Progress Report to
The Higher Learning Commission
North Central Association

A Plan for Institutional Effectiveness

Introduction

Through its first 10 years NorthWest Arkansas Community College (NWACC) was in a constant state of self-study and evaluation. The College conducted four North Central Association accreditation self-studies during that time:

- From 1990-1991 for 2-years initial candidacy for accreditation
- From 1992-1993 for 2-years continued candidacy
- From 1994-1995 for 5-years initial accreditation
- From 1997-1999 for 10-years continued accreditation

In Spring 2000 retired founding president Dr. Bob C. Burns set in motion a process to establish NWACC's "Plan for Institutional Effectiveness." The Plan, as adopted by the Senior Management Team and presented to the Board of Trustees in 2001, was adapted from a national model created by the American Association of Community Colleges (AACC). As Plan components were established, the Board of Trustees transitioned itself to a "Policy Governance" model.

The Plan for Institutional Effectiveness includes measurements that demonstrate to the Board of Trustees and to other stakeholders the accomplishment by the College of the Board of Trustees' "Ends Statements" that were adopted as part of its Policy Governance model in February 2001.

Linked with nationally recognized measures suggested by the AACC model, this approach results in a comprehensive plan that NWACC can use to measure effectiveness in achieving its Mission and Trustee Ends. Measurements presented in an annual Ends Report can then be used in a Program Analysis management tool for use by the Master Planning Council in planning and budgeting, and as a basis to make continuous improvement.

Presented on the following pages is the progress made at NorthWest Arkansas Community College since 2000 to concerns expressed by the October 1999 North Central Association Accreditation Visiting Team. The College takes great pleasure sharing its progress made since earning continued accreditation.

October 1999 Team Concern: With the rapid growth of the college has come the challenge of continuing to evolve as an institution of higher education and the development of a sense of open communication and cohesion within the college environment.

Open communication and cohesion within the college environment

Institutional action that has brought about change or resolution of the challenge left by the October 1999 Visiting Team began within months of NorthWest Arkansas Community College receiving in February 2000 ten years institutional continued accreditation through The Commission on Higher Learning. Members of the Board of Trustees and the President began almost immediately investigating a new leadership model called "Policy Governance."

Developed by John Carver, "Policy Governance is an empowering and fundamental redesign of the board role, emphasizing values, vision, empowerment of both board of staff, and the strategic ability to lead leaders."

> *"Under Policy Governance, a board crafts its values into policies of four types: ends, executive limitations, board-executive linkage, and governance process. Except for what belongs in bylaws or enabling statutes, these categories of board policy contain everything the board has to say about values and perspectives that underlie all organizational decisions, activities, practices, budgets and goals. Because values permeate and dominate all organizational life, redesigning policy in this way presents the most powerful lever for expressing board leadership."*
>
> – John Carver, Policy Governance, Jossey Bass Publishers

After formally adopting the Carver Model in 2000, NWACC Trustees fashioned with input from constituents their Ends Statements, Executive Limitations, Board-Staff Linkages and Governance Process.

By definition: *"**Ends Statements describe what good will be produced or provided by the College, by whom and at what cost**."*

These "Ends Statements," presented below, were adopted after discussions on the trustee-, institutional- and community-level in February 2001. These declarations of what the college will provide continue to provide a source of cohesion for faculty, staff and the community as the statements leave little ambiguity.

Simultaneously, the NWACC college community began a yearlong discussion of its own, defining learning objectives and crafting Departmental Ends Statements. Again, college departments engaged in an open discussion on how their "Ends" meet Trustee Ends. These statements also are presented on page 9.

In August 2001, Trustees embarked on a 10-month series of monthly Focus Group meetings. Trustees met with representatives of college students, faculty and staff, and with leaders in municipal, county, public schools, chambers of commerce, Chief Executive Officers and businesses. In all, there were nine off-campus meetings and one held on-campus. The purpose of these meetings was to present and gain input into the Ends Statements and to help Trustees create a long-range vision for NWACC based on constituent feedback.

The President and the Senior Management Team shared with the college community the Board's Forum progress and findings. A copy of the Board's year-end Forums Executive Summary was made available to all college constituents.

Meanwhile, internal discussions began on addressing a critical part of the definition of Ends Statements, "at what cost." These discussion yielded the framework for Program Analysis, discussed below.

Also during this period four other enhancements were made that have assisted NWACC in its evolution as an institution of higher education. Led to the development of more open communication and cohesion within the college environment.

1. **An Open Budget Process –** In planning for the FY 2003 and FY 2004 annual budgets, all college employees were given duplicative opportunities to provide input as a series of budget development hears. Separate hears over a two-month period covered revenue projections and expense recommendations.
2. **MPC Inclusion –** Membership on the college's Master Planning Committee (MPC), established in 1999 on the heels of our 1997-1999 Self Study, broadened to become more inclusive of all areas within the college community. The MPC makes priority funding recommendations to the Senior Management Team.
3. **SMT Forums with Departments –** When the College President went on administrative leave of absence in April 2002, the Senior Management Team was charged by Trustees with operating the college. Among the first actions taken by the SMT was to meet on a quarterly basis with each department. Feedback indicated discussion of issues was frank and beneficial. These meetings continue.
4. **Use of Technology –** Since 2000, the use of technology (web based, email, intranet) has led to greater efficiencies and improved communication.

Taken as a whole, these processes have initiated a climate for better open communication and cohesion.

October 1999 Team Concern: While the college has been re-organized and appropriate structures have been put into place necessary for a new institution, they must now progress to a more organized and prioritized approach to its overall planning.

A more organized and prioritized approach to overall planning

Institutional actions that brought about change or resolution of the challenge began with two appointments by Dr. Burns. The 1997-1999 Self-Study Coordinator was named as Director of Planning, Grants and Public Relations. The Associate Vice President for Student Services was appointed Associate Vice President for Enrollment Management and Institutional Research.

On the trustee level, input from the Focus Group series has led to better long-range planning.

The College revised two committees, Master Planning, chaired by the Director of Planning, and Enrollment Management, chaired by the Associate Vice President. Greater human and financial resources strengthened these committees and to the Assessment of Student Academic Achievement Committee (See Volume II).

Master Planning Committee representation was increased and was generated from membership of the Self-Study Steering Committee and from other leaders at the College.

The Senior Management Team adopted formal guidelines for the Master Planning Committee in Spring 2000 and provided its charge:

The Master Planning Committee incorporates various plans for the college into one ongoing plan through the year 2005. Include in these guidelines were the name of the committee, its purpose, affiliation, membership, an operational timetable and the prescribed contents of an annual Master Planning document. MPC follows a set of guidelines that describe how the college plans for annual, biennium goals, strategies, and measurable objectives. "NWACC Planning Themes: How We Plan" is found at the back of this report.

Through 2003, there were 22 members on the committee, making too cumbersome to manage without an institution-wide "meeting day" in place. As the second-lowest state-supported/funded 2-year college in Arkansas, work demands at 13-year-old NWACC (fall '02 credit enrollment: 4800) have not relented. Due to absences attributed to work loads, similar material was being covered in MPC meetings two and three times to bring members up to speed. Beginning in Fall 2003, the committee's membership will change, as discussed below.

Since 2001, the Master Planning Committee works hand-in-hand with Enrollment Management and Assessment of Student Academic Achievement committees:

- **Enrollment Management (EM)** reviews, evaluates, and makes recommendations to the administration related to enrollment management activities, which include student's college choice, transition to college, student attrition, retention and student outcomes. EM recommendations are supported by the institution's master plan, the college mission statement, and institutional research. Staff development opportunities are provided. Additional training in the use and productivity of BANNER (SIS) software modules is made available to support the work of the committee. **The Enrollment Management Committee has taken the lead in developing the final piece of college planning, Program Analysis.**

- **Assessment Committee (AC)** reviews program-level assessment plans and results ensuring that procedures are sound and meet the needs of the institution. AC reviews results of general education assessment and formulates recommendations for changes to the curriculum, outcomes, and /or assessment tools. The committee produces a report on general education assessment results and makes recommendations for the Vice President of Learning, President, and the college community. It serves as peer consultants and good will ambassadors for learning assessment in each division.

Long Range Planning

In addition, to these key planning committee, other internal and board committees and task forces work closely with Board of Trustee initiatives. These initiatives include a review of the college's Mission and Ends Statements, and long range planning.

Long range planning has become more formalized at NWACC since 1999. Through their Focus Group series, and annual November reviews of Mission and Ends, Trustees have charted a course to address three major components critical to the smooth advancement, progression and growth of the institution. From the Focus Groups:

1. Trustees learned that the College Mission is not as well understood outside the college tax district (Rogers and Bentonville public school districts) as was once believed.

2. Trustees learned that residents in a major city to the south, Springdale (which makes up the four cities of the country's sixth fastest growing MSA – 2002 Census) have an interest in joining the district.
3. Trustees learned that the master plan footprint for the 131-acre campus could be altered by the interest of residents to the south.

These three components currently are being addressed.

October 1999 Team Concern: The College needs to (A) establish a clear strategy to develop and implement a Plan for Institutional Effectiveness that (B) provides appropriate measures of evaluation and assessment of the institution consistent with its mission and (C) a vehicle for feedback and action based on their findings.

A clear strategy to develop and implement a Plan for Institutional Effectiveness

"Are students and the community receiving what they want from the college?"

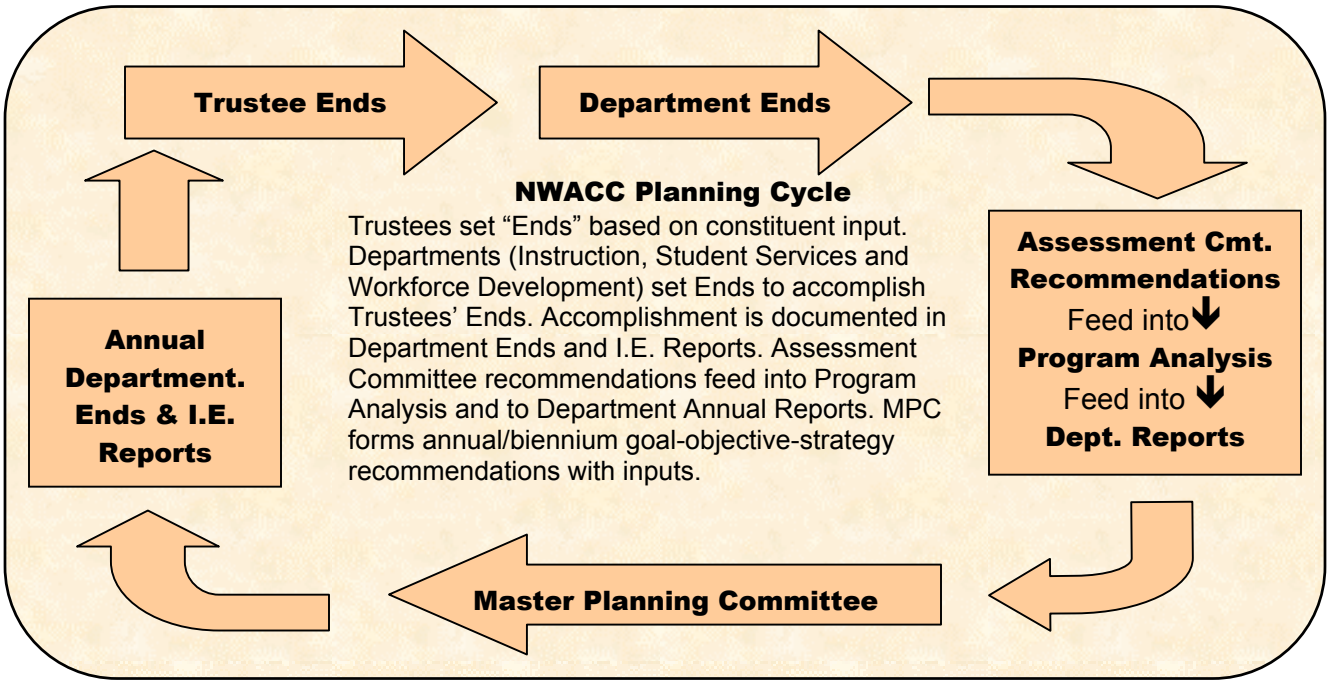
An Institutional Effectiveness task committee was assembled from the chairs of the Master Planning Committee, the Enrollment Management Committee and the Assessment Committee. This task committee was formed late in the 2000-2001 academic year. This committee was asked to devise a strategy to develop and implement a Plan for Institutional Effectiveness. The Plan would address the question posed above.

Key members included the chairs from each of those committees, Carey Chaney (Coordinator of Assessment of Student Academic Achievement) from Instruction, Dr. Linda Dayton (Associate Vice President for Institutional Research and Enrollment Management) from Student Services, and James R. "Jim" Hall (Director of Planning, Grants and Public Relations) from Administration.

Out of that collaboration came a timetable and a strategy to incorporate key planning components and to implement the plan, as presented below. These linkages are presented graphically on the next page. This strategy links AACC-defined Mission Areas and Core Indicators of Effectiveness to NWACC Trustee Ends Statements.

Timetable
Spring 2001 – Baseline Data established as the 2001-02 Academic Year
August 2002 – Baseline Data documented in the Board of Trustees' annual "Ends Report"
Fall 2002 – Baseline Data analyzed and "Program Analysis" program established
Spring 2003 – First longitudinal Institutional Effectiveness Report by Mission Arena presented to the Board of Trustees; data generated for Program Analysis
August 2003 – Year-to-Year improvements over Baseline Data documented in Board of Trustees' annual "Ends Report
September 2003 - Results of IE Report form the basis for "Program Analysis"
Fall 2003 – Program Analysis becomes basis for 2004-2005 Academic Year planning and budgeting

Steps to Incorporating Key Planning Components into Institutional Effectiveness



Appropriate measures of evaluation and assessment of the institution

The primary purpose of the plan is accountability to the various stakeholders of the college and to ensure continuous improvement. The Plan is based on the American Association of Community College Core Indicators by Mission Arena of Effectiveness model and was modified for NWACC's specific need to document accomplishment of the Board of Trustees Ends Statements.

The AACC model is divided into six mission arenas: 1) Student Progress, 2) Workforce Development, 3) General Education, 4) Transfer Preparation, 5) Developmental Skills and 6) Outreach. Within these six arenas are 14 core indicators of effectiveness.

Mission Arenas and Core Indicators of Effectiveness		
Student Progress	**Workforce Development**	**General Education**
Student Goal Attainment	Placement Rates in the Workforce	Demonstration of Critical Literacy Skills
Persistence (Fall to Fall)	Employer Assessment of Students	Demonstration of Citizenship Skills
Degree Completion Rates	Licensure/Certification Pass Rates	
	Client Assessment of Programs & Services	
Transfer Preparation	**Developmental Skills**	**Outreach**
Number and Rate Who Transfer	Success in Subsequent Related coursework	Participation Rate in Service Area
Performance after Transfer		Responsiveness to Community Needs

NWACC's Plan for Institutional Effectiveness also is related to the College's Student Academic Achievement plan but is a complementary assessment effort. Where the Plan for Institutional Effectiveness seeks to answer the question "Are students and the community getting what they want from the college" the Student Academic Achievement plan answers the question, "Are students learning?"

The model below shows the relationship of AACC-defined Mission Areas/Core Indicators to the August 2002 Ends Report. The 2002 Executive Summary is presented beginning on page 13 below. Departmental Ends begin on page 10.

NWACC Institutional Effectiveness Model
Relating AACC Mission Arenas to NWACC Trustee Ends
as Measured by 14 Core Indicators of Institutional Effectiveness*

Mission Arena **1. Student Progress**	**Departmental Ends Statements**		
	Learning	Student Services	Workforce Development
1. Student Goal Attainment	1-11	1, 3, 4, 5, 10, 11	NA
2. Persistence (Fall to Fall)	1	1, 3, 4, 5, 6, 10, 11	NA
3. Degree Completion Rates	1	1, 3, 4, 5,, 10	NA

Mission Arena **2. Workforce Development**	**Departmental Ends Statements**		
	Learning	Student Services	Workforce Development
4. Placement Rates in the Workforce	4, 9	10, 11	1 through 9
5. Employer Assessment of Students	4	10, 11	1 through 9
6. Licensure/Certification Pass Rates	4	NA	1 through 9
7. Client Assessment of Programs & Services	4	NA	1 through 9

Mission Arena: **3. General Education**	**Departmental Ends Statements**		
	Learning	Student Services	Workforce Development
8. Demonstration of Critical Literacy Skills	1, 5, 6	NA	NA
9. Demonstration of Citizenship Skills	1, 2	2	NA

Mission Arena: **4. Transfer Preparation**	**Departmental Ends Statements**		
	Learning	Student Services	Workforce Development
10. Number and Rate Who Transfer	2, 3	3	NA
11. Performance after Transfer	1, 2, 3	3	NA

Mission Arena: **5. Developmental Skills**	**Departmental Ends Statements**		
	Learning	Student Services	Workforce Development
12. Success in Subsequent Related coursework	8	NA	NA

Mission Arena: **6. Outreach**	**Departmental Ends Statements**		
	Learning	**Student Services**	**Workforce Development**
13. Participation Rate in Service Area	5, 6, 7, 10, 11	4	1-9
14. Responsiveness to Community Needs	5, 6, 7, 10, 11	4	1-9

* Core Indicators of Effectiveness for Community Colleges (Alfred, Ewell, Hudgins, McClenney – Community College Press® / A Division of the American Association of Community Colleges, 1999)

NA = Not addressed in August 2002 Ends Report

The Board of Trustees formally reviewed the progress of the Plan for Institutional Effectiveness in May 2003. This review was intended to become part of the college's annual August Ends Report addressing Ends Statement on Certification, which reads "Using, in part, guidelines from North Central Association of Colleges and Schools, NWACC will meet criteria for an effective institution." This and other documents were posted on the college's website (www.nwacc.edu/ie) after the Board's review.

Faculty and staff have met monthly at various committees (MPC, EM, Assessment) to review the contents of the Plan for Institutional Effectiveness and to identify improvement strategies to address college weaknesses related to core indicator results.

Core indicators and Ends Reports have been used in two other college publications – a December 2001 Report to the Community and a December 2002 Report Card.

Report Card grades, initially shared with state legislators, were determined by benchmarking outcomes with state and national data. The college assigned itself the following letter grades.

AREA	GRADE
Enrollment	**A+**
• Enrollment of students in credit hour courses grew 284 percent in 12 years. • Enrollment increased 10 percent to 4,731 for Fall 2002. • The enrollment number was attained despite reducing the total number of course offerings by five percent because of state budget cuts.	
Minority Enrollment	**A**
• Increase of 38 percent in its Hispanic enrollment during fall 2002. The college enrolled 475 minority students, including 255 of Hispanic origin.	
Retention of Students	**A**
• Retention of first-time, full-time students are above state averages. NWACC retained 61.6 percent of its students. The state average is 56 percent.	
Licensure and certification pass rates	**A+**
• Pass rates on licensure and certification pass examinations exceed national averages. NWACC exceeded national averages for all health-related testing, including RNs, EMT-paramedic, physical therapist assistant and respiratory technician	
Number degrees/certificates awarded	**C-**
• Degrees and certificates awarded are at national averages and the college has implemented activities to increase degree completion.	
Number of graduates	**B-**
• More graduates transferred to 4-year colleges in 2002 than in previous years	
Workforce Development	**B**
• Workforce development programs will grow with a rebounding economy and a new facility.	

Other comments included:

- Concerning state funding, the report cards states that "NWACC continues to remain near the bottom of funding for Arkansas' Two Year Colleges."
- The average level of funding provided by the state to two-year colleges is $4,604 per full-time equivalent student. NWACC received $2,500. State funding is used to provide instruction, instructional support and for services to help students be successful.
- NWACC, the second largest community college, is the second lowest funded college in Arkansas.
- The college reported that 6,372 individual students – an unduplicated headcount – enrolled in college credit courses during the 2001-02 academic year. The Shewmaker Center For Workforce Technologies provided training to 1,911 individuals.
- Other enrollment numbers reported were 3,532 individuals enrolled in continuing education classes and 2,491 students enrolled in adult education classes.
- The College served 14,306 duplicate individuals.

A vehicle for feedback and action based on findings

Sharing the institution's effectiveness with constituents is one one-way communication. The College has in place two methods for constituents to provide feedback, and two underway. In place are the "Trustee Ends" reports and the Board Focus group meetings. Underway are a comprehensive "Program Analysis" and a consolidation of the college's 27 standing committees into 10 or 11 committees and councils, including a new faculty senate. Each of the four vehicles is described below.

Board Ends Reports

The Board of Trustees' vision and direction for the college are presented in the 13 Ends Statements listed below. Below these are listed Departmental Ends Statements that, if accomplished, will lead to the successful accomplishment of Board Ends. The college presents a report detailing its Departmental Ends each August. Ends not sufficiently met addressed by appropriate committees – for example, Assessment, Master Planning, Enrollment or SMT.

NorthWest Arkansas Community College
Board of Trustees Ends

NWACC WILL PROVIDE:
• **Lifelong Learning Opportunities** consisting of classes and activities to meet the educational needs of individuals ranging in age from Kids' College participants to older adults with no upper age limit.
• **Transfer Education** consisting of courses offering to meet degree requirements at the associate degree and beyond.
• **Developmental Education** consisting of courses and tutorial assistance for basic skills, including reading, writing, and math. These courses may serve to prepare students for college level courses or to enhance these basic skills in the adult student.
• **Technical Education** to prepare citizens for careers, job promotions and personal improvement.
• **Community Service Education** to meet the avocational interests of area citizens for their personal development.
• **Workforce Development** education and training for area business and industry. Employee training will be provided to serve company needs leading to greater success and company value enhancement.
• **International Education** consisting of curricular offerings and services to reflect our commitment to global educational needs.
• **Diversity** with encouragement for student enrollments and employee characteristics to reflect cultural diversity of the college community, insuring compliance with E.E.O regulations.
• **Quality Support Services** to the college community, including financial aid services.
• **Effective Stewardship** of all assets as a key to providing programming, services, and outcomes, while continuing to press for equitable funding from state sources, and seeking to maximize corporate and private funding.
• **Funding** through due diligence in obtaining equitable funds at the 80% level of the highest funded two-year colleges in the state.
• **Planning/Assessment** activities by the Board of Trustees with assistance from the faculty and staff to chart NWACC's future and determine successful achievement of Board outcomes or ends.
• **Certification** using, in part, guidelines from North Central Association of Colleges and Schools, NWACC will meet criteria for an effective institution.
• **Physical Plant** that is accommodating, attractive and safe for students, employees and the general public.

(February 19, 2001)

Departmental Ends Supporting Trustee Ends

With Trustees' statements adopted, three divisions within the College established Ends: Learning, Student Services and Workforce Development. Combined, those three areas have 32 Ends that directly or indirectly support the Board of Trustees' Ends.

LEARNING ENDS STATEMENTS (11)	
No.1	Students earning associate degrees will gain an appropriate general education – the knowledge, skills and perspectives that provide a foundation for lifelong learning.
No.2	Students earning transfer degrees will gain the foundational literacy in the core knowledge domains appropriate to a liberal arts education and preparatory for success in upper division courses.
No.3	Students seeking degrees at other institutions will find that NWACC courses designed for transfer will transfer to those institutions.
No4.	Students earning AAS degrees will gain technical proficiency in their fields, find employment, and satisfy their employers.
No.5	Students entering the Adult Education program to earn a high school diploma will make satisfactory progress toward their GED.
No.6	Students entering the Adult Education/ESL program to improve their English skills will become proficient in speaking, reading, writing, and listening to English.
No.7	Students entering the Adult Education program to earn basic computer skills will become computer literate.
No.8	Students entering NWACC without basic college-level skills will obtain those skills in reading, writing, and/or mathematics that will enable them to succeed in college-level courses comparable to those who place directly into those courses.
No.9	Students seeking to improve job-related skills will receive the information and training they need for getting a job, maintaining a job, and job promotion.
No.10	Students taking courses for enrichment will be personally satisfied with their growth.
No.11	Community members attending cultural events at the college will gain a greater appreciation for and deepened understanding of the content.

WORKFORCE DEVELOPMENT ENDS STATEMENTS (9)	
No.1	Employers in the service area will translate employer, mission imperatives into employee behaviors that will support brandy identity, reflect customer focus and lead to the achievement of organizational goals.
No.2	Employers in the service area will obtain the tools and resources to increase organizational value and competitive advantage.
No.3	Employers in the service area will have access to the thought leaders and best practice consultants in workforce issues specific to the service area now and for the future.
No.4	Employers in the service area will benefit from training/development and consulting that accessible and local.
No.5	Employers in the service area will recognize return on investment of training dollars as a result of engaging WDI.

STUDENT SERVICES ENDS STATEMENTS (12)	
No.1	Students develop realistic educational and career goals.
No.2	Students develop responsible leadership and citizen skills.
No.3	Students take appropriate classes that are consistent with their educational goals.
No.4	Potential students know about educational opportunities at NWACC.
No.5	Students maintain their enrollment and successfully complete their educational goals.
No.6	Eligible students successfully receive federal, state and/or local financial support for their education.
No.7	Students learn to become self-advocates for appropriate learning accommodations.
No.8	Students utilize technology to access services.
No.9	Students and employees learn and work in a safe environment.
No.10	Partnership programs exist between the Division of Student Services and other divisions within the college in order to provide exceptional cost effective services for students.
No.11	Gather, analyze and report data as needed by federal, state agencies and the college community that accurate, timely and statistically valid.
No.12	Internal and external customers receive timely, accurate and friendly services.

Board Focus Groups

As described earlier, Focus Group meetings, planned to occur every other year, are a key opportunity for constituents to provide feedback into the Trustees' Ends and Long Range planning.

Program Analysis

The initial Program Analysis is due to be completed by Labor Day 2003. The report documents program expense by Full Time Equivalent (FTE) and by Student Semester Credit Hours (SSCH). The analysis identifies by program and by organization staffing and budget and includes outside funding levels. It covers Academic Years 2000-01, 2001-02 and 2002-03. Program information currently being compiled requests:

A. Documentation on how this program directly supports instruction and/or institutional activities
B. Documentation of the program's impact on enrollment, recruitment and retention
C. Documentation on the impact of the reduction/elimination of this program on other college community function.
D. Documentation of Quality Indicators of this program

Assessment of Student Academic Achievement outcomes will feed into Program Analysis, providing information as the basis to budget resources and plan for future years. Program Analysis will enable the College to establish:

1. Reasonable costs and outcomes
2. Plan and budget for the future
3. Provide documentation on how programs directly support institutional activities
4. Document program's impact within the six mission arenas
5. Document the impact of reduction/elimination of programs on other college community functions.

National comparative data, requested by the Board of Trustees, will be obtained through NWACC's participation in a Johnson County Community College project funded by FIPSE. State comparative data will be obtained from the Arkansas Department of Higher Education.

Committee Consolidation

At last count, the college had 27 standing committees active in varying degrees. Their voices, senior managers have heard, are muted through the clutter. Listed below are the committees.

NWACC Standing Committees (2002-2003)		
Academic Scheduling	Distance Learning	Land Use
Academic Standards	Employee Benefits	Library
Administrative Job Audit Team	Enrollment Management	Marketing Task Force
Affirmative Action	Faculty Council	Master Planning
Assessment	Facility Use	Risk Management
Banner (SIS) Steering	Graduation/Honors Convocation	Professional Development
Computer Life Cycle	Information Technology	Special Events
Curriculum	Intercultural Resources	Staff Council
Décor	Judicial	Web Steering

As proposed by the Master Planning Committee, the chairs of these 27 standing committees would assume roles on this key committee beginning in Academic Year 2003-04. However, the college was amid a dialog with faculty and staff when Spring 2003 classes recessed of consolidating these committees.

The following nine committees and one council – Master Planning Council – were initially proposed.

1	Academic Affairs Committee	Combines academic scheduling, curriculum, and academic standards committees. Will be listed as a Faculty Senate Committee.
2	Assessment Committee	Same charge. Listed as Faculty Senate Committee
3	Learning Support Committee	Combines distance learning and library committees. Listed as a Faculty Senate Committee
4	Human Resources Committee	Combines affirmative action, employee benefits, and job audit committees Chair will be college's Affirmative Action officer
5	Information Technology Committee	Combines Banner steering, information technology, and computer life cycle committees
6	Recruitment and Retention Committee	Combines enrollment management, marketing and web steering committees
7	Buildings and Grounds Committee	Combines land use, décor, and risk management committees
8	Intercultural Resource Committee	Same charge
9	Professional Development Committee	Same charge
10	Master Planning Council	The chairs of these committees will serve on the Master Planning Council, as will the chairs of the Faculty Senate, the Staff Senate, and Student Ambassador and Advisory Board and two SMT representatives appointed by the President.

Ends Monitoring Report
August 2002

Executive Summary

This report is the result of many people, beginning with students, faculty and staff, without whom there would be anything to report. Assessing student learning extends beyond the pivotal student-faculty relationship; however, and in the case of this report involves all lead faculty, all department heads, all division deans, and all program coordinators with crucial support of Learning, Student Services and Workforce Development.

Learning Departments, Divisions, and Programs

Learning End 1: students earning associate degrees will gain an appropriate general education –the knowledge, skills, and perspectives that provide a foundation for life-long learning.

The following data reveal that this end is being accomplished:

- An average of 162 students per year have graduated with associate degrees since 1995-96.
- NWACC graduating students scored above the national two-year college mean on the Collegiate Assessment of Academic Proficiency (ACT CAAP) exams analyzed this year – writing, critical thinking, and scientific reasoning.
- Pre-and post-course tests in CISQ 1103 indicate that NWACC student taking Introduction to Computer Information improve by an average of 66% in their ability to create, update, and manipulate word-processing, spreadsheet, and database documents.
- 2001 graduates who have transferred rate their NWACC education in writing, reading, math, reasoning, and computer skills as adequate to superior.

Learning End 2: Students earning transfer degrees will gain the foundational literacy in the core knowledge domains appropriate to a liberal arts education and preparatory for success in upper division courses.

The following data reveal that this end is being accomplished:

- A survey of the class of 2001 after they had transferred indicates that 95% of these students found NWACC courses in all the core areas to be adequate to superior.
- During spring 2002 92.5% of students enrolled in core classes agreed with the statement "this class meets my expectations for a college transfer course."
- 89% of NWACC students who transfer to the University of Arkansas return for the following semester compared to 79% of all UA students who return for a second semester.
- Nationally, the transfer drop in GPA is 0.5; for NWACC students entering the UA it is 0.2.

Learning End 3: Students seeking degrees at other institutions will find that NWACC courses designed for transfer will transfer to those institutions.

The following data reveal that this end is being accomplished:

- As a result of over 100 transfer articulation agreements developed by NWACC Transfer Coordinator Lecia Pelphrey, 86% of 2001 AA and AS graduates transferred all their NWACC courses directly into a transfer program at a senior institution. The five surveyed students who had transfer problems stated that the NWACC courses transferred but a few transferred as electives rather than major courses.

Learning End 4: Students earning AAS degrees will gain technical proficiency in their fields, find employment, and satisfy their employers.

The following data reveal that this end is being accomplished:

- All but one degree is productive according to state productivity standards of 3 graduates per year.
- In nine AAS fields in which students were tested for technical proficiency, seven fields boasted a 100% success rate.
- In 10 AAS fields surveyed for post-graduation employment, 9 of the 10 fields showed a 100% placement rate.
- 100% of responding surveyed employers who have employed NWACC grads indicates satisfaction with these graduates.

Learning End 5: Students entering the Adult Education program to earn a high school diploma will make satisfactory progress toward their GED.

The following data reveal that this end is being accomplished:

- During 2001-02 a record number of students, 2418, enrolled in the Adult Education program to work on improving basic skills, increasing their ability in English, and gaining knowledge to obtain a GED. Of these students, 256 earned their GED.

Learning End 6: Students entering the Adult Education/ESL program to improve their English skills will become more proficient in speaking, reading, writing, and listening to English.

The following data reveal that this end is being accomplished:

- Enrollment in the Adult Education ESL program has increased 123% since 1997.During the Spring 2002 semester, an intensive English program was added to bridge the upper level ESL students into the "regular" college program.

Learning End 7: Students entering the Adult Education program to earn basic computer skills will become computer literate.

The following data reveal that this end is being accomplished:

- The Adult Education computer literacy program introduced 306 students in 2001-02 to basic keyboarding, word processing, e-mail, and spreadsheet. The decline in students being served in computer literacy in Adult Education does NOT indicate that fewer students are learning these skills but that new federal guidelines for Adult Education prescribe more narrowly who can benefit from Adult Education Computer Literacy classes. Workforce Development Institute (WDI) and Community Education and Enrichment Program (CEEP), and “regular” classes have picked up students who fell outside these guidelines.

Learning End 8: Students entering NWACC without basic college-level skills will obtain those skills in reading, writing, and/or mathematics that will enable them to succeed in college-level courses comparable to those who place directly into those courses.

The following data reveal that this end is being accomplished:

- 78% of students who took developmental math classes before enrolling in college algebra earned a "C" or better in college algebra compared to 72% of students who placed directly into college algebra.
- Students taking developmental English and reading classes came within 6-10% respectively of achieving higher grades in "regular" .English and core classes with heavy reading than students entering these classes directly.

Learning End 9: Students seeking to improve job-related skills will receive the information and training they need for getting a job, maintaining a job, and job promotion.

The following data reveal that this end is being accomplished:

- During 2001-02 the Community Training Center offered continuing education to more than 3,500 Arkansas students.
- 91% of students enrolled in classes to improve their job skills during the Spring 2001 semester agreed or strongly agreed with this statement: "This course is improving my job skills."

Learning End 10: Students taking courses for enrichment will be personally satisfied with their growth.

The following data reveal that this end is being accomplished:

- 87% of students who signed up for classes for personal enrichment responded either agree or strongly agree to this statement: "I find this course personally enriching."
- Kids College has increased from 153 registrations in Summer 1999 to 250 in Summer 2002.

Learning End 11: Community members attending cultural events at the college will gain a greater appreciation for and deepened understanding of the content.

The following data reveal that this end is being accomplished:

- 2,282 patrons attended 16 NWACC music recitals and performances in 2001-02.
- During 2001-02 over 450 public school students in Bentonville and Rogers attended performances in the schools by NWACC's creative dramatic class.

Division of Student Services

Student Services End 1: Students develop realistic education and career goals.

The following data reveal that this end is being accomplished:

- "Career services must promote a greater awareness within the institution regarding the world of work and the need for and nature of career development over a student's life span." (The Book of Professional Standards for Higher Education, 2001, p. 65)

Data gathered in the annual Student Satisfaction Assessment indicated that approximately 60 percent of the respondents utilized the Life Development Center; approximately 99 percent of the students who utilized these services indicated they were satisfied with the

information and quality of the services they received. While only approximately 16 percent of the respondents utilized career services, a large majority of these students indicated that the services were helpful.

Student Services End 2: Students develop responsible leadership and citizenship skills.

The following data reveal that this end is being accomplished:

- Although leadership and citizenship skills are difficult to assess during the relatively limited time period that our students are enrolled with the college, according to the Council for the Advancement of Standards in Higher Education (CAS), "There is little debate that they collegiate experience involves what occurs outside the classroom; a college education includes more that what is learned in the classroom." (The Book of Professional Standards for Higher Education, 2001 p. 49)

Programs and services that have been designed to compliment the curricular programs and to promote the development of leadership and citizenship skills are: Student Ambassador and Activity Board (SAAB), Campus Activities, Service Learning, and Intramural Programs. Results from the *Student Satisfaction Assessment* seemed to indicate that participants in these programs were satisfied with their experiences.

Student Services End 3: Students take appropriate classes that are consistent with their educational goals.

The following data reveal that this end is being accomplished:

- Academic advising is an essential element of a student's collegiate experience; it is one of the very few institutional functions that connect all students to the institution." (The Book of Professional Standards For Higher Education, 2001 p. 25). Data gathered from the *Graduation Opinion Questionnaire* indicated that over 95 percent of the students completed their primary objective for attending NWACC. Services that have been designed to assist students with appropriate course placements are: Testing Services, Transfer and Articulation Services, Student Orientation/Advisement & Registration (SOAR), and general advisement services offered in the Life Development Center (LDC). According to the data captured on the LDC's sign-in sheet for the 2001-02 academic year, a duplicated headcount of 6,739 students worked with an LDC academic advisor. However, not all students who received advisement services were included in this number, therefore, a closer estimate of the number of students who received academic advisement is probably closer to 7,000. Annual statistics gathered in the Testing Center indicated that course placement assessments were provided for 2,402 students.

It is estimated that new student orientation (SOAR) will also provide services for approximately 2,000 first-time students during the 2001-02 academic year. SOAR sessions are conducted throughout the academic year and provide a general overview of academic and support services, academic advisement, and also assist students with the registration process. Transfer and articulation services have also been developed to provide students with guaranteed transfer degree plans to four-year institutions in Arkansas and southern Missouri. At the present time, NWACC has 140 approved degree specific transfer plans. Work has begun on the development of the Transfer link web page which will provide students with e-access to all transfer information, course equivalencies, and individual degree plans.

Student Services End 4: Potential students know about the educational opportunities at NWACC.

The following data reveal that this end is being accomplished:

- The New Student Relations Department's primary objective is to market the college's programs and services to prospective students through a variety of methods. During the 2001- 02 academic year, 4,623 potential students have requested applications for admission. Fall enrollment data indicate that 3,126 completed an application and 2,240 enrolled for classes. Each semester approximately 500 College and Career Connection (Tech-Prep) high school students are mailed information about the college. In addition, 962 high school students(duplicated headcount) annually enroll in classes through concurrent enrollment classes. These students are also provided with information about the college. Throughout the academic year 742 campus tours were provided by student ambassadors and LDC team members for potential students.

Additional recruitment activities have included:

- Two Counselors' Days were offered for 22 high schools in NWACC's service area, approximately 40 counselors attended one or both of these programs.
- College information presentations were provided for 615 prospective students at 13 different high schools.
- The Coordinator of New Student Relations participated in 20 College Days where 17 high schools were present.
- Several special Recruitment Events were also hosted: College and Career Connection Fair -82 attended, Allied Health Career Fair -50 attended, Financial Aid Fair -150 attended.

Another important outreach program designed for the Hispanic population has been the nationally acclaimed *Paso-A-Paso* (Step-by-Step) program. During the 2001-02 academic year 225 students from area high schools and middle schools participated in this program. This service was initiated in 1999 with grant resources. Today, it continues to be supported by a third party provider. Through the effort of the Paso-A-Paso Outreach Coordinator, educational opportunities in northwest Arkansas are being introduced to secondary students and their parents.

The Enrollment Management Committee recommended that more services be provided which are specifically designed for adult learners. Since state revenue has inhibited hiring additional personnel for the 2002-03 academic year, a team member from the Life Development Center has been reassigned to the Enrollment Management Committee to help design, develop and market learning support services for adult learners.

Student Services End 5: Students maintain their enrollment and successfully complete their educational goals.

The following data reveal that this end is being accomplished:

- The primary objective of the Enrollment Management Team is to recruit and retain students until they are able to successfully complete their educational goals. Retention guidelines established by the *Integrated Post-secondary Education Data System* (IPEDS) *and the Arkansas Department of Higher Education* (ADHE) require that an institution track only first-time, full- time, degree-seeking students. Therefore, the data collected for these two agencies does not reflect a true picture of students' success at a comprehensive community college.

In fall 1998, ADHE began collecting student data designed to identify the student's reason for enrollment. Applicants to the college were required to select one of the following reasons: complete degree/certificate at initial institution of enrollment, complete degree/certificate at a transfer institution, improve job skills, personal enrichment, complete coursework for concurrent or dual enrollment, and explore educational opportunities. Using these categories, ADHE is now tracking all new full and part-time students who indicate they are enrolling to complete a degree/certificate at the initial institution of enrollment or complete a degree/certificate at the transfer institution.

Retention tracking has become a major focus for the Enrollment Management team. A three-year retention tracking cycle has been designed to include the following four student categories.

Category 1
All full-time and part-time new students and new transfer students who indicate on their application for admissions that they plan to complete a certificate/degree with NWACC.
Category 2
All full-time and part-time new students and new transfer students who indicate on their application for admissions that they plan to attend NWACC and complete a certificate/degree at a transfer institution.
Category 3
All full-time and part-time new students and new transfer students who indicate on their application for admissions that they plan to attend NWACC to complete courses for job improvement or technical skills. All new students who indicate on their application for admissions that they are enrolling for personal reasons, for enrichment, or do not give a reason will *not* be tracked for retention. The student Retention Tracking Program began with fall 1998. Each semester all students in *category one* above are tracked to determine if they completed. a certificate/degree or enrolled for the next regular semester.
Category 4
Students are tracked to determine if they completed the hours for which they have enrolled. If the student successfully completed all course work, the assumption was made that they completed the training for which they had enrolled. Students will continue to be tracked if they continue to enroll with NWACC.

An additional program that was designed to increase students academic success is the *Early Alert* program. This retention program provides the opportunity for faculty to refer a student who may need additional learning support services. *Early Alert* is an efficient way to provide students the help they need to be successful learners. The Early Alert Coordinator refers students for academic advisement, career services, personal counseling, tutorial services, financial aid, and other forms of support within the college. Approximately 87 instructors made a total of 993 Early Alert referrals during the 2001-02 academic year.

Student Services End 6: Eligible students successfully receive federal, state and/or local financial support for their education.

The following data reveal that this end is being accomplished:

- "The financial aid program must assist students by addressing financial issues that may serve as barriers to the achievement of educational goals." (The Book of Professional Standards For Higher Education 2001, p. 127). During the 2001-02 academic year, 1,090 individual students received $2,297,297 in Federal grants or

scholarships. In addition, 547 students received $1,052,997 in student loans. Currently over 2,859 applications for financial aid have been received for the 2002-03 academic year.

Another form of financial assistance is provided by the Veteran's Affairs Office. During the 2001-02 academic year, 186 military veterans were enrolled and received benefits. Each veteran received a monthly stipend of $800.

Student Services End 7: Students learn to become self-advocates for appropriate learning accommodations.

The following data reveal that this end is being accomplished:

- The Office of DisAbility Services (ODS) seeks to provide educational accommodations for students who have documented disabilities as defined by the Americans with Disabilities Act (ADA) of 1990. "The primary purposes of Disability Support Services are to improve the educational development of students with disabilities and to enhance understanding and support within the campus community." (The Book of Professional Standards for Higher Education 2001 p. 110) The ODS annually serves approximately 120 students who have disabilities that include cognitive disorders, orthopedic challenges, and health impairments. The primary objective of the ODS office is to help students learn to become self-advocates for their learning needs. To assist with this process, the Director of DisAbility Services serves as the students' mentor and academic advisor. To further assist his advisees with their career goals, the Director works closely career services and various academic departments. He also hosts job recruitment interviews for his students with a federal recruiter for internship placement opportunities; one-third of the students who participated in these interviews received internship offers.

The percentage of students who completed the *Student Satisfaction Assessment* that had used DisAbility Services indicated total satisfaction with the service. The graduation rate for students with disabilities was approximately 4 percent.

Student Services End 8: Students utilize technology to access services.

The following data reveal that this end is being accomplished:

- Technology and distance learning are steadily changing the methods used for the delivery support services to students. According to the Council For The Advancement of Standards in Higher Education (CAS), institutions must provide appropriate student support services for students enrolled in distance education classes. "These services must be of comparable quality to service provided to on-campus students." (The Book of Professional Standards For Higher Education, 2001, p.120). During the spring 2002 semester, 72 percent of the students who enrolled for classes used web registration. Currently, 89 percent of the students who are enrolled for fall 2002 have registered electronically. During 2001-02 academic year, 274 students electronically requested an application for admission, and 8,285 transcripts and 9,287 grade reports were electronically produced. During the month of May 2002, there were 3,839 hits recorded on the *Student Services* web pages; the month of June received 3651 hits. During the first three months (April, May, June 2002) after online advisement was introduced on the NWACC web site, the Online Advisor received 564 visitors with follow- up advisement provided to 166 students. At the present time, team members are working to develop an online orientation program and a web page for counseling services.

Other examples of students' use of technology have been their increased use of computers to electronically apply for federal financial aid. Eighty-five percent of the 2,549 financial aid applications for 2001-02 were done electronically, thus shortening the processing time for students to receive financial assistance. Career Services has also utilized a web page to post employment opportunities from 196 employers and has developed links from the NWACC Career Services' web pages to national employment web sites. Approximately 117 students created an electronic resume on the Career Services web site during the 2001-02 academic year. The Testing Center also provided electronic testing services for 2,402 students during 2001-02. Overall, students' use of electronic services has increased tremendously over the past 12 months.

Student Services End 9: Students and employees learn and work in a safe environment.

The following data reveal that this end is being accomplished:

- According to the *Student Satisfaction Assessment,* 95 percent of the respondents felt safe on campus during the day and 78 percent felt safe during evening hours. In order to provide a safe learning environment, the Campus Police Department has employed four full-time commissioned police officers, two full-time security guards and five part-time security guards. Emergency phones are directly linked to the Police Department have been installed in all buildings and are available in strategic locations outside all NWACC facilities. A closed circuit television monitoring system has been approved by State Building Services and is presently receiving bids. This system is expected to be installed during the fall 2002 semester. The *Crime Statistics Report* which is annually reported on the college web site and in the college catalog indicated a very low incidence rate of crimes committed on campus. Most of the theft which has occurred was a result of unsecured property which provided easy access for the perpetrator. Generally, the overall satisfaction with the Campus Police Department was within the 96 percentile.

Student Services End 10: Partnership programs exist between the Division of Student Services and other divisions within the college in order to provide exceptional, cost effective services for students.

The following data reveal that this end is being accomplished:

- A primary commitment for the Division of Student Services is to seek and develop partnership opportunities with faculty and staff within the college in order to achieve our shared learning goals. Specifically, Student Services has developed partnerships and collaborations in the following areas:

Counseling Services	First Year Experience	Paso-A-Paso
Service Learning	Early Alert	Career Services
Resource Development	Information –Systems	Concurrent Enrollment / Step Ahead
International Education	College and Career Connection	Carl Perkins / Vocation Education Support
Adult learning Services	Enrollment Management	

- The Division of Student Services is committed to seeking ways to partner with all elements of the college in order to provide exceptional services for our students.

Student Services End 11: Gather, analyze and report data as needed by federal/state agencies and the college community that are accurate, timely and statistically valid.

The following data reveal that this end is being accomplished:

- As the college continues to grow the faculty and administration are depending upon the Office of Enrollment Management and Institutional Research in order to make informed data driven decisions. Annually this office is responsible for compiling the data and submitting 62 reports. These reports are always submitted prior to the designated deadline date. Every effort is made to insure that they data are statistically valid and reliable.

Student Services End 12: Internal and external customers receive timely, accurate and friendly services.

The following data reveal that this end is being accomplished:

- Providing exceptional customer service is a primary objective of each component of the Division of Student Services. The annual *Student Satisfaction Assessment* indicated that 92 percent of the respondents ranked the overall attitude of the staff as average, good or excellent. Over 90 percent of the respondents ranked the knowledge of the staff as average, good or excellent with an 88 percent overall satisfaction rating. The primary mission of the Student Information Center (SIC) is to coordinate access to the institution by providing accurate information and appropriate referrals. "To accomplish this mission, the information services must provide accurate information and referrals, provide a welcoming environment, be readily accessible, and emphasize personal communication and interaction." (The Book of Professional Standards For Higher Education, 2001, p.57). NWACC's Student Information Center is also responsible for developing electronic communication for the television monitors, and producing informational postings for all college facilities. This unit processes incoming calls to the college-wide switchboard and greets and directs visitors to the Central Education Center. Since this customer service hub is the initial point of contact for most visitors to the college, exceptional customer service is imperative. According to the data collected form the *Student Satisfaction Assessment,* 99 percent of the respondents who had received services from the SIC reported overall satisfaction with the knowledge and attitude of the staff.

Student Services References:

Council For The Advancement Of Standards In Higher Education, (2001)
The Book of Professional Standards For Higher Education, Washington, DC

Workforce Development Institute

Workforce Development End 1: Employers in the NW ACC service area will translate employer mission imperatives into employee behaviors that will support brand identity, reflect customer focus and lead to the achievement of organizational goals.

Employees within companies will have greater knowledge, skill, and expertise in core business competencies as defined by their parent companies as a result of WDI services. The benefit to the company will be goal achievement.

The following data reveal that this end is being accomplished:

- Customer Satisfaction before and after WDI engagement and Goal Achievement (Revenue and/or Profit) percentage increase before and after WDI engagement

WDI collects feedback from individuals at businesses and open enrollment courses through an evaluation survey. This feedback is a measurement of each individual's satisfaction to the training received and its relevance to their job. The information is categorized by

program and as a non-credit or a credit training course. Satisfaction with the programs varies from a low of 72% to a high of 100%.

WDI has identified a need to obtain feedback from business clients and individual employees. Our goal is 1.) Provide value-added delivery of services that exceeds the business client's expectations and 2.) Deliver effective training to individuals/employees that is relevant and value added to their professional goals. WDI is developing a "needs assessment "and "impact assessment" process for 2002-2003.

- This "needs assessment process" includes determining the client's service expectations and deliverables from services rendered.
- The "impact assessment process" is designed to follow-up after delivery of services to determine what impact WDI made to the client's business and if expectations were met from the "needs assessment."

As the "needs assessment" and "impact assessment" processes are developed, the measurement, goal, and documentation will be determined and reported in 1 year. The evaluation process for individual employees will be reported in 1 year with a 3-year trend and a goal associated.

Workforce Development End 2: Employers in the NWACC service area will obtain the tools/resources to increase organizational value and competitive advantage.

There will be a ready and skilled labor pool in Northwest Arkansas. Increased profits and productivity of companies will be linked to WDI services. Internal promotions will increase and companies will save on recruitment and hiring costs. The benefit to the company will be competitive advantage and value.

The following data reveal that this end is being accomplished:

- Increased productivity/fewer people as reflected by peroductivity per employee before and after WDI engagement.

There is no data available from area employers.

- Increase knowledge/skill/competency as evidenced by career progressions, pay for skills/knowledge/achievements before and after WDI engagement.

Program Name	Retention	Career Progression	Increased Employee Satisfaction
Pay-for-Skills	Greater retention reported by Company	Documented by Company	Anecdotally reported to WDI by Company and Individuals

- More promotions from within after WDI engagement than before

Program Name	Number of Promotions
AS/400	1
Cisco	2
Marketing Analyst	53
HR/Management	1

All numbers are self-reported. In the future the proposed impact assessment process will capture company information reflecting promotions from within.

- Increased employee satisfaction

A formal survey to companies and employees is planned to measure employee satisfaction. Currently anecdotal evidence suggests that satisfaction is increasing in the population of employees affected by WDI engagements. Such anecdotal evidence includes:

- Comments in class
- Continued employment at same employer
- Recommendation of classes to colleagues

Workforce Development End 3: Employers in the NW ACC service area will have access to the thought leaders and best practice consultants in workforce issues specific to the NW ACC service area now and for the future, i.e., industry specific issues, regulation, diversity.

WDI will provide access to professionals in workforce issues. The benefit to the company is that WDI will provide this service rather than the company providing it for themselves.

The following data reveal that this end is being accomplished:

- Employers will be in regulatory compliance

Current activities for regulatory compliance include:

	Number of Companies Developing Plans	**Number of Companies Completing Training**
Diversity	1	
OSHA		3
International Standards Organization (ISO)	In planning stage for implementation of ISO 9000/2000 Regulations	

- Increase workplace diversity initiatives

WDI is currently contributing to area workplace diversity issues in the five following ways:

1. Diversity Hiring: WDI is working with NWACC Affirmative Action Committee designing curriculum for a Diversity Hiring program planned for October, 2002.

2. Workforce Stability for Diverse Populations: Community Care Foundation came to WDI in the early summer of 2002, and offered grant money to fund a Financial Literacy Program for Northwest Arkansas' immigrants. This program will provide non-English speaking immigrants with skills to manage their financial well-being, thereby providing them with incentive to form roots in local communities, adding to economic development and workplace . stability.

3. Regional Diversity Efforts: WDI has established an Advisory Board of local Hispanic leaders to consider and design courses and programs to help Hispanic workers enjoy wage/career progression. Ultimately, WDI plans to become the Center for Hispanic Workforce Development, offering an array of courses.

4. High-Demand Skills Training in Spanish: Also funded by Community Care, WDI is providing Microsoft Office training in Spanish at various local venues. Current plans call for training 15 Hispanic members of a local church. Future plans are to continue offering these courses throughout the year at various local venues.

5. Occupational Spanish: WDI currently leads the area in providing occupational Spanish courses for English-speaking managers, co-workers and service providers. These courses provide participants with vocabulary to work with employees, co-workers and customers for whom English is a second language. Courses offered include Conversational Spanish (10 courses, 64 participants), Spanish for the Front Line Supervisor (9 participants) and Spanish for Law Enforcement (13 participants).

Workforce Development End 4: Employers in the NWACC service area will benefit from training/development and consulting that is accessible and local.

Businesses can request and receive training locally for current employees and new recruits. The benefit to the company will be ease of access and reduced training costs.

The following data reveal that this end is being accomplished:

- More people trained/increased organizational knowledge store as a result and accessibility of WDI resources.

WDI offers both Credit and Non-Credit courses, based on demand from its customers in the business community. The following tables show the numbers of classes, participants, etc. in both credit and non-credit classes.

FY 2002					
WDI Non-Credit Classes					
Dept.	**# Classes**	**# Students**	**# Class Hrs**	**# Contact Hrs**	**% of Contact Hrs.**
AS/400	4	21	37	191.5	1.91%
Cisco	1	2	35	70	0.70%
Human Resources	1	32	2	64	0.64%
Marketing Analyst	3	12	35	88	0.88%
Manufacturing Technology	3	31	24	248	2.47%
OSHA	9	44	88.5	382.5	7.65%
Prof. Dev.	4	67	27	252	2.51%
Quality	15	308	180	3912	39.01%
IT	113	779	728.5	4820.5	48.07%
Total Non-Credit	**153**	**1296**	**1157**	**10028.5**	**100.00%**

FY 2002					
WDI Credit Classes					
Dept.	**# Classes**	**# Students**	**# Class Hrs**	**# Contact Hrs**	**% of Contact Hrs.**
AS/400	6	28	220	1160	5.27%
Cisco	5	23	589	3037	13.79%
Human Resources	12	65	180	975	4.43%
Marketing Analyst	23	305	847	11,558	52.50%
Manufacturing Technology	3	42	45	630	2.86%
OSHA	3	14	120	560	2.54%
Prof. Dev.	19	128	563	3937	17.88%
IT	1	10	16	160	.73%
Total Credit Classes	**72**	**615**	**2580**	**22017**	**100.00%**

Based on these tables, WDI staff:

- Held 225 classes
- Served 1911 Participants
- Taught 4737 instructional hours
- Logged 32046 contact hours
- Travel dollars saved

In a WDI survey of local manufacturers last year, 39 companies representing an aggregate of 52,000 employees responded. Among their responses they indicated that high quality training was still not available locally in the following high demand areas:

Basic Math, Understanding blueprints and other spec sheets, Industrial Electricity, Programmable Logic Controllers, Pneumatics, Hydraulics, Industrial Maintenance.

The companies indicated using a variety of approaches with the result that "they just get us by" and indicated that if the instruction were offered locally, they would participate.

As a result, WDI is responding to this need through the creation of its Manufacturing Technology program, which will begin July 2003. Working with an 18-person advisory board made up of leaders in manufacturing in NW Arkansas, the earliest courses offered will address the above needs so that employers will be able to find training in these areas locally.

Workforce Development End 5: **Employers in the NWACC service area will recognize return on investment of training dollars as a result of engaging WDI.**

Companies will save recruitment and training costs and be able to use these savings elsewhere within the company.

The following data reveal that this end is being accomplished:

- Return on Investment figures from customers served.

Attempts to retrieve data from companies have not been successful. This is not because companies are reluctant to share data but because they simply do not collect it in any formal way. Companies have anecdotally reported experiencing savings to us (although no dollar figures are attached) in the following areas:

- Recruitment dollars—Able to recruit locally as a result of courses offered by WDI (specifically Marketing Analyst, Cisco, and AS/400)
- Able to promote from within as a result of training provided to mid-management at a variety of companies.

The State of Arkansas does maintain a database on its Existing Worker Training Program (EWTP). This program, funded by the state and driven by legislative act, reimburses participating companies a percentage of their over-all training dollars invested in local educational providers.

EWTP data sent to us by the Arkansas Department of Economic Development (who maintains the database) shows that 10 requests for EWTP funds totaling $ 123,578 were submitted to ADED in FY 2002. Of this amount $27,268 was reimbursed to 11 different companies for an approximate 20% savings to them. The companies involved in this program were:

Gates Rubber Co.	Glad Manufacturing	Rockline Industries	La-Z-Boy Mfg.
DaySpring Cards	Allen Canning	FM Corporation	RTW
Bekaert Corporation	SGL Carbon		

Workforce Development End 6: **Employees in the NWACC service area will gain skill sets needed for job enrichment, advancement and/or job and career change.**

Due to increased skill sets, employees will experience greater promotions and have greater opportunities to move into new positions.

The following data reveal that this end is being accomplished:

- **Numbers of participants who experience job advancement and/or successful job/career change as a result of WDI programs.**

WDI has three dynamic programs developed to provide individuals an increased skill set for opportunities for new careers and new positions within their current careers. These

programs have helped many individuals realize new and exciting opportunities because of the training received from WDI.

Program	Number Individuals	Percent Promoted /New Career
Marketing Analyst	**133**	**41%**
AS 400	**4**	**100%**
Cisco	**18**	**Not known**

WDI works to develop strong partnerships with local leaders by was of Advisory Boards. The various Advisory Boards help direct the changing skills and competencies for individuals for various positions in these programs. WDI utilizes these partnerships to further define, deliver and communicate the necessary skills for successful advancement/career change into a chosen field.

A major focus for the next year is to further strengthen the partnerships with area leaders in developing and delivering innovative programs for individuals to obtain skill sets for new opportunities. The development of new certificates in high level IT courses and retail services provide a wider variety and depth of the programs.

Workforce Development End 7: **NWA will lead the state in the ability to attract value-added and industry-diverse businesses as a result of an educational infrastructure responsive to workforce needs and development.**

Northwest Arkansas will continue to seek diversity in recruitment of industries to help the state and the area weather downturns in particular sectors.

The following data reveal that this end is being accomplished:

- Survey statements from businesses new to the area:

WDI currently serves 52 suppliers in the Wal-Mart Retail Community. According to industry figures, 388 suppliers are currently located in NW Arkansas. WDI serves 13.4% of that market.

According to the recent Northwest Arkansas Council Survey and Research *Strategic Directions for NW Arkansas' Future: The Next Two Decades,* high technology has not been the driver of our economy that it was thought to have been. Cited as "Bad News," the report states that employment share in this area has declined in NW Arkansas in the past decade compared to the rest of the country and other competitors. The regional challenge issued by the survey is that education options do not meet market needs.

As a response to this finding, the IT area of WDI established a new Advisory Board that has been meeting monthly for the past six months to re-design the IT area of WDI to more adequately meet the high tech needs of the area. The new schedule of course offerings focuses more on programming and networking and less on end-user applications of the MS Office Suite that were so popular in the past five years.

Further testament to the contributions of WDI is also contained in *Strategic Directions for NW Arkansas' Future: The Next Two Decades.* Note this quote supporting the contributions of NWACC and WDI to economic development in NW Arkansas:

> *"There are several examples of strong vocational and technical education programs in the area (NW Arkansas). …Rogers and Bentonville have established the Northwest Arkansas Community College, which includes WDI, the Workforce Development*

Institute. Besides rapidly growing enrollment in degree and non-degree programs, progress included gaining state funds to construct a new WDI building. WDI has also developed customized programs in Retail Analysis to meet the needs of regional anchor employers. In addition, NWACC recently held its first CEO dinner to learn about area workforce challenges and elicit opinions about possible future solutions."

Also, according to *Strategic Directions for NW Arkansas' Future: The Next Two Decades*, business leadership and the managers of local anchor businesses want education to demonstrate progress in educating and assimilating the Hispanic American population, which will be a growing part of the population and workforce of the future.

In response to this need, WDI has established an Advisory Board consisting primarily of Hispanic leaders in NW Arkansas to guide research and program offerings in this area. As of this date, the following have been established:

- Occupational Spanish Classes
- Microsoft Office Suite (Word, Excel, Access, Outlook) offered in Spanish
- Financial Literacy Classes to help new Americans gain a credit rating, establish banking processes, invest in 401K's—the goal is to stabilize this aspect of the workforce in NW Arkansas

- Survey of chambers of commerce:
    1. BV/BV Chamber of Commerce cites NWACC working "in conjunction with industry and other educational institutions to develop partnerships that result in a well-prepared workforce."
    2. Recent survey of Siloam Springs Chamber of Commerce (12/06/01) indicates high need for vocational training and manufacturing technology offered locally (rather than in Tulsa or Kansas). "None in city," "Distance," "more vocational services (local), "Not enough mechanical training" were some of the responses from area industries.

As a response to this finding, WDI is launching a manufacturing technology program. The first three phases of the launch have been completed:

- An Advisory Board of area manufacturers has been established
- A survey of manufacturers needs in Benton and Washington Counties has been completed.
- The curriculum for the first classes to be offered in this program is being planned.

- *Number of partners—and nature of partnerships – working with WDI to lead the state in attracting value-added businesses to the area.*

1. Arkansas Department of Economic Development
    - EWTP Program
    - WDI meets twice yearly with ADED representatives
2. Arkansas Manufacturing Extension Network (AMEN) and Arkansas Science and Technology Authority (ASTA)
    - Partner with these two agencies to provide Lean Manufacturing Training (47 certificates, 247 individuals)
3. Arkansas Quality Award Program
    - WDI is an annual participant, having received two levels of awards.
    - WDI sends one instructor to Quality Training who then serves on audit teams across the state
4. NW Arkansas Higher Education Consortium

- WDI meets regularly with U of A Continuing Education, Northwest Technical Institute, John Brown University, Synergy-Tech,
- WDI has partnered with each of these institutions in jointly offering training to several companies

5. Use of business leaders on Advisory Boards
   - WDI Advisory Board, Marketing Analyst Advisory Board, Information Technology Advisory Board, Manufacturing Technology Advisory Board, AS/400 Advisory Board, Hispanic Workforce Advisory Board
6. Chambers of Commerce (cited elsewhere in this report)
7. AS/400 Business Partners to create the AS/400 Training Center
   - J.B. Hunt, Arvest, Peterson Farms, Allen Canning, Georges, Inc.

Workforce Development End 8: Local leaders recognize WDI as a valuable partner in the economic development of NWA.

Local leaders cannot do it alone. WDI can help stop the "brain drain." In partnership with local leaders the benefits WDI offers can help lead "brain retain" efforts in NWA.

The following data reveal that this end is being accomplished:

- Acknowledged WDI Partnerships

Southern Growth Policies Board recognized the Marketing Analyst Program as an innovative economic development program in Arkansas. The board is the South's leading center for new ideas and practices in policy designed to encourage the region's economic development and strengthen its quality of life.

The program was the result of a partnership between area retailers to help create a larger pool of qualified marketing analysts to serve the growing number of retailers in northwest Arkansas.

The program has 120 graduates and 90 students are currently enrolled. Over fifty percent of the participants are employed in the local retail industry.

1. Based on its track record of successfully serving the business community of NW Arkansas, WDI was approached by the Community Care Foundation with a proposal to house an award-winning financial literacy program. The program, designed and funded by ARVEST Bank, needed to be expanded to more than just one city in the region. Aimed at stabilizing the workforce, the program helps new Americans learn how to build a credit rating, own a home and invest in their future through understanding retirement investments. WDI accepted the proposal, and through funding from the Community Care Foundation and the Walton Family Foundation received grant dollars to support the program for its first three years.

2. NWACC/WDI cited in a Northwest Arkansas Business Journal Editorial (October 29, 2001 issue) as "the most crucial pieces of Northwest Arkansas' puzzling future" in regards to workforce development. Reporting on construction of the Shewmaker Center for Workforce Technologies, the editorial says the center will "reap multiples of local benefits for decades." The article concludes: "….we are confident that NWACC (WDI) will help attract, and keep, the kinds of opportunities we need."

3. "Workforce Development Institute Seeks to Build Skilled Labor Pool" Headline in Rogers/Lowell Chamber of Commerce publication, *The Good Life,* 2002.

After explaining the critical nature of workforce development in NW Arkansas, the article states, "The NorthWest Arkansas Community College is a great example of how educational institutions have worked with the business community to provide employers with highly qualified individuals" and goes on to summarize the role of WDI in this effort.

- WDI involvement with Chamber Activities
  1. Partnership with Rogers/Lowell Chamber of Commerce to build the Ropes Challenge Course and train facilitators.
  2. Four of the five chambers of commerce in NW Arkansas are represented on the WDI Advisory Board. The chambers are represented on WDI's Advisory Board by their Executive Directors. Representing the Bentonville/Bella Vista Chamber of Commerce is Ed Clifford, the Rogers/Lowell Chamber of Commerce is Raymond Burns, the Siloam Springs Chamber of Commerce is Paul Joseph, and the Springdale Chamber of Commerce is Perry Webb.
  3. Contributed to Board training for Bentonville/Bella Vista Chamber of Commerce.
  4. WDI highlighted in R/L Chamber publication, *The Good Life.*
  5. Involvement of WDI staff in chamber committees:
- Sit on Board of Trustees of Bentonville/Bella Vista Chamber as well as Executive Board.
- Participant in Rogers/Lowell Chamber Leadership Class.
- Contributed to Economic Development Plan of Fayetteville Chamber of Commerce
- Participate in *Arkansas Scholars Program*
- Continued participation in various chamber committees
- Served on Search Committee for new BV Chamber Executive Director as well as Search Committee for Economic Developer.
- Sit on Leadership Curriculum Committees for both Rogers/Lowell and Bentonville/Bella Vista Chambers of Commerce.
- Serve on Planning Committee of joint chamber (BV/BV and R/L) Northwest Arkansas Women's Conference
- Continued participation on Economic Development Committee of Fayetteville Chamber of Commerce.
  6. Involvement of WDI staff in chamber activities
- Volunteer work: Rogers Frisco Festival, BV/BV Balloon Fest, BV/BV NW Arkansas Women's Conference, Golf Tournaments, Attend various chamber functions, Annual Dinners at all Chambers of Commerce, Various Lunches to announce new industries, survey results, etc., Business-to-business luncheons, Business After Hours, Regional Leadership Days, Presentations to Leadership groups, Attend Teacher Fairs in both BV and Rogers/Lowell
- Respond to various phone requests from chamber staff: Calling various businesses regarding training at chamber request, setting up tours with businesses for chamber groups

Number of chamber referrals

While there is no formal method of tracking referrals from local chambers of commerce, professional staff estimate that they respond to chamber requests at least once a week. Using this informal barometer, WDI handles approximately 250 chamber requests per year. Referrals include visiting with companies thinking about moving into the area, making presentations to developers, making presentations to new companies already moved into the area, speaking to chamber groups, making phone calls to individuals on behalf of the chambers, etc.

Workforce Development End 9: The labor pool of regionally specific skill-set shortages will increase.

In those industries requiring specialized skill sets, companies will experience a reduction in shortages due to an increase in the available labor pool of applicants with those specialized skill sets. The benefit of skilled labor is increased productivity that leads business growth and regional growth.

The following data reveal that this end is being accomplished:

- Numbers of completers of programs in high demand skill set disciplines

WDI utilizes solid research, strong partnerships, and highly expert staff to address the needs of dynamic jon opportunities where there are severe shortages in qualified labor in NWA. WDI partners with many clients, such as Wal-Mart, local Wal-Mart vendors, and IBM to design programs that increases the qualified labor pool that feeds into these demanded positions. The Marketing Analyst Certificate delivers against the retail analyst shortage, and Cisco and AS400 addresses the shortages in those two technologies.

The following table shows the total number of individuals successfully completing these programs to date.

Fiscal Year	Marketing Analyst	CISCO	AS 400
2000-2001	68	NA	
2001-2002	52	18	NA

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