



QUALITY UPDATE

submitted to the Higher Learning Commission

March 1, 2020

NWACC is engaged in continuous quality improvement, and to that end is updating our Systems Portfolio by responding to the Appraisal with additional information. This Quality Highlights report will describe steps taken to improve relative to those Core Components found ‘adequate, but could be improved’ or ‘unclear or incomplete’ in our Systems Appraisal. At the request of the visiting team, NWACC would be pleased to upload any additional documentation to support our narrative.

NWACC Snapshot

Enrollment, Fall 2018:

- Credit Enrollment = 8,383
- Full-time Equivalent (FTE) = 4,445
- 32% were full-time Students
- 68% were part-time Students

Student Demographics

	Student Body	Community (MSA 2010 Census)
% Female	56%	50.5%
Average Age	24.8	34.1
Ethnicity		
White	68%	76.2%
Hispanic	16%	14.9%
Black	3%	1.5%
Other	13%	7.4%

Strategic Planning

Since the submission of the Systems Portfolio in September 2018, the College has adopted a new Strategic Plan with institutional priorities that align to our Key Performance Indicators (KPIs). The NWACC 5-Year Strategic Plan has five (5) focus areas:

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 face barriers to education, 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 enhance NWACC’s capacity to achieve its initiatives by diversifying its resource base and 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, learner support and service delivery.
5. For the college community, we will align the organizational infrastructure of NWACC with college growth.

As a college, our strategic issue was showing how we use the processes and data that we have in place to make decisions. Our Strategic Plan shows our commitment to addressing the student and community needs.

Addressing Key Criterion

Criterion 1 – Mission

The reader’s feedback report of the College’s portfolio indicated that not enough information was provided to show the College’s understanding of and commitment to our mission and the diversity of society. The information provided below is not necessarily new to the College, but is enhanced from the portfolio submission to show those relationships.

The following are the places where diversity and inclusion are included in our **mission, values and strategic goals.**

Mission Statement: Empower Lives, Inspire Learning and Strengthen Community, through Accessible, Affordable, Quality Education. The college recognizes the economic diversity of our student body and believes that it is mission-critical to remain affordable and accessible to support underserved populations in our community.

Values Statement: Respect our differences and view them as a strength. A core college value includes respect for differences in ethnicity and race, economic circumstance, faith differences, country of origin, gender, sexual orientation and disability status.

Strategic Goals - College Community: Provide an open and transparent environment where students, staff, faculty, and alumni feel welcome, safe, valued, connected and informed. The college strives to create an open and transparent environment where students, faculty and staff of all backgrounds feel safe and respected.

The following **Strategic Objectives** address diversity and inclusivity.

SO 1.3 - Implement and fully develop procedures to institute the GED College Ready and College Ready Plus Credit program. This initiative expands outreach to the Adult Education population, including nontraditional and economically disadvantaged students.

SO 4.1 - Increase Hispanic student enrollment to level of Hispanic Serving Institution status.

SO 5.2 - Develop process and recommendation for Board of Trustees redistricting as required by AR code 6-61-529 effective with the 2020 census. This item ensures that the Board of Trustees representation reflects the diversity of the community that we serve.

The following are **measures of the above stated objectives:**

- KPI #8 –Degrees awarded to underserved groups as shown in page one.
- KPI #14 – 8.0 percent minority FT Faculty and Staff (strives for employee profile to reflect our community).

Initiatives on our campus focusing on diversity and inclusion include: English for College and Career (ENGC), LIFE Program (Learning, Improvement, Fun, and Empowerment), Marshallese Educational Initiative, Adult Education Advanced ESL (Level 6), E.C.E. (Early College Experience) Program, and the NWACC Hay Un Lugar Para Ti Campaign.

Understanding diverse cultural perspectives is valued across the curriculum. **NWACC's General Education Outcomes** reflect a commitment to diversity and inclusivity. Two learning outcomes in particular emphasize the value of diverse perspectives:

- **Student learning outcome #2** states, *Students gain greater awareness of cultural perspectives.*

This outcome is assessed for General Education as well as across specific program areas, such as Business, Computing and CAD programs. The assessment committee collects and reports on this outcome annually. A 2017 assessment of 425 student work samples in MUSI 1003 and PLSC 2003 demonstrated that 92% met the proficiency standard.

Additionally, the College's General Education **student learning outcome #4** - *Demonstrate an understanding of the broad diversity of the human experience being assessed in the curriculum.* Over 1,200 assessments have been completed in the Humanities on this General Education student learning outcome, with 50 percent of students attaining "mastery" and 37 percent achieving the level of "progressing."

Opportunities also exist for students and faculty to participate in global diversity initiatives through college partnerships. For instance, the College supports Study Abroad programs in seven countries, including a new partnership with the American College of Greece (ACG) in Athens, Greece. NWACC and ACG collaborate on study abroad partnerships, student and faculty exchanges, faculty and staff professional development program, and global internship opportunities. Uniquely, NWACC students earning an Associate of Arts degree with an emphasis in Global Studies may apply to transfer to ACG's European Union and International Relations program with 43-60 hours. The MOU agreement also allows for the associate degree to transfer as the equivalent of their General Education requirement for most other degree plans.

NWACC staff and faculty have completed seminars concerning study abroad and international education hosted by ACG, and NWACC Dean of Students and Title IX Coordinator and Director of Risk Management and Compliance have given training sessions for ACG staff and faculty on understanding Title IX and compliance. NWACC Global Studies students may also transfer seamlessly into the International and Global Studies Bachelor's degree at the University of Arkansas and the International and Political Affairs bachelor's degree at MSSU due to coordination with these regional partners.

Campus resources for students supporting diversity and inclusion:

Veteran's Office	Domestic Violence Awareness Grant
International Student Office	Nursing Mother's Lounge
Disability Resource Center	Career Pathways
Title IX Coordinator	LIFE Lounge
	Office/Director of Hispanic Outreach

Student Organizations supporting diversity and inclusion:

African Students Club	PRIDE of NWACC
Citizens of the World	Non Traditional Student Organization
DREAMERS of NWACC	ALPFA
Hmong Culture Club	Northwest Arkansas Women in Construction

Campus and Community Programming supporting diversity and inclusion:

NWA International Festival	PRIDE Week Parade
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Hispanic Women's Organization of Arkansas Conference (sponsor and booth)	Veteran's Day on Campus
Adult Ed hosts USCIS to provide information about Citizenship	Domestic Violence Awareness Month
HWOA Cinco de Mayo Festival (Hispanic Women's Organization of Arkansas)	Women's Lifestyle Expo, hosted by 40/29 News & Arkansas CW
Noche De Padres, hosted by LIFE/Committee led by Juanita & Codie	Mi Futuro Program, hosted by Walmart Print Solutions
Hispanic Heritage Month, hosted by Walmart's Hispanic Latino Associate Resource Group	Springdale Culture Festival, hosted by the House of Songs
Hispanic Heritage Festival, Hosted by Fayetteville Chamber of Commerce	NWA Poetry Slam, hosted by Rogers High School's LULAC & Spanish Club/Classes and Springdale High School's Spanish Club/Classes
ArkanSalsa Fest, hosted by One Community	Latin/x Youth Theatre Project
Transition Fairs, hosted by various local school districts' Special Services Center	LatinXNA Recipients for Education Trailblazer Award
¡Fafsa, Día de Ayuda! Fafsa- Day of Assistance!, hosted by Hispanic Women's Organization of Arkansas	Apoyoando a Su Estudiante Universitario
DACA renewal fee assistance through private funds	DACA Student Support/Assistance -Help finding scholarships and assistance with in-state tuition

1.D. The institution mission demonstrates to the public good.

To strengthen the impact of NWACC's advisory boards on technical program success and effectiveness, the Office of the Chief Academic Officer has begun the process of standardizing the purpose and operations through a standard Advisory Board Manual. This manual will include not only institutional mission and vision information but also describe the purpose, role, functions, and composition of NWACC's advisory boards. Emphasis will be on their importance for program success and receiving valuable input for needed program changes.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

The Free Expression Protection Team is a college-wide group established through the "Free Expression on Campus" NWACC policy, and thus brings together multiple units and departments. The Team includes two representatives of the Faculty Senate; one representative the Student Ambassador and Government Association (SAGA); one representative of the Staff Council; the Director of Public Safety or designee; the Director of Food Services and Event Management; the Executive Director of Planning, Effectiveness and Public Relations; the Dean of Students or designee; the Executive Director of Community and Government Relations; and the Executive Director of Institutional Policy, Risk Management, and Compliance; or their designee.

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

NWACC affirms that human research subjects should be treated with dignity, respect, and due regard to their welfare. Those participating in research have the right to be informed regarding the nature of the research, including its methods and procedures (any aspect of the research that could reasonably influence a subject's willingness to participate, the nature of any benefits for the research subject or for society, and its reasonable foreseeable risks); the right to withdraw from participation in the research without penalty; and the right to have the subject's confidentiality respected. Research proposals at NWACC that involve human participants should guarantee that:

- Ethical and moral standards are in compliance with federal guidelines
- Informed consent has been obtained from all participants
- Anonymity or confidentiality of the participants
- Participation is voluntary and that participants may withdraw from the study at any time
- Researchers will avoid the use of deception

Criterion 3. Teaching and Learning: Quality, Resources, and Support The institution provides high quality education, wherever and however its offerings are delivered.

3.A. The institution's degree programs are appropriate to higher education. 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Beginning in fall 2018, the college reviewed all degree and certificate programs to ensure program viability and clear communication to our stakeholders regarding the degree and certificate options available. As a result of this review, the college made the following changes:

- Five certificate programs and one degree program were submitted to the Arkansas Department of Education for deletion. The College website was updated to clarify state-approved degree plans and advising sheets which help students focus on specific education and career goals.
- Degree plans and course outlines are reviewed and updated annually.

In AY 2018-19, the college created a curriculum approval process requiring the creation of a Standard Course Outline (SCO) for each credit-bearing course offered at the College. This document includes Student Learning Outcomes). The College converted 95% of existing course outlines to reflect ADA format. Next, academic divisions are reviewing all SCOs to make updates and convert all documents ADA-compliant formats. All updates are submitted to the Curriculum Committee to review. To date, 65 courses have been approved for removal from the catalog based on this review process. The updated standard course outlines will then replace the current standard course outlines on the web. The deadline to have the process completed is May 2021.

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

The College Cabinet reviews new and vacated positions at the College during the budgeting process. The Cabinet reviews and approves positions based on the alignment of the role in fulfilling the College mission.

Faculty. Through the Academic Program Review process, the Academic Affairs Division identifies and examines enrollment trends, projections of program growth, market demand for graduates, feedback from

advisory groups, and the mission of the College to determine appropriate number of faculty by program. The review of these positions happens in conjunction with faculty through program review, the Academic Deans Council (ADC), and the Vice President of Learning. Recommendation for appropriate staffing by academic departments is then presented to Cabinet for review and approval.

Dual/Concurrent Enrollment faculty meet the same criteria as other college faculty. Interested, high school teachers submit resumes, transcripts and certifications to be reviewed and approved by the Academic Chairs, Deans and CAOs.

Full-Time Faculty Representation: NWACC's strives to have 50% or more sections taught by full-time faculty in order to maintain the consistency and integrity of the curriculum. NWACC will be requesting five new faculty positions for 2020-21 academic year to maintain this level.

Faculty Development. The Teaching & Learning Center (TLC) offers professional development opportunities for faculty and staff. The mission of the TLC is to support NWACC's strategic goal for the learner community: provide and continuously strengthen quality programs and processes that support student achievement and success. The TLC offers professional development opportunities throughout the year, including Celebrate Learning (a two-day conference held each spring and fall), Lunch & Learns, Conversations with Leadership, and other targeted workshops. Faculty also use the TLC to prepare and revise course materials and receive support for using learning technology.

Adjustments are made to professional development offerings based on faculty and staff surveys and faculty attendance at Celebrate Learning events. Professional development offerings also reflect college strategic objectives. Presenters at Celebrate Learning provide learning outcomes for each faculty professional development session. Attendees provide evaluation feedback with an emphasis on learner-centered best practices. Evaluation scores and feedback comments provide the presenter with feedback to close the loop and to make changes to future offerings. In addition, faculty and staff discuss needed professional development as part of their annual evaluation.

Staff: Department or division leaders examine trends associated with the specific branch of the College and the demands associated with helping the College achieve its mission. While not fully mature, the new Administrative and Service Area Program Review process will guide decision-making process around staffing. Benchmarks provided from organizations like the National Community College Benchmarking Project and EDUCAUSE also help inform the decision-making process. The Cabinet reviews recommendations and approves positions.

Staff Development. Student Services departments provide continuing education opportunities for staff. Additionally, the division holds periodic meetings to address current trends, challenges and growing student needs. The division supports departmental participation in the following national organizations that provide professional development and continuing education opportunities:

- NACADA-National Association of Academic Advising
- NASFAA-National Association of Financial Aid Administrators
- NASPA-National Association of Student Affairs Professionals
- AACRO-American Association of Collegiate Registrars and Admissions Officers
- ASCA -Association of Student Conduct Administrators
- NAFSA – National Association of International Educators
- NAVPA- National Association of Veterans' Program Administrators
- ASACC-American Student Association of Community Colleges
- ARHE –Association for Recovery In Higher Education
- AHEAD-Association on Higher Education and Disability
- ACC – Arkansas Community Colleges
- AUCCCD- Association for University and College Counseling Center Directors

- ACA-American Counseling Association
- SEVP Training

Employee Evaluation

Supervisors conduct annual employee evaluations each March and develop employee performance plans for the next fiscal year between May and July. The Performance Plan developed by supervisors and details the organization's expectations for the employee to be a successful contributor to College objectives. The Performance Plan identifies position-specific job tasks and establishes training & development needs. Department directors have the discretion to identify training and development needs for their staff to best support the work of providing service to the college's student population.

The purpose of the **Annual Faculty Performance Review** is to ensure that individual faculty objectives are consistent with our institutional goals and objectives. The goals of the review are to develop the faculty member's performance, identify areas of professional development and personal growth, recognize outstanding faculty performance, answer external demands for accountability, and improve communication among faculty members, administrators and students. Supervisors conduct Faculty Performance Reviews between February 1 and April 30th of each year.

The chair of the committee solicits faculty from the deans for equal representation of all divisions to review policy and procedures regarding faculty evaluation. In the last two years, the committee has updated the evaluation based on changes to the faculty job description and introduced a new instrument for students to use to evaluate their courses. Does the information below belong here?

Criterion 4. Teaching and Learning: Evaluation and Improvement

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

The College's **program review** calendar is determined by the Arkansas Department of Higher Education (ADHE). The Vice President of Student Learning notifies deans and program coordinators 18 months in advance of the review date. The College provides training to program coordinators a year in advance of the review date; coordinators use a standard template to complete the self-review. Deans submit program review materials to the VP of Learning a month in advance of final submission to ADHE. Deans and faculty utilized insights from program reviews make decisions on curriculum changes and to request budget items to support improvement.

Through the **Academic Program Review** process, the Academic Affairs Division identifies and examines trends associated with student enrollment, projections of future opportunities to grow programs, market demand for graduates, feedback from the advisory groups, and the mission of the College to determine appropriate number of faculty by program. The Arkansas Department of Higher Education Program Viability Report, which identifies programs with low levels of graduates, is a key source of data in this process. The review of these positions happens in conjunction with faculty through program review, the Academic Deans Council, and the Vice President of Learning. Recommendation for appropriate staffing in academic departments is then presented to Cabinet for review and approval.

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

As noted in the portfolio and by the reader's feedback, the College has in place General Education learning outcomes which serve as campus-wide student learning outcomes (SLOs). Processes around assessment have matured over the last 1-3 years; it became apparent that the college needed a comprehensive evaluation of assessment practices. While developing the process for updating standard course outlines, the Academic Deans, Curriculum Committee and Assessment Committees revisited the General Education learning outcomes and course learning outcomes definitions.

The Office of Accreditation and Assessment (OAA) developed a 3-year calendar for Academic, Co-curricular, and Administrative assessment. The CAO's office approved the calendar and the each division Deans provided OAA an inventory of assessment practices in their divisions. The College launched an AQIP project in spring 2017 to analyze the use of technology in assessment practices and a Co-Curricular Assessment project. The outcomes for these projects are carrying forward in all of our assessment practices. The General Education Outcomes are regularly reported each year. A new position, Director of Student Life and Co-curricular Assessment was created for Co-Curricular assessment responsibilities and a handbook was developed. As this is a new calendar for us, there are varying degrees of maturity within the cycle.

In conjunction with the Assessment Calendar, all areas of the college submit yearly assessment reports to College Cabinet, Strategic Planning Committee, Quality Council, Faculty Senate, Division meetings, Assessment Committee and Expanded Cabinet on a three-year cycle. The assessment data resides in the Office of Accreditation and Assessment and is used annually to make decisions for curriculum, budget, office operations, etc. in a consistent practice campus-wide.

Updates to Assessment Activities. The Office of Accreditation and Assessment has in place a Calendar of Assessment that includes: Academic, Co-curricular and Administrative. All of these areas will have plans in place, create a yearly report, and report out cyclically to the college as a whole on a three-year cycle.

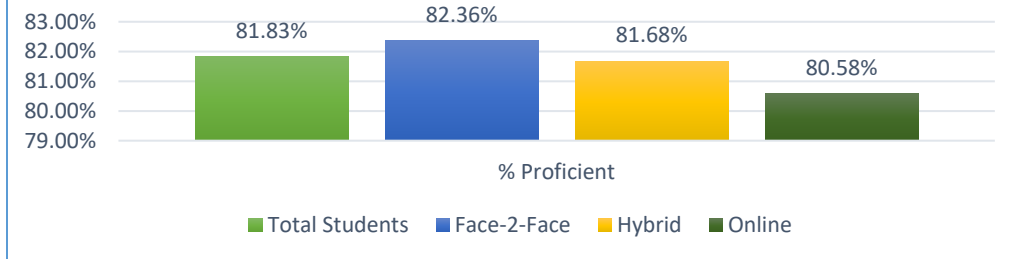
General Education Outcomes Assessment. The 2016-17 academic year marks the third year in the three-year assessment cycle for General Education curriculum across the college.

There are eight General Education student learning outcomes:

- 1) Students Develop higher order thinking skills
- 2) Students gain greater awareness of cultural perspectives
- 3) Students can write clear, coherent, well-organized documents, which are substantially free of errors
- 4) Students develop effective oral communication skills
- 5) Students can achieve mathematical literacy
- 6) Students can use computers proficiently
- 7) Students can employ a variety of sources to locate, evaluate, and use information
- 8) Students can read at the college level

The chart below shows the results of assessments across the curriculum for General Education by level of mastery for each of the General Education learning outcomes.

12 Courses Reporting Overall % Proficient on General Education Outcomes Assessment Fall 2018 - Spring 2019



In the 2016-17 academic year, the college assessed over 7,000 students in the General Education curriculum. Over the last three years, nearly 20,000 students were assessed on seven of the eight Student Learning Outcomes in the General Education curriculum. The results from three years of General Education assessment has generated assessment progress reports across the campus. In completing the three-year cycle, the Assessment Committee will begin reviewing the data and make recommendations to the faculty on the implications for the General Education curriculum.

Institutional learning goals and General Education outcomes. In fall 2019, the assessment committee noticed a discrepancy between the catalog statement regarding institutional learning goals and General Education outcomes and what was part to the assessment plan. The committee investigated the origin of the catalog language and made this report and recommendation:

In 2015 the assessment committee presented institutional outcomes to the faculty based on the LEAP initiative. Rather than replacing the General Education outcomes with the LEAP-derived statements, the faculty wanted to keep the existing General Education outcomes within the framework of the LEAP outcomes. While there may have been some consideration of participation in the LEAP initiative initially, the committee did not feel that our community college associate degrees fit well with the liberal arts emphasis of LEAP. The institutional outcomes later became referred to as the “framework,” an organizational scheme to help the committee think about broad institutional level learning goals given the diverse programs we offer at a comprehensive community college. The framework and its relationship to the General Education outcomes are described in table form in the college’s assessment plan that can be found on the accreditation webpage. The committee used the framework to help organize the assessment plan, but did nothing else with it formally. Since 2015, the committee has strengthened the General Education assessment processes and production of an annual General Education report. This report was on the assessment committee webpage, but that was eliminated with the new web organization. In the future, it will be posted on the accreditation web page.

The CAO and assessment coordinator who originally championed the use of the LEAP initiative have left the college. While we cannot confirm this, it appears that the current language in the college catalog was a remnant of work by these individuals that was inserted into the catalog as a misunderstanding. No one noticed this mistake until this fall. This current institutional outcome statement is not an accurate description of our expectations for student learning and we do not assess student performance of these outcomes exactly as phrased. The assessment plan is the document that best explains our outcomes and processes.

The assessment committee would like to draft a new statement of institutional outcomes that reflects the framework and recognizes co-curricular programs contributions to student learning. This statement could be used to ensure our college catalog and assessment plans are aligned. Once approved by the appropriate stakeholders, this statement could go into the next year's catalog.

Co-Curricular Assessment. The College launched an AQIP project in spring 2017 to adopt a Co-Curricular assessment plan separate from the General Education learning outcomes. The AQIP team consisted of faculty and student services. The team worked across spring, summer, and fall of 2017 to research approaches at other community colleges, draft outcomes, attend assessment workshops and provide training for student services. The AQIP team provided sessions to six areas that now have in place Assessment Plans and will began gathering data in Fall 2019. As part of this process, co-curricular areas developed learning outcomes that support the mission and learning goals of the college.

The College also evaluates the effectiveness of the decisions associated with new and/or reallocated positions. For example, as part of the 2013-17 Strategic Plan, the College converted part-time positions in the Student Services Division to full-time positions in order to hire Peer Mentors advocates focusing on student retention. As shown below, the College has seen an improvement in lower course withdrawal rates and increased retention rates. While this may not solely be due to the peer mentors, the College believes the work of the peer mentors with students is a contributing factor. The new cohort for 2020-2021 will transition into Admissions and Recruiting and will assist with prospective students on an online platform, at recruiting events, and New Freshman Orientation. The primary objective of this cohort is twofold: To increase the total number of applicants and increase the yield of applicant to student by serving in a peer to peer capacity. We initially had 10 peer pack mentors. We are moving forward with 5 in the new cohort to lay a strong foundation and build the program.

Workforce Assessments. Workforce has a detailed plan of assessment for each program offered in the division. Community members, businesses and employees have opportunities to enroll in diverse noncredit programming offered by Continuing Education. The Adult Education program provides classes for English Second Language students in English, Grammar and Writing.

The President's Office designed an assessment plan and measure which was distributed for the first time in this Fall semester and results are available. The results will be reviewed and shared beginning in the new fiscal year.

Board of Trustees. The Board evaluation procedure allows each individual Board member to self-evaluate a specific area of Board knowledge or behavior. It also provides the Board member an opportunity to evaluate their perception of the knowledge or behavior of the Board as a whole. The Board's Code of Ethics provides the basis of evaluation. The Board of Trustee members serve as elected representatives of the community. The Board governs with an emphasis on outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of Board and chief executive roles, collective rather than individual decision and future view rather than past or present. (Governance Process GP-302)

Listed below are examples of programs that support student success in other student subgroups and how they are identified, developed, and implemented.

Mental Health – Wellness and Counseling Center

International Programs/Enrollment Support t- The Enrollment Support Center is a one-stop-shop for student admissions, financial aid and enrollment needs. The center has served over 14,500 students since its beginning. Additionally, the college operates a call center, staffed by student services staff to answer enrollment-related questions and provide service to students without requiring them to come to campus. Since its inception in 2016, the center has responded to over 66,285 student inquiries. The Enrollment Support Center uses face-to-face and a call center to handle students' needs at a distance. To aid them in identifying and supporting student subgroups with distinctive needs, Student Services staff receive training at Division Meetings on various resources from content area experts.

Success Planner - All faculty use Success Planner to record attendance and provide early alert notices.

15 to Finish - The College introduced the "Fifteen to Finish" Initiative. Full-Time to Finish or Fifteen to Completion, the emphasis on moving more students to fulltime so they can matriculate faster. A result of this program, the average number of credit hours being pursued by students increased slightly from 8.49 (2016) to 8.84 (2017).

In Summer 2016, the Student Success and Retention Committee launched the Recruit-Connect-Retain Campaign (RCR) as a means to focus the entire college on student success. As part of the RCR campaign, the committee identified three steps each faculty and staff member should take to ensure student success: 1) Take the Next Step to Connect; 2) Share Resources to Keep Students in Courses; and 3) Know the Dates to Improve the Rates. Via a presentation at a campus-wide meeting each semester, the committee and the upper-level cabinet members share information on college-wide initiatives that align with RCR, these 3 steps, and our vision and mission. Example initiatives include:

Seniors – Once they self-identify, the following are provided and implemented each registration period:

Golden Age Waiver registration/Golden Age morning reception

The College has a reduced rate partnership with Ozark Regional Transit. This provides low cost transportation options. Offering various methods of course delivery including online and hybrid options as well as convenient locations throughout the service area. Offering flexible options for students including Skype and phone appointments for Advising Enrollment Services.

Veteran Resources Center (VRC)

The Office of Student Conduct uses a Conduct Review Board for investigating conduct cases. These members are trained by our office through a 3 hour training that analyzes investigation skills, interview skills, analyzing personal biases, and observing non-verbal communication. We also train employees on how to make reports properly to the Office of Student Conduct.

The International Programs Center participates in all student services meetings on a weekly, monthly, and annually basis to determine common goals and help prevent replication of work where possible. In addition, The International staff members attend trainings each semester to find common practices in the field. The International Programs staff stays up to date with current immigration laws and best practices via training and SEVP notifications as to remain relevant and aligned with the students' needs. The International Programs Center staff has attend 3 trainings in the 2018 – 2019 year and has participated in the required annual meeting with Immigration Customs Enforcement's representative. Also, SEVP has re-certified the International Programs I-17 certification thru 2021.

Criterion 5. Resources, Planning, and Institutional Effectiveness

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

The reviewing team stated that our evidence for training staff could be enhanced with data and processes. What goals do you have for training?

There were significant changes within the Human Resources department during the spring of 2019 with the Executive HR Director on a leave of absence and then stepping down, terminations within the department, new hires and a reorganization within the Human Resources department, which forced the Human Resources Department to focus on other directives. Additionally, Workday implementation started in October of 2019, which has put all of the HR team's concentration on this initiative.

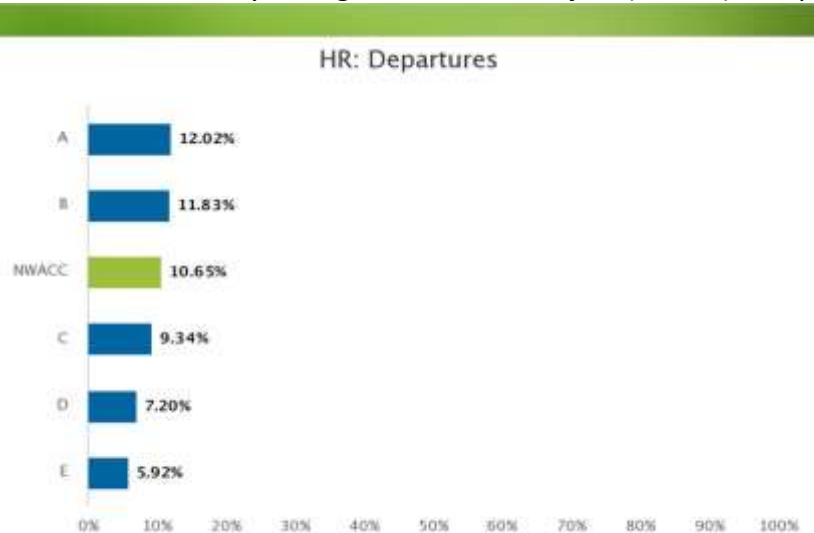
Due to the increased need for a focus on professional development as identified by our 2018 Ruffalo Noel – Levitz employee satisfaction survey results, a Director of Professional Development position was created in November 2019 and is located in the Office of Human Resources. See Employee Satisfaction Survey results below:

Section 1: Campus Culture and Policies							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
2018 Results							
This institution consistently follows clear processes for selecting new employees	4.44	.73	307	3.21	1.27	310	1.22
This institution consistently follows clear processes for orienting and training new employees	4.44	.74	304	3.14	1.22	309	1.30
2016 Results							
This institution consistently follows clear processes for selecting new employees	4.39	0.75	334	3.14	1.3	334	1.25
This institution consistently follows clear processes for orienting and training new employees	4.39	0.73	329	3.3	1.21	332	1.09

Onboarding of new employees: Although a plan to launch a new employee onboarding initiative was presented to senior management in 2019, the program was not implemented due to the Office of Human Resources restructure. The Office of Human Resources does an excellent job of providing orientation to new employees with face-to-face sessions led by human resources specialists to complete new hire paperwork, benefits selections, and policy overviews. All new employees are assigned mandatory compliance training by the Office of Compliance, (the compliance responsibilities have been assigned to the new Director of Professional Development), and the completion of eight on-line modules is tracking in our compliance LMS. Onboarding efforts will encompass all aspects of our current orientation and include an enhanced "first day" experience including information about the history, mission, vision, culture and a tour of the College. This onboarding will extend into our departments where our new hires will be assigned a "buddy" to help them acclimate to NWACC. The internal measure of success of our enhanced program, to launch in April 2020, is an increase in employee morale as measured by our bi-annual Noel-Levitz survey. See below:

Section 2: Institutional Goals			
RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
2018 Response			
Improve employee morale	4.49	0.67	315
2016 Response			
Improve employee morale	4.56	0.7	338

Also through employee turnover rates at our benchmark institutions, measured as “HR Departures” by the *National Community College Benchmark Project (NCCBP) Comparison to Peer Institutions: 2019*. (See below).

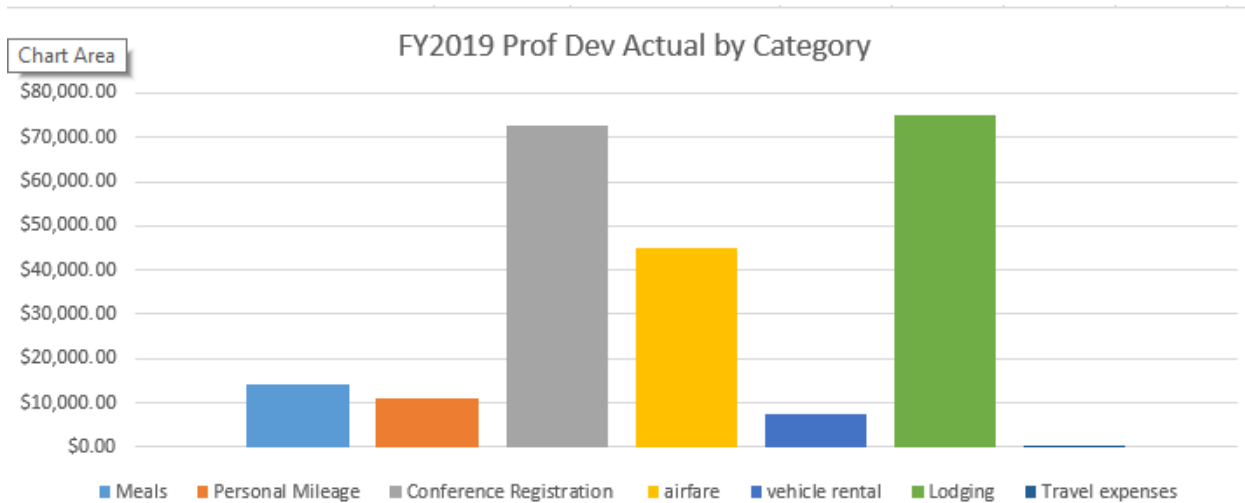


In 2016, the last measuring period by NCCBP, NWACC was in the 73rd percentile. Our goal is to reduce turnover by increasing engagement through our onboarding initiative.

Supervisor Training: in 2016, the Office of Human Resources identified through an internal needs assessment based on the frequency of supervisor inquiries and employee’s incidents regarding poor managerial performance an opportunity to provide training on supervisory skills. In 2017, HR launched the first NWACC Supervisor Summit covering topics such as “Difficult Conversations” led by the state of Arkansas Assistant Attorney general, Nga Moufaz. The success of this summit led to a second offering in 2018. Training effectiveness was measured by follow-up satisfaction surveys. Participation was tracking via sign-in sheets and logged in the Office of Human Resources. In 2020, our training efforts will focus on the implementation of our new ERP (Employee Relations Plan), Workday. Not only will supervisors receive extensive on-line, face-to- face and classroom training on new business processes that will greatly enhance their ability to evaluate the performance of their employees in an enhanced performance measurement system, but also they will be freed up from manual processes allowing them time for their own professional development. The effectiveness of the workday training will be measured by immediate satisfaction surveys following each training. Workday will provide a new location for employees to track training and for supervisors to pull training reports. This supervisor training initiative will launch in October 2020 when we go live with Workday.

In April 2020, a campus –wide “Change Readiness” survey will be issued to assess the climate of NWACC around the ability to respond to and adapt to the changes foreseen by the Workday implementation. The goal of the “Change Readiness” survey is to determine the focus and direction to take with the Workday training development. A group of 30 leaders, as identified by their supervisors, have been brought together to serve as “Change Champions” for our Workday initiative. This group will serve as a focus group for crafting our communication and training and their input will serve as a measure of our communication and training effectiveness.

A baseline measure of professional development through conference attendance was determined by analyzing fiscal year 2019 expenditures on professional development activities. (See graph below).



Total college expenditures on professional development in 2019 were approximately \$225, 000. The Director of Professional Development will analyze these expenditures in collaboration with the college’s executive leadership to determine a plan moving forward to train and develop employees. Historically, supervisors have had professional development budgets in their areas to distribute as the needs of their employees were identified. A proposal is to begin a tracking system in the Office of Human Resources utilizing new technology in Workday that will enable the supervisors to obtain training reports for decision making when allocating their professional development monies.

The tracking of completed training has been a manual process with Excel spreadsheets or sign in sheets, which was not accurate or efficient. In the spring of 2019, with the assistance of IT, the goal was to have training entered into the existing Human Resources Information System, Banner. By tracking the training in Banner, all training by staff/supervisors would indicate what training was completed, the date completed by and what the training was.

The tracking was not implemented due to the significant changes in the Human Resource department in 2019. With the Workday implementation, the focus has been directed towards this project. Tracking is now the responsibility of the Director of Professional Development, and will be incorporated in departmental objectives and strategy.

Analysis of employee contribution to the institution will begin with the completed 2018-2019 evaluation process. Employee contribution at NorthWest Arkansas Community College has historically been defined as the impact the employees have on the organizational culture. The words and actions of our employees are consistent with our institution’s mission and vision.

Mission: Empower Lives, Inspire Learning and Strengthen Community, through Accessible, Affordable, Quality Education.

Vision: Positively changing the lives of those we serve, and is measured bi-annually utilizing the Noel-Levitz assessment surveying pride taken in work performed.

Section 1: Campus Culture and Policies							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
2018 Response							
Faculty take pride in their work	4.64	.58	309	3.97	.88	315	0.67
Staff take pride in their work	4.58	.59	307	3.96	.88	314	0.62
Administrators take pride in their work	4.57	.60	306	3.84	.93	314	0.72
2016 Response							
Faculty take pride in their work	4.66	0.56	340	3.93	0.96	342	0.73
Staff take pride in their work	4.63	0.59	343	3.83	0.97	341	0.8
Administrators take pride in their work	4.6	0.59	339	3.72	1.08	341	0.88

Our culture is defined as participative, thereby enabling employees to have a collaborative approach to problem solving and allowing for an active role in decision-making.

There were significant changes within the Human Resources department during the spring of 2019 with the Executive HR Director on a leave of absence and then stepping down, terminations within the department, new hires and a reorganization within the Human Resources department, which forced the Human Resources Department to focus on other directives. Additionally, Workday implementation started in October of 2019, which has put all of the HR teams' concentration on this initiative.

The current Performance Evaluation module in PeopleAdmin will be changing to Workday Fall of 2020. The PeopleAdmin system does not provide functions such as report writing and analysis of data. Workday is a much more robust system with the capability of conducting needed analysis and writing reports, which we could not do before.

Explicit description of periodical review of current and needed positions both faculty and staff. What is the process? Who is involved?

Supervisors currently request current faculty and staff job descriptions.

Desk audits are at the request of supervisors to review additional job duties that an individual may be currently doing. The Compensation Analyst reviews the current job description with the additional job duties added. The Compensation Analyst will interview the employee and ask questions to determine if the additional job duties are on-going in nature, the complexity of the duties, individual decision making and how impactful are they. Based on the information collected, a review is completed by matching the job duties to the appropriated title. If there are changes needed to the job description requiring an increase in pay a request for an increase is sent to the President explaining the audit and the reason. If there are no changes, the findings of the audit are sent to the supervisor.

Additional positions are requested during the biennium to the ADHE Personnel Committee. These requests are made every other year. Within the prior year, the Executive Director of HR along with the Compensation Analyst meets with each department to discuss needs, changes or additional headcount. Based off these meetings the Executive Director of HR meets with the college cabinet to discuss the additional positions. The college cabinets reviews the additional positions and requests for funding through the budget process.

To fill a vacant position, the requesting manager must update the position description and complete the Request to Fill Form. This form identifies why the position is needed and allows College officials to determine how the position fits into the overall College’s strategic plan. Upon approval to fill the position a job description is reviewed to determine position classification and a salary level is determined using salary data from similar sized two year colleges. The employment specialist works with the hiring manager to assemble a hiring committee and to ascertain where to advertise the position so that it will result in qualified applicants. When the position closes, applicants are reviewed to ensure that each meets the minimum experience and training required for the position. Faculty applicants must have a minimum of 18 credit hours in the subject matter. Applicants that do not meet the minimum qualifications are removed from the applicant pool. Search committees members review the remaining applicant’s resumes and supporting documentation to evaluate experience. The top qualified applicants are interviewed and ranked according to skills set and evaluated to determine if they support the College’s Mission. All applicants must pass a background check and Faculty candidates have education verification completed.

How is employee engagement data and data from exit interviews used for decision making?

Employee engagement data is collected utilizing the Noel-Levitz survey measure overall employee satisfaction: (The Noel-Levitz Survey measures overall employee satisfaction)

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE		
	Mean	Standard Deviation	Valid Respondents
Overall satisfaction			
2018 Response			
Rate your overall satisfaction with your employment here so far:	3.92	0.91	316
2016 Response			
Rate your overall satisfaction with your employment here so far:	3.86	0.99	331

This same information is represented in our 2019-2020 Strategic Plan as a Key Performance Indicator with a goal to reach 4.0 by the end of 2020.

In the spring of 2020, the Office of Institutional Research, in alignment with our strategic object #6, which sets out to determine faculty, staff and students level of satisfaction with college services and establish baseline levels, will launch an internal survey to assess the quality of our internal services. This has been identified as a gap in our Noel-Levitz assessment. This objective aligns with NWACC strategic goal 3 for College Community which provides an open and transparent environment where students, staff, faculty, and alumni feel welcome, safe, valued, connected and informed. The results of the spring 2020 campus services assessment will help establish a baseline measure for employee engagement.

Currently exit interviews are conducted but provide limited data. Once Workday is implemented, HR will be able to extract data and be able to conduct an analysis of why employees are leaving.

The other area for improvement in this Criteria is how the college addresses the physical infrastructure and emergency management to support its educational mission.

NWACC’s Operations department is responsible for the maintenance and upkeep of all buildings, grounds, major equipment, and campus vehicles. Under the supervision of the Operations, the Physical Plant department follows a comprehensive maintenance and inspection task list. The task list has items that are on a schedule (daily, monthly, quarterly etc.) to perform inspections, repairs and replacement of frequently used items. This includes HVAC, elevators, fire safety, generators, roofs, plumbing, electrical, etc. (See attached.) The Physical Plant department also performs general visual inspections twice a year to

determine the funds needed for budget requests the following fiscal year including renovations and replacement of flooring, ceiling, paint etc. The parking garage is a prime example as it is inspected annually by an engineer who directs NWACC to the necessary repairs. On a daily basis, the janitorial employees place repair and replacement requests based on their frequent access to classrooms, offices, bathrooms, meeting and events rooms etc. All emergency repairs are made immediately to insure safety of students. Additionally, the State of Arkansas requires that NWACC complete a report every two years reviewing immediate and future needs of our facilities. The Physical Plant follows a task list and responds daily through an electronic request form on MyNWACC.

Summary and Forward Motion

In response to our Strategic Challenge of using data to make decisions, we have several exciting initiatives that have come to pass since submitting our portfolio. In October 2018, NWACC was awarded a five-year Title III grant of approximately \$2.2 million from the U.S. Department of Education's Strengthening Institutions Program (SIP) and the Higher Education Act.

The focus of NWACC's Title III grant is to expand academic programming into Washington County, redesign a developmental and English for College and Career (ENGC) curriculum, improve lab and classroom spaces and technology, and improve academic support services such as tutoring, mentoring and coaching for underserved learners.

NWACC will be participating this year in the Voluntary Framework of Accountability (VFA) Tier One. It is a comprehensive national accountability system for community colleges and is facilitated by the American Association of Community Colleges (ACC). 2020 data collection opens in March and ends July 31st. There is a public-facing portal for report output for all participating colleges:
<https://vfa.aacc.nche.edu/collegefinder/Pages/default.aspx>

NWACC's participation in the American Association of Community Colleges' Voluntary Framework of Accountability (VFA) shows our commitment to effective tracking and reporting on student progress and outcomes in order to inform institutional effectiveness. The data are vital to our college's ability to self-report outcomes based upon nationally accepted measures of student progress and completion. VFA data detail student progress or leakage points along the academic pathway, highlight student completion and transfer practices, and measure colleges' effectiveness in providing Career & Technical Education and preparedness. The framework helps us to identify obstacles that prevent students from earning meaningful credentials and guide our decisions regarding resources to improve student success.

We recognize that because our data and processes are contained in various, disparate systems, it is increasingly difficult to leverage data in a holistic manner to inform decisions and take timely actions. The Workday implementation will combine many of these systems into a single "pane of glass." And because all of the data is within one system, decision-makers will have a single version of the truth. The implementation process will also allow NWACC to reimagine the delivery of services instead of being dependent on how a particular software predefines a process. Business processes can be modified as the needs of the institution changes, allowing NWACC to be more nimble. Additionally, changes are always tracked, providing an additional layer of information linking changes in processes to impact. Shifting these core systems into a cloud environment will also allow IT to put more resources into being strategic partners with functional units.