

Assurance Argument

Phillips Community College of the
University of Arkansas - AR

3/22/2015

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A

The College mission is broadly understood within the institution and guides its operations.

1.A.1

The College [Mission Statement](#) is clear and articulated publicly. The Mission Statement was developed initially in June of 1968 and is reviewed periodically with the most recent revision in September 2010. The [revised mission statement](#) was developed through a collaborative process which included all college employees at strategic planning and in-service meetings as evidenced in the [Institutional Effectiveness Mission and Strategic Planning Committee In-Service](#) on November 13, 2009.

The following mission statement was approved by Chancellor's Cabinet on [July 12, 2010](#), and the Board of Visitors on [September 16, 2010](#). The College is a "multi-campus, two-year college serving the communities of Eastern Arkansas. The College is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our communities." This revised mission statement recognizes the College's nature as a multi-campus college and its commitment to student success and community engagement.

The [Mission Statement](#) identifies intended service to internal and external populations, as well as the type of educational opportunities provided; the [College logo](#) was rebranded recently to better reflect the College's affiliation with the University of Arkansas System. The Board of Visitors adopted the new logo on [December 13, 2012](#).

1.A.2

High quality academic and vocational [programs of study](#) are offered culminating in an associate degree, technical certificate, or certificate of proficiency. Some programs and certificates provide students with the skills necessary for immediate entry into the workforce while other programs are designed for students to transfer to other colleges or universities. To ensure [accessibility of educational opportunities](#), the College offers courses face-to-face, in hybrid format, online, and as an independent study. Learning is promoted in several ways. First, [non-credit community service courses](#) are offered based on community interest and need. Second, the College [partners with other institutions](#) of higher learning to ensure that students may continue their education by transferring seamlessly to baccalaureate programs. Finally, students may enroll in courses offered at the College that culminate in a baccalaureate degree in applied science, early childhood education, and vocational education in human resource development and/or a master of education degree.

To support student completion of a selected academic program, [student assistance and support services](#) are provided for admission, testing and placement, academic advising, Career Pathways, financial aid, registration and records orientation, disability services, and veteran's educational benefits to a diverse student population.

[College employees engage](#) in the lives of students and communities served in a variety of ways. Opportunities exist for students to participate in and for faculty to sponsor student activities and organizations such as (1) Student Ambassadors, (2) the Baptist Collegiate Ministry, (3) Book Club, (4) Intramural Activities, (5) Men Enrolling Toward Advancement (META), and (6) Phi Theta Kappa. College employees serve on community boards and committees, hold membership in local clubs and organizations, and support community activities.

Enrollment is consistent with the College Mission, and student demographics mirror communities served. Students take full- or part-time course loads depending upon personal work responsibilities, family obligations, or program requirements. Some students elect to enter the workforce after completing their selected academic or vocational program of study while others transfer to a four-year institution to continue their education. [All students may take \(1\) college-level, \(2\) continuing education, \(3\) student development, and \(4\) economic development courses](#) to gain additional knowledge and skills. Special recruitment, counseling, and evaluation services are provided to increase access for students not traditionally served by higher education.

In the fall 2014, the [multi-campus student population](#) served was comprised predominately of Caucasian (47.5%) and African-American (48.6%) students with only a small percentage (3.9%) of students classified as other. More students were female (62.5%) than male (37.5%). The average age was 20.7 including high school students and 25.1 excluding high school students. The number of non-high school students enrolled full-time was 627 and part-time 1,170. Discounting high school students, the number of full-time students was 596 and part-time 325.

The College enrollment profile mirrors the [demographics of Phillips and Arkansas Counties](#). In Phillips County, the population is comprised predominately of Caucasian (36.2%) and African-Americans (62%) with only a small percentage of the population classified as other (1.8%).

Seventy-three percent of the population age 25 or more has graduated from high school or college. In Arkansas County, the population is comprised predominately of Caucasian (72.5%) and African-Americans (24.8%) with only a small percentage of the population classified as other (2.7%). Eighty-two point four percent of the population age 25 or more has graduated from high school or college. In both Phillips (53%) and Arkansas (51.6%) Counties, there are more females than males.

1.A.3

Institution planning and budgeting priorities align with and support the College Mission which is explained in detail in Core Component 5.C.1

Sources

- Accessibility to Educational Opportunities 1 A2
- Accessibility to Educational Opportunities 1A
- Approval of Revised Mission Statement Board of Visitors, September 16 1 A
- Approval of Revised Mission Statement July 12, 2010 1 A
- Approval of Revised Mission Statement, September 16, 2010 1 A
- Demographics of Phillips and Arkansas Counties 1A2
- Educational Opportunities 1A2
- Engagement of Employees 1A
- Enrollment Profile 1 A2
- Institutional Effectiveness In-Service 1 A
- Logo Rebranded 1 A
- Logo Rebranded, Board of Visitors Minutes 1 A
- Mission Statement 1 A
- Non-Credit Courses 1 A2
- Partnerships 1 A2
- Programs of Study 1 A2
- Revised Mission Statement
- Revised Mission Statement Chancellor Cabinet, July 12, 2010 1 A
- Student Assistance and Support 1A

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B

The College communicates its mission publicly.

1.B.1

The College Mission Statement is articulated clearly through eight [vision statements](#) developed by college employees during strategic planning sessions and approved by College Council. These vision statements describe how the College seeks to interact with individuals and communities. In addition, college employees developed three [core value statements](#) to communicate practiced beliefs and values about student success, the power of education, and diversity.

1.B.2

The College mission, vision, and core values statements are implemented through five main [programs and services](#).

(1) [College level credit programs](#) offer prescribed courses that culminate in associate degrees, diplomas, and certificates in technical and occupational fields, as well as course work in selected majors intended for transfer to other institutions of higher learning.

(2) [Continuing education and community service programs](#) are offered to facilitate professional and occupational growth for individuals, businesses, and industries, as well as government and health organizations. The College demonstrates a commitment to continuing education and community service by providing a variety of course offerings.

(3) [Student development programs and services](#) are provided to support student achievement of personal, educational, and professional goals. Offerings include, but are not limited to,

occupational, business, and adult education as well as cultural and recreational programs. These programs are specifically designed in content and length to meet community needs and interests. The College also serves students who are academically underprepared to begin college or vocational education programs. Any student seeking an associate degree, technical certificate, or certificate of proficiency is required to meet established proficiency scores in English, math, and reading before enrolling in courses for a selected program of study. Traditionally, proficiency is validated through ACT test scores or COMPASS test placement scores. Students failing to meet established proficiency scores are advised accordingly and enrolled in the appropriate developmental reading, writing, and/or math course(s) to correct deficiencies as reflected in the plan for [Developmental Education and Academic Skills Placement](#). After the student completes required developmental courses, the student is enrolled in college level courses. Co-chairs for the Division of Arts and Sciences oversee developmental reading, writing, and math courses taught by English and math faculty. In addition, students who have not earned a high school diploma or equivalency certificate may enroll in an Adult Education program on each campus. These programs consist of Adult Basic Education and General Adult Education programs designed to prepare academically and socially challenged individuals to take and pass the General Educational Developmental test.

(4) [Economic development programs](#) are offered to provide new and established businesses and industries with a workforce that has the knowledge, skills, and ability to meet specific workforce demands. Economic development is supported also by collaborating with community leaders to attract new business and industry to Eastern Arkansas.

(5) [Access to programs and services](#) is offered to attract, enroll, and meet the educational needs of nontraditional college students. These programs and services are commensurate with the needs of students and most are available on all three campuses. An example of the College's commitment to meeting all students' learning needs occurred in the fall of 2013 when the State of Arkansas asked the College to assume the administration of Adult Education in Arkansas County. This enabled the College to offer Adult Education on all three campuses rather than solely on the Helena-West Helena campus.

1.B.3

The College is a nonresidential, public institution with a [full- and part-time enrollment](#) of 1,797 students on all three campuses in the fall 2014. Its mission, vision, and core values are implemented by providing individuals access to academic, occupational/technical, community service, and continuing education programs that reflect the needs of the communities served. Recent state legislation has limited the College's ability to continue to offer programs for all students, especially those with extremely low placement scores. In response to this legislation, the College has developed and implemented a [Conditional Admissions Plan](#) for students. Under this plan, students with a composite ACT score between 15 and 19 and COMPASS reading scores between 83-63 and students with a composite ACT score less than 15 and a COMPASS reading score less than 63 may be admitted conditionally to the College. Some college programs have [additional admission requirements](#). For example, students seeking admission to the Practical and Associate Degree Nursing programs must meet required pre-requisites and additional admission criteria. Students meeting program admission requirements are admitted on

a first-come, first-served basis unless the number of applicants exceeds space available. In this case, admission to these programs becomes competitive. Students are ranked for admission based on published criteria.

Sources

- Access to Programs and Services 1 B2
- Accessibility to Educational Opportunities 1A
- Additional Admission Criteria 1B3
- Advisory Minutes 1D3 and 4A6
- College Level Credit 1B
- Conditional Admissions 1 B3
- Continuing Education and Community Service Programs 1 B2
- Core Values
- Developmental Education 1B2
- Economic Development 1 B2
- Full-Time and Part-Time Enrollment 1 B3
- Programs and Services 1 B2
- Responsible Stewardship 1D1
- Student Assistance and Support 1A
- Student Development 1 B2
- Vision Statements 1 B1

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C

The College understands the relationship between its mission and the diversity of society.

1.C.1

The College values its role in a multicultural society by emphasizing respect for the [diversity](#) of its employees, students, and communities served as well as the inherent worth and dignity of each individual. Hence, the College ensures the [work and learning environment](#) is free from discrimination against or harassment of any individual based on (1) race, (2) color, (3) religion, (4) national origin, (5) service in the uniformed services (as defined in state and federal law) veteran status, (6) sex, (7) age, (8) pregnancy, (9) physical or mental disability, (10) gender identity, or (11) genetic information. Adherence to this policy creates a healthy learning, working and living atmosphere. As such, all acts of discrimination, harassment, retaliation, and sexual misconduct are prohibited.

1.C.2

As an Achieving the Dream College, data specific to race, ethnicity, and economic status has been aggregated, disaggregated, trended, and analyzed to develop strategies that foster the success of minority and impoverished student populations. [College-wide interventions](#) have been implemented to reduce educational barriers frequently encountered by students in this region. These interventions include, but are not limited to (1) offering preparation for COMPASS testing, (2) requiring mandatory testing and placement, (3) requiring mandatory orientation for all students enrolled in six credit hours or more; (4) providing professional development activities to teach faculty to use instructional strategies that foster achievement of student learning and program outcomes for minority and low income student populations, (5) implementing an African-American male mentoring program, (6) offering students access to a tutorial lab that supports and encourages student success, and (7) facilitating common reader discussions that focus on exploring personal attitudes, values, beliefs, and understandings of diverse individuals. In addition, the College has become part of the [Academy of College](#)

[Excellence](#), a program specifically designed to assist with addressing the affective domain of student learning.

To recruit and retain a multi-cultural student body, opportunities for [financial support](#) are provided. Some examples include (1) the Great River Promise Scholarship, (2) Minority Teacher Scholars Program, (3) Arkansas Geographic Critical Needs Minority Scholarship, (4) Governor's Scholar program, (5) Single Parent Scholarship, and (6) Performing Arts Scholarship.

The College actively recruits and strives to retain qualified minority faculty to serve as role models for minority students. Barriers to recruiting minority student include the rural geographic location of the College, low faculty salaries, and a limited number of interested applicants. However, the number of [full-time faculty and staff with minority status](#) has remained fairly consistent since 2008.

Furthermore, the College has assumed a leadership role in pursuing [community cohesiveness](#) and working toward common goals. For example, the College partnered with graduate students from the Clinton School of Public Service. Through this partnership, new methods were developed to facilitate dialog among faculty and staff to foster inclusion of individuals from diverse backgrounds. Conversations began in small groups on the Helena-West Helena campus during the 2011-2012 academic year. A college wide in-service was conducted in the fall of 2012 where faculty and staff began to have conversations on diversity. Ultimately, the goal is to continue holding these conversations about poverty and race to ensure College employees and students respect the inherent worth and dignity of diverse populations.

Sources

- ACE
- College-Wide Interventions 1C2
- Community Cohesiveness 1C2
- Diversity 1 C1
- Financial Support 1C2
- Minority Recruitment and Retention 1C2
- Work and Learning Environment 1C1

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D

The College Mission demonstrates a commitment to the public good.

1.D.1

Actions and decisions represent the educational role of the College and fulfill a public service obligation. As a public institution, the College complies with all local, state, and federal laws and regulations, including those involving litigation. [College administration](#) is organized to foster achievement of the College Mission Statement and maintain [responsible stewardship](#) of taxpayer dollars, grant monies, and donations. Accordingly, the administrative structure of the College is divided into five major areas (1) instruction, (2) student services, (3) finance, (4) administration, and (5) college advancement and development.

1.D.2

The College ensures educational responsibilities take primacy over other purposes through execution of its mission, implementation of the [Strategic Plan](#), and adherence to [board policies and administrative procedures](#) which include, but are not limited to, (1) the merger between the College and the University of Arkansas System; (2) open, public Board of Visitor meetings; (3) the Chancellor's educational, legal, and fiscal duties and responsibilities; (4) the Freedom of Information Act; (5) use of the College name; (6) community use of college facilities; (7) Academic Freedom and Responsibility; (8) Faculty Responsibilities; (9) Conflict of Interest; (10) Budget Formation and Monitoring Procedures; (11) Purchasing; and (12) Banking and Investments.

In addition, [high cost, limited enrollment](#) programs such as the Medical Laboratory Technology and Practical Nursing programs are maintained to meet the workforce needs of Eastern Arkansas.

Programs that no longer produce an adequate number of graduates or meet workforce needs are deleted.

1.D.3

The College departments within respective divisions [survey graduates and employers](#) to determine graduate satisfaction with preparation by the program and employer satisfaction with graduate performance in the workplace.

Established [advisory committees](#) provide opportunities for the public to express their needs to the College as well as communicate strengths and opportunities for development. The College in turn responds as its mission and capacity allows. Examples of [responses to community needs](#) include, but are not limited to participating in (1) Arkansas Delta Training and Education Consortium projects, (2) Arkansas Energy Sector Program grant, (3) Business Incubator in Helena-West Helena, (4) Grand Prairie Center on the Stuttgart campus, and (5) Secondary Area Technical Center programs on the DeWitt, Helena-West Helena, and Stuttgart campuses.

Sources

- Advisory Minutes 1D3 and 4A6
- Organizational Structure 1D1
- Policy and Procedure Manual
- Program Viability 1D2
- Responses to Community Needs via Strategic Plan 1D3
- Responsible Stewardship 1D1
- Strategic Plan
- Survey of Graduates and Employers

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The College Mission Statement is broadly understood and guides college operations. The mission was developed using processes reflective of the College community and its governing boards. The academic programs and student services enrollment profile are integral to its mission. The College uses multiple documents to articulate its (1) mission, (2) purpose, (3) vision, (4) values, (5) goals, (6) plans, and (7) institutional priorities. Programs offered are reflective of the three communities served by the College. PCCUA serves a multicultural population and is sensitive to the needs of a diverse, cultural society. Faculty, staff, students, and communities served have been engaged in conversations and activities focusing on multiculturalism and diversity.

The College Mission Statement reflects a commitment and understanding to its role and responsibility to the three communities it serves. Education, teaching, and learning are top priorities. The College responds and seeks participation and partnerships from its external constituencies recognizing that education and training provided to students is intrinsically tied to economic and community development.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A

The College strives in all aspects to operate with integrity in its financial, academic, personnel, and auxiliary functions and has established fair and ethical policies and procedures concerning the actions of its governing boards, administration, faculty, and staff.

As part of the [University of Arkansas System](#), the College is governed by the [Board of Trustees of the University of Arkansas](#). The composition of this board is determined by provisions contained in the [Arkansas Constitution, Amendment 33](#). The ten member board is appointed by the governor, subject to confirmation by the Senate. Each member serves a ten-year term. The board has legal control and responsibility for the functions of the University of Arkansas System and the colleges that make up that system. The Institution is also served in an advisory capacity by the [Phillips Community College of the University of Arkansas Board of Visitors](#). This is a 12 member board charged with the responsibility for advising the Chancellor, the University of Arkansas System President and the University of Arkansas Board of Trustees with respect to maintaining high standards and quality educational opportunities.

The [Chancellor's Cabinet](#) composed of vice chancellors and the [College Council](#) composed of deans, department chairs, functional area leaders, and faculty representatives assist the Chancellor in decision-making. Faculty and staff are also an integral part in decision making and operations of the College. The [Faculty Senate](#) consists of elected representatives from all [college divisions](#).

[Policies and procedures](#) have been adopted to ensure the actions of the governing boards, administrators, faculty, and staff and are conducted with integrity. These policies are reviewed and revised to keep pace with the changing higher education college environment.

Annual external reviews are conducted through the [Arkansas Department of Legislative Audit](#) and the [University of Arkansas Internal Audit Department](#). Internal controls, financial reporting,

and compliance with laws and regulations are verified during these reviews. The results of these reviews do not reflect any instances of non-compliance. Therefore, operations are conducted with integrity and fairness. Reporting focuses on routine activities including matters related to budget, payroll, purchasing, as well as banking and investments. [Policies](#) describe budget and management accountability, procedural human resource administration, administration of the College's internal policies and procedures such as expense approvals, leave approvals and use of office space.

Ethical behavior in all academic practices is expected. As stated in the College Catalog and the Policy and Procedure Manual, [policies](#) are established pertaining to plagiarism, copyright infringement, computer use, and academic dishonesty. There is also an [appeal process](#) identified in Policy Manual and shared in the [Student Handbook/Planner](#). The College is ethical in the information published in its catalog, on its webpage, and in all brochures and documents. [FERPA](#) regulations are adhered to as published in the [College Catalog](#) and in each [course syllabus](#). [Board policies](#) addressing academic freedom and responsibility, grading, library use, curriculum management, as well as degrees, certificates, and graduation requirements communicate expected ethical behavior in all academic practices.

Stakeholders entrust the College with resources to fulfill its mission of developing learners and contributing to communities served. [Employees](#) are expected to be good stewards of these resources and to (1) comply with ethical guidelines as outlined in the Employee Handbook, (2) provide accurate complete time and expense reports as well as financial records or statements, (3) safeguard confidential college information, (4) decline to engage in circumstances that create a conflict of interest, and (5) use college assets only for college purposes.

Auxiliary services at the College include (1) food service, (2) bookstores in Phillips and Arkansas Counties, (3) student activities (including intra and extramural sports), and (4) facility rentals. College resources used to support these activities are included in a part of the PCCUA Budget, the University of Arkansas System Financial Statements and the Arkansas Department of Legislative Financial Statement Audit.

Food service on the Helena-West Helena campus was outsourced as a cost-saving measure for the College. During the 2013-2014 academic year, a [request for proposal](#) was published and bids were accepted. The vendor presenting the most cost-effective service was selected. In the summer of 2014, the Bistro began providing food service to the Helena-West Helena campus.

The bookstore in Phillips and Arkansas Counties is owned by a private company. The College [contracted BBA Solutions](#) to stock textbooks and classroom supplies for purchase and/or rental. College [policies and procedures](#) are established to control the cost of textbooks and instructional supplies, to delineate the process for adopting texts, and use of complementary texts from publishers.

Intra and extramural sports provide opportunities for students to participate in supervised, competitive activities between groups. Student participants must meet established [minimum criteria](#) established by the College. Fiscal resources from the [Student Activities Budget](#) support this endeavor.

Facility [rental](#) includes the Fine Arts Center and the Pillow-Thompson House on the Helena campus, and the Grand Prairie Center on the Stuttgart campus. These facilities may be rented for a variety of events and are also used for campus-related events such as graduations and theatrical productions. The Pillow Thompson House was donated to the Phillips Community College Foundation in 1992. This historical home is also open for tours. Fiscal resources to support the operation and maintenance of these facilities are derived from rental fees, the College operating budget, and the Phillips Community College Foundation.

Sources

- Academic Freedom, BP 400 2D
- ADL Audit 2A
- Appeal Process-Policy and Procedure Manual 2A
- Appeal Process-Student Handbook-Planner
- Arkansas Constitution Amendment 33 2A
- BBA Solutions Textbook 2A
- BP 400, Academic Freedom and Responsibility 2A
- BP 620, Payroll 2A
- Chancellor's Cabinet 2A
- College Council 2 A
- College Divisions 2A
- Employee Conflict of Interest 2A
- Faculty Senate 2A
- FERPA-College Catalog-Syllabus Template 2A
- FERPA-College Catalog-Syllabus Template 2A (page number 3)
- Fiscal Audits 2A
- Minimum Requirements
- PCCUA Board of Visitors 2A
- Policies of Governing Boards 2A
- Rental Contracts 2A
- Request Food Services 2A
- Student Activities Budget 2A
- Textbook Cost Control 2A
- University of Arkansas System 2 A
- University of Arkansas System Board of Trustees 2 A

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B

The College is committed to presenting itself clearly to its students and the communities it serves with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. Evidence demonstrating this commitment can be reviewed in the [College Catalog](#), [Student Handbook/Planner](#), [Website](#), [published Programs of Study](#), [The Academic Update](#), [Community College Survey of Student Engagement](#), [Community College Faculty Survey of Student Engagement](#), and [Survey of Entering Student Engagement Newsletters](#), [Factbook](#), [admission materials](#), [Institutional Research Webpage](#), and [Budget](#).

The [College Catalog](#) is the primary resource for documenting the College mission, vision, values, academic calendar, and Equal Employment Opportunity Policy statement. Policies and procedures pertaining to academics, student support, tuition and fees, descriptions and requirements for programs of study, curricula, financial, and other resources are included. Information in the College Catalog is reviewed annually. This document is published annually, and desk copies are distributed to employees. Student copies are placed in the Office of the Registrar and made available on request. The College Catalog is posted to the College Webpage and is easily accessible to all interested parties.

The [Student Handbook/Planner](#) is published annually and distributed to all students during the mandatory college orientation session. This orientation session is scheduled each fall semester two days before classes begin. Distribution of the Student Handbook/Planner during the mandatory orientation session is important because it provides time for faculty and staff to discuss with students specific information included in this document. In addition to the provision of a hard copy, students may also access the Student Handbook/Planner online. Easy access to this document is important because it includes specific information about College practices and procedures related to academic and student support services. Student awareness and use of these services is vital in fostering student success.

Along with information about academic and support services, the [Student Handbook/Planner](#) also includes specific [PCCUA Policy Manual Board Policies and Administrative Procedures](#) that directly impact students. Examples of these policies and procedures include, but are not limited to, the academic appeal process, FERPA statement, and procedures for withdrawing from the College or dropping a class.

The [College Website](#) is an important method for sharing information with students, faculty, and the public. Recognizing the importance of this communication tool, the College hired Younger and Associates in the summer of 2014 to redesign the College Website to make it more user friendly. The newly designed College Website provides students, all College employees, and the public with quick access to accurate information about academic and social information. In addition, data pages and reports submitted to the Arkansas Department of Education, Institutional Post-Secondary Educational Data System, the Higher Learning Commission, and other important information is made available on the Webpage. This valuable communication tool is maintained by the Vice Chancellor for Advancement and a designated Web team to ensure information remains current.

[Facebook and Twitter](#) are used to communicate with students and the public. These social media platforms have proven to be valuable tools for sharing brief pieces of information about College policies and procedures, tuition costs, and program changes, as well as announcements about college programs and news.

A [Program of Study](#) and a newly developed [Individual Career Plan](#) to be implemented in fall 2015 will provide the framework for a student's academic experience at the College. The Individual Career Plan identifies basic student demographics, information about a student's needs, and ties an identified major to a future career. The Program of Study delineates the prescribed curricular plan that must be fulfilled to complete an Associate of Arts, Associate of Science, Associate of Applied Science degree, Technical Certificate, or Certificate of Proficiency. Both the academic advisor and student will use these tools to facilitate achievement of education goals.

Each fall, the Vice Chancellor for Instruction publishes an [Academic Update](#). This publication is distributed to faculty and posted on the College Website. The Academic Update highlights departmental changes, program and institutional assessment outcomes for retention, persistence, and completion, as well as other important academic news. This publication is intended primarily for faculty, advisors, and professional staff but sometimes is used by the Board of Visitors, advisory councils, students, and other interested groups.

The Director of Student Success and Institutional Effectiveness publishes [Community College Survey of Student Engagement and a Survey of Entering Student Engagement Newsletters](#). These newsletters are designed to inform faculty, staff, students, and the community about the perceptions of student engagement at the College. This data is derived from three separate surveys focusing on student engagement. The Survey of Entering Student Engagement newsletter provides a means of sharing information about student engagement. Information included in this newsletter is presented to faculty, advisors, Board of Visitors, as well as at state and regional meetings. For example, twice college representatives have attended the Entering Student Success Institute sponsored by the Center for Community College Engagement at the University of Texas in Austin which also administers and organizes all Community College Survey of Student Engagement and Survey of Entering Student Engagement work. The Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement Newsletter provides a means of sharing information about students and faculty engagement. This newsletter shares information about returning student

perceptions about student engagement and faculty practices in- and outside of the classroom setting.

Both newsletters share with intended audiences outcomes related to how the College engages students and students' perceptions. In addition to the two newsletters, The Center for Student Engagement provides the College with a key finding report. This report is posted on the [Student Engagement Webpage](#)

The [PCCUA Factbook](#) includes basic information about college enrollment, costs, programs, and budget information about overall division and program costs.

A variety of marketing materials prepared by the Office of College Advancement and Resource Development are used to share information about College programs, tuition and fees, and the application process. Each program and division works with employees from this office to create, develop, and disseminate informational brochures. In addition to these brochures, the Office of College Advancement prepares public television and radio announcements, attends public events, and uses various social media platforms to share College news and information. The [College Application Packet](#) presents clear and understandable information about the process for applying for admission to the College. The packet identifies (1) available programs of study, including specific baccalaureate programs of study that may be completed at the College, (2) admission requirements (3) tuition and fees, (4) financial aid resources, (5) an application for admission, and (6) an application for scholarship assistance. Scholarships are supported by private and public donations. A comprehensive list of available academic and foundation scholarships along with other funding sources is included in the packet.

Access to information in the [Policy and Procedure Manual](#) is very important for faculty and staff. Consequently, policies and procedures intended for specific audiences are presented in the College [Student Handbook/Planner](#) and [Faculty Handbook](#). Board Policies address and define actions approved by the Board of Visitors in these six areas (1) college governance (100), (2) administration (200) (3) personnel (300), (4) instruction (400), (5) student affairs (500), and (6) business and support services (600). Each board policy is designated by the acronym BP and followed by a three digit, whole number. Administrative Procedures are written processes and guidelines that must be followed to implement board policies. All Administrative Procedures correspond with a board policy and are identified by the acronym AP. Each AP acronym is identified by the three digit BP number and a two-digit decimal number. This organized sequence makes it easy to locate specific policies and related administrative procedures. The numbers which identify segments of an AP are never repeated and become part of the College policy history; however, the narrative for an administrative procedure is modified when indicated. When revisions are made, new pages are provided for insertion in hard copies, and instructions for deleting outdated policies and procedures are given.

The [Strategic Plan](#) directs the focus of College work at the institutional, divisional, and departmental level. The Plan includes goals that range from short-term to long-term or sustainable over a specific period of time. This document clearly establishes a scope of work which the College plans to complete in order to increase student success. Each functional area and department within the College plans to complete identified goals (1) Support for Student

Learning, (2) Development for Faculty and Staff, (3) Implementation of Processes and Practices for Budgeting and Planning, (4) Development of Distance Learning Opportunities, (5) Development and Support of Emerging Technologies, and (6) Confirmation and Expansion of Industry, Business, and Community Partnerships. All stakeholders in the College have an opportunity to provide input into the Strategic Plan. This Strategic Plan is shared online and discussed in College committees. Outcomes are shared at the end of each year, and all departments, divisions, and the College are held accountable for accomplishing established goals. Each functional area or department is not expected to address all six areas. They are expected to focus on achieving goals directly related to the work of their functional area, program, or division. Performance in meeting outcomes for each functional area in the division is shared on the [Functional Area Form](#).

Information about accreditation is accurate and shared publically in the College [Catalog](#), [Student Handbook/Planner](#), and [College Webpage](#). In addition to College accreditation, programs are approved or accredited by external entities as described in Criterion 4 A.

The annual budgeting process provides each vice chancellor and budget director with an opportunity to submit budget requests based on need. The Vice Chancellor for Finance sends a budget request packet to each budget director during the formal budgeting process held annually in the spring. Budget directors are expected to submit reasonable requests for supplies and services as well as travel for the next fiscal year. When costly one-time purchases typically not included in the budget director's supplies and services budget are anticipated, budget directors submit a capital outlay request to obtain necessary funding. After all budget requests are received, members of the Chancellor's Cabinet meet to discuss proposed budgets. Each budget request is reviewed by the Chancellor's Cabinet and funded based on priority of need and availability of fiscal resources. After the Vice Chancellor for Finance completes the proposed budget for the next fiscal year, the proposed budget is presented to the Board of Visitors and then submitted to the University of Arkansas System for approval by the University of Arkansas [Board of Trustees](#). Once approved, a copy of the budget is submitted to the Arkansas Department of Higher Education. In an effort to be transparent, copies of the operating budget financial reports are presented at each Board of Visitors meeting. Financial reports, including budget information, are submitted on a quarterly basis to the University of Arkansas Board of Trustees for review. In addition, the University of Arkansas System budgets, financial statements, and quarterly reports are available on the [University of Arkansas System Website](#).

Sources

- 2014-2015 Factbook 2B
- Academic Update 2B
- Accreditation Information Shared in College Catalog 2B
- Accreditation Information Shared in Student Handbook 2B
- Accreditation Information Shared on Webpage 2B
- Admission Requirements and Application for Admission 2B

- Application Packet 2B
- Budget 2B
- Budget Submitted to University of Arkansas Board of Trustees 2B
- CCSSE and SENSE
- CCSSE and SENSE 2B
- College Website 2B
- Facebook and Twitter 2B
- Functional Area Form
- Individual Career Plan
- Institutional Research Webpage 2B
- Policies and Procedures Published in Student Handbook 2B
- Policy and Procedure Manual 2B
- Programs of Study 2B
- Programs of Study 2B
- Strategic Plan 2B
- Student Engagement 2B
- University of Arkansas System 2 A

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C

In March of 1996, Arkansas County residents passed a referendum to annex that county into the Phillips County Community College taxing district. The Phillips County Community College Board of Trustees changed the name of the College to Phillips Community College. In June of 1996, the State of Arkansas transferred Rice Belt Technical Institute in DeWitt, Arkansas to Phillips Community College. On July 1, 1996, Phillips Community College became a member of the University of Arkansas System. The agreements to this [merger](#) are clearly outlined in the PCCUA Policy and Procedure Manual.

The College requested a focused visit to gain approval for a change in affiliation status as a result of its merger with the University of Arkansas System and Rice Belt Technical Institute's merger with Phillips Community College. The [focused visit](#) occurred January 13-14, 1997. The request for a change in affiliation status was approved on June 27, 1997. A follow-up report on degree programs at non-Helena sites was submitted and approved by the North Central Association on February 12, 1999.

The University of Arkansas System acceptance of Phillips Community College of the University of Arkansas' governance structure and established methods of operations and traditions is consistent with its relationship within the University of Arkansas System. Each of the [eighteen units](#), including the newly established University of Arkansas System eVersity, differs from others in administrative and operational protocols. Phillips Community College of the University of Arkansas was established as an [equal member](#) of the University of Arkansas System of higher education in the 1996 merger. The University System accepts Phillips Community College of the University of Arkansas's governance structure and established

methods of operations and traditions are not unusual since all of the campuses within the University of Arkansas System differ. The [merger](#) identified the College as a separate campus, not a branch. The College community establishes the mission and purpose of the institution. The initial Phillips County Community College Board of Trustees was replaced by the Phillips Community College of the University of Arkansas Board of Visitors, and these representatives were charged with oversight and coordination assigned by the [University of Arkansas Board of Trustees](#). The Board of Visitors was established as an advisory board responsible for overseeing the College's operating budget and established student tuition and fees. Phillips Community College of the University of Arkansas on the Helena-West Helena campus raises millage funds and Arkansas County raises a one-half cent sales tax. These funds are used solely for the College. PCCUA also has its own foundation under the direction of the [Phillips Community College Foundation's Board of Directors](#).

Becoming part of the University of Arkansas System has strengthened articulation between Phillips Community College of the University of Arkansas and each University of Arkansas System institution. The College was the first community college to join the University of Arkansas System, and now there are [five community colleges](#) in the System. A condition of this union ensures the College's students are considered "students of the University of Arkansas System" and receive the same support as other university or college students within the System.

2.C.1

The University of Arkansas Board of Trustees provides oversight for Board of Visitors policies and general operational guidance for the College. This oversight includes: (1) approving new programs, (2) conferring certificates and degrees, and (3) hiring, evaluating, or firing the Chancellor. College policies are part of the University of Arkansas Board of Trustees policies.

The Board of Visitors ensures the College's mission, values and vision drive the Institutional priorities established in the [Strategic Plan](#). The locally developed [mission and values](#) shape College programs and work. The College values are clearly defined and reflect the values of the College's communities.

2.C.2

Decisions made by the [Phillips Community College of the University of Arkansas Board of Visitors](#) are informed by [input from internal and external constituencies](#). The Board of Visitors members themselves are the College's liaisons with the communities it serves. Seven members are selected from Phillips County and five from Arkansas County. They also represent important business and industry segments such as banking, agribusiness, education, and health care.

Vice chancellors representing each of the College's functional areas attend Board of Visitors meetings and report regularly to the Board. At each Board of Visitors meeting, the Board receives a [detailed financial report](#) from the Vice Chancellor for Finance and Administration.

[Faculty and staff representatives report to the Board of Visitors](#) on a regular basis about important College initiatives and activities such as Achieving the Dream, the Secondary Career and Technical Center, and GEAR-UP.

The Community College Survey of Student Engagement, the Survey of Entering and New Student Engagement, and the Community College Faculty Survey of Student Engagement are given every other year. [Results](#) of each survey are shared with the Board of Visitors and provide input from both students and faculty.

2.C.3

The College's Board of Visitors ensures its priorities are tied to the mission and Strategic Plan. The College and the University of Arkansas System have a [Conflict of Interest Policy](#) and the Chancellor, Board of Visitors, and University of Arkansas Board of Trustees all file a Financial Disclosure Report with the State of Arkansas.

The College is supported by the Phillips Community College Foundation, a tax-exempt 501(C)(3) non-profit organization chartered in 1975 to operate exclusively for the benefit of Phillips Community College and its students, faculty, and staff. Even though the Foundation is one organization, it is composed of three councils, with one council designated for each campus. The [Phillips Community College Foundation](#) is managed by an executive director, who is responsible for supervising the operations of the Foundation. The executive director serves at the pleasure of the Foundation Board. The current executive director of the Phillips Community College Foundation is the Chancellor of the College.

The overall governance of the Foundation is comprised by a [Board of Directors](#), which is not greater than 12 members, with one-third of the representatives being from each of the three campuses. Each campus has a 15-member council comprised of members of the community it serves as well as two representatives from the Board of Visitors. The presence of two members of the Board of Visitors on each Foundation Council provides an important link between the two entities, but the presence is not large enough that either entity could unduly influence the other.

An [audit](#) is conducted annually by an independent auditing firm, and the audit report is presented to each Council as well as the Board of Directors. The concentration of risk is always included in the audit report. The largest contributor to the Foundation accounted for only 12 percent of the Foundation's total support and revenue in 2012 and only 15 percent in 2013. Undue influence by donors is unlikely.

The College's ability to supplement academic scholarships, instructional equipment, facilities, faculty development, and cultural arts depends on increasing the private support of those individuals in the private sector who share the College's vision for excellence whether it is through private donors or foundations. The [support of community friends and alumna](#) is important funding for special projects and in some cases provides more support for state funded projects. However, none of these agents exerts undue influence over the Board of Visitors and the University of Arkansas Board of Trustees.

2.C.4

The Chancellor exercises [executive authority](#) and is the official voice of the College. This individual is responsible for educational excellence and the development and welfare of the College. The Chancellor makes recommendations about the annual budget, employment of employees, and communicates with vice chancellors, deans, chairs, program directors, students, and other stakeholders.

The College has a strong system of [campus governance](#) whose responsibility is the establishment of policies and procedures which guide campus affairs. Policies and procedures outline specific areas of work related to: (1) admission requirements, (2) curriculum and courses, (3) degrees and requirements for degrees, (4) calendar and schedules, (5) academic honors, (6) students affairs, and (7) interpretation of its own legislation.

The two major councils or administrative units are the [Chancellor's Cabinet and the College Council](#). The Chancellor's Cabinet is composed of all the Vice Chancellors. College Council is composed of the Chancellor, vice chancellors, deans, faculty, and staff. Its function is to involve more college personnel in the policy-making and planning process of the College and make the decision-making process more open. The Council may meet as often as four times a year or as called.

Faculty and staff work through a [team and committee structure](#) on specific areas of governance. [Minutes](#) reflect actions taken which result in change. All teams and committees have representation from each campus except for the campus specific Special Events Committee.

Four [college teams](#) provide recommendations and advise the College Council and the Cabinet: Instruction and Curriculum Team, the Student Success Team, Institutional Planning and Effectiveness / Strategic Planning Team, and the Information Technology Team. The College has three [established committees](#): (1) A Special Events committee on each campus, (2) Financial Aids Exceptions, and (3) Distance Learning.

Three [Faculty Senate standing committees](#) can provide recommendations to any of the teams or committees. Each committee has seven members, elected by the Faculty Senate. Each of the College's four divisions is represented on all standing committees. Any member of the Faculty Association is eligible to serve on these committees, but may only serve on one committee. Faculty Senate committee meetings are open to all members of the Faculty Association, unless the meeting is a hearing on a faculty or student grievance. Committee chairpersons are elected by committee members and are responsible for distributing an agenda 48 hours before any meeting.

Sources

- BP 100, Agreement of Merger and Plan of Transition Between PCCC and U of A 2C
- BP 105 2C

- BP 140, The College Mission and Core Values 2C1
- Campus Governance 2C4
- Chancellor's Cabinet and College Council 2C4
- College Teams 2C4
- College-Wide Interventions 1C2
- Conflict of Interest 2C3
- Decisions-Internal and External 2C2
- Director of Assessment 2C2
- Eighteen Units 2C
- Established Committees 2C4
- Executive Authority of Chancellor 2C4
- Faculty and Staff 2C2
- Faculty Senate-Association 2C4
- Five Community Colleges 2C
- Focus Visit Merger 2C
- Foundation Audit 2C3
- Foundation Donor Support 2C3
- Minutes 2C4
- PCC Foundation 2C
- PCCF Board of Directors 2C3
- PCCUA Board of Visitors 2C
- Strategic Plan 2C
- Teams-Committees 2C4
- University of Arkansas System Board of Trustees 2C
- University of Arkansas System Board of Trustees 2 A
- Vice Chancellor for Finance and Administration Report to Board of Visitors 2C2

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D

As a public institution of higher learning, the College is committed to addressing the educational needs of individual students and communities which it serves. The College [mission and core values](#) published in the College Catalog detail the College's beliefs concerning the [transformative power of education](#), and its commitment to promote cultural diversity.

Because freedom of expression and pursuit of truth in teaching and learning are integral in providing quality educational experiences and promoting diversity, the College strives to create learning and work environments where both are standard. Academic freedom as it relates to faculty clearly outlines instructors' rights and responsibilities both within and outside the classroom. The [Academic Freedom and Responsibility Policy](#) also ensures the College's commitment to protecting First Amendment freedoms for faculty, staff, and students.

Various surveys, meetings, and workshops are conducted to obtain faculty and staff [opinions, ideas, and feedback](#). Faculty is responsible for content on [personal Webpages](#). The faculty also has considerable academic freedom while developing [classes, syllabi, and choosing textbooks](#). The [core competencies](#) of graduates listed in the Catalog also indicate students receiving degrees from the College will possess an understanding of social and civic responsibility and cultural awareness.

The [College's Equal Opportunity/Affirmative Action Statement and Equal Educational Opportunity Policy \(EEOP\)](#) depict the College's firm stance against discriminatory practices which might affect students, staff, or faculty and limit their freedoms. The EEOP details the appropriate protocol for handling student grievances and the role of the Student Relations Committee in the process. Likewise, the College has established [committees](#) to promote advocacy and transparency for instructors, administrators, staff, and faculty. An active Faculty Senate and Faculty Association address faculty issues. A [formal grievance procedure](#) is established to address and resolve employee grievances as quickly as possible at the lowest level of supervision.

Students are given access to a [Student Handbook/Planner](#) which details student rights and responsibilities. To ensure students and instructors have environments conducive to learning, students are expected to follow a code of conduct known as the [Standard of Behavior](#).

Clear [guidelines](#) for dissemination of information and use of resources are established. The College [supports full and open disclosure of public information](#) about the College. However,

rigorous reviews for accuracy, completeness, and appropriateness are the standard before such information is disclosed publicly. College [policies and procedures](#) further explain the College's commitment to creating and distributing publications which are accurate and authoritative sources of information. [Disclaimers](#) are written consistently on print and web documents to indicate publications are not contracts between the student and the College. Students are responsible for familiarizing themselves with this information and [acknowledging](#) they are subject to all rules and regulations of the College.

The College exists to serve the educational and cultural needs of its communities in many areas of education and training; therefore, the primary [use of facilities](#) shall be for educational purposes. However, facilities may be made available to the public when there is not a conflict with college use. Students and faculty can also access information and conduct [scholarly research](#) by using on-campus and online library resources. College libraries are open to the public as well.

The [Student Book Club and Common Reader](#) initiatives offer faculty, students, and staff opportunities to read and discuss common texts and explore relevant themes. The College takes pride in the cultural role it plays within the communities it serves. To promote the humanities, the College has participated in the [Bridging Cultures](#), a world literature curriculum revision and film series. Designed to facilitate discussion about diversity and create cultural awareness, the film series was shown in classrooms and to the public. Members of the community, as well as students and faculty, were encouraged to participate and engage in an open dialogue concerning the themes of the texts and films. Faculty frequently integrates specific cultural experiences into classrooms. For example, students in selected associate degree nursing classes participate in a [Cultural Awareness Day](#), where the dynamics between health and religious beliefs are explored. These concepts are introduced in first level nursing courses and expanded upon in Level IV nursing courses, which also examine religious practices and dietary considerations.

Teaching is the primary focus of the College, so faculty members are required to improve their skills by participating in [professional development activities](#). Faculty members are strongly encouraged to continue their [professional growth](#). This growth may be accomplished in some of the following ways (1) taking additional graduate courses, (2) working in a professional organization, (3) participating in the in-service training programs, (4) applicable, discipline-specific work experience, and (5) community service activities. Faculty members are required to submit a professional portfolio in which they share annual professional development activities similar to those previously mentioned. These portfolios are evaluated by peers, the Faculty Development Committee, and respective Deans or Chairs. The results of [annual portfolio evaluations](#) are recorded by the Director of Student Success and Institutional Effectiveness.

Numerous opportunities are provided for instructors to receive training in their respective disciplines and in other areas relevant to academics, professionalism, and safety through various [Faculty in-Service](#) training sessions. In-service professional development is mandatory and ongoing throughout the calendar year. In addition to mandatory in-service opportunities, instructors are encouraged to attend professional development sessions offered on all three campuses. The College welcomes guest speakers and professional educators who are experts in their fields to visit the campuses and share knowledge and diverse perspectives through

[Continuing Education and Community Service](#). The College also hosts statewide educational conferences, such as the Science, Technology, Engineering, and Math ([STEM Summit](#)), which provide professional development opportunities for instructors, staff, and administrators.

Funding for travel and professional development outside the College campuses is also available. Faculty can complete a Proposal for [Professional Leave Form](#) and request funds to attend professional meetings and conferences held throughout the state and nation. Most of the professional development at the College is funded through [staff development funds](#). These funds are used for faculty, staff, and professional staff for all programs and for numerous development opportunities. During the last ten years, the College has been very successful in acquiring grants, many of which fund professional development for faculty or staff involved with the grant focus. This has been especially useful in increasing the College's capacity to provide a wide range of development experiences, such as (1) attending conferences, (2) engaging in workshops, (3) making site visits, and (4) hiring consultants to present workshops for our employees.

Continuing education for faculty is also encouraged and supported by the College. Fiscal assistance may be provided as through the [Employee/Tuition Fee Waiver Policy](#). The College offers tuition waivers to all full-time employees, spouses, and dependent children. Part-time/adjunct instructors teaching credit courses during the semester receive a tuition waiver equal in credit hours taught to be taken during the same academic year for the employee or dependent child. Employees are also eligible for a 70% tuition discount for enrollment at other University of Arkansas campuses.

Sources

- BP 400, Academic Freedom, 2D
- Bridging Cultures 2D
- College Committees 2D
- Common Reader 2D
- Continuing Education and Community Service 2D
- Continuing Education and Community Service 2D (page number 5)
- Core Competency, Social and Civic Responsibility 2D
- Culture Awareness 2D
- Disclaimer 2D
- Employee Tuition Wavier 2D
- Equal Employment Opportunity/Affirmative Action Policy 2D
- Faculty and Staff Input 2D
- Faculty Evaluation 2D
- Faculty Growth 2D
- Faculty Webpages 2D
- Formal Grievance 2D
- Guidelines for Dissemination of Information 2D
- In-Service 2D
- Mission and Core Values 2D
- Policies and Procedures, Creating and Distributing Publications 2D

- Professional Development
- Professional Leave Form 2D
- Scholarly Research 2D
- Scholarly Research Library 2D
- Staff Development Funds
- Student Acknowledgment 2D
- Student Standard of Behavior 2D
- Support of Full and Open Disclosure 2D
- Textbooks 2D
- Transformative Power of Education 2D
- Use of Facilities 2D

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E

The College ensures faculty, students, and staff acquire, discover, and apply knowledge responsibly. The College has [policies and procedures](#) in place to assure faculty, students, and staff acquire, discover, and apply knowledge responsibly.

2.E.1

The College's [mission](#) focuses on education rather than research. The College provides effective oversight and support to ensure faculty, students, and staff acquire, discover, and apply knowledge with integrity.

[Policies](#) addressing student conduct and misconduct are [communicated clearly](#) to students in a variety ways. (1) Misuse of computer, (2) Internet, (3) email and other electronic communications, (4) tobacco use on campus, (5) sexual harassment, (6) cheating and academic dishonesty, and (7) drug/alcohol use or weapons on campus are strictly prohibited. These policies are communicated to students during [mandatory student orientation sessions](#), and through [publications](#) made available to students.

[Policies](#) addressing faculty and staff conduct are communicated clearly through New Employee Training, and [Faculty](#) and [Employee](#) Handbooks, as well as professional development and in-service activities. For example, during the [fall 2014 in-service](#), an Associate Counsel from the University of Arkansas System Office addressed misuse of social media in academia. Like students, faculty must also refrain from misuse of (1) computer, (2) Internet, (3) email and other electronic communications, (4) tobacco use on campus, (5) sexual harassment, (6) permitting cheating and academic dishonesty, and (7) drug/alcohol use or weapons on campus are strictly forbidden.

In alignment with the College [mission](#), faculty, staff, and students are encouraged to engage in lifelong learning. Faculty and staff demonstrate commitment to [lifelong learning](#) by participating in continuing education, obtaining advanced degrees and/or certifications, and participating in self-selected scholarly activities. Students are encouraged to complete their selected program of

study, engage in lateral learning opportunities, pursue advanced degrees, and remain involved in community activities that foster lifelong learning.

2.E.2

Students are given guidelines about the ethical practices and use of information through several experiences: (1) mandatory orientation, (2) library orientation provided at each campus, (3) paraprofessionals providing assistance at the learning centers located on each campus, (4) enrollment in two composition courses required within the College core curriculum, and (5) enrollment in other courses offered at the College. During [mandatory student orientation](#), ethical practices are emphasized during the library session. All first-time and returning students are given the Student Handbook/Planner which includes ethical practices. Guidelines and copyright restrictions also are discussed and displayed at every library computer work station and copier.

The College encourages [appropriate use of technology](#) and describes inappropriate technology and computer violations in the Computer, Internet, E-mail and Other Electronic Communication Acceptable Use Policy. This policy indicates network resources should always be legal, ethical, and reflect academic honesty. Users will respect (1) intellectual property, (2) ownership of data, (3) rights of privacy, and (4) outlined ethical behaviors. In keeping with this practice, librarians assist students with citation using APA and MLA formats depending on which is required by the instructor. The library has citation handbooks for student use at each campus. One copy is kept at the Reference Desk and five copies are available per campus for general student use.

[Three learning centers](#) are established to assist students: the Individual Academic Enhancement Center in DeWitt, the Students Taking Action with Resources (STAR) Lab in Helena-West Helena, and the Learning Lab in Stuttgart. Each campus has paraprofessionals in these centers trained to assist students in writing formal and informal papers using ethical practice and appropriate citations. Students can request assistance from these paraprofessional to obtain guidance when writing formal and informal papers.

All students pursuing an associate degree must take Freshman English I (EH 113) and II (EH 123). Both are [Arkansas Course Transfer courses](#), and each has state-wide shared student learning outcomes and articulation. Students enrolled in these two college core courses are expected to write a paper demonstrating (1) ethical research and use of multiple sources, (2) appropriate citation, (3) correct use of quotations, and (4) documented resources. All instructors teaching these courses use a [common rubric](#) which is shared also with faculty in other disciplines. Two English faculty members grade final English papers to ensure uniform assessment.

Faculty in all areas teach the importance of academic honesty and support principles taught in Freshman English I (EH 113) and II (EH 123). Faculty distribute a course syllabus at the beginning of each course which includes ethical use of information resources. [Conduct of the course](#) must be clearly explained in all syllabi. Each syllabus must include the College's [Core Competencies of Graduates](#), STACC. One of these competencies specifically addresses that College graduates are expected to exhibit behavior demonstrating adherence to legal/ethical standards established by society. This competency is infused in the curriculum at the

division/program level. Finally, all College course [syllabi](#) are required to include the Family Educational Rights and Privacy Act of 1974, which details student privacy rights and compliance requirements.

2.E.3

The College definition for cheating is broad and includes (1) use of unauthorized materials, information, or study aids in any academic exercise; (2) plagiarism; (3) falsification of records; (4) unauthorized possession of examinations; (5) any and all other actions that may improperly affect the evaluation of the student's academic performance or achievement; and (6) assistance of others in any such act. Academic honesty policies related to grading are reflected in [college policies](#). All faculty include an [Academic Dishonesty statement](#) in respective course syllabi and are required to include plagiarism in that statement. The faculty are asked to verbally introduce students to the disseminated syllabus, so they hear and see this information.

Several venues are employed to ensure students understand that [academic misconduct](#) has serious consequences. A detailed explanation of dishonesty is described in the [Student Handbook/Planner](#). The College identifies outcomes of [non-compliance](#) with these policies and describes [disciplinary action](#) which could result from cheating.

Faculty have access to [SafeAssign](#). This is a course tool found in Blackboard that is useful in discouraging and identifying students who plagiarize. Students are [informed](#) and aware that this tool is used to verify academic integrity.

Serious [consequences exist](#) for students who plagiarize, and it is defined separately from cheating. The definition includes (1) offering the work of another as one's own, (2) failing to give appropriate credit for an idea, (3) buying papers, and (4) cutting and pasting information from the Internet. Academic honesty can be classified as either serious or very serious offense depending on the nature and circumstances of the offense. Faculty are expected to document breaches of academic honesty on the [Student Discipline Form](#). This form identifies several types of academic dishonesty, including plagiarism. If a faculty believes a student is guilty of academic dishonesty, the faculty may sanction the student based on guidelines provided in the syllabus or by the program. The faculty or, in some cases, the dean or chair, will file a discipline form to document the incident and provide copies of that form to the dean, Vice Chancellor for Student Services, or the campus Vice Chancellor in Arkansas County. Actions taken by the instructor or at the division/program level by the dean may be appealed by the student as part of the [student's right to academic due process](#). The student files a request for a hearing through the Vice Chancellor for Instruction.

The [procedure to be followed and form to be completed](#) for appealing a grade or other matters of an academic nature are posted on the Webpage and published in the Student Handbook/Planner. Once the student files the Form with the Vice Chancellor for Instruction, it is forwarded to the [Academic Standards Committee](#). The Committee reviews the request. At this time, the Committee determines if the request warrants an appeal. The student, faculty, and Vice Chancellor for Instruction are notified by the Committee if the appeal warrants a hearing or if the appeal is not warranted. If an appeal is warranted, the appeal is heard by this Committee and

recommendations are forwarded to the Vice Chancellor for Instruction. The student and faculty are notified of the Committee's decision.

[Policies](#) for cheating and academic dishonesty, including plagiarism, are clearly explained in the College Catalog. The policy also explains the procedures an instructor may take if he or she finds a student guilty of cheating. The student may appeal either the finding of cheating or the penalty or both through the Academic Appeal Procedure.

A course [syllabus template](#) is available to guide faculty in the development of syllabi. [Conduct of the course](#) must be clearly explained in all syllabi. Appropriate standards of behavior, (2) discipline policies, (3) definitions of plagiarism and cheating, and (4) academic dishonesty policies must be included in all syllabi. Faculty use established [rubrics and evaluation tools](#) to ensure policies on academic honesty and integrity are enforced uniformly.

[Classroom discipline and student conduct](#) are also directly addressed. A standard of conduct is established and enforced at all times. Unacceptable behaviors, such as plagiarism, are identified in the [College Student Handbook/Planner](#) and [College Catalog](#). This information is also posted at the student menu on the College Webpage. Student guidance in the ethical use of technological resources is provided.

Sources

- Academic Honesty 2E3
- Academic Misconduct 2E3
- Appealing a Grade or Other Matters of an Academic Nature 2E3
- Appropriate Use of Technology 2E2
- Arkansas Course Transfer Courses 2E2
- College Mission 2E1
- Conduct of the Course 2E2
- Consequences of Plagiarism 2e3
- Core Competencies 2E2
- Discipline Form 2e3
- English Grading Rubric 2E2
- Faculty Policies 2E1
- Faculty Senate Academic Standards Committee 2e3
- Fall In-Service 2E1
- FERPA 2E2
- Informed Consent 2e3
- Learning Centers
- Lifelong Learning 2E1
- Non-Compliance and Disciplinary Action 2E3

- Orientation Fall 2014 2E1
- Pictures of Student and Library Orientation 2E 2
- Policies on Student Conduct 2E1
- Policy and Procedure Manual
- SafeAssign 2e3
- Student Conduct Communicated Clearly
- Students Right to Academic Due Process 2E
- Syllabus Template

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The College operates with integrity with all aspects of its financial, academic, and auxiliary functions. It is part of the University of Arkansas System and governed by the University of Arkansas Board of Trustees. A Board of Visitors acts in an advisory capacity for the College and assists the Board of Trustees with decision related to quality programs, educational policies and procedures which guide finance, academics and personnel. There is a defined governance structure and a Strategic Plan which directs institutional priorities.

The College is transparent about its programs, requirements, faculty and staff, costs, controls, and accreditation. Information about these is shared in numerous documents such as the Policy Manual, College Catalog, Student Handbook, and College Webpage as well as other publications. The College's governing board is autonomous and conflict-free ensuring it acts in the best interest of the College. Both internal and external constituencies provide input into board decision-making.

Ongoing responsibility for college operations and administration rests with the Chancellor and College governance units. Teaching, learning, and pursuit of truth are reflected in the College's commitment to academic freedom. In this effort, the College enables faculty, students, and staff to pursue and demonstrate knowledge and advancement. Faculty, staff, and students are guided in the use of ethical practices. Honesty and integrity are valued and the practice of ethical standards is ensured by enforcing policies related to dishonesty and a lack of integrity.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A

The College ensures all programs are high quality and appropriate to higher education.

3.A.1

Courses and [programs of study](#) offered at the College are current and require levels of performance appropriate to the degree or certificate awarded. Programs of study identify the required curricular pattern for each degree and certificate. Students are apprised of the [general graduation requirements](#) through college publications.

[Associate of Arts, Associate of Science, Associate of Applied Science \(AAS\) degrees, Technical Certificates, and Certificates of Proficiency](#) are offered. The associate degrees are [60 credit hours](#), with the exception of the [AAS in Nursing and the AAS in Medical Lab Technology](#). Several processes such as (1) the curriculum approval process, (2) program reviews, (3) advisory committee reports, (4) specific requirements tied to external accreditation, and (5) the Arkansas Course Transfer System are used to ensure courses are current and appropriate to the degree or certificate awarded.

Academic program [curriculum recommendations](#) originate at the program or division level. Program additions, modifications, and deletions must have approval from the (1) Faculty Senate

Curriculum Committee, (2) Curriculum and Instruction Committee, (3) College Council, (4) Chancellor's Cabinet, (5) Board of Visitors, (6) Board of Trustees, and (7) Arkansas Higher Education Coordinating Board.

The dean or chair routes a course [Curriculum Change Form](#) to the Faculty Senate Curriculum Committee for approval first, then to the Instruction and Curriculum Team, and last to the Vice Chancellor for Instruction who takes appropriate action. All faculty follow specific [procedures for modifying, adding, and deleting courses](#).

All academic programs are approved by the Arkansas Higher Education Coordinating Board and go through a formal [program review](#) process regularly according to Arkansas Code § 6-61-214. The College adheres to the Arkansas Higher Education Coordinating Board [Rotation Schedule for Program Review](#). [Programs with external accreditation](#) participate in more frequent program review cycles. For example, the Associate Degree Nursing and Medical Laboratory Technology Programs' accreditation letters are submitted to Arkansas Higher Education Coordinating Board. All programs not meeting the Arkansas Department of Higher Education productivity standards or community needs are deleted. New programs are added based on need.

Some programs have [advisory committees](#) made up of community members with expertise relevant to a particular program field. The committees meet regularly to assist in evaluating program curricula and operations. Program and/or curriculum changes may be implemented based on input from advisory committees.

The College participates in the Arkansas Course Transfer System, a statewide agreement that contains information about the transferability of courses within Arkansas public colleges and universities. Standards and student learning outcomes for these courses were established by teams of faculty representing every college and university in the State and also representing all ACTs disciplines. Students are guaranteed transfer of applicable credits and equitable treatment in the application of credits for admissions and degree requirements. Students may complete specified general education courses anywhere in the public system as well as many courses in the degree/major that have been pre-identified for transfer. [College/ACTS courses](#) are listed in the College Catalog.

Several [programs voluntarily sought and received national accreditation](#). The Associate Degree Nursing program is fully accredited by the Accreditation Commission for Education in Nursing, Incorporated. The Medical Laboratory Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. The Phlebotomy program is approved by National Accrediting Agency for Clinical Laboratory Sciences. Business programs are accredited by the Accreditation Council for Business Schools and Programs. The concurrent enrollment program is accredited by the National Alliance of Concurrent Enrollment Programs. The University of Arkansas Associate of Arts Online Consortium is accredited by The Higher Learning Commission.

3.A.2

Student learning outcomes/goals are articulated in each [course syllabus](#). An extensive college-wide assessment plan includes these five core competencies for graduates (1) social and civic responsibility, (2) technology utilization, (3) analytical and critical thinking, (4) communication, and (5) cultural awareness. College core competencies (STACC) are used to measure student achievement of these learning outcomes. Programs and divisions model the College plan. They incorporate STACC competencies during instruction and assess student attainment of these core competencies at the course, program, and division level. Also included in this plan are a wide variety of assessment indicators that address both general education and career skills. More detailed assessment information can be accessed on the [Assessment and Institutional Effectiveness Webpage](#).

[Program descriptions](#) and specific [credit hour](#) information are included in the College Catalog. Each program has identified specific student learning outcomes. In the fall of 2014, The College joined the [Arkansas Guided Pathway Initiative](#) which promotes career exploration, early identification of a major, and a clearly articulated degree pathway. Beginning in fall of 2015, each student will use an [Individual Career Plan](#) to clearly articulate each step of the student's program of study.

The [2014-2019 Strategic Plan](#) identifies the scope of work related to learning goals for the next five years. The Strategic Plan is posted on the College Website, thus, making it accessible to all stakeholders.

3.A.3

Classes are provided in several [delivery modes](#) to address the needs and learning styles of its students. Examples of these delivery modes include (1) traditional face-to-face, (2) synchronous instruction, (3) hybrid, (4) online, and (5) on-line fast track. [High school students](#) have an opportunity to enroll in college level courses while continuing their high school courses and activities.

A master syllabus template should be followed for each section of a course in whatever learning environment or location it is implemented. This ensures prerequisites, course goals, and course [student learning outcomes/goals](#) are the same for each section of a particular course. Each instructor is required to submit a syllabus for every course taught each semester.

The general education core is approved by Arkansas Department of Higher Education and is part of Arkansas Course Transfer System. All courses taught at the College use the same learning outcomes established and approved by Arkansas Department of Higher Education. [Non-transferable courses](#) use a common syllabi approved by the respective division dean or chair.

A number of procedures are in place to ensure consistency and quality of curriculum across all campuses and modes of delivery. Expected levels of achievement for programs and courses presented on-line meet the same standards as those presented on campuses. Faculty members must have the same qualifications and academic credentials. For example, the Associate Degree Nursing Program is offered on the Helena-West Helena campus, and the theory component of the program is compressed by Lync to the Stuttgart campus. To maintain [program integrity](#) as a

whole and at each site, graduate performance on the licensure exam is evaluated annually as an entire cohort and as separate campus cohorts.

Data relating to graduate performance is used by the faculty to make evidence-based decisions about program development, maintenance, or revision. The Vice Chancellor for Instruction, deans, department chairs, and Directors of Public School Relations are responsible for oversight and quality assurance across all campuses and modes of delivery. Deans and department chairs [review syllabi](#) for content and rigor as well as consistency across course sections.

The College is a National Alliance of Concurrent Enrollment Partnerships accredited college. This affiliation requires college courses offered by high school teachers be as rigorous as courses offered on the College campus. The [National Alliance of Concurrent Enrollment Partnerships accreditation](#) is valued and helps to maintain the highest standards for students and a seamless transition to college.

Sources

- AAS Degrees Exceeding 60 Credit Hours 3A1
- Accreditation Letters 3 A1
- Advisory Committees 3A1
- Arkansas Course Transfer Courses 3A1
- Arkansas Guided Pathways Handout
- Assessment and Institutional Effectiveness Webpage 3A2
- Course Descriptions 3A2
- Course Syllabus Template, 3A2
- Courses Offered To High School Students 3A3
- Curriculum Change Form 3A1
- Curriculum Recommendations 3A1
- Degrees Awarded 3A1
- Delivery Modes 3A3
- General Graduation Requirements 3A1
- Individual Career Plan 2B
- Individual Career Plan 3A2
- NACEP Accreditation 3A3
- National Accreditation 3A1
- Nontransferable Courses 3A3
- Policies Regarding Adding and Deleting Courses 3A1
- Program Credit Hours 3A1
- Program Integrity 3A3
- Program Review Schedule 3A1
- Programs of Study 3A1
- Strategic Plan 3A2
- Student Learning Outcomes in Course Syllabi 3A 3

- Syllabi Review 3A3

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B

Educational programs are offered that exercise intellectual inquiry and the acquisition, application, and integrations of broad learning and skills.

The College [Mission Statement](#) in part states that “We provide high-quality, accessible educational opportunities and skills development to promote life-long learning.”

The nature of general education is valued as essential to personal and intellectual growth. To accomplish this goal, the College established a general education program using [college core competencies for graduates](#), which combines knowledge from arts, communication, humanities, mathematics, natural, physical, and social sciences, and technology. By meeting the general education course requirements established by Arkansas Department of Higher Education, students will have acquired important knowledge and developed skills in a broad range of academic areas.

3.B.1

The [general education program](#) is appropriate to the College mission, educational offerings, and degree levels. Instruction for all students, regardless of the major, in the areas of (1) education, (2) English, (3) history, (4) humanities, (5) mathematics, (6) psychology, (7) sociology, and (8)

speech are provided through the Division of Arts and Sciences. University-parallel courses of high academic quality on the freshman and sophomore level are provided for students who wish to transfer to four-year colleges or universities, to gain competencies in employable skill which allow them to enter directly into the workforce, or to upgrade their skills to move into another level of employment. All associate degrees include a solid foundation of general education courses and require a minimum of 60 credit hours.

[The Division of Arts and Sciences](#) shares the fundamental mission of the College and accomplishes that through providing the foundational needs in general education to all students and the first two years of specialized knowledge in areas leading to advanced degrees and professional careers.

3.B.2

The College [philosophy of education](#) reflects a strong commitment to providing programs responsive to the communities it serves as well as a willingness to provide educational programs that are the foundation for intellectual, cultural and social growth beyond that imposed by narrow highly specialized training. The College philosophy also states curricular, extra-curricular, and community offerings need to be periodically re-evaluated. The Office of Student Success and Institutional Effectiveness documents program assessment.

To broaden a student's educational base, courses must be taken that comprise a General Education core. These courses include: (1) English, (2) social science, (3) fine arts, (4) natural science, (5) literature, (6) mathematics, and (7) physical education. Variations and options within the [general education requirements](#) are available in most curricula.

Many general education courses are part of the Arkansas Course Transfer System and must include agreed upon state learning outcomes. The Arkansas Course Transfer System courses were designed as part of an articulation agreement among two and four-year Arkansas colleges. The College has a [reverse transfer](#) of course credit process. This allows the College to graduate students who transferred with a significant number of credits from the College without meeting graduation requirements before transferring to another institution to continue their education.

The College has established five core competencies: (1) social and civic responsibility, (2) technology utilization, (3) analytical and critical thinking, (4) communication and (5) cultural awareness, which it expects every graduate to possess. All divisions/programs integrate these competencies into the established curriculum. Divisions/programs [assess](#) graduates' attainment of these competencies. In addition, graduates are [surveyed](#) to determine their perception about meeting established college core competencies.

3.B.3

While the [required general education courses](#) may vary depending on the degree requirements, each of the degrees offered requires a balanced experience across academic disciplines. General education courses form the basis for all post-secondary education to follow a specific degree program for career placement or transfer to a four-year institution. Course outlines, which may

be included in the syllabi, are also expected to contain the college core competencies for graduates. The general education courses and learning outcomes are appropriate for both the workforce and for transfer. Many programs offer internship opportunities, and Associate of Applied Science degree programs have a simulated [work experience component](#).

Required general education coursework includes [research projects](#) which begin to develop students' experience with modes of inquiry. Whether the students are creating original essays and narratives in English and speech classes or pursuing introductory research in the sciences or humanities, the importance of collecting, analyzing, and communicating information is stressed. Students are expected to move through their program of study with awareness about the advancement process required to graduate.

[Advisors](#) meet regularly with students to help them gain ownership of and engagement in their work toward meeting educational goals. Likewise, faculty expect students to use course assessment, monitor progress, and understand their level of competency within the discipline.

3.B.4

Early in its Achieving the Dream work, the Data and Core Team decided to address issues related to diversity directly, specifically the issues of class and race. In 2012, the College received special recognition from Achieving the Dream in its Leah Myer Austin Institutional [Student Success Leadership Award](#) for its work in this area.

Because most students at the College are the product of generational poverty and most faculty and staff at the College are not, the College sought to increase employees' understanding of the challenges of generational poverty. Every College employee was provided with Ruby Payne and Philip DeVols' *Bridges Out of Poverty* and spent a year discussing in large and small groups the culture of poverty, the characteristics students who have grown up in generational poverty bring with them, and, most importantly, how the College responds. College employees came to see that many of the issues regarded as student issues were also organizational issues. The College could change how it responded to them. Through the continued use of common readers such as *Understanding and Engaging the Under-Resourced Student*, College employees now have a deeper understanding of the issues of poverty. The next year the issue of race was addressed by providing every employee with Nathan McCall's novel *Them* and again engaged in a yearlong series of discussions capped by Dr. McCall's visit for an in-service event. Conversations have continued around the issues of poverty and race in subsequent years using such works as Carson McCullers' *The Heart Is a Lonely Hunter* and Isabel Wilkerson's *The Warmth of Other Suns*. Four graduate students from the Clinton School for Public Service were invited to work with college faculty to develop a [curriculum](#) for a small-group dialogue-to-action series of conversations about race. The curriculum has been used with college faculty, staff, and students.

With broad input from faculty and staff, the College Mission Statement, Vision Statement, and Core Values were revised. One college core value is [diversity](#). The education offered by the College recognizes the human and cultural diversity of the world in which students live and work through one of the college core competencies for graduates. The core competency for Cultural

Awareness acknowledges society is diverse with groups of individuals possessing differing (1) beliefs, (2) values, (3) attitudes, and (4) customs shared from one generation to next.

The College is a [National Endowment of the Humanities Bridging Cultures Community College](#). This program is designed to engage students in the power of the humanities to help people develop a better understanding of and respect for people with diverse histories, cultures, and perspectives.

3.B.5

Although faculty are not required to conduct formal research, many faculty contribute to scholarship through (1) discovery of knowledge, (2) teaching, (3) application of knowledge, and (4) integration of knowledge to meet the College mission and program goals.

All employees are encouraged to engage in on- and off-campus [professional development](#) activities. Employees have access to [tuition free courses at the College and tuition discounted courses through the University of Arkansas System](#). Many employees have used this incentive to obtain their initial or advanced degree. In addition, faculty share best practices derived from research, analyze data to improve programs of study to improve program outcomes, and participate in local, regional national workshops or conferences to acquire new knowledge. Likewise, students are taught the [power of education](#) and encouraged to engage in [lifelong learning](#) activities such as pursuing program completion, seeking advancing degrees, participating in academic clubs and organizations, reading to kindergarten through fourth grade public school students, and engaging in continuing education and community learning activities.

Faculty and staff disseminate information to professionals, students, and the lay public through publications, presentations, and engage in curricular development, implementation, and evaluation. For example, the Instruction and Curriculum Committee works with [academic standards](#), the academic calendar, and curriculum. In turn, this information is shared with others. [Students disseminate knowledge](#) through cooperative testing, student debates, and interactive learning activities.

Faculty and staff actively may [share scholarly knowledge](#) with academic, professional, and community organizations in and outside of the academic setting. For example, employees have made presentations to classes, local civic and professional organizations, as well as state, regional and national conferences. Students are given opportunities to make classroom presentations, prepare poster presentations, and organize and implement educational community service activities to promote lifelong learning.

College employees [communicate with colleagues and/or other disciplines](#) to improve discovery and acquisition of knowledge, skills, and attitudes. Examples of these activities include, but are not limited to, (1) grant writing, (2) presentations, (3) community initiatives, and (4) selection as an Achieving the Dream Leader College. Students integrate knowledge (1) during capstone courses, (2) internships, (3) service as student ambassadors, (4) strategic planning discussions, and (5) community service projects such as the American Red Cross community blood drive.

College employees and students have opportunities to take individual [courses](#) in Fine Arts, Music, Drama, and Graphic Communications. Helena Little Theater and the College collaborate to present theatrical plays, musicals, and holiday programs which offer employees and students a chance to contribute to creative works. In Helena-West Helena, the [Warfield Concert Series](#) is funded through an endowment which allows anyone to attend four to six performances each year free of charge. In Stuttgart, the [Grand Prairie Center](#) also offers an annual performing arts series which is open to the public. There may be a nominal cost for attending some of these performances. It is important to add some faculty have made attendance at selected productions a [course requirement](#) to ensure students are exposed to creative works, gain insight, and develop a deeper understanding of social, civic, and cultural issues.

Sources

- Academic Standards 3B5
- Advising Handbook
- Assessment of Core Competencies 3B2
- Bridging Cultures 3B4
- College Graduate Survey, 3B2
- Communication with Colleagues 3B5
- Core Competencies for Graduates 3B
- Course Requirements 3B5
- Curriculum on Conversations About Race 3 B4
- Diversity 3B4
- Division of Arts and Sciences 3B1
- General Education Courses 3B3
- General Education Courses Required 3B1
- Lifelong Learning Students 3B5
- Minimum General Education Requirements 3B2
- Mission Statement 3B
- Performing Arts Courses 3B5
- Philosophy of Education 3B2
- Power of Education 3B5
- Professional Development 3B5
- Required Works 3B3
- Reverse Transfer 3B2
- Sharing Scholarly Knowledge 3B5
- Student Knowledge 3B5
- Student Success Leadership Award 3B4
- Tuition Discount 3B5
- Warfield Concerts and Grand Prairie Center Schedule 3B5
- Warfield Concerts and Grand Prairie Center Schedule 3B5 (page number 8)
- Work Experience 3B3

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C

The College has 70 full-time [faculty](#) and 215 full-time [staff](#), all of whom provide and support effective, high-quality programs and student services. The number of adjunct/part-time faculty per semester is approximately 35.

3.C.1

The College has [sufficient numbers](#) and continuity of faculty members to carry out both classroom and non-classroom roles. As of spring 2014, enrollment yields a 7:1 student/faculty ratio. The continuity of faculty is evidenced through years of service. [Instructors' responsibilities and qualifications](#) are outlined in the Policy and Procedures Manual.

[Teaching loads](#) at the College are determined by both credit and student contact hours. Overload pay is awarded when regular teaching loads have been fulfilled. A point system is used to determine the point at which teaching loads have been met and overload compensation begins. A full instructional load for all faculty members is 30 points per regular semester based upon a formula. Instructors are expected to average 45 student contact hours per course.

In addition, faculty contributes to [shared governance](#) through Faculty Senate and the following standing committees: (1) Academic Standards, (2) Curriculum, and (3) Faculty Development Faculty Senate representatives also serve on college-wide teams or committees such as Instruction and Curriculum and College Council. Faculty are also engaged in (1) program oversight, (2) curriculum development, (3) course and program concerns, (4) textbook adoption, as well as (5) program assessment and review.

Expectations for [student performance](#), including student learning outcomes, are detailed in course syllabi. A written procedure guides faculty in formatting course syllabi. Expectations for student performance are also driven by program goals and needs. For example, to comply with [program requirements in nursing](#), the College supported a 1:10 faculty to student ratio from fall 2011 to 2013 and beginning in fall 2014, a 1:8 faculty to student ratio in acute-care clinical settings.

The College has been fortunate to recruit and retain [highly-qualified faculty](#). Applicants for instructional positions at the College hold a master's degree or higher with a minimum of 18 hours in their teaching field, except in the cases of certain specialized areas of technical, vocational, or adult education. Of the 70 full-time faculty, 46 (66%) hold a master's degree or higher and several are pursuing advanced graduate or doctoral degrees. All faculty teaching general education and transfer courses hold a minimum of a master's degree in the discipline, and 18 graduate hours in the discipline if the master's degree is in a related field. Academic credentials including official transcripts from each institution attended are maintained in the Human Resources Office on the Helena campus.

All faculty are engaged in assessment at the course and program level. All participate in discussions about college-wide assessment outcomes and some faculty lead inquiry groups. These groups focus on various aspects of assessment of student learning and is addressed in more detail in **Core Component 4.B.4.**

3.C.2

Full- and part-time faculty teaching transferable courses and those in dual credit, contractual, and consortia programs, are required to hold a master's degree or higher with a minimum of 18 hours in the respective teaching field, except in certain areas such as technical, vocational, or adult education. Faculty teaching in technical, vocational, and adult education areas where a master's degree is not required must meet faculty program requirements. For example, all faculty teaching in the associate or practical nursing programs hold a degree higher than the type of education program they are assigned to teach. Faculty teaching in a program culminating in an associate degree in applied science [are encouraged](#) to obtain a master's degree in their reflective field of study.

3.C.3

[Faculty are evaluated](#) each semester. [Students evaluate](#) course design and delivery each semester. Peers and the respective dean or chair evaluate [faculty portfolios](#) annually. Students complete an Evaluation of Instruction Survey each semester for two classes randomly selected by a faculty's

division dean or chair. All full- and part-time faculty participate in this process. In addition to answering survey questions, students are given an opportunity to anonymously provide written comments on the instructor's effectiveness as well as the general course value. Qualitative and quantitative survey findings provide faculty with insight on best practices and inform faculty of the need to develop and implement teaching methods that promote student learning and engagement. A summary of results is provided to the faculty and division dean or chair by the Office of Student Success and Institutional Effectiveness.

Excluding first-year faculty, all faculty teaching 18 points or more and receiving benefits are required to annually submit a [teaching portfolio](#) to document (1) teaching effectiveness, (2) college service, (3) professional development activities, and (4) community service activities. A summary of results is provided to the faculty member as well as the respective division dean or department chair. Results are filed in the Office of Student Success and Institutional Effectiveness. During the annual faculty evaluation conference, the respective division dean or chair and faculty review student evaluations and portfolio evaluation findings. Strategies to maintain effective teaching strategies and methodologies, as well as opportunities for development, are discussed.

A [Faculty Performance Report](#) is filed with the Arkansas Department of Higher education to summarize overall faculty performance, identify divisions with decreased faculty performance outcomes, and share notable findings and future plans about these outcomes. Analysis is focused on instructional delivery and design. Outcomes are used for improvement as identified in the Faculty Performance Report under Notable Findings Future Plans.

3.C.4

[Continued personal and professional](#) growth of faculty is valued. Thus, faculty participation in professional development activities is supported to make certain students are provided with quality programs and services. Faculty are encouraged to participate in professional growth activities that include, but are not limited to taking graduate or doctoral courses; working with professional organizations; attending in-service activities, conferences, seminars, workshops; and engaging in discipline specific work experiences.

Professional development is offered at the institutional, program, and course level and is often tied to needs identified from assessment outcomes. For example, through Achieving the Dream, faculty expressed a need for [cooperative learning training](#). As a result, staff development and Carl Perkins funds were used to bring a national expert, Greg Hodges, from Patrick Henry Community College to provide comprehensive cooperative learning workshops for faculty.

In addition to voluntary professional development activities, [mandatory in-service training](#) activities are conducted. For example, in-services were held focusing on Child Maltreatment in fall of 2013 and 2014, Disability Services in fall of 2013, and Social Media Ethics in fall 2014.

The [process](#) for requesting professional development monies through the College appears in several locations. Resources for professional development activities are obtained primarily through institutional resources and external grants and initiatives. The College has [staff](#)

[development funds](#) for supporting these activities. Opportunities to attend regional, state, and national conferences to learn emerging skills and teaching methodologies in respective disciplines have been funded by grants or initiatives. Travel Guidelines are in place to support development activities. During the past three years, evidence of faculty participation in a variety of professional development activities is illustrated in the [Faculty Professional Development Table](#).

3.C.5

All faculty are required to maintain office hours each week for student consultation. [Office schedules](#) are posted on office doors, and copies of the schedules are kept by supervisors and in the Vice Chancellor for Instruction's office. Adjunct faculty members are given designated areas to meet with students when necessary. Faculty are also accessible through email and telephone calls. Faculty often schedule time to work with students in the library, learning centers, or in classrooms for focused tutoring sessions. [Faculty contact information](#) is available on the College Website.

3.C.6

Steps are taken to ensure college employees providing student support services are [appropriately qualified](#). Every position at the College includes a [personnel action request](#) description or state generated job description outlining duties and expectations. Every effort is made to employ qualified individuals. Vacancies are posted internally and externally to attract a wide audience of qualified applicants. An Interview Committee may be composed of the Vice Chancellor for Instruction, the respective dean or chair, and interview applicants. A Human Resource representative is present to discuss issues pertaining to employee benefits. Each intention to hire is forwarded to the Chancellor for approval before offering an applicant employment.

Staff are encouraged to participate in role specific [training activities](#). In addition to scheduled in-service activities, many staff members are active in state organizations that focus on student services. These organizations also provide professional development opportunities through conferences and webinars. As a part of the College mission, there is strong commitment to work with, encourage, and assist employees to realize their full potential.

Most service positions provide written protocols and training. For example, the Vice Chancellor for Student Services is responsible for advisor orientation. During orientation, the new advisor is provided with an [Advising Handbook](#) outlining specific policies and procedures.

Sources

- Academic Credentials 3C1
- Advanced Degrees 3C2
- Advising Handbook 3C6
- Arkansas State Board of Nursing 3C1
- Continued Personal and Professional Growth 3C4

- Cooperative Learning
- Employment 3C
- Faculty Directory 3C5
- Faculty Evaluation 2D
- Faculty Evaluation 3C3
- Faculty Performance Report 3C3
- Faculty-Staff 3C
- Mandatory In-Service 3C4
- Office Schedules 3C5
- Personnel Action Request 3C6
- Process for Requesting Professional Development 3C4
- Professional Development
- Shared Governance 3C1
- Staff Development Funds
- Staff Training Activity Examples 3C6
- Student Evaluation Tool 3C3
- Student Performance 3C1
- Sufficient Numbers 3C
- Support Staff Qualifications 3C6
- Teaching Load 3C1
- Teaching Portfolio 3C3

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D

[Student services](#) are offered on all three campuses. Specific services include assistance with (1) admission to the College, (2) placement testing, (3) academic advising (4) disability services, (5) orientation, (6) financial aid assistance, (7) GI Bill/Veterans Benefits, (8), Student Support Services, and (9) Arkansas Career Pathways. Services are available to students including (1) concurrent and dual enrollment students, (2) Secondary Career Center students, (3) first-time college students, (4) transfer students, and (5) returning students.

3.D.1

Staff assists students to navigate through the [enrollment process](#). They work with students to complete applications and obtain essential documents necessary to complete a student's file. Service is an important part of the staff's role to make students feel comfortable and welcome at the College.

A [professionally trained advisor](#) is provided on each campus to all degree-seeking students. This professional advisor provides assistance with both academic and personal concerns. Advising is discussed in depth in Core Component 3.D.3.

[Mandatory testing and placement is required](#). To effectively orient students to the COMPASS placement test, students are required to participate in a testing review. This process has had a

significant impact on appropriate course placement and has resulted in some students requiring less developmental education because testing results after test preparation and review is much more accurate. The COMPASS Test is administered free of charge to potential students to determine placement for English and math courses. Staff also are responsible for proctoring online exams as well as College Level Examination Program (CLEP) tests.

Staff members assist students in finding the fiscal resources necessary to meet financial obligations to the College. Examples of [financial resources](#) available to students include, but are not limited to, (1) Pell Grants, (2) Federal Work-Study programs, as well as (3) local, state, and privately funded scholarships.

The staff works with veterans and their dependents to obtain approval for [educational benefits](#). These include the (1) Post 9/11 GI Bill, (2) Montgomery GI Bill, (3) Veterans Education Assistance Program, and (4) Survivors and Dependents Education.

The College complies with the American with Disabilities Act to provide [reasonable accommodations for students](#) with self-disclosed disabilities. Examples of accommodations provided include ensuring physical access on all campuses, providing alternate methods of testing and evaluation, as well as supplying assistance through the use of auxiliary aids and services.

Each campus provides space for studying and [tutoring services](#). This space may be a computer or skill lab such as the Individual Academic Enhancement Center in DeWitt, the Learning Lab in Stuttgart, and the Academic Skills Department in Helena-West Helena. Recently, a Students Taking Action with Resources (STAR) Center was created on the Helena-West Helena campus to provide a permanent educational environment devoted to formal individual and small group tutoring. Student Support Services also provides tutoring as part of its services.

Students in the [Student Support Services program](#) have various needs for academic support and students are eligible to participate in the program based on meeting the following criteria (1) a citizen or national of the United States or meets the residency requirements for federal student financial assistance, (2) a low-income individual, (3) a first generation college student, or (4) an individual with a documented disability. Many of our students are eligible for these services. Services provided include (1) peer and computer assisted tutoring, (2) advice and assistance in course selection, (3) instruction in study skills, (4) financial aid counseling and assistance, (5) career exploration, (6) transfer assistance, (7) video supplemental instruction, (8) financial literacy, (9) advocacy with staff and faculty, and (10) an open computer lab. All services are free and available to any student evidencing academic need and qualifying for the program under federal guidelines.

[Arkansas Career Pathways](#), a state program, works with (1) workforce development agencies, (2) employers, (3) social service agencies, and (4) college professionals, staff, and faculty to provide low-income individuals with the higher education skills and credentials they need to meet their educational and/or career goals. Arkansas Career Pathways works with prospective and current students to ensure they are knowledgeable of public benefits, social service agencies, and college services that can be used as a resource. Staff assists students in attaining academic and career

goals by offering (1) Kuder career assessments, (2) Employability Certificate-Career Ready 101 software, (3) individual career plans, (4) career readiness certificates, (5) counselors, (6) job club, and (7) financial assistance for childcare, transportation, books, tuition, tutoring, and academic supplies.

3.D.2

The College provides multiple strategies to ensure student engagement and completion of educational goals. Students are moved through the process reaching several critical points of need which include (1) applying to college, (2) planning for success, (3) enrolling and taking courses, and (4) sustaining success so the certificate or goal can be completed.

Planning Enrollment

First, students are recruited and ask to complete an [application to the College](#). At the planning stage, students receive [COMPASS](#) Test Preparation. Afterward, students are COMPASS tested and placed directly in college level courses or placed in developmental courses with some college level course work. Students with ACT scores of 19 or higher in each area are placed directly in college level work and are not required to COMPASS test. The COMPASS pre-test has been useful to determine any skill area that needs improvement by the student. This allows students to work on problem areas before testing, which potentially improves scores and reduces the amount of remediation needed. When indicated, advisors use these scores to place students in developmental coursework. This practice ensures students are enrolled in appropriate courses. After taking the COMPASS test, most students take developmental math, English, and reading courses. These developmental courses prepare students that need either a refresher or additional knowledge and skills for college-level courses. All first-time, degree-seeking students are placed into English and math courses based on ACT, COMPASS, or occasionally ASSET scores. The cut-off scores are based on state recommendations to ensure students are adequately prepared for college-level work.

Each student is assigned an [advisor](#). Beginning in fall 2015, each student will complete an intake form as part of an Individual Career Plan, which is a guided pathway for certificate or degree completion. Using the intake form, students are referred for services which they may need such as (1) accommodations for disabilities, (2) Career Pathways, (3) Student Support Services, (4) Working Family Success Network Center, (5) financial aid, or (6) other services. The advisor assists the student to build a schedule.

All new and returning students are required to participate in a mandatory orientation. This [mandatory orientation session](#) is held immediately after registration before fall classes begin to acquaint new and returning students with available services and programs at the College. Since the majority of students enroll in college courses during the fall semester, the orientation session is not repeated in the spring. Student input has indicated this strategy has a positive impact on their preparation, engagement, and completion of educational goals. Students enrolling in courses for the first time during the spring semester participate in the next scheduled orientation session.

Enrolling in College

Once students have made plans for a successful college experience and enroll in course work, the College requires they participate in continued, focused advising. At this point, the Individual Career Plan becomes an electronic tool which students manage with their advisors to guide them through the process. If placed in Basic Writing II, they are required to enroll in a Student Success course. This course is the highest remedial writing level and has the highest first-time placement. Also, students enrolled in Freshman English I also are required to take Student Success II as a co-requisite. Only a few students place in Freshman English I. Mandatory [Student Success courses](#) provide students with financial and career coaches who assist students in exploring (1) a career and career focus, (2) financial literacy, (3) wealth building, and (4) income support screening which they may have received in the planning process. These courses also provide college support strategies such as time management, study skills, and other college success techniques. If a student places into Basic Writing I, the student is placed in Freshman Seminar, SOS 103, which provides similar skills as those provided in the Student Success courses.

The [Freshman Seminar course](#) is offered each fall and spring semester. This three credit-hour course encourages students to cultivate personal skills, values, and attitudes required of confident and capable students. Throughout this course, students are made aware of college procedures, facilities, and services, as well as assisted in establishing personal career goals.

Sustaining Enrollment in College

Several [strategies](#) have been adopted to sustain students through the College experience and help them stay on track. These strategies include (1) the student success classes, (2) supplemental instruction labs for all developmental course work, (3) early alert to ensure students are attending class, (4) learning skills labs on each campus, (5) tutoring on each campus, (6) an instructor referral for services mechanism, and (7) early assessment and intervention by faculty. These strategies are supported by the Working Family Success Network and Arkansas Guided Pathways initiatives.

As students progress through the program, data is used to track those students. [Achieving the Dream indicators](#) include (1) course completion, (2) course success, (3) term-to-term persistence, (4) fall-to-fall persistence, and (5) graduation. Supplemental instruction is provided for every remedial course, and learning support labs are available on each campus. Toward completion, the College confers degrees or certificates, administers a [graduation survey](#), and provides an [employer survey](#).

All [students transferring](#) from another college are required to submit official transcripts from all colleges attended. Credit granted from other institutions as well as credit for CLEP exams is evaluated by the personnel in the Office of the Registrar to ensure students are placed only in courses required to complete their degree. One-on-one meetings with academic advisors also help students identify and begin developing an individual career plan.

3.D.3

One professional advisor serves on each campus. In addition, division chairs, deans, and faculty are advisors. An academic advisor is assigned to each student before registration. This individual assists students each semester to choose courses from a prescribed curricular plan before the student completes the registration process. A “Student Success Pass” system was created to ensure that most students meet with their advisor at least three times per semester. All students receiving financial assistance must see their advisor to obtain a “Pass” that allows them to receive any refund disbursement from the Business Office. Refunds are distributed twice per semester. [Advising 3D3](#)

Each advisor offers the student information about available resources for financial aid, placement testing, and support services. Students are provided with a degree plan to track their progress and set goals. An [Advisor Handbook](#) is updated when necessary to reflect changes in degree plans, placement scores, and services. Advisors are also apprised of changes in advising guidelines that may occur throughout the semester. An [Advising Council](#), made up of advisors from all three campuses and the Vice Chancellor for Instruction and Vice Chancellor for Student Services and Director of Student Success and Institutional Effectiveness, meets throughout the year to discuss issues and improvements that can be made to the advising system. Students also have the opportunity to address advising practices. The Community College Survey on Student Engagement and the Survey for Entering Student Engagement are administered to obtain student input about the advising process at the College.

Advisors participate in an [“Early Alert” program](#) to identify students having trouble in classes. The faculty contact advisors to let them know if an advisee is absent from or performing poorly in class. The advisor can contact the student to recommend interventions such as tutoring or study groups to improve the student’s performance.

3.D.4

[Technological infrastructure](#) is maintained by the Information Technology Department on all three campuses. This department maintains all college computer labs and reviews, maintains, and makes recommendations for meeting computer software needs. WIFI Internet access is available to all students, faculty, and staff on each campus. WIFI Internet access is available in each campus library and coverage extends to all student occupied buildings on campus. The College provides access to Microsoft Office 365, an online suite of applications (email, IM, document sharing) to all students, faculty, and staff. The Office 365 application that includes Lync allows faculty and staff to conduct inter-campus video conferences on demand and is scalable to accommodate small or large group meetings. Classrooms on each campus are equipped with SMART classroom technology and materials such as (1) SMART Boards, (2) computers, (3) document cameras, (4) interactive clickers, and (5) LCD projectors.

The [Distance Learning Coordinator and multimedia technicians](#) support faculty and students engaged in distance learning by (1) purchasing and maintaining distance learning equipment, (2) training faculty to use distance education technology, (3) providing help desk support to faculty and students when technology issues occur, (4) orienting on campus and online students to distance learning technology, and (5) proctoring exams for students enrolled in distance education courses.

The College is a member of an [online consortium](#) with University of Arkansas Community College at Hope and University of Arkansas Community College at Batesville to offer an online associate of arts degree. The Information Technology Department, in conjunction with the distance learning staff, maintains and provides connections for educational services. The Distance Learning Coordinator maintains the distance education services and provides training for faculty/staff and assistance for students when needed. The faculty-led [Distance Learning Committee](#) meets regularly to discuss any issues with technical support, class offerings, and registration. A free orientation session is available on each campus for students taking online classes. The purpose of this [online orientation](#) is to familiarize students with Blackboard software and teach them how to access assignments and tests. Faculty teaching an online course are required to have either a midterm exam or final [exam proctored](#) at an approved testing site. The Distance Learning Coordinator serves as an exam proctor for all online and distance education courses.

Outdated biology, chemistry, and physical science [laboratories](#) will be renovated and equipped in the summer of 2015 with new technology necessary for students to meet established learning outcomes. In 2011, the Medical Laboratory Technology lab also was renovated and equipped with new technology necessary for students to achieve their learning outcomes. Nursing labs are equipped with low and high fidelity mannequins. These are used to provide students with life-like, interactive, clinical simulations. Simulations may be video recorded and reviewed with students as a debriefing learning experience. Computer software has been purchased to support preparation for the NCLEX licensure exam.

A [well-equipped and staffed library](#) is maintained on all campuses. [Libraries are accessible](#) to patrons Monday through Friday, except for observed holidays. Each library is designed to meet the information needs of (1) students, (2) faculty, (3) staff, and (4) administration. Services at all library locations include (1) an information-circulation desk, (2) interlibrary loan, (3) consortium membership, (4) print indexes and periodicals, as well as (5) bibliographic and full-text electronic databases. An R2 Digital Library has been created recently to allow students to access library resources that formerly were available only in hard copy. Students have access to materials from other locations, both in and out of state and through interlibrary loan. A courier is available to transport interlibrary loan material from one campus to another. Library staff is available during published operating hours. They provide specialized tours for individual classes and assist faculty with specific course assignments designed to familiarize students with the library. All campus libraries provide a library orientation, space for individual and small group study, audio-visual viewing rooms, computer workstations, and coin-operated copiers. Efforts to provide new services for library patrons resulted in the addition of WiFi Internet access, e-books, and EZ Proxy to allow for off-site access to the electronic databases. Through collaboration with college faculty, campus library staff seek input regarding the addition of new, contemporary materials titles for all subject areas. The library supports several standard types of [general collections](#), such as (1) reference, (2) print periodicals and newspapers, (3) videos, (4) audio books, and (5) microfilm/microfiche of select materials. In addition, the libraries support special collections of Arkansas materials, a professional collection for faculty, administration, and staff, Baker & Taylor Lease books, a photograph collection of items by photographer Edward Steichen, and Thomas E. Tappan Collection.

The libraries [maintain current resources](#) by purchasing new editions and removing older editions, unless they have historical value. Multiple copies of the same title which have not been recently circulated are culled from the collection to make room for more useful materials. The Division of Allied Health follows a [three-year plan](#) to purchase new or replace outdated holdings. Division faculty members annually review the currency of allied health references. Resources with a publication date older than five years are purged annually, unless faculty elects to retain the reference for “historical and research purposes only.” These titles are labeled accordingly.

The Fine Arts Center on the Helena-West Helena campus and the Grand Prairie Center on the Stuttgart campus provide all faculty, staff, students, and the public with opportunities to see live performances on stages throughout the year. The Warfield Concerts series in Helena-West Helena hosts renowned musicians at the Fine Arts Center through a local trust, while the Grand Prairie Center's Performance Series brings world famous musicals, plays, and concerts to Stuttgart. [Performing Arts 3D4](#)

[Clinical practice sites](#) are available in Phillips, Arkansas, and surrounding counties. Specifically, the Division of Allied Health partners with agencies to provide interactive clinical learning experiences that foster student achievement of learning outcomes and related competencies. These [agreements](#) are with acute- and long-term healthcare facilities, ambulatory care settings, and community health centers. Schools, daycares, and health care providers' offices do not require affiliation agreements but still provide facilities for student learning. Students have the opportunity to evaluate clinical agencies. Evaluation findings are used for modifications when needed. Most sites are approved and/or accredited by state or professional entities, and agreements are reviewed and signed annually. Ample notification must be given before terminating any agreement. This ensures clinical learning experiences are not abruptly interrupted and allows students to complete the semester of study. [Early Childhood practice sites](#) and other internships are available throughout the College service area.

3.D.5

As a community college, conducting formal research is not a part of the College [mission](#). However, every opportunity is made to provide students with guidance in the effective use of information resources.

All students are [informed](#) of their FERPA rights. Students understand that their records are treated as confidential information and available only for the student’s personal inspection or through authorized release. For example, students must make a [formal request](#) to have transcripts sent to another entity.

Resources for formal papers and reports are available to students in three college libraries or through online databases. All students are expected to follow [college policy and procedure](#) and give credit when using another author’s language, thoughts, ideas, or expressions regardless of the format in which the information is presented. As such, faculty require students to follow Modern Language Association or American Psychological Association guidelines when writing formal research papers or reports.

In addition, allied health students are expected to adhere to Health Insurance Portability and Accountability Act guidelines at all times in and out of the clinical setting. As such, these students sign a [Health Insurance Portability and Accountability Act Compliance Form](#) at the beginning of each academic year or semester of program entry indicating they understand and will adhere to Health Insurance Portability and Accountability Act regulations by maintaining patient confidentiality.

Conversely, early childhood, education, and allied health students are taught when it is acceptable to use acquired information and breach confidentiality. For example, these students are taught that [mandated reporting](#) is required if they suspect any type of child maltreatment or abuse.

Social science and allied health students are introduced to ethical guidelines that must be followed when conducting [formal research](#). Emphasis is placed also on using research findings to support evidence-based practice in their respective disciplines.

Sources

- Achieving the Dream Indicators 3D2
- Admission Requirements and Application for Admission 3D2
- Advising 3D1
- Advising 3D3
- Advising Council Minutes 3D3
- Advising Handbook 3D3
- Advisors 3D2
- Arkansas Career Pathways 3D1
- Clinical Practice Site Agreement 3D4
- Clinical Practice Sites 3D4
- College Graduate Survey, 3B2
- COMPASS Test Preparation 3D2
- Distance Learning 3D4
- Distance Learning Committee 3D4
- Early Alert
- Early Childhood Practice Sites 3D4
- Educational Benefits 3D1
- Employer Survey 3D2
- Enrollment Process 3D1
- FERPA 3D5
- Financial Resources 3D1
- Formal Research 3D5
- Freshman Seminar 3D2
- HIPPA 3D5
- Laboratories 3D4

- Library 3D4
- Library 3D4 (page number 3)
- Library Accessible 3D4
- Mandated Reporting 3D5
- Mission 3D5
- Online Accreditation 4A1
- Online Orientation 3D4
- PCCUA Library Item Count 3D4
- Performing Arts 3D4
- Placement Testing 3D1
- Procedures Pertaining to Plagiarism 3D5
- Proctored Exams 3D4
- Reasonable Accommodations 3D1
- Student Orientation
- Student Services 3D1
- Student Success Course 3D2
- Student Success Strategies
- Student Support Services 3D1
- Technological Infrastructure 3D4
- Three-year Library Holding Replacement Plan 3D4
- Transcript Request 3D5
- Transfer Students 3D2
- Tutoring 3D1

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E

Through various co-curricular activities, an enriched educational environment is provided.

3.E.1

Because the College is a non-residential campus, student participation in co-curricular activities is influenced by both demographics and locale. The College offers a number of co-curricular activities suited to the College mission. Student activities and organizations are important to campus life and contribute to students educational experiences. Examples of [co-curricular programs](#) include (1) Book Club, (2) intramural sports activities, (3) Phi Theta Kappa, (4) Arkansas Licensed Practical Nurses Association, (5) student ambassadors, (6) Baptist Collegiate Ministry, and (7) Men Enrolling to Advance.

Faculty have [engaged students](#) in discussions about common readers. The College is a National Endowment for the Humanities Bridging Cultures College. Through this endeavor, a foreign film series was provided. Community education programs sponsor short classes which enhance themes taught in specific disciplines such as the Clothesline Project for domestic violence awareness which was discussed in Sociology classes. Students also volunteered at this event.

The [Book Club](#) selects a book each semester and meets weekly to discuss the students' book of choice. Members actively have participated in raising funds for Relay for Life and presented programs on Black History Month.

[Intramural and Extramural Activities](#) allow students to participate in supervised, competitive activities between groups. Events include (1) flag football, (2) basketball, (3) volleyball, (4) softball, (5) badminton, (6) table tennis, (7) archery, (8) tennis, and (9) Frisbee golf. Extramural activities include basketball, flag football, and softball. During these activities, students compete with teams other college teams.

[Phi Theta Kappa](#) recognizes and encourages scholarship. It provides opportunities for leadership, fellowship, and service. Students must possess a cumulative 3.5 grade point average on 12 or more credit hours of course work leading to an associate degree.

[Student Ambassadors](#) are selected to represent the Stuttgart campus at various college and community activities.

The [Baptist Collegiate Ministry](#) is a group of students who meet weekly for their religious and spiritual growth.

[Men Enrolling Toward Advancement](#) is a peer support group for minority males. The group meets weekly during the fall and spring semesters. Men Enrolling Toward Advancement members develop leadership skills, participate in fundraisers and service learning opportunities, and sponsor student activities on campus.

Skills USA is a national nonprofit organization serving teachers as well as high school and college students preparing for careers in trade, technical and skilled service occupations, including health occupations. [Arkansas Skills USA Organization](#) annually hosts a spring conference. Student members across the state participate in competitive events. Secondary and post-secondary students enrolled in technical and skilled courses may compete in their respective divisions and areas of study. Areas of competition include, but are not limited to (1) cosmetology, (2) carpentry, (3) plumbing, (4) masonry, (5) criminal justice, (6) auto/diesel repair and maintenance, (7) computer technology, (8) medical professions, (9) welding, (10) photography/video, (11) robotics, and (12) culinary arts. Within each division of competition, those who excel in their divisions receive gold, silver, and bronze medals. Those who receive gold medal awards advance to compete at the National Skills USA level. For the past three consecutive years, students from the College placed first in the state in robotics and advanced to the national level of competition.

3.E.2

Communities served are provided with many [opportunities for engagement](#). Examples of these include, but are not limited to, [Warfield Concerts, Grand Prairie Center performances](#), and 2G Network Childcare Provider Workshops. Community education activities and workshops are offered through the College each semester for community enrichment. Opportunities to enrich the communities' civic and cultural experiences have included (1) watercolor art exhibits, (2) wine tasting classes, (3) film series, (4) cardio-pulmonary resuscitation workshops, (5) financial aid workshops. College employees are encouraged to support and volunteer to work at community events such as the Blues Fest and Relay for Life. Faculty and professional staff include [community service](#) as a part of their annual professional evaluation.

[Service Learning projects](#) are incorporated in several courses and organized within college divisions. As a capstone project for Early Childhood Development, students volunteer at the College's Children's Day. Through student success courses, students have the opportunity for service learning and can earn hours as part of their course work by volunteering at events such as (1) the Community Blues Fest, (2) Warfield Concerts, (3) Helena Little Theater plays, (4) Boys

and Girls Club of Phillips County, (5) Humane Society, (6) Relay for Life, (7) Kiwanis Food Drive, (8) Student Fall Fest, (9) Arkansas County Fair, and (10) mass flu immunizations. Faculty use a service learning form to document students' participation. Students in the Introduction to Business course are given guidelines and a service learning form for the service project in class. The capstone project must be approved by the instructor and specify the organization/event, number of hours involved, and the contact person who confirms participation of service learning. The project is also linked with the cultural awareness student learning outcome for this course. Graphics Communication course projects have included designing and printing “happy” occasion cards for the Pediatric and Emergency Departments at Helena Regional Medical Center and Crestpark Nursing Home residents.

The College has a strong economic impact on the communities served. [Examples](#) include (1) Delta Bridge Project, (2) Thrive, (3) Memorandums of Understanding with business and industry, (4) partnerships with Chambers of Commerce, (5) Arkansas Delta Training and Education Consortium, and (6) Center of Renewable Technology Education.

[Delta Bridge Project](#) is a public-private partnership between local organizations and area individuals that coordinates community and economic development efforts in Phillips County.

The College partners with [Thrive](#) to create new jobs. The [Helena Entrepreneur Center](#) is a resource for small business entrepreneurs in Phillips County, Arkansas. Originating from the Phillips County Community Strategic Plan, the Helena Entrepreneur Center is a one-of-a-kind business incubator that equips its graduates with the ability to write a business plan and gives them the branding tools needed to strategically launch or grow a business.

The College continues to develop and align instruction with business, industry, and community needs. The College uses Memorandums of Understanding and formal partnership agreements to build strong relationships with business and industry. The College partners with the [Chamber of Commerce](#) in both Phillips and Arkansas counties to develop economic opportunities. The College has partnered with Phillips and Arkansas Counties’ Chambers of Commerce to develop a [Leadership Development course](#) for business and industry employees to train new and emerging leaders in their organizations. During each fall and spring semester, businesses and industries are encouraged to enroll employees in a course focusing on development of effective leadership.

The College is a member of the [Arkansas Delta Training and Education Consortium](#) which includes (1) Phillips Community College of the University of Arkansas, (2) Mid-South Community College, (3) East Arkansas Community College, (4) Arkansas State University-Newport, and (5) Northeastern Arkansas Community College. As a consortium partner, the College has received Arkansas Delta Training and Education Consortium grant funding to prepare individuals to meet specific workforce needs within the college service area. The intent of this partnership is to ensure communities served have a well-trained workforce that will entice industry to locate in these communities.

[The Center of Renewable Energy Technology Education](#) was funded by the Department of Labor. The DeWitt campus has been the center for alternative fuel research with Camelina. In

addition, this center has been part of a wind energy research project with John Brown University. An anemometer is housed on the DeWitt campus. The College has a partnership with alt.Consulting for developing courses and providing assistance for those interested in developing alternative fuel businesses.

Sources

- Baptist Collegiate Ministry 3E1
- Book Club 3E1
- Co-Curricular programs 3E1
- Community Engagement 3E2
- Economic Development 3E2
- Economic Development 3E2 (page number 2)
- Economic Development 3E2 (page number 3)
- Economic Development 3E2 (page number 4)
- Economic Development 3E2 (page number 6)
- Economic Development 3E2 (page number 7)
- Employee Community Service 3E2
- Helena Entrepreneur Center 3E2
- Intramurals 3E1
- Leadership Development 3E2
- Men Enrolling Toward Advancement
- Performing Arts 3E2
- Phi Theta Kappa 3E1
- Service Learning 3E2
- Service Learning 3E2
- Skills USA 3E1
- Student Engagement 3E1
- Stuttgart Student Ambassadors 3E1

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

The College provides high quality, accessible educational opportunities and skill development to promote life-long learning in a broad range of academic areas. All majors include a complement of general education and discipline specific courses. Some programs of study terminate in a certificate or degree and provide students with the knowledge, skills, and ability to enter the workforce. University parallel courses transfer easily by virtue of the Arkansas Course Transfer System to universities. All graduates are expected to exhibit the Core Competencies upon program completion. Qualified faculty and staff are employed to assume responsibilities both in and outside of the classroom.

All faculty teaching courses by any mode of instruction are qualified and accessible to students. Faculty participate in annual evaluations and are given opportunities to engage in professional development activities. College staff are appropriately qualified for assigned responsibilities and engage in a variety of student support services to facilitate student achievement of learning outcomes and program completion. Like faculty, they are encouraged and provided with opportunities for life-long learning and professional development.

Given the high risk nature of students at the College, faculty and staff provide support services to foster success of first generation college students. Beginning with initial enrollment, students are assessed for their learning needs and advised accordingly regarding course placement and strategies for student success. Established learning resources are available to assist students in achieving their educational goals. Finally, faculty and staff emphasize to students the effective use of resources and information.

Co-curricular programs at the College assist students to develop an understanding and awareness of the cultural arts and diversity, as well as allowing students to participate in service learning, community engagement, and economic development.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

Program review is conducted annually and as prescribed by Arkansas Department of Higher Education. Every program completes an [annual assessment](#). These assessment outcomes and a summary of change resulting from the assessment are submitted to the Director of Student Success and Institutional Effectiveness.

The formal program review process is conducted for every program at the College on a [ten-year program review schedule](#). These Arkansas Department of Higher Education [Program Reviews](#) are posted on the College Website or available for review in respective dean or chair offices.

Program reviews are extensive self-studies conducted by each department. Two external reviewers read the Self-Study, conduct a site visit, and complete an External Review Report for all associate degree and technical certificate programs. The Associate of Applied Science degrees and Certificate programs use an out-of-state reviewer and a regional reviewer appropriate to the self-study discipline. External evaluators are determined by the faculty, deans, chairs, and Vice Chancellor for Instruction. All reviewers must visit the campus and observe the program. Once the reviewer submits the [External Review Template Report](#), the division/program conducting the self-study files a [written response](#) to the reviewer's finding. The purpose of this response is to assure program development, maintenance, and revision occurs when applicable. For example, the [Graphics Program](#) reviewers identified the need for students to have practical experience using Apple computers because these are used in many work environments. As a result, the program purchased Mac computers for each graphics lab and created lessons for student use.

The [Program Review Guidelines](#) and all recent program reviews are posted and used as an outline to complete faculty led self-study and include (1) history, (2) mission, (3) goals, objectives and activities, (4) curriculum, (5) program resources, (6) instruction via distance technology; majors/declared student; (7) program assessment, and (8) program effectiveness as it pertains to strengths and opportunities for development. Program Review Guidelines and all recent program reviews are posted on the web or available in the office of the respective program chair or dean. A [Frequently Asked Questions](#) link is provided on the College Webpage to address any possible questions about the process.

Every three years, each College department reviews and discusses the trended productivity outcomes to evaluate programs based on enrollment, retention, graduation, and report [program viability](#) to the Arkansas Department of Higher Education.

The ongoing assessment at the course, program, and institutional level results in annual and trended data outcomes. Both quantitative and qualitative data are used as evidence for formative and summative evaluation. These evaluations are comparable to program reviews and inform decision making for courses, programs, and the institution. Several programs have external approval for accreditation which require more frequent self-studies. When an area needing development is identified through external review, the department implements a plan to strengthen the area or if necessary develop an intervention plan.

The [Associate Degree in Nursing](#) program is reviewed every eight years and is accredited by the Accrediting Commission for Nursing Education. A Focus Visit took place in January 2015 to review a reported substantive curriculum change.

The [Practical Nursing](#) program is reviewed every five years and is approved by the Arkansas State Board of Nursing. A continued approval visit is scheduled for spring 2015.

The [Medical Laboratory Technology](#) program is reviewed at least every eight years and accredited by the National Accrediting Agency for Clinical Laboratory Sciences. The [Phlebotomy](#) program is reviewed every four years and approved by the National Accrediting Agency for Clinical Laboratory Sciences.

The [Business](#) programs are reviewed every seven years and accredited by the Association of Collegiate Business Schools and Programs. In addition, the Business Department submits an Accreditation Council for Business Schools and Programs Quality Assurance every two years

The Concurrent Enrollment Program is accredited through the [National Alliance of Concurrent Enrollment Partnerships](#) and is approved from 2010 to 2017.

The [University of Arkansas Associate of Arts Online Consortium](#), for which the College supplies one-third of the instruction, also sought and received accreditation from the Higher Learning Commission.

4.A.2

[Policies](#) are in place that guide evaluation of transcribed credit. The College uses the following formula to determine transcribed college credit hours. A college semester is 16 weeks of instruction. Generally, theory credit hours are determined by a 1:1 clock to credit hour ratio. General education lab credit hours are determined by a 3:1 clock to credit hour ratio and determined by the number of hours the lab meets per week. For example, a lab scheduled for one hour a week must meet 800 minutes for one credit; whereas, a lab scheduled for three hours per week must meet for 2,700 minutes to earn one credit. Transfer lab courses and other lab courses required to earn an Associate of Arts or Associate of Science degree must meet the latter requirement. There are a few 1:1 and 2:1 lab clock to credit-hour ratios for non-transferable lab courses

The College delivers an Associate of Arts online degree and several online courses. Instructional hours to credit-hours for these asynchronous classes do not equate. However, these courses are as demanding as traditional credit classes and [require approximately the same instructional time](#).

Letter grades are placed on the student's [official transcript](#) and points are awarded using the following system (1) A- 4 quality points, (2) B- 3 quality points, (3) C- 2 quality point, (4) D- 1 quality point, (5) F-no quality points, (6) EW-Withdrawn by faculty due to excessive absences, (7) I- Incomplete, (8) W- Withdrew, (9) S- Satisfactory Progress for students working up to potential in self-paced courses, and (10) AU- Audit; S/U- Non-credit courses will be given a grade of "S" for satisfactory or a grade of "U" for unsatisfactory performance. Students receiving an [incomplete grade](#), sign a contract with the instructor to complete work within 60 days. If work is not complete within the specified period of time, the incomplete grade becomes a grade of "F".

In addition to the traditional method for earning college credit, students may also earn college credit through [nontraditional methods](#). Students may seek advanced placement in a subject area by taking and passing the [College Level Examination Program](#) exam for a general or specific subject area. After the student achieves a minimum required score, the College will grant credit toward a degree offered by the College. Students seeking credit through College Level Examination Program examination may earn a maximum of 30 credit hours provided specified provisions are also met. In addition to College Level Examination Program, licensed practical

nurses may seek advanced placement in the Associate Degree Nursing Program as outlined in the [Arkansas Progression \(Articulation\) Policy](#).

Credit may be awarded for training in [military service schools](#) based on the recommendations of the American Council on Education's "A Guide to the Evaluation of Education Experiences in the Armed Services." Once appropriate documentation is provided, a maximum of 30 credit hours toward an associate degree or certificate may be awarded.

To receive credit for [previous knowledge or skills](#) acquired through employment or other workforce environments, an individual must submit proof of current knowledge and skills that are applicable in other settings and equivalent to respective content in a college level course. In addition, assessment of an individual's knowledge and skills may include, but is not limited to, performance on a written exam such as National League for Nursing Exam, skill performance, oral interview, and/or written or performance testing. Although policies are in place addressing prior learning experience, very few credit hours are awarded by this means.

Performance on [challenge examinations](#) may be used to determine appropriate entry level courses. When a student achieves at least the minimum required score on a challenge exam, credits are awarded and noted on the student's official transcript. Also, credit awarded is subject to approval by the Chancellor or another designated individual.

4.A.3

Credit transferred from other institutions of higher learning are accepted when the following criteria are met. First, the institution from which credit is being transferred must be regionally accredited and authorized to grant a two-year degree. Second, the course being transferred is congruent with the College's course. The student must earn a course grade of "C" or better to receive credit for the College's equivalent course and progress to the next course in the prescribed sequence. The College will allow students to transfer one course where a letter grade of "D" was earned as long as a minimum grade of "C" is not required for progression to the next course or graduation. Sometimes, credit may be accepted from other colleges with special professional accreditation. This accreditation must be at a level traditionally recognized as setting the standards for professional certification or licensure. When a question occurs about accepting credits earned at any other institution, the College adheres to the [policy](#) of the major state university in the home state of that institution. The College complies with [Arkansas Course Transfer System](#) guidelines. This guarantees all students taking Arkansas Course Transfer System courses will be treated the same when requesting transfer credit from or to another public college or university within Arkansas. Transferred Arkansas Course Transfer System courses will be applied toward meeting progression requirements for enrollment in the next course and degree requirements as administered by the Arkansas Department of Higher Education.

4.A.4

College academic divisions and faculty maintain and exercise authority for setting course prerequisites and co-requisites. Both are approved by the Faculty Senate Curriculum Committee and Instruction and Curriculum Committee. Pre-requisites and co-requisites precede [course](#)

[descriptions](#) in the College Catalog and are identified in course syllabi. For example, the [syllabus for EH 123](#), Freshman English II, clearly states EH 113 must be completed with a grade of “C” or better to enroll in EH 123.

Rigor of courses is ensured through the use of a [course syllabus template](#) which guides faculty in syllabus development and inclusion of these required components (1) textbook information, (2) course description, (3) student learning outcomes, (4) college core competencies for graduates, (5) grading policy, and (6) other pertinent campus information. Faculty members are required to provide every enrolled student, the division dean or department chair, and the Vice Chancellor for Instruction with a syllabus for every class taught each semester. Course syllabi are updated each semester and reviewed regularly by chairs and deans to verify each course contains appropriate content, effective instructional strategies, and valid assessment methods.

Certain programs require [special admission criteria](#) to make sure students are adequately prepared for the rigor of the respective program. Examples of programs requiring special admission requirements include associate degree nursing, practical nursing, and medical laboratory technology programs. Admission requirements are communicated clearly in the College Catalog, on respective program webpages, as well as discussed with students during advising sessions.

In recent years, the College has made a commitment to improving program completion rates. As such, certain courses have been identified as gateway courses. These courses must be successfully completed for further study. Failure in these gateway courses prevents students from progressing in their selected program of study. For example, if a student fails Freshman English I, the student cannot progress to Freshman English II, which is required for all programs of study culminating in an associate degree. Student Success classes have been paired with gateway courses to improve retention and persistence. For example, [Student Success II and Freshman English I](#) are co-requisites for all students enrolling in Freshman English I. An additional strategy for students failing gateway courses is intrusive advising. The advisor may recommend the student repeat the course with supplemental tutoring or consider another career.

High standards for student learning across the curriculum are maintained. The expectations for student learning are communicated by faculty to students through developed student learning outcomes. These student learning outcomes are included in each [course syllabus](#), guide instruction, and measure student learning. Faculty make a concerted effort to evaluate student learning within the first four weeks of each semester. A [required intervention](#) must take place for any student failing to meet student learning outcomes.

In addition to course student learning outcomes, programs have identified [program student learning outcomes](#). These are used to measure program attainment of student learning outcomes and make evidence-based decisions to maintain program rigor, quality, and integrity. For example, the Associate Degree Nursing program identifies six program student learning outcomes and related competencies that every graduate is expected to meet. Achievement of course and program student learning outcomes foster achievement of the five [core competencies](#) which are also included in each course syllabus.

All college learning resources are administered on each campus by qualified individuals. Access to learning resources is ensured through the College library, online resources, and technological infrastructure. Details are provided in the narrative for [Core Component 3.D.4](#).

On each campus, (1) [learning centers](#) are equipped with computers and Internet access for studying, tutoring, and testing, (2) additional [computer labs](#) are available for student use on each campus when not in use for class instruction, (3) [science labs](#) allow students to perform supervised scientific or technological research or experiment, and (4) [skills labs](#) support achievement of student learning outcomes by providing space and equipment for faculty to demonstrate and students to practice discipline specific skills. All resources are equipped to accommodate students requiring Americans with Disabilities Act accommodations.

[Student Support Services](#), a federally funded TRIO program, are in place and designed to help retain, graduate, and transfer low income, first-generation, and/or disabled participants. Arkansas Career Pathways provides services to parents desiring to increase their education and employability. Support includes supplemental instruction, tutoring, computer labs, and need-based income support benefit.

Dedication to academic excellence is evident through [faculty and professional staff qualifications](#) and expertise. Applicants for administrative and instructional positions are required to hold a master's degree or higher with a minimum of 18 hours in their teaching field. However, exceptions to this policy may be made when faculty are needed to teach in technical, vocational, or adult education program. Faculty qualifications are verified before employment. All faculty are encouraged and supported in advancing their education. Faculty participate in a variety of [professional development](#) activities to remain current in their fields. In addition, College policy supports a monetary reward for faculty obtaining advanced degrees within their area of instruction. All faculty are non-tenured instructors.

Regardless of where a course is taught, all instructors teaching college courses must meet the College requirement for faculty qualification, including those teaching dual credit and concurrent credit courses. High school teachers who teach concurrent courses must meet the same qualifications as a college instructor, be approved by the department offering the course, and use the same standards for measuring student achievement of learning outcomes that is used in the on campus course. College concurrent and dual enrollment programs are accredited through [National Alliance of Concurrent Enrollment Partnerships](#). This organization mandates that instructors teaching college courses through the concurrent enrollment program meet the same academic requirements instructors teaching in the sponsoring postsecondary institution are required to meet.

4.A.5

Several college programs have specialized accreditation or approval. The Associate Degree Nursing program is accredited by the [Accrediting Commission for Education in Nursing](#). While program approval by the Arkansas State Board of Nursing is required, maintaining accreditation is completely voluntary. Accreditation is valued because it indicates the program has achieved the highest educational standards possible and advanced nursing education programs often

dictate students must graduate from an accredited program to receive advanced placement in a baccalaureate or higher program. The Medical Laboratory Technology program is accredited by the [National Accrediting Agency for Clinical Laboratory Sciences](#) and the Phlebotomy program is approved by [National Accrediting Agency for Clinical Laboratory Sciences](#). The Business Administration, Business Management, Information Systems, and Office Technology programs are accredited by [The Association of Collegiate Business Schools and Programs](#).

4.A.6

Graduate success is evaluated to assure programs prepare students for advanced study or employment in keeping with the College mission. Each division annually evaluates achievement of selected program outcomes related to (1) licensure, (2) program completion, (3) graduate satisfaction, (4) employer satisfaction with graduate performance, (5) job placement, and (6) transfer rates.

Division of Allied Health

Each program has identified program outcomes to measure (1) licensure pass rates, (2) program completion rates, (3) graduate satisfaction and employer satisfaction with graduate performance, and (4) job placement rates. Outcome data is published on the division website, shared during annual advisory committee meetings, and during student forums, and submitted to the Office of Institutional Effectiveness for inclusion in the [Annual Assessment of Student Learning](#). Faculty review outcome data and make evidence-based decisions for program development, maintenance, and revision as evident in the [Associate Degree Nursing Systematic Plan for Evaluation, Standard VI](#).

Division of Arts and Sciences

Courses support general education requirements and prepare students for transfer to a four-year institution. All division transfer courses follow the [Arkansas Course Transfer System student learning outcomes](#). This facilitates transition within public institutions in Arkansas. The Collegiate Assessment of Academic Proficiency is administered to all transfer students during their last semester. The results are reviewed and included in the [Annual Assessment of Student Learning](#). Assessment outcomes indicate employer satisfaction and internship performance for early childhood and behavioral health technology.

Divisions of Business and Information Systems and Applied Technology

The [Division of Business and Information Systems](#) and the [Division of Applied Technology](#) are separate divisions but use the same methods to verify all programs prepare graduates for advanced study or employment. Business and Applied Technology graduates complete a Graduate Exit Survey to gather information on each student's major, employment, and/or transfer to a four-year institution and determine graduate satisfaction with program quality. All associate of applied science business majors complete an [internship program](#) to gain hands-on experience and demonstrate workplace readiness. Participants are evaluated by internship

program coordinators and worksite supervisors. Internship pass rates are available in the Annual Assessment of Student Learning.

Alumni and employer surveys provide feedback pertaining to employer needs and demands. Both surveys are conducted within six months of graduation. Alumni and employers also participate in the assurance process through [advisory boards/committees](#) and individual interviews. Recommendations are discussed and implemented as appropriate for student success and program effectiveness.

Assessment of students' academic achievement and program effectiveness is an ongoing process. Through assessment, divisions promote student success, provide quality educational programs, and equip students with skills for the workplace and/or opportunities to transfer to four-year institutions.

Sources

- Academic Program Review 4B2
- Advisory Minutes 1D3 and 4A6
- Annual Assessment of Student Learning
- Applied Technology Annual Assessment 4A6
- Arkansas Course Transfer System 4A3
- Arkansas Course Transfer System Student Learning Outcomes 4A6
- Arkansas Progression Policy 4A2
- Arts and Sciences Annual Assessment 4A6
- Associate Degree Nursing Program Accreditation 4A1
- Associate Degree Nursing Program Accreditation 4A5
- Associate Degree Nursing Program Annual Assessment 4A6
- Associate Degree Nursing Program Annual Assessment 4A6
- Business Accreditation 4A1
- Business Accreditation 4A1
- Business and Information Systems Annual Assessment 4A6
- CLEP 4A2
- College Core Competencies 4A4
- Communication of Required Pre- and Co-Requisites 4A4
- Computer Lab Pictures 4A4
- Concurrent Enrollment Program 4A1
- Credit by Non-Traditional Methods 4A2
- Credit for Challenge Exams 4A2
- Credit for Military Service 4A2
- Credit for Prior Knowledge or Skills 4A2
- EH 123 Syllabus with Prerequisite Information 4A4

- External Review Report 4A1
- Faculty and Professional Staff Qualifications 4A4
- Frequently Asked Questions 4A1
- Graphics Lab 4A1
- I Grade and Contract 4A2
- Internship Programs 4A6
- Learning Center Pictures 4A4
- Letter Grade and Quality Point System 4A2
- Medical Laboratory Technology Accreditation 4A1
- Medical Laboratory Technology Accreditation 4A1 (page number 4)
- Medical Laboratory Technology Accreditation 4A1 (2)
- Medical Laboratory Technology and Phlebotomy Accreditation 4A5
- NACEP Accreditation 4A4
- Online Accreditation 4A1
- Phlebotomy Approval 4A1
- Phlebotomy Approval 4A1(2)
- Phlebotomy Approval 4A5
- Policy and Rigor of AA Online 4A2
- Policy and Rigor of Associate of Arts Online 4A2
- Policy on Transfer Credit 4A3
- Policy on Transfer Credit 4A3
- Policy, Associate of Arts Online 4A2
- Practical Nursing Approval 4A1
- Process for Requesting Professional Development 3C4
- Professional Development
- Program Review 4A1
- Program Review Self-Study Guidelines 4A1
- Program Review Written Response 4A1
- Program Student Learning Outcomes 4A4
- Program Viability 4A1
- Same Instructional Time 4A2
- Science Lab Pictures 4A4
- Skills Lab Pictures 4A4
- Special Admission Criteria 4B4
- Student Success 4A4
- Student Support Services 3D1
- Syllabi and Interventions 4A4
- Syllabus Template
- Transcript 4A2
- Uniform Syllabi Outcomes 4A4

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B

The College is committed to improving student performance through clearly stated goals and assessment of student learning.

4.B.1

The College has [clearly stated goals](#) for student learning and effective processes for assessing student achievement of learning goals. The outcomes are articulated at the institution, program, and course levels. Goals and outcomes are reported in the Assessment of Student Learning, Associate Degree Nursing Program Systematic Plan for Evaluation, and course specific Faculty Inquiry Groups. The five core competencies for graduates are (1) Social and Civic Responsibility, (2) Technology Utilization, (3) Analytical and Critical Thinking, (4) Communication, and (5) Cultural Awareness. These core competencies (STACC) are incorporated within the context of the subject being taught. All students are expected to achieve these competencies by graduation. The structure of assessment at the College has changed over the last few years. A shift has been made from an assessment committee to a more effective model of assessing student learning. Deans, Chairs and faculty are responsible for reviewing [data outcomes](#) at the division/program and course level. Institution assessment of the [Achieving the Dream Indicators](#) is accomplished by the Data and Core Team. The Data and Core Team develop strategies, make revisions, and promote best practices related to student learning. To increase involvement, faculty who are not members of the Data and Core Team are asked to lead a discussion pertaining to assessment data. This has led to a positive reaction when information is shared. Through the traditional assessment committee structure, the College had institutionalized assessment as an effective tool for change. However, that model never worked well for institutional assessment. The Director of Student Success and Institutional Effectiveness gathers division/program and course assessment outcomes and summaries of changes made based on assessment. Outcomes are shared on the College website.

4.B.2

The College evaluates achievement of the learning outcomes that it declares for its curricular and co-curricular programs. Curricular programs are evaluated in a variety of ways. Each [academic program must conduct a program review](#) every seven to ten years as prescribed by the Arkansas Department of Higher Education. Information regarding program review policies, schedules, and completed reviews are available on the College Webpage. Annually, each division/program assesses student learning and outcome data is reported on the Assessment Webpage. Multiple annual reports are available for faculty to review and make evidence-based changes to a particular course. Additionally, there are a number of committees devoted to developing, implementing, and maintaining effective assessment practices.

[Allied Health program evaluation](#), [Arts and Sciences program evaluation](#), [Division of Applied Technology program evaluation](#), [Division of Business and Information Technology program evaluation](#)

The College has a history of using national student engagement surveys to evaluate [co-curricular programs](#). A wealth of information is gained by regularly administering [Community College Survey of Student Engagement](#), [Survey of Entering Student Engagement and Community College Faculty Survey of Student Engagement](#) surveys. [Together, Survey of Entering Student Engagement and Community College Survey of Student Engagement offer complementary pieces of the student success puzzle.](#) [Community College Survey of Student Engagement](#) provides a comprehensive look at the overall quality of students' education experiences, and [Survey of Entering Student Engagement](#) offers a focused snapshot of new students and their earliest college experiences. Results are shared on a regular basis with all faculty and posted on the College Webpage. Survey data is used to make evidence-based decisions.

4.B.3

Formative and summative data is used to make evidence-based decisions about instruction and student learning. At the end of each fall and spring semester, [students evaluate](#) course design and delivery. Faculty use this data to facilitate student achievement of learning outcomes. Faculty use a variety of evaluation methods to determine student achievement of division/program or course student learning outcomes. Data pertaining to student achievement of division/program or course student learning outcomes is reviewed to make evidence-based decisions. The Data and Core Team also share, analyze, and discuss [annual assessment results](#) to make institutional decisions to improve student learning.

The Arts and Sciences faculty provides the academic framework for students planning to transfer to a four-year institution and provides the general education foundation for all students. The Division of Arts and Sciences uses a number of strategies for making evidence-based decisions. Each semester, reading, writing, and math faculty gather assessment data to analyze course and progression trends. [Faculty Inquiry Group discussions](#) use developmental education data to make modifications in developmental education instruction. For example, one faculty in Arkansas County required students taking developmental math to maintain a math notebook that contained course specific information routinely checked by the faculty. As a result of this intervention, the course completion rate for this cohort exceeded that of other cohorts. This [strategy](#) was

replicated in a developmental math course in Phillips County with the same outcome. Consequently, this strategy is now required for all developmental math students.

These same Faculty Inquiry Groups have initiated data driven discussions in both English and math. These inquiries have prompted faculty to investigate student achievement of learning outcomes and make a conscious effort to be more collaborative about course design and delivery. [Social science instructors](#) have identified specific course student learning outcomes that support student achievement of college core competencies. Student outcomes are tracked and used to make evidence-based decisions. Additional evaluation methods also are used to obtain data pertaining to student learning and to make evidence based decisions.

Allied health programs culminating in an associate degree or technical certificate have well-developed [systemic plans for evaluation](#) that drive ongoing assessment and evaluation. Established expected levels of achievement are used to measure student attainment of program of outcomes pertaining to performance on required licensing exams, the program completion rate, employer satisfaction with graduate performance, graduate satisfaction with program preparation, and job placement rate. In addition to measuring program outcomes, expected levels of achievement are used to measure student attainment of program student learning outcomes and related competencies. Data obtained is aggregated, trended, and analyzed for an entire admission cohort and then separated into campus specific cohorts for comparison when applicable. This data is used for program development, maintenance, and revision.

[For example](#), in May 2013, 30 graduates achieved a score of 900 or above on the HESI Exit Exam. Nine of 30 graduates failed the NCLEX-RN licensure exam on the first attempt. Six graduates, who failed the NCLEX-RN exam on the first attempt, passed on the second attempt with a minimum number of questions. The remaining three graduates passed on the third attempt. Given the number of students who met the HESI Exit Exam benchmark but failed the NCLEX-RN licensure exam, the faculty determined the HESI Exit Exam was not a reliable predictor for success on the NCLEX-RN licensure exam. Beginning with the cohort admitted in the fall of 2014, the HESI Exit Exam will be given at the end of Level IV as a diagnostic assessment of readiness for NCLEX. It will no longer be linked to progression. Students scoring less than 900 will be encouraged to engage in remediation activities before taking the NCLEX-RN licensure exam. With implementation of the new curriculum, all students will be required to pass 60% or more of their unit exams each semester and earn a grade of 79.00 “C” or above to progress to the next level or graduation. New expected levels of achievement will be developed to measure achievement of program student learning outcomes and competencies identified in the new curriculum.

The Division of Business and Information Systems uses a variety of assessment data to determine areas of success and opportunities for improvement in individual courses and programs. Faculty members evaluate comprehensive student learning data for each course at the end of each semester. Plans are submitted to the division dean. Course data provides measureable results to determine if criteria are met and implement [methods for improvement](#). Faculty members discuss successful teaching strategies, share “best practices”, and collectively identify action plans to improve student learning and retention.

[For example](#), in spring 2012, only 67 percent of business statistics students met the comprehensive post-test assessment criteria. To improve the criteria pass rate, chapter reviews were implemented to help students reinforce and retain chapter concepts. A comprehensive study guide was also posted in Blackboard for students to review chapter information before taking the post-test. As a result of these interventions, post-test assessment criteria rates improved to 82 percent in spring 2013 and 92 percent in spring 2014. Because of these positive outcomes, chapter reviews and the comprehensive study guide are being implemented for online students in spring 2015.

Program outcomes, graduate satisfaction, employer satisfaction, and employment rates are also assessed and analyzed. [Advisory Committees](#) and [Internship Programs](#) also serve as guides to ensure student learning outcomes meet business and industry needs. In addition to assessment of student outcomes, graduate and employer satisfaction and employment rates are evaluated. Off-campus stakeholders such as business, industry, and professional organizations, provide feedback through annual surveys, advisory committees, and informal meetings about skills required to meet job-specific, workforce expectations.

The Division of Applied Technology uses [multiple assessment methods](#) to improve student learning. Likewise, the Division of Business and Information Systems, Applied Technology implements the same assessment methods. Data is analyzed to determine if criteria are met and deficiencies are addressed.

[For example](#), the assessment criteria for using the computer tools and software to generate creative projects for assignments was not met in the Graphic Art and Design I class. To address this deficiency, the graphic lab was made accessible after class hours to allow more time for practice and creativity. A guest lecturer from a design firm was also invited to address the class on the importance of mastering these skills for future employment. Due to these interventions, the assessment criteria rate increased from 67 percent in spring 2013 to 100 percent in spring 2014.

Data carousels are effective ways to engage faculty in discussions about data which lead to informed changes. [Community College Survey of Student Engagement, Community College Faculty Survey of Student Engagement, and Survey of Entering Student Engagement outcomes](#) are used to make important institutional changes.

4.B.4

Faculty and other instructional staff members are involved in the use of a variety of best practices and methodologies to assess student learning. All faculty and instructional staff are engaged in conversations which analyze targeted “chunks” of data. The Data and Core Team serves as the agent for institution-led conversations. As a result of these discussions, decisions may be made which require institutional changes. In this event, these organizational processes are followed. Recommendations related to curricula are sent to the [Faculty Senate Curriculum Committee](#) followed by the [Instruction and Curriculum Committee](#) which formally makes recommendations to [College Council](#) and [Chancellor’s Cabinet](#). These last two committees have the authority to make changes directly impacting students. Several examples of these changes

include division/program level policy decisions based on data discussions such as implementation of minimum reading levels for admission to the nursing program, removal of a 2.5 GPA requirement for enrollment in online classes, and the possible elimination of the CAAP exam since it is not required by four-year institutions. Data carousels have been very useful in sharing information with larger groups of individuals at the College. Institutional goals have been shared through the College Webpage, Achieving the Dream program, and the [Academic Update newsletter](#) provided to all employees at the beginning of each academic year.

Sources

- Academic Update 4B4
- Achieving the Dream Indicators
- Advisory Committees 4B3
- Allied Health Systematic Plan for Evaluation 4A6
- Annual Assessment 4B3
- Applied Technology Annual Assessment 4A6
- Assessment Outcomes 4B1
- Business and Information Systems Annual Assessment 4A6
- Chancellor's Cabinet 4D4
- Clearly Stated Goals 4B
- Co-Curricular Programs 4B2
- College Council 4D4
- Curricular Programs Allied Health 4B2
- Curricular Programs Arts and Sciences 4B2
- Curricular Programs in Applied Technology 4B2
- Curricular Programs, Business and Information Systems 4B2
- Data Outcomes 4B
- Example in Division of Business 4B3
- Example of Applied Technology 4B3
- Faculty Inquiry Group
- Faculty Senate 4D4
- Instruction and Curriculum Committee 4D4
- Internship Program 4B3
- Math Strategy 4B3
- Social Sciences 4B3
- Student Engagement Survey 4B3
- Student Evaluate 4B3
- Ten-Year Program Review Schedule, 4B2

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C

The College is committed to improving students' performance with emphasis on retention, persistence, and completion.

4.C.1

Student success work has impacted the College at every level. As such, the [College's mission statement](#) was revised to make explicit our commitment to student success. A list of nine institutional values of which most employees were unaware was abandoned. A statement of [three values](#) directly tied to the colleges work was written. These values are a commitment to student success, belief in the power of education to transform people and communities, and diversity. This work has changed how effectiveness with student success is measured.

In 2007, the College was accepted to become a member college of Achieving the Dream. This is a national initiative to help more community college students succeed, particularly student groups that traditionally have faced significant barriers to success, including students of color

and low-income students. A major focus of Achieving the Dream work is to improve retention, persistence, and completion rates for students. Achieving the Dream membership presented us with a unique opportunity to begin developing a culture of evidence initially referred to as Achieving the Dream Framework for Change. An examination of qualitative and quantitative measures ensured a [Framework for Systemic Change](#). Using 2004-2007 retention, persistence, and completion data as benchmarks, the College adopted the [Achieving the Dream/Lumina indicators](#).

Achieving the Dream provided the College with external and data coaches who met with the Data and Core Team. The team met formally with the coaches at least semi-annually for two days and met frequently throughout the year to examine evidence related to retention, persistence, completion and the five adopted indicators. These meetings helped the College evaluate progress and assess institutional growth toward becoming evidence centered, reducing performance gaps among student populations, and accelerating success for students. In May of 2008, the College submitted a full [Achieving the Dream Implementation Proposal](#) including Achieving the Dream 2004-2007 Evidence Tables. The [Annual Narrative Evidence Tables](#) submitted at the end of each year highlighted progress made with the five Achieving the Dream indicators. All performance tables highlighted data disaggregated by race and gender. The 2011 Annual Narrative Evidence Tables were included in an application to become an [Achieving the Dream Leader College](#). To be recognized as a leader college, evidence of improvement was demonstrated over a three-year period in two of the following areas: (1) course completion, (2) advancement from remedial to credit-bearing courses, (3) completion of college-level “gatekeeper” math and English courses, and (4) term-to-term and (5) year-to-year retention.

Developmental education was established as a priority because of its large, underprepared population. [Three strategies](#) were designed to improve student success, persistence, and completion. These included the addition of supplemental instruction to every remedial course, early alert to ensure students attended class regularly, and two mandatory Student Success courses tied to Basic Writing II and Composition I. Annually, these strategies were evaluated to determine the impact each had on student persistence and completion. The College clearly defined each indicator and the concept of benchmarking to eliminate ambiguity.

Through Achieving the Dream, the College identified any improvement sustained over a three to four-year period of time. In 2012, more ambitious but achievable retention, persistence, and completion goals were established. The [Strategic Plan](#) indicates, between 2014-2018, all five indicators will be increased by eight to ten points. This equates to a minimum of two points per year. The Data and Core Team has discussed this and believes examining a four-year trend line is a better indicator of improvement than looking at outcomes year-to-year improvement as a single factor. The main goal is a minimum of eight points. Experiences with student success work indicate improving retention, persistence, and completion rates are difficult. However, in 2014, the College was [recertified](#) as an Achieving the Dream Leader College based on improved certificate and degree completion and advancement of students through gateway courses.

4.C.2

The Data and Core Team's data gathering and use of evidence has been much more aggressive since 2007. [Qualitative and quantitative data](#) inform work on retention, persistence, and completion. [Data sharing](#) across the institution, through (1) data roundtables, (2) carousels, (3) newsletters, and (4) data summits in service workshops have contributed toward creating a broader understanding about the data. Faculty have emerged as leaders in the sessions, and the quest for more information related to decision-making has increased by collecting, analyzing, sharing, and discussing qualitative and quantitative data. [Benchmarks](#) were established to measure and compare performance outcomes for retention, completion, and persistence. Community College Survey of Student Engagement, Community College Faculty Survey of Student Engagement, Survey of Entering Student Engagement, and other [surveys](#) gather information about student and faculty perceptions related to student success, engagement, and institutional practices.

Retention, persistence, and graduation rates are tracked using the [Integrated Post-Secondary Education Data System](#) methodology as required by the Department of Education and the Arkansas Department of Higher Education. However, college research does not end with the first-time, full-time students. A large part of the College student body does not fall into that range. As part of the Achieving the Dream initiative, [data is disaggregated](#) into other groups, based on (1) race, (2) age, (3) part- and full-time status, and (4) income level.

Recently, the College began collecting and analyzing data for the Working Families Success Network CC Initiative which focuses on students with economic barriers. [Aligning initiatives](#) better serves all students and improves retention, persistence, and completion. By comparing the College's Achieving the Dream data to other two-year colleges across the nation, these measures are validated. Also, data collected from the Career Pathways and the Carl Perkins Grant is analyzed to further inform the College about persistence and completion for students from low socio-economic backgrounds. Regular administration of Community College Survey of Student Engagement and Survey of Entering Student Engagement provides additional data. Recently, the College joined Arkansas Guided Pathways which provides an opportunity to further examine factors which influence retention, persistence, and completion.

The collection and analysis of qualitative and quantitative data are critical to improved outcomes. The Survey of Entering Student Engagement and Community College Survey of Student Engagement outcomes have been used to develop plans which have resulted in several specific college actions. For example, based on student and faculty responses about limited use of advising, identified from Survey of Entering Student Engagement outcomes, the Data and Core Team developed a strategy which required students to meet with advisors two additional times during a semester. This was accomplished by requiring proof of those advisor meetings in the form of a Student Success Pass which the student provided to the Business Office before receiving financial aid. Since approximately 85% of the College's students receive some form of financial assistance or benefit, this step greatly has increased advisor and student contact. Data Carousels, lunch data discussions, common readers, and a poverty simulation have [engaged faculty, staff, and administrators](#) in discussing academic, social, and financial issues.

4.C.3

Data gathering and analysis is completed by the Data and Core Team at the institutional level, by divisions and Faculty Inquiry Groups at the program level, and by instructors at the course level. Data lunches, forums, summits and carousels are used for college-wide discussions on a regularly scheduled basis. Each August, faculty receive an [Academic Update and Factbook](#). Sharing and discussing data is important for improving retention, persistence, and completion. [Qualitative and quantitative data](#) is used to make informed decisions. Through the Data and Core Team, the College continues to develop its non-professional institutional research capacity to examine and share data and information openly. Data is used as a catalyst for change or action. Many of these changes move the College toward a more student-centered vision. The evolving culture of evidence, inquiry, and accountability continues to help the College improve.

Not only are outcomes related to the five Achieving the Dream indicators used, but institutional data is considered in an effort to discover what is working and what is not. [Surveys](#) and [student discussions](#) are used frequently to gain more insight about how they feel and what they need. Through our Career Pathways Center for Working Families, focus groups have been used to gain information from students.

Using data to inform decision-making is important. For example, disaggregation of data has shown that persistence and completion gaps remain. The gap between white and African-American students in the cohort is not as large as the gap between males and females. There is great improvement with all groups at baseline data from our early entry into Achieving the Dream.

- There has been significant improvement in certificate and degree attainment for both white and African-American students. Using 2009-2010 as the baseline, the average increased for white students from 22.95% in 2009-2010 to 37.34 % in 2010-2013 reflecting a 16.9 % increase.
- Using that same baseline, the increase of certificate and degree attainment for African-American students moved from 28.24% in 2009-2010 to 32.8% in 2010-13. This reflects an increase of 4.56%. In 2009-2010 and again in 2010-2011, African-American students closed the gap. However, that gap reappears in 2011-2012 and 2012-2013. In response to these data outcomes, intentional efforts are being made to reach out to African-American, male students. Some of the disaggregated Community College Survey of Student Engagement and Survey of Entering Student Engagement data related to engagement supports the belief that African-American males need more engagement and encouragement to connect to the College than other groups. Consequently, an African-American male mentoring program, Men Enrolling to Advance, was established.
- Another example of institutional change informed by data is reflected in the increased number of students completing certificates and degrees. Male students went from 15.5% in 2009-2010 to 28.32% in the 2010-2011, 2011-2012, and 2012-2013 cohort. This is a 12.82 % increase. Female students in the cohort attained a certificate or degree at a rate of 27.6% in 2009-2010 but in 2010-2011, 2011-2012, and 2012-2013 cohorts the rate of attainment increased to 38.75% an increase of 11.15%. This is significant because females comprise about two-thirds of the cohort population. This mirrors the overall college enrollment ratio of female to male students.

- One of the most intriguing trends is the socio-economic factor. Low-income students in the cohort had a 26.74% attainment rate and this increased to a 39.28% rate during 2010-2011, 2011-2012, and 2012-2013 years. The non-low-income group had an 18.67% attainment rate and increased to a 28.57% rate in 2010-11, 2011-2012, and 2012-2013 years. The data suggests that Career Pathways had a strong influence on helping students attain a certificate or degree. A decision was made to write a grant for the Working Families Success Network CC in hopes of receiving funds to replicate some of the successful strategies used with Career Pathways students.

Faculty are changing how data is examined and shared. Faculty Inquiry Groups from campus programs have identified different outcomes for completion of course work. After examining institutional data, Faculty Inquiry Groups identified two factors impacting completion rates which are not reflected in Achieving the Dream data. First, some students identify their program of study as degree seeking, so they can receive financial aid. After a year of college, they acquire a certificate and enter the workforce. Students earning only a Technical Certificate are required to take one math course and one English course. Any level of remedial math and English can fulfill this requirement. These students complete a certificate but do not complete the developmental education cycle. They are not identified as successful completers according to this Achieving the Dream completion measure. Based on [Faculty Inquiry Groups and the Data and Core Team](#), advisors have sought to encourage students to enroll in Technical Math not College Algebra. Since 2013, Technical Math meets most Associate of Applied Science degree requirements.

Second, by analyzing institutional data tracking individual students, the Faculty Inquiry Group members observed that sometimes students have no choice but to wait a year to continue a program. Since the College is small, some courses only are offered annually. If a student drops out after the fall semester, it may be two semesters before a course needed for graduation is on the [course schedule](#). Allied Health, Business, Applied Technology, and Early Childhood have several courses which are offered annually. To encourage students to follow prescribed curricular patterns, intrusive advising is emphasized to foster timely program completion. [Arkansas Guided Pathways](#) is being implemented as a response to structuring course rotations.

Furthermore, a student may drop out without completing all of the remedial math courses required for graduation. Some students have three semesters of math needed for completion. A [fast track math option](#) is being piloted in hope that this issue can be addressed.

In an effort to improve the number of students who complete courses with a "C" or better, the College is in the process of developing a faculty [early assessment procedure](#) with specific interventions to assist unsuccessful students. The faculty will identify strategies which will be implemented such as (1) study groups, (2) faculty tutoring, (3) out-of-class tutoring, (4) web-based assignments, and (5) numerous other options. Faculty will include in their course syllabi the date of the first assessment, and strategies to be implemented to assist students having academic problems. Finally, faculty are asked to provide students with a four week grade. This grade will be used as an identifier and compared to student performance at mid-term and final grading.

In an effort to encourage semester-to-semester enrollment and program completion, an [Individual Career Plan](#) for each student will be implemented as part of [Arkansas Guided Pathways](#). Advisors will introduce the plan to students at registration. Once students enter Student Success I or Student Success II, coaches will assist students with career exploration.

Retention, persistence, and completion data are collected and analyzed using these approaches: (1) Developmental education pre- and post-test results are collected by the instructor and reported to the respective dean or chair; (2) The Director for Institutional Research gathers information on course retention, course success, and "W's" and "EW's" for developmental and gateway courses; (3) The Director for Institutional Research provides information about course completion and general education course success rates; (4) Program completion is reflected through graduation rates collected on an annual basis; and (5) The Director of Student Success and Institutional Effectiveness compiles student learning data provided by deans and chairs for [Assessment of Student Learning](#). In compliance with Arkansas Department of Higher Education requirements, an academic [program review](#) is conducted for degree programs every seven to ten years.

Data gathered through these various approaches is disseminated to faculty and staff during (1) division/program meetings, (2) faculty in-services, (3) discussions, (4) data carousels, (5) via email, and (6) the College Website. Understanding the need for improvement in all areas, the following interventions and changes have been made as a result of systematic review of the retention, persistence, and completion data: (1) mandatory Student Success courses; (2) mandatory orientation; (3) COMPASS test review to ensure proper placement; (4) pilot courses for Advanced Learning Placement in writing and math; (5) pilot course combining the lowest levels of reading and writing; (6) changes to program requirements; (7) formation of an advising council to decide upon and implement enhanced advising strategies; (8) improvements to the existing Early Alert strategy; (9) creation of the Students Taking Action with Resources (STAR) Center; and (10) developing Individual Career Plans to encourage program completion.

Based on retention, persistence, and completion data, how divisions/programs work with one another has changed. There has been a move from a traditional academic advisement model toward a case-manager approach supported by Student Success coaches. Above all, how faculty teach is changing. Faculty have participated in professional development related to [cooperative learning](#) and created pilot projects pertaining to acceleration and course consolidation. All of these efforts include measurable outcomes. [Data carousels](#) have become a regular in-service activity. Several divisions/programs now have [Faculty Inquiry Groups](#) leading assessment, retention, persistence, and completion analysis. Departmental data in math and English have resulted in changing how students are tested and placed in remedial education.

Another example of persistence and retention data informing program change can be seen in the effort to increase the number of African-American students who complete degrees. The College has actively recruited African-American faculty to lead student groups. A male mentoring program, [Men Enrolling to Advance](#), has been implemented. Although new, this club has become popular with students.

Faculty are required to assess all students within the first four weeks of a course. Faculty will assign a grade and will be required to provide some academic intervention for students who have below a "C" grade. The intervention choice will vary from faculty to faculty. Beginning in fall of 2015, the faculty will be required to include the first assessment date and intervention options in the course syllabus. Faculty have never been required to be so intrusive, but after many conversations, faculty believes this practice is in the best interest of student success. In addition, the College has become part of the [Academy of College Excellence](#). This Academy provides a semester long academic program where underprepared students receive a transformed educational experience focusing on academics and developing self-efficacy to better prepare students for a productive professional career. A semester of classes is integrated and customized to share academic content and empower students to be successful in academic endeavors.

Program change due to retention, persistence, and completion data is reflected in adoption of the [Arkansas Guided Pathways](#) and Mathways initiatives. Arkansas Guided Pathways requires redesigned academic programs and support services to create more clearly structured and educationally coherent program pathways to student end goals, with built-in progress monitoring, feedback and support at each step along the way. These support services include (1) Individual Career Plans, (2) career exploration, (3) intentional advising, and (4) multiple supports are used to promote student success.

[Mathways](#) will provide opportunities for developmental education math acceleration and is part of the Texas Pathways to Progress Program tied to Achieving the Dream. Mathways relies on (1) acceleration of remedial math work, (2) multiple pathways to complete college math requirements, (3) intentional use of learning strategies and faculty intervention, and (4) curriculum redesign.

A variety of data is analyzed to create a picture of what is occurring at the institution. [Quantitative and qualitative data](#) informs work on retention, completion, and persistence. Further, institutional data on aggregate and disaggregate levels is examined.

4.C.4

The ability of the College to use evidence to improve policies, programs and services is increasing. The Institutional Research and Information Technology departments collect and collate data based on multiple variables including race, gender, and full- and part-time status. College personnel will continue to be educated on the [use of data](#) through data sharing discussions, newsletters, and websites. During the last seven years as an Achieving the Dream College, a focus has been placed on gaps among subgroups based on ethnicity and gender. This year, Achieving the Dream requested disaggregated data based on PELL distribution to capture performance outcomes based on a low socioeconomic level indicator. It is important to remember some students do not receive PELL grants despite being below the poverty level.

The College has implemented pathways to retention, persistence, and completion which include best practices. These best practices guide students through planning, enrolling, and sustaining success and are designed to improve retention, persistence, and completion. [Initiatives](#) are aligned to better serve all students and improve retention, persistence, and completion rates.

Achieving the Dream validates submitted outcome measures by comparing the data to other two-year colleges across the nation. Institutional data on all students is examined. Integrated Post-Secondary Education System Data graduation rates, Achieving the Dream graduation rates, and institutional graduation rates are examined for different purposes.

Pilot programs, assessment of individual interventions, and a variety of efforts have been used to measure retention, persistence, and completion. Data analysis using predictive analytics will be used. The impetus for this decision stems from a desire by faculty and administrators to know which strategies contribute to retention, persistence, completion. Institutional research has become more sophisticated. Data indicates [multiple support strategies](#) are necessary to influence persistence and completion outcomes. Therefore, the Data and Core Team is examining the impact of these multiple support strategies on student success. This is imperative to determine which strategies have the most success for individual or groups of students. In some ways, this is data mining because tracking students as they progress does not rely on past data or what some researchers refer to as dead data. This is new to the College. However, the process is becoming more familiar as the Data and Core Team becomes more proficient at data analysis.

Sources

- Academic Update and Factbook 4C3
- ACE
- Achieving the Dream Indicators
- Achieving the Dream IPEDS Data
- Achieving the Dream Leader College Recertification
- Achieving the Dream Leader College Recertification 4C2
- Achieving the Dream Student Success Interventions
- Annual Assessment of Student Learning
- Arkansas Guided Pathways Handout
- ATD Annual Narrative Evidence Tables 4C1
- ATD Implementation Proposal 4C1
- ATD Indicators and Measures
- ATD Leader College recertification 4C1
- Cohort Data for Math
- Cooperative Learning
- Core Values
- Data Carousel 4C3
- Data Driven Decision 4C3
- DATA Plan Methodology
- Data Sharing 4C2
- Disaggregated Data by Gender Ethnicity and Socio-Economical Levels 5D2
- Employer Survey 3D2
- English and Math Acceleration Pilots and Outcomes 5D2
- Established Benchmarks
- Faculty Inquiry Group
- Framework for Systemic Change 4C1

- Individual Career Plan
- Initiative Alignment 4C2
- Initiative Alignment 5D1
- Men Enrolling to Advance Flyer
- Men Enrolling Toward Advancement
- Overview of Mathways
- Program Review Guidelines
- Program Review Schedule
- Qualitative and Quantitative Data Examples
- Qualitative and Quantitative Data Examples
- Qualitative and Quantitative Data Use
- Quantitative Data Use, Example
- Revised Mission Statement
- Spring_2015_schedule
- Strategic Plan
- Strategies Used for Student Success, High Impact Practices
- Student Success Strategies
- Student Focus Group
- Survey of Graduates and Employers
- Survey of Graduates and Employers, 4C
- Syllabus Template
- Three Achieving the Dream Interventions

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

All programs of study are regularly reviewed and adhere to established policies for clock to credit hour ratios and transcription credit earned through instruction, advanced placement, as well as experiential or prior learning. Transfer credit from other institutions is awarded when specific criteria are met. Faculty adhere to established college policies and procedures when developing syllabi and making curricular additions, modification, or revisions for all course classifications and delivery modes. Support services are available to students on each campus to facilitate achievement of program learning outcomes and completion. The College is committed to providing high quality educational programs. As such, the faculty sought and voluntarily obtained external accreditation for some allied health and business and information system programs. Each division annually evaluates graduate achievement of selected program outcomes related to (1) licensure, (2) program completion, (3) graduate and employer satisfaction, (4) job placement, and (5) transfer to other institutions. Information obtained is aggregated, trended, and analyzed to make evidenced-based decisions about program development, maintenance, and/or revision.

Additionally, there is a strong commitment to improving students' performance through clearly stated goals, core competencies of graduates, and assessment of student learning. A variety of assessment methods are used to determine student achievement in curricular and co-curricular programs. The Data Core Team and Faculty Inquiry Groups review outcome data at the course, division/program, and institutional level. This assessment data is used to make decisions that support best practices and methodologies. Through the Achieving the Dream Initiative, multiple strategies have been implemented to foster retention, persistence, and completion of a high-risk student population. Qualitative and quantitative data are analyzed to develop, maintain, and revise strategies facilitating student retention, persistence, and completion. Emphasis is placed on using innovative strategies to collect and analyze data and best practices to achieve student retention, persistence, and completion.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A

The College has the resources, structures, and processes sufficient enough to fulfill its mission, to improve the quality of its educational offerings, and to respond to future challenges and opportunities.

5.A.1

The College's overall [fiscal picture](#) is summarized in University of Arkansas's Consolidated Financial Statements which indicates that the institution has a fundamentally sound financial base. The main sources of revenue for the College are state appropriations, Arkansas County sales tax, Phillips County property tax, grants, and student tuition. From FY2010 to FY2015, tuition revenues have increased and now represent 19.4% of the [total operating budget](#). Funds from state appropriations account for 63.14% of revenue and local tax sources account for 11.54%.

The College has a tiered tuition system. The in-district [tuition and fee](#) rate for Phillips County and Arkansas County residents is \$85.75 per credit-hour. The out-of-district rate for Arkansas

students living in counties other than Phillips and Arkansas Counties is \$98.25 per credit-hour. However, students from contiguous counties in Mississippi and Tennessee are charged out-of-district tuition. Out-of-state residents are charged \$125 per credit-hour.

The College receives funding from the State of Arkansas based on a [funding formula](#) as approved by the Arkansas Department of Higher Education. A.C.A. §6-61-224 establishes the process and key components for formula development for funding public institutions of higher education. That language is as follows:

“(a) The Arkansas Department of Higher Education, in collaboration with the state college and university presidents and chancellors, shall develop funding formulas consisting of a needs-based component and an outcome-centered component which will, in principle, seek to provide fair and equitable state support to all postsecondary students across the state, regardless of the state institution attended, while at the same time recognizing: (1) The different needs for lower level, upper level, and graduate level instruction at the various institutions; (2) The requirements for specialized equipment, labs and smaller class sizes in some disciplines; and (3) Unique missions, such as agricultural extension services, research, medical sciences, workforce development, and public service; and (4) Growth, economies of scale, and other appropriate factors.”

At its April 27, 2012, meeting, the Arkansas Higher Education Coordinating Board approved the [funding models](#) for the two-year colleges, universities, and the technical centers. These models had been developed in conjunction with presidents and chancellors after meetings and revisions. The funding models were used to develop the comparative needs of Arkansas institutions of higher education in terms of the average funding levels of schools in the Southern Regional Education Board area.

The College receives funding from [general revenues](#) through the Revenue Stabilization Act, the Educational Excellence Trust Fund, and Workforce 2000 funds.

In response to a challenge from former Governor Mike Beebe to double the number of Arkansas college graduates by 2025, [Act 1203 of 2011](#) was enacted by the Arkansas General Assembly and signed into law on April 5, 2011. Over a period of five years starting with FY 2013-14, up to 25% of an institution’s base funding will be allocated according to performance. The basic framework for the two-year college model includes, mandatory compensatory and optional measures – the latter are available for colleges to select based on individual mission and demographics. The four major categories of two-year college mandatory measures include: 1) Course completion, 2) Progression, 3) Credential completion, and 4) At-risk students. These measures are standard across all 22 two-year colleges. To account for varying missions and regional demographics, seven optional measures from which colleges may select are included. Optional measures include STEM credentials, high-demand credentials, workforce training, transfer, adult completion, minority completion and employment.

For the [FY2014-15 fiscal year](#), 90% of an institution’s funding was based on the need-based funding formula model and 10% on the outcome-centered/performance funding formula model. The implementation of the funding component of the outcome-centered/performance funding

formula will not progress beyond the 2014-2015 school year until such time all institutions are funded at the minimum standard of equity defined as 75% of needed state funding, as determined by the needs-based component of the funding formula models. Therefore, until all two-year institutions reach a total of 75% of needed state funding, the percentage of funding from the outcome-entered performance based formula will remain at 10%.

The College also receives funding through various grants from federal, state, and private funding sources. This [grant funding](#) is vital to the College in the implementation of its mission and strategic plan.

The College currently has internal controls in place for monitoring expenses and overall budget activity. As part of the [budget process](#), each budget director is provided with a budget packet and timeline, in which they prioritize their needs for the upcoming fiscal year. These needs are then reviewed by the Chancellor and presented to the Chancellor's Cabinet. Once approved, each budget director is notified when their budgets have been entered and are available for access.

Several types of [financial audits](#) are conducted throughout the course of the year, including the annual financial statement audit conducted by the Arkansas Department of Legislative Audit and various University of Arkansas System internal audits including Time and Effort and Payroll. The reports, including any findings, are made public when presented to the University of Arkansas Board of Trustees for review and approval. The annual financial statement audit is available on the Arkansas Department of Legislative Audit's Website.

Two hundred and fifteen full-time individuals are employed on three separate campuses, including 88 classified staff, 57 non-classified staff and 70 instructors. Approximately 34 adjunct (part-time) instructors are employed annually.

Faculty appointments are offered on an annual basis and renewed only by mutual agreement between the College and the employee. Instructional personnel are ordinarily employed on a nine month basis, with College administrators, counselors, and librarians employed on a twelve month basis. Currently, tenure positions are not offered. Classified staff positions are authorized through the personnel services request procedure established by the Arkansas Department of Higher Education. Approved classified positions are reflected in the College's appropriation bill and provided for in the [College's operating budget](#).

The Maintenance Coordinator oversees the physical plant along with a staff that includes skilled technicians and craftsmen, grounds keepers, and custodians. The Maintenance Coordinator reports to the Vice Chancellor for Finance and Administration.

A [Facilities Audit Program](#) is prepared every three years for the Arkansas Department of Higher Education which details the conditions and maintenance needs of all buildings on the campus. The Facilities Audit Program is a comprehensive analysis of all campus buildings and is used to document and produce the critical maintenance capital funding request. The Facilities Audit Program is also utilized in preparing a biennial capital funding request that identifies the critical maintenance and deferred maintenance needs on all three of the College's campuses. These

documents assist the College in setting priorities and allocating resources to address the most pressing facility needs.

The College is committed to providing [cultural and educational opportunities](#) to the communities that it serves. The Fine Arts Center/Lily Peter Auditorium and the Pillow Thompson House are located in Helena and are available for private and community events. Events include the Warfield Concert Series which provides cultural events free of charge to the citizens of Helena and surrounding area who might not otherwise have the opportunity to participate in these cultural experiences. The College and Helena Little Theater work together to offer cultural experiences on the Helena campus. The Grand Prairie Center on the Stuttgart campus was completed in 2011. With 63,000 square feet of meeting space, it is suitable for business, social, civic, educational, cultural, and entertainment events. The Performance Series sponsored by the Phillips Community College Foundation offers a series of cultural and educational events available to the public.

The Computer Services Department provides a wide range of services including (1) computer and network support, (2) web services, (3) telephone, and (4) information technology support.

[DATATEL Colleague ERP](#) is used to manage (1) student services, (2) financial aid, (3) financial accounting, and (4) human resources functions.

The College began the process of updating its web presence during the final quarter for fiscal year 2014. The [new Website](#) provides an updated look combined with enhanced browsing capabilities. The new Website enhances recruitment and provides more current information than previously available. The new Website allows for ease of maintenance and updating by the Office of College Advancement and Resource Development to ensure information is always current and relevant to the College Mission and Strategic Plan.

During fiscal year 2014, a license for the Executive Intelligence, Research Intelligence, and Student Engagement Modules of the [ZogoTech™](#) software program was purchased. ZogoTech™ is a research analysis tool which will enable college employees to plan strategically based on past performance and future goals. ZogoTech™ will allow end users to track data and generate reports to assist with data-driven decisions.

Beginning with fiscal year 2015, a [five-year replacement rotation](#) for non-grant funded desktop computers was implemented. Computers will be replaced based on age and condition with the most critical needs met first. Computer laboratories are replaced as necessary. Grant funding is utilized when available for these purposes. Traditional compressed video rooms are being phased out in favor of Microsoft Lync. Traditional compressed video rooms relied heavily on expensive hardware to stream video between campuses. Lync performs the same function with minimal hardware. The software is part of the College's Office 365 Educational subscription.

5.A.2

[The College budget](#) is reflective of the commitment to provide sufficient resources to ensure that its educational purposes are met. The College Mission and Core Values are the guiding force

during the budgeting process and are evident in the fact that 58.17% of the FY 2015 budget is directed to some type of [instructional or academic/student support](#) function. The College uses a conservative, and realistic, approach to resource allocation. Despite the fact the College faces static or declining state support and enrollment, the College continues to provide sufficient resources to help each student succeed.

In an effort to increase faculty and staff salaries, a salary increase of 3.5% for all faculty and non-classified personnel was allocated for the [FY 2015 budget](#). To offset the salary increase, an equally distributed reduction of 1% in supplies and services was incorporated into the FY 2015 budget. Factors such as full-time equivalent, student headcount by campus, and campus maintenance requirements (building square footage, acreage, and age) were employed in the funding distribution by campus. The following is a breakdown of the percentages used for budget allocation to each of the campuses for FY 2015:

- Helena-West Helena - 61.07%
- DeWitt - 11.97%
- Stuttgart - 26.96%

The College has taken several [cost containment measures](#) over the past fiscal year to help curb expenses. The College recently outsourced the Bookstore and its food services and renegotiated rates for cellular service which has resulted in monthly cost savings. Other services and/or maintenance-support agreements have been examined to determine the best value for the College resulting in cost savings. For example, food services were outsourced to a private vendor which resulted in a cost savings to the College. A new budgeting process was initiated during the prior fiscal year. This process has allowed for expenses to be more closely monitored and additional areas for cost savings to be identified. Revenue is not disbursed to any superordinate entity.

5.A.3

The College [Mission Statement](#) promotes high-quality and [affordable](#) educational opportunities and skill development to promote life-long learning. This can be a challenge because the College is a small, rural community college with three campuses. The tuition is one of the most affordable among the 22 community colleges in Arkansas. The [organizational structure](#) is designed to ensure students can access academic instruction and student services through the allocation of human resources and physical plant operations on all three campuses.

5.A.4

The College provides [staff development](#) and growth opportunities for its employees through many different programs and services. On-campus in-service programs are offered during the year on topics critical to the success of the College and its students. Attendance at state, regional, and national conferences and seminars is also encouraged. College employees may enroll in classes at the College or at other University of Arkansas institutions at a reduced rate.

[Established procedures](#) are in place to ensure the best candidate is hired for every position. These procedures describe in detail the steps for employing college personnel. The Personnel Action

Request describes the position, the duties and responsibilities required, and the minimum qualification for the position. It also identifies individuals who will comprise the interview committee before selecting applicants to be interviewed. A specific performance test may be given to applicants when required for a position.

Human resources representatives provide an [orientation to college operations and procedures](#). Supervisors of each new staff member hired are required to complete a new employee orientation during the first week of hire. A review of the job description, evaluation process, departmental function, use of equipment, levels of communication within the department, demonstration of appropriate protocols for telephone calls, machine operations, email, and purchasing. Direct supervisors are also required to demonstrate intranet use and share policies and procedures on taking leave. Employees are given information about appropriate professional dress, safety and security in emergency situations, and numerous other essential work related practices. The direct supervisor and new hire sign and date the New Employee Orientation Form and return it to the Office of Human Resources.

5.A.5

Internal controls are in place for budgeting and monitoring overall budget activity. As part of the budget process, the Vice Chancellor for Finance and Administration provides each budget director with [budget guidelines and time line](#) in which the individual budget director prioritizes needs for the upcoming fiscal year. These needs are then reviewed by the Chancellor's Cabinet followed by discussion and input from College Council. The budget is presented to the Board of Visitors, followed by the Board of Trustees, which has final authority for budget approval. After the budget is approved, each [budget director is notified](#) when the budget is entered and available for access. Each budget director is charged with monitoring his/her allocated fiscal resources. Each budget director has authority for moving allocated monies from one category to another as necessary to maintain a balanced budget. Final approval for purchases and travel rests with the Vice Chancellor for Finance and Administration. If a budget director exceeds the individual's budgeted resources, the Vice Chancellor for Finance and Administration collaborates with the budget director to validate need. If the expenditure is necessary, the Vice Chancellor for Finance and Administration transfers money into the budget director's account. [Additional monitoring](#) of the budget is performed by monthly budget reports to the Board of Visitors and quarterly reports to the Board of Trustees.

Sources

- ACT Performance-Based Funding 5A1
- Affordable Tuition 5A3
- Budget Guidelines 5A5
- Budget Monitoring 5A5

- Budget Notification 5A5
- Budget Process 5A
- Budget Support of Academics 5A2
- College Budget 5A2
- College Operating Budget, 5A1
- Cost Containment 5A2
- Cultural and Educational Opportunities, 5A
- Datatel , 5A1
- Employment Procedures 5A4
- Facilities Audit Program 5A1
- Fiscal Audits 2 5A1
- Fiscal Picture 2 5A1
- Fiscal Picture 5A1
- Fiscal Year 2014-2015 5A
- Fiscal year 2014-2015 5A2
- Five-Year Replacement Rotation 5A
- Funding Models 5A
- General Revenue 5A
- Grant Funding
- Mission Statement 5A3
- New Employee Orientation 5A4
- New Website 5A
- Organizational Structure 5A3
- Staff Development, 5A4
- Total Fiscal Budget 5A
- Tuition and Fees 5A
- ZogoTech 5A

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B

College governance and administrative structures promote effective leadership and support collaborative processes that enable the College to fulfill its mission.

5.B.1

The College operates under [policies and procedures](#) to ensure college governance and administrative structures promote effective leadership. College governance rests ultimately with the University of Arkansas Board of Trustees. Those serving on this Board are appointed by the Governor of Arkansas, and their training and operation resides with the University of Arkansas System Office and the University of Arkansas System president. Local oversight is provided by the Phillips Community College Board of Visitors. This group represents the constituencies of all three campuses and is guided by college policy and procedures. The Board of Visitors is charged with assisting the Board of Trustees and University administration in promoting the development of quality education at Phillips Community College of the University of Arkansas. The Board of Visitors meets ten times each year to discuss and approve various aspects of college operations and finances. Actions taken by the Board of Visitors in the furtherance of this goal are recorded in minutes of the meetings and made available on the College Website. These governing boards are knowledgeable about the College and provide oversight for the financial and academic policies and practices as well as ensure the College meets its legal and fiduciary responsibilities.

5.B.2

The College operates under [policies and procedures](#) to ensure the governance and administrative structures promote effective leadership. Policies and procedures encourage and support

collaborative processes that enable the College to fulfill its mission. These policies and procedures engage internal constituencies, including its governing board, administration, faculty, staff, and students, in college governance.

5.B.3

The College operates under [policies and procedures](#) designed to involve administration, faculty, staff, and students in setting college academic requirements. This is accomplished through effective structures for giving all those groups opportunities to contribute and collaborate in the decisions made in these areas. The decision-making chart for college planning and policy recommendations on all campuses is published in the Policy and Procedure Manual and graphically represented in the College [Employee Handbook](#). Since 2008, academic decision-making has involved the Chancellor's Cabinet, College Council, and four college-wide teams. The chancellor and all vice chancellors serve on the Chancellor's Cabinet. Members consider and determine policy implications as well as plan, organize, and evaluate college-wide operations. This group meets monthly or as needed.

[College Council](#) members include the chancellor, vice chancellors, deans, department chairs, faculty, and professional staff. The purpose of this committee is to involve college personnel in the policy-making and planning process of the College and to make the decision-making process more open. Recommendations made by College Council are presented to the Chancellor's Cabinet upon approval by the College Council. This Council meets quarterly or as needed.

[Four college-wide teams](#) (1) Student Success, (2) Institutional Planning and Effectiveness, (3) Information and Technology, and (4) Instruction and Curriculum assist the College in meeting its institutional mission. The Student Success Team provides faculty and staff an opportunity to be actively engaged in college governance. This team provides faculty and staff with an opportunity to have input in student development and enrollment services. The Institutional Planning and Effectiveness Team develops strategic operational and effectiveness plans and the systems to institutionalize and evaluate those plans. Through this group, input can be provided for the evaluation of the success or need for review of academic endeavors. The Information and Technology Team provides input into all aspects of software and hardware selection, training, and evaluation. Academic decisions can be impacted by the technology which is or is not available. This group provides the expertise in that area. The Instruction and Curriculum Team communicates and coordinates activities among the divisions in the areas of curriculum and instruction. This committee considers and is responsible for new courses and programs in the curriculum as well as recommends additions, deletions, and/or revision for the College Catalog.

In addition, faculty and staff are engaged in planning and developing policies to accomplish the College's mission and objectives. When an area of need is determined, the Chancellor establishes a committee whose purpose is to benefit students rather than contribute to college governance. For example, the [Financial Aid Exceptions Committee](#) reviews student appeals for continued financial assistance.

[Faculty Senate](#) is an internal constituency that participates in college governance through recommendations for programs of study, faculty welfare and development, and college-wide

communication. Faculty Senate decisions are sent to the Instruction and Curriculum Team and then to Chancellor's Cabinet for action. Each group works separately on those areas under its control, contributes to the wider discussion of policies and procedures, and collaborates with the other groups to arrive at an outcome beneficial to all.

Students participate informally in establishing academic requirements and policy and processes in a variety of ways. For example, students participate in (1) scheduled college or departmental forums, (2) surveys, (3) student evaluation of instructional design and delivery, (4) Distance Learning Student Focus Groups, (5) Associate Degree Student Forums, and (6) Student Evaluation of Instruction. [Student Engagement Survey 5B3](#), [Student Evaluation Tool 5B3](#), [Student Focus Group 5B2](#)

Sources

- College Council 5B3
- College-Wide Teams 5B3
- Faculty Senate 5B3
- Financial Aid Exceptions Committee 5B3
- Policies and Procedures 5B1
- Policies and Procedures 5B2
- Policies and Procedures Regarding Decision-Making 5B3
- Student Engagement Survey 5B3
- Student Evaluation Tool 5B3
- Student Focus Group

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C

The College engages in systematic and integrated planning to ensure achievement of its mission.

5.C.1

[Planning and budgeting](#) priorities align with and support the College Mission. The College obtains revenue for planning and budgeting from (1) federal, state, and local appropriations, (2) state and local contracts, (3) federal and state grants, as well as (4) tuition and fees. In Arkansas, the funding formula is used to establish [two revenue sources](#). Pre-appropriation defines the total amount of money that could be distributed to community colleges. Post-appropriation defines the amount of money that is allocated to each two-year college.

In 2014-2015, the source and percentage of college dollars was (1) 19.4% from tuition and fees, (2) 63.14% from state appropriations, (3) 11.54% from local tax revenue, and (4) 05.92% from other sources. To fulfill its mission of high quality, accessible, educational opportunities and skill development as well as respond to the three communities served, the resources are prioritized. Review of the [Budget for FY 2015 and Factbook 2014-2015](#) education and general funds budget reveals the following distribution of budgeted fiscal resources: (1) 39% for instruction, (2) 17% for institutional support, (3) 12% for academic support, (4) 12% for the physical plant, (5) 7% for student services, (6) 5% for mandatory debt reduction, (7) 3% for public service, (9) 2% for scholarship and awards, (10) 1% for transfer to plant, and (11) 2% for contingency. The percentage of budgeted resources designated for instruction as well as academic and student support represents the majority of the budget and thereby, provides the resources necessary to fulfill the College mission.

Resources are allocated based on the College Mission and established priorities. A budgeting process is used that encompasses the College as a whole by including all constituencies on all three campuses in the process. This [process](#) as described in [Core Component 5.A.5](#) focuses on fiscal responsibility with college resources while maintaining a priority emphasis on instruction and student success.

5.C.2

Processes for assessment of student learning, evaluation of operations, planning and budgeting are linked collaboratively through the work of the Data and Core Team, College Council, and the Chancellor's Cabinet. [College assessment](#) is conducted at the course, division/program, and institutional level. Individual course assessment is tied closely to faculty [professional development funds](#). The College has relied on [grant funding](#) for training and strategies which improve outcomes reflected in assessment such as: cooperative learning, curriculum alignment, and curriculum revision.

College funds have been used for development at the program level to provide faculty with strategies to improve students' performance of program outcomes and completion rates reflected in program assessment. For example, the Division of Arts and Sciences piloted the use of supplemental instruction for Basic Writing I and I as well as developmental math and reading courses. When evidence indicated supplemental instruction courses were successful, this instructional strategy was added to all developmental English, math and reading courses. While the cost of the pilot was funded by Achieving the Dream, once the strategy was institutionalized, the cost was absorbed by the College. This has resulted in improved student retention. Monies allocated to each division support these efforts, and (5) degree completion results in a higher level of student success. Examples of college funded strategies include (1) [student success courses](#), (2) [early alert process](#), (3) [mandatory student orientation](#), (4) [focused advising](#), (5) [tutoring](#), and (6) [learning centers](#) on all three campuses.

Another example of reallocating college resources is reflected in the practice of COMPASS pretesting. Initially, students took a COMPASS placement test without any preparation and were placed in remedial courses based on performance on this exam. Through a [Program for Accelerated Completion and Employment pilot](#), students were directed to a COMPASS review. After assessing the impact of the pilot on student placement in remedial courses, data indicated that this practice resulted in more accurate placement and a decrease in the number of required remedial courses. The College now has incurred the cost for this review process.

5.C.3

The planning process for developing a new Strategic Plan began with revising the College Mission Statement, and developing new Vision Statements and Core Values. During an eighteen month process, the College developed specific strategic goals and a process of accountability which included measuring goals and objectives. The [2014-19 Strategic Plan](#) was developed by a team of 37 members of the [Institutional Effectiveness/Strategic Planning Team](#). A [SWOT analysis](#) was used to identify college (1) strengths, (2) weaknesses, (3) opportunities, and (4) threats. This process was helpful in matching college resources and capacities to the environment

in which it operates. This tremendously helped in the development of the Strategic Plan.

The Strategic Plan narrative is an overview of the work of the College. Campus employees from various functional areas engaged in specific planning as documented in the [Functional Areas Goals/Strategies/Results](#). This document identifies (1) short- and long-term strategic goals established for each area, (2) the priority of focus for each functional area, (3) identified actions, (4) individuals responsible for completing those actions, (5) the time frame for completion, and (5) resources needed to complete identified actions. Measureable outcomes are documented, and annual outcome statuses are recorded. The Institutional Effectiveness/Strategic Planning Team meets at the beginning of the each academic year to establish the scope of work or identify if new goals have been included. This team also meets at the end of the year to determine goal achievement and reevaluate functional area strategies. This meeting is to assure accountability of each functional area's designated scope of work. All work supports Strategic Planning Goals; however, no functional area is required to address all six strategic goals. The 2014-2019 Strategic Planning process also included [student input](#) from Phi Theta Kappa. Because the student population constantly changes, meetings are held twice annually to obtain new student input.

The [Institutional Planning and Effectiveness/Strategic Planning Team](#), Student Success Team, Information Technology Team, Instruction and Curriculum Team, Special Events Committees unique to each campus have been instrumental in supporting these [six strategic goals](#) for student success (1) support for student learning, (2) development for faculty and staff, (3) implementation of processes and practices for budgeting and planning, (4) development of distance learning opportunities, (5) development and support of emerging technologies, and (6) confirmation and expansion of industry, business, and community partnerships.

Input from external constituencies has been derived primarily from division/program Advisory Committees and employer survey responses designed to address issues related to strategic planning. In addition, the College works closely with the Chamber of Commerce in each community to impact economic development. Another means for gathering external input is from the Achieving the Dream. The College submits an [Annual Achieving the Dream Reflection Report](#) which is reviewed by Achieving the Dream. [Feedback](#) from this review is used determine attainment of strategic goals.

5.C.4

Planning at the College is based on a sound understanding of its current capacity as detailed in [Core Component 5.A.1](#). Plans anticipate the possible impact of fluctuations in college revenue sources, such as enrollment, the economy, and state support. A [financial report](#) is submitted to the Board of Visitors and discussed by the Board and administration at each meeting. [Enrollment reports](#) are presented each semester, and causes of any fluctuation in enrollment are analyzed. The Arkansas Department of Higher Education and the College track changes in state revenue on a monthly basis. Each budget includes a contingency line item for unexpected expenditures related to shifts in student enrollment, the economy, and state support. In the unlikely event annual contingency funds are exhausted, the College strives to maintain a reserve fund to cover unexpected expenditures.

5.C.5

College [funding sources](#) are heavily dependent on revenues obtained from state funding, tuition, and fees. Historical economic and enrollment trends are considered during the planning and resource allocation process. Phillips and Arkansas Counties are the primary service areas for the College. Both have experienced population declines and slow economic growth over the past several years. This has made it increasingly difficult to maintain enrollment. State funding the College receives has been flat for the past several years and has only increased 1.07% since 2008. While this places a heavier burden on students, every effort has been made to keep tuition and fees at an affordable level. Available resources are allocated to maintain its facilities and keep technology resources as current as possible. Grant funding has provided for computer labs, information technology upgrades academic and support strategies and professional development.

Emerging factors such as technology, demographic shifts, and globalization are discussed as part of the [SWOT analysis](#) during each Strategic Planning cycle. As a result of the SWOT analysis, the following factors were identified (1) strengths-experienced and caring employees and affordable tuition, (2) weakness-salaries and communication, (3) opportunities-new technologies to expand distance education and improve marketing, and (4) threat-declining population and funding. This analysis served as the driving force for establishing these goals in the Strategic Plan (1) support for students and learning, (2) professional development for faculty and staff, (3) budget and planning processes, (4) development of distance learning opportunities, (5) development and support of emerging technologies, and (6) confirmation and expansion of industry, business, and community partnerships.

Sources

- Achieving the Dream 2014 Annual Reflection
- Achieving the Dream Feedback 5C3
- Advising Handbook
- Annual Assessment 5C2
- Budget and 2014-2015 Factbook 5C1
- Budget and Planning and College Mission 5C1
- Budget Process 5A
- Early Alert
- Enrollment Report 5C4
- Financial Report 5C4
- Functional Area Goals, Strategies, and Results 5C3
- Funding sources 5C5
- Goals Relating to Student Success 5C3
- Grant Funding
- Institutional Effectiveness/Strategic Planning Team
- Learning Centers
- Performance Based Funding 5C1
- Program for Accelerated Completion and Employment pilot 5C2

- Staff Development Funds
- Strategic Plan 5C3
- Strategic Plan- Six Strategic Goals 5D1
- Student Input 5C3
- Student Orientation
- Student Success Strategies
- SWOT Analysis 5C3
- Tutoring

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D

The College works systematically to improve its performance.

5.D.1

PCCUA documents evidence of performance about its operations and has several protocols in place to improve. The [Strategic Plan](#) is designed to improve student success. Performance in relation to established student outcomes is documented through the [Achieving the Dream Leader College Re-Certification](#). Administration of student and faculty surveys such as the [Survey of Entering and Student and Engagement \(SENSE\)](#) and [Community College Survey of Student Engagement \(CCSSE\)](#), and [Community College Faculty Survey of Student Engagement \(CCFSSE\)](#) identifies student and faculty perceptions about performance related to support for learning, college readiness, engaged learning, integrated network of financial, social and academic support, and a planned pathway to success. [College initiatives are aligned](#) with student success efforts and each initiative has a strong planning and implementation framework. [Employee evaluations](#) are designed to improve individual staff, faculty and administrator performance. Written protocols have been developed which promote improvement and are in place for each functional area, academic divisions, technology, facilities, business office practices, and admissions office practices practice.

The College incorporates a planning and accountability measure as part of the Strategic Plan. Once the goals were adopted, the [Functional Area Goals/ Strategies/Results form](#) was developed to document every College division and functional area's work to be completed. The form identifies (1) goals, (2) tasks to complete those goals, (3) identification of the time required to complete the goal or task (within the year, three years, five years), and (4) the person(s) responsible for the work. The [Institutional Effectiveness/Strategic Planning Team](#) meets in September to review the scope of work for the year ahead, and in May/June to document progress toward completing the goals identified within the plan. The initial intention of the Strategic Plan was for it to be a dynamic plan which marked continuous improvement at the institution.

Another important planning and evaluation tool is the Achieving the Dream Annual Reflections. It takes the Data and Core Team about a month to compile the report with assistance from the [Achieving the Dream coaches](#). As an [Achieving the Dream Leader College](#), PCCUA takes student success and the continuous use of data to inform decision-making seriously. However, tracking and evaluation are extremely important for improving the student success work the College does. As a result, the Data and Core Team submit the [Achieving the Dream Annual Reflections](#) each year identifying institutional strengths and weaknesses in five areas: (1) committed leadership, (2) use of evidence to improve policies, (3) programs and services, (4) broad engagement, (5) systemic institutional improvement, and (6) equity.

Emerging [Faculty Inquiry Groups](#) are important to the College because these groups query instructional data. The Faculty Inquiry Group has identified very different outcomes for completion of developmental course work. For example, after examining institutional data, [Faculty Inquiry Groups identified two factors which impact completion rates](#) which are not reflected in other college data. First, some students identify their program of study as degree seeking so they can receive financial aid. After a year of college they acquire a certificate and enter the workforce. Students earning a Technical Certificate are only required to take a math and English course and any level of remedial math and English can fulfill the requirement. These students do complete a certificate but they do not complete the developmental education cycle and are not identified as successful completers according to this Achieving the Dream measure. Mathways will be very helpful in accelerating developmental math course work and ensuring that students going directly in the workforce are directed to Technical Math not College Algebra.

The [Survey of Entering Student Engagement \(SENSE\) and Community College Survey of Student Engagement \(CCSSE\)](#), and [Community College Faculty Survey of Student Engagement \(CCFSSE\)](#) are invaluable resources. The College sent teams to the [Entering Student Success Institute](#) twice and to the [High Impact Practices Institute \(HIPI\)](#) once. The College alternates the administration of the CCSSE and CCFSSE, and the SENSE so that it is receiving information for each survey every other year. The [Data and Core Team analyze the data](#) and have made important changes based on CCSSE and SENSE outcomes. The College uses the outcomes to engage faculty in provocative conversations about specific areas of improvement. The ESSI and HIPI resulted in specific action plans which could be implemented at the College. All CCSSE and SENSE outcomes are shared in the PCCUA [CCSSE and SENSE Newsletters](#), and in other college documents.

The College began [initiative alignment](#) about seven years ago. It is now in a third cycle of the alignment ([cycle 1, cycle 2, and cycle 3](#)). A committee of all initiative leaders met with the intention of breaking down territorial work silos. This group determines whether an initiative fits institutional student success work. The goal when reviewing and accepting an initiative is that it must do three things: increase the College's capacity to better serve students, align with existing student success initiatives, and lead toward better student learning outcomes. The College identifies the [institutional impact the initiative](#) will have on students in several domains: (1) attitudes, values, and beliefs; (2) career orientation exploration; (3) developmental exploration; (4) academic support; (5) service support; (6) distinct pathways to completion for students; and (7) employment and transfer tracking. PCCUA has several initiatives and each has a clearly

identified scope of work which include planning and evaluation tools.

[Career Pathways](#) focuses on expansion of existing employment/education, income, and work support opportunities offered through the Career Pathways Center for Working Families. Centers are available on all three campuses and expand existing employment education opportunities available. The Career Pathways Center for Working Families has increased the number of students served. A mandatory Financial Education Program for students enrolled in Basic Writing II and Freshman English I classes was developed. The [Career Pathways Enrollment and Attainment Report](#) reflects outcomes of the initiative and the [Career Pathway Student Services Resource](#) documents outcomes.

Through the [Working Family Success Network CC initiative \(WFSNCC\)](#), PCCUA modifies and expands the financial coaching model to include career coaching, develop clear and user friendly career and academic maps (pathways), and develop and scale-up the use of Individual Career Plans. The College will develop and implement a Student Advisory Team composed of coaches, advisors, faculty, and others who interact with each other with shared information about student's individual needs, retention, and progress toward completing goals. Deans and chairs will work with faculty and industry partners to create strong and useful maps which identify points of entry, education and training required, and employment options, including earning power. The Student Success coaches will increase high touch experiences within the financial coaching model. The Institutional Research Director with assistance from the Data and Core Team will increase tracking and data analytic capacity. Multiple documents reflect planning and evaluation: [WFSNCC Proposal](#), [WFSNCC Logic Model](#), and [WFSNCC Implementation Plan](#).

Arkansas Guided Pathways has been adopted because of its connection to the WFSNCC initiative. The acceleration of developmental education, use of a pathway, use of an Individual Education Plan, and career preparedness for transfer or employment are essential to this initiative. Arkansas Guided Pathways includes several planning and evaluation documents: [AGP Handout](#), [PCCUA Guided Pathways Degree Review](#), and [Getting Going on Guided Pathways Data Questions](#).

[Mathways](#) is related to Arkansas Guided Pathways, but it focuses on a direct and career or transfer appropriate math pathway with an emphasis on acceleration for students needing remediation. Long term, PCCUA will have three mathematics pathways with relevant and challenging content aligned to specific fields of study. Acceleration has already become an important part of students enrolled in developmental education and Mathways promotes this so students move more quickly than in the traditional developmental math sequence. Mathways also relies on intentional use of strategies to help students develop skills as learners. Math faculty have been engaged in curriculum design and pedagogy based on proven practice. Mathways includes several planning and evaluation tools: [PCCUA Data Review: Alignment, Acceleration and Advocacy Reporting](#), and [NMP Data Tool for PCCUA](#).

Title III STEM is a Department of Education institutional capacity building grant for STEM instruction. This work complements other College initiatives and has been extremely important to the College for improving (1) science and mathematics instruction, (2) facilities enhancement, (3) student engagement, and (4) support for strategies which improve student learning. The

following planning and evaluation documents establish the STEM work plan: [STEM Implementation Strategies and STEM Evaluation](#).

The Academy of College Excellence addresses affective aspects of student learning. It uses a cohort based approach to student support at the beginning of the college experience. The goal of the initiative is to (1) transform students from within, (2) create tomorrow's leaders, (3) work within and change knowledge-based cultures, (4) improve social justice in the local community, and (5) change the way community colleges work with vulnerable students. Planning documents align with other College initiatives and include the following: [ACE Adoption Guide](#), [ACE Tentative Schedule](#).

Student Support Services is very important to the College because of the high number of low income students served. IN addition to serving low-income, it serves first-generation college students, and individuals with disabilities evidencing academic need. It is designed to increase retention, graduation, and transfer to four-year institutions rates of eligible students. Services include instruction in study skills, tutoring, transfer assistance, campus visits, advice and assistance in course selection, career exploration, and financial literacy. Evidence of planning and evaluation are reflected in the [SSS Activity and Evaluation Report](#).

Another method of systemically improving performance is through the annual evaluation for all PCCUA [faculty](#), [staff](#), and [professional staff](#). These performance evaluations are designed to promote improvement for each group. Once the evaluation is completed, it is reviewed by the employee's supervisor or in the case of faculty by a peer and a department chair or dean. The intention of the evaluation process is to recognize accomplishment and improve performance. [Policy on Evaluation of Employees 5D1](#)

5.D.2

The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. The ability to learn from college operations and improve effectiveness is evidenced by both fiscal outcomes and student success. During the past ten years, the [College Foundation](#) has more than doubled its assets. [Unrestricted college reserves](#) are the largest of any community college within the University of Arkansas System. In the terms of student success, the College has significantly increased both the number of graduates and three-year graduation rates. Certification and re-certification as an Achieving the Dream Leader College demonstrates the ability to improve student outcomes and sustain those improved outcomes.

PCCUA has learned the importance of a structured process for students to navigate college life. This process is clearly outlined in the College student success agenda. It incorporates student connections through informal conversations, formal recruitment activities, and student completion of an application. The College is in the process of developing a stronger on-boarding mechanism to move students from the Secondary Center into college programming. [Arkansas Guided Pathways \(AGP\)](#) and [GEAR-Up](#) are important initiatives which help the College complete this work.

Arkansas Guided Pathways, Career Pathways, and The Working Family Success Network Community College has helped recognize that once a student decides to attend PCCUA, students need to have a direct path to enroll, progress and complete goals. The College has mandatory testing and placement. Students entering the College take the Compass [Test Preparation](#) before COMPASS testing. After placement results are provided, the student is assigned an advisor to assist with schedule building. The student attends a [mandatory orientation](#) offered in the fall semester. During the 2014-15 academic year faculty, advisors, chairs, and deans have been developing an [Individual Career Plan](#) which is a comprehensive in-take form. Each division is developing career information for the Individual Career Plan. A student taking Student Success I and II will have expanded financial and career coaching. Proactive advising is critical for a student progressing toward certificate and degree completion. Each campus has a student support lab. Another important lesson learned by the College is that academic intervention works only if faculty assess students very early in the semester and provide students with [direct interventions which support learning](#). The College has learned through Achieving the Dream and Career Pathways that students are more likely to succeed when provided with multiple supports. Upon completion of course work and other requirements, depending on the student's major, the student receives a degree or certificate and takes a graduation survey. Six months later if a student has joined the workforce, the student's employer completes an [employer survey](#). If a student transfers to a four-year Arkansas college or university, that student is tracked in the [student transfer rate](#).

Improvement of the rate of outcomes for the five adopted [Achieving the Dream/Lumina indicators](#) is an important part of student success. The Data and Core Team recognizes an important part of student success is to remove barriers and provide specific strategies that assist all students. An important data lesson the College has learned is the importance of disaggregating data in a variety of ways. Looking at data holistically is important but [disaggregating data by gender, ethnicity, and socio-economic levels](#) allow the Data and Core Team, faculty, and other groups to examine gaps in performance which might exist and use that information to inform decision-making. It also allows the Data and Core Team to examine whether specific strategies are more successful with certain groups than other strategies.

Much of our student success work has focused on moving students through remedial education through the first “gateway” course. Faculty and administrators changed the term “gatekeeper” to “gateway” believing this change in terminology suggests a more positive emphasis on the work and the movement of students into College Algebra and Freshman English I or from Elementary Algebra into Technical Math.

The College has one institutional researcher. The only way it can increase its capacity to understand assessment outcomes, learning, and other important concerns related to learning is to engage more people in the analysis and understanding the patterns of evidence. PCCUA shares improved course completion rates, persistence rates, CCSSE, CCSSFE, SENSE and other data outcomes. In the past, the Data and Core Team had a tendency to share only positive data. During the past couple of years, the Team has become painfully honest about [sharing all data with information about what it suggests](#). In the summer of 2014, the Director of Institutional Research began using a more comprehensive approach to [cohort data outcomes](#) in math and English. The greatest institutional imperative facing PCCUA is to raise the analytic skills of faculty and administrators.

The Data and Core Team encourages instructors to take action and make decisions about student interventions. The Division of Arts and Sciences has requested that [early intervention\(s\) designed to help students achieve](#) must be reflected in the syllabus. The College has learned it can change patterns which result in a negative impact on student learning or implement more effective strategies, examine the outcome of newly implemented strategies over a period of time to determine effectiveness, and positively impact student learning. This is reflected by the [English and Math accelerations pilots](#) and the outcomes related to these projects. These efforts are very important in moving the institution toward improving student success. Data tracking and analysis will continue to be a focus for college development. This will increase PCCUA's capacity to better understand data outcomes. Thus, enabling more efficient, effective, and learning focused decisions so students are the beneficiaries of these efforts. [The ATD Coach and Data Facilitator](#) have been invaluable resources to the College, especially to the Data and Core Team. Institutional data are reflected in the Higher Learning Commission Quality Improvement Project Report.

A lesson learned by the College has resulted in a positive impact on campus experiences available for African-American males. Some [disaggregated SENSE data related to engagement supports the belief that African-American males need more engagement and encouragement to connect to the College than other groups](#). In an effort to increase the number of African-American students who complete degrees, the College has actively recruited African-American faculty to lead student groups. PCCUA has implemented a male mentoring program called [Men Enrolling to Advance](#). Although this is the only the second year for this club, it has become popular with students. College SENSE data indicates students of color, especially males, are less likely to seek help when having academic problems. Building connections with faculty is critical.

Past strategic planning efforts have taught the College that strategic planning must be inclusive and have a high level of accountability. There must be a way to document achievement of goals and impose a level of accountability for work. Thus, the Institutional Effectiveness Team/ Strategic Planning developed the [Functional Area Goals/ Strategies/Results form](#). The team believed meeting to review success toward meeting goals improved the likelihood that goals will be met.

One change that has improved student success work was to make the Assessment Team the Data and Core Team because relying on two committees to interpret and analyze assessment outcomes is impractical. The College is too small to have competing committees. As Data and Core Team responsibilities related to institutional assessment evolved, it became apparent that it was duplicating Assessment Committee work. Assessment has become institutionalized within every division; therefore, the College now requires programs within divisions to complete and share assessment data. This organizational structure is more efficient than the previous one.

Sources

- Academy of Excellence Tentative Schedule 5D1
- ACE Adoption Guide 5D1
- Achieving the Dream Indicators
- Achieving the Dream (ATD) Interventions with Supporting Learning
- Achieving the Dream 2014 Annual Reflection
- Achieving the Dream Coaches 5D1
- Achieving the Dream Coaches 5D2
- Achieving the Dream Leader College Recertification
- AGP Handout 5D1
- AGP Handout 5D2
- Arkansas Guided Pathways _Getting Going on Guided Pathways 5D1
- Arkansas Guided Pathways Degree Review 5D1
- ATD Indicators and Measures
- Career Pathways 5D1
- Career Pathways Enrollment and Attainment Report 5D1
- Career Pathways Student Services 5D1
- CCSSE and SENSE
- CCSSE. CCFSSSE. and SENSE Invaluable Resource Tools 5D1
- College Foundation 5D2
- COMPASS Test Preparation 5D2
- Data and Core Team Analysis of CCFSSSE and CCSSE 5D1
- Disaggregated Data by Gender Ethnicity and Socio-Economical Levels 5D2
- Employee Evaluations for Staff 5D1
- Employer Survey 3D2
- English and Math Acceleration Pilots and Outcomes 5D2
- Entering Student Survey Institute and High Impact Practices Institute Action Plans 5D1
- Evaluation of Employees 5D1
- Evaluation of Employees 5D1
- Faculty Inquiry Groups 5D1
- Faculty Inquiry Groups Focus Survey and Decision Making 5D1
- Faculty Performance Report 5D1.docx
- Functional Area Form
- GEAR UP Planning Guide and Evaluation 5D2
- High Impact Practices Institute (HIPI) 5D1
- Individual Career Plan Intake Form Draft 5D2
- Initiative Alignment 3 Cycles 5D1
- Initiative Alignment 5D1
- Institutional Effectiveness/Strategic Planning Team
- Institutional Initiative Impact Chart 5D1
- Mandatory In-Service 3C4
- Men Enrolling Toward Advancement
- New Mathways Project Data for PCCUA Student Success
- Overview of Mathways
- PCCUA Data Review, Alignment, Acceleration and Advocacy Reporting 5D1
- Policy on Evaluation of Employees 5D1
- Professional Staff Evaluation Template 5D1

- SENSE CCSSE and CCFSSSE Documents form the Center for Community College Engagement 5D1
- Sharing and Discussing Data Which Suggest 5D2
- Strategic Plan
- Strategic Plan- Six Strategic Goals 5D1
- Student Support Activities and Evaluation 5D1
- Student Transfer-out Rate 5D2
- Syllabi and Interventions 4A4
- Title III STEM Implementation Strategies and Evaluation 5D1
- Unrestricted College Reserves 5D2
- WFSNCC Implementation Plan 5D1
- WFSNCC Logic Model
- Working Family Success Network Community College 5D1
- Working Family Success Network Community College Grant Proposal 5D1
- Working Family Success Network Community College Proposal Abstract 5D1

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The College has sufficient human resources, facilities, and technology resources to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The College has a fundamentally sound financial base which is evident in the University of Arkansas's consolidated financial statements. A full complement of faculty, non-classified, and classified staff are employed. The facilities on all campuses provide the physical resources to meet the College's mission. The Facilities Audit Program is used to set priorities and allocate resources to address facility needs. The technological infrastructure is sufficient to provide a wide range of services including computer and network support, web services, and telephone an information technology support to students, faculty, and staff. Budgetary allocations clearly reflect that the majority of college resources are dedicated to instructional or academic/student support function.

Staff development and growth opportunities are provided for college employees through many different programs and services. Examples include new employee orientation, in-services, and attendance at local, regional, and national conferences. Established policies and procedures are used to monitor internal expenses and overall budget activities.

The University of Arkansas Board of Trustees provides oversight in academic and financial policies and ensures that the College meets its legal and fiduciary responsibilities. In addition, the Phillips Community College of the University of Arkansas Board of Visitors serves in an advisory capacity to assist the Board of Trustees. The governance structure is a tiered approach that involves the (1) University of Arkansas Board of Trustees, (2) Phillips Community College of the University of Arkansas Board of Visitors, (3) Chancellor's Cabinet, (4) College Council, (5) four college-wide teams and three committees, (6) Faculty Senate, (7) Faculty Association, and (8) students.

A well-developed Strategic Plan encompasses the College has a whole. This plan aligns resources with its mission and priorities, as well as considers the perspectives of internal and external constituents. Several initiatives align with the College student success agenda. The College has strengthened its capacity to use data for decision-making and learned from its experiences.

Sources

There are no sources.