refers the student to the Vice Chancellor for Student Services. If the employee resolves the complaint, the complaint form is completed and forwarded to the Vice Chancellor for Student Services. When the Vice Chancellor for Student Services receives a complaint from a student, he/she takes

appropriate action to address the complaint or forwards complaint to the appropriate individual for resolution . All student complaints, including follow-up, are logged. The log is maintained by the Vice Chancellor for Student Services.

2P4b. Collecting complaint information from other key stakeholders

Complaints from other key stakeholders are addressed by the Chancellor. These individuals are directed to the Chancellor who takes the appropriate action to address the complaint. At the writing of this Systems Portfolio, these complaints were not being logged. A form has now been developed and is available on the College web site. The log will be maintained in the Chancellor's Office.

2P4c. Learning from complaint information and determining actions

As complaints are logged, patterns are identified to determine if a topic indicates an operational or systemic issue that must be addressed for improvement on an individual, department, division or college-wide level. Actions (e.g., policy and/or process revision, staff training, etc.) taken are based on the nature of recurring complaints.

2P4d. Communicating actions to students and other key stakeholders

The individual who investigates and resolves the complaint is responsible for follow-up with the student or stakeholder who has registered a complaint to communicate the level of action taken, explanation of the situation, and/or further options (e.g., further appeal, request a meeting with appropriate parties, etc.).

2P4e. Selecting the tools, methods and instruments to evaluate complaint resolution

Student complaint forms are used to track and evaluate complaint resolution. Complaints are monitored consistently until the status is "Closed."

2R4. What are the results for student and key stakeholder complaints? Summary results of measures (include tables and figures when possible) / Comparison of results with internal targets and external benchmarks / Interpretation of results and insights gained

In the last systems portfolio, SAUT reported receipt of no student complaints since its last comprehensive visit in 2012. This reporting was due to the College's definition of complaint (formal vs. informal). At that time no formal complaints had been received. However, informal complaints were received and being addressed/resolved. The table below shows the number of complaints received and recorded by academic year and category for the last two academic years. The numbers in parenthesis are an estimated average number of complaints received by Student Services departments but not officially logged. This document contains the complaints received (including followup) for the most recent academic year (2017-2018).

Complaints Received	2016-2017	2017-2018
Number Logged	24 (43)	20 (43)
Number Resolved	24 (43)	20 (43)
Number Unresolved	0	0

Complaint results are noted individually using a complaint form. Over the past two years, a total of

50 complaints were logged. The primary topics of the complaints were faculty. The topical categories of the complaints logged include: student against student (2); student against instructor/employee (30); poor customer service (4); test/assignment grade (3); communication (10) and housing (1). Student complaint data represented here was logged by the Vice Chancellor for Student Services and Vice Chancellor for Academics. New complaint log forms have been implemented and communicated to all employees. Formal training on the use of the forms is scheduled for fall 2019 Convocation.

2I4. Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

An electronic complaint form has been developed for filing student complaints. Formal training for use of the form and reporting of student complaints will be conducted during Fall 2019 Convocation. This new process will improve the tracking and logging of student complaints.

An electronic complaint form has been developed to receive complaints from other key stakeholders and will be maintained in the Chancellor's Office.

Sources

- 2P4a - SAUT Student Complaint Form
- 2P4a - Stakeholder Complaint Form
- 2R4 - Student Complaints
- SAU Tech 2018-19 Student Handbook
- SAU Tech 2018-19 Student Handbook (page number 50)

2.5 - Building Collaborations and Partnerships

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

2P5: PROCESSES

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

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

2R5: RESULTS

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

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

2I5: IMPROVEMENT

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

Responses

2P5a. Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

Southern Arkansas University Tech (SAUT) carries out numerous outreach activities (e.g., employee participating as members of civic organizations, serving on community boards, etc.) resulting in selection of partners for collaboration. Selecting partners for collaboration is an integral part of the strategic planning process at SAUT. Within the Strategic Plan, the institutional goal of "Partnerships, Collaborative Efforts, and Workforce and Economic Development" is critical to identifying stakeholder needs. Also, one of the values of SAUT is "collaborative and cooperative partnerships that improve the quality of life of those served" indicates the importance of selecting partners for collaboration.

SAUT's outreach activities allow the College to gather trends, concerns, and areas of interest in the communities within its service area. Environmental scanning is also done in conjunction with area business and industry stakeholders represented on advisory boards and committees.

2P5b. Building and maintaining relationships with partners

SAUT seeks partnership opportunities that align with its mission and values. These partnerships may be related to training needed by businesses as featured in 1P3c and 2P3c, important linkages with secondary schools and other education institutions, etc. Established partnerships are maintained by such things as: review/renewal of articulation agreements with other institutions of higher learning; participation as members of community boards and/or organizations; renewal of memorandum of understanding (MOUs) with secondary schools for concurrent/dual enrollment, etc. This table displays SAUT's partner groups and methods by which the College builds and maintains the relationships with the partners.

2P5c. Selecting the tools, methods and instruments to assess partnership effectiveness

Partnership effectiveness is primarily assessed by the level of activity and engagement demonstrated by key partners. Another means of assessing partnership effectiveness is through renewal of partnership agreements (e.g., articulation agreements with other colleges, memorandum of understanding with secondary schools, renewal of agreements with clinical sites, etc.).

2P5d. Evaluating the degree to which collaborations and partnerships are effective

Evaluation of the effectiveness of collaborations and partnerships is measured both quantitatively (by the level of service, activity, or funds raised) and qualitatively (support of the College when needed).

2R5a. What are the results for determining the effectiveness of aligning and building collaborations and partnerships? Summary results of measures (include tables and figures when possible) / Comparison of results with internal targets and external benchmarks Interpretation of results and insights gained

Concurrent Enrollment Program (CEP)

This table provides information for enrollment of secondary students who took college classes at SAUT while enrolled in high school. The ultimate goal of the CEP is for those students to enroll at SAUT after graduating high school.

The top portion of the table shows the enrollment numbers from AY15 to AY18. Due to a change in the method in which SAUT was compensated for tuition for students taking classes while in high school, the enrollment took a major decline beginning with AY17. The decision was made to begin charging tuition to students and/or secondary schools for the classes for which the students enrolled versus charging no tuition. Some schools dropped from the CEP altogether and others greatly reduced the number of courses being offered to students.

The bottom portion of the chart shows the rate at which CEP students enroll at SAUT the fall semester immediately following high school graduation. The percent of students falling in this category has increased by 7.53% from AY11 to AY18. However, the number of students enrolling at the College during that same time frame has continued to decline. More than 50% of the students participating in the CEP are enrolled in career and technical education (CTE) courses that feed into

an associate's degree at SAUT. An opportunity exists to work closer with the CTE students to get them enrolled at the College upon graduation.

Articulation and 2+2 Agreements with Four-Year Universities

Over the past two years, greater emphasis has been placed on increasing transfer agreements with four-year universities. During this time period, the number of agreements has increased from five agreements to 44. The data in this document shows the rate at which students have transferred to four-year universities over the last five years along with the colleges to which they transferred. Concurrent students are included in these numbers. During this time period, the total number of students transferring has declined. This is attributed to the decline in enrollment that SAUT has experienced over the past several years. These data will continue to be monitored to determine the impact, if any, the new agreements will have on the transfers.

This document shows the number of SAUT students who have completed a four-year degree. The cohort production represents the number of students in the cohort for the year shown in first column. The number shown completing a four-year degree could be from a cohort other than the year listed associated with that number. The decline in enrollment at SAUT has affected these numbers as well.

Business & Industry Training

Refer to 1R3.

SAUT Foundation

SAUT Foundation is an important partner for the College. This report highlights its contributions for the most recent five years. The fundraising and scholarship components directly benefit the College. The decline in the scholarship amounts is attributed to the decline in enrollment. In addition to fundraising and providing scholarships, the Foundation financed two on-campus apartment units for housing and owns apartments in nearby East Camden that the College uses for housing.

Food Service Partnership

The College's partnership with Wood's Place, the campus food service management, ended its second year on June 30, 2017. This chart depicts the gross sales and commission the last five years. Food service was managed by different vendors for FY14 and FY15. Annual gross food sales were $214,567 in FY16 and $251,533 in FY17. This is a 17% increase in gross sales and commission. It is very important to preface the commission calculation in 2013-2014 was based on 4% of gross sales, 2014-2015 was based on 8% of gross sales, and the commission calculation in 2015-2017 was based on 3% of gross sales. Gross sales in FY18 were $253,018. This is a .005 increase from FY17. This arrangement continues to a viable partnership for Wood's Place and SAUT.

2I5. Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

The CEP Outreach Coordinator will work toward setting up a process for working closer with students enrolled in the program with the goal of increasing the number who enroll at the College after high school graduation.

The Vice Chancellor for Academics & Planning will monitor the transfer numbers for the four-year universities for recently implemented transfer agreements to determine the effectiveness of those agreements.

Sources

- 2P5b - SAUT PARTNERS AND RELATIONSHIPS.pdf
- 2R5 - CEP Enrollment Data
- 2R5 - Food Sales
- 2R5 - NCS Grad Data
- 2R5 - NSC Transfer Data
- 2R5 - SAUT Foundation
- SAU Tech Strategic Plan - Spring 2015
- SAU Tech Strategic Plan - Spring 2015 (page number 2)

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

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

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

3R1: RESULTS

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

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

3I1: IMPROVEMENT

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

Responses

3P1a. Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Southern Arkansas University Tech (SAUT) is an equal opportunity employer and complies with the Americans with Disabilities Act, other compliance 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 Human Resources Director (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.

Recruiting & Hiring: The Recruiting and Hiring Flowchart details this process.

Orientation: The Human Resources Director (HRD) coordinates the three-phase new employee orientation process. Phase one, which takes place within the first week of employment, is conducted by the HRD. The Payroll Benefits Manager conducts Phase Two of orientation and the employee's supervisor conducts Phase Three. Specific topics are presented to the employee during each phase which are listed in the New Employee Orientation Program document. This document is used as tracking to ensure that the employee completes all phases of the orientation. Based on feedback from the last Systems Appraisal Feedback Report, an evaluation instrument and process were implemented to assess the effectiveness of the orientation program. Within the first month after the employee completes orientation, he/she is asked to evaluate the orientation by completing this instrument. Beginning spring 2019 the use of a New Employee Onboarding Experience: Six-Month Evlauation will be implemented.

3P1b. Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

All instructors must meet the Arkansas Department of Higher Education Coordinating Board (AHECB Policy 5.11) and Higher Learning Commission (HLC Assumed Practice CRRT.B.10.010) credentialing standards. SAUT's Faculty Credentials Policy (#2.01) outlines the process for ensuring that all SAU Tech instructors possess the required credentials. The Human Resources Office maintains the appropriate faculty files related to credentials and employment status for full time instructors. The Vice Chancellor for Academics & Planning maintains faculty credential files for adjunct instructors and the Education Outreach Coordinator maintains concurrent faculty files related to credentials. The Faculty Credential Matrix is used to ensure that faculty meet credentialing standards. The 2018 credential audits for full-time, adjunct and concurrent faculty show the credentialing of instructors for classes taught Fall 2017 thru Spring 2018.

3P1c. Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

SAUT has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities. According to the Integrated Post-secondary Education System (IPEDS) for fall 2017, SAUT's student-to-faculty ratio was 11:1. During preparation of the class schedule each semester, the Vice Chancellor for Academics & Planning and division chairs make teaching assignments based on the faculty load and overload policy for the institution. Once all full-time faculty assignments are complete, adjunct instructors are assigned to remaining courses. Historical enrollment data and student to faculty ratio are used to determine the need to hire additional full-time instructors and/or not fill vacancies in the case of enrollment decline. The Vice Chancellor for Academics & Planning maintains a pool of qualified adjunct faculty members. Adjunct faculty members receive support through orientation, training, and resources to ensure they are prepared to teach.

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

3P1d. Ensuring the acquisition of sufficient numbers of staff to provide student support services

SAUT has sufficient numbers of staff to provide student support services in such areas as Enrollment Services, Financial Aid, Student Success, Student Life, Disability Services, etc. Since the last Systems Portfolio, the College began a process that is used to review and evaluate staff needs as positions become vacant. This review process is outlined in the Recruiting and Hiring flowchart.

3P1e. Tracking outcomes/measures utilizing appropriate tools

The four factors used by SAUT to evaluate SAUT's recruiting and hiring processes are: 1) cost per hire; 2) time to fill a position; 3) turnover rate; and 4) quality of hire.The New Employee Orientation Survey is used to assess the effectiveness of the orientation program for new employees.

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

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

This table shows the breakdown of SAUT's cost per hire (advertising costs + background check costs + interview costs/total hires); time to fill (total days to fill/total hires) positions; turnover rate; and quality of hire (total separation with less than one year of service/new hires).

The results for the New Employee Orientation Survey are presented in this document.

Interpretation of results and insights gained.

Cost Per Hire - SAUT's cost per hire increased and decreased based on the number of positions filled each year. Another factor impacting this data is the advertising costs. As a result of better evaluation of the methods of advertising, the cost decreased from 2015-16 to 2017-18.

Time to Fill (TTF) Positions - SAUT's time to the fill positions averaged 62 days for the past three years. Some factors that affect the College's TTF include:

- Quality of candidates and/or low number of applications to consider for the position resulting in re advertising.
- Response from committee members on recommendations to interview.
- Scheduling conflict of committee members.
- Delay in receiving background check and/or reference check information.
- Type of position and minimum qualifications. Some positions are difficult to fill. For example: Aviation Instructor; Industrial Science/Technologies Instructor, Skilled Tradesman for HVAC, Instructional Designer, etc.
- Competing with local defense companies for candidates who can offer higher salaries than the College.
- Competing with Arkansas state agencies for candidates who have a higher pay scale than institutions of higher education.

Quality of Hire - The quality of hire data is based on employees who left employment with the college for 0-1 year of service. The poor quality of hire data is based on involuntary separations. The quality of hire data for 2015-2016 shows a large percent of employees not remaining at the institution. Processes implemented since that year have resulted in a reduction of those rate. One new process are the new avenues use for advertising positions resulting in better applicant pools.

Turnover Rate - Voluntary separations were employees who accepted other employment for higher pay and joining the military. SAUT's turnover rate was three percent over the last three years. There were no key employees lost during this time frame indicating this being positive for the College.

New Employee Orientation - Twenty-seven (27) new employees were hired during the fiscal year 2016-2017. Twenty new employees completed the "New Employee Orientation Survey" that year. The data reflects the overall results of the survey is positive and the information provided to new employees is helpful. Fifteen (15) new employees were hired during the fiscal year 2017 – 2018. Nine (9) new employees (60%) completed the "New Employee Orientation Survey". The data reflects the overall results of the survey is positive and the information provided to new employees is helpful. The average response rate for the two years that the survey has been conducted is 67 percent which is well above the 30 percent rate that is used as the benchmark for survey response rates and considered reliable results. As this process matures, there will be more longitudinal data available to better evaluate this process.

Comparison of results with internal targets and external benchmarks.

Cost Per Hire - According to the Society of Human Resources Management, the average cost per hire is $4,100 with a benchmark between $3,000 and $5,000. SAUT's average cost per hire for ranged from $1,516 and $847 for the past three years. This amount falls well below the recommended range. SAU Tech continues to review for improvement in the cost of hire category. While the college's benchmark is well below the benchmark suggested by the Society of Human Resources Management, the college continues to seek ways to advertise and increase the number of quality candidates to fill positions.

Time to Fill Positions - According to the Society of Human Resources Management, the average hiring process is 42 days. SAUT's average time to fill a position, for the last three years, is 62 days. This is far outside of the recommended time. The interpretation of these results above provides more insight for the cause of this delay in hiring.

Quality of Hire - The Society of Human Resources Management considers a poor quality of hire when new employees leave a company (voluntarily or involuntarily) after being employed for less than one year. Using this scenario, SAUT's quality of hire may be viewed in a negative manner. The interpretation of these results above provides more detail for these results.

Turnover Rate - According to Gallup's Business Journal, the "golden turnover number" is 10%. The Society of Human Resources Management suggests calculating turnover rate by dividing total voluntary separations withing 0-1 years of service by total headcount. Using that calculation, SAUT's average turnover rate for the last three years is three percent. This is below the golden number which may viewed in a negative manner depending upon the employees who are remaining at the institution. Since key employees still remain employed, the turnover rate is positive for the College.

3I1. Based on 3R1, what process improvements have been implemented or will be implemented

in the next one to three years?

An improvement in the recruiting process that has been implemented since the last Systems Portfolio is expanding employment posting methods. The HRD has expanded advertising with the local newspaper via Total Talent Reach. Total Talent Reach is an online posting product that posts employment opportunities on national recruitment advertising networks. Some of these sites include: Indeed; SimplyHired, Bright, TopUSAJobs.com, and CareerJet. Other upgrades of advertising available on the Total Talent Research being used are Social Boost, College Boost, and Diversity Boost. Recruiting on these sites has allowed the College to reach a diverse population outside of the College's geographic area.

Based on feedback from the last Systems Portfolio, SAUT began having new employees evaluate the new employee orientation process. This began during the 2016-17 academic year.

The College began a process that is used to review and evaluate staff needs as positions become vacant. This review will include determining if the position should be filled, left vacated, duties reassigned, promotion of current employee, etc.

To help reduce the TTF, the Human Resources Office has implemented the following changes:

- The employment application is in electronic format which allows the HR Director to setup a folder in Dropbox for the committee members to access the candidates information. Previously, hard copies of the applications were directed and passed along to the committee members, which was time consuming.
- Changed companies for processing the background check. Previous vendor was taking up to two weeks to process the request. Current vendor has processed information the same day of the request.
- To attract a wider applicant base, positions are now posted in the local Shopper's Guide. For administrative and faculty positions, the college has a contract with Inside Higher Ed for unlimited postings for a year. Inside Higher Ed is a national publication/website that will extend the college's demographic reach.

Sources

- 3P1a - New Employee Onboarding Experience
- 3P1a - New Employee Orientation Program
- 3P1a - Recruiting and Hiring Process Flowchart
- 3P1a New Employee Orientation Evaluation
- 3P1b - Adjunct Faculty Credential Audit - 2018.pdf
- 3P1b - AHECB Policy for Preparing Program Proposals
- 3P1b - AHECB Policy for Preparing Program Proposals (page number 15)
- 3P1b - Concurrent Fculty Credential Audit - 2018.pdf
- 3P1b - Credential Matrix.pdf
- 3P1b - Faculty Credentials Policy
- 3P1b - FT Faculty Credential Audit - 2018.pdf
- 3P1c - Faculty Manual
- 3P1c - Faculty Manual (page number 14)
- 3P1c - Faculty Manual (page number 16)
- 3P1c - Faculty-Student Comparison Reports.pdf

- 3R1 - Employee Recruiting.pdf
- 3R1 - Eval of Recruiting and Hiring.pdf
- 3R1 - FT vs PT Faculty
- 3R1 - New Employee Orientation Survey Results.pdf
- 3R1 - Positions.pdf
- 3R1 - Student to Faculty Ratio.pdf

3.2 - Evaluation and Recognition

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

3P2: PROCESSES

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

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

3R2: RESULTS

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

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

3I2: IMPROVEMENT

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

Responses

3P2a. Designing performance evaluation systems for all employees

Southern Arkansas University Tech (SAUT's) performance evaluation system is established by executive leadership based on recommendations from the Human Resources Director (HRD). Systems are in place for staff, administrators, and faculty (full-time and part-time).

3P2b. Soliciting input from and communicating expectations to faculty, staff and administrators

During the staff and administrator 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. The Faculty Self-Evaluation Form is used to receive input from instructors related to their performance. During the evaluation, this form is discussed along with course completion rates and student evaluation of teaching.

3P2c. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

Based on feedback from its previous systems appraisal, SAUT added a new component to the staff and administrator evaluation. Beginning in 2018, staff and administrators complete self-evaluations as part of the evaluation process. As part of the self-evaluation, employees are required to establish goals for the upcoming year. The goals are transferred to the employee evaluation form where they are linked to the appropriate institution goals. These goals are used, when appropriate, as part of the master plan for the employee's department.

3P2d. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

SAUT's formal performance evaluation system includes annual evaluations of all classified and administrative staff and is discussed in the Employee Manual. The Faculty Manual and Adjunct Faculty Manual explain the process for evaluating members of the faculty, which includes self-evaluations, student evaluations and supervisory evaluations.

3P2e. Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Recognition: 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 Arkansas Community College (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. Retiring employees are also recognized. 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.

Compensation: 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 Arkansas Department of Higher Education (ADHE).

Benefits System: SAUT offers a wide range of benefits for its employees. Some of the benefits include: life insurance at one and a half times employee's salary; health insurance provided for

employee with employee contributing a nominal amount ($5 to $20); wellness program, etc. SAUT benefits are discussed in detail in the Employee Manual.

3P2f. 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 Classified Staff Organization, Faculty Senate, Administrative Staff Organization, and Rocket Nation Council (formerly known as Administrative Council) provide the opportunity for employees to express concerns, identify issues that would improve morale and motivation, explore opportunities, and make recommendations. The Chancellor and vice chancellors receive input from the governing organizations and decide any resulting course of action. The comments from the Rocket Nation Council meetings are posted 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 Rocket Nation Council 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 Executive Cabinet (formerly known as Vice Chancellors Council) 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 Clearance Form 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 Employee Opinion Questionnaire in the spring of each year. The results are shared with the Executive Cabinet who shares appropriate information with staff to inform process improvement. 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.

3P2g. Tracking outcomes/measures utilizing appropriate tools

The main tool utilized for outcomes/measures related to administrative and classified 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. Other processes used to track outcomes/measures include the Personal Opinion section of the Employee Opinion Questionnaire and the employee exit clearance.

3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

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

1. The performance evaluation results table includes the overall evaluation results for all administrative and staff employees. This information is compiled annually by the HRD.

2. When an employee leaves employment with the College, he/she is asked to complete an exit clearance survey. The survey results are compiled by the HRD annually. The response rate, by year, are included in the results. Individual results are provided to supervisors to inform

department changes. Questions related to the evaluation process are highlighted.

3. The employee opinion survey is conducted annually. Institutional Effectiveness & Research administers the survey, complies the results and provides to the Executive Cabinet who shares with individual departments.

Interpretation of results and insights gained

1. The graph reflects the performance evaluation results of professional and support staff for a five-year period. Based on the five-year average, slightly over half of the employees are performing at the *Above Average* rating and one-third are performing at the *Exceeds Standards* rating. Comparing each year's results, the *Above Average* rating has remained consistent while the *Exceeds Standards* decreased for three years and *Satisfactory* increased for three years. Supervisors are becoming more aware of the importance of the evaluation process and reflecting the ratings of the employees' job performance more accurate.

2. The graph reflects results of the exit clearance survey collected for a five-year period with the overall results based on the five-year average. Eighty-two percent (82%) of the employees completed the exit clearance questionnaire. More females than males and more whites than blacks completed the questionnaire.

   The top three reasons for leaving were resignation, retirement, and transfer. Better job opportunity, other, and moving from area are the top three deciding factors that contributed to the decision to leave current position.

   During the term of employment, ninety-eight percent (98%) stated they received a job description and ninety-one percent (91%) stated the job responsibilities were fully and correctly explained to them. Almost half of the employees agreed that the work load was about right while one-third stated it varied.

   Eighty-two percent (82%) responded they would recommend the department to a friend as a place to work.

   Communication in the areas of specific knowledge of your job and between you and your supervisor were above fifty percent (50%) in the rating of excellent. The department procedures and policies was rated as thirty-five percent (35%) good. Based on this rating, departments should review to make improvements in communication of the procedures and policies.

3. The data reported is from the Personal Satisfaction portion of the employee opinion survey and covers the last eight years (since initiation of survey). The response rates for each of the last four years are 65 percent for AY15, 70% for AY16, 78% for AY17, and 62 percent for AY18. It should be noted that in AY15 and AY16, several part-time employees were not included in any of the surveys. Beginning in AY17, the employee directory and email list were used to determine the distribution of the survey. The evaluation instrument was revised in 2016 to be easier to complete and provide more beneficial results which could explain the increase in response rate that year. In January 2017, a new chancellor came on board at the college. The survey was conducted in April. The increase in the response rate that year is attributed to the enthusiasm that the Chancellor brought to the campus. There is no explanation at this time for the decline in response rate in AY18. Employees will continue to be encouraged to complete

the survey.

The information includes the percent change for each statement. All statements showed positive change over the seven years with the exception of the last statement. As noted in the results, this statement is a revision from a previous statement that showed improvement until changed for the 2016 survey. The slight decline for this statement is not alarming at the present time since there are only two years of data available.

Comparison of results with internal targets and external benchmarks

1. Based on historical data, the internal target percentage for employees receiving *Exceeds Standards* rating on their evaluation is 32%. Given that there was a noticeable decline in this rating in AYs 16 & 17, the five-year average is a good starting point for a target rate.
2. All employees should receive a copy of his/her job description and be informed of his/her job responsibilities. While the five-year average rating is 98 percent and 91 percent respectively, the internal target is 100 percent. The five-year average of employee rating for communication of specific job knowledge is 53 percent for *Excellent* and 43% *Good* indicating that 83% of the employees responding to the exit survey during that time frame received information specifically relating to his/her job. This is another area that all employees should receive information thus an internal target rating of 100 percent.
3. Based on historical data, the target rating for each item in the Personal Satisfaction section of the Employee Opinion Survey is set at 80 percent. This target was established averaging the averages for all ratings.

3I2. Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

The employee evaluation form was revised to include a self-evaluation form. Use of this form allows employee input into his/her evaluation and aligns established goals with the Strategic Plan, and when possible, department plans.

To ensure that all employees are given the opportunity to participate in the Employee Opinion Survey and to receive as much feedback as possible, the process for identifying the distribution of the survey will be reviewed and with the goal of developing a more accurate list of recipients.

Sources

- 3P1c - Faculty Manual
- 3P1c - Faculty Manual (page number 19)
- 3P1c - Faculty Manual (page number 20)
- 3P2b - Faculty Self-Evaluation Form
- 3P2c - employee_self-evaluation
- 3P2f - Employee Opinion Questionnaire
- 3P2f - Exit Clearance Form
- 3P2f - MyCollege Portal
- 3R2 - Employee Opinon Survey Results
- 3R2 - Exit Clearance Survey Results.pdf
- 3R2 - Performance Evaluation Results.pdf
- Adjunct Faculty Policy Manual - 2018-2019

- Adjunct Faculty Policy Manual - 2018-2019 (page number 19)
- Employee Manual - 04-2018
- Employee Manual - 04-2018 (page number 44)
- Employee Manual - 04-2018 (page number 62)
- employee_evaluation_17_18

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

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

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

3R3: RESULTS

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

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

3I3: IMPROVEMENT

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

Responses

3P3a. Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

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.

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. All employees are required to complete these training courses every year. Training is completed using the SafeColleges training system. SAUT employees receive tuition waivers for continuing their education at SAUT and Southern Arkansas University. The College encourages employees to take courses to develop skills and/or to obtain a degree.

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 license requirements. Additionally, the College budgets funds for the Classified Staff Organization and the Faculty Senate 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 Convocation, the College includes sessions focused on employee development.

Employees may request permission to participate in Leadership Camden Area, Leadership Arkansas and the Arkansas Community College Leadership Institute with fees being paid by the College. Employees may also request funds for professional development through the SAUT Foundation's Faculty/Staff Development Fund.

3P3b. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

As mentioned in the previous section, funds are allocated for the Faculty Senate to assist them in meeting training needs for faculty. Funds are also available in a faculty development budget that is managed by the Vice Chancellor for Academics & Planning. Faculty are encouraged to attend discipline-specific workshops, seminars, conferences, etc. SAUT maintains membership with Arkansas Developmental Education and Arkansas Association of College History Teachers. These organizations hold annual conferences that faculty are encouraged to attend.

3P3c. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

Staff members in student support services receive training by attending annual seminars/workshops, webinars, periodic departmental/office meetings, etc. Refer to 2P1i for additional information.

The College supports staff to attend organizations on the state, regional and national level, including but not limited to:

- Association of Student Financial Aid Administrators annual meeting
- Association of College Registrars and FERPA training
- Arkansas Council for Student Services,
- Arkansas Community College Chief Student Affairs Officer meetings
- Valencia Legal Issues Conference (held every two years)
- NAFSA: Association of International Educators Regional Conference
- NAFSA: Association of International Educators Annual Conference (international)
- Arkansas Counseling Conference
- Arkansas Community College Student Success Course Project

- AR Student Success Symposium
- ARK-AHEAD (AR Association on Higher Education and Disability)
- Prior Learning Assessment Training
- AR Testing Professionals meeting.

3P3d. Aligning employee professional development activities with institutional objectives

Employee training aligns with the College's Strategic Plan Goal #3-1. Department master plan objectives concerning professional development training are aligned to this strategic plan goal.

3P3e. Tracking outcomes/measures utilizing appropriate tools

Professional development activities are tracked as part of the employee evaluation process. Employees submit, to their supervisor, the professional development survey form when the supervisor conducts his/her evaluation. The log becomes part of the evaluation and is submitted to the Human Resources Director.

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

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

The results of the graph were gathered over a three (3) year period from employees who reported participating in additional professional development. This information does not include the mandatory training each employee completed twice each year during the years specified or professional development funded through the Faculty/Staff Development Fund. The information is divided into the years and organizations, three (3) year average of organizations, and overall college three (3) year average.

Interpretation of results and insights gained

Based on the results, the professional development improved the employee's job skills for the current position and the employee was able to apply something from the activity in the current job. The professional development was rated at over sixty percent (60%) on the scale with five (5) being the highest rating, in the areas of satisfaction, effectiveness, and engagement. The college's decision to invest in opportunities for employees to participate in additional professional development is good for the college and for the employee.

Comparison of results with internal targets and external benchmarks

The American Management Association cites "creating an employee learning environment" as an important component to an employee retention strategy and employee satisfaction. The Society of Human Resources Management notes the importance of professional development to employees and the link to retention and job satisfaction. The results to the question on SAUT's Employee Opinion Survey, "I have taken advantage of staff/faculty development opportunities offered" indicate that the percent of employees responding to the survey view this as a positive benefit provided by the College.

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

The professional development survey form was developed to measure if employees are assisted and

supported in their professional development.

Sources

- 3P3a - Fac Staff Dev Grant App
- 3P3a - Mandatory Employee PD.pdf
- 3R2 - Employee Opinon Survey Results
- 3R3 - Professional Dev Activities Survey
- 3R3 - Professional Development Activities_results
- employee_manual_0418
- employee_manual_0418 (page number 48)
- SAU Tech Strategic Plan - Spring 2015
- SAU Tech Strategic Plan - Spring 2015 (page number 2)

4 - Planning and Leading

4.1 - Mission and Vision

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

4P1: PROCESSES

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

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

4R1: RESULTS

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

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

4I1: IMPROVEMENT

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

Responses

4P1a. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The College's mission, vision and values are reviewed every five years. This is the first step for in the overall strategic planning process. In 2008, SAUT initiated an internal study guided by outside consultants to provide an avenue for collecting thoughts about SAUT from employees and students. Through workshops and small group meetings, recommendations were developed for revised mission statement, vision statement, values and strategic goals. The final review process involved presenting them to the AQIP Steering Committee and employees at fall 2008 convocation, and subsequently to the SAU System President for review and acceptance.

As mentioned in the Systems Appraisal Feedback Report, there was a five-year gap between the establishment and revision of the strategic plan. Review/revision of SAUT's mission, vision, and values statements was the project chosen for discussion during the College's most recent strategy forum. A committee has been appointed to lead this process with the goal of presenting the revised mission, vision and values to the Board of Trustees in August 2019. Revision of the strategic plan will begin immediately following approval of the mission, vision and values.

4P1b. Ensuring that institutional actions reflect a commitment to its values

SAUT policies and procedures are the primary means to ensure that institutional actions align with its values. These policies and procedures cover the broad areas of administration, fiscal management, health and safety, human resources, instruction and students and are distributed via the Employee Manual and Faculty Manual.

SAUT's chancellor is authorized by the Southern Arkansas University System Board of Trustees to establish and implement administrative policies and procedures. Employees may initiate development of new administrative policies or revisions of existing administrative policies. Such requests are submitted through the appropriate executive officer who shepherds the process through publication of the new/revised policy.

4P1c. Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)

The College's mission, vision, and values are articulated publicly. The College clearly articulates its mission through the website, the college catalog, employee manual, faculty manual, adjunct faculty manual, student handbook, course syllabi, etc.

4P1d. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

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. The AQIP categories are also linked to the Strategic Plan.

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. [1.A.2]

4P1e. Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

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 detailed in 5P3a. 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.

4P1f. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

Feedback from community, student and employee surveys and/or groups will be used to collect feedback for SAUT's mission statement, vision statement and values.

4R1. What are the results for developing, communicating and reviewing the institution's mission, vision and values? Summary results of measures (include tables and figures when possible) / Comparison of results with internal targets and external benchmarks / Interpretation of results and insights gained

At the present time, SAUT is in the process of revising its mission statement, vision statement and values. The College is currently collecting feedback from its stakeholders (community members, students, employees, business and industries, etc.). This process is taking place using a variety of methods. Focus group meetings are being held with the staff organizations (Faculty Senate, Classified Staff Organization, and Administrative Staff Organization). Surveys are being sent via social media and email.

4I1. Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

SAUT is in the process of collecting feedback from its constituent groups to be used in revising its mission statement, vision statement and values.

Sources

- 1P1c - GEC Syllabus
- 1P1c - GEC Syllabus (page number 3)
- 1P2a - Program Alignment
- 2018-2019 Catalog(Complete)
- 2018-2019 Catalog(Complete) (page number 6)
- 4P1a - Committee Meeting Minutes.pdf
- 4P1a - Minutes - Rocket Council Feb 2019

- 4P1a - SAU Tech - AdvancingaClimatePre-Work_2017_FRM
- 4P1a - SAU Tech - AdvancingaClimatePre-Work_2017_FRM (page number 4)
- 4P1a - Strategic Plans.pdf
- 4P1b - Chancellor Org Chart
- 4P1c - Mission Statement - Web Site
- 4P1d - Strategic Goals mapped to AQIP Categories
- 4P1d - Strategic Goals Mapping - Admin Depts
- 4R1 - Rocket Nation LiftOff Committee Meeting 2-25-19
- 5P2c - Resource Allocation
- Adjunct Faculty Policy Manual - 2018-2019
- Adjunct Faculty Policy Manual - 2018-2019 (page number 1)
- employee_manual_0418
- employee_manual_0418 (page number 11)
- Faculty Manual
- Faculty Manual (page number 7)
- SAU Tech 2018-19 Student Handbook
- SAU Tech 2018-19 Student Handbook (page number 4)
- SAU Tech Strategic Plan - Spring 2015

4.2 - Strategic Planning

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

4P2: PROCESSES

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

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

4R2: RESULTS

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

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

4I2: IMPROVEMENT

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

Responses

4P2a. Engaging internal and external stakeholders in strategic planning (5.C.3)

SAUT engages internal and external stakeholders in strategic planning. Program advisory committees, local business and industry, secondary schools within the College's service area, college staff, employee organizations and students are solicited for feedback that is used in planning the

direction of the College. This occurs during the formal strategic planning cycle discussed in 4P1. Feedback is received through meetings, surveys, etc. The new employee evaluation process further engages employees in the process by aligning individual goals to the department and strategic plan goals. This process is discussed in detail in 3P2.

4P2b. Aligning operations with the institution's mission, vision and values (5.C.2)

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. This linking is completed using the College's assessment management system (Improve).

4P2c. Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

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.

4P2d. Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Environmental scanning is used to capitalize on opportunities and institutional strengths and counter the impact of institutional weaknesses and potential threats. An example is the struggle with declining enrollment over the past several years. The decline in enrollment resulted in less revenue generation leading to budget cuts. Budget cuts were inevitable. However, a reduction in force was not part of the plan to address the problem. Conservative budgets, combining and eliminating positions as they became vacant, student retention improvement and recruiting were some of the strategies used to counter the revenue decline. This table shows the results of these efforts.

4P2e. Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

SAUT's budgeting and planning processes are used to identify action plans that maximize current resources and meet future needs. Through the planning process, departments identify needs which are then included in budget requests which are aligned to the strategic plan.

4P2f. Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

As mentioned previously, department action plans are linked to the strategic plan goals. Departments identify outcomes/measures in their department plans which are housed in the college's

assessment management system (Improve). Over the last year, focus was placed on ensuring that outcomes are measurable. Annually, departments enter the results for the previous year, identify action plans for outcomes that did not meet the criteria established by the department. During this time, the department plans are also reviewed to determine if revisions are needed for their department goals and/or outcomes. If it is determined that revisions to department goals and/or outcomes are needed, those revisions are made in preparation for data collection for the next cycle. The next year, departments implement action plans identified during the annual reporting cycle. At the end of that year, data is reported for the previous year. This time is also used to determine the results of the action plans implemented at the beginning of the year. This cycle is continual each year.

4R2. What are the results for communicating, planning, implementing and reviewing the institution's operational plans? Summary results of measures (include tables and figures when possible) / Comparison of results with internal targets and external benchmarks / Interpretation of results and insights gained

The operational plan results are for the three most recent academic years and are included in this document. Eleven of the 23 departments (48%) have reported results. Three of the 11 are up to date with reporting. Six of the 11 lack reporting for one year; and two of the 11 reporting lack two years of reporting.

4I2. Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

The Vice Chancellor for Academics & Planning will continue working with college departments on department plan revisions and reporting with the goal of 100% of the department plans using measurable outcomes, assigned measures and up-to-date on reporting to be complete by June 30, 2019.

The Vice Chancellor for Academics & Planning will develop a rubric to be used to provide feedback on department plans (i.e, ensure measurable outcomes are in place, revisions are done annually, reporting is completed annually, etc.).

Sources

- 1P1b - Assessment Committee
- 1P2a - SAUT Curriculum Committee Process.pdf
- 1P2b - Advisory Committees.pdf
- 4P1d - Strategic Goals Mapping - Admin Depts
- 4P2b - Department Plans
- 4P2b - Strategic Plan Goals mapped to Program Outcomes
- 4R2 - Dept Plan Results
- 5P2a - Budget Request Form.pdf
- 5R2 - Salary and Benefits Analysis
- 5R2 - SAUT College Reserve Fund Analysis
- employee_evaluation_17_18
- employee_evaluation_17_18 (page number 8)

4.3 - Leadership

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

4P3: PROCESSES

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

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

4R3: RESULTS

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

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

4I3: IMPROVEMENT

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

Responses

4P3a. Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

The Southern Arkansas University (SAU) System Board of Trustees is made up of five members

appointed by the Governor. It is the governing board of the SAU System and approves goals, policies and procedures. The President of Southern Arkansas University System reports to the Board of Trustees and the SAUT Chancellor reports to the System President.

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 Executive Cabinet consists of the Chancellor and Vice Chancellors, and it meets regularly to discuss the business of the college, address issues/concerns/suggestions that require attention at that level, and facilitate communication and coordination among the separate departments.
- The Rocket Nation Council (formerly Quality Council) is an extension of the Executive Cabinet and includes the department heads who report directly to the Chancellor, the director of the Career Academy, chairs of each staff organization and other department heads. This Council provides a forum to share concerns and ideas from all departments and to propose policies and practices to the Executive Cabinet.
- In addition to the Executive Cabinet and Rocket Nation Council, the employee organizations (Classified Staff Organization (CSO), Administrative Staff Organization (ASO), and Faculty Senate (FS)) meet regularly and submit concerns and/or suggestions to the appropriate executive officer who researches the issue(s) and provides follow-up to the organization chair who communicates the response/resolution to the organization body.

4P3b. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

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.

4P3c. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

The Southern Arkansas University System Board of Trustees delegates operational management of the System to the President, The President, in turn, delegates operational management of SAUT to the Chancellor. Academic program degree and course matters are the responsibility of the program faculty under the leadership of the Vice Chancellor for Academics & Planning 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 Vice Chancellor for Academics & Planning forwards recommendations from the Curriculum Committee to the Chancellor and/or the Board of Trustees for approval.

4P3d. Ensuring open communication between and among all colleges, divisions and departments

A new chancellor came on board at SAUT in January 2017. He has an open-door policy which allows students, faculty, staff and other stakeholders the freedom to meet with him as they see fit. This communication philosophy flows down into the campus community resulting in more open

communication across departments. As mentioned in 4P3a, staff organizations are critical to open communication at SAUT. These organizations serve as an open-forum for employees from departments across the campus. Process and procedure changes have occurred at the College based on input from these organizations. For example, the Faculty Senate brought a concern forward regarding student absences as a result of participation in activities (e.g., cheer, basketball, choir, etc.). The Vice Chancellor for Academics & Planning appointed a committee made up of group sponsors, employees and faculty who developed and proposed a policy for class attendance and college-sponsored activities. The policy was implemented fall 2018. The Student Benevolence Fund was borne out of a suggestion that come from the Classified Staff Organization.

4P3e. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

The Assessment Committee and the Curriculum Committee facilitate collaboration across all units in a manner that ensures the maintenance of high academic standards. These two committees are cross-functional, possessing representation from all college groups. The Assessment Committee and the Curriculum Committee provide ongoing planning, development, coordination, and assessment of the College's academic programs. Both committees make recommendations to the Vice Chancellor for Academics & Planning (VCAP). In turn, the VCAP reports the decisions of these committees to the Executive Cabinet ensuring an integrated approach to all academic program decision-making.

4P3f. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

As mentioned in 4P3a above, the five-member SAU Board of Trustees is appointed by the Governor and oversees the SAU System which includes Southern Arkansas University and Southern Arkansas University Tech. Minutes from Board of Trustees meetings can be examined to see how the board reviews and considers the interests of internal and external constituencies. The broad mission of the SAU Board of Trustees requires that, at times, they develop policies that pertain to both institutions under its direction. It is the case, however, that the Board does understand the differences between and among the institutions within the system.

4P3g. Developing leaders at all levels within the institution

As detailed in Section 3P3, SAUT provides multiple opportunities for employee professional development. These opportunities foster leadership skills in employees at all level of the College. Opportunities specifically targeted to developing leaders is the College's sponsorship of employee participation in Leadership Camden Area, Leadership Arkansas, and Arkansas Community College (AC/C) Leadership Institute. Employees are regularly nominated to participate in these programs.

Through the Faculty Senate, the Classified Staff Organization, and the Administrative Staff Organization, SAUT employees 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 and other committees provides excellent opportunities to demonstrate leadership ability.

4P3h. Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

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." SAUT policies and procedures provide the means of ensuring that the College act in accordance with its mission and vision.

4P3i. Tracking outcomes/measures utilizing appropriate tools

The College uses the Employee Satisfaction Survey, staff participation in professional development opportunities, employees serving as chair of staff organizations, and employee participation in college-sponsored leadership programs to assess the effectiveness of leadership.

4R3. What are the results for ensuring long-term effective leadership of the institution? Summary results of measures (include tables and figures when possible) / Comparison of results with internal targets and external benchmarks / Interpretation of results and insights gained

The results for employee professional development are discussed in 3R3.

Since the beginning of the Leadership Camden Area program in 1995, SAUT has sponsored participation for 55 employees. The Leadership Arkansas program started in 2006. Fourteen employees have completed that program. Since the beginning of the ACC Leadership Institute, in 2009, SAUT has sponsored participation for 15 employees. A total of 84 employees have participated in leadership programs over the last twenty-four years. Some employees have participated in all three programs. Employees volunteer to participate in these programs indicating the desire to prepare to serve in leadership capacity.

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, eleven faculty members have served as its chairperson. The CSO was formed in 1997-98, and since it was formed, twenty classified staff members have served as its chair. The ASO was formed in 2008-09, and nine 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. Employees are chosen to serve as the leader of the staff organizations by their peers which could be an indication that these individuals are viewed as having leadership abilities and entrusted with being the voice for and leading organizations that are critical to the operations of the College.

The results of the Employee Satisfaction Survey related to effective leadership indicate that employees are aware of professional development opportunities and take advantage of those opportunities. Employees are feeling more involved in decision making and policy making as indicated by the improvement in that area from 2011 to 2018. Employees have confidence in their immediate supervisors' role in working to improve the organization as the rating has improved from 81% to 95% over the four years shown. The survey population, response rate and frequency of this survey are discussed in Section 3R2.

4I3. Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Review the benefits that participation in leadership programs have on participating employees (i.e., moved into leadership positions at college, served on more internal committees, etc.).

Sources

- 1P1b - Assessment Committee
- 1P2a - SAUT Curriculum Committee Process.pdf
- 1P2b - Advisory Committees.pdf
- 1P3c - NewProgramDevelopment
- 4P1b - Chancellor Org Chart
- 4P2a - Rocket Council Meeting Minutes
- 4P3a - ASO Constitution
- 4P3a - Board of Trustees
- 4P3a - CSO Bylaws
- 4P3a - Faculty Senate Constitution
- 4P3a - SAU Org Chart
- 4P3b - Board Agenda
- 4P3b - Chancellors Presentations
- 4P3c - Academics Organization Chart
- 4P3c - Class Attendance Policy
- 4P3c - Curriculum Committee Minutes
- 4P3c - Student Absence Policy Committee Minutes
- 4P3c - System Approval Request for Programs
- 4P3e - AP8 Commitment Form
- 4P3g - ACC Leadership Institute
- 4P3g - LCA
- 4P3g - Leadership Arkansas
- 4P3h - Acknowledgement Letter
- 4P3h - SAU Conflict-of-Interest Policy
- 4R3 - Employee Opinion Survey
- 5P2a - Budget Approval Minutes
- 6R1 - SAUT Program Review Process

4.4 - Integrity

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

4P4: PROCESSES

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

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

4R4: RESULTS

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

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

4I4: IMPROVEMENT

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

Responses

4P4a. Developing and communicating standards

Standards relating to legal and ethical behavior are developed by the executive staff and are communicated through various publications. The standards are communicated to employees through the employee manual. Upon receipt of the manual, employees sign acknowledged receipt of the manual and that the employee has read and understands its content. This information is communicated to students via the college catalog, course syllabus, and student handbook. During

employee evaluation, employees are evaluated for ethical behavior.

4P4b. Training employees and modeling for ethical and legal behavior across all levels of the institution

As noted in 3P1, newly hired employees receive training via new employee orientation that is conducted by the Human Resources Director 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. These changes are also highlighted during annual employee convocation. Employees complete mandatory training annually. Legal and ethical behavior are topics that are included in this training.

4P4c. Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

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. 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.

In addition to external audits, the Finance and Administration staff has in place 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. The Finance and Administrative staff developed and maintains 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.

Other processes and practices that serve to demonstrate that SAUT's financial, academic, personnel, and auxiliary functions operate with integrity include:

- Individual academic programs seek and receive relevant accreditation from field specific accreditors;

- The College is accredited by the Higher Learning Commission; and

- SAU Systems conflict of interest policies apply to financial, academic, personnel, and Board members.

4P4d. Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

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 web site and printed in the college catalog;

- A list of the Systems Board of Trustees; the System President; SAUT executive officers, administrators, staff, and faculty including faculty discipline is printed in the college catalog;

- Administrators, faculty and staff are listed in the college web site directory;

- A list of tuition and fees and a link to the Net Price Calculator are available on the College web site;

- Consumer information page on the college web site;

- A description of the College's governance structure is on the web site and in the college catalog; and

- Information about accreditation and a link to the College's accreditation information on the HLC are on the web site and in the college catalog.

4R4. What are the results for ensuring institutional integrity? Summary results of measures (include tables and figures when possible) / Comparison of results with internal targets and external benchmarks / Interpretation of results and insights gained

Results of audits performed by external entities are:

- SAUT receives a financial audit from the Arkansas Division of Legislative Audit annually. The goal of this audit is to receive an unqualified opinion from the auditors. For over 20 years, SAUT has received an unqualified opinion from the auditors. The audit reports for the last five years are attached here. During the audit, tests of the College's compliance with certain provisions of the state constitution, state laws and regulations, contracts, and grant agreements were performed as well as consideration of internal control as defined in the audit documents. The FY13, FY14, FY15, FY16 and FY17 audit findings stated that no deficiencies in internal control that would be considered material weaknesses were found. The findings also reported, for these audits, no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

- Arkansas Career Education performs annual audits on the Adult Education Program. Results

of the lasts three years are attached here. The program has met requirements every year.

- The audit performed by Student Loan Guaranty Foundation of Arkansas (SLGFA) in 2014 resulted in procedural findings. Although this was not an official U.S. Department of Education audit, the findings alerted the financial aid office to review in preparation for a federal review. The SLGFA findings were received by SAUT on February 7, 2014. As a result, some policy and procedure changes were made to bring the college more in compliance with federal regulations. All recommendations from that review were implemented. The final school compliance report was received SLGFA on February 20, 2014 with favorable findings. The financial aid office staff attends training events to ensure compliance with federal regulations. SLGFA is no longer in business. Therefore, no additional audits will be conducted by this entity.

- The Department of Veterans' Affairs (VA) conducts audits at their discretion with a 30-day notice of the audit provided to the College. The purpose of the VA audit is to ensure that procedures are followed properly. The VA provides guidance in correctly certifying VA educational benefits. A VA audit was performed November 21-December 18, 2017 with one discrepancy noted. this discrepancy was corrected immediately with no disciplinary or financial action by the VA. The College's certifying staff attend training to ensure education benefits are certified correctly.

- The Arkansas Legislative Audit was performed in AY16 and AY17. There were no deficiencies, noncompliance, or fraudulent activity found. The auditors perform audits at the discretion with a 30-day notice of the provided to the College. The financial aid staff continues to become educated about State regulations using knowledge gained to ensure compliance with all regulations.

4I4. Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Sources

- 1P2c - Course Syllabus.pdf
- 1P2c - Course Syllabus.pdf (page number 4)
- 2018-2019 Catalog(Complete)
- 2018-2019 Catalog(Complete) (page number 6)
- 2018-2019 Catalog(Complete) (page number 7)
- 2018-2019 Catalog(Complete) (page number 48)
- 2018-2019 Catalog(Complete) (page number 143)
- 2018-2019 Catalog(Complete) (page number 144)
- 2018-2019 Catalog(Complete) (page number 147)
- 2018-2019 Catalog(Complete) (page number 149)
- 3P1a - New Employee Orientation Program
- 3P1a - New Employee Orientation Program (page number 4)
- 3P3a - Mandatory Employee PD.pdf
- 4P3h - SAU Conflict-of-Interest Policy
- 4P4 - Costs Web Site
- 4P4 - Governance Web Site

- 4P4a - Acknowledgement of Policy Manual
- 4P4b - employee_evaluation_17_18
- 4P4b - employee_evaluation_17_18 (page number 4)
- 4P4c - Internal Controls Manual - Business Office
- 4P4c - Tax Arbitrage Letter
- 4P4d - Accreditation Web Site
- 4P4d - Consumer Information
- 4P4d - Faculty and Staff Web Site
- 4P4d - Programs on Web Site
- 4R4 - Adult Ed Audits
- 4R4 - Lesiglative Audit
- 4R4 - SAUT Audit Reports
- 4R4 - SLGFA Audit Report
- 4R4 - VA Audit Report
- employee_manual_0418
- employee_manual_0418 (page number 35)
- SAU Tech 2018-19 Student Handbook
- SAU Tech 2018-19 Student Handbook (page number 42)
- SAU Tech 2018-19 Student Handbook (page number 52)

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

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

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

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

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

5I1: IMPROVEMENT

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

Responses

5P1a. Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making.

A variety of data is used to support operations, planning, process improvement and decision making. Southern Arkansas University Tech (SAUT) collects information in various systems. The primary system used to collect information is the College's student information system (Jenzabar PX). This system contains student, employee, academic, and financial data. Although many employees are Jenzabar PX users, the DIR is the primary user for producing performance information. The Director of Institutional Effectiveness & Research assists other members of the College in obtaining data needed for decision making and works with departments in regards to data management processes. Additional systems used to collect data are listed in this table. The data generated from these systems is used in planning, process improvement and decision making.

SAUT also collects data for federal and state regulatory requirements; reporting and data retention needs for various College departments; the Integrated Post-Secondary Education Data System (IPEDS); U.S. Department of Education and the Higher Learning Commission.

5P1b. Determining data, information and performance results that units and departments need to plan and manage effectively.

In general, departments require data, information and performance results for two primary purposes: 1) the strategic planning process; and 2) day-to-day operations. The College's student information system contains information about students, enrollment, financial aid, human resources (including payroll), and finances. It also houses the College's transactional data and historical information useful for measuring operational effectiveness, planning and improvements Some employees have been provided access to allow them the ability to query the system and run reports related to specific departmental operations. Others obtain data by submitting a data request to Institutional Effectiveness & Research. Each department is empowered to determine how best to obtain the data needed to perform critical processes. The Director of Institutional Effectiveness & Research assists members of the College in obtaining data needed for decision making and works with departments in regards to data management processes.

5P1c. Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements.

The Institutional Effectiveness & Research department has the primary responsibility of distributing data reports to the College's department. Specific data is distributed to college departments on a regular basis. Some examples include (this list is not all inclusive):

- Budget reports provided to budget managers monthly by the Finance & Administration office. These reports are used to verify correct charges and to monitor account balances. Budget transfers are done when data from this report show insufficient funds in an account.

- Course success rate reports provided to the Vice Chancellor for Academics & Planning by Institutional Effectiveness & Research at the end of each semester. This information is shared with division chairs and instructors to be used to establish target course success rates. This data is also used as part of the faculty evaluation process.

- Results from student report on teaching surveys provided to Vice Chancellor for Academics &

Planning by Institutional Effectiveness & Research at the end of each semester. The reports are forwarded to the appropriate division chair/faculty lead who shares with instructors. This data is also used as part of the faculty evaluation process.

- Program review data provided to the program review committee by Institutional Effectiveness & Research in the spring of each year to be used in preparing the program review self-study document.

- Enrollment updates provided to the Executive Cabinet by Institutional Effectiveness & Research daily during registration.

- Data provided to departments by Institutional Effectiveness & Research as requested.

5P1d. Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes.

The College uses a Fortigate firewall to quickly identify and block 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 Information Technology & Telecommunications (ITTS) director via the employee's vice chancellor and/or department head. The request includes the level of access needed along with a justification. Login credentials for the user are assigned by the Information Technology & Telecommunications (ITTS) director. The level of access granted to employees is based on job function. The Information Technology & Telecommunications (ITTS) 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 the table below.

Data Security Measures	
Access to data	Request sent to ITTS director via vice chancellor and/or department head
Password complexity	Minimum of eight characters, at least one letter and one number
Password expiration	Every 90 days
Account lockout	Five incorrect attempts in a 20-minute period
Auditing	Notification from Human Resources triggers removal of user account

5P1e. Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services).

Two key software tools are used to track outcomes and measures. 1) Jenzabar PX provides student, employee, financial, and academic data; and 2) Improve contains academic and non-academic assessment data.

5R1a. 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? Summary

results of measures (include tables and figures when possible) / Interpretation of results and insights gained.

The following are examples of data and performance results used on a recurring basis for decision-making.

- Perkins Performance Benchmarks: Measures program and classroom deficiencies and retention. The benchmarks are used to make improvements in areas as necessary. During the 2017-18 academic year, SAUT failed to reach its benchmark for 2P1 and 3P1. Further analysis of the data and review of historical data showed that two programs had the greatest impact on the failure to meet the benchmarks. It was concluded that this was due to the volatile nature of the enrollment and graduate numbers for those programs. However, the addition of new certificate awards in one program and the revision of the certificate program in the other may result in improved enrollment numbers and graduates.

- Retention, Completion, and Enrollment: Measures enrollment, retention, and completion, and information. This data is used to establish institutional and department goals, create/improve support services, etc. The retention and completion rate for the College prompted hiring a student success, retention and placement coordinator in 2016.

- Course Success Rate Reports: Measures student success. A recent review of the cutoff scores for developmental Math left some concern regarding the accuracy of the scores. While faculty and administrators believed that the scores were not correct, historical data on success rates of students completing those courses was reviewed and showed that students were performing well in the levels of Math in which they were placed based on the current scores. The decision was made not to revise Math placement scores.

- Course and Program Assessment Reports: Measures student success. Follow-up action is required for measures not meeting the criteria. The action(s) is/are determined by the instructor with the goal of making the necessary changes that would result in the criteria being met when data is collected during the following cycle.

5I1. Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Institutional Effectiveness & Research, in cooperation with ITTS, are working to implement the Tableau data dashboard.

Sources

- 5P1a SAUT Data Collection Systems
- 5P1c - Budget Report
- 5P1c - Data Request(final)
- 5P1c - Enrollment Updates
- 5P1c - Program Review Data
- 5P1c - Student Report on Teaching
- 5P1c - Success Rate Report
- 5R1 - Course Assessment Report
- 5R1 - Enrollment Data

- 5R1 - Perkins Performance Benchmarks
- 5R1 - Program Assessment Report
- 5R1 - Retention and Completion

5.2 - Resource Management

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

5P2: PROCESSES

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

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

5R2: RESULTS

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

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

5I2: IMPROVEMENT

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

Responses

5P2a. Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

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 (refer to 5P3a for budgeting process). The Chancellor and System President make the final decision on the operating budget before presenting it

to the System Board of Trustees for approval.

The College's operating budget is allocated across Instruction, Academic Affairs, Institutional Support, Student Services, Physical Plant, Debt Service, Public Service, Information Technology & Telecommunication Services 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.

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 Executive Cabinet and requested through the Biennial Capital Appropriations Request.

Physical Infrastructure

SAUT enjoys a large physical presence at its main campus in the Highland Industrial Park in rural Calhoun County. This document contains detailed information about all of SAUT's facilities. The main campus is comprised of 24 buildings with 417,060 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 and 2018. The College maintains three buildings in downtown Camden, the nearest municipality to the main campus. The combined square footage for these facilities is 28,556. It also maintains one building at the municipal airport about two miles from the main campus for the Aviation and leases two buildings for the Mechanical Maintenance program. 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 of South Arkansas, 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.

Technological Infrastructure

SAUT strives to maintain information technology and equipment in the classrooms, labs, and offices. Led by the Information Technology & Telecommunications (ITTS) department, the College implemented processes for managing technology resources with the goal of supporting 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 have up-to-date technology, all computers located in classrooms and labs are are updated every 3 years (30% or more of labs are updated each year). Faculty and staff computers are 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 head or Chancellor/vice chancellor prior to being forwarded to Information Technology & Telecommunications (ITTS) for approval. These requests are handled on an individual basis.

- To maintain campus-wide standards for hardware (including printers), the ITTS department approves all technology purchases.

- Recent provisions for wireless Internet access provide greater flexibility for students with various access points in each building on campus and student apartments.

- 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 Rocket Nation Council. In cases where there is a cost associated with software upgrades, Information Technology & Telecommunications (ITTS) 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 Director of Information Technology & Telecommunications Services coordinates the purchase of software upgrades that affect the entire campus.

- Requests for computer repair are accepted by the Information Technology & Telecommunications (ITTS) 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. Upon completion of work orders, users are requested to complete a customer satisfaction survey which is submitted, anonymously, to the ITTS director. The goal completion of work orders it three business days.

5P2b. Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

Goal-setting for the college begins at the department level through the annual operational planning process. Through this process, departmental goals and outcomes are aligned to the Strategic Plan Goals. Actions/needs are identified through this process with requests for resources needed to carry out goals funneling up through the budget process. The budgeting process is discussed in 5P3a.

5P2c. Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

The process for allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected is discussed in 5P3a. Education is the core of what SAUT does. This is evidenced by its allocation of resources to that purpose. Instruction and academic support made up 38 percent of the FY18 operating budget. This represents a two percent increase over the last four fiscal years.

5P2d. Tracking outcomes/measures utilizing appropriate tools

Over the past eight years the College has been faced with continuous declining enrollment which has prompted much stricter budget monitoring. Many strategic budgeting decisions have been made to

address the shrinking cash flow as it relates to tuition and fees. The results of these decisions have led to a much stronger financial position of the college. Focus was aimed at reducing personnel costs, placing high priority on student retention and success, improving the budget process and achieving a year-end surplus.

Campus technology is managed via a work order system with results of customer satisfaction surveys used to improve services provided.

The Physical Plant also uses a work order system to track requests for services. Utilities are tracked as well as vehicle usage and maintenance.

5R2. What are the results for resource management? Summary results of measures (include tables and figures when possible) / Interpretation of results and insights gained / Comparison of results with internal targets and external benchmarks

Budget Allocations & Financial Health

These tables provide detailed information regarding allocation of the SAUT budget from FY12 to FY18. The first page contains the budget allocation and the second page shows the financial health of the College from FY10 to FY18 along with descriptions.

Salary and Benefits Analysis

From 2012-2013 (peak year) to 2018-2019 employee salaries and fringe benefits decreased by 9 percent. This was accomplished by a much stricter oversight in filling vacant positions. Vacancies were no longer automatically filled. In some cases job duties were combined with other positions and in other cases vacancies were deferred. The faculty adjunct/overload policy was also revised. This table contains an analysis of employee salaries and fringes from AY12 to AY19. The staffing at SAUT is comparable to other two-year colleges in the State of Arkansas.

College Reserve Fund Analysis & Student Retention and Success

In FY 2010-2011, the records reflect an annual FTE of 1,373. Net cash flow from tuition was $1,988,739 (tuition revenue less all discounts and scholarships). Year-ending surplus was $364,918. In FY 2016-2017, the records reflect an annual FTE of 957. Net cash flow from tuition was $1,379,546. Year-ending surplus was $325,858. From 2010 to 2017 a 30% drop in cash flow occurred, yet the year-ending surplus was only slightly less. Additionally, the student success rate in 2010-2011 was 74.73% and in 2016-2017, the student success rate was 80.31%. All of these statistics are true reflections of the spending controls, budget oversight and the focus on student success and retention. These figures are shown in this table.

Budgeting Process

The results of the new budgeting process has prompted much more strategic planning within the various departmental budgets. Budget requests are no longer submitted as incremental adjustments. The requests are submitted with detail and justification as they relate to the overall campus strategic plan. These justifications then serve as a guide to the Executive Officers in budget allocations.

Information Technology

This table below shows the number of Information Technology & Telecommunications Services

(ITTS) work orders that were submitted and closed from AY12 to AY18. The numbers are consistent across the years. The rate of completing work orders within the three business day goal ranges from 96.7 percent to 100 percent for the seven-year period. The slight decline in the rate for AY18 was caused by installation of a new telephone system that took place in 2017-2018. The data shows that ITTS is providing support services in a timely manner.

Year	# Work Orders Received	# Work Orders Closed Within Established Time Frame
2011-2012	1,186	1,186 (100%)
2012-2013	1,073	1,073 (100%)
2013-2014	972	972 (100%)
2014-2015	1,106	1,085 (98%)
2015-2016	1,160	1,155 (99.5%)
2016-2017	1,136	1,124 (98.9%)
2017-2018	1,003	970 (96.7%)

In spring 2016, ITTS began use of a customer satisfaction survey. Upon completion of work orders, users are asked to complete the survey. The results are shared with the ITTS technicians and used to improve services. The survey results for AY16 to AY18 are displayed in this document. In AY16, 1,106 were received with 1,085 closed. Fifty-five surveys were completed representing a five percent response rate. The highest rating, 4.69, was for "satisfaction with IT services." The lowest rating that year, 4.60, was for "staff was respectful and professional." In AY17, 1,136 work orders were received with 1,124 closed. One hundred fifty-eight surveys were completed representing a 14 percent response rate. The highest rating that year, 4.71, was "staff was respectful and professional" and the lowest rating was for "request completed in a timely manner" and "IT services was responsive to my needs" at 4.64. In AY18, 1,003 work orders were received with 970 closed. One hundred and nine surveys were completed representing an 11 percent response rate. The ratings in all areas during this academic year fell below the lowest ratings in all categories over the three-year period. The priority for the ITTS department that year was installation of the new telephone system.

Physical Resources

This table below shows the number of Physical Plant work orders that were submitted and closed from AY12 to AY18. The goal for completion of work orders is within 48 hours of receipt. Based on the information below, the Physical Plant is working toward reaching this goal. It is admirable for the department to maintain rates such as these considering spending most of the last three years short staffed due to budget cuts.

Year	# Work Orders Received	# Work Orders Closed

2011-2012	1,212	1,212 (100%)
2012-2013	1,369	1,330 (97%)
2013-2014	1,504	1,385 (92%)
2014-2015	1,501	1,371 (91%)
2015-2016	1,133	1,056 (93%)
2016-2017	1,732	1,695 (98%)
2017-2018	1,665	1,563 (94%)

SAUT's motor pool is operated by the Physical Plant. This report is maintained to determine the condition of the vehicles and is used as a method of identifying the timing of replacing vehicles. The maintenance and repair costs is the most significant indicator for vehicle replacement. However, factors such as the State allocation of vehicles for the institution, funding, etc. can delay needed replacements. In cases where possible, the use of vehicles is rearranged in order to replace other vehicles.

Another means of managing the College's physical resources is by reviewing the utility usage. This report shows the utility usage. The gas and water information provided is for one building. The entire report is too massive to upload. These data are analyzed monthly to to track any excessive usage that might indicate major water and/or gas leak and excessive kilowatt usage. These data are also used to determine yearly budget costs.

5I2. Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

A new budgeting process was implemented to allow for alignment of budget requests to the College's Strategic Plan.

ITTS has developed 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 via a customer survey sent to the requester after work order is completed.

ITTS virtualized over 90% of the college's critical servers in the summer of 2018 to allow for improvements in central management and to reduce the cost of physical server warranties and hardware replacements. ITTS is in the process of implementing a new work order ticketing system that will allow user access via the web.

Sources

- 3P1c - Faculty-Student Comparison Reports.pdf
- 4P1d - Strategic Goals Mapping - Admin Depts
- 5P2a - Appropriation Bill
- 5P2a - Biennial Appropriations Process
- 5P2a - Biennial Capital Appropriations Request
- 5P2a - Budget Approval Minutes
- 5P2a - Budget Request Form.pdf
- 5P2a - SAUT Facilities

- 5P2c - Resource Allocation
- 5R2 - Annual Vehicle Report Summary.pdf
- 5R2 - Fiscal Resources
- 5R2 - Fiscal Resources (page number 1)
- 5R2 - Fiscal Resources (page number 2)
- 5R2 - Salary and Benefits Analysis
- 5R2 - SAUT College Reserve Fund Analysis
- 5R2 - Utility Usage Summary.pdf
- employee_manual_0418
- employee_manual_0418 (page number 73)
- employee_manual_0418 (page number 75)
- employee_manual_0418 (page number 95)
- employee_manual_0418 (page number 96)

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

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

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

5R3: RESULTS

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

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

5I3: IMPROVEMENT

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

Responses

5P3a. Building budgets to accomplish institutional goals

The budgeting process takes place during the spring semester each year. During the 2016-2017 fiscal year, under the leadership of a new Chancellor, the College redesigned the budgeting process to include an alignment between departmental budget requests and the overall institutional strategic plan. Each line item request is now cross-walked back to the Strategic Plan. This step in the budgeting process has assisted the Executive Officers in better allocating funds based on institutional need and priorities as they relate to accomplishing the identified institutional goals. While the Executive Officers meet multiple times throughout the budgeting process to discuss priorities and

requests, this group also meets continuously throughout the academic year to focus on long-term goals and priorities of the campus.

5P3b. Monitoring financial position and adjusting budgets (5.A.5)

Once the budget is approved, the Controller records the line-item budget amounts in the appropriate departmental budget in the Jenzabar PX (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.

5P3c. 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. The Information Technology & Telecommunications Services (ITTS) Disaster Recovery Plan lists these processes and systems. 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 ITTS 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 generator is connected to the server room to allow for minimal disruption of service due to power outage (which occurs quite frequently).

In 2015-2016, SAUT began charging a technology fee. These funds are used to maintain and strengthen the College's technology infrastructure. Since initiation of the fee, several enhancements have been made to the College's technological infrastructure. They are:

- eSume Online Admissions Application
- SATCO Wireless Internet - Main Campus
- SATCO Wireless Internet - Ross Center
- BBA Bookstore Interface
- Purchased APlus server
- Purchased Active Directory server
- Purchased Exchange server
- Generator for ITTS server room
- D2L Learning Repository
- Advanced Cabling supplies (for Grand Hall)
- Server warranties
- Maintenance for Juniper Router
- Fortimail Appliance
- Maintenance for Fortigate firewall
- Server Virtualization Equipment and Installation

5P3d. 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 Physical Plant Director reports to the Vice Chancellor for Finance & Administration and oversees and manages the physical infrastructure for all of the College's physical plant. Specifically, the Physical Plant Director maintains overall systems which includes plumbing, electrical, HVAC, grounds, motor pool, and custodial. The Physical Plant Director 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.

5P3e. Managing risks to ensure operational stability, including emergency preparedness

As part of the College's emergency preparedness efforts, SAUT has appointed an Emergency Planning Committee (EPC) and Emergency Response Team (ERT). The Emergency Planning Committee is chaired by the Vice Chancellor for Academics & Planning and is composed of the chancellor, vice chancellors, Director of Physical Plant, Dean of Communications, Director of Institutional Effectiveness & Research, and Pubic Safety Officer Supervisor. 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 Vice Chancellor for Finance & Administration and co-captain is the Director of Institutional Effectiveness & Research. 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. They are also responsible for conducting an annual audit to ensure that building evaluation maps are installed in all rooms; emergency lighting is working; first aid kits contain all required materials; and fire extinguisher inspections are up to date.

Each employee is provided with an Emergency Procedures Booklet and instructed to become familiar with the procedures contained within the booklet. This booklet contains procedures for response to a variety of emergency events (i.e., fire, tornados, health emergency, active shooter, bomb threat, etc.). 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.

SAUT has also published an Emergency Operations Plan (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. Active Shooter training is one of the mandatory courses that all employees are required to complete annually.

5P3f. Tracking outcomes/measures utilizing appropriate tools

The primary means of tracking outcomes/measures relative to effective management of operations include:

- Budget transfer requests - The number of requests is an indicator of how well the budget managers prepared their budgets.

- Data recovery drills - Data recovery drills are performed bi-annually to ensure that plans are in place to ensure continuity of critical business operations in the event of a disaster that impacts these processes.

- Risk Management Division of Arkansas Insurance Department conducts a safety and loss prevention inspection every two years. The purpose of the inspection is to mitigate any risks to the campus by making recommendations based on risk management standards.

- Elevator inspections are conducted annually in accordance with a service contract with a vendor. Any repairs needed are done by the vendor and the repairs are reported to the Department of Labor. Elevators are located in the administration building, business building, REL tech engineering center, and uptown center.

- Fire extinguisher inspections are conducted annually in accordance with a service contract with a vendor to ensure that extinguishers are in working order at all times.

- Required training for ERT, building captains, and co-captains.

5R3. What are the results for ensuring effective management of operations on an ongoing basis and for the future? Summary results of measures (include tables and figures when possible) / Comparison of results with internal targets and external benchmarks / Interpretation of results and insights gained

Financial Position & Monitoring Budgets

The table below shows the number of budget transfers that were done from FY15 to FY18. The number of budget transfers have increased by each year for the time period represented. The primary reason for this increase is lack of planning on the part of the budget managers during the budget process. Some transfers are expected as priorities change throughout the year. Analysis to determine the purpose of each transfer will aid in working to decrease the numbers.

Year	# of Transfers	Total Dollar Amount of Transfers
2014-2015	117	$504,598.66

2015-2016	175	$503,950.27
2016-2017	172	$543,725.19
2017-2018	196	$585,286.68

Technological Infrastructure

The results of the bi-annual data recovery drills are included in this document. The drills are conducted at the off-site facilities that have been identified to be used in the event personnel are unable to access the main campus. A drill is also conducted on the main campus in the ITTTS area. In the event of a power outage, critical business processes can continue from that area as the newly installed generator prevents that area from losing power. Each employee responsible for business critical tests his/her process conducts a test of his/her operation. The report that the employee completes includes a description of the steps/process taken to compete the activity; and the results of the drill. The results are reviewed by the ITTTS Director who identifies lessons learned and areas for improvement for the next drill. The initial drill conducted in 2014, revealed several opportunities for improvement in the testing and setup process. Each of the years thereafter, improvement occurred. The 2018 drill took place with no significant issues.

The installation of the generator for the computer room has eliminated the disruption of critical business functions due to loss of electricity. The generator is scheduled to kick on every Friday for testing to ensure that it will be fully dependable and operation when there is an unexpected power failure.

Physical Infrastructure

- The safety and loss prevention recommendations for the last three inspections are shown in this document. Upon receipt of the report from the Risk Management Division, the physical plant director designates each recommendation status as complete (C) or ongoing (O). The responses are due within 30 days of receipt of the report. SAUT is under no obligation to address any recommendations unless it is required in order to maintain its insurance coverage. There have been no recommendations reported that would jeopardize coverage if not completed. The College completes recommendations as time and funds permit.

- Fire extinguisher inspection results are included in this table. In 2015 a new vendor was obtained. The first year cost was $684.79. That year no new extinguishers were required or purchased. Maintenance and refills were minimal. In 2016 the cost was $2,047.29. That year new extinguisher costs were $858.00. Refills and maintenance were more than normal. This varies from year to year because extinguishers have expiration dates for testing and/or replacement. Some of extinguishers are six years old, etc. Also extinguishers are needed for new buildings and sometimes Risk Management asks for different type extinguishers which can be costly. Yearly tag inspections normally vary very little. The annual tag represents that a licensed inspector has looked at the extinguisher and it passes inspection for use. Sometimes the extinguisher does not pass and is pulled out of service until repaired. (e.g., out of powder, discharged. hose missing, etc.) The in-house monthly inspections allows for some of these issues to be addressed prior to the annual inspection.

- Elevator inspection results are included in this table. For the five years represented, all elevators have received certification from the State of Arkansas Department of Labor. The relationship with the inspection contractor has continued to be proven beneficial for the safety

of the college community.

Emergency Preparedness

50 percent of the required employees have received NIMS Training and have up-to-date AED CPR/First Aid certification.

5I3. Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

After checking training records, AED CPR/First Aid training will be scheduled to bring required employees up-to-date on their training and/or certification.

Further analysis will be done on the budget transfers to determine who/what generates the most transfers with the goal of taking steps to reduce the number.

Sources

- 3P3a - Mandatory Employee PD.pdf
- 5P1c - Budget Report
- 5P2a - Budget Request Form.pdf
- 5P3b - Budget Transfer Form
- 5P3b - PO_Authorization_Signatures2017
- 5P3c - ITTS Disaster Recovery_Business Continuity Plan 2019
- 5P3c - ITTS Disaster Recovery_Business Continuity Plan 2019 (page number 7)
- 5P3c - ITTS Disaster Recovery_Business Continuity Plan 2019 (page number 9)
- 5P3c - ITTS Disaster Recovery_Business Continuity Plan 2019 (page number 11)
- 5P3c - ITTS Disaster Recovery_Business Continuity Plan 2019 (page number 12)
- 5P3d - Report Crime Anon
- 5P3e - Captains_Cocaptains - 09-20-18
- 5P3e - Emergency Operations Plan
- 5P3e - Emergency Procdures Booklet
- 5P3e - EPC Meeting Minutes.pdf
- 5P3e - ERT Equipment Monitoring Checklist
- 5P3e - ERTTraining
- 5P3e - NIMS Training
- 5R3 - Annual Fire Extinguisher Service
- 5R3 - Elevator Annual Inspection
- 5R3 - Elevator Certificates
- 5R3 - ITTTS Discovery Recovery Drill Report
- 5R3 - ITTTS Discovery Recovery Drill Report (page number 16)
- 5R3 - ITTTS Discovery Recovery Drill Report (page number 73)
- 5R3 - Risk Management Report

6 - Quality Overview

6.1 - Quality Improvement Initiatives

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

6P1: PROCESSES

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

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

6R1: RESULTS

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

6I1

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

Responses

6P1a. Selecting, deploying and evaluating quality improvement initiatives

In 2007, SAUT became an AQIP institution. This pathway was chosen by the College because of its desire to development an environment in which improvement occurs continuously during the years between reaffirmation visits. The AQIP Steering Committee was formed at that time. The Committee oversees the AQIP process, including selection of action projects and follow-up to ensure that practices developed as a result of the projects are continued and revised as necessary. Suggestions for quality improvement initiatives are received from staff organizations, departments and individual employees. Initiatives are also informed by feedback from the Systems Appraisal Feedback Reports and Strategy Forums. The suggestions are presented to the AQIP Steering Committee for selection. During this selection process, the Committee ensures that the proposed project aligns with the College's goals and objectives. An action team is selected by the Committee who then creates the charter for the project. The charter details how the initiative will be evaluated.

Since submission of the 2015 Systems Portfolio, SAUT has taken steps to better integrate its quality initiatives into the day-to-day operations of the College. As issues arise with systems, action is taken to correct the process as second nature. For example, Institutional Effectiveness & Research has identified the need to expand the process for student evaluation on teaching. This was prompted because of the fact that right now the College only uses the online survey as a means of getting feedback from students on the teaching that is delivered. A committee will be formed to review and recommend revisions to the process. Another example is that of the suggestion for a data quality review. The purpose of this initiative is to ensure that data being reported is entered into the system accurately and timely in order to meet internal and external data reporting timelines. The Director of Information Technology and Telecommunications Services will lead this effort with assistance from the Director of Institutional Effectiveness & Research. Although SAUT will no longer be required to identify action projects, the work of continuous quality improvement continues.

6P1b. Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Led by the AQIP Steering Committee, the feedback from the Systems Appraisal Feedback Report is used to formulate responses for the next Systems Portfolio. After receipt of the 2015 Systems Appraisal Feedback Report, a subcommittee of the AQIP Steering Committee was formed to review the report and make recommendations for addressing the areas of concern. This feedback resulted in the recommendation for creation of two action projects (Retention and Co-Curricular Assessment. Action Projects and Strategy Forum topics are also created from the Systems Appraisal Feedback Report. For example, one of the College's Strategy Forum focus was data-driven decision making which was pointed out as an area for improvement from the 2011 Systems Appraisal Feedback Report which then led to creation of an action project to address the issue. The 2015 Systems Appraisal Feedback Report prompted the topic chosen for the 2017 Strategy Forum leading to the creation of an action project. Although AQIP is being phased out, the College has decided to move forward with the project identified during its last Strategy Forum (revision of mission, vision and values for the College). A team has been formed and has begun this work as part of the College's strategic planning process.

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

- Improving class scheduling process - The purpose of this project was to decrease the number days of preparation of the class schedule. The implementation of this project resulted in creation of a process for schedule preparation and decreased the number of days for preparation from 41 days pass the established deadline for completion to meeting the deadline.

- Helping students succeed through increased retention (tutoring center) - The initial impact of the creation of a the tutoring center was a 26.39 percent increase in the success rate for students using the center from the success rate prior to implementation of that service. Today the Center has been renamed "Rocket Success Center" and has expanded tutoring services to a larger number of courses and offers online tutoring services. There are peer and professional tutors available as well.

- Co-curricular assessment - established a process to assess co-curricular activities.

- Academic program review - established a documented process for program review.

- Student evaluation of teaching - resulted in creation of new instruments to be used by students

to evaluation instruction and be administered electronically; response rate for the survey improved from 19 percent for traditional classroom and 24 percent for online upon initial implementation of form to 94.36 percent and 35.60 percent, respectively, for fall 2018.

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

SAUT has recently become a part of the Achieving the Dream Initiative (refer to 1I3 for details). This initiative focuses on student support services and will require the College to carefully evaluate its process related to providing services for its students.

As mentioned above, a data quality review committee will be formed to review the process for data collection and reporting.

The student evaluation on teaching process will be reviewed to enhance that process resulting in developing additional elements to get more robust data to be used to improve teaching.

Sources

- 2P1d - Success Center_Library
- 6P1a - Action Project Charters
- 6P1a - AQIP Application Approval Letter
- 6P1a - AQIP Committee Meeting Minutes
- 6P1a - AQIP Committee Meeting Minutes (page number 19)
- 6P1a - AQIP Steering Committee Members - 2017
- 6P1a - SAU Tech - AdvancingaClimatePre-Work_2017_FRM
- 6P1a - SAU Tech - AdvancingaClimatePre-Work_2017_FRM (page number 4)
- 6P1b - 2017 Strategy Forum Project Meeting Minutes
- 6P1b - Action Project Charter
- 6P1b - AP 15
- 6P1b - Co-Curricular Assessment Declaration Form
- 6P1b - Data-Driven Decision Declaration Form
- 6P1b - Feedback Report 1736 AQ SR 2011 08 30
- 6P1b - Feedback Report 1736 AQ SR 2011 08 30 (page number 27)
- 6P1b - Retention Declaration Form
- 6P1b - SAUT Final Systems Appraisal - 2015.pdf
- 6P1b - SAUT Final Systems Appraisal - 2015.pdf (page number 47)
- 6P1b - Systems Appraisal Task Force
- 6P1b - Systems Appraisal Task Force (page number 11)
- 6P1b - Systems Appraisal Task Force (page number 23)
- 6R1 - Action Project Commitment Form 11
- 6R1 - Action Project Commitment Form 11 (page number 2)
- 6R1 - Action Project Commitment Form AP7

- 6R1 - AP 11 Annual Update - 09302016
- 6R1 - Class Schedule Mtg Min
- 6R1 - Class Schedule Process
- 6R1 - Response Rate for Stud Eval on Tchng
- 6R1 - SAUT Program Review Process
- 6R1 - Tutoring Center Initial Impact

6.2 - Culture of Quality

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

6P2: PROCESSES

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

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

6R2: RESULTS

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

6I2: IMPROVEMENT

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

Responses

6P2a. Developing an infrastructure and providing resources to support a culture of quality.

SAUT has an infrastructure and provides resources to support a culture of quality. The resources needed for continuous quality improvement are tied to the Strategic Plan through the department planning process which ties back to the budget. Department goals and outcomes are established and linked to the Strategic Plan goals. The Strategic Plan goals are linked to the six AQIP categories. Reporting and evaluating results of department outcomes are done annually.

6P2b. Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations. (5.D.1)

The progress of quality initiatives are communicated campus-wide via email using AQIP Blasts. AQIP and continuous quality improvement are discussed annually during Convocation. The planning cycle, beginning at the sub-unit level, drives conversations closest to the situations where

changes in processes can be made easily and effectiveness gauged most readily.

SAUT documents evidence of performance in its operations. Some of the areas in which the College works to continually improve are listed below. This is not an all-inclusive list.

- Course success - Course success rate reports are provided to the Vice Chancellor for Academics & Planning at the end of each semester. This information, along with the student evaluation on teaching and faculty self-evaluation, are used in discussions with each individual instructor during the spring semester. Beginning with the spring 2019 evaluations, instructors will be asked to set success rate goals for their courses. The baseline to be used will be the average overall college course success rate for the last five years.

- Retention and completion - These reports are used to inform activities specifically designed to improve retention and completion (tutoring services, early alert reporting system, Student Success courses, etc.).

- Budget management - Budget reports are provided to budget managers monthly. These are used as tools to ensure that department spending does not exceed the amounts budgeted.

- Financial Stability - The College reserve fund is monitored with the goal of maintaining a positive balance and increase over time.

- Master plan reporting - Department goals and outcomes have been established that link to the Strategic Plan. Each functional area reports outcome results annually.

- Student learning and academic program assessment - As discussed in Category 1, established assessment processes are in place to continually assess student learning at both the institutional and program levels.

- Assessment of services - A student opinion survey and employee survey are conducted annually with results used to improve services provided.

- Through Quality Matters, SAU Tech continuously works to improve the quality of its online courses. The Quality Matters rubric and review system are used for internal course reviews

- Cohort default rate (CDR) - The College's CDR is monitored to ensure that the rate remains in compliance with U.S. Department of Education requirements.

6P2c. Ensuring the institution learns from its experiences with CQI initiatives. (5.D.2)

SAUT learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. As discussed in 6P2a above, departments develop goals and measurable outcomes that are aligned to the Strategic Plan. Criterion are established for each outcome to determine success in meeting the outcome. Follow-up action is developed for any criterion not met. These actions are reviewed the following year to determine the impact toward meeting the established criteria.

6P2d. Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution.

As mentioned in 6P2b, the AQIP Pathway is explained each year during Convocation. An update is

provided for active action projects. The campus is kept abreast of AQIP activities via AQIP blasts. This communication resulted participation in one action project (Retention) growing so large that employees began being appointed to subcommittees of that team.

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

During the past three years, SAUT has established a rich array of successes in its CQI initiatives. Examples include:

- Alignment of the AQIP categories to the Strategic Plan

- Successful completion of 100% of AQIP Action Projects (with the exception of the projects that were open when discontinuing AQIP was announced)

- Combining the Library and Tutoring Center to create the Rocket Success Center

- Applying and being awarded intensive coaching from Achieving the Dream focused on Holistic Student Supports

- Revision of the Employee Opinion Survey to get more robust feedback from employees

- Implementation of Upswing to provide 24/7 online tutoring services

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

The Achieving the Dream Initiative will result in process and culture changes as it relates to providing services to students. Refer to 1I3 for details about this project.

Beginning in spring 2019, faculty will establish course success rate goals for the 2019-2020 academic year.

Sources

- 1P2a - Program Alignment
- 2P1d - SAUTStudentSurveySatisfaction - Questionnaire
- 3P2f - Employee Opinion Questionnaire
- 4P1d - Strategic Goals mapped to AQIP Categories
- 4P1d - Strategic Goals Mapping - Admin Depts
- 5P1c - Budget Report
- 5P1c - Success Rate Report
- 5R1 - Retention and Completion
- 5R2 - SAUT College Reserve Fund Analysis
- 6P2b - AQIP Blasts
- 6P2b - CDR
- 6P2b - Convocation Agenda
- 6P2b - Quality Matters