NWACC
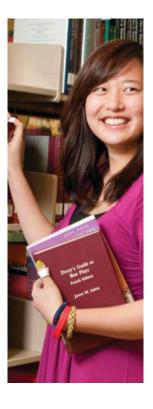NorthWest Arkansas
CommunityCollege

Higher Learning.
Better Living.

NorthWest Arkansas Community College
AQIP Systems Portfolio 2014

Maximize Potential.
Exceed Expectations.

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AATYC: Arkansas Association of Two-Year Colleges

ASC: Academic Success Center

Academic Year (AY): NWACC Academic Year is July 1 – June 30, Comprised of Summer II, Fall, Spring, and Summer I semesters.

ADHE: Arkansas Department of Higher Education. The ADHE has the authority to review, approve or discontinue degree programs at public colleges or universities.

Advisory Board: Business and industry representatives who provide recommendations for program changes and suggestions for new initiatives and programs.

Academic Support: Support services that are an integral part of the institution's primary missions of instruction, research, and public service. This includes expenses for museums, libraries, galleries, audio/visual services, ancillary support, academic administration, personnel development, and course and curriculum development.

ASBN: Arkansas State Board of Nursing

BANNER: NWACC's student information and data management system (See SIS)

Board of Trustees (BOT): A nine member governing board of the College as elected by Benton County residents.

Career Pathways Initiative (CPI): Statewide initiative to provide support for low-income parents.

CCSSE: Community College Survey of Student Engagement

CIP Code: Classification of Instructional Programs. This is a numerical classification and the standard terminology for secondary and postsecondary instructional programs. CIP codes are used by colleges nationally to report various instructional program data to the U. S. Department of Education and other government and higher education organizations.

Compass: A placement test NWACC offers for students to take for their initial assessment and for re-testing in one or more sections.

Course-Level Learning Outcomes: Support the program learning objectives so that collectively the

curriculum meets the distinct educational goal of the program.

Concurrent Credit Course: A course for which both high school and college/university credit is awarded to a high school student.

Continuing Student: A student previously enrolled during the previous regular academic term at NWACC. Summer sessions are not considered to be a regular academic term.

Credit Hour: A unit of measure representing an hour (50 minutes) of instruction over a 16-week period in a semester. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

CTE: Career and Technical Education

Enrollment: A student who is counted on a headcount basis as registered on the census date for the reporting term.

Enrollment Status: A student's current attendance status in a postsecondary education institution. The following mutually exclusive categories are used: first-time entering undergraduate student, entering undergraduate transfer student, continuing student, readmitted student and high school student.

Envisions Argos: An enterprise reporting solution, which enables quick, understandable access to BANNER data

Faculty Senate: Serves as the governing voice of the faculty in all academic, instructional and faculty issues.

FERPA: Family Educational Rights and Privacy Act

First-Time Freshman: An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Full-Time Equivalent (FTE): A statistic derived from the student credit hour (SSCH) production of an institution. The number of undergraduate FTE students for an academic term is obtained by dividing the total number of undergraduate student semester credit hours by 15. When computing an annual FTE, the student

credit hours for all terms is summed and then divided by 30 undergraduate courses.

Full-Time Student: An undergraduate student enrolled for 12 or more semester credit hours in a term.

GED: General Education Development

General Learning Outcomes (GLO): Institution-wide requirements that prepare students to assume an active role in their society and require them to build skills for advanced studies and lifelong learning.

Great Colleges: The Chronicle of Higher Education's Great Colleges to Work for Survey.

Hybrid Courses: A course that is taught both on-line and on campus. Students are required to participate in both portions of the class.

IE: Institutional Effectiveness

Institutional Support: Day-to-day operational support of the institution, excluding expenses for physical plant operations. Includes expenses for general administrative services, executive direction and planning, legal and fiscal operations, and public relations/development.

IPEDS: The Integrated Postsecondary Education Data System conducted by the National Center for Education Statistics. IPEDS began in 1986 and involves annual data collections. Survey questionnaires are sent to all postsecondary institutions eligible for federal student financial aid, as determined by the Office of Postsecondary Education, U.S. Department of Education.

IT Services: Information Technology Services

NLNAC: National League for Nursing Accrediting Commission

Noel-Levitz SSI: Noel-Levitz Student Satisfaction Inventory

NCCBP: National Community College Benchmarking Project

NCPTC: Gundersen National Child Protection Training Center

Part-Time Student: Students enrolled for 1-11 credit hours.

PACE: A grant awarded

Perkins: Carl D. Perkins Vocational and Technical Education Grant

President's Cabinet: Comprised of the College's senior leadership team. These are positions that report directly to the President or the Senior Vice President for Learning and Provost. Representation of the President's Cabinet aligns with the College's strategic goals and overall operations that impact students, faculty, and staff across campus.

Program Learning Objectives: Established by faculty, program coordinators with input from discipline faculty, alumni, employers, students and advisory boards.

Quality Council: Serves as the hub for all accreditation processes and activities. This council meets monthly to review, approve and monitor AQIP action projects and other accreditation related issues.

Readmitted Student: A student previously enrolled at NWACC but not enrolled during the regular academic term immediately preceding the current term. Disregards summer session.

Retention and Graduation Rates: Calculated using cohort of first time freshmen. The cohort is typically defined as the first-time, full-time, degree-seeking freshmen entering in the fall semester.

SEM: Strategic Enrollment Management

SSCH: (Student Semester Credit Hours) Credit hours generated by all students in a semester.

SIS: Student Information System (BANNER)

SPHE: Strategic Planning in Higher Education. NWACC's strategic plan follows a seven step process guided by the SPHE. This approach provides overarching direction for the process while allowing for the uniqueness of the institution to be part of the process.

TRIO: Federal TRIO Programs, including Educational Opportunity Center (EOC), Educational Talent Search (ETS), and Student Support Services (SSS).

Institutional Overview

NorthWest Arkansas Community College (NWACC) is a comprehensive, public two-year college that serves and strengthens the community through learning for living. Serving 16,928 students annually in one of the fastest growing areas in the United States and home to three Fortune 500 international corporate offices including Walmart, Tyson Foods, and J.B. Hunt Transport, this institution of higher education excels in providing a comprehensive education program including, but not limited to, technical occupational programs, freshman and sophomore programs for students to transfer to four-year colleges, specialty courses, professional continuing education courses, community enrichment classes, and business and industry training to meet the needs of the emerging and existing workforce. Part-time and full-time students are valued equally.

The main campus is located in Bentonville, AR, with five additional site locations in a 50 mile radius within the College's service area of Benton and Washington Counties. The College strives to promote positive change in the individuals, families, and communities that it serves and promises to be responsive to the needs of the community and its students.

As a Learning College, NWACC strives to meet the education and professional wants and needs of the community by focusing on the learning needs of students. This is done through program evaluation, environmental scans, community focus groups, internal and external surveys, and communication with area employers and potential transfer institutions.

The College also believes in meeting the needs of at risk students or students who need assistance in the education process through offices such as Veterans Affairs, Disability Services, Diversity and Inclusion, Adult and Basic Education, and English for Bilingual Students. We have seen growth in students participating in these services over the past several years and are expecting continued growth in the future.

In July 2011, the NorthWest Arkansas Community College Board of Trustees and NWACC administration participated in the annual Board Summer Retreat, which included a work session focused on five-year planning, and a session to develop broad goals for the first year of

focus for the five-year plan. The NWACC Strategic Plan has five (5) focus areas that drive the strategic planning process. Included in the formation of these focus areas was the requirement that Quality always be paramount in every aspect of the institution. This has been a key part of all planning conversations and provided even more emphasis on the continuous improvement process promoted by AQIP. These focus areas involved data collection and analysis for various departments across NWACC. The focus areas for strategic goals are as follows:

1. **Quality**
2. **Revenues**
3. **Expenditures**
4. **Programming**
5. **Land, Facilities and Infrastructure**

Mission
NorthWest Arkansas Community College is a comprehensive, public two-year college that serves and strengthens the community through learning for living.

Values Statement
In order to accomplish our mission and goals we
- Cherish academic, professional and personal integrity
- Facilitate continuous learning for students and stakeholders
- Value human resources over physical resources
- Develop the potential of the individual to achieve excellence
- Anticipate and respond to needs by encouraging innovative ideas and technologies
- Respect our differences and view them as a strength
- Advance knowledge through individual and team challenges

Current Strategic Goals
The NWACC Board of Trustees (Board) held a retreat in January of 2011 where they set the strategic goals for the college for the next 3-5 years. These goals were reviewed again at the January 2013 Board retreat. The College Cabinet (college senior leadership team) then operationalized these goals through the annual budgeting process.

Goal 1: Improve the College's process for measurement and assessment of student learning
Goal 2: Continue to enhance our strategic enrollment process
Goal 3: Improve major institutional processes
Goal 4: Cultivate an atmosphere of diversity and inclusion throughout the college community
Goal 5: Diversify the College's resource base
Goal 6: Complete all AQIP and accreditation requirements to continue institutional accreditation for a minimum of 7 additional years
Goal 7: Update the NWACC Master Plan

NWACC was accepted as an AQIP institution in 2007. Since 2007, NWACC has competed eleven Action Projects:

- Strategically Aligning Students' & other Stakeholders' Needs
- Student Course Evaluation Technology System
- Defining & Addressing Institutional Data Needs
- Valuing People
- Streamline Personnel Recruitment, Hiring, & Retention Practices & Procedures
- Enrollment Services Pilot
- Software Supplemental Instruction for Developmental Reading & Writing
- Energy Conservation for NWACC Campus
- Institute an Effective & Efficient Student Advising Model
- Improve Communication & Leadership Processes for Greater Collaboration & Effectiveness
- Support Good Teaching & Learning

Three AQIP Action Projects are in progress:

- Business Development Kaizen Continuous Improvement
- College & University Articulation Agreements & Memorandums of Understanding
- Student Loan Default Management

On July 1, 2013, NWACC welcomed a new President. This has been a year of reviewing the direction of the college and developing a new five-year strategic plan

with yearly measurable goals, objectives, and ends that will lead the College forward. The implementation of the new yearly measurable goals, objectives, and ends will be implemented July 1, 2014.

Goal 1: Increase student success
Goal 2: Provide quality programming and assessment
Goal 3: Increase financial stability
Goal 4: Increase community outreach, support, and relations
Goal 5: Improve institutional operations
Goal 6: Improve land, facilities and technology
Goal 7: Increase diversity and inclusion

In the previous Systems Portfolio and Quality Check-up Visit, two areas of opportunity were identified. The first area was to reduce the student loan default rate. The College has implemented an Action Project to educate and assist students' with student loan management. The second area for opportunity was to conduct a nationally normed employee satisfaction survey. With the onboarding of a new president it was determined by the President's Cabinet that the nationally normed survey would have more adequate results if conducted at the one-year anniversary of the new president. Noel Levitz is scheduled to conduct the survey in Fall 2014. Several non-normed surveys were conducted in the interim.

Category 1: Helping Students Learn

Introduction

Northwest Arkansas Community College has committed significant time and resources into evaluating student learning. Faculty, administrators and staff understand and value effective assessment of student learning outcomes and our institutional assessment processes. Over the years, the purpose, role, scope and membership of the institutional assessment committee has changed and expanded in order to reflect the growth and change of the institution. During the last five years, the committee has participated in AQIP action projects designed to improve our understanding of assessment at all levels—course, program and institutional. The 2012/2013 committee worked to create a college-wide assessment plan based on input from faculty and administrators. The committee hosted a campus-wide assessment day to disseminate information about the plan and provide training sessions on various types of assessment at the course and program level. The committee members led training workshops on software used to collect assessment data and worked toward developing institutional processes for tracking assessment data. A summary overview of the Institutional Assessment Plan was also presented to faculty and administration and is included in this chapter.

A separate task force was created to review our institution's processes for program evaluation. This task force designed a program review template that serves as a guideline for program reviews. This template was approved by the Cabinet and will be implemented during the 2014/2015 academic year. The template provides timelines, examples, and common language that streamline the program review process and provide the institution with consistent quality program reviews.

During the 2013/2014 academic year, the assessment committee was asked to provide leadership for the College's assessment of student learning initiatives and activities by evaluating their alignment with the mission and goals of the institution. Specifically, the committee was asked to evaluate the College's General Education Core Student Learning Outcomes. The committee surveyed all divisions and used data provided by Institutional Research to identify and select 20 core

General Education Courses that could be used as the basis for evaluating the institution's progress toward meeting our institution's General Education Outcomes. Data was collected, analyzed and compiled by the committee and then reported in a two-page summary to faculty and administrators for review and is included in this chapter.

The committee developed a job description for division assessment coordinators in order to support funding for at least one coordinator per division.

The division assessment coordinators serve as champions for assessment in their divisions and help program coordinators and faculty develop and use assessment tools. These coordinators are compensated for their work on assessment in the form of a stipend that is separate from their faculty employment memoranda. The amount of the stipend is determined by the division Dean in coordination with the VP's of Learning and based on the volume of work in each division. The assessment committee regularly surveys faculty about assessment needs and makes recommendations for changes to the SVP of Learning.

One example of a change implemented based on faculty input was to move from a college-wide assessment day to faculty in-service training during the beginning of the spring semester. Faculty members are able to work in smaller groups with their departments to discuss assessment data from the prior year and discuss changes based on the results.

The division assessment coordinators serve as liaisons among the assessment committee, department chairs, division deans and the VP's for learning. Each major division of the college has an assessment coordinator who also serves on the assessment committee. The major divisions all have two faculty representatives on the committee. Establishing a cross-functional team with members from all areas of the institution has helped drive the institution toward common goals and objectives with respect to evaluating our assessment processes and helping students learn.

Processes

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

Common Institutional Student Learning Outcomes have been determined and established for all students studying at NWACC based on the college's mission of providing "learning for living." These outcomes describe the general knowledge, skills, and abilities students should expect to acquire while earning an associate degree. The primary educational outcomes for each degree program relate to the specific purpose for the degree. For example, the A.A. and the A.S. degrees are designed for students who plan to transfer to a four-year college or university to earn a bachelor's degree. The primary educational outcomes associated with these degrees match this purpose by preparing students for successful transfer to a four-year institution. The A.A.S. degrees train students for specific careers. The primary educational outcomes associated with these degrees match this purpose by preparing students to enter, continue to work or advance within their field of study. Additionally, NWACC has identified eight General Education Learning Outcomes that serve as the

foundational core for all students pursuing a degree at the college. The institution believes that the general education curriculum prepares students to pursue life-long learning. The General Education Learning Outcomes serve as the foundation for degree programs and prepare students to pursue advanced degrees upon transfer to a four-year institution or for careers upon completion of a terminal degree and entrance into the workforce. General education outcomes are not tied to any one particular course. All courses in the general education curriculum are expected to address at least one general education outcome. Through a combination of general education courses students develop skills across the curriculum.

The General Education Student Learning Assessment Committee is charged with periodically reviewing the College's General Education Learning Outcomes for currency and for ensuring they accurately reflect the College's core mission. The General Education Student Learning Assessment Committee is comprised of nine faculty members from all five academic divisions and two staff members from institutional research and institutional effectiveness. The committee reports monthly to the Faculty Senate and the VP for Learning. All recommendations for changes are submitted to the faculty and the VP of Learning.

Figure 1P1-1

Institutional Level Outcomes	Measures
A.A.S degree programs: Students are prepared to enter or advance within their fields of study.	National exams, standardized tests, employer interviews, and student surveys. Explained in 1P17.
A.A. and A.S. degree programs: Students are prepared to be successful after transferring to a four-year institution.	Retention, Graduation, and GPA after transfer as reported by the transferring institution.
Students develop higher order thinking skills	Course embedded outcomes assessment with aggregated results for the institution. See 1R2.
Students gain greater awareness of cultural perspectives.	Course embedded outcomes assessment with aggregated results for the institution. See 1R2.
Students can write clear, coherent, well-organized documents, which are substantially free of errors.	Course embedded outcomes assessment with aggregated results for the institution. See 1R2
Students can read selections at the college level.	Course embedded outcomes assessment with aggregated results for the institution. See 1R2
Students develop effective oral communication skills.	Course embedded outcomes assessment with aggregated results for the institution. See 1R2
Students can achieve mathematical literacy.	Course embedded outcomes assessment with aggregated results for the institution. See 1R2
Students can use computers proficiently.	Course embedded outcomes assessment with aggregated results for the institution. See 1R2
Students can employ a variety of sources to locate, evaluate, and use information.	Course embedded outcomes assessment with aggregated results for the institution. See 1R2

Core Component 3B
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. (Address in 1P1 & 1P2)

☑   The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

☑   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.

☑   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.

☑   The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

☑   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.

> *1P2. How do you determine your specific program learning objectives? Whom do you involve in the process?*

Program Learning Objectives are established by faculty program coordinators with input from discipline faculty, alumni, employers, students and advisory boards. The advisory boards consist of representatives from business and industry and faculty members teaching in the discipline. Program Coordinators and discipline faculty develop program learning objectives following guidelines set by federal, state, accreditation and licensing agencies in collaboration with advisory boards and external professional organizations. Program learning objectives flow from and map to the mission and goals of the college.

Example: The A.A.S. Criminal Justice program prepares students for employment in municipal, state and private agencies and is a stepping stone for students who plan to pursue a bachelor's degree in Criminal Justice or a related field. The six program-level learning outcomes are evaluated to determine if students can demonstrate a level of knowledge about justice, corrections, criminological theory, law enforcement and law adjudication. Each of the program learning outcomes has a specific assessment measurement tool that is analyzed and evaluated at the end of each academic year.

Example: The A.A.S. Fire Science program outcomes measure the graduates' ability to fulfill the role of an entry-level Firefighter, EMT, or First Responder; be accepted to a four-year college or university; or compete successfully for advancement above the rank of Firefighter.   The program outcomes and results are reviewed and discussed during annual advisory board meetings. The results section of this chapter and changes implemented as a result of advisory boards and surveys are reported under question1P4.

Example: The NWACC PTA Program curriculum philosophy supports the general educational outcomes for an A.A.S. degree and provides students with a variety of integrative, progressive learning experiences which include didactic, on & off site laboratory, and clinic educational experiences.   The NWACC PTA Program Goals are to prepare entry-level PTAs as indicated by the Terminal Competencies, to prepare the graduates to pass the NPTAE allowing for state licensure to practice as a PTA, and to maintain PTA Program accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). Advisory members and faculty members complete an annual review of the program mission, goals and competencies using a survey. The PTA director, Dean and program faculty review the survey results annually.

Course-level learning outcomes support the program learning objectives so that collectively the curriculum meets the distinct educational goal of the program. The course-level learning outcomes are approved through the institution's curriculum development process which requires that all new and revised courses be reviewed and approved by the Curriculum Committee, the faculty, the division dean, and the VP for Learning.

The Curriculum Committee is a college-wide committee comprised of members from each college division, which meets monthly during the fall and spring

semesters and reports to the Faculty Senate for the purpose of reviewing and recommending proposals concerning new courses for credit or non-credit; changes in title, number, description, prerequisites; and deletions after an annual catalog review. The committee uses an electronic process where faculty or deans initiate a change through a web form that is stored in a database, and the consequent approvals by the Curriculum Committee, Faculty Senate, and VP for Learning are tracked using a time and date stamp. The information stored in this database is then used as the basis for any catalog or Banner revisions or updates.

Core Component 4B
The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
(Address in 1P2 & 1P18)

☑   The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

☑   The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

☑   The institution uses the information gained from assessment to improve student learning.

☑   The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

Initial proposals for new courses and programs come from a variety of sources (e.g. students, faculty, employers, focus groups, legislative initiatives, and advisory boards). All course changes (new, revised, deleted, or trials) are approved through the curriculum development process. Course changes can be generated by faculty (full or part time) or deans, but all requests must be approved by an academic Dean. Once the course change has been submitted, it is put on the agenda of the Curriculum Committee. The generator of the change is invited to the committee meeting to answer any

questions the Curriculum Committee members may have about the course, and then the members vote to approve the course. If the course is approved by the Curriculum Committee, then the course change is put on the agenda of the Faculty Senate. Senators are given the agenda items several days before the Faculty Senate meeting in case they have any particular questions about the course changes. That gives the Curriculum Committee chair the opportunity to address these questions before the Faculty Senate meeting. Then the Faculty Senate votes to approve the courses. If the course changes are approved by the Faculty Senate, then they are submitted to the Vice President for Learning for approval. If the VP approves, then the courses are entered into Banner and the college catalog.

New programs move forward for approval by the Dean's council, the Board of Trustees and the Arkansas Department of Higher Education. (See 1P4 and 1P14 for additional program level information).

High School Relations works with all academic divisions in the course and faculty approval for ECE programs. Each year course requests are received from the area high schools for the following academic year along with documentation (transcripts, resumes) for new faculty members. The course requests forms and faculty documentation are forwarded to the academic division deans and chairs for review and approval and then to the VP for Learning. Once the signed approval forms are returned to High School Relations contracts are drawn up for the next academic year and sent to the high schools. New Instructors are sent a PowerPoint orientation to the ECE program and a faculty handbook for their academic area which includes sample assessments and syllabi, and are contacted by the Faculty Liaison for their area with information on learning outcomes, textbooks, and other academic information.

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs and the realities of the employment market?

Academic programs perform a series of tasks every year: surveys of students, alumni, faculty and employers, analysis of current and historic graduation, retention, and course success rates, frequent advisory board meetings to gather input on the current curriculum and its relevancy to current workplace trends/ changes, ongoing review of literature related to current workplace trends

and educational methods, professional development plans for all full-time faculty, and other research/ analysis. These ongoing activities allow the program to stay current, continually improve and also be prepared for their periodic program review.

Example: Graduates from the NWACC A.A.S. Criminal Justice degree are compared over a three-year list of graduates from the Arkansas Law Enforcement Training Academy (ALETA) program to identify any potential NWACC graduates who failed to graduate from the ALETA program. Since 2009, all NWACC graduates from this program have graduated from the ALETA program.

Example: The advisory board for the A.A.S. Fire Science made a proposal to remove one method of assessment for Program Outcome # 2 regarding tracking EMT certification rates since the EMS Division is already doing this, but decided to keep the employer survey assessment. After discussion, the proposal was approved. This decision did not affect the other Program Outcomes or their assessment methods; it just removed redundancy between Fire Science and EMS certification tracking. The board also discussed the upcoming 2014 Firefighter I and II courses to be held in conjunction with the local Recruit Academy. Preparations are going well from the college's standpoint, and adjunct faculty members were recruited. Last year's collaborative course also went very well. IFSAC was exploring the possibility of creating a Third Assembly in addition to the existing Certificate and Degree Assemblies that would accredit Training Entities. It is still in the preliminary stages, and more information will be forthcoming.   The FF I and II Recruit Class will begin using IFSTA/FPP's E-Resource 1 with the new class, and this will provide more on-line e-resources such as study guides, practice exams, etc. to assist students with learning the material. The advisory board also discussed NWACC becoming an Ergometrics National Testing Network site for Fire Department entry-level written testing.

Example: The PTA Program Director and faculty were concerned about the retention rate of the program over the past five years and proposed that the PTA application process return to using the interview as a way to help assure students were well-rounded in their preparation for the program. It seemed that the retention rate wasn't due to a lack of academic strength, but more a strength of determination and hard work for such an intense, sustained curriculum. Therefore, based on

advice and voting of the advisory board, the PTA Program reinstated the interview process for the next academic year and still uses it to this day. Also per advisory board advice, the psychology department was consulted for potential questions that would ascertain certain data. The program will have 3-year data to determine the effectiveness of this change in the 2014 assessment year.

Example: In response to feedback from our Computer Information Systems advisory council, the A.A.S. Computer Information Systems—Database track was redesigned to align with the skillsets contained in the Microsoft SQL Server MCSA exam. This track was previously taught using several different database systems and did not follow a strong course progression. The advisory council helped us develop more specific skills-based learning objectives and curriculum.

In addition, we added a track in Mobile Applications development to our CIS Computer programming curriculum in response to industry demand and feedback from our advisory council. In general, we also frequently use market metrics, such as TIOBE index (TIOBE Programming Community Index) to evaluate which programming languages and development environments to include in our curriculum. We try to include the major programming languages in our curriculum. Objective-C, part of our Mobile Applications development track, was added to reflect market demand.

All programs are expected to develop a culture of program assessment and continuous improvement. The College undertakes these activities to ensure its students gain relevant knowledge and experience that prepare them for success in a highly competitive job market.

National/ State Accredited/ Licensed Academic Program Review
Many academic programs at NWACC complete a periodic program review process to maintain state or national accreditation or licensure. These programs must follow the self-study and external review process outlined by their accrediting body. However, once the Program Director receives the external reviewer's report and prepares an institutional response to that report, both documents are forwarded to Arkansas Department of Higher Education (ADHE) by the NWACC Provost. The guidelines state that outside accreditation reports and institutional responses should be provided to ADHE

within six weeks of their completion, and no later than June 30th of the academic year of their review.

Academic Program Review for Non-Accredited Programs

Arkansas Higher Education Coordinating Board (AHECB) mandates that non-accredited or licensed academic programs undergo a self-study and external review process every seven to ten years. The process involves two phases: an internal self-study of the academic program and an external review of the program.

The internal program self-study is summarized in a report that is given to two external reviewers. The external reviewers use that report, as well as a site visit, to develop an external review report that is submitted to ADHE. At least one of the external reviewers must be an out of state industry expert. ADHE has different requirements for the selection of external reviewers depending on program type. Some programs will be required to select two out of state industry experts, while others (those considered Career and Technical Education programs) are allowed to have one local expert and one out of state expert. At least one of the external reviewers must complete a site visit. When a program is scheduled by ADHE for an academic program review, the external review report and our institutional comments on that report must be submitted to ADHE by June 30th of that AY. The external review and our institutional comments are used by ADHE and AHECB to determine program viability.

ADHE provides specific guidelines for the program self-study and the external review report. While the report requirements mirror each other in most ways, there are some slight differences. To ensure our programs create self-study reports that fulfill the requirements set forth in both ADHE documents, NWACC has developed a suggested report template. This template will be provided to Program Directors five years prior to their scheduled program review to allow time for gathering the three to five years of data needed by external reviewers to prepare the external review report, and by ADHE to determine program viability.

Program Review Timeline for Non-Accredited Programs

For programs under review by ADHE, our internal process begins sixteen months prior to ADHE deadline. For example, if the review is due to ADHE June 30th 2019, the official process begins in February 2018. An

initial meeting will provide Program Directors with all ADHE regulations, and information about the overall process, including the timeline, deliverables, and contact information for individuals that will be responsible for each deliverable. The initial meeting will allow time for questions and clarification on any point in the process. It is important for the Program Director to budget for any expenses associated with program review, such as external reviewer travel and lodging.

NWACC Distance Learning Department has required online course elements for all online classes taught. The Academic Division Deans or Department/Program chairs are responsible for reviewing all online courses in their division to ensure compliance with this standard. Required elements include course introductory material (welcome, syllabus, calendar, course materials), introduction of instructor and students, instructor contact information, and link to online resources and academic support.

Online instructors are required to provide a student welcome letter and detailed explanation of materials and special requirements for the course. In addition, instructors must include an introduction of themselves in the Blackboard environment not by email. Each online course must include an interactive tool to encourage student to student interaction. This tool could be discussion questions, blog, public journals or other tool that promotes interaction among students.

NWACC has developed articulation agreements with several Northwest Arkansas and Southwestern Missouri high schools in the area of occupational education. High school students, who are enrolled in technical advanced placement courses can earn college credit and begin working toward an Associate of Applied Science degree at NWACC. These courses are offered through:

- On-Campus Concurrent Enrollment
- High School Based Concurrent Enrollment
- Career and Technical Programs through the Early College Experience Programs
- Upward Bound federal TRIO program
- Advanced Placement Program of the College Entrance Examination Board

NWACC faculty, program coordinators, department chairs and division deans have authorized credit for students who meet predetermined qualifications for these programs. The qualifications for credit are published in

the NWACC college catalog and reviewed annually by the academic division responsible for authorizing credit. The state of Arkansas required all programs with dual credit to be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or undergo a state review. NWACC has been accredited by NACEP since 2009 and will apply for re-accreditation in January 2015. As part of the NACEP accreditation process, NWACC is required to demonstrate that the high school concurrent programs meet all standards in regards to curriculum, faculty, students, assessment and program evaluation.

Core Component 1C
The institution understands the relationship between its mission and the diversity of society. (Address in 1P4 & 1P10)

☑   The institution addresses its role in a multicultural society.

☑   The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Core Component 4A
The institution demonstrates responsibility for the quality of its educational programs. (Address in 1P4 & 1P13)

☑   The institution maintains a practice of regular program reviews.

☑   The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

☑   The institution has policies that assure the quality of the credit it accepts in transfer.

☑   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.

☑   The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

☑   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).

Core Component 3A
The institution's degree programs are appropriate to higher education.

☑   Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

☑   The institution articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, post-graduate, and certificate programs.

☑   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 consortia arrangements, or any other modality).

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses and learning they will pursue?

Prerequisites are determined during the program and course development process. Enrollment is restricted in college-level English and Math courses as well as a number of other courses where the institution has determined prerequisite scores or courses are necessary to ensure student success. General admission to NWACC requires a student to graduate from a U.S. high school with a diploma equivalent to the Arkansas General Diploma or received the Arkansas high School Diploma or GED and meet language and computation competencies. Students may be required to successfully complete prerequisites, academic skills courses, English

as a Second Language courses, Adult Basic Skills courses and/or GED courses before enrolling in credit classes.

- General admission to the college does not insure admittance to a particular course or program of study. Certain programs have special admission requirements and enrollment limitations in addition to the regular admission requirements for the College. NWACC only accepts credits from institutions of higher education that have been accredited by one of the following regional intuitional accrediting organizations: MSA, NWCCU, NCA-HLC, NEASC-CIHE, NEASC-CTCI, SACS, WASC-ACCJC, WASC-ACSCU, and WASC-JR.
- NWACC only accepts grades of "C" or better.
- Developmental (remedial) courses are not accepted for transfer credit; however, they may be used as a prerequisite course for registration purposes. Students are directed to Student Records for questions about transfer credit.
- NWACC has a Transfer Equivalencies Guide available online for student to find how courses from other college transfer to NWACC.
- Military transcripts are submitted to the Student Records Office for transfer credit evaluation. Student may request academic credit by obtaining minimum scores on certain DANTES Subject Tests.
- NWACC has established minimum College Level Examination Program (CLEP) scores that are equal to or greater than the minimum scores recommended by the American Council of Education. The guideline for awarded college credit through CLEP scores is published in the college catalog.
- International transcripts are translated by an outside agency and then provided to us for review.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses and degrees or credentials? How do admissions, student support, and registration services aid in this process?

The College's Admissions & Advising staff has the initial role in communicating with current and prospective students the required preparation for college in general. Specific program requirements are shared with students when they visit with program specific

advisors from their academic discipline and program coordinators responsible for the oversight of the college's applied programs. The admissions and advising staff follows a standardized approach to advising students. This approach is outlined in an advising syllabus. The following philosophy guides the communication between the advisor and student:

Definition of Academic Advising
Academic advising is a collaborative relationship between a student & an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with personal interests, values & abilities. (Crockett, 1987)

Our Mission
The Academic Advising Center is responsible for providing timely & effective academic guidance which empowers students to achieve their individual educational goals.

Goal
The goal of the Academic Advising Center is to teach students the knowledge of academic planning, their responsibilities, & the college expectations required for their success. We will:
1. Ensure that students have access to knowledgeable advisors that demonstrate care & respect.
2. Collaborate with students to develop academic plans & experiences that reflect their ability & interest.
3. Teach students to utilize resources available to achieve their goal--whether it is degree completion, transfer and/or transition to employment, or personal enrichment.

Advisor & Student Responsibilities:
The relationship between advisor & student is one of *shared responsibility*. We realize that in order to make informed decisions, students need the mentoring & advice of academic advisors & faculty members.

We want you to have a successful college experience; therefore, you as the student have the shared responsibility for productive advising sessions by doing the following:

- Ensure that students have access to knowledgeable advisors that demonstrate care & respect.
- Collaborate with students to develop academic plans & experiences that reflect their ability & interest.

- Teach students to utilize resources available to achieve their goals.

Core Component 2B
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.
(Address in 1P6)

1P7. How do you help students select programs of study that match their needs, interests, and abilities?

NWACC provides services through the Career Center at no cost to all current students and graduates of NWACC. The Career Center is located in the Student Center and personal assistance is available by appointment. Students may complete career assessments, explore academic majors and career options, and develop personalized career plans.

Core Component 3D
The institution provides support for student learning and effective teaching. (Address in 1P7 & 1P15)

☑ The institution provides support for student learning and effective teaching.

☑ The institution provides student support services suited to the needs of its student populations.

☑ 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.

☑ The institution provides academic advising suited to its programs and the needs of its students.

☑ 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). The institution provides to students guidance in the effective use of research and information resources.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

All students must present evidence of prior learning experience to confirm the current level of subject mastery before enrolling in credit courses. Acceptable proof includes ACT, SAT, or Compass placement test scores or a grade of C or better in college-transferable pre-requisite courses. Based on the documentation provided, students are placed appropriately in Reading, Writing and Mathematics.

NWACC offers GED, ESL and ABE courses for those students who do not have a high school diploma or language skills. NWACC offers Intensive English classes for credit for non-native speakers' level, in addition to intensive short courses in math, biology, anatomy and physiology. The College also offers Successful First Year classes to students for credit to help adjust to college life.

In addition, NWACC offers a learning lab with computers for students to work on research, homework and projects. The Writing Center, staffed by college composition instructors, offers assistance to students with writing concerns, five days a week and two evenings, with an additional email option. The Library subscribes to Learning Express Library, an interactive database with practice exams and skill-building courses for academic development, admission, placement preparation, ACT, SAT, GED training and more. This interactive database is available to the entire community through the Library's website.

The NWACC Academic Skills Reading and Writing department supplies one level of developmental instruction for students according to ACT and COMPASS placement score in both reading and writing. Students are required to pass the writing course (Intermediate Writing) in order to progress to the transfer-level English Composition I course.

The NWACC Development Math department has multiple level of developmental instruction for students according to ACT and COMPASS placements scores in Math. Students are required to progress through a series of developmental math courses in order to enroll in transfer-level College Algebra.

NWACC offers a variety of classes on campus, online and in hybrid format from early morning through the evening including weekend courses. The various instructional delivery methods are designed to accommodate student learning styles as well as facilitate student learning needs. Faculty members are provided with professional development opportunities to facilitate alternate instructional techniques and to help identify student learning styles.

NWACC offers a variety of special services designed to meet the diverse needs of student subgroups including students with disabilities, veterans, seniors, international students, low-income students and various other student subgroups.

Our Disability Resource Center is located in the Student Center and works to ensure equal access to educational opportunities for students with disabilities.   Through established procedures, students with disabilities receive services that assist in minimizing academic barriers by maximizing educational and programmatic access. Some of the services available to students are note taking, permission to audio tape lectures, preferential classroom seating, sign language interpreter services, consultation on use and acquisition of auxiliary aids and handicapped accessible facilities.

Low-income students: Our Career pathways program is designed to provide support services for parents attending classes at NWACC. Students who qualify for Career Pathways services are assigned a case manager to assist with setting goals, planning support systems, and providing resources (like gas vouches, child-care, and textbooks) while attending college. Through the Career Pathways program, students receive extra instruction for building successful academic and employment skills, tutoring, and assistance finding jobs while in college and upon graduation

NWACC also addresses special needs of student subgroups through a variety of Clubs and Organizations. Some of the student support organizations offered through NWACC include ALPFA, an organization designed to build effective leadership and communication skills in a business context for NWACC's Latino students. ALPFA helps students increase their understanding of the business world by building relationships with business leaders. DREAMers, a support organization for undocumented students who focus on making postsecondary education accessible for all young people by helping them stay in school to graduation. Gay-Straight Alliance is a group that provides a safe atmosphere for students of any sexual orientation or gender preference to congregate and discuss issues pertinent to those students. Hmong Culture Club promotes awareness of Hmong culture and experiences at NWACC and its community and to serve as a venue for Hmong and other students interested in the Hmong culture. International Students Club is designed to foster friendship amongst international and domestic students through volunteering and club activities. Latin Culture Club fosters friendship among students with similar backgrounds and offers membership to ALPFA. Pacific Islanders Club, Saudi Student Club, and Vets on Campus all provide networking opportunities and support for various student subgroups.

NWACC's Early College Experience Program provides several options for high school students to earn college credit while still in high school. Students can take face to face classes at their high school with either a qualified high school instructor or an NWACC faculty member, online courses, through compressed interactive video, or through the Secondary Career Center partnership with Northwest Technical Institute. In the state of Arkansas, concurrent and dual enrollment are highly regulated by the Arkansas Department of Higher Education. All programs are required to either be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or undergo a state review. NWACC has been accredited by NACEP since 2009 and will apply for re-accreditation in January 2015. As part of the NACEP accreditation process, NWACC had to demonstrate that the high school based concurrent enrollment program met all standards in regards to curriculum, faculty, students, assessment and program evaluation.

Core Component 2D
The institution is committed to freedom of expression and the pursuit of truth in teaching and learning. (Address in 1P11)

1P11. How do you define, document, and communicate across your institution your expectations for effective teaching and learning?

All new faculty members (full-time and part-time) are provided and strongly encouraged to attend a new faculty welcome and in-service development day. During this day faculty have the opportunity to meet the leadership of the college, network with colleagues, and connect with staff and administrators across the college. New faculty members learn about their role within the institution by exploring what a learning college looks like at NWACC. Faculty members are exposed to learning college principles and provided examples of a learning-centered syllabus. Faculty members are also provided an overview of the faculty performance review process.

All full-time faculty members participate in an annual faculty performance review. The purpose of the annual performance review is to improve achievement of NWACC's mission by ensuring that individual faculty objectives are consistent with our institutional goals and objectives. The goals of the review are to (1) develop the faculty member's performance by identifying areas of professional and personal growth, (2) recognize outstanding faculty performance, (3) meet external demands for accountability, and (4) improve communication among faculty members, administrators, and students.

The faculty job description is the basis for the criteria listed on the faculty performance review forms. Academic Deans have the primary responsibility for conducting the performance reviews for all full-time faculty members.

Each faculty member must provide examples of learning-driven evidence to support each criterion listed under each category. The portfolio review contains evidence from student classroom evaluations, classroom observations, and self-assessments. All classes submit student evaluations through an online course evaluation tool.

The design and implementation of this review process was led by the Faculty Performance Review Committee. The process and related forms were approved by the Faculty Senate and the faculty at-large in the Spring of 2012. The committee conducts an annual assessment of the forms and processes by surveying faculty members and administrators involved in the process.

Performance Review Portfolio Requirements:

1. Planning and Preparation of Content:
    a. Samples of syllabi, class handouts, assignments, etc.
    b. Evaluation of assessment forms and course outcomes
    c. Explanation of instructional activities used, including new technologies, group work, etc.
    d. Samples of rubrics, peer observations
2. Professionalism & Reflection
    a. Evidence of how the faculty member remains current in academic or program discipline
    b. Significant contributions to professional development, current licensures, scholarships
    c. Committee participation highlights, conferences, workshops, student organizations
3. Service to College & Community
    a. Engages in student advising
    b. Attends meetings, holds office hours, serves on advisory boards or other organizations
    c. Attends local, regional, state, or national meetings when appropriate
    d. Attends commencement and other ceremonies appropriate to the discipline or program

Core Component 2E
The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. (Address in 1P11 & 4P7)

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

NWACC is committed to freedom of expression and the pursuit of truth in teaching and learning. The college recognizes that academic freedom for both faculty and students supports a learning community in which intellectual inquiry thrives; the College follows policies that protect this freedom basic to higher education. NWACC has a written statement of student/faculty rights and responsibilities found in the college catalog. The institution believes that observing the six tenets of this statement should prevent problems; however, in the event a right is infringed upon or a responsibility abrogated in a manner serious enough to threaten the learning environment, policies and procedures addressing academic grievances have been established.

The policy on Academic Freedom is generally defined in the 1940 statement of the Principles of Academic Freedom and Tenure formulated by the Association of American Colleges and the Association of University Professors. This policy is currently under review by the Faculty Senate.
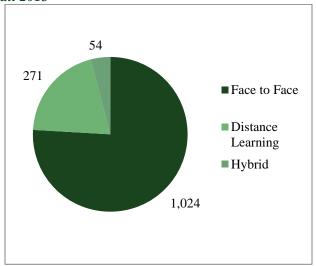
The Academic Standards committee is a standing committee that reports to the Faculty Senate. This committee works to ensure that the institution has policies on academic honesty and that students are offered guidance in the ethical use of information resources. This committee has developed extensive policies that define Academic Honesty and Plagiarism and provided multiple examples of violations. Additionally, the committee has established academic grading sanctions and due process for violations of academic policy. All policies and procedures regarding academic grading sanctions due process are explained in detail in the college catalog.

1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your institutions' requirements?

NWACC offers course in a variety of venues, locations, and times. The VP for Learning, deans, chairs, program coordinators and faculty work to develop courses that are offered at times necessary to meet the needs of the students. This collaboration extends beyond the main campus to all satellite locations, as well as online and hybrid programs and courses.
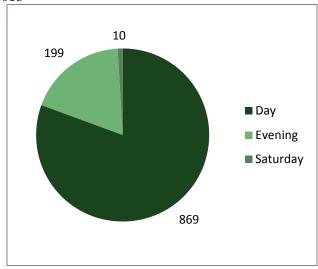
All faculty members and students also have access to Blackboard Learn and other online systems to allow faculty to deliver documents and other instructional materials securely to students. This allows students to have 24/7 access to learning content, and faculty can provide these materials on an "as needed" basis to students. This process reduces the printing costs for the distribution of these materials.

Figure 1P12-1, Couse Count by Instructional Method, Fall 2013

Face to Face – 1012 (76%)
Distance Learning – 271 (20%)
Hybrid – 54 (4%)

Figure 1P12-2, Course Count by Time of Day, Fall 2013

Day – 869 (81%)
Evening – 199 (18%)
Saturday – 10 (1%)

Individual instructors make course changes based on student evaluations. The Instructor reviews the evaluations, which are discussed during meetings with their division deans annually, and makes changes as needed.

NWACC uses advisory boards for every instructional program area other than the general transfer degrees. An advisory board consists of professionals in the specific area to provide guidance on trends in the market place. These boards assist in developing new courses or program of study in the various divisions. NWACC advisory boards in areas with specialized accrediting bodies meet annually to review programs goals and objectives.

When courses or programs are reviewed, the specific advisory boards are convened and changes are presented to the respective boards for comment. Following approval from the appropriate advisory board and division dean, a proposal for a new course moves onward for review and approval by the following: Curriculum Committee, Faculty Senate and the VP for Learning. New Programs move onward for review and approval by the Deans Council, the Board of Trustees, and the ADHE Coordinating Board.

NWACC conducts annual surveys of current concurrent students and a one year out survey directed at students who participated in the ECE program and have graduated high school in the past year. Every three years, NWACC surveys participating students four years after high school graduation and high school administrators, counselors and instructors participating in high schools. These surveys provide valuable information on assessing and enhancing our programs and services to the K-12 communities. The surveys also provide NWACC the opportunity to collect testimonials from students, instructors, counselors and administrators.

College Credit courses are discontinued by the following process: interested parties initially receive dean approval to discontinue a course. Then an electronic form is completed which presents the deletion to the Curriculum Committee. The deletion then must have the following approvals: Curriculum, Committee, Faculty Senate, and VP for Learning. Also, if a new or revised course replaces another that is considered an equivalent in Banner, then the replaced course is automatically deleted when the new or revised course is approved by the same process outlined above.

Changes to programs may be recommended by faculty and/or program coordinators. The proposed change(s) is (are) then taken to the division dean for approval. If the proposal is approved by the division dean, the proposal is then discussed at the Deans' Council Meeting to consider any ramifications those changes may have on other College divisions. After the Deans' Council Meeting, the proposal is then reviewed by the VP for Learning for approval prior to implementation of the change(s).

Programs may be discontinued because of low enrollment, limited employer demand, facilities and/or budgetary constraints, or state officials' decisions and/or accreditation bodies. Final decision on program discontinuation is made by the College Cabinet and then the Board of Trustees, followed by notification of the AHECB.

NWACC makes available to students tutoring, advising, and career services, as well as access to the Academic Success Center, the Writing Center and the new Reading Center, opened in Fall 2013. While students may choose to use any of these services, some programs require participation. For example, some Math and English classes require some level of participation. In addition, Career Pathways case managers assess participating students' needs and assign appropriate supplemental instruction lessons and content.

The Academic Success Center collects data regarding tutoring usage and requests, and monitors and adjusts available subjects, hours, and scheduling to accommodate students changing needs. All tutors working in the Academic Success Center complete module training as required by the College Reading and

Learning Association (CRLA). The certification series includes modules on effective tutoring techniques, listening skills, sensitivity to learning differences, and different learning styles.

The Writing Center is staffed by English Faculty members, who all have a Master's degree or higher, offering individualized support for students in a variety of courses. (A separate branch of the Writing Center was opened at the Washington County Center in Fall 2010 and provides tutoring for the students on that campus.) The Center offers workshops on various aspects of the writing process and on various genres related to the students' lives. (Workshop topics are determined by student and/or faculty surveys.) Several workshops have been videotaped and posted online at the Writing Center web site. This web site is constantly improving and growing to meet the needs of the students.

The Reading Center was opened in Fall 2013 and is staffed by English department Faculty who have a Master's degree or higher. Individualized support is offered for any reading assignment in any class at NWACC. This center operates independently from the Writing Center and conducts its own workshops.

Other learning support needs are assessed by the Testing Center and the Library. The Testing Center collects data to determine test-type usage and identify areas for expanded services such as support for Distance Learning.

The Pauline Whitaker Library also conducts an ongoing needs assessment. These efforts and the Library's response to students' needs are documented in the Library Services Assessments Table. The library also offers its own workshops for students to learn how to find, evaluate and document sources.

> *1P16. How do you align your co-curricular development goals with your curricular learning objectives?*

Students and faculty have collaborated to extend learning beyond the classroom in support of common goals. These activities include the International Theme Semester and International Education Week. The Co-Curricular Activities and Judicial Affairs Director oversee the clubs and organizations offered here at the school such as the Student Ambassadors and Activities Board, Phi Theta Kappa, ENACTUS, and Service

Learning. Also included are: Choir and Study Abroad to Europe, Intramurals, Eagle View Student newspaper and the Honors Program.

Core Component 3E
The institution fulfills the claims it makes for an enriched educational environment. (Address in 1P16)

☑ Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

☑ 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.

> *1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?*

NWACC uses a variety of measures to document that students have met the learning outcomes for each degree program and certificate. The measurement tool used depends on the program of study. For example, the primary learning outcome for the A.A. and A.S. degrees is to prepare students to be successful in a four-year degree program. NWACC receives a report on our students who have transferred to the U of A that documents their success based on current GPA at the U of A one semester after transferring from NWACC.

The A.A.S. degrees are vocational-oriented and have different measures depending on the program of study. For example, students completing the A.A.S. in Early Childhood are required to pass the PRAXIS core exam in order to graduate. Passing the PRAXIS core is also part of the teacher licensure requirements. The A.A.S. in Criminal Justice measures six broad program-level learning outcomes using a multitude of instruments. For example, the program coordinator interviews the employers who host students through the Internship phase of the program to determine if students are demonstrating competencies defined in the learning outcomes. Graduates are also surveyed to determine their employment in the criminal justice field, how many have started or completed the Arkansas Basic Law

Enforcement Training program, and their overall satisfaction with the program.

The A.A.S. degrees in business and computing have targeted standard assignments in the curriculum that address each of six broad student learning outcomes. Assessments are conducted three times in the curriculum: in an early freshman level course, in an intermediate course and in the program capstone. Student competencies are evaluated from a cohort perspective as they move through the program. Some of the assessments in the programs use standardized testing. For example, the Computer competency test is shared with the U of A and conducted on SAM testing software used by many colleges and universities. The capstone measure for the networking track is the CCNA, a nationally administered test in networking. External ratings in the capstone course are also used to provide feedback from companies that hire our students regarding whether or not they have met program outcomes and display the competencies that we have identified.

1P18. How do you design your processes for assessing student learning?

NWACC supports the development of formalized processes for assessing student learning through a faculty led Student Learning Assessment Committee. The chair of the committee receives a one-course teaching release to research best practices in assessment, attend workshops and conferences and lead the assessment committee in establishing formalized college-wide assessment initiatives. Each division committee representative receives a stipend for performing specific assessment duties that help each division maintain a cycle of continuous improvement of student learning.

The Assessment Committee consists of faculty members from each division of the college and representatives from Institutional Research and Institutional Effectiveness. The committee meets monthly and reports to the SVP for Learning.

The committee members work with faculty, program coordinators and deans in their respective divisions to provide leadership for assessment of student learning and coordinate and disseminate information related to the assessment of student learning. The assessment processes have undergone several changes in order to respond to changes in administrative leadership and provide a more focused response to accreditation standards. Several AQIP action projects have resulted in improved processes for the assessment of student learning including:

- The creation of a college-wide assessment plan
- Campus-wide assessment days where faculty and administrators share assessment results and develop plans for the next year
- Training on the use of the college's assessment software (TracDat)
- Aligning General Education Outcomes with appropriate discipline or content level outcomes
- Providing communication and documentation of results to be used for the improvement of student learning, support of program reviews and support of accreditation requirements.

Arkansas Code §6-61-214 requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs every 7 – 10 years. Northwest Arkansas Community College complies with this statute. NWACC has developed internal documents, including a program review process overview, an internal timeline, and a suggested self-study report template, that provides program review teams with clearly defined guidance. These documents are meant to facilitate a smooth, coordinated program review process that will yield meaningful data for continuous program improvement and keep our institution in full compliance with ADHE/ AHECB regulations.

Figure 1P18-1, Assessment Plan Overview

Institutional Assessment Plan Overview
Identify Learning Outcomes at the Course, Program, and Institutional Level
1. Faculty members in each division identify specific student learning outcomes for each course. These outcomes are listed on the Standard Course Outlines for each course. All instructors are required to adopt the student learning outcomes identified on the Standard Course Outlines.

2.	Program directors and coordinators work with faculty members in each discipline to determine program learning objectives. The program coordinator maintains the program learning objectives.
3.	Common Institutional Student Learning Outcomes have been determined and established for all students studying at NWACC based on the college's mission of providing "learning for living." These outcomes describe the general knowledge, skills, and abilities students should expect to acquire while earning an associate degree.
Determine the Assessment Measures	
1.	Faculty members develop specific methods for assessing course level student learning outcomes. All General Education Courses are required to assess at least one General Education Outcome. Faculty members are encouraged to use multiple measures when possible.
2.	Program coordinators are responsible for developing methods to assess program level outcomes.
3.	The college general education institutional assessment committee is responsible for reviewing the institutional-level general education outcomes.
How data is collected, analyzed, shared and used.	
1.	Faculty members evaluate student learning outcome attainment at the course level. Faculty members incorporate changes to their courses based on student feedback, peer conversations, and personal observations.
2.	Program-level outcomes are reviewed by the program coordinators as part of the program review process. Outcomes are adjusted and changed based on student surveys, employer interviews and faculty discussions.
3.	The institutional assessment committee has developed a process to assess general education outcomes across the institution. Institutional Research identifies courses with the highest percentage of enrollment, department coordinators and chairs identify specific courses to target for general education outcomes assessment based on the outcome most relevant for the course, faculty members discuss the assessment results at an annual assessment meeting and the results are aggregated and reported for the institution. Each assessment committee member facilitates the discussion of past assessment efforts and helps develop, implement and evaluate new assessments in each discipline or department.

Results

1R1. What measures of your students' learning and development do you collect and analyze regularly?

Course Level: The frequency of formal course level outcomes assessment varies depending on the level of training and experience individual faculty members have with assessment. Some courses formally collect and analyze student learning outcomes data each semester while others collect and analyze data as required for program reviews and program accreditation. However, informal data about student learning and development is collected and analyzed by faculty members in an on-going basis.

Program Level: The frequency of formal program level outcomes assessment varies from program to program depending on the requirements for program accreditation and ADHE reviews. Some programs like the A.A.S. in business and computing are collecting and analyzing student outcomes every semester while they are working to attain ACBSB accreditation. Other programs like the A.A.S. in Criminal Justice and the A.A.S. in Allied Health programs collect and analyze data annually when they interview employers and survey students.

Institutional Level: NWACC recently established an annual review process for institutional level outcomes assessment. Data is collected and analyzed annually as part of this review process. The following table depicts how the institutional level general education outcomes are assessed annually.

Figure 1R1-1

General Education Outcomes Assessment Summary Report 2013/2014 Based on Fall 2012 and Fall 2011 Assessment Data			
General Education Student Learning Outcome	Assessment Goal	Results	Action Taken
Students develop higher order thinking skills. Higher education goes beyond memorization and basic comprehension. Students must be able to apply, analyze, synthesize, and evaluate what they learn.	PSYC 2003 BIOL 1544 ECON 2013—Average >70%; 50% Proficient	PSYC 2003 BIOL 1544 ECON 2013—67% of student assessed with 34% scoring proficient	PSYC 2003--Designing new instrument for Fall 2014 BIOL 1544 Redesigning assessment tool Fall 2014 ECON 2013—faculty prof development & reviewing curriculum design
Students gain greater awareness of cultural perspectives. Across the curriculum, students will be exposed to different cultural perspectives to enhance their ability to understand and interact with others.	MUSI 1003—75% achieve B or above PHIL 2003—70% achieve proficient PLSC 2003—70% achieve proficiency	MUSI 1003—88% at or above goal PHIL 2003—79% at or above goal PLSC 2003—85% at or above goal	MUSI 1003—Working to increase results PHIL 2003—working to improve results PLSC 2003—working to improve results
Students can write clear, coherent, well-organized documents, which are substantially free of errors.	ENGL 1013—2.0 on holistic rubric with 3 point scale BIOL 2214—70% scoring proficient ENGL 63—100% achieve C or better	ENGL 1013—79% scored proficient BIOL 2214—91% at or above goal ENGL 63—results not available	ENGL 1013—Developed list of areas students need improvement BIOL 2214—Refining assessment tool ENGL 63—transition to portfolio assessment
Students can read selections at the college level. Students can describe the main ideas and supporting ideas in their reading. Students can evaluate written materials objectively.	HIST 2003—70% score proficient READ 33—70% score	HIST 2003—82% at or above goal READ 33—75% at or above proficiency target	HIST 2003-Changing Gen Ed outcome to assess information literacy READ—continuing to improve

Students develop effective oral communication skills. All students have opportunities to improve their oral communication skills across the curriculum through class presentations and small group activities.	COMM 1303—Replaced with Public Speaking OSIM 1103—50% proficient on capstone project	COMM 1303— OSIM 1103—82% f-t-f scored proficient; 88% online proficient	To be assessed SPRING 2014 OSIM 1103—faculty seeking prof dev on expanded delivery methods
Students can achieve mathematical literacy. Graduates should possess the computational, algebraic and quantitative skills necessary to solve problems and evaluate complex situations.	MATH 1204—70% proficiency on exam Questions MATH 1003—70% proficiency MATH 0053—70% proficiency CHEM 1104—70% score proficient	MATH 1204—proficiencies ranged from 49% to 78% based on Question results MATH 1003—proficiencies ranged from 18% to 82% based on Question results MATH 0053—proficiencies ranged from 44% to 96% CHEM 1104—74% scored proficient	MATH 1204—concentrate on lower results areas in curriculum MATH 1003—course redesigned to modular format MATH 0053—concentrate on lower result areas in curriculum CHEM 1104—Additional practice/emphasis on stoichiometric calculations
Students can use computers proficiently. For most students, proficiency means the ability to create, update and manipulate word-processing documents, spreadsheets, presentations, and databases. Students will be able to use email for communication and a browser to navigate the Internet.	CISQ 1103—70% average with 50% proficient ARHS 1003—75% achieve 70% proficiency on post test	CISQ 1103—87% average with 75% proficient ARHS 1003—73% scored proficient	CISQ 1103—improve Excel scores ARHS 1003—post-test included in final exam
Students can employ a variety of sources to locate, evaluate, and use information. In support of personal, professional, and academic goals, students should be able to recognize a need for information and locate it. They must then be able to effectively evaluate the reliability and relevance of that information.	ENGL 1023—2.0 on holistic 3.0 rubric DRAM 1003—80% achieve 3.5 on 5 point rubric	ENGL 2013—79% scored proficient DRAM 1003—84% scored proficient	ENGL 2013—Reduce focus on MLA and more focus on attributing sources and function of sources DRAM 1003—faculty exchanged teaching methods and practices. Redesigning assessment tool

Figure 1R1-2

General Education Outcomes Assessment	
General Education Student Learning Outcome	Courses Assessed
1. **Students develop higher order thinking skills.** Higher education goes beyond memorization and basic comprehension. Students must be able to apply, analyze, synthesize, and evaluate what they learn. While most first and second year college courses lay a foundation of basic knowledge of the subject matter, students will also be challenged to use their intellect, to think critically, to solve problems and/or to wrestle with complex issues.	PSYC 2003 BIOL 1544 ECON 2013
2. **Students gain greater awareness of cultural perspectives.** One of the traditional goals of a college education is to expand students' understanding of the world by presenting them with diverse ideas and attitudes. In America's pluralistic society, awareness of cultural perspectives is essential. An important element of this understanding is recognition of one's own culture and the impact it has on one's perspective. Across the curriculum, students will be exposed to different cultural perspectives to enhance their ability to understand and interact with others.	MUSI 1003 PHIL 2003 PLSC 2003
3. **Students can write clear, coherent, well-organized documents, which are substantially free of errors.**	ENGL 1013 BIOL 2214 ENGL 63
4. **Students can read selections at the college level.** Students can describe the main ideas and supporting ideas in their reading. Students can evaluate written materials objectively.	HIST 2003 HIST 1033 ENGL 2213 READ 33
5. **Students develop effective oral communication skills.** A college graduate should be able to speak effectively. Most NWACC students will develop public speaking skills to inform and persuade others. Some professional program students will focus on interpersonal communication skills essential in performing job-related duties. All students should have opportunities to improve their oral communication skills across the curriculum through class presentations and small group activities.	COMM 1303 OSIM 1103
6. **Students can achieve mathematical literacy.** College graduates should be able to understand and use numerical relationships and basic analysis of data in their roles as consumers, citizens, scholars, and professionals. Graduates should possess the computational, algebraic and quantitative skills necessary to solve problems and evaluate complex situations.	MATH 1204 MATH 1003 MATH 53 CHEM 1104
7. **Students can use computers proficiently.** Because of society's increasing use of computer technology, college graduates must be able to use a computer. Employers are expecting computer skills in those they hire. For most students, proficiency means the ability to create, update and manipulate word-processing documents, spreadsheets, presentations, and databases. Students will be able to use email for communication and a browser to navigate the Internet. Other students will gain proficiency in specific computer applications related to their field of study.	CISQ 1103 ARHS 1003
8. **Students can employ a variety of sources to locate, evaluate, and use information.** In support of personal, professional, and academic goals, students should be able to recognize a need for information and locate it. They must then be able to effectively evaluate the reliability and relevance of that information.	ENGL 1023 DRAM 1003

1R2. What are your performance results for your common student learning and developmental objectives?

The performance results for the common student learning outcomes at the institutional level are reflected in the table below.

Figure 1R2-1

Report of 2013 National Aggregate Data Prepared for NorthWest Arkansas Community College		
Benchmark	Reported Value	% Rank
Credit College-level Retention, Success (Fall 2011)		
Retention Rate	89.90%	46%
Enrollee Success Rate	68.30%	8%
Completer Success Rate	75.98%	5%
Credit Developmental Success (Fall 2011)		
Math Enrollee Success Rate	51.69%	25%
Writing Enrollee Success Rate	63.92%	48%
Reading Enrollee Success Rate	60.53%	30%
Credit Developmental Success, First College-level (Fall 2010 Cohort)		
Math Enrollee Success Rate	52.87%	12%
Writing Enrollee Success Rate	76.44%	71%
Retention and Success Core Academic Skills		
Comp I Enrollee Success Rate	72.43%	57%
Comp II Enrollee Success Rate	63.46%	21%
Algebra Enrollee Success Rate	56.31%	33%
Speech Enrollee Success Rate	68.26%	14%
Institution-wide Credit Grades (Fall 2011)		
% Withdrawal	10.10%	52%
% Completed	89.90%	48%
% Enrollee Success	68.30%	15%
% A & B Grades	55.16%	41%
Distance Learning Grades (Fall 2011)		
% Withdrawal	13.26%	47%
% Enrollee Success	62.20%	29%
% A & B Grades	51.29%	48%

1R3. What are your performance results for specific program learning objectives?

Figure 1R3-1

Licensure and Certification Pass Rates					
Year	NWACC Exam Takers	1st Time NWACC Testers Passing	NWACC Pass Rate Percentage	State Average	National Average
National Council Licensure Examination - Registered Nurse					
2011	95	90	94.7%	86.9%	86.7%
2012	74	68	91.9%	85.3%	87.9%
2013	74	72	97.3%	89.1%	85.6%
National Registry of EMT-Paramedic Licensure Examination					
2011	15	15	100.0%	58.0%	70.0%
2012	16	15	93.8%	53.0%	73.0%
2013	10	10	100.0%		
Arkansas Fire Academy Certification Examination					
2011	10	10	100.0%	-	-
2012	0	0	-	-	-
2013	12	10	84.0%	-	-
National Physical Therapist Assistant Exam (NTPAE)					
2011	11	11	100.0%	83.1%	86.9%
2012	12	12	100.0%	82.3%	86.6%
2013	8	8	100.0%	77.0%	86.0%
Registered Respiratory Therapist Exam					
2011	14	12	85.7%		79.0%
2012	14	12	85.7%		79.0%
2013	14	12	85.7%		79.5%

1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e. other educational institutions and employers)?

Due to NWACC's close proximity to the University of Arkansas' flagship campus (20 miles), the vast majority of NWACC students who desire to continue their education at a four-year institution do so at the U of A. NWACC's transfer services and institutional research offices keep in close contact with the U of A and receive annual reports that allow our institution to follow up on the progress and success of former students. The tables below provide a sample of the most recent transfer student results reported to us by the U of A.

Figure 1R4-1

Term	# of Transfers to the U of A from NWACC	1st Semester U of A GPA	Average # of Hours Transferred
Fall 2011	365	2.64	52.2
Fall 2012	323	2.63	51.8
Fall 2013	363	2.57	52.3

Category 2: Accomplishing Other Distinctive Objectives

Introduction

NorthWest Arkansas Community College is committed to partnering with area agencies, businesses and industries to sustain strong economic growth in the region. The College Board of Trustees (BOT) meets bi-annually to specifically review the College achievements and set goals and objectives that align with the College's mission of "Northwest Arkansas Community College is a comprehensive, public two-year college that serves and strengthens the community through learning for living."

NWACC's non-instructional areas provide partnerships for training and learning with area agencies and businesses, as well as, the infrastructure to support the academic areas of the College. Workforce training is provided through NWACC's Corporate Learning and Adult Education programs as well as through the College's partnership with the Gundersen National Child Protection Training Center (NCPTC). The Gundersen NCPTC promotes the reformation of current child protection professional training practices by providing an educational curriculum to current and future front line child protection professionals around the nation so they will be prepared to recognize, report, and respond to the abuse of a child. In 2010, NWACC partnered with the NCPTC to become the location of the organization's first regional training center. (Figure 9R1-1 and question 2I1).

The College's relationships with the communities it serves are symbiotic and responsive, and processes are integrated to exceed stakeholder expectations (2P2 and 2P6). NWACC is one of 18 community colleges in Arkansas with a separate foundation. The NWACC Foundation is a nonprofit organization whose goals and objectives are reviewed annually and are aligned with the College's strategic plan. The foundation enlists advocates to raise funds to support the College's mission.

Administrative Services, Learner Support Services, Public Relations and Marketing, the NWACC Foundation, and High School Relations provide administrative support to academic programs. As reflected in the response below, key community partners include K-12 institutions, the NWACC Foundation, area museums, cultural institutions, chambers of commerce, Northwest Arkansas Council, other colleges and universities and area businesses and industries. As an integral part of the community, the College sponsors club athletic teams, cultural events, and activities.

Processes

2P1. How do you design and operate key non-instructional processes (e.g. athletics, research, community enrichment, economic development, alumni affairs) through which you serve significant stakeholder groups?

The NWACC BOT held a retreat in January of 2013 where they set the strategic goals for the College for the next 3-5 years. These goals were reviewed again at the January 2014 BOT retreat. The President's Cabinet (the College's senior leadership team) then operationalized these goals through the annual budgeting process and working with the quality council. Of the 7 strategic goals listed shown in Figure 2P1-1, goal numbers 2, 3, 5, 6 and 7 relate to the College's efforts to accomplish other distinctive objectives (AQIP Category 2). The implementation and review process is illustrated in Figure 2P1-2.

Figure 2P1 – 1, Strategic Goals

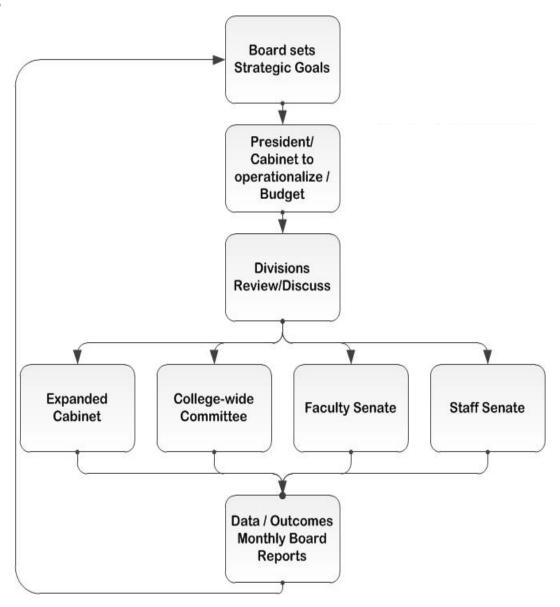| Goal 1 |
|---|
| Improve the College's process for measurement and assessment of student learning |
| **Goal 2** |
| Continue to enhance our strategic enrollment process |
| **Goal 3** |
| Improve major institutional processes |
| **Goal 4** |
| Cultivate an atmosphere of diversity and inclusion throughout the college community |
| **Goal 5** |
| Diversify the College's resource base |
| **Goal 6** |
| Complete all AQIP and accreditation requirements to continue institutional accreditation for a minimum of 7 additional years |
| **Goal 7** |
| Update the NWACC Master Plan |

Figure 2P1-2

In addition to the process outlined in Figure 2P1-2, with the onboarding of a new president in July 2013, key areas have been reorganized to create synergy and to better align with these strategic goals set by the BOT. Further information about these initiatives is provided in 5P2, 5P3, 5P5, and 8P1. The following examples link back to strategic goal 3 (Improve Major Institutional Processes):

- As outlined in Categories 3 and 6, significant restructuring has occurred in the learner support services and administrative services departments. In addition, electronic workflows have been developed in key areas such as electronic leave requests, time sheets, and marketing/communication requests since the submission of the last systems portfolio.

- In an effort to streamline and institutionalize the process for reviewing and approving faculty, staff and external research requests, a college-wide Institutional Review Board (IRB) was established in 2012. This board is chaired by a faculty member and includes membership from faculty and staff across campus, including the Office of Institutional Research (OIR).

2P2. How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

NWACC continues to use formal and informal processes for determining major non-instructional objectives for external stakeholders, including advisory committees, needs surveys, focus groups, involvement in regional boards, service groups, and events. Division leaders then meet with teams to review feedback and set objectives. Those objectives requiring funding are forwarded to the President's Cabinet for prioritization within the budget structure.

As a BOT initiative and priority, NWACC developed a new branding strategy, logo and tag line in 2012. As a result of meeting with extensive and representative focus groups, along with input from key internal and external stakeholders "Maximize Potential, Exceed Expectations" became the College's slogan.

The College is considering expanding to Washington County to better serve NWACC students and is reaching out to the stakeholders living in or doing business in Washington County. In addition to working with IR, a series of focus groups have been held to learn what the community of Springdale wants in a facility, which will help the College better determine the viability of a new center and what credit and non-credit training programs to offer. Refer to 3P3, 8P2 and 9P3 for further information.

2P3. How do you communicate your expectations regarding these objectives?

Faculty, staff and administrators learn about College goals and objectives through Faculty Senate, Staff Council, Fall and Spring Forums, and college-wide committees. NWACC employees are encouraged to provide feedback and information through these venues as well as their Cabinet representatives.

In an effort to stay relevant and current with stakeholders, new positions have been created to expand the College's use of Social Media and increased use of software to encourage the sharing and exchange of information and ideas (such as Dropbox, iCloud, etc.). One result of this is the creation of a new NWACC

smartphone application. This decision was supported by data resulting from participation in the August 2012 national EDUCAUSE Center for Applied Research (ECAR) survey. For example: 66% of NWACC respondents said they use a smartphone, and 78% of respondents said their smart phone is moderately, very or extremely important to their academic success, further demonstrating the need for a college app.

The College's Corporate Learning division disseminates a monthly email blast entitled "Business Buzz" to businesses and industries that have previously used Corporate Learning training services announcing upcoming classes and training opportunities. Corporate Learning also has a Facebook page and Twitter account that communicate expectations and objectives. Expectations are also communicated to external stakeholders through press releases, published articles, and formal reports to pertinent stakeholders.

The NWACC Foundation also assists in communicating institutional goals to external stakeholders through the use foundation newsletters, social media, website and representation on the President's Cabinet and Expanded Cabinet. The Foundation Board itself also serves as a means of communication due to the member's representation in a broad range of community industries, businesses, and organizations.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom to you involve in these reviews?

In addition to periodic assessment of goal alignment with the College mission, vision and strategic plan, a recently approved Action Project (a joint effort between the Marketing and Institutional Research offices) to be completed in 2014 seeks to further examine communication preferences on the part of NWACC students. The end result of this project will be more effective and efficient communication with students. (For further explanation, see 8P1).

2P5. How do you determine faculty and staff needs relative to these objectives and operations?
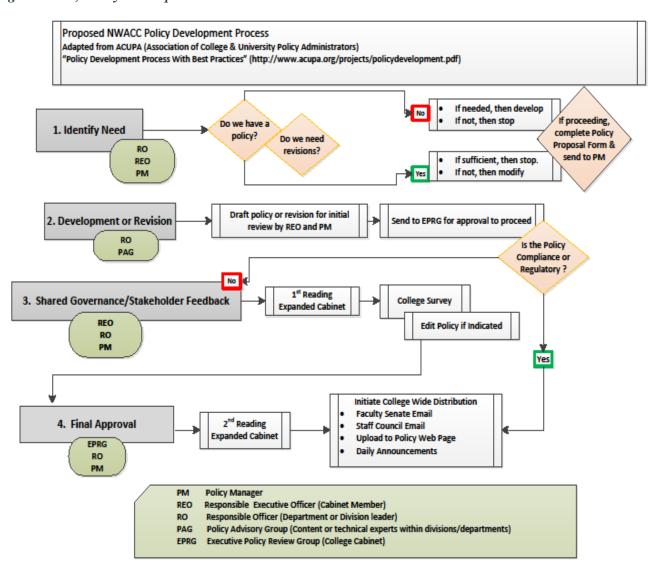
As illustrated in Figure 2P1-1, the BOT sets the strategic goals and priorities. The President's Cabinet then operationalizes the goals and priorities through the

budget and planning processes. Key work groups (Faculty Senate, Staff Council, Expanded Cabinet and various college-wide committees) implement and review progress toward the strategic goals and report back to the BOT at monthly meetings following the College's reporting calendar. (See also the communication matrix in 5P7).

In the past few years, significant efforts to streamline the formal policy change and review process have occurred. The policy (shown in Figure 2P5-1) for the development of college-wide policies was approved by the College's

Expanded Cabinet in December of 2013 and includes a cycle of biennial policy review. Proposed new policies or revisions to existing policies are first brought to Expanded Cabinet for first reading. If accepted, a college-wide survey is sent to all faculty and staff soliciting comments and feedback regarding the proposal. The survey results are then shared with the President's cabinet and revisions to the policy based on feedback are integrated if necessary. The proposed policy is then brought back before Expanded Cabinet for final approval.

Figure 2P5-1, Policy Development

When the position of Vice President of Learning/Learner Support Services was vacated in the summer of 2011, campus wide input was solicited as to whether or not to split the position —one to serve as VP of Learning (CAO) and the other as VP of Learner Support Services (CSAO). Numerous focus groups were held and the results forwarded to campus leaders. Largely based on results from these focus groups, the decision was made to split the position into two positions beginning in the 2011-2012 academic year.

In addition, in an effort to better understand and meet the needs of NWACC employees, the Staff Council conducted an online, confidential "Quality of Work Life" survey in early 2013. After results were generated, the results were shared during the annual Staff Development day and follow up focus groups were conducted to determine and clarify key issues.

Key personnel meet weekly to review and evaluate changes to our administrative software. The Change Control committee serves as a communication vehicle between departments to ensure the stability and continuity of the electronic processes so that any proposed changes do not have unintended ramifications to other areas.

In order to support the BOTs' Strategic Goal #6, the Quality Council serves as the hub for all accreditation processes and activities. This council meets monthly to review, approve and monitor AQIP action projects and other accreditation related issues. The Quality Council actively solicits and pursues Action Project proposals annually from all internal stakeholders.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

The Faculty Senate, Staff Council, and AQIP Action Projects all serve as avenues through which faculty and staff can provide input and feedback on the College's goals and objectives to the Quality Council.

Two recently approved policies that document not only our formalizing of processes but also efforts to Value People, as detailed in AQIP Category 4, are the policies on Faculty Emeritus and Staff Emeritus that clearly outline the process through which individuals may achieve the emeritus status.

As noted in Figure 2P1-2, faculty and staff have the opportunity to provide feedback on new and updated policies through college-wide surveys which are administered after first reading of the policy at Expanded Cabinet. Survey results are presented at the next Expanded Cabinet meeting and revisions are made as needed based on faculty and staff input.

Results

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

Figure 2R1-1 provides examples of some of the data measurements collected by the major non-instructional areas.

In an effort to determine the impact and perception of the College, NWACC conducted a survey of Bentonville/Rogers Chamber of Commerce members in 2012. The Office of Institutional Research analyzed the results. Key results from this Community Needs Assessment Survey are as follows:

- 81% of respondents answered "somewhat positive" or "very positive" to the question "What do you think is the overall perception of NWACC in our community?";
- 79% answered "agree" or "strongly agree" to the item "I believe NWACC is a good value and investment";
- 93% responded "agree" or "strongly agree" to the item "I believe NWACC provides an important educational service to the community"; and
- 81% responded "agree" or "strongly agree" to the statement "I would encourage my friend or relative to attend NWACC."

As a result of a budget analysis and community survey responses, the Bella Vista Center was closed in June, 2013, and non-credit classes are now offered through Corporate Learning. In addition, Washington County focus groups (refer to 2P2) and Washington County surveys were conducted to determine the feasibility of a Washington County facility and guide curricular decisions.

Figure 2R1-1, Summary of Major Non-Instructional Areas and Data Measurements

Major Non-Instructional Area	Data/Measures Collected	Examples of Recent Results/ Improvements
NWACC Foundation	President's Circle Membership,	Participation in the **President's Circle** has grown to 68 members since it started in 2011.
	Planned Giving pledges,	**Planned Giving** Legacy Newsletter is published semi-annually beginning in Spring 2012. Semi-annual Planned Giving free educational seminars began in Spring 2013. Planned Giving Officer position was established in July 2013. Post Oak Society was established in Fall 2012 to recognize endowed scholarship donors and donors who have indicated they have left the Foundation a legacy gift. 17 planned giving donors were inducted into the Post Oak Society in Fall 2013.
	Annual Foundation Gala amount raised,	Annual **Foundation Gala** continues to successfully raise funds for student scholarships. Additional funding for student textbooks is raised through Becky's Book Club (named for former President Becky Paneitz) which is now an endowed fund.
	Faculty/Staff participation in annual giving campaign, and	The **Faculty/Staff Annual "iGive" Campaign** is a means for faculty and staff to contribute to scholarships or programs of their choice.
	Alumni Satisfaction Surveys and event attendance	Currently 6,148 NWACC graduates have joined the **Alumni Association**; however, low response rate to 2012 survey and low attendance at alumni events led to decision to put alumni association activities on hold.
Gundersen National Child Protection Training Center (NCPTC)	Funds raised toward renovation of facility,	Over $3 million was raised to transform the former Highlands Oncology Clinic building, adjacent to the NWACC campus, into a state-of-the-art, "laboratory like" training facility to support this programming which opened in February 2014. The Bentonville facility was named the Melba Shewmaker Southern Region National Child Protection Training Center in honor of the major benefactor for this project.
	Number of non-credit trainings conducted, and	11 non-credit training sessions were held from 2010-2013.
	Number of students enrolled	A total of 3,398 participants have been served since the non-credit training program began in 2010.
Early College Experience	Survey of Student Satisfaction,	**99%** enrolled in college immediately after graduating high school. **97%** received credit, were exempted from taking required courses, or were able to take higher-level college courses. **98%** found ECE courses equally or more challenging than other high school courses.
	High School administrators survey, and	**97%** stated the most important features of ECE courses are: getting transferable credit while in high school, significant savings in tuition costs, and convenience of taking college-level courses in the supportive and familiar environment of their own high school.

	Survey of K-12 involvement by NWACC faculty/staff	6,264 K-12 students were served through NWACC programs, faculty, or staff in 2012-13.
Corporate Learning	Use of College facilities,	Facilities were utilized by 234 external community groups and business in the 2012 -13 academic year, and 204 external events were hosted with an average of 110 participants.
	Number of students served,	Unduplicated headcount of students served has increased from 1,947 in academic year 2010 to 4,542 in academic year 2013.
	Number of businesses served,	NWACC is an affiliate of and approved testing center for the Building Performance Institute, and nationally recognized credential for energy efficiency certifications. NWACC has trained in these credentials for the past 3 years and has trained over 150 individuals in BPI alone in phase I of the initiative.
	ICPS consortium data, Building Trade Center for Excellence, and Retail Advisory Group	In 2010 the Retail Analysts Certification Program curriculum was totally rewritten and restructured. From 2011 to 2014 the enrollment has grown from 29 to 142. Additionally 7 new courses have been developed and added.
Adult Education	Number of students served,	NWACC has the 2nd largest Adult Education program in Arkansas; 3,134 students were served in Academic year 2013.
	GED pass rates, and	GED pass rate for 2013 was 88%, higher than the average in the state of Arkansas of 84%
	Subsequent enrollment in NWACC credit courses	Most recent data indicate that 13% of GED graduates subsequently enroll at NWACC.
Club Sports	Number of sports played,	Even though no sports facilities are on campus, a total of 6 active, ongoing club sports, plus 7 on demand sports are offered through NWACC. NWACC Eagles were the 2013 NWA Senior Men's Baseball League Champions and the 2013 Bentonville Men's Soccer Open Division Champions.
	Number of participants, and	The number of students participating in clubs sports is approximately 80.
	Number of sponsors, and number of players who transferred to colleges with sports programs	Seven area businesses sponsor club sports at NWACC and 11 NWACC students participating in club sports have transferred to colleges with on campus sports programs.
Institute for Corporate and Public Safety	Number of students trained	7,367 first responders were trained in FY13 via combination of web-based and instructor led formats.
	Number of sessions	113 course sessions were conducted in 31 states during FY13.
	Number of new certified courses	8 new courses were certified by the U.S. Dept. of Homeland Security during FY12 and FY13.

Special/External Events AY 2012 and 2013	Total number of rooms used by external groups,	There are 11rooms available for use by external groups, plus 4 rooms at the newly opened Gundersen NCPTC are now available for use by external groups. A 5th room in the Gundersen NCPTC facility will be available in the fall of 2014.
	Number of community groups/businesses using NWACC Facilities	Currently, 234 community groups/organizations have used the facilities at NWACC.
	Number of external events and number of participants (and/or average number of participants per event)	In AY2011, 245 external events were held, with an average of 73 participants per event. And in AY2012, 254 external events were held, with an average of 76 participants per event.
	Use of satisfaction surveys	None have been conducted at this time; however, this type of feedback is considered for the future.
	Range of room options	NWACC can offer facility rental to groups as small as two to as large as 340. We often have groups that rent the Wal-Mart Auditorium or Peterson Auditorium and also use 1-3 break-out rooms for a day. These groups have shared that they appreciate not having to go to John Q. Hammons Convention Center for events and meetings of this nature.
	Organizations using NWACC facilities on an annual or regular basis	The following state-wide organizations use NWACC facilities on an annual basis: AR Nurses Association, AR Infragard, and AR Environmental Federation. The Thompsons Driving School uses White Auditorium the first Saturday of the month for driving lessons to court appointed individuals needing to take a refresher course.

As shown in Figure 2R1-1, some sample measures include annual giving, adult education/ESL enrollment and graduation, corporate learning programs and enrollment, K-12 partnerships, and facility use.

Another example of performance results in accomplishing other distinctive objectives was the piloting of a Summer Efficiency Schedule in the summer of 2013. The AQIP Climate Action Plan referenced in AQIP Category 7 was a collaborative effort between Operations and IR. For the first time, NWACC closed on Fridays during the summer as a potential cost saving measure. Analysis of the pilot revealed approximately $24,000 was saved in utilities as well as creating a lower carbon footprint. Survey results revealed that faculty and staff overwhelmingly supported the summer four-day

work week. 72% of respondents indicated they would like to see the summer efficiency schedule repeated, so the decision was made to implement this schedule again in the summer of 2014.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The Noel Levitz Student Satisfaction Inventory (SSI), was administered in Fall 2013, had 825 NWACC student responses, and a national comparison cohort of 180,574 responses. Our percentages of responses answered, "Satisfied" or "Very Satisfied" as compared to national community colleges results were:

- 74% of NWACC students responded "satisfied or very satisfied" to item "there are convenient ways of paying my school bill" as compared to 52% nationally;
- 70% of NWACC students responded "satisfied or very satisfied" to item "billing policies are reasonable" compared to 58% nationally;
- 82% of NWACC students responded "satisfied or very satisfied" to item "the institution has a good reputation within the community" as compared to 65% nationally;
- 72% of NWACC students responded "satisfied or very satisfied" to item "people on this campus respect and are supportive of each other" as compared to 54% nationally;
- 86% of NWACC students responded "satisfied or very satisfied" to item "the campus is safe and secure for all students" as compared to 65% nationally;
- 79% of NWACC students responded "satisfied or very satisfied" to item "students are made to feel welcome on this campus" as compared to 63% nationally.

NWACC participates annually in the National Community College Benchmark Project (NCCBP). On items relating to non-instructional objectives, NWACC scored at the following levels in the 2013 submission:

- 51st percentile for non-credit headcount;
- 67th percentile for Business and Industry Productivity duplicated headcount;
- 78th percentile for number of companies served.

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

As a result of feedback from advisory boards and business and industry partners, Corporate Learning has initiated changes in course offerings and delivery methods providing increased training flexibility, which resulted in increased enrollment. Data for this growth is provided in Figure 2R1-1.

We decided to close the Corporate Learning Fayetteville location because it was not a financially viable option, and we are now conducting focus groups and surveys to determine the needs of the community in terms of course offerings, size, and presence in Washington County in order to strengthen the College and enhance relationships.

Corporate Learning has increased online options for training to area business and industry. This has resulted in stronger partnerships, increased enrollments and establishing NWACC Corporate Learning as a total solutions provider for area business and industry.

Finally, as a result of a budget analysis and community survey responses, the Bella Vista Center was closed in June, 2013, and non-credit classes are now offered through Corporate Learning.

Improvements

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

In an effort to further advance relationships with local business and industries, we recently hired a new Dean of Workforce Development in spring 2014. This new position will focus on developing new business training opportunities and expanding the capacity of NWACC's Culinary Arts program in order to accomplish evolving distinctive objectives. It will also work to increase partnerships with area business and industries to increase our market penetration as documented in research projects such as the NCCBP. An Institutional Effectiveness Team was formed in 2012 to coordinate and capture data on institutional assessment and processes to be reviewed and shared with the College to identify key issues. Members of this team serve on the Quality Council to enhance communication and champion the AQIP Improvement Process outlined in 2I2. Examples of process improvements in the College's Foundation Office, NCPTC, and Building Trades Center for Excellence are found in Figure 2R1-1.

We developed a sustainable process for soliciting, reviewing, and selecting AQIP action projects from faculty and staff. Each year, the Quality Council solicits proposed AQIP Action Projects. They review the proposals and prioritize them based on impact and alignment with priorities and the strategic plan. The four proposals with the potential for greatest impact on the strategic plan are selected for implementation. College-wide teams are formed consisting of all stakeholders. Quarterly reports are made to the Quality Council with annual updates to the NWACC community.

Learner support services, through its process improvement team, regularly reviews existing student services processes to determine areas of improvement. This committee contains representatives from various learner services departments, as well as student representation. When a process is identified as needing improvement, the team will reach out to any areas outside of learner services that play a role in or are affected by the process; this includes the business office or academic divisions. This ensures that any changes made do not negatively impact other areas while improving those areas identified as opportunities for growth. Additionally, learner support services recently conducted a three day Six-Sigma and Lean workshop focusing on streamlining the new-student enrollment process. Workshop participants included division personnel as well as representatives from the College's Information Technology (IT) Department, Treasurer's Office, academic divisions, off-campus centers, as well as the student body. Led by a team of external process evaluators and based on staff, faculty, and student feedback, the workshop resulted in several new enrollment initiatives, including a revamped new-student orientation model and a re-evaluated prospective student communication plan.

The Advisory Board for the Retail Analyst Program, along with representatives from the supplier community identified gaps in the NWACC curriculum. As a result, since 2010, this program has added 2 specialized certifications: "Category Management" comprised of 5 new courses and "Shelf Management and Space Planning" comprised of 2 new core courses.

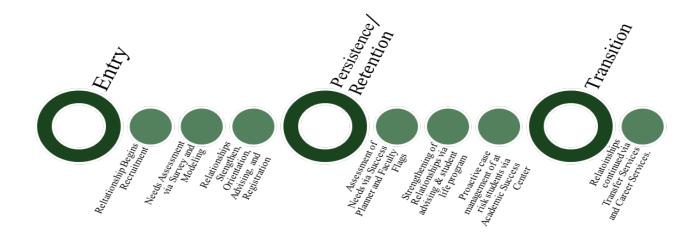# Category 3: Understanding Students' and Other Stakeholders' Needs

Introduction

Processes for understanding students and other stakeholders' needs are becoming more systematic at NorthWest Arkansas Community College (NWACC). In July 2011, the College Board of Trustees (BOT) and College administration participated in the annual Board Summer Retreat which included a work session focused on five-year planning and a session to develop broad goals for the first year of focus for a five-year plan. The mission of the NWACC 5-Year Strategic Planning Process is to guide the direction of the institution for the next five years utilizing key data elements, current plans, and leadership vision. The Strategic Plan that was the result of this process was reviewed and updated in January of 2013. This streamlining of plans into a workable document has improved efficiency and effectiveness within the planning, measurement and implementation processes. One of the main goals of the Strategic Plan was the development of a Strategic Enrollment Management Plan (SEM) (3P1), which allows for a more systematic approach to meeting the needs of our students. This SEM plan cases all processes and contacts with students in three phases of "entry, persistence/retention and transition."

The SEM is driving both processes and communication with students beginning at recruitment and continuing through the student's transition to work or another institution of higher education. Understanding the needs at the various phases of the SEM plan is vital to moving the student forward toward attaining their goals. In the same regard, communication and needs assessments for other stakeholders also aligns with the programming goal and the quality goal of the Strategic Plan.

Building and maintaining strong relationships is vital to understanding the needs of students and other stakeholders. The students' relationship with the institution must begin in the entry phase and continue until the student transitions from NWACC. The assessing of needs impacts the strength of the relationship which in turn impacts student satisfaction. The student flow through the SEM plan can be seen in Figure I-1. We also serve the community through relationships with stakeholders served by our Corporate Learning and Adult Education Divisions. The Corporate Learning facility forges strategic partnerships to provide world-class training designed to close performance gaps and increase overall productivity in companies and business. The Adult Education Center serves adults over the age of 18 through GED and ESL programs.

Figure I-1

Processes

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

NWACC has defined specific objectives for student retention, persistence and completion which are part of the institutions' overall goal for student success. These objectives have been aligned with statewide performance funding measures and are linked to the institution's mission and vision, as well as cased in the Strategic Enrollment Management Plan (SEM). This plan was created as one of the objectives of the five-year strategic plan. It consists of three phases, "entry, persistence/retention and transition". Student processes and communications are built into these phases and in doing so, will follow and support a student from entrance through exit at NWACC. Along with the SEM plan, a SEM Committee was created with college-wide representation and began focusing on the first objective, the "entry" phase, by gathering baseline data (3R3) to support data driven decisions and provide for internal benchmarking.

The institution collects and analyzes information on statewide performance measures each year to develop trend analysis and estimated projections and make improvements based on the results of the data. Areas below desired performance are target for improvement. Quantitative and qualitative data is collected and analyzed throughout the college to improve the student experience. Examples of the way data is collected and analyzed are shown in Figure 3P1-1, along with the phase(s) they support in the SEM plan.

We are building a systematic approach to assessment on campus. The Institutional Effectiveness Team has met individually with all divisions on campus, providing a template for tying assessment from each individual service area back to the College's strategic plan and the AQIP process. (See chart in the improvements section 3I1.)

NWACC conducts a combination of nationally benchmarked and in-house developed instruments that measure satisfaction of students and other stakeholders. Bi-annual participation in CCSSE and Noel Levitz instruments (on a rotating basis), and annual participation in the National Community College Benchmark Project provide data that allow the college to compare its students' satisfaction levels with other institutions. In-house developed graduate surveys, Learner Services surveys and surveys of local Chambers of Commerce members allow the college to determine the needs/satisfaction on items unique to the institution and community. And finally, focus groups of students, advisory boards and community members allow the college to triangulate and find meaning in the data.

One example of an in-house measure is the Senior Day survey. This event is held annually and is designed for high school seniors who are considering NWACC to have fun and learn more about their specific interest areas at NWACC. During Senior Day, high school seniors are able to visit with faculty and staff from the academic department in which they are interested, speak to club advisors, meet current students, learn more about NWACC and see the campus. Results from this survey are shown in Figure 3R1-1.

Figure 3P1-1

Tool	Function	SEM Phase
Annual Survey Calendar	Establishes consistency for surveys from various areas of the college.	Entry; Persistence/ Retention; Transition
Student Tracking Software	AdvisorTrac, Starfish, Degree Works, TracDat, and Advocate Conduct System Software is utilized to assess student flow for services, student success needs, student wellness issues and to track goals and outcomes across campus.	Persistence/Retention
Student Technology Helpdesk	Helpdesk for students tracks and provides data on technical issues.	Entry; Persistence/ Retention
Student Government Association	Students work directly with leadership to address the voice and needs of students.	Persistence/Retention

Learner Services Process Improvement Team	Focuses on identifying and improving processes in the division of Learner Services.	Entry; Persistence/ Retention; Transition
COMPASS Scores	Determines student placement in college level courses.	Entry
Outside Surveys	CCSSE and Noel Levitz surveys are used to assess student satisfaction and needs.	Entry; Persistence/ Retention; Transition
Institutional Surveys	Graduate Survey, Learner Services Survey, International Student Survey, and Life Program Surveys are used to assess Student Satisfaction and gather other data.	Entry; Persistence/ Retention; Transition
Annual Fact Book	Annual comparative data from Fall to Fall for students and programs.	Entry; Persistence/ Retention; Transition
Behavioral Review Team	Gathers information and reviews student behavior to provide support.	Persistence/Retention

All new students entering the Adult Education program complete an initial assessment which measures their academic levels in reading, writing, and math. New students go through an orientation session which makes them aware of all services provided by the program. After the group orientation session is complete the counselor visits with each new student privately to review the results of the assessment, to develop the Individual Education Plan, and schedule the class. Every student has their own IEP. In addition to the academic needs, the counselor and the teachers will help the student identify their other needs, such as employability skills, job search, etc. During the semester, the students are re-tested to measure academic progress.

Core Component 4C
The institution demonstrates a commitment to the educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certification programs. (Addressed in 3P1 & 3P2)

☑   The institution has defined goals for student retention, persistence, and completion that are ambitious but obtainable to its mission, student populations and educational offerings. *Addressed and underlined in 3P1.*

☑   The institution collects and analyzes information on student retention, persistence, and completion of programs. *Addressed and underlined in 3P1.*

☑   The institution's processes and methodology for information on student retention, persistence and completion 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 these measures. *Addressed and underlined in 3P2.*

3P2. How do you build and maintain a relationship with your students?

The College utilizes several avenues, online and in person to build and maintain relationships with students. NWACC uses social media, including Facebook, Twitter, LinkedIn, Pinterest, Instagram, Vine, YouTube, blog and the Facebook Application. In addition, we utilize the NWACC App, the My NWACC Connection Portal and the NWACC webpage to communicate with students.

During the "Entry" phase of enrollment, NWACC begins relationships with students through the recruitment and enrollment processes. Learner Support Services employs two (4) full-time general enrollment advisors. The role of the enrollment advisor is to reach out to various prospective student groups and centers of influence throughout the region and to engage them in activities designed to aid in the transition to college. One such activity targeted non-traditional, working students and offered extended evening hours, individual orientation, and assistance with the financial aid process. Over 70% of the students that attend this event remain enrolled at the College. One of the most successful programs in the entry phase that build and maintains relationships is the Learning Improvement Fun Empowerment (LIFE) program. The program brings prospective students from underrepresented populations

in our local high schools to campus where they are exposed to campus life and motivational speeches from minority leaders in the community. Most recent survey data revealed the 100% of participants said they would recommend LIFE to others and 67% of attendees who had not planned to attend college prior to the LIFE program, indicated plans to enroll, after participation in the program.

The college wide 2014 goal related to the SEM plan is to continue to enhance our strategic enrollment process and increase retention through improvements in advising and intervention strategies. This turns the focus from the "Entry" phase to the "Persistence/Retention" phase, during which the students are engaged through the many campus clubs and organizations, intramural sport teams, Student Ambassador and Activities Board (SAAB), Student Government Association (SGA), the Peer Association for Student Success (PASS), and the student newspaper, EagleView. Relationships are cultivated and strengthened through these contacts with students. Students' needs are also met through the Academic Success Center, the Math Center, the Writing Center, the Reading Center, the Career Center, the Transfer Center, Wellness programming and on campus counseling. Data seen in 3R3 shows that the retention rate of students involved on campus is higher than that of the overall population.

During Adult Education Classes, students and teachers bond in the classroom. Teachers give students individualized instruction. For many of our students, this is the first time that someone has taken an interest and has encouraged them. We celebrate student achievement, giving incentives and awarding prizes. We have the only chapter of the National Adult Education Honor Society. Teachers nominate students for membership. We have an induction ceremony and members wear honor cords at graduation.

> *3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?*

Access to education is fundamental to the mission of NWACC. The institution has an open door policy, through which anyone who has a high school diploma or GED is welcome to apply. The college ensures financial access through low tuition and geographical access through extended campus sites and online course and

degree opportunities. The college-wide goals and objectives from the strategic plan provides a system for meeting the changing needs of key stakeholders; this is outlined in Figure 3P3-1. By applying the systematic assessment approach (detailed in 3P1), each area of the College will create objectives and measures that line up with the goals provided through the strategic plan. Analysis of stakeholder needs is both quantitative and qualitative and varies depending on the stakeholder group.

The College closely monitors demographic student data and responds to that monitoring. For example the Hispanic enrollment has recently increased going from 880 in 2010 to 1200 in 2013. In order to meet the needs of this student population we have started an ALPFA Association of Latino Professionals student club and have ramped up our efforts to meet the needs of our undocumented student populations in terms of legislative awareness and scholarship opportunities.

At our Adult Education Center students have an opportunity to complete evaluation forms each semester, and there is a comment box where students share their concerns or suggestions. We have an active advisory committee that meets each semester. They provide us feedback, guidance, and refer students to us. We communicate with them regularly through telephone and email contacts, as well as personal visits.

Core Component 1D
The institution demonstrates commitment to the public good. (Address in 3P3 & 3P5)

☑   Actions and decisions reflect an understanding that in its educational role the institution serves the pubic, not solely the institute, and thus entails a public obligation. *Addressed and underlined in 3P3 & 3P5.*

☑   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. *Addressed and underlined in 3P3.*

☑   The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow. *Addressed and underlined in 3P3 & 3P5.*

Figure 3P3-1

Stakeholders	FY 2014 Goal	Results
Learner (Student)	*Goal 1:* Improve the College's process for measurement and assessment of student learning *Goal 2:* Continue to enhance our strategic enrollment process and increase retention through improvements in advising and intervention strategies *Goal 4:* Cultivate an atmosphere of diversity and inclusion throughout the college community	Improved processes, services; increase in student activities
Business	*Goal 4:* Cultivate an atmosphere of diversity and inclusion throughout the college community	Employability satisfaction; community support
Owner/ Taxpayer	*Goal 5:* Diversify the College's resource base	Gather information and assess needs in order to offer appropriate programs/training; Generate funding needed to support growth
Pre-K-16	*Goal 4:* Cultivate an atmosphere of diversity and inclusion throughout the college community	Equitable access to education; Diversified learning
College	*Goal 3:* Improve major institutional processes *Goal 4:* Cultivate an atmosphere of diversity and inclusion throughout the college community	Increase Faculty/Staff morale; Adequate policies and procedures to support institutional processes

3P4. How do you build and maintain relationships with key stakeholders?

NWACC builds relationships through, cultural enrichment activities, annual scholarship gala, scholar donor lunch, a community resource fair, workforce training, adult education (GED, ESL), staff membership on area boards, student internships, career workshops, career information sessions and fairs, local high school counselor and superintendent breakfasts, high school Senior Day and return to learn event for non-traditional students, and memorandums of understanding (MOU) agreements with other agencies, partner institutions of higher education, and area high schools. For example, NWACC offers opportunities for students to transfer to or complete online bachelor's degree programs through American Public University, University of Arkansas at Fort Smith, Franklin University, John Brown University, Northwest Technical Institute, Phoenix University and Oklahoma State University.

In addition, the NWACC Corporate Learning Division works with stakeholders, in particular the Business and Industry. Workforce advisory boards guide the decision-making process for training as well as feedback for the division's ability to meet their outcomes.

Relations with Northwest Arkansas Community College Alumni are maintained by the Alumni association beginning at the commencement ceremony with a pledge and reception. The relationship is strengthened through a benefit package that includes discounts at local stores, choice hotels and rental car companies, and continued access to the college's library and career services.

At the Adult Education Center, we have developed a strong resource network for our students. Most of our students are not aware of resources available in the community. We have also developed partnerships with food banks, community clinics, shelters, etc.

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

In the strategic plan, the goal of "programming" specifically speaks to the development of a strategic enrollment process (SEM). A needs analysis has been

ongoing through census data from local high schools and a senior student capstone project.

From 2005 to 2011, NWACC participated bi-annually in the Community College Survey of Student Engagement (CCSSE). After the results were received, benchmark summary scores were shared by the Office of Institutional Research (OIR) with the college community via presentations to various college stakeholders. Currently, the College is transitioning to the Noel Levitz Student Satisfaction Inventory (SSI). The first SSI was given to students in October of 2013, and results can be seen in 3R2.

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

The College has several online comment forms available for student and other stakeholder feedback. Feedback is utilized for training purposes and process improvement. Specifically, the Ethics hotline is available for anonymous feedback regarding issues of ethical question. When a complaint is submitted via the following avenues, it is routed to the appropriate Director or Dean. That individual is responsible for researching the complaint and following up with the complainant when possible. The College's student handbook is updated and published yearly to communicate student rights and responsibilities. This includes the grievance process for complaints against Staff and Faculty.

We have also implemented a central collection point for student behavioral issues through the Dean of Student's office. The dean documents and considers complaints to facilitate timely resolution. The software program, Advocate, has been implemented for reporting and record keeping. Reporting in Advocate is available to students, faculty, staff, and community members. This system also allows us the ability to distinguish patterns of behavior important for maintaining a safe student environment. In the Fall of 2012, the college created the Behavioral Review Team. Chaired by the Dean of Students, the mission of the Behavioral Review Team (BRT) is to provide a multiple perspective appraisal of reported student behaviors and to suggest appropriate interventions and strategies to establish conditions for student success. The BRT provides an avenue for centralization of information across the campus community. It provides positive interventions, services, information and referrals for students to prevent crisis situations.

Results

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

NWACC conducts a combination of nationally benchmarked and in-house developed instruments that measure satisfaction of students and other stakeholders. Bi-annual participation in CCSSE (now Noel Levitz) instruments and annual participation in the National Community College Benchmark Project provide data that allow the college to compare its students' satisfaction levels with other institutions. In-house developed graduate surveys, Learner Services surveys and surveys of local Chambers of Commerce members allow the college to determine the needs/satisfaction on items unique to the institution and community. Finally, focus groups of students, advisory boards and community members allow the college to triangulate and find meaning in the data.

One example of an in-house measure is the Senior Day survey. This event is held annually and is designed for high school seniors who are considering NWACC to have fun and learn more about their specific interest areas at NWACC. During Senior Day high school seniors are able to visit with faculty and staff from the academic department in which they are interested, speak to club advisors, meet current students, learn more about NWACC and see the campus. Results from this survey can be seen in Figure 3R1-1
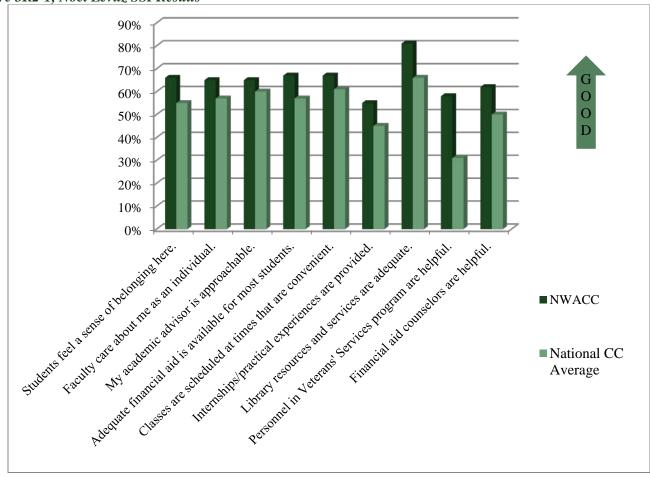
Figure 3R1-1, Senior Day Survey Results

Year	Attendees	Agree or Strongly Agree they received the information needed during the event	Overall Satisfaction Rate
Fall 2011	111	100%	93%
Spring 2012	34	97%	96%
Spring 2013	173	100%	95%
Fall 2013	136	97%	95%

3R2. What are your performance results for student satisfaction?

The College administered the Noel Levitz SSI in the Fall of 2013, and scored above the national average on virtually all items related to overall student satisfaction. A summary of results is presented in Figure 3R2-1. The results shown reflect the items that our students indicated were of the most importance. NWACC also conducts an annual in-house graduate survey. Highlights of the 2013 graduate survey include the following:

- 86% responded that they were satisfied or very satisfied with the quality of instruction;
- 88% agreed or strongly agreed with the statement "grading/testing is fair in courses";
- 85% agreed or strongly agreed with the statement "instructors are interested in students";
- 94% agreed or strongly agreed with the statement "the size of my classes has allowed me to interact with the instructor and my classmates";
- 89% said they would recommend NWACC to friends and relatives.

Figure 3R2-1, Noel Levitz SSI Results

3R3. What are your performance results for building relationships with your students?

SEM baseline measures have now been compiled related to the "Entry" phase which earmarks the beginning of a relationship with prospective students. The Student Ambassador and Activities Board (SAAB) consists of 10 students who are supervised by the Director of Student Life. SAAB provides campus activities to keep current students engaged and connected to the campus. They also provide tours and college information for new and prospective students. Participation in clubs and organizations has been tracked and semester to semester retention rates of students involved are higher than those of the overall student population.

Persistence/Retention Phase – Student participation in student leadership, clubs, and organizations has had a substantial increase. In 2010-11, there were 9 student organizations. In 2013-14 there are 28 active student organizations. Based on the data, the average GPA of students engaging in clubs and organizations on campus has been higher than that of the overall population the past two terms. The retention rates have also been higher for students participating in campus organizations. This data can be seen in Figure 3R3-1 for retention, and 3R3-2 for GPA comparisons between the total NWACC student population and the students who participated in a campus club or organization.
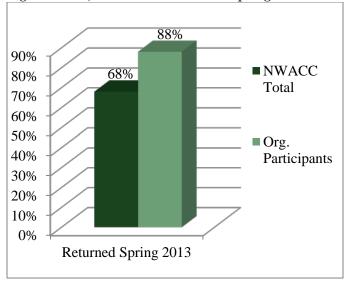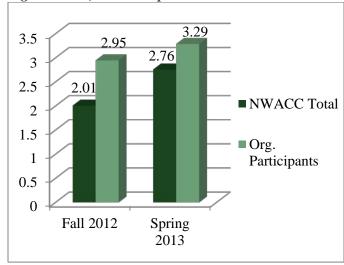
Figure 3R3-1, Retention Fall 2012 – Spring 2013

Figure 3R3-2, GPA Comparison

The mission of the Peer Association for Student Success (PASS) is to empower students to make positive choices in their academic and professional lives that will enable them to maximize their personal potential and achieve success at NorthWest Arkansas Community College by having them partner with other successful students.

Results from the PASS program show that 62% of mentees participating in the program during the first academic year re-enrolled in Fall 2013. The PASS retention rate is 62% compared to 45% for the general student body.

In the 2013 orientation survey, 98% indicated they were satisfied with their orientation experience. More data demonstrating our commitment to building strong relationships with students can be seen in the SSI data in Figure 3R2-1.

Spring 2013 Advising Survey
91% agreed or strongly agreed with the statement "The advisor I met with today was welcoming and supportive of my educational goals."
87% agreed or strongly agreed with the statement "I feel more knowledgeable about my degree plan as a result of this advising session."
89% agreed or strongly agreed with the statement "I would recommend this advisor to a friend."

As document in 3R2, NWACC regularly collects data for stakeholder satisfaction. In addition to the afore mentioned data, Learner Support Services conducts numerous student surveys, not only to measure satisfaction but also to document relational satisfaction. These surveys include a general student services satisfaction survey administered to all students, as well as targeted departmental surveys, including Career Pathways, Disability Resources, International Students and Advising. Some of the results are outlined in Figures 3R4-1 – 3R4-4.

Figure 3R4-1

2013 Annual Learner Services Survey
97% felt they were treated with respect by the Admissions Office.
95% felt they were made to feel welcome at the Admissions Office.
82% were satisfied with the services provided by the Financial Aid Office.
93% were satisfied with their experience at the Student Records Office.

Figure 3R4-2

Disability Resources Center (DRC) Departmental Survey:
89% responded "agree" or "strongly agree" to the item "All of my teachers made me feel comfortable when I approached them about using my accommodations."
84% responded "I did not have any problems with my accommodations last semester."
99% said they plan to return to their DRC counselor when they need further help.

Figure 3R4-3

Office of International Programs Students 2013 Annual Survey:
97% stated that they would recommend NWACC to a friend or family member.
91% rated their experience at NWACC as "good" or "excellent."

Figure 3R4-4

Career Pathways Program (Specialized Support Program for Single Parents) 2013 Annual Survey:
95% answered "agree" or "strongly agree" to the statement "Career Pathways has had a strong impact on my college attendance."
98% answered "agree" or "strongly agree" to statement "Career Pathways staff is welcoming and friendly."
97% answered "agree" or "strongly agree" to statement "Career Pathways helps me with my academic needs."

As mentioned in Category 2, the College recently conducted several focus groups of business and industry leaders to gain their insight regarding the direction of the proposed Washington County Facility to be built in the future. The findings revealed five areas of perceived critical education and training needs, (1) Healthcare, (2) Business/Technology, (3) Career and Technical Programs (construction management, HVAC, welding, plumbing, etc.), (4) "Soft" Skills (interpersonal skills, customer service, team work, critical thinking, etc.), and (5) Hospitality, Arts and Recreation.

Corporate Education Stakeholder satisfaction is evaluated in several ways, one of which is data collected in post class surveys. We did paper evaluations in the past and in the last month went to online surveys. Another strong indication of stake holder satisfaction is the return business that we receive and the partnerships that result from their satisfaction as well as increased revenue and more people trained.

Advisory boards are also used for each program established on the non-credit side. We use their expertise in determining community needs as well as participant needs.

As documented in Category 2, the College conducted a community needs assessment survey of area Chamber members in 2002. The results were overwhelmingly positive; with for example, 82% of respondents stating that they believed the overall perception of NWACC in the community is positive.
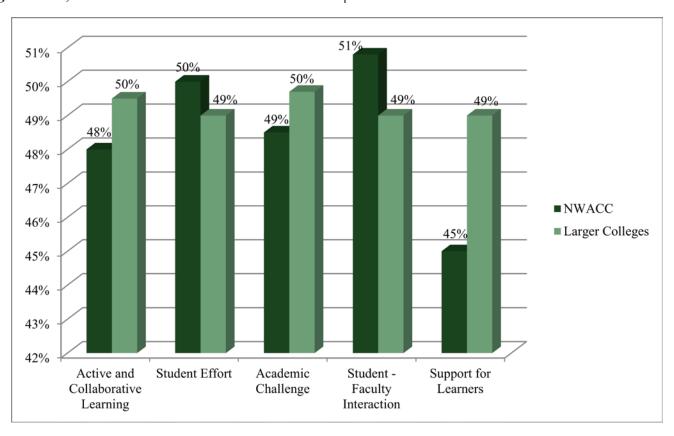
New student orientation is the beginning of a student's relationship with the College. We survey both students and their guests to measure satisfaction of this process. 98% of the student participants and 94% of the guests stated that they were satisfied with their orientation experience in 2013.

The NWACC Foundation hosts an annual gala that raises funds for student scholarships. This event annually attracts between 400 – 500 community supporters of the college. One specific scholarship that is actively pursued at this event is a fund that provides books for students that typically raised $20,000 – $25,000 per year. Faculty and staff show support through the annual iGive campaign which raised over $13,000 in 2013 in support for programs, services and scholarships for our students.

3R6. How do results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

From 2005 – 2011, NWACC participated bi-annually in the Community College Survey of Student Engagement (CCSSE). After the results were received, benchmark summary scores were shared by the Director of OIR with the College community via presentations to various college stakeholders. The last CCSSE benchmark summary results are shown in Figure 3R6-1. NWACC began administering the Noel Lev SSI in the Fall of 2013 and scored above the national average on virtually all items related to overall student satisfaction (see Figure 3R2-1).

Figure 3R6-1, CCSSE Results

Improvements

3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students' and Other Stakeholders' Needs?

NWACC has had several improvements in this category. For example, veterans and dependents are assigned to one advisor to assist with their educational needs, and a lounge was created for Veterans and dependents; there is also on-campus professional counseling offered to Veterans and all other students at the College.

The Student Government Association (SGA) was recently created, support was started for the student transit system, Student Conduct Advocate software was purchased, and the "Apply Now" button was added to every page of the NWACC website.

We began using the Noel Levitz College Student Inventory (CSI) for new, first-time entering students, and we also redesigned the Academic Success Center to focus on proactive services to at risk students as well as proactive follow up with students who completed the Noel Levitz CSI. The anticipated opening of the new Welcome Center is set for Fall 2014.

3I2. How do your culture and infrastructure help you select processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

The Strategic Planning Process provide NWACC with a systematic and comprehensive method for selecting specific initiatives to improve its performance results for understanding student and stakeholder needs.

The Quality Council plays a key role throughout the strategic planning process. The Council will lead an internal review process during which constituents across the campus will provide input and direction into the goals, objectives, and measurements. The Council will also provide recommendations back to the Strategic Planning Task Force through their representative to better ensure campus representation and support. The Quality Council also reviews proposals for AQIP Action Projects and selects projects, ensuring there are three concurrent projects at one time.

The Adult Education program excels in this area. Student feedback is a priority, but self-evaluation and self-improvement are ongoing activities for the program's faculty and staff. Faculty and staff have weekly meetings, participate in staff development and enforce a retention policy that emphasizes communication with the student.

Category 4: Valuing People

Introduction

At Northwest Arkansas Community College, we are committed to continuous quality improvement and are distinctively organized to ensure student success. Processes and structures related to valuing people range in maturity levels from systematic to integrated. Faculty and classified or professional staff are the job categories assigned to each position throughout the organization. Each job classification and job description is aligned and tied to the college's mission statement and comprehensively outlines specific job duties and responsibilities to ensure student success (4P1). At the systematic toward aligned level, hiring qualified and committed individuals and providing up-to-date, relevant professional development are two of the most important aspects to carrying out NWACC's mission, vision, core values and strategic plan (4P2, 4P3, & 4P4).

In April 2013, employees were surveyed about quality of work life topics. The results from this survey were analyzed and four categories were identified as the most important in our employee's quality of work-life. The four categories were: (1) Compensation, (2) Leadership, (3) Communication, and (4) Appreciation. After these categories were identified, focus groups were held to discuss the survey outcome, and narrow down the four categories by reviewing further information regarding specific points that were determined to be of the most value to employees.

The process for recruiting, hiring, and orienting employees at the College has become more systematic in the past few years. The search processes for administrative and classified employees were recently updated to include a panel of committee members that are intimately knowledgeable about the requirements needed to effectively perform the job. Once hired, all new employees participate in a one-day core orientation program, followed by position-specific on-boarding and technology/system training as needed.

A position was created for a Compensation Analyst to complete desk audits that define position specific job tasks and better establish required credentials and skills for staff based on the Arkansas Department of Finance Administration and the Office for Personnel Management Classifications (4P1). The Human

Resources (HR) department also works with hiring managers to identify specific credentials, values, knowledge, technical and interpersonal skills, and abilities required to perform job duties.

Employees receive annual performance-based evaluations. For faculty, a new process designed by the faculty was established 2010 and will be evaluated at the end of the year for success and improvement. HR recently implemented the PeopleAdmin performance management module so that the College can develop, monitor, and measure individual goals and objectives. HR is designing a new 360° evaluation process within PeopleAdmin that will be administered beginning in FY 2015 for Academic Deans, Vice Presidents, and the President.

Processes

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff and administrators?

HR added a Compensation Analyst position to complete desk audits that define position-specific job tasks and better establish required credentials and skills for staff based on the Arkansas Department of Finance Administration and the Office for Personnel Management Classifications. NWACC Human Resources uses standard hiring guidelines, and job analysis software, as well as market analyses to determine appropriate job classifications for faculty, classified and professional staff. The Human Resources department also works with hiring managers to identify specific credentials, values, knowledge, technical and interpersonal skills, and abilities required to perform job duties. Additionally, supervisors provide annual performance-based employee evaluations, which provide an identification of targets for skill level(s) tied to job tasks. The search processes for administrative and classified employees were recently updated to include a panel of committee members that are intimately knowledgeable about the requirements needed to effectively perform the job.

Policy 5002.2 states, "Upon initial hire all new, full-time faculty members will be placed on the NWACC Faculty Salary Scale according to their years of related experience and earned credentials. New Faculty must be degreed from a college or university in good standing

with and accredited by the Higher Learning Commission." During the hiring process education verifications are completed for all faculty candidates.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

The hiring process at NWACC includes an online applicant tracking system; search committees consist of a diversity and compliance partner, the hiring manager, and a knowledge expert who has first-hand detailed knowledge of the job duties. The process begins when an employment specialist conducts an initial screening for minimum qualifications. Applications are then provided to the search committee chair who leads the committee through identifying which candidates to interview. For higher-level positions, committees may utilize a competency scoring matrix. Depending on the nature of the position being filled, committee members conduct telephone interviews, SKYPE interviews, and a face-to-face interview utilizing a structured interview with qualitative questions and ranking methodology.

The Search Committee is given the position criteria and uses interviews and reference checks to determine the top candidates who are then recommended to the Hiring Manager. The Hiring Manager conducts a final in-person interview and an employment offer is extended to the final candidate. The process for hiring all College employees is uniform with two exceptions: advertising and recruitment for executive administrators is more extensive, requiring an additional interview with a Dean, Vice President, or the President; and all faculty candidates are required to present a teaching demonstration and to have an additional interview with a Dean. All selected candidates must pass a background check, which includes verification of highest level of degree obtained (Core Component 3C).

Candidates applying for positions such as Vice President, Dean, or Director are required to make a public forum presentation or topic specific presentation utilizing an assessment feedback form completed by staff and/or faculty. Only candidates who have made it past the initial screening and interview process are asked to participate in this round of the application.

Core Component 3C
The institution has the faculty and staff needed for effective, high-quality program and student services. *(Address in 4P2 & 4P10)*

☑   The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
Addressed and underlined in 4P2.

☑   All instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs. *Addressed and underlined in 4P2.*

☑   Instructors are evaluated regularly in accordance with established institutional policies and procedures. *Addressed and underlined in 4P10.*

☑   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.
Address and underlined in 4P10.

☑   Instructors are accessible for student inquiry. *Addressed and underlined in 4P10*

☑   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.
Addressed and Underlined in 4P10.

4P3. How do you recruit, hire and retain employees?

The Colleges hiring practices (further detailed in 4P2) are purposeful and systematic. NWACC follows all state and federal guidelines for hiring employees and meets with the state legislative bodies when new positions are needed within the organization. NWACC adheres to the policies established by Affirmative Action and further supports the directive from the Board of Trustees (BOT) to seek opportunities to diversify faculty, staff, and administrative positions.

Recruitment is conducted by various means to ensure a wide and diverse range of applicants. External recruitment efforts are exercised when a larger pool of more diverse candidates is desired or when a specific skill set of experience is not internally readily available. This approach includes advertisements in local newspapers, on the College Web Site, and online with Nations Jobs and national periodicals. Job and recruitment fairs are utilized in promoting the College as a new employer of choice. Internal recruiting efforts are focused on obtaining a quicker hire, or placing a candidate who is familiar with the business, culture, or general position scope. Internal recruiting may also be desired for positions in which risk of error may be cost prohibitive, and it is critical to be familiar with the candidate's strengths and weaknesses.

Retention of employees begins with hiring the right people and monitoring employee satisfaction. Benefits and compensation retain employees. The College provides tuition waivers for all College employees and their dependents, flexible work schedules to promote work-life balance, and compensation rates that are adjusted with the assistance of a third party consultant to ensure competitive value for the local market. Professional development and enrichment opportunities are retention tools. Multiple professional development opportunities are provided across campus throughout the year and can be conveniently accessed from the Organizational Development Website. Attendance at regional, state and local conferences is encouraged and further supported by an Organizational Development budget that is open to employees by application. Benchmarking data in Figure 9.2 shows that NWACC commits more training dollars per full-time employee than all but one College in the peer comparison group.

> **4P4. How do you orient all employees to your institution's history, mission, and values?**

Ideally, established personal values that match NWACC's values are identified during the recruitment and hiring processes. Once hired, all new employees participate in a one-day core orientation program, followed by position-specific onboarding and technology/system training as required. In addition, the President hosts a new employee luncheon twice each year. The new employee orientation has been recently revised so that it is more inclusive of all departments; the new agenda is shown in Figure 4P4-2.

After 90 days of employment, each new employee receives a 90 day evaluation, performed by their supervisor. This allows an opportunity for feedback on both sides and ensures that issues are addressed in a timely manner.

Supervisor NWACC is a robust program for employees in supervisory or management roles, employees who are identified as having potential for such a role, or employees who desire professional development to enhance their careers. The program begins with a round table with the President followed by 14 modules, which have been selected from the HRDQ library and customized for the organization. The course modules are shown in Figure 4P4-1. Additionally, participants will complete the Myers-Briggs Type Inventory (MBTI). Members of the President's Cabinet, department directors, and other leaders of the College with subject matter expertise deliver each of the sessions. The program begins each year in September and concludes the following May requiring a total time commitment of 51.5 contact hours.

Figure 4P4-1, Supervisor NWACC Courses

Round Table with the President
Business Etiquette
Time Management
Meeting Management
Managing Stress
Performance Management
Preventing Workplace Harassment
How to Deliver Dynamic Presentations
First Time Manager
Ethics in the Workplace
Diversity Awareness
Conflict Management & Difficult Conversations
Communication Skills
Dynamic Decision Making
Getting the Most out of MBTI

Figure 4P4-2, New Employee Orientation

Day 1 – New Employee Orientation Agenda		
8:00-11:00	Barb Gordon – HR – BH 2243	• New Hire paperwork completion • Benefits presentation
11:00-11:15	Break	
11:15-12:00	Pam Belcher – Professional Development	• Obtain Photo ID badge • Pay parking fee ($5) And get Tag
Day 2 – New Employee Orientation Agenda		
Facilitated by Pam Belcher – Professional Development		
8:00-8:15	Welcome & Pre Orientation Activity – Training Lab-BH 1208	
8:15-8:30	Ethan Beckcom – Risk Management	• BC Alert; Emergency Response & Safety
8:30-8:45	Beverly Hill – HR	• Your Role as a State Employee
8:45-9:00	Kathryn Birkhead – Diversity & Inclusion	• Title IX
9:00-9:10	Break	
9:10-9:25	Brooke Holt – Learner Support Services	• History and Future • The Unique Role of Community Colleges
9:25-9:45	Dale Montgomery – Student Services	• Student Conduct
9:45-10:00	Amy Robertson-Gann	Disability Resources
10:00-10:10	Break	
10:10-10:25	Jason Degn, CIO	Information Technology (IT)
10:25-11:25	Janet O'Neill – Professional Development	• Log-in; Outlook • Navigation of NWACC Website
11:25-11:40	Chris Holtman – Marketing	• E-mail Etiquette and Social Media
11:40-12:00	Wrap-up and Post Orientation Activity	
Day 3 – Banner Basics*		
8:30-9:30	Janet O'Neill – Professional Development	*For anyone who will use Banner*

4P5. How do you plan for changes in personnel?

At the College, we prepare for changes in personnel through cross-training, employee evaluations, and succession planning. Mentoring, phased retirement, and "stretch" assignments are also utilized in some areas of the campus. HR is currently focused on reviewing policy and position management as dictated by the State of Arkansas. These reviews must be completed prior to finalizing the process for succession planning. An external consultant is studying the current structure, payment plan, and succession processes from the President's Office to the Director level.

In preparation for the State's Biennium Budget and Personnel Requests process, Human Resources meets with division heads to discuss the division's existing organization structure. Succession planning, career development opportunities, and future personnel needs are identified in these meetings. During the interim,

managers may request that HR conduct a position audit to determine the appropriate classification if a position has changed. In order for the administration to plan for staffing changes, College policy 5007.5 "Separation of Employment" requires that employees who plan to retire or resign provide at least two weeks advance notice, allowing the administration to realign, fill, or eliminate the position. The policy details the process for exempt and nonexempt employee separation from NWACC.

Policy 5007.5 "Separation of Employment"

Statement:

1. Employees may voluntarily resign/retire in good standing by submitting a written letter of resignation/retirement to their supervisor at least two weeks in advance of the separation.
2. Such written letter of resignation/retirement shall be a signed, dated statement indicating the desire to resign/retire and the effective date of separation.

3. Once the supervisor accepts the letter of resignation/retirement, it may not be revoked without permission from the Human Resources office.
4. Upon separation of employment, all NorthWest Arkansas Community College property will be returned to the supervisor on or before the employee's last work day. NorthWest Arkansas Community College reserves the right to withhold vacation payout until such property has been returned and all accounts have been settled.

Procedures:
1. Upon receipt of the resignation/retirement notice, the Human Resources Office schedules a voluntary exit interview with the terminating employee. The exit interview is to learn more about the employee's employment experience at NorthWest Arkansas Community College, and any other information they would like to share about their employment.
    1.1 The following areas should be covered at the Exit Interview:

        1.1.1 Effective date of the termination, the final pay period and last day worked
        1.1.2 Termination of insurance and COBRA
        1.1.3 Status of any other applicable benefits
        1.1.4 Actions taken regarding retirement, if applicable
2. A separation checklist is completed for every employee prior to the effective date of separation. The checklist assures that employees turn in keys, parking pass, equipment and any other NorthWest Arkansas Community College property to their supervisor; that accrued vacation benefits are received and that insurance and retirement benefits explained.

4P6. How do you design your work processes and activities so they contribute bot to the organizational productivity and employee satisfaction?

NWACC uses automated processes wherever possible to manage and streamline activities and decrease time-consuming manual workloads. An automated "workflow" system is available through the Intranet, allowing employees to focus on more engaging or strategic activities. The College is in the process of improving and documenting work processes and procedures so that they increase efficiencies and align more closely with the mission, vision, and values of the College.

A business process analysis review of the student intake process utilizing the Kaizen Methodology was commenced in February of 2014 and implemented in May 2014. Stakeholder representatives from all areas were included. Deficiencies were identified and changes to the intake process were implemented providing increased customer and employee satisfaction. HR undertook a fit-gap analysis of the HR and Payroll work processes and procedures in the interest of more effectively utilizing the Banner HRIS and better serving the College Community. Changes to the posting, search process, employment screening, hiring, onboarding, employee relations, compliance training, staff development, diversity and inclusion, employee performance management, classification and compensation, benefits, payroll timekeeping and processing were made.

4P7. How do you ensure the ethical practices of all your employees?

The College maintains a third-party online ethics education that all new employees are required to participate in during new hire orientation. Required training by all new employees within the first 30 days of employment includes EEO for All Employees, EEO for Supervisors, FERPA, Harassment, and Title IX (Core Component 2A). Employees may anonymously report concerns or complaints regarding alleged unethical practices or actions to the College using the anonymous NWACC Ethics Helpline. All concerns are investigated and, if substantiated, corrective action is taken. The College benefits from formal and informal procedures that encourage prompt resolution of complaints and concerns raised by members of the college community. It is the policy of the College to make every reasonable effort to constructively resolve issues with students, faculty, staff, or administrators before pursuing the formal complaint process. NWACC has established multiple policies to ensure fair and ethical processes across all levels of operations within the College (Core Component 2A). Some of these policies include Policy 6001.1, "Budget Administration", Policies 8001.3 and 8001.4 "Bids" and "Contracts" which outline the purchasing policies to ensure that the College operates within the state purchasing regulations. NWACC Policy

5007.1 "Employee Code of Conduct and Ethics Compliance" outlines acceptable and unacceptable behaviors of individuals acting on behalf of the College and the potential consequences of non-compliance; Policy 4012.4 "Student Conduct" and Policy 4012.4 "Due Process and Student Conduct Violations Procedures" detail student actions that adversely impact the College's educational objectives and list the process by which they will be addressed.

Students must abide by the academic standards of honesty and integrity as specified in the NWACC Student Handbook under Student Conduct Policies and Procedures. Complaints are handled through the Office of Student Support, which sends notification to the Dean of Students and the Dean of the department that is involved. The Director of Student Support will begin the procedures for complaint resolution, and ensure FERPA policies are followed. From there it may be determined that a complaint does not rise to the level of a conduct violation and the director may close the case or refer the student to the Behavioral Review Team, otherwise, following the procedures set forth in policy 4012.4, the case will be sent to the Investigation and Hearing Board for resolution.

The integrity of information and document security is addressed in NWACC Policy 7002 "Peer to Peer File Sharing & Copyright Infringement Policy." NWACC Student Records are safeguarded in accordance with the Family Educational Rights and Privacy Act (FERPA) and the NWACC FERPA Policy.

Students are made aware of Library resources in the Course Catalog; Librarians offer intensive research assistance, and faculty members provide information to students regarding information literacy. There is also a link on the Library's website where students can review copyright guidelines (Core Component 2E). The Course Catalog also specifics the expectations of students with regards to Academic Honesty and Plagiarism. The catalog states that Academic Honesty means "students do their own work and do not represent others' work as their own." Numerous examples are given that describe "actions which subvert or compromise the integrity of the educational process." Plagiarism and complaint resolution are outlined in three pages of the Course Catalog (Core Component 2E). Students enrolled in Professional Programs such as Law Enforcement, and Health Professions are advised of their additional requirements, and it is the student's responsibility to

make themselves aware of the ethical standards adopted by that profession.

Core Component 2A
The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff. (Address in 4P7)
☑ *Addressed and underlined in 4P7.*

Core Component 2E
The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. (Address in 4P7)

☑ The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
Addressed and underlined in 4P7.

☑ Students are offered guidance in the ethical use of information resources.
Addressed and underlined in 4P7.

☑ The institution has and enforces polices on academic honesty and integrity.
Addressed and underlined in 4P7.

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans and how does it strengthen the instructional and non-instructional programs and services?

NWACC has replaced the Talent Management department with Professional Development and Faculty Development departments, these departments work with Human Resources to identify and facilitate training needs. The College has identified compliance training that is required by all employees including FERPA, Title IX, sexual harassment, American with Disabilities Act, Fair Labor Standard Act, Family Medical Leave Act, Avoiding Retaliation, Bullying in the Work Place, Diversity in the Work Place, preventing discrimination and harassment, and the Code of Conduct.
In addition, individual departments identify specific training and developments needs or goals for the division or department and/or individuals and schedule according. Based on survey results from the Office of

Institutional Research, Professional Development works with departments to develop any additional training that is needed and provides reports for supervisors of classes their employees have taken. Other training is developed based on trends/recommendations from research, local industry, AATYC presentations, and technology currently used on campus.

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4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers and your institution? How do you reinforce this training?

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The Senior Vice President for Learning & Provost reorganized the faculty development committee this year and their charge has been changed. This group has been reviewing professional development funding applications and making recommendations to the VP for learning to either approve or not approve the funding requests. Prior to this year, the faculty professional development coordinator served as a liaison to organizational development. Together the Faculty Professional Development Committee and then Director of Organizational Development worked together to make sure the funding criteria used similar formatting, language and criteria domains which resulted in each area side of the house (faculty and staff) having a Menu-of-Options. In addition, the Faculty Professional Development Committee and the Director of Organizational Development worked collaboratively to have one professional development funding application that all employees could use in requesting funds. The Faculty Professional Development Committee also provided a session in the New Employee Orientation to all employees on the Learning College principles to aid new employees to reflect and use the principles to drive their institutional work. In the new faculty performance review, one of the criteria is "Evidence of Professional Development Activities." Faculty Development is now exploring ways to electronically capture internal professional development activities in a way to be able to easily run reports on faculty development activity and to provide individual professional development reports for uploading into faculty teaching portfolios. Currently, information form the paper-based evaluations are summarized and stored in an electronic folder. In response to the reviewer's suggestions: Celebrate Learning is a type of mini-conference that is offered on

two half days the week before classes begin each semester.

Staff Development and Faculty Development have replaced Organizational Development. Faculty education allows for improved focus on employee groups that have unique training and development needs. Staff Development has revised their web presence including implementing a training menu calendar which incorporates training registration from the calendar. Online evaluation surveys are sent immediately following all Staff Development training sessions, including New Employee Orientation. Human Resources and Staff Development are currently collaborating in order to develop an employee on-boarding plan through consistently scheduled training and development led by departmental content experts. Staff Development has a project in the works with Information Technology that would generate annual employee training and development reports to support annual performance evaluations.

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4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

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Employees receive annual performance-based evaluations. For classified employees, the evaluation process is based on state-mandated policies. For non-classified employees, the process is currently under development. For faculty, a new process designed by the faculty was established this year and will be evaluated at the end of the year for success and improvement.

Human Resources recently implemented the PeopleAdmin performance management module. This will enable the College to develop, monitor, and measure individual goals and objectives and tie those in to the College's Five Year Plan. HR is designing a new 360° evaluation process within PeopleAdmin that will be administered beginning in FY 2015 for Academic Deans, Vice Presidents, and the President.

Under the direction of the new Human Resources Director, the College has identified a specific staff member to oversee the completion of annual employee evaluations. Access to forms and contacts for assistance has a stronger presence on the HR web page. HR has a goal to implement training for managers on conducting performance-based employee evaluations before the end of FY 2013. The College is governed by the State regarding financial rewards. However, as a component of the recently completed AQIP Action Project for Valuing People, a College-wide survey was completed on employee's recognition and sought to measure (1) employee awareness of current recognition initiatives and (2) feelings of value associated with current employee recognition initiatives. It was recommended that this survey become an annual event. When approved by the Governor of Arkansas, NWACC allows for merit bonuses for classified employees based on their performance evaluation.

In the Fall 2013, Human Resources conducted its first annual benefits utilization report. HR representatives met with Benefit providers to identify employee health issue trends. Identified areas of concern were incorporated into the annual benefits fair. In response to employee inquiries, human resources offered employees a vision plan for calendar year 2013. Over 45% of the eligible employees enrolled the first year.

Employees are recognized by the College President for their efforts "for going above and beyond the call of duty" during the First Friday events held the first Friday of every month. Employees may elect their fellow coworkers for their service. During the Fall and Spring Forums, employees receive public acknowledgement for receiving higher education degrees and certificates. At an employee recognition luncheon held semi-annually, employees who have obtained 5, 10, 15+ years of service with the college are recognized and rewarded for their service. Potential and front line supervisors receive performance management training through Supervisor NWACC. Twenty-four supervisors completed the training during fiscal year 2013-2014. Human Resources will utilize the employee satisfaction survey scheduled

for the Fall of 2014 to identify and develop additional employee recognition programs.

In the Fall of 2010, the College administered a Survey on Transparency and Openness. In addition to a question regarding the respondent's morale, other questions address access to information affecting employee's work and inclusion on decision-making processes. The survey results provided indirect measures of employee motivation. An AQIP Action Project completed in 2012 also looked at potential measures for valuing people that will help lead the process in the future. A detailed description of the Action Project is shown in 4R1.

In 2013, NWACC conducted a Quality of Work Life survey. The results of this survey were divided into four groups: Leadership, Communication, Benefits/Compensation, and Appreciation. Focus groups were then held during Staff Development Day, and the results can be seen in 4R1. The College is scheduled to conduct a nationally normed employee satisfaction survey in the Fall of 2014. This survey will enable the College to identify key areas of strengths and opportunities.

The College recently added the position of Executive Director of Policy, Risk, and Compliance. This position works throughout the College with management for oversight and development of processes related to employee safety and wellbeing. HR has a staff member dedicated to improving employee wellness by way of providing learning and development opportunities. In Fall 2013, the HR department conducted its first annual benefits utilization report, and identified areas of concern that were incorporated into the annual benefits fair. Improvements have been made in the following areas with regards to resources provided to employees. Details regarding the current benefits provided are seen in Figure 4P13-1.

Figure 4P13-1, NWACC Employee Benefits

Benefits Provided	
Health & Wellness	**Fitness**
Health Insurance	On Campus Fitness Center
Dental Insurance	Fitness Classes on Campus
Vision Insurance	YMCA Discount
Life Insurance	Safety & Wellbeing
TIAA CREF Retirement Plan	NWACC "Alert Me" Emergency Text Messaging System
AFLAC	Wireless Emergency Notification System
Educational	**Time Away from Work**
Tuition Waivers	Winter Holiday
Continuing Education Opportunities	Generous Vacation & Sick Time
Professional Development through NWACC	Optional Flex Schedule
Professional Development through Conferences, and Workshops	4 Day Work Week – Summer Efficiency Schedule

Results

4R1. What measures of Valuing People do you collect and analyze regularly?

NWACC recently completed an AQIP Action Project for Valuing People. The outline for this project resulted from the 2011 Strategy Forum. The committee submitted recommendations to the Quality Council for initiating specific measures for Valuing People through employee evaluation, recognition and development.

In April 2013, a Quality of Work-Life (QWL) survey was conducted of all employees to determine opportunities for improvement and satisfaction. Focus groups were conducted to review the data and develop action plans for the College to implement. The results of the survey were divided into four categories:

benefits/compensation, communication, leadership, and appreciation. The focus groups allowed employees a chance to see the baseline data results, review the four categories, synthesize them as a group, and then prioritize the items. This information was taken back to the task force to establish a benchmark and provide a resource of information to guide decision-making. Action plans were implemented to address the employee concerns in May 2014. Success will be measured through a semi-annual quality of work life survey.

The College is scheduled to conduct a nationally normed employee satisfaction survey in Fall 2014 and is currently participating in The Chronicle's "Great Colleges to Work For." These surveys will enable the College to identify key areas of strengths and opportunities.

4R2. What are your performance results in Valuing People?

In July 2013, Human Resources developed and presented metrics to College leaders that identified a base line of College demographics, employee turnover and retention and diversity. Following this presentation, the College developed and implemented an improved new employee on-boarding and orientation process, which is described in 4P3. This is in addition to a new search, and hiring process for administrative and classified positions that improved employee turnover by approximately 2%, implemented the diversity and inclusion strategic planning, and quality of work life committee.

Some of the results from the QWL can be seen in Figure 4R2-1. These results provided us with baseline data to use going forward. Once the results from the Chronicle's Great Schools to work for study are returned, we will have nationally-normed results to also use going forward. The QWL task force is currently using this data to identify and research potential areas for improvement. One area that has already been identified is the reported levels of feeling stressed at work. 73% of respondents reported high-levels of stress at work.
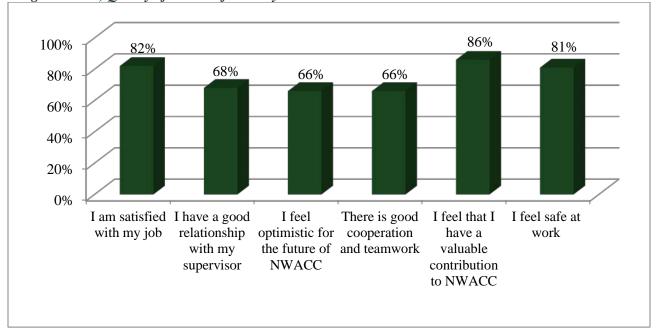
Figure 4R2-1, Quality of Work-Life Survey Results

4R3. *What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?*

NWACC uses graduation surveys and employee evaluations as evidence of employee productivity in achieving organizational goals. Productivity and effectiveness is also demonstrated through employee satisfaction with College policies (documented in surveys sent out before implementing any new policy), in addition to regular, documented employee performance conversations and evaluations.

After implementing the 4-day workweek (summer efficiency schedule) in 2013, a survey was sent to employees regarding their experiences with the adjusted schedule. 72% were happy with the summer schedule, and a majority of respondents stated that the new schedule did not affect their productivity levels.

Once the College receives results from the Chronicle's Great Colleges survey, target data will be established. Student enrollment, completion, and retention at NWACC are three clear measures of the productivity and effectiveness of the new processes and systems.

4R4. *How do your results for the performance of your progress for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?*

Categories 3 and 6 have extensive data from the SSI demonstrating our comparative results in valuing students and student feedback. Figures 6R1-1, 6R1-2, 6R1-3, 6R1-4, and 6R1-5 specifically speak to these comparisons as does Figure 3R2-1. The College recognizes this as an area in which we have room for improvement, and we plan on participating in the Noel-Levitz Employee Satisfaction Inventory to assist in creating further comparative data in employee satisfaction.

NWACC also participates in the National Community College Benchmarking Project (NCCBP) which yielded the results seen in Figure 4R4-1 and 4R4-2 demonstrating comparative results and our continued efforts in the category *Valuing People*. Figure 4R4-1 shows our student/faculty ratios which are above average, and has been something noted in focus groups that students appreciate, as do faculty. Figure 4R4-2 shows the amount of training dollars spent per

employee. This is part of an effort to keep employees at the top of their field and satisfied in their jobs.

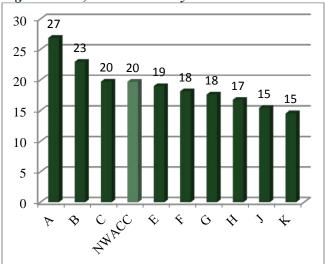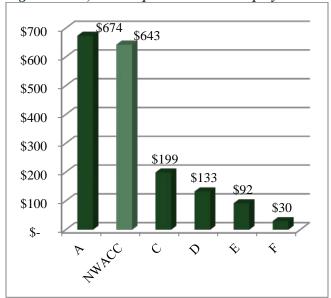*Figure 4R4-1, Student/Faculty Ratio*

Figure 4R4-2, Dollars per Full-Time Employee

Improvements

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your process results for Valuing People?

The following examples are improvements made to produce processes and evidence that supports valuing people:

- Implementation of People Admin software as an online application tracking system for screening employee qualifications;
- Collaboration between HR and the Professional Development departments to design required training for all search committee chairs;
- The President provides "Innovative Grant" awards to encourage innovation across campus;
- Participation in the Chronicle's Great Colleges to Work for survey;
- As a result of a recent action project, the College has streamlined the recruiting process;
- As a results of a campus-wide survey, NWACC added fitness classes at lunch time on campus;
- An annual Quality of Work Life survey was started;
- The position Executive Director of Policy, Risk, and Compliance was created, and
- The first annual Benefits Fair was held on campus.

4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improvement results of Valuing People?

Each division has a Cabinet Representative, who is a member of the President's Cabinet. Every week the Cabinet meets with the President, and twice monthly the Expanded Cabinet, those positions who directly report to a Cabinet Member, meet to discuss College concerns and policy. Items vetted through the Cabinet are taken to the Expanded Cabinet for input. Once vetted through Expanded Cabinet, the College Community is surveyed for input.

Category 5: Leading and Communicating

Introduction

The longevity, ongoing management of and continued enhancement of the processes in leading and communicating demonstrate the College's activities are stable and aligned. The development process for the College's vision, mission, goals, value statements and outcomes (5P1, 5P2, and 5P3) suggests leading and communicating processes exist within and among units and departments at NorthWest Arkansas Community College (NWACC).

The College has made progress in Category Five since the last Systems Portfolio. In 2008, the Systems Portfolio Team identified three opportunities for improvement in this category, which included communication issues, data collection for decision-making, and lack of a Learning College culture.

In 2014, the processes for leading and communicating exhibit a range of maturity levels. Processes related to communicating the mission, vision, and values that deepen and reinforce the college's commitment to each of these, making data-informed decisions and sharing knowledge and best practices are well aligned at NWACC (addressed in 5P6, 5P8, and 5P9). Stable systems and processes are in place that regularly assesses improvements, and processes are communicated across the College and in the community.

While communication that reinforces the College's commitment to mission, vision, values, and data-driven decision-making were noted as an improvement opportunity in the Systems Appraisal of the College's 2010 Systems Portfolio (questions 5P6 and 5P8), these processes have improved and also are well aligned. The improvement is a result of the development of a new 5-year strategic plan and measurables for each End and Goal, ongoing implementation of the First Year Philosophy Statement, the release of the first Chief Information Officer's annual report, leadership from the College's President that increases communication from and dialogue with the chief executive and increased efforts by Institutional Research to report results of surveys and other forms of data.

In 2013, the College's Board of Trustees set strategic goals for the college for the next 3-5 years. These goals

were then operationalized by the college cabinet (college senior leadership team) through the annual budgeting process. In 2014, the Board of Trustees adopted a new updated policy manual that serves as a landmark guide to decision-making at the institution.

The processes for communicating leadership development and sharing knowledge, skills, and best practices are more systematic (5P9). The introduction to the Learning College culture is a part of the orientation process for new employees, and this culture is clearly demonstrated in the activities outlined in NWACC's process.

Processes

5P1. How are your institution's mission and values defined and reviewed? When and by whom?

NWACC's Mission as a publicly funded two-year college was first defined by the President and the Board of Trustees (BOT) when the institution was founded in 1989. In 2012, the BOT hosted an open meeting which included NWACC staff, faculty, guests, and a partnering communications group to review the alignment of the mission, values, and vision. There was discussion about how the College can meet the needs of workforce training for students, the difference in career versus workforce education, and a focus on excellence above expansion.

The President's Cabinet has reviewed and refined, as approved by the BOT, to articulate our Mission as "*A comprehensive two-year college that serves and strengthens the community through learning for living.*" The institution's values support that mission and are reviewed annually by the President's Cabinet and BOT as part of the long-range planning process. We intend to be a nationally recognized two-year comprehensive institution that excels in providing community, transfer, and workforce education in a learning-centered environment.

The mission, vision, and core values are widely communicated in a number of internal and external venues--e.g. website, reports, posters, catalogs, schedules, etc.--which are referenced consistently when supporting academic programs, supporting student services, setting priorities, and making strategic decisions.

Figure 5P1-1, NWACC Vision Statements

> Cherish academic, professional and personal integrity;
> Facilitate continuous learning for students and stakeholders;
> Value human resources over other resources;
> Develop the potential of the individual to achieve excellence;
> Anticipate and respond to needs by encouraging innovative ideas and technologies;
> Respect differences and view them as strengths; and
> Advance knowledge through individual and team challenges.

Core Component 1A
The institution's mission is broadly understood within the institution and guides its operations.
(Address in 5P1 and 5P2)

☑ The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board. *Addressed and underlined in 5P1*

☑ The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
Addressed and underlined in 5P1

☑ The institution's planning and budgeting priorities align with and support the mission. (The subcomponent may be addressed by referenced to the response to 5.C.1)
Addressed and underlined in 5P2

Core Component 2C
The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. (Address in 5P2)

☑ The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
Addressed and underlined in 5P2

☑ 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.
Addressed and underlined in 5P2

☑ The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.
Addressed and underlined in 5P2

Core Component 5C
The institution engages in systematic and integrated planning. (Address in 5P2)

☑ The institution allocates its resources in alignment with its mission and priorities.
Addressed and underlined in 5P2

☑ The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
Addressed and underlined in 5P2

☑ The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
Addressed and underlined in 5P2

☑ The institution plans on the basis of a sound understanding of current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's source of revenue, such as enrollment, the economy and state support.
Addressed and underlined in 5P2

☑ Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.
Addressed and underlined in 5P2

5P2. How do your leaders set directions in alignment with your mission, values and commitment to high performance?

The primary driver in providing direction for the institution is the NWACC 5-Year Strategic Plan. During

the year, the President's Cabinet and Expanded Cabinet review current and projected programs and services to assess alignment, fit, and resource capacity. The reviewed Strategic Plan is then used to define the Ends and Goals (shown in Figure 5P2-1). In an effort to continue Mission alignment, the Strategic and Master Plan is being aligned again in 2014.

Figure 5P2-1, NWACC Mission Alignment Flowchart

Mission:
NorthWest Arkansas Community College is a comprehensive, public two-year college that serves and strengthens the community through learning for living.

College Ends Statements:
(1) For the learner community we will: Provide expanded access to educational opportunities for the population in general, but especially for under-served learners in all age groups who are disconnected from education by choice or circumstance and will actively support student retention and completion.
(2) For the business community we will: Enhance partnerships and collaborations with business and industry through innovative approaches to design and deliver training and education.
(3) For the owner community (taxpayers) we will: (a) Enhance NWACC's capacity to achieve its initiatives by diversifying its resource base. (b) Provide educational and comprehensive programs, services and facilities to the owner community (taxpayers).
(4) For the pre-kindergarten through grade 16 community we will: Forge a systemic linkage with P-16 and University partners to achieve "seamlessness" in curriculum, technology and learner support and service delivery.
(5) For the college community we will: Align the organizational infrastructure of NWACC with College growth.

Strategic Plan:
(1) Improve major institutional processes for quality improvement in all areas including the budget process, Human Resources, professional development, and recognition, assessment of student learning, diversity and all continuous quality improvement efforts aligned with AQIP and accreditation requirements.
(2) Continue academic excellence, enhancement of strategic enrollment processes, student retention and expanded programs in areas of need.
(3) Monitor and address current and future needs for land, facilities and technology.
(4) Provide for financial revenue stability through tuition, fees, millage, state appropriation and external funding.
(5) Provide for financial expenditure stability through controlling employee costs, general maintenance costs and major facility projects.

Annual Goals:
Goal 1: Improve the College's process for measurement and assessment of student learning
Goal 2: Continue to enhance our strategic enrollment process
Goal 3: Improve major institutional processes
Goal 4: Cultivate an atmosphere of diversity and inclusion throughout the college community
Goal 5: Diversify the College's resource base
Goal 6: Complete all AQIP and accreditation requirements to continue institutional accreditation for a minimum of 7 additional years
Goal 7: Update the NWACC Master Plan

Core Component 1B
The mission is articulated publicly.
(Address in 5P3 and 5P8)

☑   The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
Addressed in 5P3

☑   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.
Addressed in 5P3

☑   The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.
Addressed in 5P8

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

NWACC considers the needs of all constituents as described in the NWACC Ends and Goals, in addition to feedback gathered from key stakeholders such as the community, partners in education, and local businesses. Recommendations are reviewed by members of Cabinet and prioritized according to mission alignment, community needs, market demand, available fiscal resources, sustainability, and comparable significance to other priorities. The Chief Academic Officer reiterates the mission, vision, and values in all meetings with administrators and faculty to reinforce the common institutional framework. The Strategic Enrollment Management Plan is used as a guide to capture major Learner Support Services processes and assumes a holistic view on enrollment and student success. Those processes include, but are not limited to, the following:

marketing, recruitment, application, admission, registration, enrollment, student persistence, re-enrollment, completion, graduation, transfer, and job placement.

NWACC also uses data received from organizations such as the Faculty Senate, Staff Council, and Student Government Association, where a student representative is assigned to the Board of Trustees to provide perspectives on the needs of the student body. NWACC administers the Noel-Levitz SSI and Graduate Survey for additional feedback to aid in identifying student needs. Advisory boards are utilized across campus to include external constituents. Examples of the advisory boards used are: Retail Management Advisory Board, Workforce Advisory Board, Criminal Justice Advisory Board, Dental Program Advisory Board, Marketing Analyst Advisory Board, Enactus (student organization), Business Advisory Board, and the Medical Professions Advisory Board.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

The College's Strategic Plan determines institutional direction and includes an environmental scan to identify future opportunities in the institution's rapidly changing learning environment. The NWACC 5-Year Strategic Plan is a living, breathing document compiled to grow with the institution. This creates a vision broad enough to rapidly meet the needs of the students and community, while progressively building sustainable partnerships with community businesses, schools, and regional and national organizations. The NWACC 5-Year Strategic Plan has five focus areas: 1. Quality; 2. Programming; 3. Land, Facilities, and Technology; 4. Financial Stability: Revenues; 5. Financial Stability: Expenditures.

In collaboration with the 5-year Strategic Plan, the Master Plan provides additional guidance for future opportunities that focus on students and learning. This planning process is detailed in Figure 5P4-1.

Figure 5P4-1, NWACC Planning Structure

NWACC also leverages opportunities through collaborative partnerships and consortia. NWACC is a member of the North Arkansas Two-Year College Consortium made up of six community colleges in North Arkansas. The Consortium strives to meet the education and workforce needs of North Arkansas citizenry and the business community through collaboration in programs, services, and innovation in higher education and workforce training. Consortium goals include: (1) Combine intellectual expertise to provide cutting-edge programs for workforce education and 4-year transfer opportunities; (2) Coordinate resources and specializations in the compilation of grant proposals for Federal, State, and private foundations funding opportunities; (3) Provide regional education and training opportunities to meet the workforce needs for North Arkansas; (4) Promote regional and statewide view of education and workforce needs to better meet the education and professional needs of Arkansas' citizens.

5P5. How do you make decisions at your institution? How do you use teams, task forces, groups or committees to recommend or make decisions, and to carry them out?

College leadership, including members of the President's Cabinet and expanded cabinet, establish operating policies for the institution. Non-compliance related policy decisions are made after significant communication with stakeholder groups discussed in *Category 9: Building Collaborative Relationships*. The College established the committees listed in Figure 5P5-1 and operates under their direction.

Surveys of students, faculty and staff members and other stakeholders are conducted routinely to provide appropriate data throughout the decision-making processes. NWACC consistently uses committees and task forces to recommend decisions to senior leadership and to assist in the implementation process. The Faculty Senate, Staff Council, and Student Government Association (SGA) also have an organized process for providing input on key decisions. The SGA President is a student trustee on the College's Board of Trustees, with the student providing valuable advice and viewpoints on each of the BOT's decisions.

Figure 2P5-1, Policy Development illustrates the policy development process that we use at the College. A series of decision-making, implementation and review steps that were undertaken in 2012 and are currently ongoing, reflect the more mature and comprehensive decision-making processes being used at NWACC since the last systems portfolio was submitted.

To improve sustainability efforts, senior college leadership explored the possibility of a flexible four-day work week. A task force comprised of representatives from academic and administrative areas convened in the Fall of 2012 to research current best practices among two-year colleges and submitted recommendations to the President's Cabinet. The College summer efficiencies schedule was implemented in the Summer of 2013,

saving the College approximately $24,000 in quantifiable operations costs. College Employees were surveyed in the Fall of 2013 to assess possible adjustments that might improve the initiative. Over half of the employees surveyed were in favor of continuing the summer efficiencies schedule in 2014.

Figure 5P5-1, Major Organizational Committees/Subcommittees

Committee	Ex-Officio
I. Ten (10) major College organizational committees and associated subcommittees as follows:	
1. Strategic Enrollment Management	Senior VP Learning
i. College Credit Calendar	VP Learner Services
ii. Graduation	VP Learner Services
2. NWACC Quality Council	Senior VP Learning
3. Institutional Effectiveness	VP Learning
i. Strategic Planning	VP Learning
ii. Academic Program Review	VP Learning
iii. Support Unit Review	VP Learning
4. Hispanic Student Support	VP Learning
5. Intercultural Education	VP Learning
6. Distance Learning	Senior VP Learning
7. Technology Policy Council	Senior VP Administrative Services
iv. Learner Technology	Senior VP Administrative Services
v. Technology Change Planning	Senior VP Administrative Services
vi. Administrative Services	Senior VP Administrative Services
vii. Web Standards	Executive Director PR
viii. Portal Planning	Senior VP Administrative Services
8. Sustainability	Senior VP Learning
9. Global and International Steering Committee	Senior VP Learning
10. Committee on Committees	VP Global Business
II. Two (2) self-standing employee resource advisory committees as follows:	
1. Faculty Development	Senior VP Learning
2. Workforce Development	Senior VP Administrative Services
III. Seven (7) committees reporting directly to the Faculty Senate as follows:	
1. Academic Standards	Senior VP Learning
2. Curriculum	Senior VP Learning
3. Faculty Evaluations/Student Evaluation	Senior VP Learning
4. Faculty Handbook and Policy Review	VP Learning
5. Student Learning Assessment	Senior VP Learning
6. Emeritus/Sabbatical Leave Applications	VP Learning
7. Faculty Enrichment Initiatives	VP Learning

NorthWest Arkansas Community College continues to seek methods to improve its decision-making processes throughout the institution, and incorporating a more formalized system of collecting, analyzing, reporting, and disseminating data to the appropriate decision-makers.

For example, in 2013 state legislation allowed college employees with concealed handgun permits to bring guns on campuses of state colleges and universities. Students in the College's Service Learning Program and the College's Faculty Senate hosted forums regarding the legislation and conducted surveys of the college community. The Board of Trustees reviewed the survey results and chose to opt out of participation in the law, keeping its campus and centers gun-free based on recommendations from the Faculty Senate, Student Government Association and Staff Council leaders.

Under the leadership of the Information Technology Department, NWACC participated in 2012 in the National Student Technology Survey conducted through the EduCAUSE Center for Applied Research. A total of 968 students responded to this survey. While much of the survey dealt with technology usage such as laptops and mobile devices, the survey also addressed forms of communication, communication preferences, and how students felt those items were connected to academic success. This information was used in a collaborative effort by Learner Support Services, Public Relations, and Marketing to help implement a new system of communicating college information to learners, based on information collected from the learner.

Individual academic divisions also routinely incorporate surveys and stakeholder feedback into their decision-making process. For example, within the Business and Computer Information Division, faculty and community members were surveyed to determine math instructional needs. Some economics and accounting prerequisites were added as a result of the data received.

Data collected throughout the academic year are shared with institutional leaders and the College community. NWACC's Fact Book, published annually by OIR, contains many data elements used throughout the College in the decision making process. The fact book is provided to a wide range of College leaders, including the President's Office and the Board of Trustees, so that these key leaders have data readily available regarding degree programs, degrees and certificates awarded, headcount by demographic categories, student semester credit hours by demographics, high school information, early college experience, remediation information, retention data, and financial aid.

Both in-house surveys and national data tools also are used by the administration and the Board of Trustees to compare NWACC with Benchmark Institutions established by the College Cabinet. The College participates in the Noel-Levitz Student Satisfaction Inventory and the National Community College Benchmark Project. A data action project from two years ago, led to the creation of six Argos blocks, and a weekly report to the deans with enrollment of their classes.

NorthWest Arkansas Community College uses several means to communicate between and among the levels and units of our institution. The College promotes open communication and transparency throughout the decision-making process. Several processes have been implemented to enhance communication between and with internal and external constituents.

The new College President, joining the College in 2013, circulates an e-mail message to faculty and staff approximately every four weeks. These messages detail significant accomplishments of faculty and staff, news of administrative appointments, general college information, and inspirational messages. The President also hosts an open question-and-answer session at the end of fall and spring forums, which are gatherings of faculty and staff on the Friday before the start of the semester.

The Public Relations and Marketing Department emails the College's daily announcements about activities at the institution to all faculty and staff. The Department also posts student announcements on a separate blog two to three times a week. It uses email to communicate special announcements to the faculty and staff, share the agenda and supporting materials for upcoming Board of Trustees meetings, and has implemented a robust social media program. The Department's Executive Director shares general College news and information about media inquiries and coverage with the Board of Trustees, NWACC Foundation and the President's Circle an average of one to two times each week.

The Communication Matrix depicted in Figure 5P7-1 describes the communicators, communication method, and participants in the communication activity.

Figure 5P7-1, Communication Matrix

Communicator	Methodology	Audience
Board of Trustees	Public meetings, agendas, minutes, committees, strategic planning	Trustees, administration, faculty, students, public
NWACC Foundation Board of Directors	Private meetings, agendas, minutes, committees, strategic planning, private meetings with administration	Foundation Board members, Trustees, administration, Foundation staff
President	Public meetings, speaking engagements, Cabinet meetings, Expanded Cabinet meetings, committees, community board participation, Notes from the President e-mail messages to faculty/staff, President's page on the NWACC website, private meetings, e-mail, fall and spring forums for faculty and staff	Trustees, administration, faculty, staff, students public
Cabinet Members	Public meetings, speaking engagements, Cabinet meetings, Extended Cabinet meetings, committees, community board participation, private meetings, e-mail	Administration, faculty, staff, students, public
Expanded Cabinet Members	Public meetings, speaking engagements, committees, community board participation, private meetings, e-mail	Administration, faculty, staff, students, public
Instructional Deans' Council	Private meetings, agendas, minutes, e-mail	Instructional deans, faculty, VPs for Learning and Learner Services
Expanded Deans' Council	Private meetings, agendas, minutes, e-mail	Instructional deans, Learner Services deans, VPs for Learning and Learner Services, faculty, staff
Faculty Senate	Private meetings, faculty business meetings, agendas, minutes, e-mail	Faculty
Staff Council	Private meetings, agendas, minutes, e-mail, newsletter	Staff
Advisory Committees (boards)	Public meetings, private meetings	Trustees, administration, faculty, students, public
Institutional Committees/Task Forces	Public meetings, private meetings, agendas, minutes, e-mail	Trustees, administration, faculty, students, public
Public Relations and Marketing Department	Internal and stakeholder newsletters, e-mails, announcement blogs, news releases, media relations activities, social media channels, including Facebook and Twitter	Trustees, Foundation Board of Directors, administration, faculty, staff, students, public, stakeholders, more than 15 local media outlets

Communication occurs within all constituent groups, both internal and external, found in the NWACC Ends and Goals. Internally, communication begins with the hiring process, with information about the institution's Mission, Vision, and values shared with candidates. Externally, communication comes in a variety of forms through public relations, external affairs, employee participation in community groups and events, speaking engagements, and working with area school districts. For example, during the new employee orientation process, College leaders discuss the mission of serving and strengthening the community through learning for living, and the NWACC IT department released its first Chief Information Officer (CIO) Annual Report.

In Spring 2014, The College's Director for Diversity and Inclusion organized a College committee to develop a strategic plan for diversity and inclusion. This action also is in keeping with some of the College's key values: developing the potential of the individual to achieve excellence and respecting our differences and viewing them as strengths.

Various units have their own processes for communicating pertinent information and aligning that information with the College's mission, vision and values. As one small example, the Division of Communication and Arts has a scheduled meeting every two weeks for divisional updates and shared challenges. This also provides the opportunity for the dean to distribute information from expanded cabinet and academic leadership meetings. This divisional meeting serves for planning purposes (again looping decision-making back to mission, vision and values) as well as communication updates. These meetings include all content area leads, special programs such as journalism and drama as well as the secretarial support. Individuals representing other areas of the college, such as distant education or advising are asked to attend and share in the conversations.

The next step in the process is for the content areas to distribute the information to their specific faculty. This is done by email, face to face and in small group settings. Each area meets several times during the

semester with follow-up communication and links distributed when appropriate.

NWACC uses multiple options to encourage, develop and strengthen faculty, staff and administrators by offering several development opportunities. They include Supervisor NWACC, Celebrate Learning for Faculty, Conversations on Student Learning, Staff Development Day, on-boarding sessions, as well as resources provided through the Professional Development Collection (PDC) and faculty development funding. With the exception of the PDC and faculty development funding, all are regularly scheduled activities that help to communicate and share leadership knowledge, skills and best practices throughout our institution.

Supervisor NWACC is a robust program for those in supervisory/management roles in the organization or those who have been identified as having potential for such a role. The program begins with a kick-off event – Round Table with the President. This is followed by 14 modules that have been selected from the HRDQ library and customized for the organization. Additionally, participants complete the MBTI (Myers Briggs Type Inventory). Each of the sessions is delivered by members of Cabinet, Department Directors and other leaders of the College with topic knowledge expertise. The program begins each year in September and concludes the following May, requiring a total time commitment of 51.5 contact hours. Registration for this program is capped at 15.

Celebrate Learning for Faculty is a faculty-led in-service where faculty present workshops for their colleagues on topics that model best practices in learning-centered education. Although full-time faculty is required to attend, part-time faculty is welcomed and encouraged to attend. It is designed as a mini-conference with multiple sessions offered in each time slot, and the faculty may choose which session would best fit their development needs. This event is a vehicle for faculty who have been awarded faculty development funds to share what they learned helping keep all faculty current. Staff members

are welcome to attend with prior approval from their supervisors.

Conversations on Student Learning are an ongoing professional development series set of informal sessions with senior learning leadership where faculty and staff gather to discuss academic topics of interest and priority with leadership to further enhance their understanding and effectiveness in addressing learning-centered issues. This development opportunity meets monthly.

Staff Development Day is a full day of development activities for NWACC employees that cover a rich range of topics in higher education, skill development, wellness, development of positive work environments, and more. Faculty and staff have the opportunity to present at this session, with more than 75 individuals having participated in the June 2013 event. Additional on-boarding sessions are offered on a variety of topics for employees. A combined session exploring the close connections between the AQIP categories and a Learning College culture is offered. Learning college principles are modeled through a collaborative activity and a discussion on how to embed them in our work is held. The AQIP/Learning College session, as well as the other on-boarding sessions, is offered throughout the year on a quarterly basis.

NWACC has a process in place to provide funding for external development activities which includes leadership development such as the Department Chair Institute, plus local, state, regional and national conferences/workshops in higher education teaching and learning, and content specific opportunities.

Finally, NWACC provides within the NWACC library a Professional Development Collection which includes resources in the areas of leadership development, learning-centered best practices, etc. which all employees may check out and use in their development. The Faculty Development News newsletter notifies faculty and leadership of new resource additions to this collection.

In preparation for the State's Biennium Budget and Personnel Request process, Human Resources meets with division heads to discuss the division's existing organizations structure. During this time, succession planning, career development opportunities, and future personnel needs are identified. Faculty and staff members also are afforded the opportunity to participate in various annual leadership programs. Those interested

complete an application process with cabinet members having the final choice in selecting the participants. These programs include area Chamber of Commerce programs such as Leadership Benton County, Leadership Springdale, Leadership Fayetteville, and the Arkansas Association of Two-Year Colleges Leadership Institute.

5P10. How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values and commitment to high performance during leadership succession? How do you develop and implement your leadership success plan?

Succession planning at NWACC begins with the identification of critical positions on campus. Top talent is identified through the evaluation process and all employees complete an individual development plan that identifies such succession aspects as goals and career aspirations, enabling Organizational Development to target training and developmental opportunities accordingly.

The Board of Trustees reviews and approves their Emergency Presidential Succession Policy, Executive Limitation EL-205, annually. The Emergency Presidential Succession Policy protects the Board from sudden loss of Presidential services. This limitation ensures that the President may have no fewer than two other executives familiar with Board and Presidential issues and processes. In the event of an emergency, the Senior Vice President for Learning & Provost and the Senior Vice President for Administrative Services/CFO have been designated to serve in this leadership capacity.

Following the announcement in 2012 of the former President's plan to retire, the College, under the leadership of the chairman of the BOT, implemented a thorough executive search process. This process incorporated the expertise of the Associate of Community College Trustees and engaged community leaders, the general public, faculty, student and staff leaders and other stakeholders in the process of selecting a new President. In addition to hosting forums for the four finalists, the College first held a series of stakeholder forums that allowed representatives of the public and the greater community a voice not only in the selection of the President, but a say in charting the future of the institution.

Since November 2012, the College also conducted leadership training for two groups of advancing and emerging leaders. Several individuals who participated in those training classes were then tapped to move into advanced leadership roles. This is a part of an increased emphasis on developing faculty and staff to prepare them to assume roles of increased responsibility and leadership.

Results

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

The College began participating in the Noel-Levitz Student Satisfaction Inventory in 2013. One of the questions on the Noel-Levitz survey spoke directly to measuring Leading and Communicating and the results benchmarked against national scores are reported in 5R2.

A survey regarding leadership and communications was administered in late 2010 following the creation of the College's systems portfolio. That survey, completed by approximately one-fourth of the college's then 885 full-time and part-time faculty and staff, revealed some College strengths and growth opportunities with the results being used in formulating communications practices to internal stakeholders.

Following that survey, a new Quality of Work Life survey was administered for the first time in 2013, and a nationally normed survey was conducted in 2014; the results are pending. The results from the SSI were compiled and shared with staff at the staff development day activities with the President's Cabinet and Expanded Cabinet members in attendance. Open-ended questions about what could make the organization better yielded a number of answers related to four key areas: communicating, leadership/management, compensation/advancement, and appreciation/recognition. The detailed breakdown of responses was shared with internal focus groups, and suggestions were made addressing the top three opportunity areas in each category.

5R2. What are your results for leading and communicating processes and systems?

In the Noel-Levitz SSI, students were asked to respond on a Likert scale to the following prompt: "Administrators are approachable to student." On this question, 70% of NWACC students responded "satisfied" or "very satisfied," versus 55% of respondents nationally. The Quality of Work Life survey indicated that communication was of high importance to employees, and suggestions were made for improvement. For example, some suggestions that came from the focus groups regarding communication included, (1) increasing communication with employees directly affected by decisions, (2) understand who needs information and how it affects a department when information is not provided, (3) breakdown communication silos, encourage inter-department networking, (4) transparency in all things, and (5) leadership should establish and encourage open lines of communication with employees.

Some suggestions regarding leadership included, (1) open opportunities to internal candidates first, then provide the opportunity to interview and receive development feedback if they are not ready for a position in which they are interested, (2) take workload into consideration when making staffing decisions, provide the dollars where needed, (3) provide information as to why a decision was made.

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

NWACC currently has results regarding Leading & Communicating within our institution; however, we are lacking comparative results in this category. The College recently participated in the Chronicle's Great Colleges to Work for, and we are going to participate in the Noel-Levitz Employee Satisfaction Survey, both of which will provide comparative data and insights regarding our strengths and weaknesses in this area.

Under the leadership of a new President, the Cabinet has begun to meet weekly instead of on alternating weeks. This step has facilitated increased communication among College leaders and provided increased opportunity for making well-informed decisions that take into account all stakeholders.

Improvements

Learner Services completed a three-day Lean/Six Sigma exercise on Jan. 29, 30 and 31, 2014. This activity was designed to simplify and improve the enrollment process for students. Careful examination was given to steps that added value to transitioning a prospective student to an enrolled student and eliminating or reducing those steps that hindered the enrollment process. A plan has been created with direct input from the student body, specifically the Student Government Association, and the first steps for implementation are underway.

Learner Services formed the Learner Services Process Improvement Team to identify and lead improvement throughout the division. One current focus is a project for enhancing and strengthening communication within the Division, with students, and other college community members. This project is in early implementation.

Within individual units, the College is always following the continuous quality improvement model. For example, within the Division of Communication and Arts, the dean has made the division meetings every two weeks instead of every week. The dean for the division reports, "Faculty members appreciate a concise and targeted approach that does allow for discussion but places a value on their time and tasks."

Internal communications has been improved by the establishment of routine processes in the dissemination of information. For example, the Board of Trustees agenda packet is distributed by campus email to all employees and to a wide media list that includes the student newspaper. Using information previously collected within the institution regarding an internal newsletter, the NWACC Insight has increased its focus on achievements of faculty and staff. While the measurement software has only recently been added, the link to the first edition of the Insight for 2014 was visited more than 270 times by employees, which would amount to an open rate of almost 30 percent of all faculty and staff. The College continues to have opportunities to improve its communications with core internal and external constituencies, but tremendous

strides have been made in this area since the last systems portfolio.

NWACC embraces the concept of continuous quality improvement. The College continues to embrace the concept of continuous quality improvement, enhancement of its current processes, and embedment of those concepts into its culture, The College Cabinet and Expanded Cabinet, under the leadership of a new President, have made a strong commitment to improving processes and applying data to inform decisions about how best to carry out the institution's mission, vision and values.

Faculty and staff members know that they have the opportunity to approach the College's Quality Council with AQIP action project ideas. The Institutional Effectiveness team is a strong partner in aiding all divisions and units in identifying opportunities for improvement and setting benchmarks for measuring the results of initiatives.

Category 6: Supporting Institutional Operations

Introduction

The support needs of NorthWest Arkansas Community College are based on the institution's current strategic plan, direct and indirect assessment of students and stakeholders, and systems' appraisal feedback from the Higher Learning Commission. Regularly scheduled strategic reviews of the results of these processes identify opportunities for support service process improvement needs. The recently modified Strategic Plan provides guidance for College operations to evaluate long-term planning.

Nationally normed surveys, such as the Noel-Levitz Student Satisfaction Survey (SSI), provide additional methods of systematically identifying student and stakeholder needs (Figures 6R2.1 and 6R3.1). Results from the student satisfaction survey are reviewed along with feedback from other internal and external evaluations such as the College Student Inventory (CSI), Student Retention Predictor, electronic workflow request, employee, international student, disability services, orientation, and Career Pathway student satisfaction surveys.

In day-to-day operations, direct observation of processes affecting students, faculty, administrators, and stakeholders often initiate new goals and objectives at the department and division level, which are later reflected in future strategic and budgetary planning conducted by members of NWACC's leadership team.

Processes

6P1. How do you identify the support service needs of your students and other key stakeholder groups (e.g. oversight board, alumni, etc.)?

The support service needs of students and stakeholders at NorthWest Arkansas Community College (NWACC) are identified through various methods of direct and indirect assessment. The most notable method being the use of nationally normed Student Satisfaction Surveys (SSI) conducted every two years, where the results are

briefed to the corresponding department or division by the Office of Institutional Research.

The appropriate process improvement plan is determined by one of the College's five support service departments and divisions: (1) Learner Support Services, (2) Business and Community Training, (3) Administrative Services, (4) Public Relations and Marketing, and (5) Adult Education. Clearly defined responsibilities within each service support area establish accountability, ensuring implementation of timely resolutions in an ongoing effort to consistently provide the highest quality of service to students and other key stakeholders. Figure 6P1.1 details the primary functions and responsibilities in each major support service area. Methods used to evaluate process effectiveness are discussed in Category Seven, Measuring Effectiveness.

The Noel-Levitz Student Satisfaction Inventory (SSI), administered in Fall 2013, is the institution's primary tool used in gathering data on the satisfaction levels of students. Prior to 2013, the College used the Community College Survey of Student Engagement (CCSSE) to access the learning environment. Through students' responses on the SSI, the College is able to identify the student and stakeholder needs in order to continuously improve the campus learning environment.

NWACC utilized the SSI for the first time in the Fall of 2013. The institution chose to use this particular instrument to help assess the level of student interaction, and streamline data collected using other Noel-Levitz services such as the Student Retention Predictor and College Student Inventory (CSI). Data collected from the retention predictor and freshmen survey tools allow the administration to use enrollment and retention data to further determine students' support service needs.

The Student Government Association (SGA), as well as other student organizations and clubs, are used as focus groups to gain qualitative insight on support needs. SGA senators provide student representatives to all councils and committees on campus, adding additional opportunities to address or voice student needs.

The Office of Institutional Effectiveness identifies support service needs through AQIP Action Projects. For example, a current Category 6 action project, College & University Articulation Agreements & Memoranda of Understanding, reviews the processes the college uses to enter in articulation agreements and MOU's for inefficiencies, then recommend changes to current processes with the goal of having one unified process for

all departments when entering in articulation agreements and MOU's.

In the area of business and industry, assessments are conducted by academic departments as required by the Arkansas Department of Higher Education (ADHE), as well as other internal surveys used to gather feedback by the Career Development Center and Shewmaker Center for Workforce Technologies. Alumni needs are assessed by the NWACC Foundation using various forms of social media and communications maintained in The Raiser's Edge alumni survey. Figure 6P1-1 describes the roles of our major support services.

Figure 6P1-1, Support Services

Major Support Services	Mission/Objective	Primary Functions and Responsibilities	Methods of Assessment and Data Collection
Learner Support Services	The division of Learner Support Services provides individual responsive services, programs and guidance, empowering our students to achieve success.	Recruitment Admissions Advising Orientation Registrations Student Records Financial Aid Transfer Services Career Development Center Disability and Veteran Resource Center Student Government Global Communities Center Student Information Center Student Conduct Academic Success Center Testing Center	Direct Observations Benchmarking Retention Rates Systems Appraisal Feedback Focus/Discussion Groups Student Satisfaction Surveys Exit Interview with Graduates Job Placement Data Information /Advisory Boards Graduation/Transfer Rates Nationally Normed Surveys
Administrative & Campus Services	Administrative Services supports the infrastructure of the College through planning, directing, and coordinating a variety of business and administrative services. The work we do impacts faculty, staff, students, external stakeholders and vendors.	Budget Financial Analysis/Reporting Facilities Planning Construction Financial Operations Human Resources IT Services Operations Grants and Effectiveness Institutional Research Public Safety Library Services Emergency and Risk Management	Internal Surveys Benchmarking Focus/Discussion Groups Internal/External Review National Surveys Direct Observations Systems Appraisal Feedback

Public Relations & Marketing	The Office of Public Relations and Marketing works directly with the stakeholders that make up our college community – students, faculty, staff, donors, community members, and the media. Through a mixture of traditional marketing practices, public and media relations activities, and social media implementation, help get the College's message out to the residents of Northwest Arkansas and the Nation.	Public Relations News/Announcements Marketing Resources Social Media Publications	Direct Observations Faculty/Staff Feedback Student Satisfaction Surveys Exit Interviews with Graduates Focus/Discussion Groups Systems Appraisal Feedback
Business & Community Training (Shewmaker Center for Workforce Technologies)	NWACC Corporate Learning develops talent that creates competitive advantages for individuals, organizations, and communities. Corporate learning seeks to become an internationally recognized provider of strategic learning solutions to create and develop talent from entry-level workers to executive leadership.	Career Certifications Building Sciences Business and Industry training Institute for Corporate and Public Safety Personal and Professional Development Retail and Supplier Education Fiber Optic Technician Training Online Learning	Direct Observations Student Satisfaction Surveys Systems Appraisal Feedback Internal and External Review Information and Advisory Boards Benchmarking Focus/Discussion Groups
Adult Education	The Adult Education Department offers non-credit classes designed to teach/review academic skills normally associated with the public school K-12 curriculum, culminating with preparation for taking the High School Equivalence (GED) test for battery.	Adult Basic Education (ABE) GED Preparation College Preparation Job Readiness Training Basic Computer Literacy Adult Secondary Education (ASE)	Direct Observations Student Satisfaction Surveys Systems Appraisal Feedback Internal and External Review Information and Advisory Boards Benchmarking Job Placement Data

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

NWACC's administrative support service needs are established and identified through multiple external and internal data collection and review methods. External state and federal requirements provide the foundation for the colleges' administrative support processes and outcome standards. Internally, leadership identifies administrative needs through the strategic planning and budget review process.

In the annual budget review process, division and department leaders review operational needs and activities with deans and directors to identify their service support needs. The identified needs are forwarded to the President and Cabinet members for approval based on available funding and alignment with the institution's strategic goals, objectives, and initiatives.

Day-to-day operational needs can be identified by using electronic work requests, technology helpdesk services,

and feedback or comment forms that are located on the corresponding department's homepage on the NWACC website. Completing a training request form for additional professional development courses, work request orders for maintenance issues, trouble tickets to the IT helpdesk for resolution, and submitting a request for data to OIR through their electronic form are all examples of work requests used on campus.

Faculty, staff and administrators also have additional opportunities to communicate needs and ideas for process improvements through the council and committee meetings that are held on a monthly basis, or as needed. Figure 6P2-1 illustrates the communication venues that are available throughout the year to aid in identifying faculty, staff and administrators needs via direct methods that include dialogue, testimonials, focus groups, and question-and-answer sessions.

Figure 6P2-1

Councils/Committees	Frequency
Expanded Cabinet	Bi-Weekly
Staff Council	Monthly
Division and Departmental Meetings	Monthly
Workforce Diversity Council	As Needed
Technology Policy Council	Monthly
NWACC Quality Council	Monthly
Board of Trustees	Monthly
Faculty Senate	Monthly
Focus/Discussion Groups	As Needed
Change Control	Bi-Weekly

Change Control is the Administrative Services Sub-Committee, which serves under the Technology Policy Council, and is responsible for monitoring the technology needs for administrative support services as well as approving any requested system changes. The committee is charged with coordinating projects, system upgrades and enhancements, recommendations to institutional policies and procedures, and training. As a result, college information software and systems improvements are timely and effective. Lastly, as a result of academic program reviews, staff and administrators can identify and make recommendations for improvements to support services based on faculty findings.

6P3. How do you design, maintain and communicate the key support processes that contribute to everyone's physical safety and security?

The NorthWest Arkansas Community College Office of Public Safety, and Emergency and Risk Management is committed to providing a risk averse, sustainable, and resilient environment that enhances the learning experience and supports the college's educational mission. In an effort to avoid and reduce emergencies and events of concern, the college employs a multilayered cycle of prevention, mitigation, preparedness, and response. The foundation for this effort is found in the NWACC disaster response and business continuity plan.

NWACC operates a Behavioral Review Team (BRT) whose mission is to provide a multiple perspective appraisal of reported student behaviors and students of concern to suggest appropriate interventions and strategies to establish conditions for student success. The Office of Student Conduct and BRT uses the Advocate software reporting and case management tool to ensure a single, well known campus-wide process is in place to address all student conduct issues In order to better understand inherent and decision-driven risk, NWACC has an Enterprise Risk Management Team. This allows for a systematic approach to comprehensively identify our risks in order to analyze the need to accept, avoid, transfer, and/or mitigate.

NWACC has deployed the following preparedness and response education practices: (1) annual administrative level mission continuity exercise, (2) new employee orientation, (3) safety videos for faculty, staff, and students, (4) division level training and drills, and (5) community partnerships (for active shooter and mass disaster). Additionally, the College publishes an annual security report, safety and security guide, emergency desktop reference, emergency posters, and safety syllabus insert. More information regarding the safety and risk management procedures is outlined in Category 4, *Valuing People*.

At the College, our day-to-day administrative and organizational processes are managed by the Vice Presidents, Academic Deans, and Departmental Directors. Departmental discussion and informal feedback from stakeholders primarily aid in the identification of opportunities for improvement.

Another method of communicating and monitoring the day-to-day processes is the use of the workflow requests. For example, the students, staff members, and faculty can communicate and track progress of maintenance, Student Information System (SIS), Information Technology (IT), and Institutional Research (IR) needs systematically by completing the corresponding electronic request form located on the College's website. Data collected from students, faculty, and staff feedback is later reviewed by the President's Cabinet, and division/departmental leaders for strategic planning purposes, and future initiatives and objectives at the College.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

At NWACC all levels of faculty and staff document and encourage knowledge sharing, innovation, and empowerment through Banner (our SIS), shared drives (K:Drive), Evisions Argos (an enterprise reporting solution which enables quick access to large amounts of Banner data across all departments), AQIP projects, Starfish (Success Planner), and innovative grants. Information and knowledge are also shared in various meetings described in Figure 6P2-1. These meeting minutes are also posted on the NWACC intranet for transparency.

In 2012, the institution began an initiative to improve its documentation of processes using the TracDat web-based planning and assessment tool. Tracdat is a flexible software system that helps institutions align planning initiatives, review and reflect outcomes on academic and non-academic levels and take action to improve performance. TracDat supports data-informed, strategic

planning as well as managing both academic and administrative outcomes.

Results

6R1. What measures of student, administration, and institutional support service processes do you collect and analyze regularly?

We use four primary data sources to measure student, administrative, and institutional support services.
1. Noel-Levitz Student Satisfaction Inventory (SSI)
2. Graduate/Exit Surveys
3. Employee Satisfaction/Quality of Work-Life Survey
4. Employee Evaluations

Employee evaluations and graduate surveys are administered on an annual basis. The Noel-Levitz SSI is our nationally-normed student satisfaction survey that is performed bi-annually, and we have several in-house student satisfaction surveys, which are all conducted annually. To get more detailed data these surveys have been designed and implemented across campus for specific departments. For example, we have a student satisfaction survey in the Adult Education program, an International Student survey, a survey for our Disability and Veterans programs, as well as a survey for all students who used the learner services amenities such as advising, financial aid, and admissions. Results from these surveys and the SSI are detailed in 2R3 (*Category 2, Accomplishing Other Distinctive Objectives*), and 3R4 (*Category 3, Understanding Students' and Other Stakeholders' Needs*).
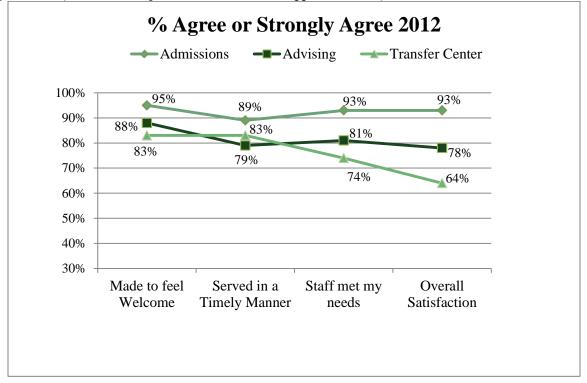
6R2. What are your performance results for student support services processes?

The nationally-normed performance results for student support services are documented in Figure 6R2-1; NWACC exceeded the national average in each category. Results from our in-house, learner support services survey can be seen in Figures 6R2-2, 6R2-3, 6R2-4, and 6R2-5. As a result of this survey, there have been many processes changes implemented in that department and results of the 2014 survey regarding student satisfaction with these new processes are pending.

Figure 6R1-1, Student Satisfaction Inventory

Item	NWACC SSI	National CC
	% Satisfied	% Satisfied
My Academic Advisor is approachable.	65%	60%
Internships or practical experiences are provided in my degree/certificate program.	55%	45%
Personnel in the Veterans' Services program are helpful	58%	31%
Financial aid counselors are helpful.	62%	50%
My academic advisor is concerned about my success as an individual.	58%	50%
The career services office provides students with the help they need to get a job.	61%	43%
Policies and procedures regarding registration and course selection are clear and well-publicized.	73%	59%
My academic advisor is knowledgeable about the transfer requirements of other schools.	63%	52%
Admissions staff members are knowledgeable.	74%	58%
Class change (drop/add) policies are reasonable.	77%	62%
Counseling staff care about students as individuals.	68%	52%
Admissions counselors respond to prospective students' unique needs and requests.	69%	51%
New student orientation services help students adjust to college.	68%	54%

Figure 6R2-2, Student Satisfaction with Learner Support Services, 2012

% Agree or Strongly Agree 2012

Admissions — Advising — Transfer Center

	Made to feel Welcome	Served in a Timely Manner	Staff met my needs	Overall Satisfaction
Admissions	95%	89%	93%	93%
Advising	88%	79%	81%	78%
Transfer Center	83%	83%	74%	64%

Figure 6R2-3, Student Satisfaction with Learner Support Services, 2013

% Agree or Strongly Agree 2013

Legend: Admissions — Advising — Transfer Center

- 95%
- 92%
- 87%
- 89%
- 88%
- 93%
- 79%
- 56%
- 57%
- 91%
- 82%
- 63%

Categories: Made to feel welcome | Served in a timely manner | Staff met my needs | Overall Satisfaction

Figure 6R2-4, Student Satisfaction, Testing Center

% Agree or Strongly Agree Testing Center

- Treated with Respect: 92%, 90%
- Environment is Conducive to Success: 88%, 89%
- Overall Satisfaction: 90%, 90%

Legend: 2012, 2013

Figure 6R2-5, Overall Student Satisfaction with Learner Support Services, 2012 & 2013

Overall Satisfaction

- Admissions: 93%, 91%
- Advising: 78%, 82%
- Transfer: 64%, 63%
- Testing Center: 90%, 90%

Legend: 2012, 2013

6R3. What are your performance results for administrative support service processes?

The performance results for administrative support services are documented in Figure 6R3-1. NWACC exceeded the national averages in this category as well.

Figure 6R3-1, SSI, Administrative Services

Item	NWACC SSI	National
	% Satisfied	% Satisfied
Security personnel are helpful.	74%	49%
Admissions counselors accurately portray campus in recruiting practices.	67%	45%
The Student Center is a comfortable place for students to spend their leisure time.	68%	49%
There are convenient ways of paying my school bill.	79%	60%
The assessment and course placement procedures are reasonable.	74%	62%
The business office is open during hours which are convenient for most students.	73%	57%
On the whole, the campus is well-maintained.	88%	71%

6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services?

The College encourages all departments to seek and utilize accurate and current information in order to analyze and implement processes that improve services across campus. Services are improved through channels such as the institution's strategic plan, the College's defined ends and goals, division and department goals, objectives, and initiatives that drive budgetary decision making and future planning. This is an area of improvement at the College, and we are moving toward becoming a more data-driven, decision-making

organization. This area has seen improvement by way of increased access to Argos data blocks, and the online data request form through the Office of Institutional Research.

6R5. How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The results of our performance of processes supporting institutional operations in comparison to other institutions of higher education are documented in Figure 6R1-1, and Figure 6R3-1. NWACC ranks above the national average in both student and administrative support services.

Improvement

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Institutional Operations?

Our most recent improvements to student support services are the creation of the learner services strategic enrollment management (SEM) plan, the integration of the admissions and advising departments, and the financial aid's student loan default management AQIP project. Administrative support service improvements include:

- Implementation of One Touch software student billing and payment software;
- Installation of the new ARE-ON (Arkansas Research Education Optical Network) system;
- Student access to email on mobile devices;
- Shared network servers with Northern Arkansas Community College;
- Improvements to public safety through an internal and external emergency messaging system, security camera enhancement, and upgrades in the personnel equipment, and
- Reduce greenhouse gas emissions and increase energy efficiency through the climate action plan.

NWACC began an initiative in 2012 to systematically document processes and performance results by using

TracDat planning and outcomes assessment software. Ongoing campus-wide program training provided by the effectiveness committee enables faculty, staff, and administrators to document short- and long-term plans, goals, and results. Departmental assessment coordinators are currently being assigned to strengthen and maintain the longevity of this comprehensive and systematic process.

The College has become very focused on improving strategies to maximize the resources of the institution. The improvements made in student and administrative support service allows the institution to attract and admit students that fit well with the institution. It also provides the necessary financial support to allow for better retention, graduation, and diversity within the student body.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance in Supporting Institutional Operations?

The culture of NWACC is one of growth and change, which results in an organic infrastructure that must rapidly evolve to meet newly identified needs. This culture and infrastructure allow institution stakeholders to select processes and set targets for improving performance results by encouraging the use of multiple methods such as the committees and councils referenced in 6P2, as well as those outlined in the master strategic planning process.

Category 7: Measuring Effectiveness

Introduction

At NorthWest Arkansas Community College the processes for selecting, measuring, managing, and distributing performance data in effectiveness are well aligned and systematic. Data is used in support of planning and improvement efforts at the College (7P2).

Great improvements have been made in the NWACC Report Card and program reviews where performance measures were identified to assess progress towards each goal. Continued progress on these items is moving NWACC toward an integrated level of maturation. Processes tied to data analysis and information regarding overall performance as well as communication of that information (question 7P4), are aligned overall.

As previously described, the strategic plan and its incorporation of performance measures, and the development of the NWACC Report Card are driving progress toward integrated processes in this area as well. Communication of these processes and results is still systematic (as referenced in Category Five). Quality Council has recently been tasked with evaluating current processes and developing measurable goals that align with the College's strategic plan and will assist in moving this plan to a more mature approach for communicating these efforts through the College's communication plan. An improvement initiative will include the Quality Council's regular review and reporting of core indicators in the NWACC Report Card to the Expanded Cabinet.

The data request process was streamlined and both online and print versions are available to all employees. Requests are tracked in a database, with results used in the biennial OIR assessment plan. Priority is always given to student needs, followed by state/federal reporting and administrative needs. OIR draws data from Banner and is assisted by IT in producing data reports for analysis and dissemination (7P1, 7P3, 7R1).

Processes for determining needs for comparative data (7P5) are well integrated at the College. Best practices for these processes have been identified and comparative data have been selected based on those sources which

include the "Core Indicators of Effectiveness for Community Colleges;" participation in the National Community College Benchmark Project (NCCBP); and statewide efforts to agree upon and identify appropriate community college comparative information and data.

Finally, processes are in place to ensure that department and unit analysis of data is in alignment with institutional goals. Processes to ensure timely, accurate, reliable, and secure information systems are integrated due to an effective student information system (Banner) and verification techniques used by the Institutional Effectiveness staff (7P6 and 7P7).

Processes

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

NWACC's data needs are determined by the College's mission, strategic plan, state reporting requirements and practicing "Learning College" principles. The Office of Institutional Research (OIR), working in partnership with other departments, is committed to managing data in alignment with making informed decisions, facilitating teaching and learning and measuring effectiveness. The data request process is streamlined and (both online and in print versions) available to all employees. Requests are tracked in a database, with results used in the biennial OIR assessment plan. Priority is always given to student needs, followed by state/federal reporting and administrative needs. Data is drawn data from Banner for producing data reports for analysis and dissemination. OIR strives to make data and information accessible and useable and routinely prepares summary analysis reports accessible to all employees. OIR is involved in the selection, management and distribution of data and helps others use the data for continuous improvements in their areas or to assist in informed decision making (Figure 7P1-1).

OIR provides quality, timely, useful and user-friendly information and analysis services to support College and departmental planning, decision-making, and accreditation activities on campus, while also coordinating and maintaining reporting requirements for external agencies and organizations.

Figure 7P1-1

Broad Institutional Measures
• Student satisfaction and engagement
• Strategic planning cycle
• AQIP projects, progress reports
• Ends and Goals report
Measures of Transfers, Graduates, and Withdrawals
• ADHE reports
• Student financial aid levels and retention
Measures of Academic Programs
• Program reviews
• Faculty teaching loads; full-time, adjunct, and part-time ratios
• Graduate survey
• Success rates on licensure/certificates exam in Allied Health Programs
• Enrollment reports
Measures of Fiscal Responsibility
• Annual audit
• Online availability to org expenditure information, at all levels of the institution
Facilities Managements Measures
• Classroom utilization rates
• Tracking of work orders
• Inventory audit reports

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

OIR published the annual NWACC Fact Book and survey data on the College website. Specific reports are shared with the department or individual who requested the data. Reports and analysis are also distributed to the various committees, The President's Cabinet, Expanded Cabinet, and the Board of Trustees.

Reports are often selected based on a needs analysis from the dean or director. After the data has been gathered and analyzed, the information will be presented to all employees involved in the process. This clear communication creates a culture of continuous improvement and enables departments to make data-driven decisions.
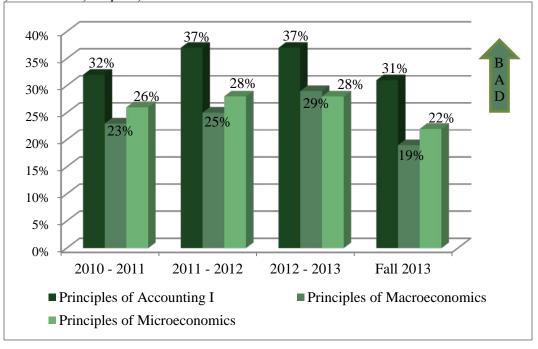
We provide authorized staff ready access to all reporting data through their Intranet data storage system. Additionally, students and the general public can access CCSSE, Noel-Levitz Student Satisfaction

Inventory (SSI), graduate and employer satisfaction surveys, financial reports, and budget summaries through the College website. NWACC prioritizes needs for data collection and accessibility based upon external reporting requirements, strategic initiatives, and programming and operational needs. The College is developing a policy for record retention procedures and policies. Through its AQIP communication action project, the College also created common places for data access for use in decision-making and in providing information about the institution to the public (Core Component 5D).

NWACC recently held focus groups regarding the possible building of a Washington County facility and invited community members to join in the discussion. The director of OIR presented data to the President's Cabinet from these focus groups. The academic standards committee met recently to revise the academic probation policy so that the policy was easy to follow and assists the College in tracking the progress of at-risk students.

For example, OIR, along with the Chief Academic officer, and the Vice Presidents of Learning worked with the academic standards committee to establish a revised Academic Improvement Plan. NWACC had an academic probation and suspension policy in place; however, it had never been enforced. The new policy is currently being enforced and OIR is in continuous communication with the academic probation and suspension committee to ensure that the data collection remains ongoing and is easily accessible so that advisors know which students are on probation and how they are progressing. On the non-instructional side, OIR has recently worked with the Director of the Library in gathering data with regards to course enrollments and requirements to assist the Library in creating a needs analysis for allocating resources.

Based on assessment findings, the Business Department determined several students exhibited low levels of math skills and deficiencies in critical thinking and reasoning. Further analysis indicated that students are progressing into their second, third, and fourth semesters at NWACC without having completed their core general education math requirement (Core Component 5D). The specific courses were ACCT 2013, Principles of Accounting I; ACCT 2013, Principles of Accounting II; ECON 2013, Principles of Macroeconomics; and ECON 2013, Principles of Microeconomics. The withdrawal rates, drop rates, and "D" rates are listed in Figure 7P2-1.

Figure 7P2 – 1, Withdrawal, dropout, and "D" Rates

The pre-requisite scores recommended by the business department were: Minimum Math ACT 21, English ACT 19, and Reading ACT 19 or minimum Math Compass score of 65, English Compass 80, and Reading Compass 83, OR successful completion of Comp I and Math 1003 or Math 1103 or Math 1204. The recommendations were approved by the Curriculum Committee and the Faculty Senate in April 2013. The specific recommendations were then forwarded to the Sr. Vice President for Learning and

Provost and were approved as recommended for implementation in Fall 2013. In Fall 2013, the Sr. Vice President for Learning and Provost requested to revisit the new prerequisite test scores based on decreased enrollment in the courses and the questioning of the correlation between course success and test scores. After reviewing additional information, the decision to implement the raised test scores and course requirements was reversed.

Core Component 5D
The institution works systematically to improve its performance. (Address in 7P2 & 7P4)

☑ The institution develops and documents evidence of performance in its operations. *Addressed and underlined in 7P2 and 7P4.*

☑ 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. *Addressed and underlined in 7P2 and 7P4.*

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

OIR responds to state reporting requests and data requests from all departments. All requirements meet state mandated deadlines and all in-house data requests are answered promptly. There is a formalized process for creating a data or survey request through the OIR website. OIR also publishes a yearly NWACC Fact Book which is made available online. Our internal survey information is also made available online. OIR uses a departmental assessment plan that includes a survey to everyone who has used OIR services. The level of satisfaction is of prime concern, and changes/revisions to processes are based on the survey responses. Accrediting bodies also direct the collection and storage of data for specific academic and administrative departments. The data specifically related to program accreditation is generally housed within the division or department. Updates on accreditation processes are shared through Expanded Cabinet and College-wide committees.

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Institutional-level data are collected and analyzed through standard and ad hoc OIR projects, locally produced and nationally-normed surveys, staff evaluation surveys, budgeting, student and community service evaluations, committee recommendations, trend analysis, and Banner data extracts (Core Component 5D). Presentations are shared with the President's Cabinet and Expanded Cabinet regularly for review and additions, and used in the annual ends and goals report to the BOT.

As part of an Action Plan, the College identified and analyzed campus non-efficient consumption practices, and then conserved energy by implementing energy efficient practices on campus such as the "Summer Efficiency" schedule whereby the campus was closed on Fridays and eliminated the associated costs and energy usage related to powering campus buildings and traffic coming into the College. The College assigned a committee to develop the "Climate Action Plan" and present a paper with the baseline data; this data was gathered and then analyzed using the "Clean Air-Cool Planet's Campus-Carbon Calculator" and results are shown in Figure 7P4-1. After a year's worth of data was collected, including data after the summer efficiency schedule was started, NWACC's amount of waste collected monthly, and the amount of gas used in commuting to the College was able to outline how much energy had been conserved and set appropriate goals for future conservation projects. Figure 7P4-1 shows the data collected before the Summer Efficiency schedule was put into place. The amounts of Greenhouse Gases emitted are charted by type of gas used, which is referred to as the Scope.

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

The President's Cabinet and BOT's determination of the ends and goals, state initiatives, and the current institutional focus determine the priorities for comparative data and information. NWACC developed a report card to offer comparisons of key measures to peer colleges using IPEDS and college specific data. Department and division data analysis is informed by the strategic plan and academic assessment plans. Nationally-normed surveys utilized include the NCCBP, CSRDE, and Noel-Levitz. State reporting requirements also determine comparative data choices. The President's Cabinet and Expanded Cabinet also determine data needs and reporting requirements.
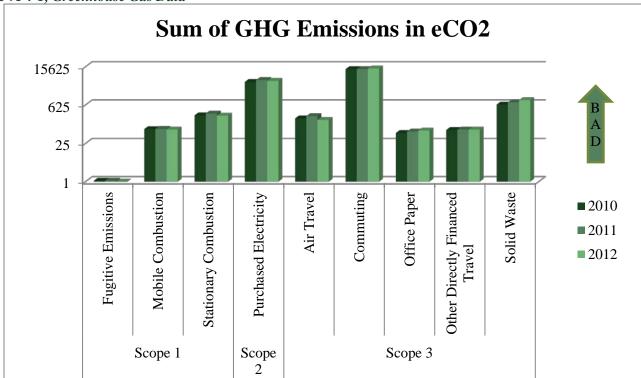
Figure 7P4-1, Greenhouse Gas Data

Sum of GHG Emissions in eCO2

7P6. *How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?*

All department administrators and many other departmental staff have direct access to reports in the Argos Report Generator. Deans and Vice Presidents set the direction for departments to analyze and compare their local data to college-wide expectations. As example of this access is the enrollment comparison report that allows academic departments and the learner services department to monitor course enrollment and add or remove sections as needed. As a result of an action project, six new Argos data blocks were created to allow faculty and staff across campus the ability to pull data regarding their specific trends and needs (developmental education, enrollment, DFW rates, etc.). This access encourages the continued use of data driven decision making across campus.

NWACC maintains a list of required reports for the institution which allows all departments to know what reports are available, who is responsible for them, dates they occur, and where they are housed. The results of organizational-level and department-level analysis are communicated to faculty, staff, and other key stakeholders through the College's website, campus intranet and paper reports. Oral and written presentations to the Board of Trustees, President's Cabinet, Expanded Cabinet, and Faculty Senate are routinely delivered. In addition, presentations are offered to divisions, departments, and committees.

OIR has incorporated a biennial department assessment plan that includes a survey to everyone who has used OIR services (Figures 7P1-1 and 7P7-1). The level of satisfaction is of prime concern, and changes/revisions to processes are based on the survey responses.

NWACC's IT department is primarily responsible for ensuring the timeliness, accuracy, reliability and security of information systems (and related processes). IT monitors all information systems uptime, resource utilization, resource capacity, security, data redundancy and data integrity through a collaboration of operating system based software and third party applications (Figure 7P7-1). The IT management team meets weekly to review identified concerns, current projects and future needs. In addition, the IT staff meets monthly to report updates on the status of projects.

There are a number of technology- related committees on campus formed specifically to identify and prioritize technology initiatives and recommend funding strategies, action plans and directions to the Cabinet level. Where feasible, notification systems have been implemented to notify key personnel of downtime or severely impacted systems or resources. Log files of business critical systems are also collected and analyzed periodically. All NWACC faculty and staff who have access to the Banner student information system, must complete online FERPA training each year to continue to have access to the system. The training is administered by the Registrar's Office.

The College also has a Change Control Committee that reviews all proposed changes to Banner prior to the change being implemented into the production system. This committee meets every week for approximately 30 minutes. Since its inception, there has been an increase in communication between divisions and fewer problems during implementation of new processes.

Figure 7P7-1,
Information Systems Management Processes

Development
• Upgrades and/or patches created and required by Sungard/SCT and/or Oracle   • Migrations/integrations occur with Sungard/SCT engaged
Testing Environment
• All modifications and/or updates applied in test environment   • Unit testing   • System testing/Integration testing
Quality Assurance
• Testing performed against recent production cloned environment   • System testing and Integration testing   • End user testing and approval
Production
• Upon approval – scheduled daily backups with on and off-site rotation

Results

A biennial OIR assessment plan was established which includes a customer satisfaction survey and tracking of data requests received, results from this survey can be seen in Figure 7R1-1. The results were very favorable and almost none of the respondents reported issues with timely and accurate information. A report is produced based on the results of this survey. NWACC uses data from the Noel Levitz SSI, and the National Community College Benchmarking Project (NCCBP) to create a report card for measures related to student engagement and satisfaction. These measures are also among the many characteristics which are evaluated in the academic program reviews.
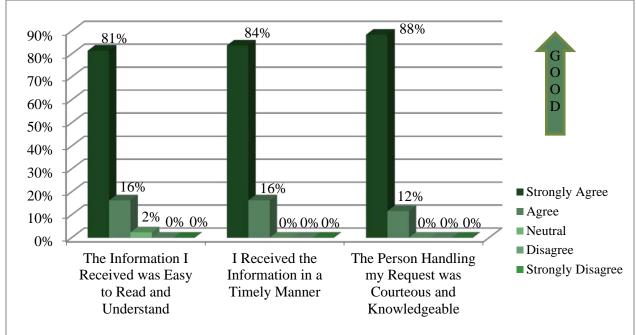
Figure 7R1-1, OIR Assessment Survey

7R2. What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

Institutionally, accountability and data-driven measurements are reported to the BOT throughout the year in the Ends and Goals Report and the Executive Limitations Report. The Ends and Goals Report include national benchmarking data when appropriate.

OIR also provides a comprehensive list of measures collected through the Annual Institutional Research Calendar. This allows appropriate faculty and staff the ability to evaluate the adequacy of the measures currently being used. An online data request process was created because of information received through the OIR assessment. This provides a streamlined process for faculty and staff to communicate their needs with OIR and request specific data, surveys, and reports. As outlined in 2I1, an Institutional Effectiveness Team was also formed to coordinate and capture data on institutional assessment and processes.

The Institutional Research staff created an action project which was comprised of team members representing departments from all over campus. Through this project

team members were able to collaborate with their respective areas and report back directly to the team what data measures they needed to be more effective in their jobs. After the responses had all been reviewed and analyzed, the group determined that the most efficient and cost-effective solution would be the creation of 6 new ARGOS data-reporting tools within Banner. The team members have been in communication with OIR regarding the project progress. They monitored the extent to which these reports were able to simplify and streamline many of their existing processes. The feedback received has been positive, and these reports have been a valuable tool for directors working on academic program review which is outlined in 1P18.

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education and institutions and, if appropriate, of organizations outside of higher education?

In order to highlight best practices and support continuous improvement the director of OIR uses results from nationally-normed surveys such as the NCCBP and the Noel-Levitz to create comparison results both outside of the College using benchmarking groups, and

within the College through the use of an internal student satisfaction survey. This comparison data is presented to the department of Learner Services as well as to the President's Cabinet; it is also used to create the College Report Card. This supports the institution's goals through monitoring and providing longitudinal data for decision making. Detailed information regarding nationally normed data found in the NCCBP can be seen in Figure 9R3-1 and Figure 9R3-2.

Another source of comparison data comes through the Department of Education. Through data comparisons at this level, an action plan has been implemented to address and manage the student default rate. Student success is vital to lowering the default rate; NWACC cohort default rate is currently 20.9%. According to the U.S. Department of Education the 2010 3-year national cohort default rate is 14.7%. Because of NWACC's relatively high default rate, the department of Financial Aid in coordination with Learner Services began the process of contract negotiations with a third-party vendor to analyze the College's student population and develop a profile of students who may be at risk. The team is now working to develop a clear implementation plan that provides for primary and secondary owners of key steps to mitigate the effects of attrition.

Improvements

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

The College now uses Evisions Argos, an enterprise reporting solution, which enables quick, understandable access to Banner data in all areas: Student, Finance, HR, OIR, etc. The IT department led a phased implementation over FY 2011 with the initial rollout commencing prior to the Fall 2012 semester.
The Office of IR works with additional non-academic departments to administer assessment plans for those division/departments. OIR now creates and runs all college surveys through Survey Monkey, which enables the college to maintain quality control and avoid redundancies. OIR will send a link to survey results directly to the department head or other staff/faculty members requesting the survey. Survey Monkey also allows for quick analysis and distribution of data. This is often used for surveys regarding new policy

implementation, SGA elections, Probation Student Inventory, and student satisfaction in specific areas such as Career Pathways, Disability Services, and International Student Services.

The President's Cabinet and Quality Council developed "Core Indicators" to measure and follow progress across the College. These measures were determined based on the principles of "Core Indicators of Effectiveness for Community Colleges." The measures followed trends in areas such as student persistence, satisfaction, success in subsequent related coursework after completing developmental courses, and licensure and certification pass rates. These measures were tracked and some trend data was analyzed; however, the results were not systematically communicated and implemented across campus.

At the request of NWACC's new President, Dr. Evelyn Jorgenson, the Quality Council has been tasked with developing measurable goals that align with the College's strategic plan. This will be a continuation of the Core Indicators, but will also focus on adjusting and improving the processes for measuring the College's growth as well as ensuring a comprehensive execution at the institutional level. The target date for implementation is July 1, 2014 or sooner.

7I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

The Ends and Goals of the College now include clear, measurable items with which OIR aligns data requests and needs. Through the formalized and systematic data request process the College can easily watch for trends in data requests and adjust targets for improvement based on this continuous feedback.

Through departmental feedback and new employee surveys the College was able to identify specific process that could be improved through a more thorough onboarding and initial training process for new hires. NWACC is committed to maintaining a culture of data-driven decision-making and has increased the number of professional development opportunities available to employees in support of this initiative. The office of Professional Development along with OIR will determine the needs for future training by tracking trends

from what other colleges are providing as well as what local employers are requesting. The professional development department also uses class information such as the number of sessions, the number of participants, location of classes, and feedback from participants and supervisors to determine the needs of the class as well as times and locations. Survey results also include suggestions and feedback from employees regarding the types of classes in which they are interested. The professional development department will develop additional training as needed based on this feedback.

Category 8: Planning Continuous Improvement

Introduction

Participation in AQIP in tandem with the College's ends and goals provides the college's framework for measuring institutional effectiveness, supports the institutional requirement that AQIP initiatives are in alignment with the ends and goals and College's strategic plan, and creates an institutional environment that continuously re-evaluates resources: human, financial, technology and infrastructure.

Additionally, primarily as a result of change in leadership in July 2013, the College's ability to be proactive and systematic has significantly matured beyond simply being reactive to its external and internal environments (questions 8P1 and 8P2). The systematic key planning processes as division, department, strategic plan, and ends and goals are developed to align with the College's mission, vision, values, goals and objectives.

College employees have learned that continuous quality improvement is a very complex process and that it works best when fully integrated across all departments and units. Keeping the planning process in alignment and manageable is a challenge as the College continues to operationalize the concept (questions 8P3 and 8P4).

Processes

8P1. What are your key planning processes?

The College's key planning mechanisms for continuous improvement are its Ends and Goals, Master Plan, and Strategic Plan. The college has begun new efforts to revise its current Strategic Plan in order to create one that is more in-depth, transparent, and better aligned with the college's mission and vision (Figure 8P1-1).

Figure 8P1-1, Mission & Vision Statement

Mission:
NorthWest Arkansas Community College is a comprehensive, public two-year college that serves and strengthens the community through learning for living.

Vision:
NorthWest Arkansas Community College is committed to being a nationally recognized two-year comprehensive institution that excels in providing education in a learning-centered environment. In pursuit of this vision, NWACC will:

- Provide high-quality, affordable and accessible learning for students and stakeholders;
- Act with academic, professional and personal integrity;
- Value our students, staff and other community stakeholders over other resources;
- Develop the potential of the individual to achieve excellence;
- Anticipate and respond to community and business needs by encouraging innovative ideas;
- Respect differences and view them as strengths, and
- Advance knowledge through individual and team challenges.

All other planning within the institution is based on a top-down model, grounded and guided by the Strategic Plan. Prior to new revision efforts, the NWACC Board of Trustees met in January of 2013, where the institution's strategic goals for 2010-2015 were reviewed and set. The College Cabinet, through the annual budgeting process, commenced these goals.

Figure 8P1-2, Strategic Goals

FY 2013 Strategic Goals

Goal 1: Improve the College's process for measurement and assessment of student learning
Goal 2: Continue to enhance our strategic enrollment process
Goal 3: Improve major institutional processes
Goal 4: Cultivate an atmosphere of diversity and inclusion throughout the college community
Goal 5: Diversify the College's resource base
Goal 6: Complete all AQIP and accreditation requirements to continue institutional accreditation for a minimum of 7 additional years.
Goal 7: Update the NWACC Master Plan.

The five-year Strategic Plan is developed by a coalition of stakeholders through a facilitated process (shown in Figure 8P1-2) discussed in 2P1. The President and the President's Cabinet recommend major strategic goals for each major Ends (stakeholders) group, which is shown in Figure 8P1-3.

Figure 8P1-3, Ends Groups

Ends Group	Description
College Community	All NWACC Employees
Owner Community	Area Citizens and Taxpayers
K – 16 Community	Area Education Providers and Partners
Business Community	Local Area Business and Employers
Learning Community	NWACC Students

Stakeholder recommendations are reviewed internally by departments and divisions, who then forward their own additional recommendations for new initiatives, needs, and opportunities to their division leaders. All recommendations are reviewed by Cabinet and prioritized according to mission alignment, community needs, market demand, available fiscal resources and sustainability, and comparative significance to other priorities.

External stakeholder feedback comes to the College through advisory boards, civic engagement, business and industry leaders, state and federal agency leaders. Those internal recommendations that meet the above criteria are integrated into the Strategic Plan and connected to the Ends and Goals.

The Master Plan is reviewed on a five-year cycle and used in conjunction with enrollment and regional population data to develop annual goals. The plan focuses on two integrated categories: (a) physical; campus land use, facility needs, spatial relations, and essential features; and (b) programming. The Master Plan was developed in 2004 by a coalition of stakeholders from each Ends group, and was revised in 2009 with the expectation that future revisions would likely be needed at least every three years and possibly on an annual basis.

Both short and long-term strategies are selected either directly or indirectly on the strategic planning process.
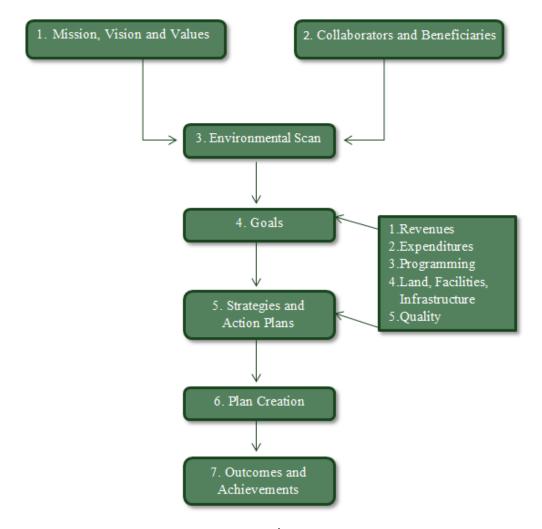
Short-term strategies continue to be embedded indirectly in the ongoing work of departments and divisions. Monthly meetings address a broad range of issues which seek to identify new initiatives, needs, and opportunities. The College often incorporates short-term strategy contributions from task forces and action teams charged with addressing specific challenges identified in NWACC's assessment cycle.

Internal and nationally-normed surveys from sources such as Noel Levitz, in addition to AQIP Action Projects developed by campus employees, can often bring forth suggestions for new priorities and initiatives. The Cabinet retains approval authority for all Action Plans and Continuous Improvement Initiatives. Long-term strategies are also based directly upon the Strategic and Master Plan. These strategies are developed after assessing regional workforce trends, financial data, and enrollment information. Cabinet members lead annual stakeholder sessions, divisional planning meetings and retreats to develop strategic goals that align and support the mission and vision of the institution (shown in Figure 8P1-1). The BOT works on a two-year strategic goal planning cycle with benchmarks and annual measurable data required for each of the five Ends groups (shown in Figure 8P1-3). While reports are still delivered annually to the Board, they are designated as Year 1 or Year 2 measurable.

8P3. How do you develop key action plans to support your organizational strategies?

The NWACC Strategic Planning Process guides the direction of the institution utilizing key data elements, current plans and leadership vision. This newly designed strategic plan process streamlines current plans into a workable document format to increase efficiency and effectiveness within the planning process and dissemination to the College community. The planning process can be seen in Figure 5P3-1; it has five focus areas that involve data collection and analysis for various departments across NWACC.

Figure 5P3-1, Strategic Planning Process

These areas are revenue, expenditures, programming, facilities, and quality. All long- and short-term planning includes these areas and ties back to the Board-approved Strategic Plan.

Divisions are then able to outline department-specific tasks and subtasks as unit goals that support strategic objectives and align with the overall mission of the College.

This process provides direction for informed development of action plans designed to facilitate the completion of strategic goals and objectives.

NWACC's planning processes, organizational strategies and action plans are developed by a coalition of internal and external stakeholders. This comprehensive and inclusive process is reviewed and approved by Cabinet. The Cabinet's final decision on this process is communicated to NWACC's organization levels through staff and college-wide meetings and diverse media vehicles.

Strategy and action plans are prioritized by Cabinet based on critical needs and fiscal feasibilities as they relate to strategic goals. Departments bring forward

their needs to the Cabinet to be considered for resources to support their strategic educational purposes.

The Quality Council consists of stakeholder representatives from multiple NWACC divisions and departments and is charged with supporting organizational strategies by functioning as a review and clearing house for proposed AQIP Action Plans. Quality Council analyzes the success of ongoing and newly completed Action Plans thus ensuring alignment with the College's strategic plan and overall institutional improvements.

The Office of Institutional Effectiveness recently created an Effectiveness Committee whose purpose is to coordinate and direct institutional processes for strategic planning, academic and administrative program review and learning assessment. In 2013, the committee organized division retreats for Learner and Administrative Services. The retreat was held for employees at all levels, giving an overview on the relationship between NWACC's mission, vision, strategic plan, goals, AQIP, and the process in which they become goals at the department level.

8P5. How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

NWACC has recently adopted a set of 16 Core Indicators of Effectiveness for Community Colleges: (1) Student Goal Attainment, (2) Persistence, (3) Graduation Rates, (4) Student Satisfaction, (5) Success in Subsequent and Related Courses, (6) Program Learning Outcomes and Mastery of the Discipline, (7) Demonstration of General Education Competencies, (8) Regional Market Penetration Rates, (9) Responsiveness to Community Needs, (10) Placement Rates, (11) Licensure and Certification Pass Rates, (12) Employer Satisfaction with Graduates, (13) Diversity, (14) Value Added to the Community, (15) Transfer Rates, and (16) Performance after transfer.

The Office of Institutional Research is currently collecting baseline data for each of these indicators, which are presented annually to various college constituencies in an effort to affect improvement. These Core Indicators are utilized at the division and department level to develop a series of "sub tasks," or specific goals and actions that define and identify

processes within the organization that drive achievement of the Strategic Plan.

The primary focus of the College continues to be on the student. We seek to create a student-centered environment, specifically by providing the resources needed to ensure learning, retention, credential attainment, and transfer or employment. These factors are prime areas of concern in selecting criteria for measurement and performance targets.

8P6. How do you link strategy selection and action plans, taking into account levels of needs?

Strategy selection and action plans are driven by NWACC's Strategic Plan and annual budget. The budgeting process is inclusive, requiring the involvement of every department within the College.

During the annual budgeting process, division leaders (College Cabinet) work with their direct reports in order to prepare fiscally conservative and realistic budget requests initiated at the department level. Priority is given to budgetary needs that support the core components of NWACC's strategic plan.

8P7. How do you assess and address risk in your planning processes?

All planning processes (academic, operational, facilities and financial) undergo risk analysis at every organizational level. NWACC Administrative Services was restructured in 2013 to include a Policy, Risk and Compliance Department with a cross functional responsibility for oversight of prevention and mitigation of risk throughout the College.

Policy development is an integral component of risk prevention and mitigation. In 2012, NWACC initiated a review and conversion of all College policies. This project is ongoing with a total of 100 policies reviewed and/or revised in 2013. The College has implemented a more streamlined format for policy development, review and maintenance. This process can be seen in Figure 2P1-1.

In 2013, the Office of Policy, Compliance and Risk developed and conducted emergency training exercises for Learner Support Services and Administrative Services Staff as a method of planning for responses to

emergency situations and thereby reducing risk.   The exercises also served as a method for analyzing current emergency response and identifying areas in need of improvement.

In February 2014, NWACC held the first annual Risky Business Month, a series of multiple educational sessions aimed at educating stakeholders about the cross-functional components of assessing and managing risk as well as informing employees how and why risk assessment and mitigation are important to the College planning processes. The College has recently formed an Institutional Review Board. This board will serve to protect the rights of human participants and to promote professional research in a safe environment for students and employees. In support of Goal 4 of the Strategic Plan (8P1-2), the college has implemented several new processes addressing college employee development and change.

8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

In 2013, Human Resources implemented a Quality of Work Life task force and subsequent Quality of Work Life survey for employees as a method for examining and improving employee needs as they relate to retention, productivity and satisfaction. The institution is currently in the planning stages of acquiring a nationally normed employee satisfaction survey to extend its benchmark and comparison data. In January 2014, software was purchased for the purpose of facilitating and tracking Compliance training for all employees.

Funding for employee development is assigned to key College leaders (The President's Cabinet) as a component of the annual budgeting process.   This allows each division to analyze diverse needs and provide specific nurturing and development opportunities at the department level. We revised and improved New Employee Orientation as a component of early intervention in employee retention. An online evaluation module was implemented in 2012 for the purpose of continuous improvement in on-boarding new employees through orientation. An online version of New Employee Orientation is currently in development for adjunct faculty and part-time staff members who are

unable to attend the regularly scheduled face to face orientation (see also 4P8 and 4P9).

NWACC measures the effectiveness of the planning processes and systems by examining annual Arkansas Department of Higher Education data, Noel Levitz

Results

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

The College annually collects data through the following tools: Student Satisfaction Inventory (results shown in 2R3, 3R2, and 6R1), the annual NWACC report card (detailed in Category 1), the National Community College Benchmark Project, performance on Arkansas State Performance Funding Measures, NWACC Core Indicators, and IPEDS. In addition, the college annually conducts a graduate survey, a Learner Services Student Satisfaction survey and numerous specialized surveys that focus on specific student groups (Career Pathways Student Survey, International Student Survey, Disability Resources Office Survey, etc.). Trend data is collected and shared with relevant decision-making bodies, such as Cabinet, Expanded Cabinet, Faculty Senate, etc., to assist with the decision-making and planning processes.

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

The College adopted a set of institutional core indicators, which were adapted from Alfred, Shults and Seybert's "Core Indicators of Effectiveness for Community Colleges" (2007).
Items from NWACC's Noel-Levitz Student Satisfaction Inventory results were presented in several previous categories. Examples of the results for items which specifically address accomplishments related to organizational strategies and action plans include:

- "On the whole, the campus is well maintained," 88% of NWACC students responded "satisfied" or "very satisfied" as compared to 71% among community colleges nationally;

- 52% of respondents indicated they were "satisfied" or "very satisfied" with the statement, "The amount of student parking space on campus is adequate" as compared to 41% among community colleges nationally.

8R3. What are your projections or targets for performance of your strategies and action plans over the next 1 – 3 years?

Performance targets are being benchmarked, analyzed and reported through the new Core Indicators for Community College Success model (discussed in 8P5). This allows for the College to be measured based on 16 vetted Core Indicators. These indicators also trace back to the State's performance funding measures, streamlining data collection, analysis and reporting.

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The OIR makes regular presentations to various College constituencies (The President's Cabinet, Expanded Cabinet, Learner Support Services, Faculty Senate, etc.) to provide the results of instruments such as NCCBP and the Noel-Levitz Student Satisfaction Inventory. In 2014, the college began participating in the Arkansas Governor's Quality Award. This assessment is based on the Baldridge criteria and assesses institutional processes effectiveness in comparison to several different industries throughout the state. Participants receive feedback reports similar to the AQIP Systems Appraisal presented by the Higher learning Commission with opportunities for process improvement.

8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

As described in the new strategic planning process, quality is one of the key focus areas. This includes the measurement of the planning process itself. All action plans are required to include an evaluation component,

paired with the corresponding Core Indicator(s). This makes for more efficient use of the data collection, analysis and reporting aspects and ties all planning back to the institution's Strategic Plan.

Improvements

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

NWACC Strategic Planning guides the direction of the institution utilizing key data elements, current plans, and leadership vision. This newly designed strategic plan streamlines current plans into a workable document format to increase efficiency and effectiveness within the planning process and dissemination to the College community. The planning process has five focus areas-- revenue, expenditures, programming, facilities, and quality--that will involve data collection and analysis for various departments across NWACC. Moving forward, all planning will include these areas and will tie back to the Board-approved NWACC Strategic Plan. The Strategic Plan is supported at the individual department levels through identification of task and sub-task matrices aligned with overall College goals and objectives. Campus-wide TracDat software training has been implemented in order to establish a mainstream method of documenting processes and their results in an effort to create a culture of assessment within the institution, benchmark, and as a form of knowledge management.

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

The College has strengthened the committees charged with steering all the College's continuous improvement efforts by way of the Quality Council. Recent improvements include a new co-chair system consisting of a faculty and staff member, a revised mission charged with reviewing and making recommendations for institutional improvements, and an environment of inclusiveness with a multi-disciplinary membership model. This has helped to create a dialogue of openness and create a broader knowledge base within the council.

Category 9: Building Collaborative Relationships

Introduction

At NorthWest Arkansas Community College, we create, prioritize, and build relationships with educational institutions, business and industry leaders, and community organizations through various formal and informal processes directly tied to the College's strategic goals, mission, and vision. Performance results in building key collaborations are determined by a variety of methods such as surveys, reports, and participation rates depending on factors such as relationship, or program type, and target population (92R). While NWACC has consistently received positive feedback from the community and our collaborators, we believe that measuring our progress in building collaborative relationships is an area where there is room for improvement. However, there have been several changes in leadership roles which lead to a new culture of change and refocusing. The College is currently defining goals and initiatives for key processes that will strengthen and improve collaborative relationships.

NWACC has strong partnerships with other educational organizations, local employers, and organizations that provide services to its students. The Quality Council is working on the strategic planning process to align stakeholder needs with the College's strategic objectives. The College's most significant and productive partnerships can be seen in Figure 9-1. These collaborative relationships support our long-term strategies and have the potential for additional revenue sources. We also maintain strong and effective articulation agreements with other colleges to assist our students in the transfer process (9R3).

Another way in which the College maintains collaborative relationships is by serving as the lead institution for the Path to Accelerated Completion and Employment (PACE) grant (9P1, 9R7). PACE is made up of a consortium of 22, 2-year colleges in Arkansas. This is a $14.7 Million grant awarded by the U.S. Labor Department to accelerate certification and degree programs. The Arkansas Association of Two-Year Colleges serves as the grant's compliance body. This relationship ensures that there are additional levels of communication outside of the relationship with the Association.

Departments throughout the College create and prioritize relationships based on the strategic plan set for by the President and BOT. Current projects for advancement in this area include continued progress in building collaborative relationships (9P1, 9P3) with public and private partners to expand the services and programs provided by the College as well as the continued development of off campus sites. NWACC started work with Noel Levitz and continues to work with the NCCBP to track nationally normed data for comparison, and strengthen our collaborations for the future.

Processes

9P1. How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

Relationships are created with educational organizations from which The College receives students through articulation and transfer agreements with other two-year and four-year institutions, adult education programs, K-12 partnerships, and the Arkansas Department of Higher Education (ADHE). Relationships with business and industry are created through NWACC's Workforce and Contract Training programs, Community Education, Career Pathways Initiative (CPI), and advisory boards. Community relationships are created through partnerships with organizations such as five local Chambers of Commerce, and other civic and faith-based groups.

The College created the department of High School Relations in 2009 to build and maintain relationships with area K-12 institutions. NWACC currently has partnerships with 33 high schools across four counties, and continuously seeks to expand upon partnerships with local high schools and alternative schools. College representatives visit each of the schools and present information to their students on a variety of topics including admissions and financial aid; students are often invited to visit the NWACC campus for special events. Through these partnerships, students are also provided with additional resources to better prepare them for college. For example, the NWACC Foundation offers competitive scholarships that are only open to high school seniors who attend institutions within the College's designated service area.

We also send a representative from the Testing Services department to many of the high schools to give the COMPASS placement test and train the high school staff on the test administration. NWACC's High School Relations department also works with other departments on campus to host events such as Home-School Day, Counselors' Breakfast, and the Superintendents' and High School Principals' Breakfasts. The College has been able to evaluate and change processes regarding admissions and courses offered from these events. For example, NWACC began offering online classes through its Early College Experience program (ECE) in the fall of 2010. The online model requires a partnership with area high schools allowing students to work on their online class one period per day. ECE staff provides orientation and extensive advising with the goal of teaching them how to be good online students. This is a valuable program for small, rural schools who do not have qualified faculty to teach concurrent classes. The College also administers and maintains high school-based concurrent enrollment programs and Secondary Career Center programs through an annual request and approval process.

NWACC formed relationships with organizations such as The Hispanic Scholarship Fund and Camp War Eagle which assist high school students in their transition to college. NWACC provides these organizations with guest speakers who present in both English and Spanish on topics such as Goal Setting, College Admissions Standards and Protocols, Financial Aid, Scholarships, Career Development, and Testing. Recently, a concerted effort was made to reach out and build new relationships with community organizations that work with nontraditional students, including the Northwest Arkansas Council, Adult Education Centers, and Havenwood Home.

Efforts are prioritized by staff and faculty on campus based on students' needs, anticipated impact on enrollment, and potential impact on the community. Each partnership is evaluated in accordance with the college's mission and goals set by the Board of Trustees. The Adult Education Program serves adults 18 and over, but can serve 16 and 17 year-old students under certain circumstances. The Program has a history of maintaining positive relationships with area school

districts and other institutions. Most teenage students are referred from a few local high schools, and their administrators communicate with the Adult Education Program as needed. NWACC provides an Adult Education instructor for teenage students who meets with the administrators at the beginning of the school year, contacts them monthly to report on any of their students attending the program, and meets with them at the end of the school year to review the year's activities.

Institutions that refer adults to the program include the AR Department of Workforce Services, the AR Department of Human Services, and the AR Department of Rehabilitation. Case workers from these agencies are in constant communication with The College. Clients are referred to the program to pursue a GED for employment or for college admission; to improve basic reading, writing, and math skills; to improve English language skills; or for a variety of other reasons. The instructors and staff-members monitor students' progress and report to case workers as needed. In addition to regular emails and phone calls, all partners are invited to lunch meetings each semester. Corporate Learning builds strategic partnerships with both profit and not-for-profit educational institutions to service the business and industry community. These relationships are developed through research and investigation via Internet studies, phone calls, and meetings and discussions at workforce development conferences.

> *9P2. How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations'*

At NWACC, we strive to meet the needs of internal and external constituents by building and cultivating mutually beneficial relationships within the community. These relationships must offer a sustainable and significant, positive impact on the College as well as students and the community. These partners are approved by the Board of Trustees and the relationships are prioritized and included in the Ends and Goals and the Strategic Plan.

Many of the employers who seek Corporate Learning students and graduates for employment are companies that NWACC has serviced in the area of talent development and training. Regular meetings are held with the business & industry clients, allowing the College to stay on the forefront of the needs of the local workforce area to develop programs, classes, and certificate training to feed the pipeline of the workforce arena. NWACC is represented by a wide range of faculty and staff on many Advisory Boards, and professional associations such as the Northwest Arkansas Human Resources Association, through which, employers and job seekers can contact the College for professional training, and certification exams. NWACC is also an actively involved member of ALPFA, the Association of Latino Professionals in Finance and Accounting. Through this membership, the College is able to assist companies in recruiting and retaining a diverse and competitive workforce. In 2012, NWACC signed a Reverse Transfer Agreement with the University of Arkansas that would make it easier for eligible students to transfer credit hours. This is one of many recent agreements between NWACC and the U of A in an effort to increase access to higher education and create a seamless transfer process.

NWACC is also currently the lead institution for the Path to Accelerated Completion and Employment (PACE) grant. This grant was awarded as part of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants program. PACE is made up of a consortium of 22, 2-year colleges in Arkansas. This is a $14.7 Million grant awarded by the U.S. Labor Department to accelerate certification and degree programs by restructuring higher education. As the lead institution, NWACC has oversight of the 186 employer contracts as they have related to the redesign of A.A.S. programs at each of the other 21 two-year institutions in the state.

The Adult Education Office constantly strives to create and maintain relationships with companies throughout the Northwest Arkansas area. Many of these relationships have been formed through referrals by the Department of Workforce Services or the Rogers-Lowell Chamber of Commerce. NWACC representatives will visit human resource managers to make them aware of the services available. Bentonville Casting is an example of an industry already established in the area that has taken advantage of Adult Education services. The College has provided their management with follow-up

meetings to explore specific training topics, including training for shift supervisors. This training was held on site and employees were given pre and post-tests to measure progress.

Another company used many of the Adult Education services that NWACC provides when they were looking to possibly expand their company to the Northwest Arkansas area. The College was invited to host the company as they explored sites; this involved detailed communications over several months. This company was able to use The College's facilities for interviewing, screening, and training new employees.

> *9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?*

Responsibility for building relationships initially falls with the President, Cabinet, and program leaders. NWACC creates relationships with service organizations by first identifying student needs. To identify these needs, The College Administration actively seeks suggestions from employees, students and other stakeholders to improve productivity, performance, and the student learning experience. Comment cards are placed in each facility, there is a virtual suggestion box available on The College's website, and surveys are sent out annually to collect and analyze feedback from the students, as well as the faculty and staff on campus. Information about current and projected students' needs is also provided by members of the Student Ambassador and Activities Board.

Departments throughout the NWACC campus create and prioritize relationships based on the strategic plan set forth by the College. This practice has allowed administrative staff throughout the College the ability to maintain these personal relationships and adapt as necessary. As the lead institution of the PACE grant, NWACC maintains a close relationship with the Arkansas Department of Workforce Services. This relationship addresses the needs of students who are nearing the completion of a degree or certificate and emphasizes their employability. The Office of Financial Aid works to stay up-to-date with organizations that provide financial resources to students. They provide a valuable resource on campus for students to become familiar with the intricate guidelines, application

process, and contact information for the financial institutions.

The faculty and staff within the Adult Education Program have created a network of community resources as they strive to meet the needs of adult students. Many adult students have needs in areas such as healthcare, career advancement, budget management, immigration issues, legal issues, parenting, housing, transportation, and counseling. The College has developed key contacts with daycare referral centers, food pantries, local shelters, health department advocates, legal services, and immigration services to name a few. Faculty and staff communicate with these agencies regularly, and many of them refer adults to the program at NWACC. Representatives of the agencies are also invited to lunch/breakfast meetings at the Center each semester.

Corporate Learning develops strategic partnerships based on the needs expressed by the business and industry communities to help service the training needs of their incumbent workers. Since each company has a unique need, prioritization is on a case by case basis. Partners such as Cengage Learning and ed2Go provide access to services that can be replicated across comparable industries. Corporate Learning staff communicates regularly with these partners and hosts meetings to collaborate and discuss current and future demands.

9P4. How do you create, prioritize and build relationships with the organizations that supply materials and services to your institution?

The process for creating and prioritizing working relationships with key state agencies and private organizations contributing materials and services is based on the competitive bid process and approved vendor process set forth by the State of Arkansas, and defined by State policy and law. This includes the Arkansas Building Authority, Office of Personnel Management, Department of Finance, and Office of Purchasing. The policies require ongoing communication, reporting, and strict procedures for materials and services. NWACC department leaders associated with those procedures meet with state agency leaders, and their college peers regularly. The evaluation and prioritization of these suppliers is based on cost considerations and analysis of organizational mission. Relationships with private vendors and companies are initiated through the state procedures for bidding and purchasing. College leaders also work to establish and

maintain ongoing relationships with major providers of contracted services. For example, representatives of general contractors and architects approved for building and renovation projects attend the College's Land Use Committee meetings to provide ongoing information to stakeholders.

NWACC partnered with the Arkansas Higher Education Consortium to provide health insurance for employees at a lower cost. The college also partnered with the local YMCA to provide discounted rates for all NWACC employees. The Admissions office established a relationship with an outside marketing company who offers discounts as well.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

NWACC creates relationships with education associations, external agencies, consortia partners, and the general community on both institutional and departmental levels. These partnerships allow for collaboration as well as a greater sense of accountability and community ownership. Figure 9P5-1 highlights many of the productive partnerships between NWACC and external agencies. These relationships are created and prioritized based on the partner's mission, values, and ability to contribute to student learning through the strategic plan set forth by the Board of Trustees and the President's Cabinet.

Relationships with educational associations are of particular importance to the Adult Education Program at NWACC. In addition to many of the associations listed in Figure 9P5-1, faculty and staff are actively involved in professional development activities with:

- Arkansas Association for Continuing and Adult Education (AACAE)
- Arkansas Teachers of English for Speakers of other Languages (ARKTESOL)
- Commission of Adult Basic Education (COABE)
- Teachers of English for Speakers of other Languages (TESOL)
- Arkansas Literacy Council
- National Adult Education Professional Development Consortium

These are examples of ongoing, long-term relationships that The College has built and prioritized as a part of its mission to make higher education accessible to adults in the community. Because of these efforts, the Adult Education Program has sustained close relationships with these associations for many years.

Figure 9P5-1

Partner Organizations	Type of Communication	Outcome
Global Corporate College	A national community college consortium designed for sharing curriculum	Collaboration through shared curriculum reduces investment of cost & time while ensuring high standards
Arkansas Department of Workforce	Approves student participation in identified certificate programs for workforce re-entry	Supports the needs of the regional workforce
Arkansas Energy Office	Center of Excellence Partnership Initiative between NWACC & Pulaski Technical College	Collaboration and training delivery for energy efficient jobs
Arkansas Department of Labor	Oversight of state mandated apprenticeship programs	Standardized documentation & requirements for apprenticeship programs statewide
Arkansas Department of Career Education	Management and registration of apprenticeship programs	Standardized requirements, curriculum & reporting
Arkansas Board of Electrical Examiners	Licensing board for Electrical Apprenticeship	Standardized apprentice licensing statewide
Arkansas Dept. of Health & Human Services	Licensing authority for plumbing apprenticeship	Standardized apprentice licensing statewide
Rural Domestic Preparedness Consortium	A national consortium of six institutions of higher education who develop & deliver training for America's rural first responders	Ensures curriculum alignment with US Department of Homeland Security target capabilities for first responders
NWA Emergency Responders Leadership	Regional meetings of public safety & private security professionals	First responders from both the public & private sectors identify best practices
Arkansas Association of Two-Year Colleges	A consortium of community colleges to facilitate sharing of resources & opportunities	Partnership of 2-year colleges, businesses & industries to provide employment skills training and maintain a competitive workforce
National Child Protection Training Center	National partner/sponsor of the NCPTC Southern Regional Training Center	Training and education programs/services for today & tomorrow's child abuse prevention advocates & defenders
Northwest Technical Institute's Secondary Career Center (NTI)	Representation on area Razor-Coach, Chamber Educational Committees, NWA Educational Service Cooperative Director's Meetings, & K-12 career & technical advisory board.	Allows NWACC to offer High School students training and college credit in criminal justice, certified nursing assistant, patient care assistant, & dental assisting

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

To ensure NWACC's departments and programs are meeting the needs of partners, employees use tools such as industry certifications, Global Corporate College scorecards, surveys, and direct feedback. Partner relationships are maintained through contact via telephone, email, and regular meetings. This continuous contact allows for quick and effective feedback; additional feedback is garnered through focus groups and advisory boards.

Many departments within The College utilize internal surveys to gather feedback and ensure that the programs are being updated in a timely manner to keep pace with the needs of various stakeholders. The priority of maintaining relationships with partners has been and continues to be to the benefit of the students.

Responses of these surveys are reviewed by faculty and staff, adjustments are made, and new practices are implemented as needed. To ensure the continued use of best practices, external surveys are also used for benchmarking. Some examples of these surveys are the Noel Levitz Student Satisfaction Inventory, and the National Community College Benchmarking Project. Other national benchmarks used by The College include licensure and certification pass rates. The pass rates for many of these exams in 2013 are listed in Figure 9P6-1.

Figure 9P6-1

Licensure or Certification	2013 Pass Rate
National Council Licensure Examination – Registered Nurse	97%
National Registry of EMT Paramedic Licensure Examination	100%
Arkansas Fire Academy Certification Examination	84%
National Physical Therapy Assistant Exam	100%
Registered Respiratory Therapist Exam	86%

9P7. How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

Interdepartmental relationships are created both formally and informally through associations, councils, and committees that are comprised of faculty and staff based upon shared goals, resources, and processes. These relationships are built and maintained via team meetings, activities, cross-training, staff meetings, and campus wide committees. By facilitating communication and encouraging cross-collaboration, department and division leaders can strengthen productivity and effectiveness across the campus.

Representation on the President's Cabinet and Expanded Cabinet align with the College's strategic plan, and overall operations regarding faculty and staff across campus. Other faculty and staff are represented through Faculty Senate and Staff Council with membership elected annually. These representatives are responsible for helping the College achieve its strategic goals and objectives through continuous collaboration between departments. This process is vital for many processes across campus, including the success and eventual institutionalization of grants such as PACE. This grant works closely with the Finance Department, and quarterly meetings are held between the grant management team and academic departments partnering with the grant.

Significant improvements have been made in the past few years to streamline the formal policy change and review process. These improvements have been essential in assuring the integration and communication across the relationships outlined here. A detailed illustration of the Policy Development Process can be seen in 2P5.

Results

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

NWACC uses surveys, reports, and participation rates to measure the results of building collaborative relationships. In 2013, the College worked extensively with Noel Levitz on collecting data for the Student

Satisfaction Inventory. NWACC compared favorably to community colleges nationally on its initial inventory. Of the students responding, 75% indicated that they were satisfied with faculty treatment of individual students, compared to 59% satisfaction nationally; 61% were satisfied with career services provided compared to 43% nationally; 79% felt welcomed on campus compared to 63% nationally. As a response to this data, the Office of Institutional Research has initiated a series of student focus groups on campus.

Each year High School Relations conducts a school partnership survey to capture how the college divisions and departments are serving area K-12 institutions. As part of the requirements for accreditation, NWACC conducts annual surveys of concurrent students and a one year out survey directed at students who participated in the ECE program and have graduated high school in the past year. Every three years, NWACC surveys participating students four years after high school graduation and high school administrators, counselors and instructors participating in high schools. These surveys provide valuable information on assessing and enhancing our programs and services to the K-12 communities.

The Arkansas Association of Two-Year Colleges serves as the PACE grant's compliance body. This relationship ensures that there are additional levels of communication outside of the relationship with the Association. All PACE consortium members are required to submit monthly progress reports. These reports allow the management team to monitor the status of the relationships between NWACC and other PACE consortium members.

Departments such as Admissions, Testing Services, and Corporate Learning use data from event and training evaluations to evaluate collaborative relationships on a regular basis. The department of Adult Education measures the success of collaborative relationships through the impact on students, which is evaluated during faculty meetings. Representatives from area organizations are invited to present to Adult Education classes and provide feedback. The Corporate Learning program also surveys stakeholders in business & industry to measure and analyze the success of programs developed and delivered. Evaluations are reviewed regularly to ensure the highest quality of training is being delivered.

As a measure of the success of internal collaborative relationships, the Professional Development staff uses feedback from surveys and evaluations to determine the needs of training classes; reports are provided to supervisors regarding their employees' participation. New Employee Orientation was created, as well as a new training and on-boarding process as a result of these evaluations.

9R2. What are your performance results in building your key collaborative relationships, external and internal?

Performance results in building key collaborative relationships are determined by a variety of methods depending on factors such as relationship type, program type and target population. The College has consistently received positive feedback from the community and our collaborators. As an example of this, NWACC was nominated in 2011 as a Partner of Distinction by the Springdale Chamber of Commerce, "Partners in Education."

NWACC's ECE program is accredited by the National Alliance of Concurrent Enrollment Partnerships, and has seen increased enrollment for the past 4 years. During the 2012-2013 academic year, NWACC served 6,264 K-12 students in 16 school districts through programs, educational activities, and concurrent enrollment programs.

The College also conducts an annual survey of high school administrators, counselors and instructors on concurrent enrollment programs. The general consensus was very positive; Figure 9R2-1 shows the median scores reflecting the perceived effect the program had on the school.

Corporate Learning's Business & Industry clients and employees evaluate the services they receive after each training session. These surveys are tabulated and distributed to the Workforce area as well as to the partner community. Based on the feedback received, programs, training and instruction are adjusted to fine tune or implement new processes, as needed.

Figure 9R2-1

My School's Participation in NWACC's Early College Experience has:	Principal	Counselor	Teacher
5 – Strongly Agree 4 – Agree 3 – No Effect 2 – Disagree		1 – Strongly Disagree	
Encouraged seniors to elect a more challenging academic schedule rather than enroll in required courses	4	4	4
Helped the morale of the senior class	3.5	4	4
Enhanced the school's prestige in the community	3	4	4
Enjoyed strong support from parents	4	4	4
Led to course scheduling difficulties that have tended to strain relationships between NWACC teachers and school administrators	3	3	3
Helped my school to meet our goal, or state-mandated goal, of providing advanced courses for accelerated students	4	4	4
Enjoyed the community's general approval and support	4	4	4

Survey results throughout campus are evaluated by the Deans and Vice Presidents to determine an appropriate action. Many times these results have led to the creation of an action project to ensure the issues are being properly and effectively addressed. Ongoing projects include the Washington County focus groups which are being used for planning the building of a new Washington County facility, and classroom focus groups based on results from the Noel-Levitz Student Satisfactory Inventory. Also, an ongoing action project addresses student's preferred methods of communication with the college.
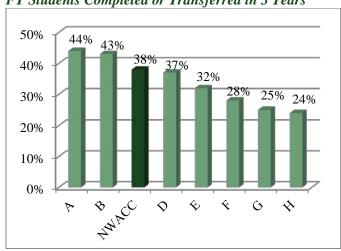
9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

NWACC evaluates comparative results in a variety of ways across campus. Two main ways the College assesses holistic comparisons is through the Noel-Levitz SSI, and The National Community College Benchmarking Project. NWACC has strong relationships with other Community Colleges across the State. As the lead institution for the PACE Consortium, the College is responsible for maintaining relationships with and between all consortium members. The National Alliance of Concurrent Enrollment Partnerships is working to create a national database to collect survey results, and Benchmark data will be available in the future for comparison of concurrent enrollment programs. Because of NWACC's strategic location, many areas such as

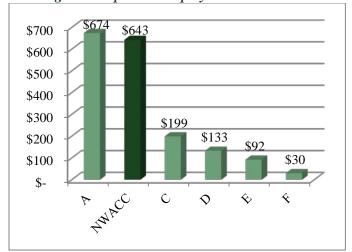Corporate Learning have seen substantial growth in contract and technical training.

The Benchmarking data can be seen below in Figures 9R3-1 and 9R3-2. Figure 9R3-1 shows the percentage of full-time students who transfer or complete their program in three years. As evidence of NWACC's strong relationships with other colleges and effective articulation agreements, the College ranks among the top three in this area. This demonstrates NWACC's continued success in meeting the student's needs. Figure 9R3-2 depicts NWACC's comparison with other community colleges with regard to training dollars allocated per full-time employee. The College maintains key internal and external relationships through continued employee trainings and professional development.

Figure 9R3-1
FT Students Completed or Transferred in 3 Years

Source: NCCBP Data

Figure 9R3-2
Training Dollars per FT Employee

Source: NCCBP Data

Improvement

9I1.   What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

NWACC's Strategic Planning Forums is committed to building collaborative relationships and uses an annual work plan with progress being monitored monthly to help in these efforts. Many positions have been created, and new policies have been implemented to create a centralized process for collecting and analyzing relationship data.

One example of a position that has been created includes the new bilingual staff member within the admissions office. This allowed The College to reach out to the Hispanic community and build numerous relationships with community partners that serve Hispanic students. A career Education Coordinator was hired in September 2012 for the specific purpose of developing partnerships with business and industry. This new position has played an integral role in expanding employment options for students, and impacting on-the-job training in the community. The College also created the department of

High School Relations to build and maintain relationships with area K-12 institutions.

High School Relations has begun to offer concurrent classes to high schools as online and Advanced Placement/Concurrent blended classes to help smaller rural schools provide concurrent enrollment opportunities to their students. The Director of the Early College Experience program has enhanced the student handbook to provide better information on transferability of courses and disability services. Pathway brochures have been developed for the Secondary Career Center programs to visually demonstrate to students how their credits in high school lead to certificates and degrees at NWACC.

To increase the number of high school students claiming their earned credit, High School Relations emails all new freshmen in the fall with a list of articulated courses and the procedure for claiming the credit. In addition, High School Relations has begun working through the Northwest Arkansas Educational Service Cooperative to complete the paperwork and review of articulated courses utilizing the state frameworks. This reduces the paperwork and workload for both the high schools and NWACC academic divisions.

Because of survey feedback, NWACC has also increased the number of events offered on campus and the campus visit services, testing services extended services on weekends for students, and The College is now offering GED testing for our Adult Education Center. The admissions and advising centers have been rearranged as a response to student surveys regarding space.

Other recent improvements include the PACE grant's management team's redesign of the financial systems associated with the PACE consortium spending. This has resulted in improved relationships between NWACC and consortium members. The contract training department of Corporate Learning participated in a mapping event to analyze, improve and develop new procedures to serve the business and industry communities. From this event, roles and responsibilities were clearly defined which resulted in elimination of duplicate efforts. By improving processes, the current staff can service more business & industry clients in an efficient and productive manner.

NWACC is partnering with Northwest Technical Institute and the NWA Council to develop and implement a regional high school career & technical leadership award. This award will recognize outstanding career and technical students each February with a scholarship award.

> *9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?*

NWACC's Strategic Plan dictates The College's culture and infrastructure by identifying specific processes to improve and setting targets for improved performance results through collaborative relationships. This is an area for improvement at the College. We do have departments, both on the academic and administrative sides doing this well, but it is not a college wide effort, nor is it tracked effectively at this time. However, NWACC's culture is one of growth and change, which results in a rapidly evolving institution to meet newly identified needs.

The College is consistently researching new and improved ways to serve current and prospective students. Through the leadership's development and implementation of the core performance indicators, the College has seen an improved culture of communication and accountability. One example of this is the development of a focus group series that was implemented based on results from the Noel Levitz Student Satisfaction Inventory.

Departments across campus promote a culture of self-evaluation and continuous improvement. This culture is evident in the program's performance as monitored and measured by the state agencies. For example, the PACE management team emphasizes the importance of maintaining open lines of communication both internally and externally. This has allowed for effective evaluation and redesign in many of the processes within the consortium, which has led to improved relationships between NWACC and the other PACE consortium members. The Corporate Learning department uses a self-evaluation and continuous improvement process to build collaborative relationships. Regular staff meetings are held to evaluate and discuss the needs of existing and new training programs.