

NorthWest Arkansas Community College Systems Portfolio for Accreditation



2010
NWACC
Learning for Living

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NorthWest Arkansas Community College

Systems Portfolio

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Table of Contents

Overview

Accreditation	1
Governance	1
Institutional Budget	2
Mission, Vision and Values	2
Ends and Goals	2
Helping Students Learn	3
Other Key Organizational Services	4
Understanding Stakeholders' Needs	5
Valuing People	5
Leading and Communicating	6
Aligning Support to Mission and Goals	6
Information Collection and Distribution	6
Short- and Long-Term Strategies	6
Building Collaborative Relationships	7

Category 1

Helping Students Learn

Processes	8
Results	15
Improvement	19

Category 2

Accomplishing Other Distinctive Objectives

Processes	22
Results	23
Improvement	26

Category 3

Understanding Students' and Other Stakeholders' Needs

Processes	28
Results	30
Improvement	35

Category 4

Valuing People

Processes	36
Results	39
Improvement	40

Category 5

Leading and Communicating

Processes	41
Results	47
Improvement	48

Category 6

Supporting Institutional Operations

Processes	50
Results	52
Improvement	53

Category 7

Measuring Effectiveness

Processes	55
Results	57
Improvement	58

Category 8

Continuous Improvement

Processes	59
Results	63
Improvement	64

Category 9

Building Collaborative Relationships

Processes	66
Results	69
Improvement	70

List of Figures

A-1

Glossary

A-3

Accrediting Agencies, Advisory Boards, and Collaborative Partners

A-5

Index of Evidence

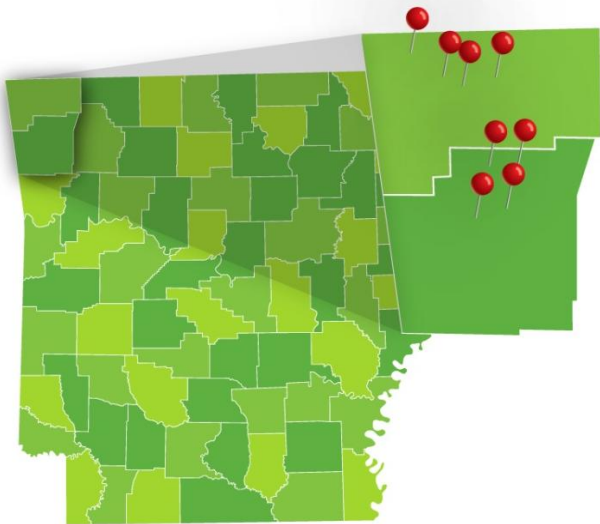
A-7

Overview

NorthWest Arkansas Community College (NWACC) opened its doors to 1,232 students in August 1990. The College's roots, however, stretch back to 1974 when North Arkansas College opened a West Campus in Benton County. Interest grew for an independent community college to serve the northwest Arkansas region, and NWACC was established on August 15, 1989, when voters in the Rogers and Bentonville School Districts passed a 3-mil property tax to support the institution. Originally known as "the college without walls" NWACC first offered classes at area high schools, chambers of commerce, municipal buildings, and leased facilities. Burns Hall, the first permanent facility for NWACC, opened its doors to just over 2,400 students in August 1995.

Today, NWACC serves the two-county region of Benton and Washington Counties with facilities located in Bentonville, Springdale, Rogers, Fayetteville, and Bella Vista (Figure IO.1).

Figure IO.1 NWACC Facilities Map

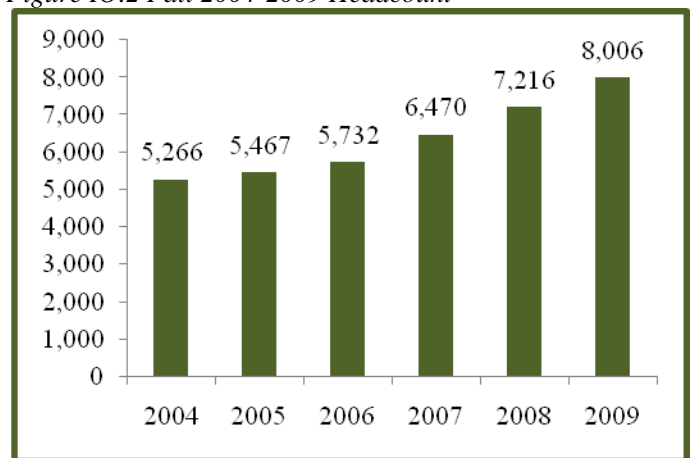


NWACC fills a specialized niche in the community by serving a varied population with a wide range of needs. Traditional first-year students find NWACC a cost-effective option while non-traditional students find the multiple locations and flexible schedules a good fit for their busy lives. Small class sizes and high-quality instruction

appeal to both groups, as well as to displaced workers, military veterans, first-generation college students, and the increasing number of Hispanic and Marshallese students enrolled here.

NWACC has experienced phenomenal growth in its twenty year history (Figure IO.2). Currently, NWACC has in excess of 8,000 college credit students, making it one of the largest and fastest growing two-year colleges in Arkansas. An additional 7,500 students are served through non-credit courses across the College's service district.

Figure IO.2 Fall 2004-2009 Headcount



Accreditation

NWACC is a member of the North Central Association of Schools and Colleges and received initial candidacy for accreditation in 1991. Continued candidacy was granted in 1993 with the initial five-year accreditation granted in 1995. In February 2000, NWACC was granted continued accreditation for 10 years by The Higher Learning Commission. In July 2006, NWACC was approved for the Academic Quality Improvement Program (AQIP) process of re-accreditation.

Governance

Members of NWACC's nine-member [Board of Trustees](#) were initially appointed by then-Governor Bill Clinton. Based on the 1990 census data, six positions were appropriated to the Rogers School District and three to the Bentonville School District. Board members are now elected by position in groups of three on each even-numbered year at the general election.

The Arkansas Department of Higher Education (ADHE) serves as the administrative staff for the Arkansas Higher Education Coordinating Board. The Board consists of 12 members who are appointed by the governor and serve staggered six-year terms. ADHE reviews and approves academic programs, administers statewide financial aid programs, recommends institutional operating, capital, and personal services budgets; and collects and reports on

student and course data as part of a statewide data base and academic program inventory for policy studies.

Institutional Budget

NWACC's operating budget for FY 2010-2011 is \$33,742,046. Major sources of revenue and expenditure are illustrated in Table IO.1. As state appropriations have continued to decline, NWACC has grown increasingly dependent on tuition/fee revenues.

Table IO.1 FY06-FY10 Budget (\$ in Millions)

	FY06	FY07	FY08	FY09	FY10
Beginning Year Balance	\$1.60	\$1.77	\$1.56	\$1.68	\$1.91
Budgeted Operating Revenue	\$21.8	\$26.2	\$28.1	\$30.5	\$34.4
Tuition/Fees	\$10.5	\$12.64	\$12.22	\$13.95	\$18.01
Local Tax Millage	\$3.1	\$3.44	\$3.90	\$3.90	\$4.50
State Funds	\$7.8	\$8.88	\$10.74	\$10.74	\$10.86
Other Sources	\$0.4	\$1.27	\$1.24	\$1.92	\$0.98
Budgeted Operating Expenses	\$22.1	\$26.23	\$27.99	\$30.29	\$33.74
Instruction	\$11.4	\$12.88	\$13.36	\$14.30	\$16.04
Academic Support		\$2.33	\$2.24	\$2.71	\$2.71
Student Services	\$2.8	\$2.63	\$2.93	\$3.38	\$3.57
Institutional Support	\$5.3	\$4.88	\$5.45	\$5.71	\$6.85
Physical Plant	\$2.6	\$3.02	\$3.58	\$3.63	\$3.82
Scholarships		\$0.49	\$0.43	\$0.56	\$0.75
Ending Year Balance	\$1.3	\$1.77	\$1.68	\$1.91	\$2.54

Mission, Vision and Values

NWACC's Mission is to be a comprehensive, public two-year college that serves and strengthens the community through learning for living. This commitment to lifelong learning can be seen in the quality of instruction offered and the wide variety of programs to help students meet their educational and professional goals

NWACC's Vision is to be a nationally recognized two-year comprehensive institution that excels in providing community, transfer, and workforce education in a learning-centered environment.

There are seven core values embedded in the institution's culture. These values are people, learning, integrity,

innovation, diversity, collaboration, and continuous improvement.

Ends and Goals

Established in cooperation between the College Cabinet and the Board of Trustees and utilizing a modified version of the Carver Model for Policy Governance, the [Ends and Goals](#) for NWACC (Table IO.2) are approved by the Board of Trustees on a two-year cycle. These goal statements direct all aspects of the institution's operations, and form the basis from which division and department goals are developed.

Table IO.2 NWACC's Ends and Goals 2010-2012

1. **For the learner community we will:** provide expanded access to high-quality educational opportunities for the population in general, especially for under-served learners in all age groups who are disconnected by choice or circumstance.
2. **For the business community we will:** enhance partnerships and collaborations with business and industry.
3. **For the owner community (taxpayers) we will:** enhance its capacity to diversify NWACC's resource base and function as a catalyst for comprehensive regional planning and development.
4. **For the pre-kindergarten through grade 16 community we will:** provide support and leadership for partnerships with area educational institutions to provide learners with seamless opportunities preparing them for college and careers.
5. **For the college community we will:** align the organizational infrastructure through continuous quality improvement and commitment to the principles of the Learning College.

Helping Students Learn

NWACC is a learning-centered institution. The fundamental goals for student learning include attainment of student learning outcomes (both academic and technical), certificate or degree program completion, college transfer, employment, and job success.

Specific learning outcomes have been established in keeping with the College's Mission of providing "learning for living". These outcomes describe the general knowledge, skills, and perspectives faculty and students should expect in earning an associate degree. Students:

- Develop higher order thinking skills
- Gain greater awareness of cultural perspectives
- Can write clear, coherent, well-organized documents, which are substantially free of errors
- Develop effective oral communication skills
- Can achieve mathematical literacy
- Can use computers proficiently
- Can employ a variety of sources to locate, evaluate, and use information

NWACC's key credit instructional programs that directly support the goals for student learning are outlined in Table IO.3. Key non-credit programs are outlined in Table IO.4. Additionally, cooperative education and internships offer students the opportunity to apply academic theory to real work situations, earn required or elective college credit, acquire career-related work experience, and enhance personal growth.

Instructional efforts are directly supported by Information Technology (IT) Services, which equips and maintains "smart" classrooms with computers, projectors, electronic podiums, sound systems, and Skype video equipment. Working closely with IT is the Distance Learning team, which trains instructors and students in the use of distance learning technology and provides technical support.

In addition, the Pauline Whitaker Library provides learning material, as well as a quiet study space for students to work. The Academic Success Center provides Math and writing tutoring by faculty, staff and students, and includes an open computer lab for students. The Transfer Center guides students through the transfer process, while the Career Center provides career exploration and development support as well as job search assistance.

Table IO.3 Degree Programs

Associate of Applied Science (AAS) Degrees

Aviation Technology	Crime Scene Investigation
Business Management	Culinary Arts
Accounting Option	Early Childhood Education
Banking & Finance Option	Electronics Technology
Entrepreneurship Option	Emergency Medical Technology-Paramedic
General Business Option	Environmental & Regulatory Science
Logistics Mgmt Option	Environmental Mgmt Option
Retail Option	Safety, Health & Hazardous Materials
Computer Aided Drafting & Design	Mgmt
Architectural Design Option	Fire Science Administration & Technology
Civil Design Option	Graphic Design
Computer Information Systems	Homeland Security & Emergency Mgmt
Computer Networking Option	Law Enforcement Administration
Computer Programming Option	Legal Assistant/Paralegal
Information Mgmt & Application	Nursing
Option	Physical Therapist Assistant
Criminal Justice	Certified Respiratory Therapist

Technical Certificate Program

Accounting Technology
Baking Arts
Business Management
Crime Scene Investigation
Criminal Justice
Culinary Arts
Dental Assisting
EMT Paramedic
Entrepreneurship
Environmental Management and Regulatory Science
Environmental Regulatory Science
Graphic Design
Homeland Security & Emergency Management
Law Enforcement Administration
Logistics Management
Networking
Paraeducators of Special Needs Learners

Certificate of Proficiency Programs

Computer Aided Design	Environmental Mgmt & Regulatory Science
Architectural Option	Environmental Mgmt/GIS Technician
Engineering Option	Forensic Science
Manufacturing Option	Graphic Design
Child Development Associate	Homeland Security & Emergency Mgmt
Crime Prevention & Corrections	Hospitality Management
Crime Scene Investigation	Law Enforcement
Criminal Justice	Law Enforcement Administration
Early Childhood Development	Networking
Specialist	Retail Management
EMT Basic	Safety & Health
	Tax Specialist

Transfer Degrees

Associate of Arts (AA)
Associate of Science (AS)
Associate of Arts in Teaching (AAT)

Associate and Certificate of General Studies

Table IO.4 Non-Degree Programs

Non-Degree Programs

Access with Decision Support Systems	Category Management	Microsoft Certifications:
Actionable Analysis	Certified Fiber Optics	Technology Specialist (MCTS)
Administrative Assistant	Computer Support Specialist	Applications Specialist (MCAS) for the
AMA Human Resource Management	Heating, Ventilation, and Air Conditioning (HVAC-R)	following: Access, Excel, Outlook, PowerPoint, Vista, Word
AMA Sales and Marketing	Marketing Analyst	Desktop Support Technician (MCDST)
AMA Strategic Leadership	Medical Billing and Coding Professional	Systems Administrator (MCSA)
AMA Supervision	Medical Interpreter	Six Sigma Black Belt
Applied Project Management	Medical Office Assistant Project Management with	Six Sigma Green Belt
Apprenticeship: Electrical Program	Certification Prep	
Apprenticeship: Plumbing Program		

Other Key Organizational Services

NWACC's commitment to meeting its Mission of "Learning for Living" is apparent in the quality of services provided across the campus and in particular through the division of Corporate Learning and Workforce Development.

This division works with business and industry by providing workforce and customized training, computer classes, specialty training, and myriad online courses. In addition, Corporate Learning is heavily involved in connecting to the community through educational programs for children, personal enrichment courses and activities, and conference planning.

Understanding Students’ and Stakeholders’ Needs

As a publicly funded institution, NWACC is accountable to its stakeholders, which were identified by the College community and approved by the Board of Trustees as part of the institution’s initial strategic planning process.

NWACC’s primary competition in serving these stakeholders include the University of Arkansas (UA) at

Fayetteville, John Brown University (JBU), for-profit institutions (both online and campus), and private training providers serving business and industry in the region.

Table IO.5 identifies NWACC’s key stakeholders as well as their needs and expectations.

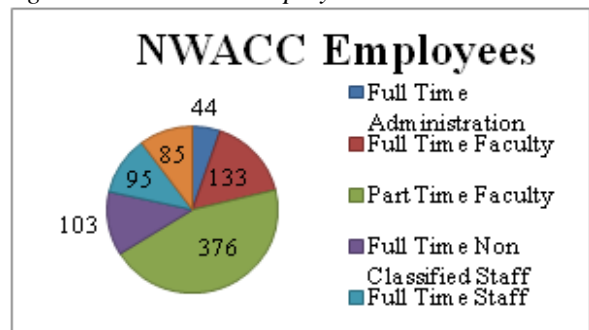
Table IO.5 NWACC’s Key Stakeholders

Key Stakeholders	Key Stakeholder Needs/Expectations
Learner Community	<ul style="list-style-type: none"> • Quality and Relevant Education • Safe Environment • Affordable • Financial aid • Convenient course offerings with low student-faculty ratio • Effective advisement with job placement assistance • Technology access
Business Community	<ul style="list-style-type: none"> • Collaboration • College access • Partnerships • Job ready workforce
Owners/Taxpayers Community	<ul style="list-style-type: none"> • Collaboration • Access to key leaders • College communications • Continuing education opportunities
Kindergarten- 16 Community	<ul style="list-style-type: none"> • Collaboration and support • Affordable program cost • Ease of transfer • College access • College readiness partnerships
College Community	<ul style="list-style-type: none"> • Respect • Supports diverse work environment • Shared governance • Competitive compensation • Recognition

Valuing People

The College Community is one of the key stakeholders identified by the Board of Trustees, and performance results for this stakeholder group are included in the Administration’s reports to the Board of Trustees. Figure IO.3 is a breakdown of NWACC employees based on employment category.

Figure IO.3 NWACC Employees



Leading and Communicating

The Board of Trustees ensures the College has an effective President and appropriate Vision and Mission. The Board also approves the annual budget and aligns biannual Ends and Goals to establish direction and accountability for the institution.

Internal strategies aligning leadership, decision-making, and communication processes with the Mission, values, requirements, and responsibilities are developed through the annual strategic planning process. The [NWACC 2010-2015 Strategic Plan](#) sets the following initiatives:

- Become a premiere educational provider
- Facilitate success of underprepared and under-served learners
- Become an industry leader for innovative workforce training
- Expand NWACC's role in advancing regional economic growth
- Promote a climate which values and supports all employees
- Diversify resource base to support sustainable growth
- Build a sustainable institutional infrastructure
- Champion a culture of continuous process improvement

A comprehensive table describing communicators, methodology, and audience can be found in Table 5.2.

Aligning Support to Mission and Goals

NWACC's annual strategic planning process aligns key administrative support goals with the Mission, Vision, and values of the College. The implementation and reporting of Ends and associated measurable goals to the Board of Trustees provides direction and accountability. Strategies most directly linked to key support processes fall under these initiatives:

- Encourage innovation and collaboration across the College
- Develop a college-wide budget process to match resources to needs

- Structure staffing to support the growth of the College
- Optimize the use of technology in all programs and services
- Allocate resources to maintain safety and security at all facilities
- Align planning processes with the institution's Mission, Vision, and values
- Employ data to inform decision-making processes throughout the organization
- Continuously assess and improve processes to improve institutional effectiveness

Information Collection and Distribution

Data collection and distribution are determined by a variety of reporting requirements and occur at many levels. NWACC's data needs are identified from state reporting requirements as well as the College's Mission, Strategic Plan, Ends and Goals, and Learning College principles. The Office of Institutional Research (OIR), in partnership with other College divisions and departments, is committed to managing and distributing data in alignment with making informed decisions, facilitating teaching and learning and measuring effectiveness. OIR strives to make data and information accessible and usable for the college community and works collaboratively in the use of data for continuous improvements in their areas.

NWACC's IT Services is primarily responsible for ensuring the timeliness, accuracy, reliability and security of information systems and related processes. IT monitors all information systems uptime, resource utilization, resource capacity, security, data redundancy and data integrity through a collaboration of operating system based software and third party applications. Two major software packages maintained by IT and utilized campus wide are Banner and PeopleSoft.

Short- and Long-Term Strategies

NWACC utilizes various planning strategies with a variety of constituent groups to determine short- and long-term strategies for the challenges facing the institution. Significant, unrelenting growth has strained the institution's ability to sustain efficient and effective operations. As a result, short-term fixes have been implemented to alleviate many of these challenges.

Constraints and challenges are heightened by the weakened economic climate and budget shortfalls. While NWACC is experiencing record high enrollments, the state funding formula will not fully reflect these increases for several

years. Table IO.6 summarizes key commitments, constraints and challenges facing the College. NWACC's competitive advantages which may combat such challenges are detailed in Table IO.7.

Table IO.6 Key Commitments, Constraints and Challenges

Key Commitments, Constraints and Challenges	Short and Long Term Strategies
Overcome State Funding reductions	<ul style="list-style-type: none"> Enhance revenue generation Maintain financial stability Achieve optimal effectiveness and efficiency
Balance enrollment and community expectations with capacity	<ul style="list-style-type: none"> Enhance revenue generation Prioritize and strengthen relationships
Enhance learning for under-represented and underprepared students	<ul style="list-style-type: none"> Eliminate barriers to success Successful First-Year Student course
Manage operating costs	<ul style="list-style-type: none"> Maintain financial stability Achieve optimal effectiveness and efficiency Implement Sustainability Plan
Faculty and staff recruitment and retention	<ul style="list-style-type: none"> Expand professional development Attract/retain high quality staff
Student retention	<ul style="list-style-type: none"> Increase learner persistence
Degree attainment	<ul style="list-style-type: none"> Increase educational goal achievement

Table IO.7 Competitive Advantages

Key Commitments	Competitive Advantages
Access	<ul style="list-style-type: none"> Convenient and accessible Open-door admissions
Cost	<ul style="list-style-type: none"> Affordable tuition rates
Student to Faculty Ratio	<ul style="list-style-type: none"> Small class sizes
Innovation	<ul style="list-style-type: none"> National Child Protection Training Center Center for Excellence (Green Initiative)
Reputation	<ul style="list-style-type: none"> 20 years of success with a strong community perception
Advanced Technology	<ul style="list-style-type: none"> Enhanced education delivery Timely response to needs
Faculty and Staff Retention	<ul style="list-style-type: none"> Continuity of purpose Experience

Building Collaborative Relationships

NWACC is well positioned to build partnerships locally, regionally, and nationwide through geographic advantage (Arkansas, Missouri, Oklahoma) and access to national and international companies (Tyson Foods, J.B. Hunt Transport, and Walmart, as well as more than a thousand Walmart vendors currently working within NWACC's service area).

NWACC also partners with area and regional high schools through the Early College Experience program. The North Arkansas Two-Year College Consortium includes six regional community colleges working together to meet the workforce needs of northern Arkansas. A comprehensive list of collaborative relationships can be found in Appendix A. This list reflects the depth to which NWACC positively impacts its service district and beyond.

Category 1: Helping Students Learn

Processes (P)

1P1: Determining Shared Objectives for All Students

In 1994, a faculty assessment committee developed general education outcomes in an effort to be more explicit about what the College expects from NWACC graduates. These outcomes stemmed from the Mission objectives set by the Board of Trustees. Since that time, the assessment committee—composed of faculty representing the various academic departments of the College, as well as members from nonacademic areas—proposed these objectives be reviewed and revised. After subsequent input, the refined objectives were approved by the faculty. No modifications have taken place to the general education outcomes since 2006 and no centralized college-wide process is currently in place to review and revise general outcomes for learning and development.

The faculty invited Dr. Terry O'Banion to campus in 1999 to discuss the Learning College Principles. As a result of this faculty-driven interest, NWACC adopted a college-wide commitment to these principles, to include renaming academic and non-academic divisions to reflect student learning as the primary focus. NWACC has sent college-wide groups to the Learning College Summit each year and provides professional development opportunities to faculty and staff, encouraging all to integrate Learning College principles in the classroom and all across the campus.

1P2: Determining Shared Objectives for Specific Programs

An academic program is defined as curriculum (courses) designed to meet a distinct educational need. Academic programs include associate degrees, certificates, academic skills curriculum, adult education curriculum (GED and ESL), and workforce training. The faculty who teach in these areas, under the leadership of the division deans, department chairs, program coordinators, and division assessment coordinators, drive all aspects of assessment.

Faculty develop learning outcomes following applicable guidelines set by federal, state, accreditation and licensing agencies in collaboration with advisory boards and external professional organizations. Students accomplish the

program learning outcomes through the curriculum; therefore, the learning outcomes are expressed through the course level learning outcomes. The learning outcomes must be approved by the assessment coordinator, the department chair, the division dean, and finally the Chief Academic Officer.

1P3: New Program/Course Design

Initial proposals for new courses and programs come from a variety of sources (e.g. students, faculty, employers, focus groups, legislative initiatives, advisory boards). The ideas and concepts are identified to the appropriate division dean for further review and research of similar programs offered by other educational entities. A needs analysis is completed in conjunction with area employers and workforce centers, and specific job opportunities are identified. In collaboration with students, relevant faculty, transfer partners, community groups, and advisory boards, courses and programs are designed to facilitate student learning and meet employer needs.

Once a new course is approved by the dean, it moves onward for review and approval by the College's Curriculum Committee, Faculty Senate and the Chief Academic Officer. Proposed programs move forward for review and approval by the Deans' Council, the Board of Trustees, and the ADHE Coordinating Board.

1P4: Designing Responsive Academic Programming

Academic programming is designed with reference to national standards, the practices of state, regional, benchmark institutions, and the recommendations of the appropriate advisory boards and area employers. Both the Board of Trustees and the ADHE Coordinating Board require substantial evidence of employer demand for all new programs. Program schedules, venues, and delivery formats are based on student needs and institutional resources.

In response to regional workforce needs faculty and administrators developed the Retail Management Program, which is available online and attracting students from across the country. Two tracks in the A.A.S. in Business Management- Retail Option allow students to follow a

traditional degree plan or choose to "cluster" classes into professional certification programs.

While updating the College's Master Plan, staff distributed an online Regional Needs Survey in Fall 2007 to students, faculty, alumni, and other community residents to assess current needs for academic programs. Additional feedback was sought through community focus groups. Participants included members of the Board of Trustees, Foundation Board of Directors, faculty, staff and students. Also participating were business and industry partners and citizens from communities through the College's two-county service region. Results are online at www.nwacc.edu/presidentsoffice/documents/Binder2_1-12-09.pdf

1P5. Determining Student Preparation Requirements

The admissions process identifies remediation needs and college placement by the use of COMPASS, ACT, CLEP, and adult literacy testing. Some programs require academic placement exams such as the TEAS test for admission. Students needing remediation in reading and/or writing are advised to limit enrollment to one three-credit-hour course in addition to academic skills courses.

Many courses and programs have faculty-established prerequisites—requirements to ensure students have the skills required to successfully complete a program or course. Prerequisite requirements are listed with the course descriptions in the catalog and on the academic department websites. Many program directors offer individual advising to students.

Students may also receive credit for prior learning. NWACC's Prior Learning program was designed using the national standards developed by the Council on Adult Experiential Learning. Students petitioning for course credit based on prior learning create a portfolio to document learning. The Prior Learning Coordinator provides resources and guidance to assist students with the development of a portfolio matching the learning outcomes of the class for which they are petitioning credit.

1P6: Communicating Preparation Requirements to Students

To help prospective and current students become prepared to succeed academically, NWACC uses multiple communication products and strategies. Some examples:

- The [College Catalog](#) is available via print, online, and as a CD.
- Admissions, registration, and student support services offer online interactive advising, face-to-face encounters, walk-in services, and appointments available during the day and evening.
- College admissions staff visit area high school campuses, and hold enrollment events off-campus across the service region.
- Academic unit websites provide course outlines and degree plans.
- Course syllabi and calendars are posted in the My Courses section of My NWACC Connection.
- Many instructors maintain a faculty website.
- Program brochures and flyers are available in academic units and Learner Services.

1P7: Helping Students Plan

NWACC provides academic advisors to assist students in matching their needs, interests and abilities to education and training programs, degrees and certificates. Advisors regularly attend recruitment events at area high schools and state-sponsored job fairs.

NWACC offers a Virtual Career Center (VCC) available 24/7 for students and alumni. The VCC offers career assessment and development resources, including the highly regarded Kuder Career Assessment and Myers Briggs Type Indicator, at no cost to students. Also included are job search resources, a resume builder, and a searchable database for employment and internship opportunities.

The Kuder Career assessment and other VCC resources are utilized in NWACC's Career Pathways program. Assessment tools are used to facilitate students' planning for short- and long-term academic and career goals. In addition, faculty and deans also regularly provide informal career program counseling to students.

Beta testing is currently in progress for AdvisoTrac software that will enable advisor, faculty and administration to view and assist students during their academic journey.

1P8: Addressing the Needs of Underprepared Students

NWACC offers GED, ESL, and ABE courses for those students who do not have a high school diploma or language skills. Students who have a high school diploma must submit placement scores (ACT, SAT or COMPASS) to determine the need for developmental courses.

NWACC Academic Skills Reading and Writing supplies three tiers of instruction for students according to ACT and COMPASS placement scores. Students are required to pass these courses, in sequence, in order to progress into transfer-level courses.

NWACC offers credit-level Intensive English classes in addition to intensive short courses in Math, Biology, and Anatomy and Physiology. The College offers Successful First Year to students for credit to help adjust to college life.

The Career Pathways program addresses the needs of the low-income parenting population. Case managers work with underprepared students who require developmental courses based on test scores. Students are provided with supplemental instruction through online learning programs including PLATO, Teknimedia, KeyTrain and WorkKeys.

Case managers also assess every individual student's needs and assign appropriate lessons and content. Career Pathways also provides individual Math tutoring at no cost.

In addition, NWACC offers a learning lab with computers for students to work on research, homework and projects. A writing lab staffed by College composition instructors offers assistance to students with writing concerns daily throughout the week with some evening service, as well as additional online support.

Underprepared students can also access the [Learning Express Library](#), an interactive online database with practice exams and skill-building courses for academic development, admissions, placement preparation, ACT, SAT, GED training & more.

1P9: Addressing Differences in Students' Learning Styles

Although there have been many individual initiatives in this area, there is no centralized college-wide process in place to identify and address differences in students' learning styles.

Examples of individual initiatives at NWACC include professional development opportunities for faculty to strengthen their skills in working with different learning styles, successful first year student classes and library resources (Table 1.1) supporting different learning styles.

Table 1.1 Library Resources

Receptive Learning Style	Applicable Library Resources
Read/Write	Books (print & digital); periodicals (print & digital); website; brochures; computer-assisted library/information literacy instruction
Visual/Graphic	Videos; CD-ROMs; multimedia equipment; digital image library; online streaming videos; displays; maps; training tutorials; computer-assisted library/information literacy instruction; all media listed in the Read/Write category that includes photographs, illustrations, graphs, maps and charts
Auditory/Verbal	Music CDs; videos (physical and streaming); CD-ROMs; multimedia equipment; MP3 downloads and audio clips in online databases; training tutorials; library/information literacy instruction
Tactile/Kinesthetic	Instructor Reserve and circulating items including anatomical models; boxes with labeled rocks and minerals; science test kits; learning games

Organizational Development

NWACC Organizational Development offers books and hands-on sessions to support faculty exploring strategies to accommodate varied learning styles. In addition, the faculty orientation and mentoring program being piloted this year includes extended discussions of learning styles.

Successful First Year Student

Classes are structured to help students identify personal learning style preferences and develop strategies for succeeding in both preferred and non-preferred learning environments. These classes also help students identify individual personality types and develop strategies for maximizing their personal strengths.

1P10: Addressing Special Needs of Student Subgroups

NWACC offers a variety of special services to various student subgroups. Because many students must balance work, school, and family commitments, NWACC offers classes on campus, online and hybrid courses from early morning through the evening as well as weekend classes.

NWACC is fully handicapped accessible. Students self-reporting a need for accommodations are referred to the Office of Disability Resources for personal assistance. Accommodations are made in accordance with the requirements of the American Disability Act.

Military veterans in need of accommodations can self-identify and work with staff in the Disability and Veterans' Resource Center to develop and implement accommodation plans in accordance with ACT 504.

In 2008, NWACC implemented significant program changes for Veteran Resources. The staff now includes a full-time academic advisor and certifying official for all military veterans. This official works closely with state and federal officials to ensure students receive their GI Bill military education benefits, and helps these veterans identify academic programs of interest and register for classes.

Veteran Resources has also established a veterans' organization on campus with three staff/faculty advisors, two of whom are veterans themselves. The certifying

official has been recognized as one of six mentors among all certifying officials in Arkansas.

Low-income parents are served through NWACC's Career Pathways program, which offers various types of assistance including tuition, textbooks, child-care and gasoline vouchers in addition to distributing donated household and personal items.

Because transportation has been an issue for some student subgroups, NWACC has partnered with Ozark Regional Transit. Students ride free of charge during the fall and spring semesters, with service available within the major cities of Benton and Washington County.

1P11: Defining, Documenting and Communicating Expectations for Effective Teaching and Learning

As a result of the College's commitment to becoming a learning-centered institution, one of the first AQIP action projects was to improve teaching and learning. During the Spring Semester 2008, the AQIP Action Project III Task Force focused its energies on coordinating and championing the efforts of several College committees to improve teaching and learning in several interrelated ways—assessment, faculty development, faculty evaluation, and the Learning College.

Assessment

As part of the AQIP Action Project III, the Assessment Committee was charged with: developing and implementing a process to review and improve course- and program-level student learning outcomes; developing a learning division assessment plan, budgeting for the plan, and securing institutional approval for the plan; and retaining the services of faculty members to serve as Assessment Coordinator and division assessment representatives. This Committee has fulfilled its charge.

All course- and program-level outcomes have been reviewed by the Assessment Committee. In numerous instances, the Assessment Committee sent inadequate course- and program-level outcomes back for revision. Student Learning Outcomes for all new courses approved by the Curriculum Committee are now sent to the Assessment Committee for review. A ten-year instructional program review schedule is now established, and a standard program review template has been adopted.

The instructional assessment plan has been budgeted and staffed with a full-time faculty member leading the effort as Assessment Coordinator with 40% release time from instructional duties and six division or department Assessment Representatives with 20% release time from instructional duties, working directly with program faculty. All instructional deans have added to their job descriptions the responsibility to “oversee the development and assessment of student learning outcomes at the course and program level” with the required deliverable of “approved assessable student learning outcomes for all division courses and programs” by the end of Academic Year 2008-2009.

Faculty Development

As its role in AQIP Action Project III, the Faculty Development Committee was charged with creating a learning-centered faculty development plan and retaining a Faculty Development Coordinator. This Committee has fulfilled its charge.

The Committee devised a learning-centered rubric for evaluating all faculty development funding applications and outstanding faculty award nominations. The criteria have been reviewed by the Faculty Senate and the faculty during a Faculty Business Meeting. Resulting faculty input has been used to modify the rubric. Organizational Development has agreed to follow the rubric in evaluating all applications. The position of Faculty Development Coordinator has been budgeted and filled.

Faculty Evaluation

As part of the AQIP Action Project, the Faculty Evaluation Committee was charged with working to produce a learning-centered faculty evaluation process. This Committee has fulfilled its charge.

At the end of Spring Semester 2009, the Committee finished a draft faculty evaluation process complete with revised forms and rubrics for use in the evaluation process. The draft has been approved by the Faculty Senate and by the faculty at a General Faculty Business Meeting. The new evaluation process will be implemented in Academic Year 2010-2011.

Learning College

As its role in AQIP Action Project III, the Learning College Committee was charged with working to produce a learning College orientation curriculum and program for all new employees and other interested parties. This Committee has fulfilled its charge.

During Summer Semester 2009, Committee members finalized a series of NWACC-focused video modules introducing the Learning-College principles, finalized curriculum to be used in coordination with the year-long faculty orientation process now being piloted with new full-time faculty for Academic Year 2009-2010.

Faculty are offered and encouraged to attend in-house brown bag sessions, workshops, faculty professional development days (known as “Celebrate Learning” events), book studies, webinars, outside guest speaker presentations, and external offerings such as workshops and conferences.

Faculty have access to a professional development resource center with books, films, recorded webinars on learner-centered best practices and other relevant topics such as leadership, program reviews, course development, learning styles, and content specific instruction for self study and growth. NWACC also subscribes to the League for Innovation’s comprehensive online professional development site, iStream, which can be accessed by faculty at their convenience.

1P12: Building Effective Course Delivery Systems

NWACC offers courses in a variety of venues, locations, and times. The Chief Academic Officer, deans, chairs, program coordinators and faculty work to develop courses that are offered at times necessary to meet the needs of the students. This collaboration extends beyond the main campus to all satellite locations, as well as online and hybrid programs and courses.

All faculty members and students also have access to Blackboard CE 8 and/or Course Studio to allow faculty to deliver documents and other instructional materials securely to students. This allows students to have 24/7 access to learning content, and faculty can provide these materials on an “as needed” basis to students. This process reduces printing costs that would otherwise be incurred for the distribution of these materials.

1P13: Ensuring Currency and Effectiveness of Programs and Courses

Individual instructors make course changes based on student evaluations. The instructor reviews the evaluations, which are discussed during meetings with their division dean each semester, with changes made as needed.

NWACC uses advisory boards for every instructional program area other than the general transfer degrees. An advisory board consists of professionals in the specific area to provide guidance on trends in the market place. These boards are used to assist in developing new courses or programs of study in the various divisions.

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

The NWACC Nursing, Respiratory Therapy, EMT, Paramedic, Physical Therapy, and Fire Science programs conduct graduate and employer surveys. This data is used to ensure program effectiveness.

Beginning in the Spring Semester 2009, courses from each department on campus have been required to participate in a formal assessment process (see 1P18). Data collected and analyzed by faculty of those courses have been used to make meaningful changes in the classroom.

1P14: Changing Programs and Courses

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

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

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

1P15: Addressing Learning Support Needs of Students and Faculty

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

The Academic Success Center collects data regarding tutoring usage and requests, and monitors and adjusts available subjects, hours, and scheduling to accommodate students' changing needs. All tutors working in the academic success center complete module training as required by the College Reading and Learning Association (CRLA). The certification series include modules on effective tutoring techniques, listening skills, sensitivity to learning differences, and different learning styles.

The Writing Center is staffed by English faculty members offering individualized support for students in a variety of courses. The Center offers workshops on various aspects of the writing process and on various genres related to the students' lives. (Workshop topics are determined by student and/or faculty surveys.) One workshop has been

videotaped and plans are underway to tape future workshops and post online.

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

The Pauline Whitaker Library also conducts an ongoing needs assessment. These efforts and the Library’s response to students’ needs are documented in the [Library Services Assessments Table](#).

1P16: Aligning Co-Curricular Development Goals with Curricular Learning Objectives

Although, there is no centralized college-wide process in place in this area; students and faculty from several programs and departments have collaborated to extend learning beyond the classroom in support of common goals. These activities include the International Theme Semester and International Education Week

In January 2010, NWACC added a new administrative position—a Director of Co-Curricular & Judicial Affairs. Co-Curricular Activities currently offered: the Student Ambassadors and Activities Board; Phi Theta Kappa; Gamma Beta Phi; Students in Free Enterprise (SIFE); and Service Learning. Also included: Choir and Study Abroad to Europe; Intramurals; Eagle View student newspaper; and the Honors Program. International Education Week and the International Theme Semester are also included.

1P17: Determining Learning and Development of Students

While we have no centralized college-wide process in place at this time, some individual programs have their own processes in place to determine the extent to which student learning and development has occurred.

Some examples include success on the GED examinations, CISCO certifying exams, and health professions licensure examinations. The Health Professions Division does a follow-up satisfaction survey of both its program graduates and their employers six to nine months after graduation.

Figure 1.1 Reason for Enrollment (2005-2009)

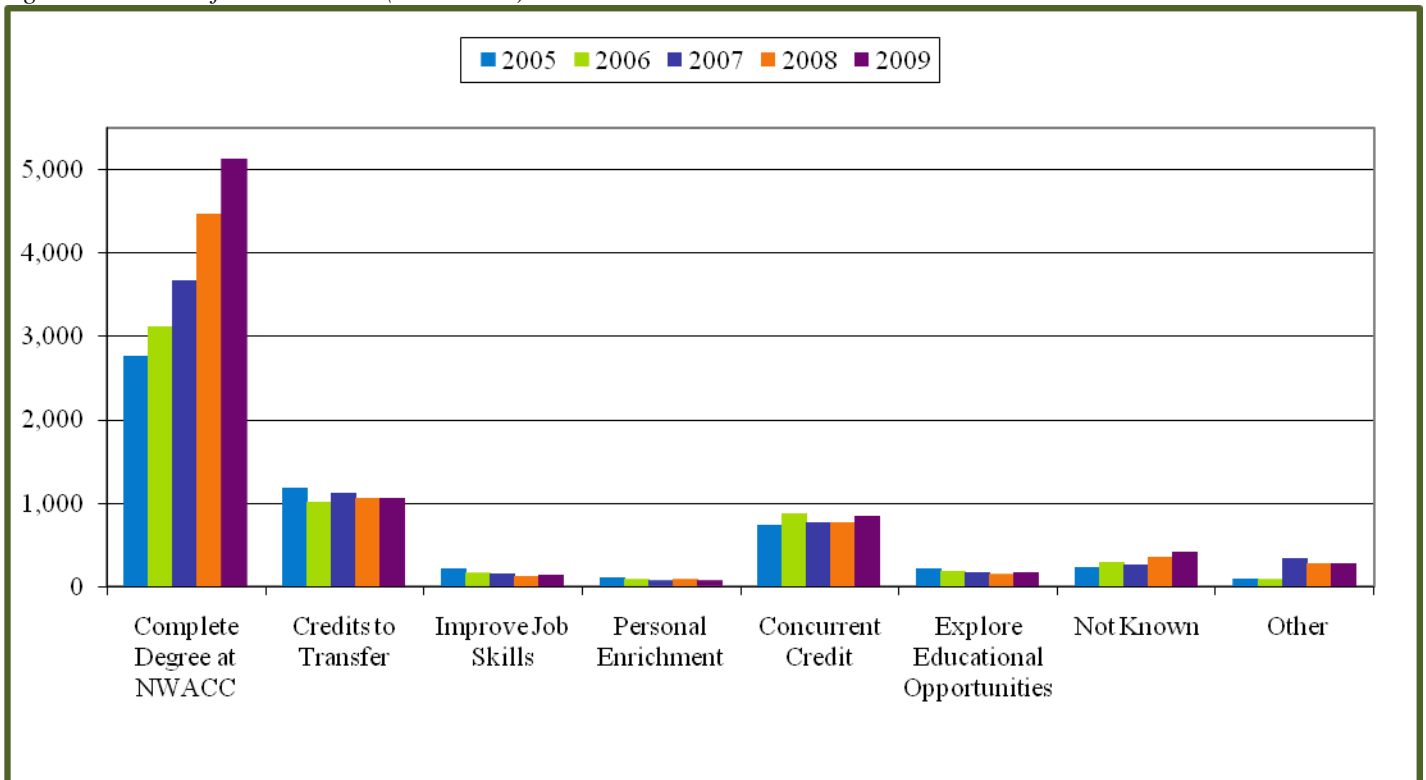


Figure 1.1 shows some of the variety of learning goals for students enrolled in Fall 2005-2009 credit courses.

1P18: Designing Student Learning Assessment

During the Spring 2008, the Assessment Committee was reorganized, a College Assessment Coordinator was appointed (with a two-class release for these duties), and an Assessment Task Force was created. The Task Force consists of a representative from each College divisions (each with one-class release time) and a representative from OIR. The Assessment Committee acts in an advisory function to the Task Force. Five Task Force members attended the Annual Conference on Best Practices in Institutional Effectiveness in Savannah, Georgia.

Following the Chief Academic Officer's review of existing course outcomes to assure all outcomes were measureable, the Task Force led a major effort to revise and approve Course Learning Outcomes. This task was completed in Spring 2009.

The Assessment Committee is currently moving forward to develop a plan for assessing general education outcomes. Previously, the CAAP test provided much of this information; however, Arkansas no longer requires this test, so alternative assessments are under consideration.

Preliminary work included ascertaining which course outcomes currently being measured can also be used to assess general education outcomes. During the Academic Year 2010-2011, data will be extracted from these results to assess general education outcomes.

In addition, the Assessment Committee members and Assessment Task Force are currently researching other colleges (specifically the Vanguard and AQIP colleges) and will develop an additional plan to assess general education outcomes broadly diffused throughout the general education curriculum.

Membership has been renewed in the Arkansas Association for Assessment of College Learning (AAACL) and four Task Force members attended the annual conference in March 2010.

Results (R)

1R1: Measures of Student Learning and Development

NWACC collects a variety of data including: licensure and certification data; graduation rates; retention rates; and performance of developmental course work. In addition, grade distribution of student course completion are used, as well as graduate and employer surveys in Nursing, Respiratory Therapy, EMT, Paramedic, Physical Therapy, and Fire Science. Specific courses in academic departments gather data assessing one or more student learning outcomes (on a rotating basis).

1R2: Common Student Learning and Development Results

From 2000 to 2006, the Assessment Committee had the responsibility of evaluating institutional outcomes. They used instruments such as the CAAP exam, UA transfer data, graduate surveys, and data collected from programs to determine if students were accomplishing the learning outcomes.

For example, data collected 2004-2009 from the Fire Science program showed graduates strongly agree that the program: enhanced their knowledge in the field of Fire Science; enhanced their skills necessary to perform duties; increased their knowledge and abilities to fulfill the job requirements; provided them with a positive learning experience; and should be recommended to other Firefighters.

Table 1.2 shows the measures used by the Assessment Committee. The committee prepared a formal report with their findings which included recommendations to improve student learning or the assessment process. The committee also provided support to the academic divisions on program level assessment.

1R3: Comparing Program Performance Results

Comparison data for Adult Education, Math and Health Professions Licensure programs are included in Tables 1.3, 1.4, and 1.5. Outcomes data for Emergency Medical Technician-Paramedic, Respiratory Therapy and English (Intermediate Writing) are available in the [Outcomes Summary](#).

Table 1.2 Student Learning and Development Outcomes and Measures

Outcomes	Measures
Students prepared to enter, continue to work, or to advance within their fields of study.	Expertise measures specific to the program, Employment rates, Employer feedback
Students are prepared to succeed in a four-year college program.	Retention, Graduation, and GPA at transfer institution, Graduate surveys
Students develop higher order thinking skills.	CAAP Critical thinking & Scientific Reasoning tests, Graduate surveys
Students gain greater awareness of cultural perspectives.	Graduation survey
Students can write clear, coherent, well-organized documents, which are substantially free of errors.	CAAP writing exam, CAAP-ACT linkage report, English essay analysis, Graduate survey
Students can read selections at the appropriate level of education and describe the main ideas and supporting details. Students can evaluate written materials objectively.	CAAP reading exam, CAAP-ACT linkage report, Graduate survey
Students develop effective oral communication skills.	Graduate survey
Students achieve mathematical literacy.	CAAP math exam, CAAP-ACT linkage report, Graduate survey, Math Department common final exam analysis
Students can use computers proficiently.	CISQ 1103 pre-post test analysis, Graduate survey
Students can employ a variety of sources to locate, evaluate, and use information.	Graduate Survey

Table 1.3 Math Program Performance Results

Course Name	Dept Assessment %	Average Final Exam %
PreAlgebra	60.22	73.62
Beginning Algebra	72.52	70.60
Intermediate Algebra	71.72	68.20
Math for AAS	41.52	79.65
College Algebra	61.34	63.97
Plane Trigonometry	59.48	65.06
Survey of Calculus	60.14	59.93
Finite Mathematics	67.02	63.47
Surv of Math. Structures I	80.81	76.09
Surv of Math. Structures II	78.54	72.70
Calculus I	64.43	69.04
Calculus II	66.67	69.38
Calculus III	85.78	87.73

Table 1.4 Adult Education Program Performance Results

GED Centers – Arkansas (2008)	Total Tested	Total Passed	Pass Rate
Arkansas Correctional School (ACS)	1463	1016	69%
Fayetteville Adult Education (FAE)	216	207	96%
Fort Smith Adult Education (FSAE)	402	368	92%
Little Rock Adult Education (LRAE)	341	275	81%
National Park C.C. (NPCC)	265	245	92%
North Arkansas College (NAC)	270	255	94%
NorthWest Arkansas C.C. (NWACC)	448	430	96%
Northwest Technical Institute (NTI)	127	124	98%
Pulaski County Adult Education (PCAЕ)	270	226	84%

Table 1.5 Health Professions Licensure Program Performance Results

Year	NWACC Exam Takers	# of First Time NWACC Testers Passing Exam	NWACC Pass Rate Percentage	State Average	National Average
National Council Licensure Examination - Registered Nurse					
2005	30	27	90.0%	88.7%	86.2%
2006	27	26	96.3%	87.9%	87.5%
2007	48	47	97.9%	90.5%	87.6%
2008	60	59	98.3%	86.1%	88.2%
2009	78	74	94.9%	88.7%	88.4%
National Registry of EMT-Paramedic Licensure Examination					
2005	8	8	100.0%	48.0%	64.0%
2006	17	17	100.0%	68.0%	68.0%
2007	11	9	81.8%	36.0%	65.0%
2008	11	11	100.0%	33.0%	63.0%
2009	12	12	100.0%	42.0%	68.0%
Arkansas Fire Academy Certification Examination					
2005	8	8	100.0%	-	-
2006	7	7	100.0%	-	-
2007	12	11	91.7%	-	-
2008	6	6	100.0%	-	-
2009	6	6	100.0%	-	-
National Physical Therapist Assistant Exam (NTPAE)					
2005	6	6	100.0%	72.1%	73.7%
2006	6	6	100.0%	65.1%	74.6%
2007	11	11	100.0%	82.1%	81.2%
2008	13	13	100.0%	n/a	81.0%
2009	Available Spring 2010				
Registered Respiratory Therapist Exam					
2005*	13	8	61.5%	-	79.3%
2006	9	5	55.6%	-	79.6%
2007	17	9	52.9%	-	79.4%
2008	13	10	76.9%	-	79.4%
2009	11	8	72.7%	-	74.0%

*Changed programs and tests from CRT (Certified) to RRT (Registered)

1R4: Acquisition of Stakeholder-Required Knowledge and Skills

In 2009, the UA provided data on transferring NWACC. A report process is under development to evaluate transferred students’ skill and knowledge acquisition. (See also data reported in 1R3.)

1R5: Learning Support Process Results

In 2009 NWACC participated in the Community College Survey of Student Engagement (CCSSE). As indicated in

Table 1.6, students are as satisfied with NWACC’s learner services as at other medium-sized colleges.

Career Pathways program administered a satisfaction and perception survey in Fall 2009. After reviewing the data, implementing changes to address opportunities for improvement, and setting goals for increased satisfaction, a second survey will be sent in March/April 2010 to gauge the effectiveness of the program’s support processes.

Table 1.6 CCSSE Learner Services Satisfaction Results

<i>Indicate how satisfied you are with the services at this college.</i>			
N = Number of respondents	A. Your College Means	B. Your Group Means	Key for Means
Academic advising/planning	2.24 [N=632]	2.23 [N=85,760]	0=N.A. 1=Not at all 2=Somewhat 3=Very
Career Counseling	2.10 [N=400]	2.05 [N=59,930]	
Job placement assistance	1.87 [N=231]	1.82 [N=38,104]	
Peer or other tutoring	2.22 [N=351]	2.15 [N=51,631]	
Skill labs (writing, math, etc.)	2.40 [N=429]	2.25 [N=59,596]	
Child care	1.85 [N=123]	1.77 [N=22,043]	
Financial aid advising	2.24 [N=498]	2.21 [N=67,660]	
Computer lab	2.58 [N=620]	2.49 [N=81,335]	
Student organizations	1.95 [N=273]	1.97 [N=41,714]	
Transfer credit assistance	2.19 [N=391]	2.08 [N=50,981]	
Services to students with disabilities	2.19 [N=164]	2.02 [N=26,099]	

1R6: Comparison of Results

Table 1.7 reflects the CCSSE comparison of NWACC to 161 medium colleges based on student’s opinion of their education experience. Figure 1.2 reflects results of students completing courses as preparation for success on the Cisco

Certified Networking Associate Exam (CCNA). Figure 1.3 compares cumulative graduation rates at NWACC against other institutions in the state of Arkansas. Data for retention rates for full-time, first-time freshman attending NWACC can be found page 35 of the [Fact Book](#).

Table 1.7 CCSSE Educational Experience Satisfaction Results

N = Number of respondents	A. Your College Means	B. Your Group Means	Key for Means
How would you evaluate your entire educational experience at this college?	3.25 [N=748]	3.17 [N=105,519]	1= Poor 3= Good 2= Fair 4= Excellent

Figure 1.2 CISCO Exam Pass Rates

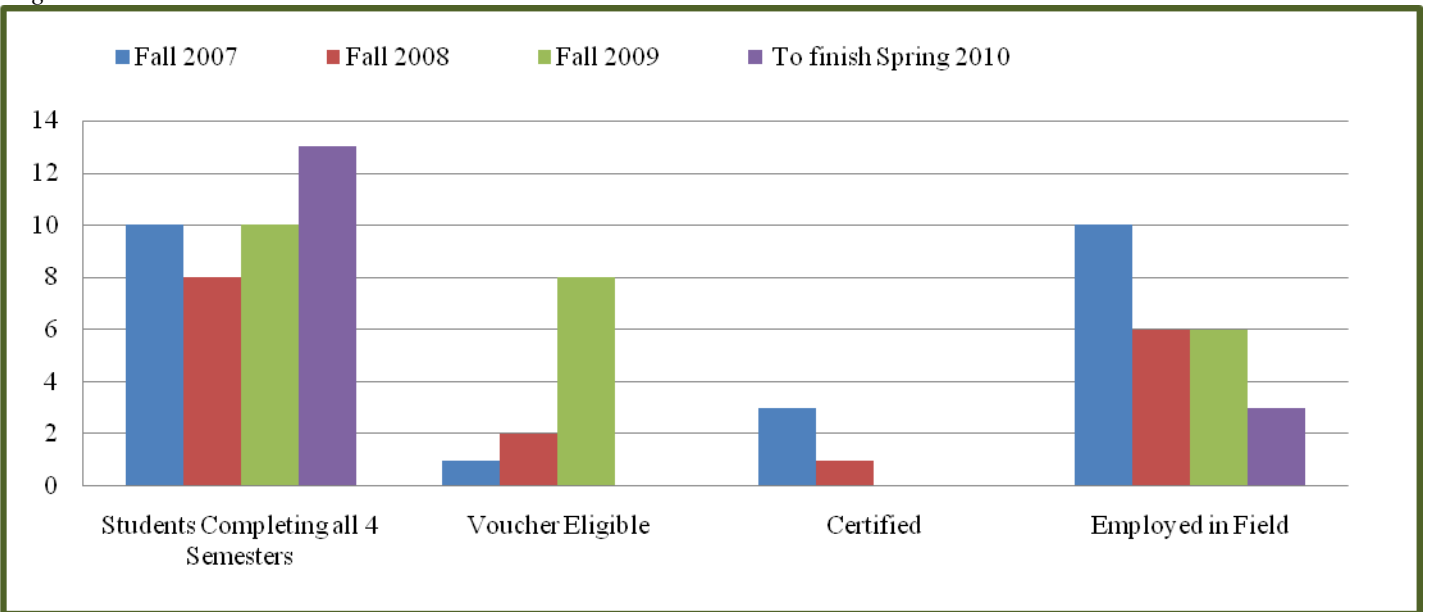
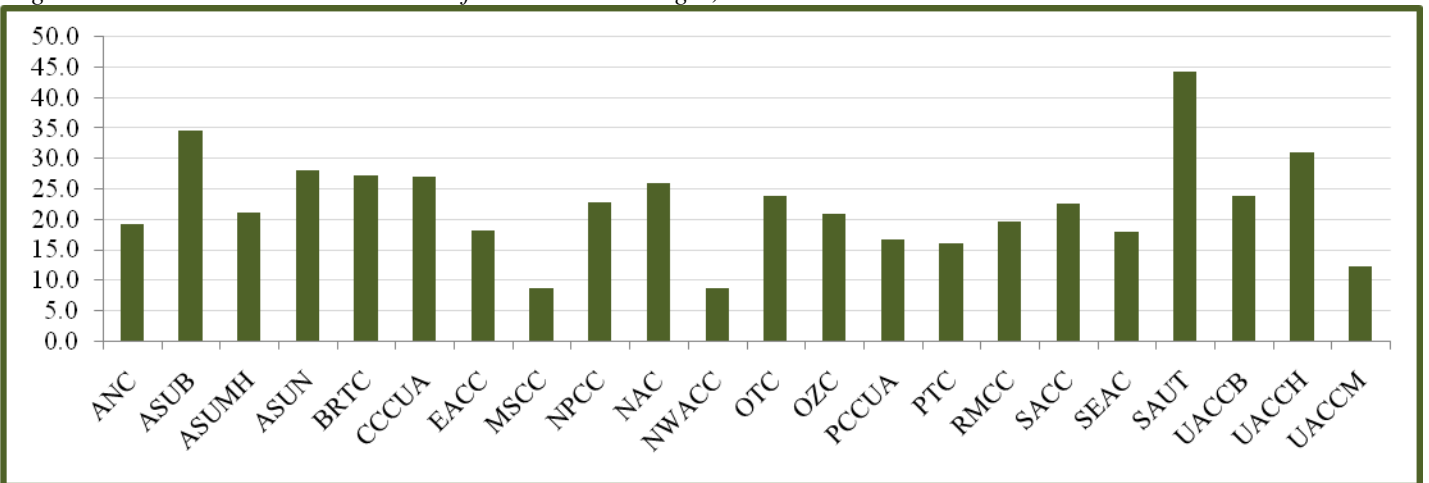


Figure 1.3 Cumulative Graduation Rate for Arkansas Colleges, Cohort Year 2005



Improvements (I)

111: Recent Improvements in Helping Students Learn

While there are few processes in place for helping students learn, faculty and staff have made progress in this category. Progress is evident in the academic divisions as well as

Learner Support, the Library, and several key organizational committees.

NWACC has recently acquired multiple subscription databases to increase availability of information on a broad range of topics in support of student learning. Some examples include:

- Credo Reference: Full-text reference titles including dictionaries, thesauri, encyclopedias, atlases, and an impressive assortment of subject-specific resources.
- Ferguson’s Career Guidance Center: Detailed job and industry profiles, enhance job-seeking skills, sharpen on-the-job performance and more.
- Gale Online Resources: 30+ databases providing authoritative full-text information on a comprehensive array of topics and three of the most often used library criticism series.
- Learning Express Library: Practice exams, skill-building courses and info for academic admissions, placement preparation, GED training, career certifications, job searching, U.S. Citizenship resources & more.
- Medcom Trainex: Online courses and streaming videos for nursing, allied health, anatomy & physiology and more.
- Oxford English Dictionary: Comprehensive information about the history, usage, definitions and pronunciations of words in the English language.

Learner Services implemented a major restructuring in July 2009 to better serve the rapidly increasing student population. All part-time extra help positions in Learner Services have been reevaluated and reclassified as Enrollment Advisors. These cross-trained positions are designed to advise students through all stages of the enrollment process, including recruitment, admissions, financial aid, placement testing, advising and registration.

Additionally, as part of the restructuring, the following improvements have been made:

- Implemented hybrid system of advising appointments and walk-ins, rather than all walk-ins
- Placed professional Advisor in Business and Computer Division
- Modified orientation process to better serve incoming students
- Separated registration process from advising to accommodate peak student traffic flow
- Established office of Transfer Services; redesigned transfer events to support specific populations

- Began classroom outreach effort to provide transfer information, collect student data, and respond to student inquiries
- Initiated tutoring workshops through Learning Lab
- Implemented case management model for working with the low-income parenting population, requiring student contact at least once a month
- Created new integrated Disability and Veterans Resource Center; increased staffing
- Created new position of Director of Co-Curricular and Judicial Affairs; developing needs assessment plan
- Initiated planning process to establish a Student Government Association
- There were numerous improvements to the Pauline Whitaker Library in 2009, these include:
 - Addition of full-time Faculty Librarian position to meet growing demand for information literacy/library instruction
 - Completed Library Lab (computer classroom with learning support equipment and software) for technology-assisted information literacy instruction and independent (non-library) technology-assisted instruction and testing

In addition, the Learning College Committee members completed series of NWACC-focused video modules introducing the Learning College principles.

The Faculty Evaluation Committee completed a draft faculty evaluation process complete with revised forms and rubrics for use in the evaluation process. The draft process has been submitted to the Deans Council and Human Resources with discussions underway.

During the past year, the Assessment Task Force designed the following to clarify the assessment process:

- A three-year rotation schedule, which shows courses currently being assessed and courses that will be assessed in the three year period
- A Course Level Assessment Plan, which shows outcomes that will be added to the assessment rotation and the plans for assessing, discussing, and reporting these outcomes

- A Course Level Assessment Report, a format for reporting assessment results and actions to be taken
- In addition, dates were established for reporting results: October 1 for spring semester results and February 15 for fall semester results

112: Selecting Processes to Improve Performance in Helping Students Learn

Significant improvement has been made in assessing specific course student learning outcomes. The creation of Assessment Representatives and the Assessment Task Force has standardized the documentation of course level assessment plans and assessment reports (1P18). Each academic department is now on a formalized, rotating course assessment schedule.

In October 2009, NWACC developed a Quality Council (QC), including process owners across the campus. The QC will promote and institutionalize systemic process improvement at NWACC. The QC will advance institutional effectiveness through continuous improvement strategies, principles and the LEAP Model to promote data-driven decision making in institution-wide processes.

Other improvements have occurred in Learner Services, where staff has begun working to tie all goals for programming and services into the AQIP categories and NWACC's Ends and Goals. All areas are encouraged to adapt programming and services to better suit the needs of students in light of retention and goal completion. For example, Career Pathways worked to identify opportunities for improvement, implement changes, and continuously gauge student satisfaction with the program. Specific program objectives and staff members' performance goals have been established, and will be evaluated quarterly as part of the strategy for achieving state-mandated targets.

Category 2: Accomplishing Other Distinctive Objectives

Processes (P)

2P1: Designing and Operating Key Non-Instructional Processes

Distinctive objectives derive from College's Mission, Vision and Ends and Goals statements. Established in cooperation between the College Cabinet and the Board of Trustees and utilizing a modified version of the Carver Model for Policy Governance, the Ends and Goals for NWACC are approved by the Board of Trustees on a two-year cycle. Goal statements direct all aspects of the institution's operations, and form the basis from which division and department goals are developed.

Goal statements are developed for each of the key stakeholder groups (students and the business, taxpayer, K-16 and college communities). Goals, which are directly connected to the Strategic Plan, are reviewed annually and updated every two years, and directly relate to both instructional and non-instructional activities.

NWACC does have separate non-academic divisions managing non-instructional processes. Consideration of other non-instructional needs/services and their delivery occurs across the campus, but more often in Advancement and Workforce Development.

Division leaders are given significant autonomy for making decisions regarding their delivery once approved by the Administration.

Advancement Division

The Advancement Division includes government and community relations, high school relations, institutional research and grants. The Senior Vice President for Advancement works closely with other staff to advance the College's standing by attending various meetings and functions associated with the College's work and services. Division staff also work to represent the College on legislative issues important to the College secure state and federal appropriations, and secure grant funding. The Office for Grants includes a three-person staff dedicated to

pursuing grant funding in conjunction with academic programs, student support services, community relations, K-12 stakeholders, and others.

Workforce Development

The Vice President for External Affairs leads these efforts with support from a team of mid-level administrators, directors, and project managers. Primary delivery location is the College's Shewmaker Center for Workforce Development, but services are also delivered to business and industry partners across the region. Deliverables include customized training for business and industry, continuing education and certification for professionals, and regional training for high-demand workforce skills.

2P2: Determining and Assessing Non-Instructional Objectives

The process begins by including key stakeholders through formal and informal venues. Participants include leaders from the business community, non-profit organizations, K-12 schools, professional associations, civic organization, student groups, and employee groups.

The College's Master Planning process includes the use of internal and external community focus groups and periodic needs surveys. Program advisory committees, whose composition includes community stakeholders, also provide a variety of feedback, some that is directed toward further defining non-instructional needs in the community.

Informally, the President, Cabinet and Expanded Cabinet members are actively involved in service to regional Chamber of Commerce boards and committees and attend regular civic organizational meetings and special events sponsored by other organizations.

In addition, College leaders serve on institutional committees and attend campus functions, interacting with all employee groups. Feedback is frequently gathered from all the named activities and contributes to the Administration's decision-making process for prioritizing and delivering non-instructional objectives.

Once needs are identified, specific objectives are defined through more formal processes. Division leaders and their leadership teams meet regularly to review feedback, make decisions, and plan the delivery of specific objectives.

Needs that present budgetary challenges or issues beyond the scope of the division leadership team’s authority are forwarded to the College Cabinet.

2P3: Communicating Expectations for Non-Instructional Objectives

Upon approval of the College’s Strategic Plan and updated Goals by the Board of Trustees, College Cabinet members communicate the plan to Expanded Cabinet and personnel within their division. This information is also shared with all employees at the annual Fall Forum.

From the updated Goals, division and department leaders are charged with further defining the distinctive objectives and developing specific plans to achieve these objectives. Communication regarding this process routinely occurs at department and college-wide meetings and is communicated through weekly announcements, *The Insider* monthly newsletter, and through meetings with Faculty Senate and Staff Council leaders.

The College communicates expectations to external stakeholders through a variety of means. The Director of Public Relations creates press releases to maximize opportunities to connect the institution’s progress toward completing distinctive objectives to broader public awareness. The President and Cabinet periodically update community organizations and regional boards, as well.

The President’s communications staff and Public Relations personnel also publish articles for more specialized audiences through trade magazines and professional literature. In addition, the President provides updates on these objectives to the College’s 32-member Foundation Board during their quarterly meetings.

2P4: Assessing and Reviewing Appropriateness and Value of Non-Instructional Objectives

These objectives are assessed for alignment to the College’s Mission, Vision and Strategic Plan. The College Cabinet reviews the objectives, evaluates their viability and decides whether to recommend continuation, further development, or termination to the Board of Trustees. The Board considers these when reviewing objectives each year at the summer retreat and mid-winter work session.

2P5: Determining Faculty and Staff Needs Regarding Non-Instructional Objectives

Faculty and staff routinely meet to review data related to the development and management of non-instructional objectives. Data from annual performance reviews, review of participation, and enrollment trends are utilized.

2P6: Incorporating Faculty and Staff Needs in Readjusting Objectives or Processes

The process relies on input from faculty and staff to department leaders. Whenever possible, department leaders are empowered to readjust objectives or processes. In some cases, readjustment requests are forwarded to division leader, and those requiring College Cabinet approval are reviewed with consideration given to budgetary needs and other College priorities.

Results (R)

2R1: Measures of Major Non-Instructional Objectives and Activities

The College collects a variety of data to analyze and measure success. Table 2.1 summarizes seven major “other distinctive objectives” and their measures. Not listed but included in measurement of all objectives is a cost analysis of profit/loss and review of other values to the program.

Table 2.1 Major Non-Instructional Programs and Measures

Programs	Measures
National Child Protection Training Center	CAST Enrollment CAST Student Course Evaluations Workshop Participation/Enrollment Workshop Participant Evaluation New Funding Received
Adult Education	Enrollment and Completion Transition to College Student Survey of Satisfaction
English as Second Language	Student Enrollment and Completion Student Survey of Satisfaction
Arkansas Building Trades Center of Excellence	Number of Programs Delivered Number of Programs Developed Program Enrollment/Completion Survey of Satisfaction Arkansas Dept. of Energy Satisfaction
High School Relations	Step Ahead Enrollment Regional Technology Center Enrollment Student Surveys of Satisfaction (both) Number of High Schools Participating High School Administrators Survey of Satisfaction Number of New Partnerships/Initiatives
Institute for Corporate and Public Safety	Number of Students Enrolled Number of Programs Delivered Number of New Programs Developed/Delivered Number of New Partners Participant/Employer Satisfaction Survey Number of New Grants and New Funding
Community Use of College Facilities	Number of Community Groups/Businesses Number of Events and Participants User Satisfaction Survey

2R2: Performance Results in Accomplishing Other Distinctive Objectives

National Child Protection Training Center

The National Child Protection Training Center (NCPTC) was awarded \$500,000 to support the Southern Regional Training Center of the NCPTC from the Department of Justice/Office for Juvenile Justice and Delinquency Prevention in 2009.

In FY 2010, the Southern Regional Training Center of the NCPTC held five training sessions, training 85 law enforcement officers, prosecuting attorneys, social workers, and forensic interviewers, and child advocates on child protection related issues.

Adult Education and English as a Second Language

In 2010, the Adult Education program moved to the Center for Non-Profits in Rogers, allowing for better access of services and public transportation for program participants.

The NWACC Adult Education department has achieved the second highest pass rate (96%) for GED statewide and is the largest ESL provider in the State of Arkansas.

Arkansas Building Trades Center of Excellence

NWACC, in partnership with Pulaski Technical College in Little Rock, Arkansas, received \$1.3 million from the Arkansas Energy Office to provide energy efficiency training to construction professionals.

An additional \$100,000 was awarded from the Arkansas Economic Development Commission in partnership with the City of Fayetteville for equipment.

High School Relations

NWACC was recognized for achieving accreditation from the National Alliance of Concurrent Enrollment Partnerships at their national conference in October 2009.

NWACC's program piloted a blended AP/Concurrent credit classes in American History and World Civilization with West Fork High School in Academic Year 2009-2010 and will pilot and AP/Concurrent blended English class with Springdale High School beginning in Fall Semester 2010.

Institute for Corporate and Public Safety

In 2004, NWACC and the Institute for Corporate and Public Safety (ICPS) became the first community college funded in the nation by the U.S. Department for Homeland Security to provide emergency response training nationwide specifically regarding the private sector. Primary corporate partners are Walmart, Tyson Foods, and J.B. Hunt Transport Services.

Since 2004, ICPS has received over \$2.5 million from the U.S. Department of Homeland Security or the Rural Domestic Preparedness Consortium (RDPC) and trained over 1,000 emergency responders through online and face-to-face training opportunities.

2R3: Comparing Performance Results to Other Institutions

Where applicable the College also uses benchmarks from the National Community College Benchmark Project to establish national measures key areas of performance.

NWACC is only one of two higher education institutions in the United States providing training for professionals serving victims of child abuse. NWACC is the first Arkansas community college and the second higher education institution to develop and offer the CAST certificate.

NWACC is the largest provider of Adult Education in Arkansas with a 2009 enrollment of 1,476, a growth rate of 104% since 2005, and a completion rate of 96%.

NWACC is one of two Arkansas community colleges designated by the Arkansas Department of Energy to provide training for energy efficiency and weatherization principles.

NWACC is one of five higher education institutions in the United States designated by the Department of Homeland Security to deliver emergency management training to rural America through the RDPC.

2R4: Strengthening the Organization through Accomplishing Other Distinctive Objectives

The College's partnerships with child advocacy leaders across the nation led to \$500,000 in federal funding to launch the NCPTC. In addition, Arkansas Congressional leaders agreed to sponsor new legislation aimed at increasing the federal commitment to reducing child abuse through training and education and to provide annual funding for four regional training centers; NWACC is charged with serving 15 states. Arkansas General Assembly leaders have also pledged their support for the Center.

Adult Education's success and growth have attracted increased support from the community and generated a new partnership with the Center for Non-Profits at St. Mary's. The program's success has also drawn the attention of several private foundations serving transitional adults.

Designation as an Arkansas Building Trades Center of Excellence has led to a stronger relationship and enhanced partnership with the City of Fayetteville. The designation was also done in conjunction with the U.S. Department of Energy, placing NWACC in a stronger position to secure federal funding.

High School Relations' success with increased enrollment in dual credit courses has strengthened relationships with high school counselors and principals seeking to expand early college opportunities for students, and provided the College with additional college course registrations and high school graduates better prepared for college success.

The ICPS's success has increased the number of partnerships with major businesses and corporations. Success has also led to the establishment of a national center for corporate-level emergency management training

in partnership with a local Fortune 500 Company. In addition, Congressional leaders pledged new support to strengthen the RDPC by expanding training and funding beyond services currently provided.

The community's increased use of College facilities has brought thousands of area citizens to the campus—many for the first time. The College's reputation for delivering quality programs and hosting events has attracted new organizations to the campus. For example, political debates were held recently for candidates seeking Congressional and State legislative seats during 2010.

NWACC's success in other objectives includes services to executives and employees of Walmart. Since 2004 the College has provided Walmart with a customized web site ("My Education Connection") aimed at streamlining enrollment/registration procedures for Walmart associates seeking degrees. The project led to the development of an online Retail Management Program and a \$250,000 Walmart Foundation Grant. More telling, continued partnerships led to Walmart's \$2 million dollar pledge to the College's Shewmaker Center for Global Business Development, a new building dedicated in part to advancing delivery of retail services and programs.

Improvements (I)

2I1: Recent Improvements in Accomplishing Other Distinctive Objectives

The College has made significant improvements in this category during the past seven years. With the hiring of a new president in 2003 and with new members elected to the Board of Trustees, a mandate was given to elevate the College's visibility and recognition in the region to the caliber of the Fortune 500 companies whose international headquarters are located in the region.

In response to this mandate, the President reorganized the Workforce Development division, expanding its mission to include corporate training for the previously mentioned companies and their affiliates, hired division leadership and added more staff. A similar effort was made in collaboration with community leaders to restructure the College's Foundation Office. In 2006, the President created a new Advancement Division aimed especially at strengthening the College's resource development efforts,

government and community relations. The Advancement Division alone has increased restricted funding over [600%](#) in two years.

The College seeks continuous improvement of its processes and performance results for Accomplishing Other Distinctive Objectives. In 2007, a new associate vice president was named to lead improvements with institutional research and reporting. In 2008, the Board of Trustees transitioned to a two-year cycle for strategic planning and reorganized its annual retreats to integrate the new review procedures.

The same year, the President directed Cabinet to provide an annual report for each stakeholder category. In 2009, the College added an Executive Director for Institutional Effectiveness to lead the College's continuous quality improvement efforts.

2I2: Selecting Processes to Improve Performance in Accomplishing Other Distinctive Objectives

The College's culture is greatly influenced by the presence of major Fortune 500 companies, their international focus and commitment to excellence. This is most evident in the composition of the College Board of Trustees and the College Foundation Board. It is also evident in numerous advisory committees that serve the College. The presence of five of the state's largest school districts that consistently rank among the state's leaders for academic achievement also contributes to a culture of achievement and excellence. The Bentonville School District was one of only 32 school districts in the nation designated as a Blue Ribbon School.

The College's IT infrastructure has grown to support the College's needs. For example, NWACC has had two generations of web design with a third in progress. Staff have developed social media applications for FaceBook and Twitter to communicate important messages to students, employees and the community.

A collaborative internal culture fosters a continuous exchange of ideas and opportunities for new objectives, and the external culture is equally collaborative. Recently, the Vice President for External Affairs restructured the Workforce Development Advisory Board to improve opportunities for communication and feedback with business and industry representatives regarding new

program needs and services. Representation by Cabinet members on all five Chamber of Commerce Boards is now in place. In addition, the President serves on the Northwest Arkansas Regional Council.

The College's new Shewmaker Center for Global Business Development is dedicated to new programs and services in sustainability, retail, transportation/logistics, and

entrepreneurship with a special emphasis on integrating credit and non-credit opportunities for citizens and students.

Category 3: Understanding Students' and Other Stakeholders' Needs

Processes (P)

3P1: Identifying the Changing Needs of Student Groups

Although there is no centralized college-wide process in place, myriad formal and informal tools are used by departments and divisions to identify student groups' changing needs (Table 3.1).

3P2: Building and Maintaining Relationships with Students

Relationships with students are built and maintained through a variety of means. Some examples include:

- Student organizations and leadership opportunities
- Student representation on the Board of Trustees
- Student representatives in selected academic areas

In addition, the College utilizes social media, has outreach efforts to local high school counselors, and supports a student-run newspaper. Advisors and library staff build relationships through orientation and appointments.

Student feedback is gathered through periodic events such as “Pizza with the President” and seasonal celebrations and festivals. The Golden Eagle award is presented to an outstanding student at monthly Board of Trustees meetings, and the College has an “open door” policy to encourage student feedback.

Table 3.1 Identifying Student Groups' Changing Needs

Student Groups	Related Needs and/or Services
First Year	<ul style="list-style-type: none"> • Orientation • PSYC 1003 – “Successful First Year Student” • Advising Appointments
Underprepared	<ul style="list-style-type: none"> • Supplemental Instruction • Tutoring
Minority	<ul style="list-style-type: none"> • Global Communities Center outreach program • Multicultural events and festivals • Student clubs and organizations
High School	<ul style="list-style-type: none"> • Secondary Career and Technical Center • High School Based Concurrent Enrollment • On Campus Concurrent Enrollment • Compressed Interactive Video Classes
Workforce Development	<ul style="list-style-type: none"> • Customized intake and advising (TEA, TAA, WIA) • Skills and interest assessment • Advising appointments • Institute for Corporate and Public Safety
Special Populations	<ul style="list-style-type: none"> • Disability accommodations and advising • Veterans Resource Center and special advising • Career Pathways program for low-income parenting students

Table 3.2 Key Stakeholder Group Relationship Building and Maintenance

Key Stakeholder Group	Relationships Built/Maintained Through:
Learner	Student clubs and organizations Student leadership opportunities Orientation (including library services) PSYC 1003 – “Successful First Year Student” Advising Appointments Student newspaper Multicultural events/festivals “Pizza with the President” Social media
Business	Advisory committee meetings External client visits Participation in business consortia and events Network with chambers of commerce Attend national conferences and summits
Owner/Taxpayer	Annual Open House Participation in community events/festivals Host community meetings Community focus groups Advisory Boards
Pre-K - 16	High School Counselors’ Breakfast Superintendents’ and Principals’ Breakfast Career and Technical Advisory Boards Concurrent HS Instructors’ Lunch Career/Technical program staff meetings
College	Celebrate Learning for Faculty every Fall Celebrate Learning for Staff every Spring Fall Forum and Spring Forum Annual Employee Appreciation Luncheon Monthly First Friday events

3P3: Analyzing the Changing Needs of Key Stakeholder Groups

NWACC analyzes the changing needs of its key stakeholder groups through data gathered from advisory committees, online surveys, community events, external client visits, school partnership surveys, high school outreach efforts, and ADHE mandates. While there is not a centralized college-wide process in place, individual departments and programs use stakeholder feedback as the basis for considering process and service changes.

3P4: Building and Maintaining Relationships with Key Stakeholders

Relationships with key stakeholders are built and maintained through a variety of methods as outlined in the Table 3.2.

3P5: Targeting New Students and Stakeholder Groups

NWACC uses the following methods and/or data sources to make determinations regarding targeting new student and stakeholder groups:

- Employment trends—monitoring emerging market needs and declining occupations
- Community surveys
- Current College initiatives
- Advisory committees
- Student feedback through surveys and end-of-course evaluations
- Student enrollment
- Stakeholder meetings

Data from the following sources determine need for specific career and technical programs:

- Arkansas Department of Career Education
- Arkansas Department of Workforce Services
- High school surveys of students

3P6: Collecting Stakeholder Complaint Information and Communicating Courses of Action

Complaint information is collected from students in the following ways: case-by-case grievances or appeals, student comments on instructor evaluations, and online student comments. The 2009-2010 NWACC Student Handbook (starting on page 164 of the [College Catalog](#)) describes the formal Academic Complaint and Grievance Procedure policy that students should follow if a complaint cannot be informally resolved. Any feedback resulting from complaint information is analyzed by the appropriate academic department or the Dean of Learner Administrative Services.

Complaint information from key stakeholders is addressed by appropriate department or division leaders. The information is evaluated on case-by-case basis and any

decisions or feedback are communicated to the stakeholders by the relevant department or administrator.

Staff and faculty complaints are handled through Human Resources on a case-by-case basis. Written notification of decisions regarding formal appeals or grievances is provided to affected parties.

While no centralized college-wide process is in place to collect complaint information, all employees may access the Ethics Helpline on a 24/7 schedule via computer or telephone. Complaints are dealt with immediately; information is housed by Ethics Point, a third party vendor, and is accessible by key College administrators.

Results (R)

3R1: Determining Students’ and Stakeholders’ Satisfaction

NWACC determines the satisfaction of students and other stakeholders by collecting and analyzing a variety of measures as outlined in Table 3.3. Table 3.4 shows satisfaction results for ECE stakeholders.

Table 3.3 Key Stakeholder Group Satisfaction Measures

Key Stakeholder Group	Satisfaction Determined by or Measures Collected:
Learner	Institutional student satisfaction surveys (refer to 2009 Graduation Survey, Tables 6 and 8) Instructor evaluations (refer to 2009 Graduation Survey, Table 7) Program student satisfaction surveys (Figures 3.1, 3.2 and 3.3) CCSSE Survey of Student Engagement (Tables 1.6 and 1.7)
Business	Advisory boards provide qualitative satisfaction feedback Master Plan Community Needs Survey (Figures 3.6, 3.7 and 3.8)
Owner/Taxpayer	Fire Science Employer Satisfaction Survey (Figure 3.5) Master Plan Community Needs Survey (Figures 3.6, 3.7 and 3.8)
Pre-K - 16	Current Student Survey Survey of High School Instructors, Counselors, and Administrators (every 5 years)

3R2: Performance Results for Student Satisfaction

Performance results for student satisfaction (Learner and Pre-K-16 Key Stakeholders) are shown in Figure 3.1.

Results for Career Pathways satisfaction survey are shown in Figure 3.2. Results for Early College Experience students’ course satisfaction are shown in Figure 3.3. CCSSE Results are shown in Tables 1.6 and 1.7.

Figure 3.1 Results of NWACC Student Satisfaction Survey for Learner Services

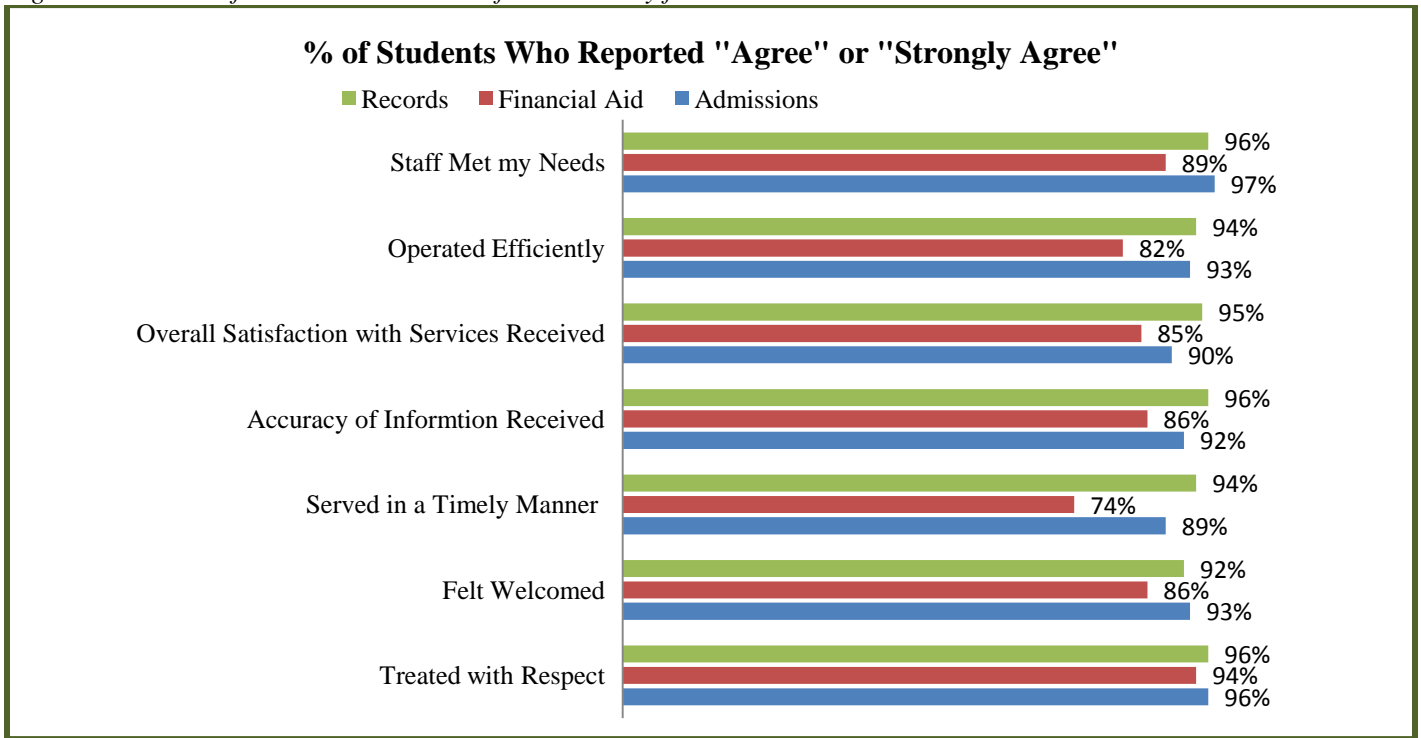


Figure 3.2 Career Pathways Student Satisfaction Survey Results

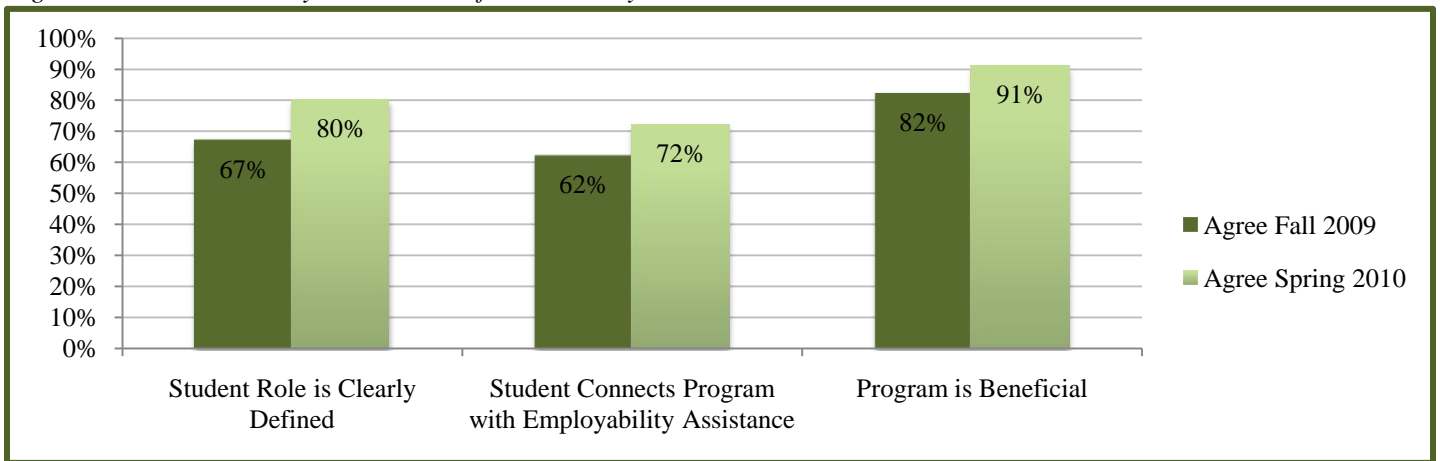
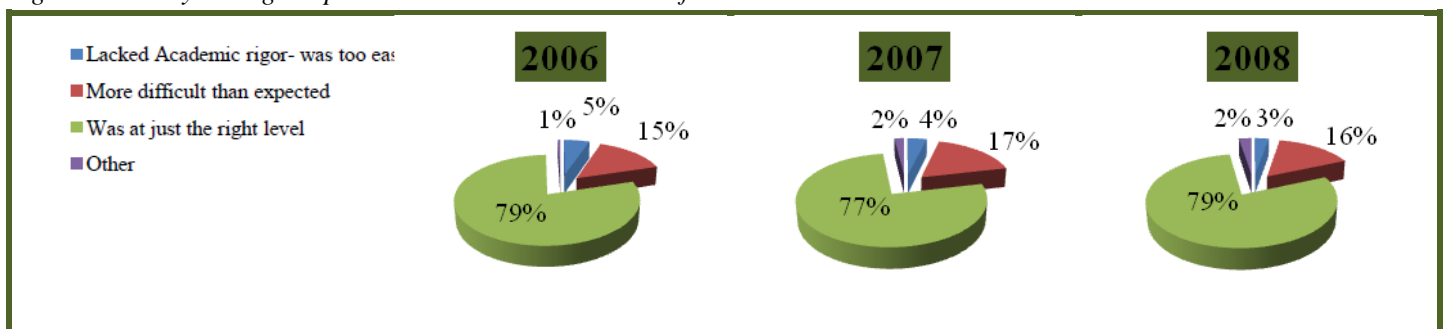


Figure 3.3 Early College Experience Students' Course Satisfaction

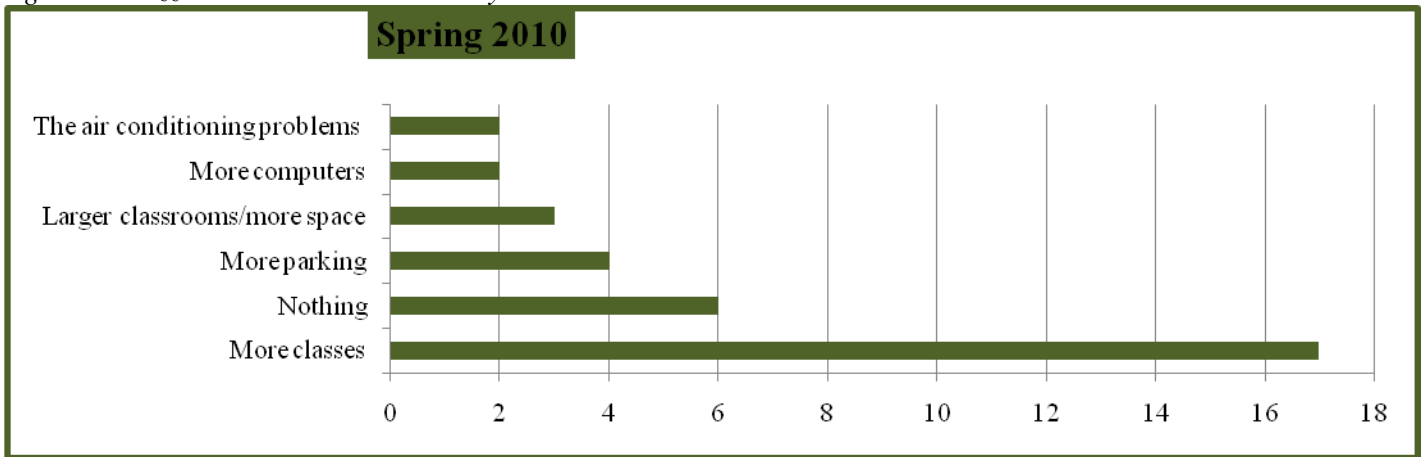


3R3: Performance Results for Building Relationships with your Students

Although no centralized college-wide process currently exists for incorporating data into the decision-making process regarding changes to student services, NWACC collects satisfaction surveys from students who attend

specific events. Administrators refer to this data when considering additional programs or services. For example, “Pizza with the President” is held every semester and students are asked “What is One Thing You Would like to Change at NWACC?” Sample results are shown in Figure 3.4.

Figure 3.4 Pizza with the President Survey Results



3R4: Performance Results for Stakeholder Satisfaction

Figure 3.5 Fire Science Employer Satisfaction with Graduates

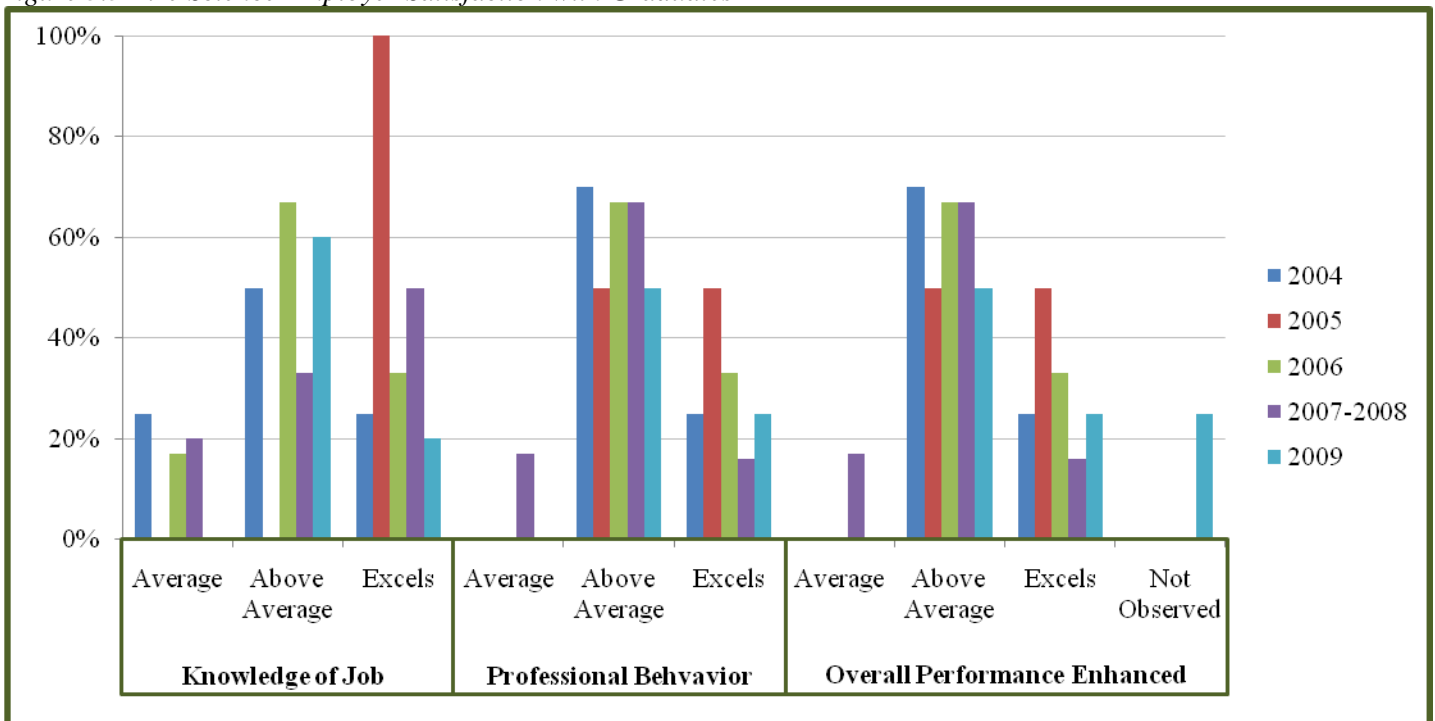


Table 3.4 Early College Experience Stakeholder Satisfaction Results

Early College Experience Stakeholder Satisfaction Survey Results			
	Administrator	Counselor	Instructor
Learned new theories and methods of teaching	3.33	4.50	4.07
Enjoyed the support given by colleagues from NWACC and other school districts	3.33	4.50	3.57
Found their jobs more challenging	3.33	4.83	3.93
Had various other professional activities open up for them such as teaching other college courses, writing for professional publications, and/or giving conference presentations	3.00	4.33	3.64
Been perceived by students as having a higher status in my school	3.50	4.67	3.75
Been released from other school duties, enabling them to give courses and students more “quality time”	3.00	2.67	2.25
Found it more difficult to find time to fulfill other school responsibilities	2.67	4.17	2.77
Found greater satisfaction and fulfillment in their work	3.33	4.40	4.15
Received a greater amount of feedback from students and parents, which has given them a greater sense of accomplishment	4.00	4.60	3.85
Found negotiations with principals and supervisors more difficult because of such NWACC requirements as maximum class size and teaching workload	2.00	3.50	2.67
Been asked more frequently to contribute to in-service teacher training and/or curriculum development programs	3.00	3.60	2.83
Had greater opportunities to experiment with innovative ways of teaching	4.00	4.40	3.57
Been encouraged to remain in the teaching professions	4.33	4.40	3.71

Rating Scale: 1=Strongly Disagree; 2=Disagree; 3=No Opinion; 4=Agree; 5=Strongly Agree

3R5: Performance Results for Building Relationships with Key Stakeholders

NWACC does not have a centralized college-wide process related to this area. However, a community survey was administered in 2007 to determine need and preferred location for academic programs, and the results influenced the decision-making process regarding programs.

Figure 3.6 illustrates the level of need for the five most-needed programs listed in rank order (highest value indicates highest need). Figure 3.7 illustrates the preferred locations for taking classes listed in rank order (lowest value indicates highest preference). Figure 3.8 illustrates the level of need for the top five services listed in rank order (highest value indicates highest need).

Figure 3.6 Top Five Programs by Rated Need

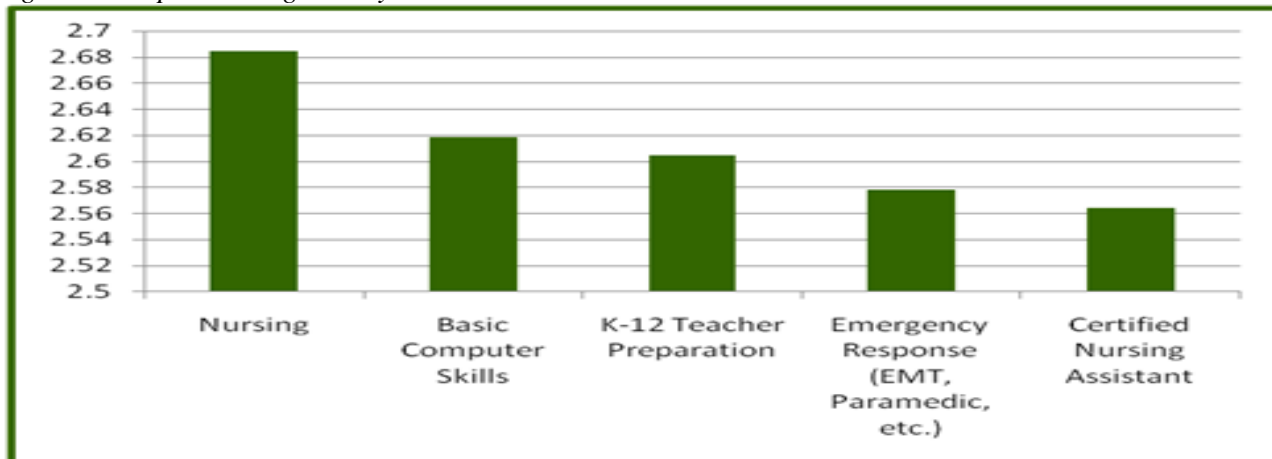


Figure 3.7 Preferred Locations for Taking Classes

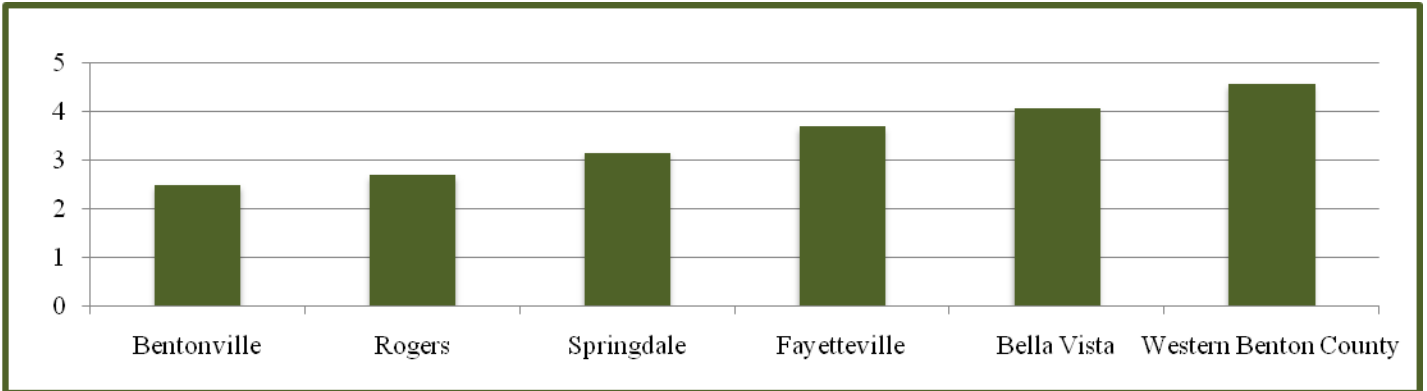
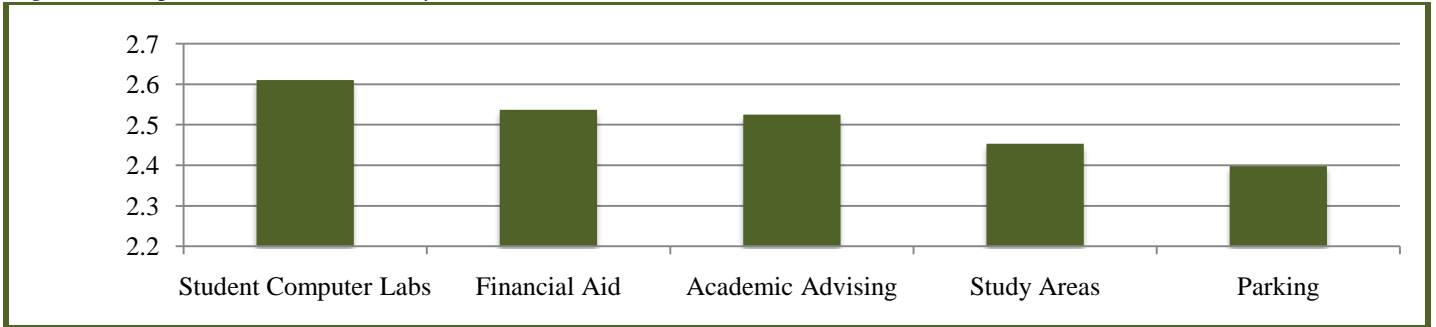


Figure 3.8 Top Five Services Rated by Need



3R6: Comparison with Other Institutions

Table 3.5 CCSSE 2007 Benchmark Summary

All Students- North West Arkansas Community College				
Benchmarks	Your College	Comparison Group Statistics		
			Medium Colleges	2007 CCSSE Cohort
Active and Collaborative Learning	50.6	Benchmark Score	49.7	50.0
		Score Difference	0.9	0.6
Student Effort	50.4	Benchmark Score	50.1	50.0
		Score Difference	0.4	0.4
Academic Challenge	49.9	Benchmark Score	50.1	50.0
		Score Difference	-0.1	-0.1
Student-Faculty Interaction	52.0	Benchmark Score	49.9	50.0
		Score Difference	2.2	2.0
Support for Learners	46.7	Benchmark Score	49.6	50.0
		Score Difference	-2.8	-3.3
		Number of Colleges	136	525

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that compete that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions’ benchmark scores are computed by taking the weighted average of their students’ standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges of 2007 *CCSSE* Cohort) from your college's score on each benchmark.

Improvements (I)

311: Recent Improvements in Understanding Students' and Other Stakeholders' Needs

There is no centralized college-wide process in place documenting improvements in this category. However, there have been some improvements to date. For example, NWACC expanded the number and scope of evening courses to address stakeholder needs. Key representatives were added to advisory boards across the institution, and Health Professions added an Accelerated Nursing Program in the last three years to accommodate increased demand.

The Career Pathways program administered a student satisfaction survey in Fall Semester 2009 in which students identified communication as an opportunity for improvement. The program implemented several strategies to address this issue, which resulted in increased student satisfaction levels in the Spring Semester 2010 survey.

Other improvements include restructuring Early College Experience, with first-year efforts focused on assessing processes and procedures. Ongoing improvements include an AQIP Action Project in Learner Services to streamline services for students as a result of survey data.

312: Selecting Specific Processes to Improve Performance in Understanding Students' and Other Stakeholders' Needs

The culture of NWACC is one of growth and change, which results in an organic infrastructure that must rapidly evolve to meet newly identified needs. The institution selects processes and set targets for improving performance results through multiple means, including:

- College-wide committees
- College Quality Council
- Learner Services Process Improvement Team
- Business/Finance/Operations Process Improvement Team
- Faculty Senate
- Advisory Boards

- Surveys of internal and external stakeholders

Category Four: Valuing People Processes (P)

4P1: Identifying Specific Credentials, Skills, and Values Required for Employee Groups

As an institution that supports a motto of life-long learning, NWACC strives to ensure that our faculty, staff, and administrators are equipped with, and continue to develop, the appropriate credentials, skills, and values. Hiring managers and job rating software provide assistance in determining competencies required for positions in two core areas: college-wide general competencies and position-specific competencies.

4P2: Hiring People with Specific Credentials, Skills, and Values Required for Employee Groups

The hiring process at NWACC includes an online applicant tracking system, diverse search committees, and metrics. The process begins when an employment specialist conducts an initial screening for minimum qualifications. Applications are then provided to a Search Committee Chair who leads the Search Committee through a multi-step process steps, including one or more of the following:

- Resume review utilizing a competency scoring matrix
- Telephone interview utilizing a competency scoring matrix
- In-person behavioral, panel interview utilizing a qualitative question sheet and ranking methodology
- Public forum presentation or topic specific presentation (varies by position) utilizing an assessment feedback form

For select positions, candidates are given a tour of campus, (often by a Student Ambassador) or are invited to various College events to learn more about the institution.

The Search Committee is given the position criteria and uses interviews and reference checks to determine the top candidates who are then recommended to the Hiring Manager. A final in-person interview is conducted by the Hiring Manager and an employment offer is extended to the final candidate. The process for hiring all College employees is uniform with two exceptions: advertising and

recruitment for executive administrators is more extensive, requiring an additional interview with a Dean, Vice President, or the President; and all faculty candidates are required to present a teaching demonstration and to have an additional interview with a Dean.

4P3: Recruiting, Hiring, and Retaining Employees

The College's hiring practices (described in 4P2) are purposeful and systematic. NWACC follows all state and federal guidelines for hiring employees and meets with the state legislative bodies when new positions are needed within the organization.

NWACC adheres to the policies established by Affirmative Action and further supports the directive from the Board of Trustees to seek opportunities to diversify faculty, staff, and administrative positions.

Recruitment is conducted by various means to ensure a wide and diverse range of applicants. External recruitment efforts are exercised when a larger pool of more diverse candidates is desired or when a specific skill set or experience is not internally readily available. This approach includes advertisements placed in newspapers, state and national websites, and national periodicals. Job and recruitment fairs are utilized in promoting the College as an employer of choice.

Internal recruiting efforts are focused on obtaining a quicker hire, or placing a candidate who is familiar with the business, culture, or general position scope. Internal recruiting may also be desired for positions in which risk of error may be cost prohibitive, and it is critical to be familiar with the candidate's strengths and weaknesses.

Recognizing current employee referrals and retaining applicant pools for a period of up to 12 months are other methods aimed at recruiting the best talent.

Retention of employees begins with hiring the right people and monitoring employee satisfaction. Benefits and compensation retain employees. The College provides tuition waivers for all College employees and their dependents, flexible work schedules to promote work-life balance, and compensation rates that are adjusted with the assistance of a third party consultant to ensure competitive value for the local market.

Professional development and enrichment opportunities are retention tools. Multiple professional development opportunities are provided across campus throughout the year and can be conveniently accessed from the [Organizational Development Website](#). Attendance at regional, state and local conferences is encouraged and further supported by an Organizational Development budget that is open to employees by application.

When performance concerns arise, employees are required to complete a formal performance improvement plan that outlines what the employee needs, how the manager can assist, and clarifies expectation for future performance. This corrective measure helps employees become improved contributors to the workplace, offering an alternative to costly termination.

4P4: Orienting All Employees to Organizational History, Mission and Values

Ideally, established personal values that match NWACC's values are identified during the recruitment and hiring processes. Once hired, all new employees participate in a one-day core orientation program, followed by position-specific on-boarding and technology/system training as required. In addition, the President hosts a New Employee Luncheon twice each year.

The core orientation includes the following topics:

- History of NWACC
- Our Present & Our Future
- Mission, Vision & Values
- Customer Service
- Professional Development Opportunities
- Library Resources & Services
- Facilities Master Plan
- Risk Management, General Safety, and Emergency Procedures
- Technology Overview
- Compliance Subjects: ADA, Harassment, Inclusion/Diversity,
- Ethics

4P5: Planning for Personnel Changes

Cross-training, employee evaluations, and succession planning are key in preparing for changes in personnel. Mentoring, phased retirement, and “stretch” assignments are also utilized in some areas of the campus.

College policy requires that a 60-day advance notice be given to employees in situations of position nonrenewal, which offers some time for both employee and the department to prepare for change.

4P6: Designing Work Processes and Activities that Contribute to Organizational Productivity and Employee Satisfaction

NWACC uses automated processes wherever possible to manage and streamline activities and decrease time-consuming manual workloads. An automated “workflow” system is available through the Intranet, allowing employees to focus on more engaging or strategic activities and increase productivity.

Divisional process improvement teams work with front line staff to identify and implement action items for improvements. This team approach involves more of the workforce, increasing opportunity for input and personal contributions. Technology is kept current and available to all employees as a resource to manage their time and workloads.

Employee satisfaction drives the College's attention to variety in daily tasks as part of job design, as well administrative support for employee interaction and social networking. The College celebrates employee milestones and accomplishments throughout the year.

4P7: Ensuring Ethical Practices of all

The College maintains a third-party online ethics education and annual training program required of full-time employees and available to part-time employees. The program consists of online training in ethics subjects titled “Code of Conduct”, “Making Ethical Decisions”, “Identifying and Avoiding Conflicts of Interest”, and “Standards of Ethical Conduct.” This program is monitored by the Ethics Committee.

Employees may also report concerns or complaints regarding alleged unethical practices or actions to the

College using the anonymous NWACC Ethics Helpline. All concerns are investigated and, if substantiated, corrective action is taken. Since its inception in 2007, 722 NWACC employees have participated in ethics training and the hotline has been exercised on five occasions.

4P8: Determining Employee Training Needs to Strengthen Programs and Services

NWACC has no centralized college-wide process in place to determine training needs. However, recent restructuring aligned Human Resources and Organizational Development functions into a new Talent Management department.

Divisions, committees, and leadership groups each have some processes in place to determine training needs. Some examples:

- Faculty Development Committee feedback
- Faculty Senate recommendations
- State training requirements
- Certification requirements for career and technical licensure in Allied Health programs
- Employee requests for Celebrate Learning sessions
- Job-related certifications
- Training associated with new programs, technology, policies or practices

Organizational Development staff routinely asks employees to identify future training needs. In addition, supervisors may use performance evaluation scores or performance improvement plans to identify areas of need.

4P9: Training and Developing Faculty, Staff, and Administrators

NWACC's Organizational Development team provides continuing education campus-wide in a variety of training and learning venues on a continual basis. Venues include brown bag lunch and learn sessions, webinars, book studies, and just in time online training and job aids. NWACC hosts Celebrate Learning, designed to meet the unique training needs of both faculty and staff.

Attendance at local, state, and national conferences is supported financially in collaboration between

departmental budgets and Organizational Development. Tuition waivers for NWACC courses are available, and employees can also take advantage of continuing education offerings through Workforce Development.

Organizational Development receives documentation of noncredit training, conferences and other training events for the purpose of maintaining a professional development transcript for all employees.

NWACC has hosted numerous campus-wide 'mini-conferences' and training events, including:

- Student Services Institute sponsored by NASPA
- Leading the Way – Faculty Leadership & Student Success facilitated by Vincent Tinto
- Strengths-based leadership
- Appreciative Inquiry Facilitator Training
- Bridges out of Poverty
- Students as Geniuses

During Academic Year 2008-2009, the Faculty Development Committee piloted a program for a combined orientation/mentoring program and committee members trained to be the program's first mentors. A pilot of the program with ten new full-time faculty was completed during Academic Year 2009-2010.

Phased retirement is a program offered to all qualifying employees, enabling them to remain a contributing member of the NWACC workforce with a reduced half-time commitment. The program allows a three time annual renewal.

4P10: Designing and Using a Personnel Evaluation System

NWACC is undergoing changes in the evaluation process. An online evaluation module was recently added and supervisors received training on new evaluation processes and forms.

Human Resources is collaborating with Faculty Senate to design evaluation processes to meet the needs of the faculty.

The College has moved towards competency based performance evaluations. Each evaluation will lead to an Individual Development Plan (IDP) for satisfactory-or-above evaluation ratings or a Performance Improvement Plan (PIP) for unsatisfactory ratings.

4P11: Designing Employee Recognition, Reward, Compensation, and Benefit Systems

State regulations dictate compensation levels for most positions, although cost of living increases and merit pay are addressed annually by the Administration. Merit pay is awarded annually to classified staff based upon employee evaluations. Cost of living increases are awarded annually as the budget allows to non-classified staff.

The College provides an excellent benefits package for all full-time employees as outlined below:

- Medical Insurance is 88% employer paid
- Dental Insurance paid 100% for employee
- \$20,000 employer paid Basic Group Life Insurance
- Employer paid long term disability plan
- Voluntary Section 125 Cafeteria Plan for Health Care and Child Care
- College contribution to employee retirement plan
- Additional life insurance, short term disability, cancer insurance options available
- Vacation plan for full-time staff and administrators; paid sick leave for all full-time employees.

4P12: Motivating Faculty, Staff and Administrators

NWACC has no centralized college-wide process in place to determine and analyze key issues related to motivation of faculty and staff.

4P13: Evaluating Employee Satisfaction, Health and Safety, and Well-Being

The College's multiple task forces, committees, and processes routinely evaluate the health, safety and well being of employees. For example:

- NWACC's risk management position measures health and safety, monitors change and compliance from internal and external entities

- HR facilitates an annual Benefits Fair providing health services information and promoting wellness to employees
- Distribution of the NWACC Emergency Desktop Procedures Handbook to all new employees at the time of hiring
- Emergency evacuation drills at least twice a year
- Weekly safety training for Physical Plant staff
- Monthly safety meetings for Construction staff
- College fitness center free to full-time employees
- Highly visible Campus Police (certified officers and security officers)
- Automatic External Defibrillators (AED) in main campus buildings; AED, CPR, first aid training
- Online Safety and Security Notification form to report safety and health concerns
- Employee assistance program (EAP)
- Emergency notification and text message systems
- Wireless Emergency Broadcast System throughout main campus; auditory and visual emergency notification messaging to building occupants
- Digital security camera systems for real-time monitoring of on campus activity and archived record of previous activity on main campus
- Remote location emergency call boxes

Results (R)

4R1: Measures of Valuing People

NWACC has no centralized college-wide process in place to measure valuing people.

4R2: Performance Results in Valuing People

NWACC has no centralized college-wide process in place for performance results for valuing people.

4R3: Evidence of Productivity and Effectiveness of Faculty, Staff and Administrators

NWACC uses graduation surveys and employee evaluations as evidence of employee productivity in achieving organizational goals.

4R4: Comparison to Other Organizations

NWACC does not currently benchmark results for valuing people for external comparison of performance results. However, HR and the Department of Public Safety utilize Pulaski Technical College as a benchmark.

Improvements (I)**4I1: Recent Improvements in Valuing People**

NWACC has no centralized college-wide process in place to measure performance results for valuing people. The following examples are improvements made to produce processes and evidence that supports valuing people:

- Implementation of People Admin software as an online applicant tracking system for screening for employee qualifications
- Collaboration between HR and Organizational Development to design required training for all search committee chairs
- An online evaluation module was recently added and supervisors received training on new evaluation processes and forms
- Purchase of a performance management module through People Admin for online evaluations and evaluation support beginning in July 2010
- Plans for a Succession Planning process pending college-wide input and Cabinet approval

The Department of Public Safety created a training officer position to increase the breadth and frequency of campus-safety training for officers, faculty, and staff.

The College has incorporated the following employee recognition opportunities:

- Recognizing Outstanding Faculty and Staff annually at the Arkansas Association of Two Year Colleges conference
- Recognizing all degree and certificate completions at the Fall and Spring Forum
- Recognizing employee celebrations and milestones at First Friday
- Gamma Beta Phi presents annually the Halls of Excellence Award to faculty and staff based upon student nominations

The Office of the President provides Innovative Grant awards to encourage innovation across campus. The President invites employee feedback and suggestions through an “Ask the President” online link, and created a special account (askbecky@nwacc.edu) for employees to email ideas, questions, and suggestions.

In January 2010, the College launched a year-long initiative to design Leadership NWACC, a program for development of leadership skills campus wide. Expected to launch in January 2011, Leadership NWACC will be aligned with strategic succession planning.

4I2: Selecting Specific Processes to Improve Performance in Valuing People

NWACC has no centralized college-wide process in place to select processes to improve performance in valuing people.

Category 5: Leading and Communicating Processes (P)

5P1: Defining and Reviewing Organizational Mission and Values

NWACC's Mission as a publicly funded two-year college was first defined by the President and Board of Trustees when the institution was founded in 1989.

Since the arrival of the second President in 2003, senior leadership has reviewed, refined and approved by the Board of Trustees to articulate our Mission as a comprehensive two-year college that serves and strengthens the community through learning for living.

The institution's values support that Mission, and are reviewed annually by the College Cabinet and Board of Trustees as part of the long-range planning process. There are seven core values embedded in the institution's culture. These values are people, learning, integrity, innovation, diversity, collaboration, and continuous improvement.

5P2: Setting Directions to Align Mission, Vision, Values and Commitment to High Performance

One of the primary drivers in providing direction for the institution has been the College's Master Plan and the master planning process. In 2004, the College completed its first Master Plan to serve as a guide for strategic initiatives and overall direction for the institution through the next ten years. As a result of that needs analysis and planning process, the College completed a new Student Center, a central plaza, and the first multistory parking garage in Benton County. Burns Hall, constructed in 1995, was been expanded and remodeled, and additional classroom space has been constructed in the Shewmaker Center for Global Business Development.

In 2008, rapid growth resulted in a need to update the [Master Plan](#). This process was completed in January 2009 and continues to provide short-term and long-term direction in alignment with NWACC's Mission, Vision, and values. Members of the 2009 Master Plan Task Force included Trustees, Foundation Board members, faculty, staff, administrators, and local business leaders.

During the year, the Cabinet and Expanded Cabinet review current and projected programs and services to assess alignment, fit, and resource capacity. The Chief Academic Officer reiterates the Mission, Vision, and values in all meetings with administrators and faculty to reinforce the common institutional framework.

5P3: Accounting for Stakeholder Groups' Needs and Expectations when Setting Directions

NWACC considers the needs of all constituents as described in the NWACC Ends and Goals. There is a student representative on the Board of Trustees who routinely shares the students' perspective.

The College Cabinet relies on multiple forms of feedback and draws upon institutional, regional, and national data to inform decisions about the direction of the institution. Feedback is sought from Faculty Senate officers who meet monthly with the President and the Chief Academic Officer to discuss faculty issues and the direction of the institution.

Advisory boards are utilized across campus to include external constituents. Examples include:

- College at the Crossing Advisory Board
- Retail Management Advisory Board
- Workforce Advisory Board
- Northwest Arkansas Emergency Response Leadership Roundtable
- Criminal Justice Advisory Board
- Dental Program Advisory Board
- Marketing Analyst Advisory Board
- Medical Professions Advisory Board

To better determine the needs of students, NWACC administers the CCSSE and the NWACC Graduate Survey. (Examples of data collected through these tools can be found in 5P6.)

An additional valuable asset for providing community direction was the Community Needs Survey conducted during the Master Planning Update process (see pages 10-37 of the [Master Plan Update](#)).

5P4: Seeking Future Opportunities while Focusing on Students and Learning

The NWACC Master Plan provides guidance and direction for future opportunities that focus on students and learning. Feedback from the Board of Trustees and NWACC's Ends and Goals also guide student and learning focused decisions and directions.

NWACC seeks federal appropriations, federal, state and local grants, and support from private foundations to provide support for essential programs and future College initiatives. Recently funded programs include the National Child Protection Training Center (\$500,000), Title III: Strengthening Institutions (\$1,999,000), Center of Excellence for Energy Efficiency (\$1,300,000) and the Institute for Corporate and Public Safety (\$750,000).

NWACC also leverages opportunities through collaborative partnerships and consortiums. NWACC is a member of the North Arkansas Two-Year College Consortium made up of six community colleges in North Arkansas. The Consortium strives to meet the education and workforce needs of North Arkansas citizenry and the business community through collaboration in programs, services, and innovation in higher education and workforce training. Consortium goals include:

- combine intellectual expertise to provide cutting-edge programs for workforce education and 4-year transfer opportunities;
- coordinate resources and specializations in the compilation of grant proposals for federal, state, and private foundations funding opportunities;
- provide regional education and training opportunities to meet the workforce needs of North Arkansas and beyond; and
- promote regional and statewide view of education and workforce needs to better meet the education and professional needs of Arkansas' citizens.

NWACC is also a charter member of the Rural Domestic Preparedness Consortium (RDPC), a partnership between the U.S. Department of Homeland Security/FEMA and led by Eastern Kentucky University.

The RDPC is comprised of academic partners that possess extensive experience and niche capabilities in developing

and delivering homeland security curriculum to the rural emergency response community. The RDPC is composed of academic partners in six states, as well as other strategic partners who support its Mission.

To ensure that training directly reflects the needs of rural emergency responders, the RDPC convenes a national rural preparedness summit and completes a bi-annual national survey of rural stakeholders. Data are used to determine the type of training needs, the extent to which it is needed, and the best delivery methods. The RDPC is guided by an Advisory Board comprised of public safety experts and officials appointed by the major national emergency response associations.

The Arkansas Entrepreneurship Consortium, launched by NWACC, partners nine Arkansas two-year colleges in providing a Business degree option and certificate in Entrepreneurship. The Entrepreneurship curriculum was developed by the NWACC Division of Business and Computer Information during Academic Year 2007-2008, and was presented to other two-year institutions in Arkansas for adoption as partners.

5P5: Organizational Decision Making

Several common themes and practices guide the College's decision making processes. First, the College strives for engagement of all stakeholder groups with awareness for their rights and responsibilities within the organization. While not all stakeholder groups are directly involved with every decision made, those directly affected by the decision are most often involved.

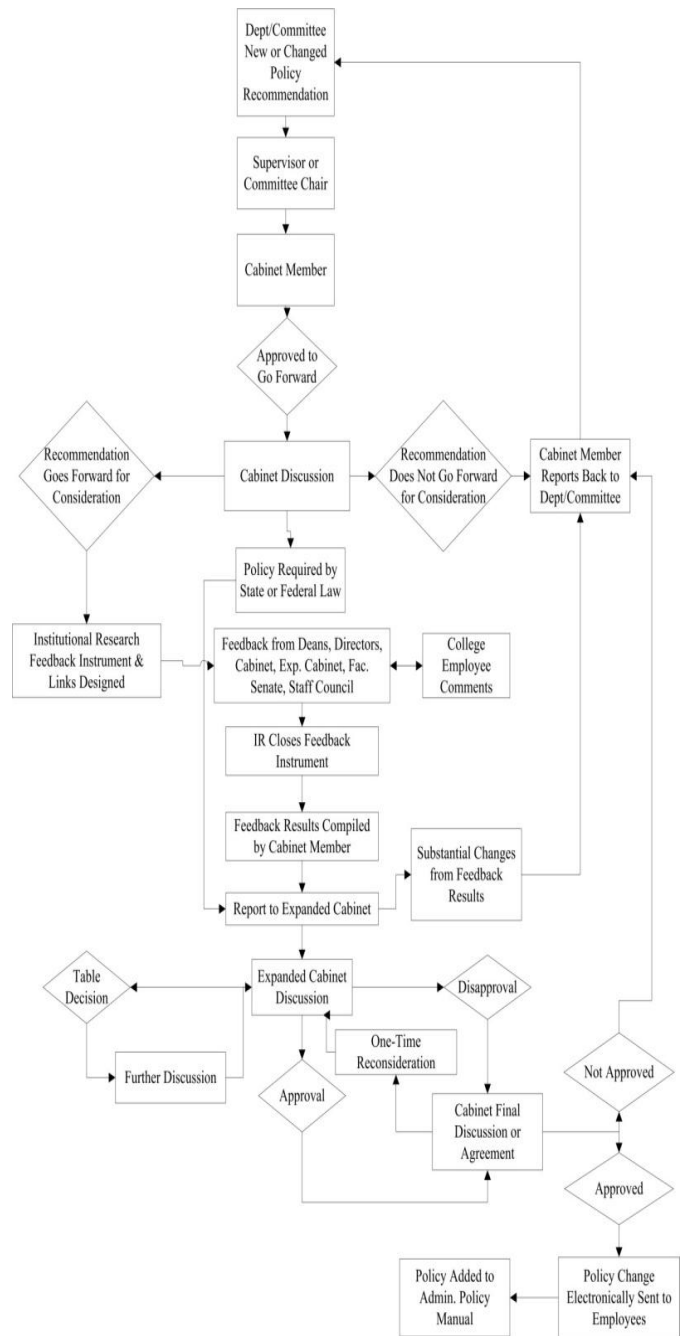
Second, the College administration plays a major role in shaping the processes by which decisions are made. The President and College Cabinet have established the major framework from which decisions affecting daily operations of the College are made.

Department and program leaders are empowered to make decisions within their units and to effectively manage their daily operations. Several of the College's major divisions include a leadership team which meets regularly to review stakeholder needs, address challenges, plan new initiatives, and solve problems. Division initiatives are strategically aligned to support the institution's Strategic and Master Plans.

The President has also established an Expanded Cabinet consisting of the College Cabinet members, all associate vice presidents, deans, executive directors from major departments, and the Faculty Senate President and Staff Council Chair. The Expanded Cabinet meets bi-monthly and is chaired by the Senior Vice President for Advancement. Expanded Cabinet is charged with revising existing or developing new policies that affect multiple stakeholder groups. Figure 5.1 depicts the current process for creating or revising NWACC policies.

Included in this process is an electronic survey of proposed changes made available on the College’s web site. Proposed policy changes are presented to Expanded Cabinet twice before final approval.

Figure 5.1 Procedure on New or Changed Policies



Expanded Cabinet also offers recommendations on major College initiatives as defined by the Strategic and Master Plans. The meetings also serve as a venue for the President to share information and updates about the College. The Senior Vice President for Advancement also invites presentations on major initiatives or projects from across the College to increase members' knowledge and understanding of common work.

The Deans Council also plays a leading role with decisions affecting academic programs and delivery. The Chief Academic Officer chairs the Council composed of all the academic deans and non-academic deans. The Council meets weekly to address program delivery needs, challenges, and new initiatives.

Members of the NWACC Board of Trustees participate on several committees, providing feedback and support on campus wide initiatives. Some examples:

Land Use and Facilities Committee

The Land Use Committee (a Board committee) reviews and approves the use of College land, facilities and construction projects. The Committee is actively involved in periodic revisions and updates of the Master Facilities and Land Use Plan, and ensures all new and emerging projects are managed in compliance with that plan. The Committee addresses construction, as well as renovation, purchase, and leasing of facilities to accommodate College growth.

President's Advisory Council on Art (PACA)

PACA is a sub-committee of the Land Use Committee to recommend artistic additions to the campus and also to establish guidelines for the purchasing and display of any art on campus. With the addition of new facilities to the NWACC campus, PACA's role has been expanded to commission artwork to enhance and complement the experience of the lifelong learner.

Advocacy Committee

The Advocacy Committee (a Board committee) supports the College's Mission through advocacy and liaison with governmental and community policymakers, and with external constituencies. Committee members advocate on the federal, state and local levels. The Committee meets quarterly, or as necessary.

Working with the Senior VP for Advancement, the Executive Director for Community and Government Relations and with a lobbyist paid by the NWACC Foundation, NWACC maintains a regular presence in and around the Arkansas State Capitol. Additionally, NWACC stays in regular contact with federal Congressional staff.

The Honorary Degree Committee

On a yearly basis, the Honorary Degree Committee (a Board committee) identifies individuals, if any, who exemplify outstanding service to the College or community and enhance the quality of life for others.

Nominating Committee

On a yearly basis, the Nominating Committee (a Board committee) meets to discuss which Board of Trustee members should be nominated for an officer position. Election of officers shall be held at the regular annual meeting in January. The terms of the office shall be for a period of one year.

NWACC Foundation

The NWACC Foundation is committed to helping the College meet its financial needs by providing innovative funding solutions. Acting as the fundraising arm of the College, the NWACC Foundation is made up of a 30-member Board of Directors that supports and advocates on the College's behalf. Foundation Board of Directors meet on a bi-monthly basis.

5P6: Using Data, Information and Performance Results in Decision-Making Processes

Specific data elements are collected and evaluated throughout the year to assist in the decision making processes at NWACC. Enrollment data collected during the registration process, for example, provides key information to campus personnel. OIR issues a daily registration update of Headcount and Student Semester Credit Hours, comparing current numbers to numbers at the same time the previous year. Table 5.1 is an example of the daily report provided.

Table 5.1 Summer Semester 2010 Headcount Daily Report

	Headcount (Unduplicated)	SSCH
April 27, 2010	2,212	14,018
Additions since last report	67	423
Same day count - Summer 2009	2,211	13,086
Difference from 2009	1	932
% change from 2009	0.0%	7.1%

National data tools are also utilized by the Administration and the Board of Trustees to compare NWACC with Benchmark Institutions established by the College Cabinet. When appropriate, national benchmarks are also included.

Two prominent studies used by NWACC are the CCSSE and the National Community College Benchmarking Study. National data from the Community College Benchmarking Study may be presented in the Ends and Goals. For example:

- Strategic Goal 3: Develop and implement services and programs to facilitate learners’ academic persistence. (Learner Services)
- Benchmark Data: NWACC is fifth among the eight benchmark colleges in next-term persistence. (NWACC= 61%, High=76%, Low=45%)
NWACC is third among the eight benchmark colleges in Fall to Fall persistence (NWACC=45%, High=59%, Low=29%)

Data is collected by OIR and sent to ADHE for state review and inclusion on many statewide reports. Data is regularly requested from the Governor’s Office, state legislators, Office for Legislative Research, and Office for Finance and Administration to assist in policy development and promotion of higher education.

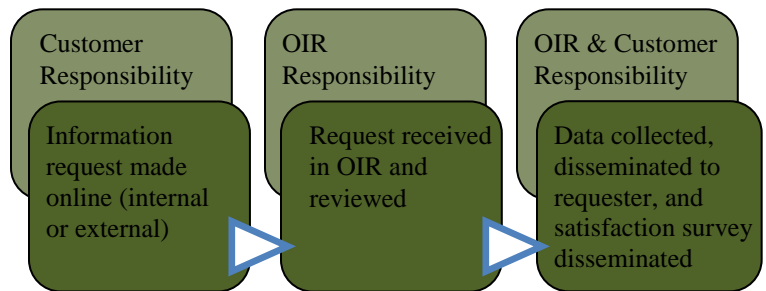
NWACC’s [Fact Book](#), published annually by OIR, contains many data elements used throughout the College in the decision making process. Information found in the NWACC Fact Book includes:

- Degree programs
- Degrees and certificates awarded
- Headcount by demographic categories
- Student semester credit hours by demographics
- High school information
- Early College Experience
- Remediation information
- Retention data
- Financial Aid.

Complementing the NWACC Fact Book is the NWACC Fast Facts publication, a shorter publication that can be distributed more readily to external constituents.

Specific data information can also be requested from internal and external constituents through OIR using the online [Request for Information form](#). Figure 5.2 is a linear description of the information request process.

Figure 5.2 OIR Information Request Process



5P7: Communication Occurring Between and Among Levels and Units

NWACC promotes open communication and transparency throughout the decision making process. Communication occurs between management levels, divisions, departments, and with external constituents. The Communication Matrix depicted in Table 5.2 describes the communicators, communication methodologies, and participants in the communication activity.

Table 5.2 Communication Matrix

Communicator	Communication Methodology	Audience/Participants
Board of Trustees	Public meetings, agendas, minutes, committees, strategic planning, private meetings with administration	Trustees, administration, faculty, staff, students, public
NWACC Foundation Board of Directors	Private meetings, agendas, minutes, committees, strategic planning, private meetings with administration	Foundation Board members, Trustees, administration, Foundation staff
President	Public meetings, speaking engagements, Cabinet meetings, Expanded Cabinet meetings, committees, community board participation, President's page on the NWACC website, private meetings, e-mail	Trustees administration, faculty, staff, students, public
Cabinet Members	Public meetings, speaking engagements, Cabinet meetings, Expanded Cabinet meetings, committees, private meetings, e-mail	Administration, faculty, staff, students, public
Expanded Cabinet Members	Public meetings, speaking engagements, Expanded Cabinet meetings, committees, community board participation, private meetings, e-mail	Administration, faculty, staff, students, public
Instructional Deans' Council	Private meetings, agendas, minutes, e-mail	Instructional deans, faculty, VP for Learning and Learner Services
Expanded Deans' Council	Private meetings, agendas, minutes, e-mail	Instructional deans, Learner Services deans, VP for Learning and Learner Services, administration, faculty, staff
Faculty Senate	Private meetings, faculty business meetings, agendas, minutes, e-mail	Faculty
Staff Council	Private meetings, agendas, minutes, e-mail	Staff
Advisory Committees (Boards)	Public meetings, private meetings	Trustees, administration, faculty, staff, students, public
Institutional Committees/Task Forces	Public meetings, private meetings, agendas, minutes, e-mail	Trustees, administration, faculty, staff, students, public

5P8: Communicating Shared Mission, Vision and Values

Communication occurs within all constituent groups, both internal and external, found in the NWACC Ends and Goals. Internally, communication begins with the hiring process, with information about the institution's Mission, Vision, and values shared with candidates. In addition, the President addresses the entire College workforce at the start of each Fall & Spring Semester. Information is posted on the NWACC website, and on the President's Intranet page for faculty and staff. As described in 5P6, the institution's Ends and Goals clearly follow the Mission and Vision of the institution with clear measurable that are reported to the Board of Trustees. In the example found in 5P6, Learner Services is responsible for reporting on the Measurable. This method of clearly defining the institutional

constituents, goals, and a clear measurable allows for more effective communication campus wide. Externally, communication comes in a variety of forms through public relations, external affairs, employee participation in community groups and events, speaking engagements, and working with area school districts.

5P9: Developing Leadership Abilities and Sharing Best Practices in Leadership

As a Learning College, internal professional development is a priority at NWACC. The President and Cabinet members strongly encourage faculty and staff to participate in local leadership programs such as Leadership Fayetteville, Leadership Springdale, Leadership Benton County, and Leadership Arkansas.

College leaders also stepped up to support a new statewide higher education leadership development initiative, committing two employees to the yearlong program. Leadership NWACC is a new program under development to provide professional development opportunities for current employees interested in progressing through the ranks.

5P10: Preserving Mission, Vision, Values and Commitment to High Performance during Leadership Succession

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

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

Results (R)

5R1: Measures of Leading and Communicating

The primary method for measuring performance in Leading and Communicating is through our current Ends and Goals

process. The example provided in 5P6 displays the methodology and the data for Strategic Goal 3 of End 101-Learner Community. By including clear measurables and providing Benchmark comparisons utilizing national studies, NWACC has created a sense of accountability to the Board of Trustees and other institutional constituents in a public manner.

5R2. Results for Leading and Communicating

As stated in 5R1, the Ends and Goals for NWACC establish clear measurables for the institution that is reported to the Board of Trustees. During the Ends report, the Associate Vice President for Grants and Institutional Research presents the progress made toward each measurable. The progress made for each End, Goal, and Measurable including national comparison data can be found within the Board of Trustees minutes publicly available on the [NWACC Board of Trustees website](http://www.nwacc.edu/presidentsoffice/trustees.php)<http://www.nwacc.edu/presidentsoffice/trustees.php>

5R3: Comparison to Other Organizations

As described in 5R2, national comparisons are stated within the Ends and Goals reports to the Board of Trustees. Again, these reports are found on the NWACC Board of Trustees website and available publicly along with the Executive Limitations reports.

NWACC's performance measures for leading and communicating has also utilized internal and national surveys. A measurement being utilized is the AQIP Examiners Survey. Table 5.3 shows results of the 2006 survey for NWACC.

Table 5.3 2006 AQIP Examiners Survey- NorthWest Arkansas Community College

The AQIP Criterion 5: Leading and Communicating 5 = Very effective process, 1 = Very ineffective process	Northwest Arkansas Community College		Other Organizations	
	Mean	S.D.	Mean	S.D.
Creating opportunities for faculty and staff to learn and practice leadership skills.	2.89	1.14	3.05	1.2
Making certain that leaders communicate a consistent set of values and expectations for ethics, social responsibility, and service.	2.81	1.18	2.97	1.2
Making sure that everyone understands and values the mission, goals, and direction of the institution.	2.95	1.14	3.15	1.18
Ensuring that leaders weigh relevant information and performance results in making decisions.	2.44	1.2	2.76	1.17
Making sure that leaders communicate decisions, strategies, and performance objectives throughout the organization.	2.41	1.2	2.76	1.2
Measuring how well our systems for leading and communicating are working.	2.12	1.06	2.47	1.13

The results of the Examiner's Survey from 2006 show NWACC scoring lower than other organizations in all six measured categories. Based on this data, NWACC is working to improve leading and communicating for its faculty, staff, and administration. One example of a success in improving communication is the activities completed by the AQIP Action Project 1 Team: Improve Communication & Leadership Processes described in this Portfolio.

Improvements (I)

5I1: Recent Improvements in Leading and Communicating

It has been a point of emphasis for NWACC to improve communication throughout the campus and with external constituents. Information is more readily available electronically through the [NWACC website](#), the NWACC Intranet, and [My NWACC Connection](#). New internal communications processes and products, such as the redesigned *The Insider* and *Weekly Announcements*, have increased access to general information about campus programs and personnel. The [Action Project 1 Team: Improve Communication and Leadership Processes](#) made great strides to improve communication for NWACC through several accomplishments including cleanup of the institutional network folder (k: drive) and creation of the

revised Policy Proposal Form that has assisted internal constituents distinguish between policy and procedures. The Action Project 1 Team also was instrumental in the improvements stated earlier with *The Insider* and *Weekly Announcements*.

The College has focused on enhancing the leadership experience, as well. The President has encouraged Cabinet members to be actively involved in mentoring and supporting leaders in their divisions, with particular attention paid to Associate Vice Presidents and Executive Directors. Associate Vice Presidents and select Executive Directors now join Cabinet for lunch and discussion at least once a month, providing them an opportunity to listen to high-level discussions of policy and practice.

As a part of a recent restructuring of Learner Services, the Associate Vice President for Learner Services formed a Leadership Team. This team has oversight of policy, procedures, financial and human resources assigned to the division. The division is supported by a process improvement team. The process improvement team, based on guidance and the recommendation of the Leadership Team, audits internal processes and procedures, recommends necessary corrective strategies, monitors the implementation of the corrective strategies, and provides continuous feedback to the Leadership Team.

NWACC is also in the process of implementing the Argos: Enterprise Reporting Solution software to improve the efficiency and effectiveness of data dissemination across the campus. Argos is described as effectively meeting reporting needs from simple ad hoc queries to advanced dashboards and data cubes. One valuable tool regarding data sharing is the hundreds of pre-designed reports readily available when Argos is brought online.

5I2: Selecting Specific Processes to Improve Performance in Leading and Communicating

Transparency and open communication lines can be seen in the Communication Matrix found in Table 5.2. NWACC strives to improve communication and performance by inclusion of potential leaders in Cabinet and Expanded Cabinet, minutes from meetings being readily available online, and openness to innovative ideas and external input. This is an area of opportunity for the College.

There is a reinvigorated emphasis on the concepts of continuous quality improvement. Though the Ends and Goals with Measurables are great starts to continuous quality improvement and accountability, much work is to be done. Growth in institutional assessment on the academic and non-academic sides is essential and will require changes in data dissemination and analysis practices.

Measurable goals for divisions, department, and programs, are also important as NWACC continues to move forward into data driven decision making and continuous quality improvement. Examples of changes and/or expansion of data collection, dissemination, and analysis include an internal communication survey currently under development with an expected dissemination campus wide in May 2010 (Action Project 1 Team).

OIR is also looking into various options for appropriate nationwide comparison studies including the AQIP Examiners Survey, which would enable NWACC to have more longitudinal data, and the PACE Survey for the Assessment of Institutional Effectiveness and Leadership.

Category 6: Supporting Institutional Operations

Processes (P)

6P1: Identifying Support Services Needs of Students and Other Key Stakeholder Groups

Identifying and providing the diverse support service needs of students and other key stakeholders is a strong and

constant priority for the College. The NWACC Master Plan is the primary tool used for collaborative efforts across service areas to identify support service needs. These needs are identified campus wide within departments through a variety of methods provided in Table 6.1 and Table 3.1.

Table 6.1 Identification of Support Service Needs of Key Stakeholder Groups

Key Stakeholder Group	Support services needs identified by:
Learner	Data collected during admissions process Placement testing Student satisfaction surveys Advisory board recommendations Orientation (including library services) Career fairs Direct student feedback Student representative serves as a member of the Board of Trustees Student accommodation requests Community Needs Survey
Business	External client visits Divisional meetings Participation in business events Networking with chambers of commerce Informal feedback via email, telephone, and committee membership Community Needs Survey
Owner/Taxpayer	Annual Open House Host community meetings Community focus groups Advisory Boards College Master Plan Community Needs Survey
Pre-K - 16	Annual and 5-year surveys of concurrent enrollment programs Feedback from High School Counselors' Breakfast Feedback from Superintendents' and Principals' Breakfast Career and Technical Advisory Boards Feedback from counselors' Town Hall meeting Community Needs Survey
College	Focus groups held by various departments and programs Staff Council and Faculty Senate representation on Expanded Cabinet Ethics Helpline for employee self-reporting Open-door policy encouraging employee feedback Community Needs Survey

6P2: Identifying Administrative Support Service Needs of Faculty, Staff and Administrators

NWACC recognizes that identifying the appropriate support service needs of faculty, staff, and administrators is

crucial to achieving the objectives stated in the Ends and Goals. Various methods of monitoring internal needs are used to determine if additional resources or improved processes are required. Much of this occurs at the

departmental level; however, collaboration is ongoing across the campus to identify appropriate support service needs. For example, annual employee evaluations allow faculty, staff, and administration to discuss support service needs with their supervisor.

In addition, Business Services uses the annual budget development process as the key method that quantifies the level and amount of administrative support needs within the College. Another example is the Computer Life Cycle (CLC) process which ensures technology needs are met. The CLC prioritizes and identifies which employees or departments need new computers or related equipment, and provides a schedule for recycling the older equipment to the greatest extent possible.

Faculty Senate and Staff Council provide venues for communication of needs. The Staff Council Chair and Faculty Senate President meet regularly with key College administrators to discuss the support service needs of faculty and staff.

6P3: Maintaining Physical Safety and Security

NWACC designs, maintains, and communicates the key support processes that contribute to physical safety and security in a variety of ways. Business continuity and disaster recovery process are currently under review for revisions that are aligned with NWACC's Strategic Plan amidst exponential growth of the organization. With proactive response as the goal, the College uses the following processes regarding physical safety and security:

The Department of Public Safety conducts hourly foot patrols, vehicle patrols, and operating cameras. Officers have a high profile presence across the organization and, after-hours escorts are available for all employees leaving any College building. Exterior lights in parking lots and the parking deck are checked monthly, and weekly checks of the Wireless Emergency Notification System (WENS) are conducted.

Employees maintain and distribute documentation for the Business Continuity Emergency Plans by meeting to discuss the procedures to be followed and the responsibilities of each area. Information is kept on a shared network drive.

Construction Management provides written safety plans prior to and during construction. State of the art building components are incorporated into each building design phase to ensure the safety of the students and employees.

Risk Management maintains general emergency response processes through regular meetings of key personnel in public safety, risk management, maintenance, safety and public relations. Processes are monitored through periodic training, biannual emergency drills, weekly testing of the WENS system, and weekly monitoring of the online safety and security notification form.

6P4: Managing Student, Administrative, and Organizational Support Services Processes

NWACC manages key student, administrative and organizational support services processes at the departmental level as these service processes vary according to responsibilities and are assessed on case-by-case needs. Some examples include:

- The Student Information Center (SIC) is staffed as a resource for students
- During peak registration periods, Learner Services monitors daily key student support service processes such as online registration and tuition payment, and advising appointments
- The Department of Public Relations manages administrative and organizational support service processes on a day-to-day basis via a database system which allows for tracking of information that is disseminated to stakeholder groups
- Public Safety uses a daily log to manage its support services processes.
- Maintenance uses the work request system and email system to interact with its users and monitors building temperature and lighting for comfort and usage
- Risk Management/Safety/Emergency Response monitors its process through periodic training of Emergency Response Coordinators, emergency drills twice yearly, training of text message personnel as needed, testing WENS weekly and monitoring the online safety and security notification form.

- IT maintains the NWACC public facing website, Intranet, the My NWACC Connection portal, and campus announcements as resource for process tools and information.
- Business Services continually measures and validates compliance with state and federal regulations in daily processes such as reconciling and balancing accounts.

6P5: Documenting Support Processes

NWACC is committed to continued development of processes that support learning. The College does not have a centralized college-wide approach to document support processes. However, the College utilizes multiple committees, councils, and teams to encourage knowledge-sharing, innovation, and empowerment. Minutes from College committees are stored on the Intranet and are accessible by all employees. Individual departments maintain documentation and run regular reports to ensure that support processes are aligned with College goals. Key departmental administrators have access to information in Banner, such as maintenance and operations fiscal reports,

in order to empower departments to manage their budgets effectively.

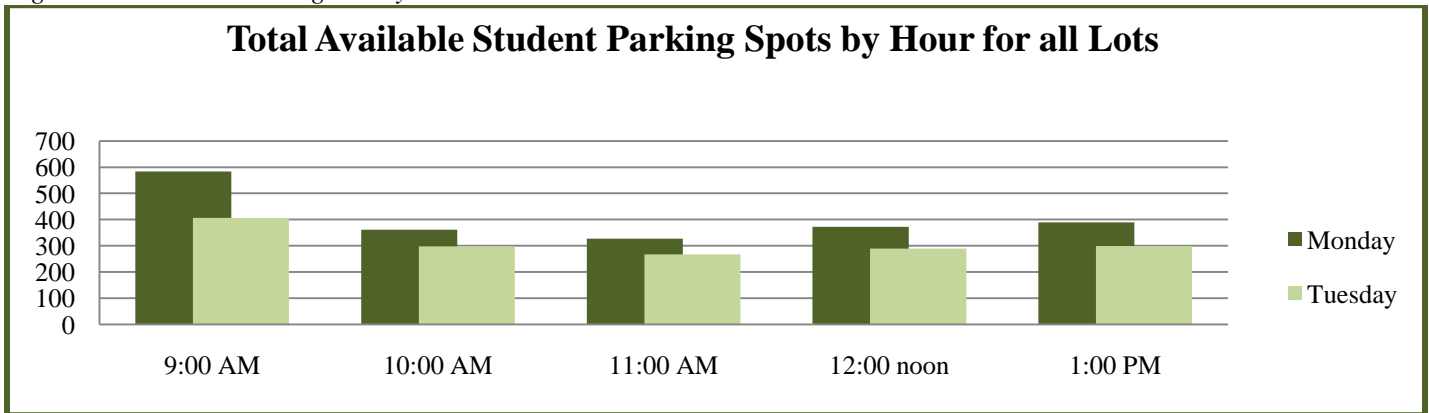
Results (R)

6R1: Measures of Student, Administrative and Organizational Support Service Processes

Historically, NWACC has collected data to meet state requirements and to create the annual Fact Book. The data used for reports and grants is collated from these sources. NWACC uses stakeholder feedback from surveys, reports, and other appropriate instruments to collect, analyze, and measure student, administrative and organizational support service processes.

For example, Business Services reviews fiscal reports to insure sound financial management that is in line with the College’s established budgetary guidelines. Construction Management performs a parking survey to determine the accessibility of buildings for students and employees and conducts post construction surveys and user group meetings to receive input about the facility (Figure 6.1).

Figure 6.1 NWACC Parking Survey 2010



Records of all risk management, safety and emergency preparedness incidents are collected by and analyzed for improvements in dealing with such incidents by use of an After Action Report which is reviewed by Risk Management, Public Safety, Maintenance, and the Safety Committee.

Learner Support Services uses surveys to measure student satisfaction. The Washington County campus is included in NWACC’s service area and conducts surveys on student support needs.

6R2: Results for Student Support Service Processes

Figure 3.1 depicts an example of student survey satisfaction questions and responses.

6R3: Results for Administrative Support Service Processes

The performance results for administrative support services can be found in a variety of areas including the Fact Book, [State of Arkansas Reports](#), and internal fiscal reports

similar to the results described regarding the parking survey in 6R1.

6R4: Using Information and Results to Improve Services

The College encourages all departments to seek and utilize accurate and current information in order to analyze and implement processes that improve service. Pilot programs are often used so faculty and staff can test and evaluate new processes.

Various departments have used information results to improve services. For example, Risk Management analyzes results from emergency response incidents and emergency drills, and discusses this information in Safety Committee meetings. The information is also shared in conversations with College leadership in order to identify appropriate steps to improve services.

Business Services runs year-to-year comparisons of revenues and expenditures as an integral component of strategic planning that aligns with College goals and objectives.

Key administrators in Learner Support Services used the data referenced 6R2 to reinforce a decision based upon current research and best practices to modify service delivery. Learner Support Services was expanded in Washington County as a result of a March 2010 student survey (Figure 3.1). As a result of that same survey, two additional classrooms were added to the Washington County Center, resulting in ten additional class sections offered each semester.

6R5: Results for Supporting Organizational Operations Processes with Other Institutions

NWACC uses comparative methods such as benchmarking to compare internal processes for supporting organizational operations to other appropriate, external organizations. For example:

- The Public Safety Department monitors other college campuses and surrounding police departments through the required [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act data](#).
- Statewide comparisons are made utilizing Arkansas Department of Higher Education reports thorough the [Institutional Finance Division](#) and [Research and Planning Division](#).

Improvements (I)

6I1: Recent Improvements in Supporting Organizational Operations

NWACC does not have a centralized college-wide process in place to collect and analyze campus-wide processes and performance results for Supporting Organizational Operations. This is handled at the divisional/departmental level where administrators are empowered to define improvements on a case-by-case basis with subsequent reports delivered at monthly Expanded Cabinet meeting. Recent improvements to this category are listed below.

- Monthly safety classes for Maintenance staff
- Construction Management formally documented the Capital Construction Policy and Procedures Manual; approved by the NWACC Board of Trustees and ADHE
- Risk Management utilized the results of “time to evacuate” to implement improvements shown in Table 6.2.
- In July 2009, the Office of Public Safety purchased a software system for comprehensive data collection including analysis of incident reports; July 2010 is the target date for first annual report.
- Learner Support Services utilized the results of the student satisfaction survey to centralize services
- Plot team of “Enrollment Specialists” cross-trained
- Interdepartmental training modules developed for Enrollment Specialists.

Table 6.2 Risk Management Improvements

2004	Coordinators trained to facilitate decreased evacuation time through improved verbal skills and knowledge of location of emergency boxes.
2005	Moved persons evacuated farther from the building.
2006	Initiated development of annual emergency coordinator radio training.
2007	Emergency radio coordinator training in place.
2008	Purchased a Wireless Emergency Notification System (WENS). Designated alternate building directors for emergencies. Reviewed communication process with coordinators.
2009	Initiated evaluation of WENS system with vendor.
2010	Repaired/tested problems with WENS system; assigned flashlight batteries to all emergency response coordinators.

In January 2010 a technology help desk for students was implemented based on collaboration between Learner Support Services and IT with staffing from IT personnel. Additionally, IT invested in a new backup tape library creating a reliable and more efficient backup system. This resulted in a reduction of work load for the network team and saved approximately 8 hours of manpower per week. Backup operators are no longer required to come in on weekends to change tapes.

IT also utilizes the internal webpage to post comprehensive documentation on the CLC program and weekly updates on the current Friday Night Maintenance Window.

6I2: Selecting Specific Processes to Improve Performance in Supporting Organizational Operations

The culture of NWACC is one of growth and change, which results in an organic infrastructure that must rapidly evolve to meet newly identified needs. This culture and infrastructure allows institution stakeholders to select processes and set targets for improving performance results by encouraging the use of multiple methods, including:

- Process Improvement Teams in Learner Support Services and Business Services comprised of front line staff who meet weekly to map processes and identify opportunities for improvement.
- College Quality Council to guide Action Project solicitation and provide feedback.
- Innovation Grants from the Office of the President to encourage employees to identify improvement projects.

When a new policy, or a policy change, is proposed, input from the entire College community is collected and considered through an online survey process.

Category 7: Measuring Effectiveness Processes (P)

7P1: Selecting, Managing and Distributing Data and Performance Information to Support Programs and Services

NWACC's data needs are determined by the College's Mission, Strategic Plan, state reporting requirements and practicing Learning College principles. The Office of Institutional Research (OIR), working in partnership with other departments, is committed to managing data in alignment with making informed decisions, facilitating teaching and learning and measuring effectiveness.

OIR has a data request process (both online and in print versions) available to all employees (Figure 5.2). Requests are tracked in a database, with results used in the annual OIR assessment plan. Priority is always given to student needs, followed by state/federal reporting and administrative needs. OIR draws data from Banner and is assisted by IT in producing data reports for analysis and dissemination.

Table 7.1 Institutional Measures

Broad Institutional Measures	<ul style="list-style-type: none"> • Student Satisfaction and Engagement • Strategic planning cycle • AQIP projects, progress reports • End and Goals report
Measures of Transfers, Graduates and Withdrawals	<ul style="list-style-type: none"> • ADHE Reports • Student financial aid levels and retention
Measures of Academic Programs	<ul style="list-style-type: none"> • Faculty teaching loads; full time, adjunct and part time ratios • Graduate Survey • Success rates on licensure/certification exam in Allied Health Programs • Enrollment Reports • Program Reviews
Measure of Fiscal Responsibility	<ul style="list-style-type: none"> • Annual audit • Salary reviews by outside consultants • Online availability to org expenditure information, at all levels of the institute
Facilities Management Measures	<ul style="list-style-type: none"> • Classroom utilization rates • Tracking of work orders • Inventory audit reports

OIR strives to make data and information accessible and useable and routinely prepares summary analysis reports accessible to all employees. OIR is involved the selection, management and distribution of data and helps others use the data for continuous improvements in their areas or to assist in informed decision making (Table 7.1). For example, OIR assisted the AQIP Advising Taskforce in 2007-2009 to access data related to students' academic major and develop recommendations for the advising process.

Although available data is not yet being used to its full potential by all divisions and departments, the College is committed to data-driven decision making process, and has increased the number of professional development opportunities in support of this initiative.

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

7P2: Selecting, Managing and Distributing Data and Performance Information to Support Planning and Improvement Efforts

OIR publishes the NWACC Fact Book annually and survey data via the College website. Individual reports are shared with departments and individuals who request the data. Reports and analysis are distributed to committees, Cabinet, Expanded Cabinet, Board of Trustees and housed in the OIR or on the College's website.

OIR is not the only department to distribute data across the campus. Business Services, for example, uses institutional data to provide monthly budget reports to divisions and departments. In addition, class status reports are used by both Learner Support Services and academic division leaders to monitor and adjust schedule needs during enrollment periods.

7P3: Determining Needs for Collection, Storage and Accessibility of Data and Performance Information

OIR responds to state reporting requests and data request from departments. All requirements meet state mandated deadlines and all in-house data request are answered promptly. OIR publishes a yearly NWACC Fact Book and survey data available on the [OIR website](#).

Accrediting bodies also direct the collection and storage of data for specific academic and administrative departments. The data specifically related to program accreditation is generally housed within the division or department. Updates on accreditation processes are shared through Expanded Cabinet and College-wide committees.

7P4: Analyzing and Sharing Overall Performance Data and Information

Institutional-level data are collected and analyzed through standard and ad hoc OIR projects, locally produced and nationally normed surveys, staff evaluation surveys, budgeting, student/community service evaluations, committee recommendations, trend analysis and Banner data extracts. Presentations are shared with Cabinet and Extended Cabinet regularly for review and additions and used in the annual Ends and Goals Reports to the Board of Trustees. Departmental use of data and information varies from department to department, with the most effective

utilization of data seen in those departments with outside accrediting bodies. As the College moves to a more data-driven assessment model, departmental use of data throughout the College should increase.

7P5: Prioritizing Needs for Selecting Sources of Comparative Data and Information

The Cabinet and Board of Trustees' determination of the Ends and Goals, state initiatives, and the current institutional focus determine the priorities for comparative data and information. NWACC has developed a [Report Card](#) to offer comparisons of key measures to peer colleges using IPEDS and college specific data. Department and division data analysis is informed by the Strategic Plan and academic assessment plans.

Nationally normed surveys utilized include the CCSSE and NCCBP. State reporting requirements also determine comparative data choices. Cabinet and Expanded Cabinet also determine data needs and reporting requirements.

7P6: Aligning Analysis of Data and Information with Organizational Goals

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

7P7: Timeliness, Accuracy, Reliability and Security of Information Systems and Processes

OIR has incorporated a department assessment plan that includes a survey to everyone who has used OIR services (see Figures 7.1 and 7.2). The level of satisfaction is of prime concern, and changes/revisions to processes are based on the survey responses.

NWACC's IT department is primarily responsible for ensuring the timeliness, accuracy, reliability and security of information systems (and related processes). IT monitors

all information systems uptime, resource utilization, resource capacity, security, data redundancy and data integrity through a collaboration of operating system based software and third party applications (Table 7.2).

Where feasible, notification systems have been implemented to notify key personnel of downtime or severely impacted systems or resources. Log files of business critical systems are also collected and analyzed periodically.

Table 7.2 Information Systems Management Processes

Development
<ul style="list-style-type: none"> • Upgrades/patches created and required by Sungard/SCT and/or Oracle • Migrations/integrations occur with Sungard/SCT engaged
Testing Environment
<ul style="list-style-type: none"> • All modifications/updates applied in test environment • Unit testing • System testing/Integration testing
Quality Assurance
<ul style="list-style-type: none"> • Testing performed against recent production cloned environment • System testing\Integration testing • End user testing and approval
Production
<ul style="list-style-type: none"> • Upon approval – scheduled • Daily backups with on and offsite rotation

The IT management team meets weekly to review identified concerns, current projects and future needs. In addition, the IT staff meets monthly to report updates on the status of projects. There are a number of technology-related committees on campus formed specifically to identify and prioritize technology initiatives and recommend funding strategies, action plans and directions to the Cabinet level.

All NWACC faculty and staff who have access to the Banner student information system, must complete online FERPA training each year to continue to have access to the system. The training is administered by the Registrar’s Office.

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

Results (R)

7R1: Measures of the Performance and Effectiveness of Information and Knowledge Management Systems

An OIR assessment plan has been established which includes a customer satisfaction survey (Figures 7.1 and 7.2) and tracking of data requests received. A yearly report is produced based on results. OIR will meet and discuss how to revise or improve processes according to those results of the customer satisfaction survey in July 2010. Initial findings from customer satisfaction survey showed 91% were satisfied or very satisfied with the services provided, and 97% stated that their requests were handled promptly.

OIR launched the survey in the first week of classes of the Fall Semester 2009 and had 36 responses. Based on that low response rate the survey will be launched later in the semester to hopefully increase the number of responses.

On average, OIR responds to over 200 data request annually in a timely and accurate manner. It should be noted that not all departments currently have an assessment tool in place to measure the effective use of information.

OIR will be working with departments over the next few years to develop tools and measurements.

Figure 7.1 OIR Level of Service

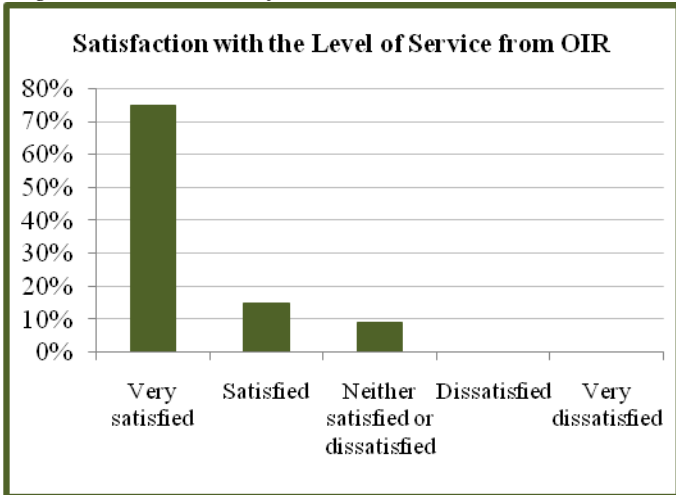
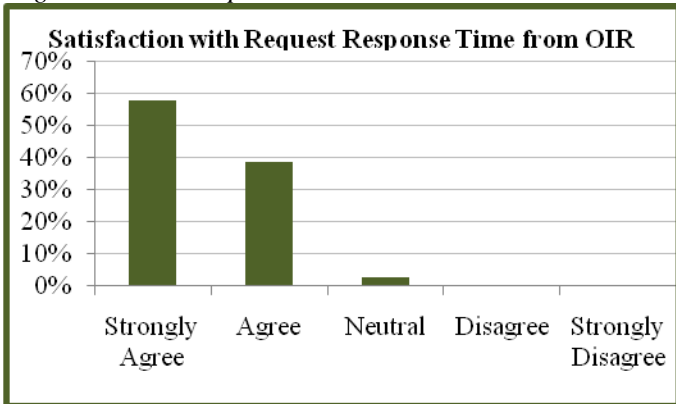


Figure 7.2 OIR Response Time



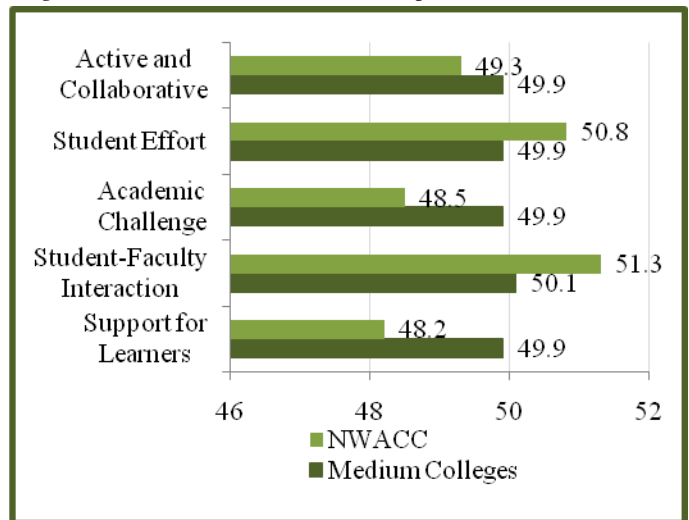
7R2: Measuring Effectiveness of Accomplishing Organizational Mission and Goals

Institutionally, accountability and data driven measurements are reported to the BOT throughout the year in the Ends and Goals Report and the Executive Limitations Report. The Ends and Goals Report include national benchmarking data when appropriate as discussed in Category 5.

7R3: Comparison to Other Organizations

NWACC holds membership in SAIR, AIRO and the AAACL and use the National Benchmarking Survey, Graduate Survey, NWACC Report Card and the CCSSE as comparisons (Figure 7.3).

Figure 7.3 CCSSE Benchmark Comparison (2009)



Improvements (I)

7I1: Recent Improvements in Measuring Effectiveness

An OIR assessment plan has been implemented. Results from the first customer satisfaction survey indicate a need to increase awareness of the OIR Website; 50% of staff/faculty occasionally use the site and 38% never use it.

The College has purchased Evisions Argos, an enterprise reporting solution, which will enable quick, understandable access to Banner data in all areas: Student, Finance, HR, OIR, etc. The IT department has scheduled a phased implementation over FY 2011 with the initial rollout commencing prior to the Fall 2010 semester.

OIR is also working with additional non-academic departments to implement assessment plans for those division/departments.

7I2: Selecting Specific Processes to Improve Performance Results in Measuring Effectiveness

The Ends and Goals of the College now include clear measurables with which OIR will align data request and needs. An IR committee is being formed, a Fast Fact booklet is printed and distributed to the College community and reports are published on the Web.

The College will continue to follow the Board mandate for more presentation of data, growing the culture for data-driven decision making, and increasing the awareness and implementation for continuous quality improvement.

Category 8: Continuous Improvement Processes (P)

8P1: Defining Key Planning Processes

The College's key planning processes are the Ends and Goals, the Facilities and Land Use Master Plan, and the Strategic Plan. All other planning is tangential to these planning processes.

The Master Facilities and Land Use planning is now reviewed on a five-year cycle and used in conjunction with enrollment and regional population data to develop annual goals. The Facility and Land Use Master Planning process focuses on two integrated categories: (a) physical: campus land use, facility needs, spatial relations, and essential features; and (b) programming. The Facilities and Land Use Master Plan was developed in 2004 by a coalition of stakeholders from each Ends group. Unlike the five-year Strategic Plan, this plan projected institutional growth and development through 2015. However, the region experienced a phenomenal population expansion and the College in turn saw double-digit enrollment growth every semester. Consequently, the Master Plan was revised in 2009 with the expectation that future revisions will likely be needed at least every three years and possibly on an annual basis.

The five-year [Strategic Plan](#) is developed by a coalition of stakeholders through a facilitated process. The President and the Cabinet recommend major strategic goals for each major Ends or stakeholder group. Their recommendations derive from internal reviews by departments and divisions who forward their own more specific recommendations for new initiatives, needs, and opportunities to their division leader. All recommendations are reviewed by Cabinet and prioritized according to mission alignment, community needs, market demand, available fiscal resources and sustainability, and comparative value to other priorities.

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

integrated into the Strategic Plan and connected to the Ends and Goals.

8P2: Selecting Short- and Long-Term Strategies

Short-term strategies are embedded in the ongoing work of departments and divisions where monthly meetings address a broad variety of issues, with one outcome being the identification of new initiatives, needs, and opportunities. Other short term strategy contributors include task forces and action teams involving administrators, faculty, and staff representatives addressing specific challenges.

Special events, such as the Conversation Day held annually, and surveys, such as the CCSSE, also bring forth suggestions for priorities and initiatives. Proposals for AQIP Action Projects are developed by campus employees, with preliminary screening completed by the Quality Council to ensure they align with the College's mission and values. The Cabinet retains approval authority for Action Plans and Continuous Improvement Initiatives.

Long-term strategies are based upon the Strategic Plan and the Master Facilities and Land Use Plan. These strategies are developed after assessing regional workforce trends, financial data, and enrollment information. Cabinet members lead stakeholder sessions, divisional planning meetings and retreats to develop strategic goals annually to support the mission and vision of the institution.

This process changed in 2009, when the Board of Trustees approved a two-year strategic goal planning cycle with benchmarks and annual measurables for each of the five stakeholder groups. While reports are still delivered annually to the Board, they are designated as Year 1 or Year 2 measurable.

8P3: Developing Key Action Plans to Support Organizational Strategies

There is no centralized college-wide process for developing key action plans; however, there are several individual methods being used, each with common elements. The President places individual strategic goals on the Cabinet agenda throughout the calendar year, to develop, refine, or report progress on key initiatives. In addition, the Administrative Coordinator/Project Specialist to the President records actions and assignments from meetings,

which provides Cabinet with continuity and focus for key initiatives.

Cabinet members work directly with Expanded Cabinet members from their division to link divisional actions to the strategic goals approved by the Trustees. Division leaders use annual retreats as opportunities to report progress and develop division plans for strategic goals. Expanded Cabinet members work with department staff to further define plans.

AQIP Action Projects and Continuous Improvement initiatives also support organizational goals and strategies. Action Teams, composed of employees representing a variety of stakeholder groups, are empowered to further define their initial charge and to ultimately forward recommendations for improvement to the Quality Council within a specified period of time. Action Team Chairs are trained by AQIP and CQI certified staff to effectively lead AQIP Action projects. They follow the AQIP model for defining problems, articulating barriers, identifying solutions, weighing their feasibility, and recommending plans of action.

OIR provides research services to all planning leaders and stakeholder groups. Institutional data provides leaders and stakeholders with information that broadens understanding of program/ services effectiveness, student composition, program delivery, and student success. OIR also provides access to external data from state and national organizations, state and federal agencies, and others for the purpose of broadening leaders understanding of the state and national landscape for education, workforce and economic development, and other areas affecting the

delivery of the College's educational programs and services.

OIR also facilitates the use of national benchmarking studies as a member of the National Benchmark Study. Where appropriate and applicable, the benchmarks are used to measure progress on strategic goals and particular initiatives.

8P4: Aligning Planning Processes, Organizational Strategies and Action Plans

NWACC coordinates and aligns the planning processes, organizational strategies, and action plans first by aligning the Board of Trustees' initiatives which are set at the Board's annual retreat.

The planning processes themselves include a taskforce of administration and middle managers from across the organization. A draft plan is presented to the campus community for feedback. In addition, groups such as Expanded Cabinet, Faculty Senate and Staff Council review the initiatives and provide feedback as well.

Planning processes are aligned with the organization and governance structure. (See, for example, the Budget and Division Planning Cycle depicted in Figure 8.1.) Planning task forces and other committees are chaired by leaders and held accountable for results by supervisors. Coordination relies on communication of task/force committee charges, minutes of meetings, and progress reports (where appropriate) posted on the web site. In addition, the President communicates the broader expectations, goals, and plans at annual all-employee events including the Fall and Spring Forums and Conversation Day.

Figure 8.1 Budget and Division Planning Cycle

	July	October – November	January - March	April - June	July
1. New Budgeted Implemented	1. Jul				
2. Budgeted Revenues/Expenditure Projections Reviewed by Cabinet: Budget Adjusted		2. Oct - Nov	2. Feb-Mar		
3. VP Finance/Talent Mgt. Initiates New Budget Development Process			3. Jan. - Feb		
4. Division Leaders Collaborate with Dept. Aligns Priorities with Strategic Plan			4. Mar		
5. Cabinet Reviews Budget Submissions/Aligns Priorities with Strategic Plan			5. Jan-Feb		
6. President/Cabinet Recommend Tuition/Fees to BOT			6. Mar – Apr.		
7. Cabinet Presents Preliminary Budget with Tuition/Fees				7. Apr-May	
8. Final Review of Budget and BOT Approval				8. May-June	
9. New Budget Implemented					9. July

8P5: Defining Objectives, Selecting Measures and Setting Performance Targets for Organizational Strategies and Action Plans

Every instructional division receives a common set of data used in the annual budget review process. Included:

- Five year trend data relating to registrations, FTE, SSCH, Graduates, Majors
- Five year trend data for staffing
- Five year trend data for Expenditures/income
- Some units are required to use industry standards to identify needed data.

There is no centralized college-wide process in place at present to define objectives, select measures and set performance targets. However, NWACC does have individual processes with common elements. The Cabinet holds quarterly retreats in addition to biweekly meetings. OIR staff provide institutional data in response to particular questions raised by Cabinet members or their staffs. Goals

are defined by Cabinet; in some instances, Cabinet uses data from the National Benchmark Study to define goals in areas considered priority in the Strategic Plan. Division and department leaders are charged with defining specific objectives to achieve established goals.

Performance requirements by the ADHE, program accrediting bodies, and federal guidelines for federally funded programs are included in the process of defining objectives. The Office for Grants provides grant program recipient leaders with information regarding federal guidelines and the College supports travel to sponsored workshops for grant recipients.

In addition, the Executive Director for Government and Community Relations delivers regular updates to Cabinet on new legislation or policy affecting College accountability. The Vice President for Learning and Learner Services communicates those expectations to the Deans and program leaders at biweekly meetings.

Within divisions, the processes for selecting measures and performance targets vary according to the services delivered. Workforce Development selects direct measures in most areas of performance. Goals are established for the volume of new programs delivered, number of citizens served, gross and net revenues and established according to community needs based on feedback from advisory boards, business/industry leaders, and surveys of needs.

Learner Services establishes measures and performance targets according to targeted enrollment, retention, completion, and graduation goals. Objectives are determined by analyzing the historical trends, regional demographics, and organizational strengths/weaknesses.

All objectives are aligned by division and department leaders with the Strategic Plan. Performance is measured by accessing data from the College's Banner system and aggregated by OIR staff.

8P6: Linking Strategy Selection and Action Plans

All strategy and action plans are influenced by state funding (current and forecasted), regional economic indicators, and federal initiatives. NWACC utilizes economic data such as the quarterly reports from the University of Arkansas World Trade Center, monthly newsletters from the Arkansas Chamber of Commerce, and from national organizations like the American Association of Community Colleges. In addition, feedback from community stakeholders, including the local Chamber of Commerce boards and advisory board members, further influence strategy and actions. During the budget building process, priorities requiring new or additional funding are considered and factored into the budget. Specific actions requiring special funding are identified and supported such as travel, personnel, and equipment.

8P7: Assessing and Addressing Risk in Planning Processes

The financial management of the College is subject to an Executive Limitation for Financial Condition, required by Board of Trustees policy and reported at the April and October Board of Trustees meetings. The policy establishes standards for budget reserves and appropriate uses. The State of Arkansas requires an annual audit and

the report, with findings and improvements, is presented to the Board.

The Office for Grants utilizes a [Grant Request Form](#) to preview grant proposals, monitor the application process, and record all application submissions.

The feasibility of all requests for applications is initially reviewed by the Associate Vice President for Grants and IR, and deferred to Cabinet when necessary, with particular emphasis on sustainability. The Grant Request Form must be signed by the Cabinet representative before application can begin. The College also minimizes risk through the management of all federal funds. Grant directors are required to attend training regarding federal or state rules and held accountable by the Office for Grants for completing and filing required reports. To assure compliance with the accounting of restricted funding, the College assigns and authorizes only one Business Administration staff person to manage restricted funds.

The College's Executive Director for Risk Management has responsibility for all the College's insurance liability policies and is charged with annually reviewing and recommending improvements to minimize the College's liability and risk in all areas of operations. This includes adding or amending policies to cover leased facilities throughout the service region. The Offices of Public Safety and Physical Plant work especially close with Risk Management on these annual updates. Deans also carefully monitor risk issues within the learning environment.

Business continuity and emergency management policies and procedures are now a major institutional priority to be developed by Fall 2010. A task force has been charged with drafting policy and procedure and communicating progress to Cabinet. New or additional resources have been identified and included in the past and current budgets. Major components include completion of the following:

- Business Continuity/Emergency Management Policy and Procedures (second draft completed)
- Disaster Recovery Policy and Procedure (completed and phase I installations for implementation complete)

- Phase I Emergency Management Training

8P8: Developing and Nurturing Employees to Address Changing Requirements

The College community is a key stakeholder group, and their value is reflected in the strategic goals which call for the College to: recruit and retain a diverse and effective workforce; promote a culture of inclusiveness, participation, collaboration, professional service, and mutual respect within a learning-centered environment; and enhance the quality of work life for faculty and staff. NWACC addresses faculty, staff and administrator development needs as new initiatives are developed. Personnel requirements are identified, as are the resources needed to ensure the project successful.

The College appropriates funds for a variety of development activities aimed at the growth and development of individuals and departments. Organizational Development provides funds for attending workshops and conferences, and for organizing College

forums and presentations. Division and department leaders can build their budgets for the inclusion of special needs or activities that support individual or department growth.

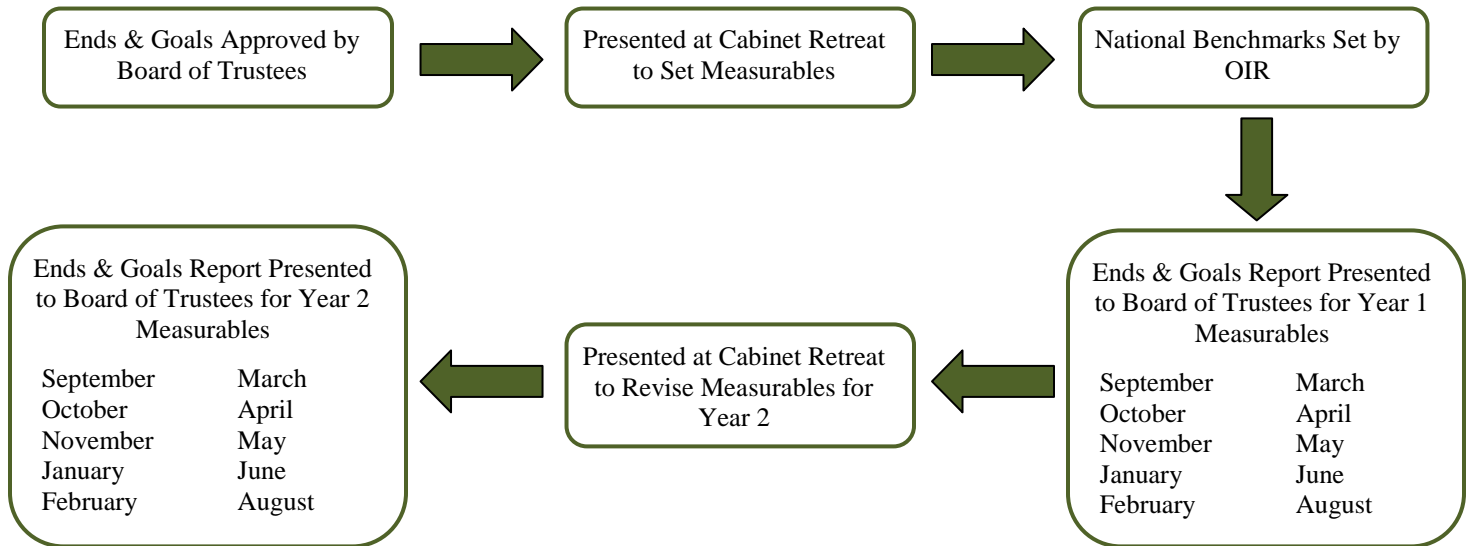
The College’s Office for Grants strongly encourages the inclusion of professional development funds when appropriate in grant application budgets.

Results (R)

8R1: Measuring and Analyzing Effectiveness of Planning Processes

The process for measuring institutional effectiveness at NWACC is based on the Ends and Goals established by the Board of Trustees in cooperation with the President and College Cabinet. This two-year cycle provides direction for the institution while instituting clearly defined measurables that are reported to the Board. The following process map (Figure 8.2) describes the Ends and Goals process for institutional effectiveness at NWACC.

Figure 8.2 Ends & Goals Process (Two-Year Cycle)



8R2: Performance Results for Strategies and Action Plans

Measuring institutional effectiveness and accountability can only be accomplished through clearly defined measurables that culminate in an institutional action. At NWACC, two current processes are in place that put measurement into action. The first is the Ends and Goals

process. As described earlier in the process map (Figure 8.2) and in Category 5, the Ends and Goals provide direction for the institution but also contain national data for comparison and clearly defined measurables that are reported to the Board of Trustees throughout the year.

The second performance measure strategy is the AQIP Action Project process and associated results. The

structure provided by the AQIP process for implementing action projects has been embraced by faculty, staff, and administration. Table 8.1 provides a brief update to the

original three action projects implemented at NWACC, their status, and accomplishments.

Table 8.1 AQIP Action Projects at NWACC

Improve Communication and Leadership Processes (Projected Retirement 2010)	Institute Best Practices Student Advising Model (Retired 2010)	Define/Support Good Teaching (Retired 2010)
<ul style="list-style-type: none"> Improved procedure for use of and access to the College K Drive Developed and implemented a College Glossary of key words/terms associated with working at NWACC Revised practice for weekly announcements Developed and implemented “Policy for Revising Existing or Creating New Policy” and the required procedures. 	<ul style="list-style-type: none"> Forwarded recommendations for broad institutional wide improvements to the College’s advising system Provided Cabinet and Learner Services leaders with the foundation for organization changes Creation of a call center during peak registration/enrollment periods Implemented a new process for advising new students 	<ul style="list-style-type: none"> NWACC has dedicated a portion of its student fee revenues to professional development for faculty.

8R3: Performance Targets for Next 1-3 Years

Currently, there is no centralized college-wide process in place to establish clear and measurable short term and long term goals. Some progress toward this has been made with the implementation of the NWACC [Report Card](#) to establish measures and benchmark the institution against other community colleges in the nation. The data categories currently being utilized for short-term and long-term accountability are 1) headcount; 2) graduation rate; 3) percentage full-time faculty; 4) tuition per credit hour; and 5) percentage minority students.

8R4: Comparison to Other Organizations

Currently, NWACC utilizes several national data sets including the National Community College Benchmarking Study and the CCSSE to compare the institution nationally. In addition, and as described in 8R3, NWACC utilizes a Report Card for regional and national comparison to achieve the College’s vision of becoming a nationally recognized institution.

8R5: Measuring and Evaluating Planning Processes and Activities

Currently, NWACC does not have a centralized college-wide process evaluation plan that includes clearly defined measurements. The College is working on possible future

models for the evaluation and measurement of planning processes and activities.

Though not comprehensive in scope, the Board of Trustees does provide an evaluation mechanism through the measurables found in the Ends and Goals. This is certainly an area of improvement for NWACC in the near future.

Improvements (I)

8I1: Recent Improvements

NWACC has implemented several recent improvements in regards to planning and measuring continuous quality improvement. The Ends and Goals process was revised less than two years ago to include both the national comparison data and the clearly defined measurables for years one and two. This provides clear data on progress and how NWACC compares to national peer institutions. Another addition to the national comparison and measurement opportunities is the NWACC Report Card compiled and updated by OIR. This concept was first presented to Expanded Cabinet in 2009 and rolled out February 2010. It is available [online](#) to both internal and external constituents.

The College has begun an aggressive leadership development program. Aspiring leaders apply or are

recommended by Cabinet for participating in Leadership Arkansas, a year-long leadership program aimed at orienting new leaders to the Arkansas leadership networks. Other NWACC employees are selected to participate in one of the four community based leadership programs. In the fall of 2010, the College will launch a new leadership program sponsored by the College consisting of a series of workshops focused on leadership development and community college leadership.

While NWACC does not currently have a centralized college-wide process in place for succession planning, a proposed plan is under development. The proposal will be shared with College employees for feedback within the next academic year.

Though mentioned earlier, it should be emphasized that not only does the revised Ends and Goals provide clear measurables for accountability, but it has dramatically improved the transparency campus-wide. Divisions are now asked to provide updates several times per year on various projects that clearly connect to the Ends and Goals. This creates an environment of teamwork, open knowledge of the workings of the institution, and the need for continuous quality improvement that will involve all faculty, staff, and administration.

8I2: Selecting Processes to Improve Performance for Planning Continuous Improvement

NWACC understands that improved processes are needed to broaden the vision of continuous quality improvement campus-wide. The following strategies will be implemented to ensure improved accountability, national measurements, and process improvements occur.

- Broaden the national benchmarks for comparison to include not only current studies but also the Common Data Set (participating in for the first year) and other national studies that will be vetted through OIR and the College Cabinet
- Enhance institutional accountability standards, utilizing the NWACC Report Card and comprehensive assessment models
- Establish an institution-wide evaluation model based on best practices that displays clear measurements for continuous quality

improvement that created greater transparency with both internal and external constituents

- Complete the NWACC Transparency and Openness Survey (AQIP Action 1 Team: Improve Communication and Leadership Processes)

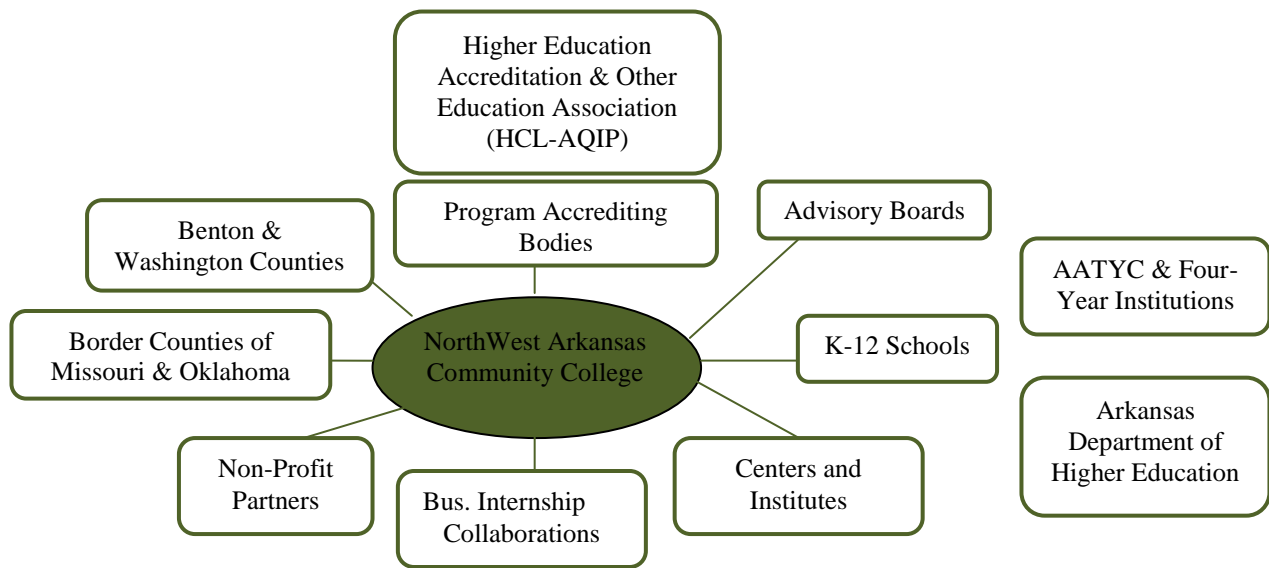
Category 9 Building Collaborative Relationships

Processes (P)

9P1: Building Relationships with Organizations from Which We Receive Students

The area’s K-12 and postsecondary institutions are the College’s major partners in serving students (Figure 9.1).

Figure 9.1 NWACC’s Collaborative Relationships



These partners are approved by the Board of Trustees and included in the Ends and Goals and the Strategic Plan.

NWACC strives to build collaborative, mutually beneficial relationships with all partners. These relationships must have a significant, positive impact on the College as well as students and the community. Sustainable initiatives are preferred; otherwise, a designated timeframe for the initiative is developed.

9P2: Building Relationships with Educational Organizations and Employers

NWACC strives to meet the needs of its internal and external constituents through relationship building and cultivation. The following tables (9.1 to 9.4) depict various types of relationships that assist NWACC in meeting its mission and service.

Table 9.1 Relationships-Education

Educational Institution	Type of Relationship
Local School Districts	Existing relationship Feeder & receiver Recruitment, internship placement, employer
Other AR Universities	Existing relationship Receiver of graduate students Information sharing

Table 9.2 Relationships-Communities

Community	Type of Relationship
Northwest Arkansas Communities	Existing relationship Feeder & receiver Community support
Benton and Washington Counties	Existing relationship Feeder & receiver Community support
Political Representatives	Existing relationship Institutional support
Media	Existing relationship Promotion
Donors	Developing relationship Promotion, institutional support
Alumni	Developing relationship Promotion, institutional support

Table 9.3 Relationships- Regulating and Accrediting Bodies

Organization or Agency	Type of Relationship
Higher Learning Commission	Existing relationship Quality improvement, AQIP
Specialized Accrediting Agency	Existing relationship Quality improvement, recognition
Professional Organizations	Existing relationship Information sharing, promotion

Table 9.4 Relationships- Business and Economic Development

Category or Unit	Type of Relationship
Local/Regional Chambers of Commerce	Developing relationship Collaborative programs, promotion, community support
Economic Development Organizations	Developing relationship Community support
Regional Health Care Facilities	Existing relationship Clinical site placement, employer

9P3: Building Relationships with Organizations Providing Services to Students

Responsibility for building relationships initially falls with the President, Cabinet, and program leaders. Job descriptions of leaders across the campus reflect an emphasis placed on building relationships with internal and external constituents.

NWACC creates relationships with service organizations by first identifying student needs. To identify these needs, the College Administration actively seeks suggestions from employees, students and other stakeholders to improve productivity, performance, and the student learning experience. Comment cards and drop boxes are placed in each campus facility; there is also a virtual suggestion box available on the College website.

Information about current and projected student needs is also provided by members of the Student Ambassador and Activities Board (SAAB). The SAAB president serves as

the student trustee to the Board of Trustees, a role that has become increasingly active in the past two years. One reason for this is the attention paid by the Board Chairman, who has encouraged the student trustee to speak at Board meetings.

Furthermore, the College also initiated the Community Needs Survey in 2008 to collect information from all stakeholder groups, including students. A section of this survey allowed respondents to rank the importance of various student services and also provided an open response form to allow students to make comments and suggestions.

9P4: Prioritizing Relationships with Organizations Supplying Materials and Services

The process for working with key state agencies and private organizations contributing materials and services is defined by State of Arkansas policy and law. This includes the Arkansas Building Authority, Office of Personnel Management, Department of Finance, and Office of Purchasing. The policies require ongoing communication, reporting, and strict procedures for materials and services. NWACC department leaders associated with those procedures meet monthly or quarterly with state agency leaders and their college/university peers.

Relationships with private vendors and companies are initiated through the state procedures for bidding and purchasing. At the same time, College leaders establish and maintain ongoing relationships with major providers of contracted services. For example, representatives of general contractors and architects approved for building and renovation projects attend the College's Land Use meetings to provide ongoing information to stakeholders.

9P5: Prioritizing Relationships with Others

NWACC creates relationships with education associations, external agencies, consortia partners, and the general community on both institutional and departmental levels. These partnerships allow for collaboration as well as a greater sense of accountability and community ownership. Table 9.5 highlights many of the productive partnerships between NWACC and external agencies.

Table 9.5 Partnerships

Partner Organizations	Type of Communication	Frequency of Communication	Outcome
Global Corporate College	A national community college consortium designed for sharing curriculum	July 2008-June 2009: 76 member requests for sharing of curriculum. July 2009 to present: 69 member requests for sharing curriculum	Collaboration through shared curriculum reduces the investment of cost and time while ensuring high standards
Arkansas Department of Workforce	Approves student participation in state-identified certificate programs for workforce reentry	As needed for job placement	Supports the needs of the regional workforce
Arkansas Energy Office	Center of Excellence Partnership Initiative between NWACC and Pulaski Technical College	As needed for implementation and reporting	Collaboration and training delivery for energy efficient green jobs
Arkansas Department of Labor	Oversight of state mandated apprenticeship programs	As needed for requirements	Standardized documentation and requirements for apprenticeship programs statewide
Arkansas Department of Career Education	Management and registration of apprenticeship programs	As needed for information, documentation, and monthly reporting	Standardized requirements, curriculum and reporting
Arkansas Board of Electrical Examiners	Licensing board for Electrical Apprenticeship	Request Electrical Apprenticeship licensing as needed	Standardized apprentice licensing statewide
Arkansas Department of Health and Human Services	Licensing authority for plumbing apprenticeship	Request plumbing apprenticeship licensing as needed	Standardized apprentice licensing statewide
Rural Domestic Preparedness Consortium	A national consortium of six institutions of higher education who develop and deliver training for America's rural first responders	Consortium-wide telephone conference calls twice per month	Ensures curriculum alignment with US Department of Homeland Security target capabilities for first responders
Northwest Arkansas Emergency Responders Leadership Roundtable	Regional meetings of public safety and private security professionals	Quarterly meetings hosted on NWACC campus	First responders from both the public and private sectors identify best practices
Arkansas Association of Two-Year Colleges	A consortium of Arkansas community colleges to facilitate sharing of ideas, resources and opportunities among its members	Communication varies as needed daily, weekly or monthly via email, phone, fax, or post	Partnerships are forged among two-year colleges, businesses and industries to provide employment skills training and to maintain a competitive workforce
National Child Protection Training Center	National partner/sponsor of the NCPTC Southern Regional Training Center	NCPTC Board Meetings, Sr. VP for Advancement represents NWACC NCPTC Newsletters Reports from Regional Director	Training and education programs/services for today and tomorrow's child abuse prevention advocates and defenders.

In addition, NWACC's Transfer Center also establishes relationships, articulation agreements and transfer fairs with many four-year colleges and universities to inform students and provide them with opportunities for ease of transfer.

9P6: Ensuring Partner Relationships Meet Varying Needs

Effective relationships are often those whose purpose, scope, goals and intended outcomes are clearly delineated

in any formal agreement or documentation. NWACC is moving to implement such delineation as standard practice.

To ensure NWACC departments and programs are meeting the needs of partners, employees use tools such as industry certifications, Global Corporate College scorecards, surveys, and direct feedback. Partner relationships are also maintained through direct contact via telephone, email and meetings. Additional feedback is garnered through focus groups and advisory boards.

9P7: Building Relationships Between and Among Departments and Units

Interdepartmental relationships are created through shared goals, resources, and processes. These relationships are built and maintained via team meetings, team activities, cross-training, staff meetings, and campus-wide groups

By facilitating communication and encouraging cross-collaboration (see Table 9.6), department and division leaders can strengthen productivity and effectiveness across the campus.

Table 9.6 Mechanisms to Build Interdepartmental Relationships

Library Service/ Resource Category	<ul style="list-style-type: none"> • Collaborates with Faculty to provide customized information literacy/library instruction to meet course and/or assignment(s) learning objectives • Coordinates with Organizational Development to offer workshops • Works with Organizational Development, Student Success and Academic Divisions/Departments to promote Library resources and services in new student/employee orientations and division/department meetings • Consults with IT, faculty and administration of different NWACC satellite locations to address technology (including multimedia equipment) usage/training needs
Learner Support Services	<ul style="list-style-type: none"> • The Learner Services Process Improvement Team • Learner Services Leadership Team
Learning	<ul style="list-style-type: none"> • Faculty Senate • Assessment Committee • Monthly College secretary meetings
Advancement	<ul style="list-style-type: none"> • Expanded Cabinet • Quality Council membership • Board of Trustees' Advocacy Committee
Information Technology	<ul style="list-style-type: none"> • Email • Web newsletter: "What's Up in IT?" • IT College Committees: Advisory Committee, Administrative Functions, Academic Services, Policy Council, Control Committee, Web Standards
Talent Management	<ul style="list-style-type: none"> • Staff Council
Business/Finance	<ul style="list-style-type: none"> • Business Services Process Improvement Team
External Affairs	<ul style="list-style-type: none"> • <i>Weekly Announcements</i>, <i>The Insider</i> e-newsletter, campus-wide emails

Results (R)

9R1: Measures of Building Collaborative Relationships

Measures of building internal and external collaborative relationships are used to assess the degree to which the desired outcomes of these relationships are achieved. Specific examples of measures that are collected and analyzed regularly include:

- The Corporate Learning department tracks the continued growth of programs to measure success in building collaborative relationships with area employers (see Figure 9.2).
- Career Pathways has a state-mandated performance measure to serve a specific number of Temporary Employment Assistance clients each program year (see Figure 9.3).

- Early College Experience administered a School Partnership Survey to its faculty and staff to assess existing partnerships in 2009 (see Table 3.4).

NWACC was recognized as a Partner of Distinction by the Springdale Chamber of Commerce, Partners in Education program in spring of 2009.

Figure 9.2 Corporate Learning Enrollment

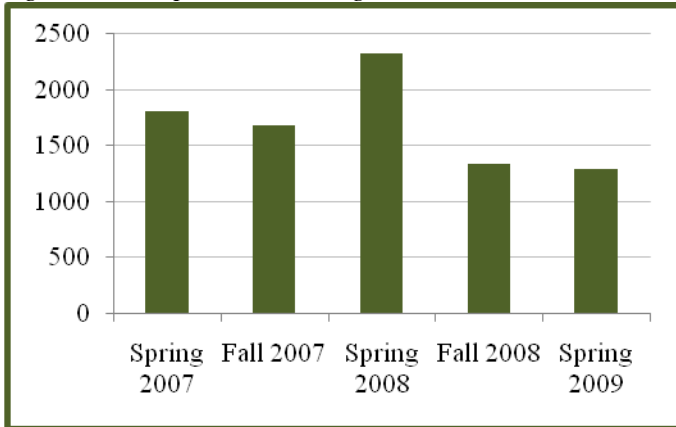
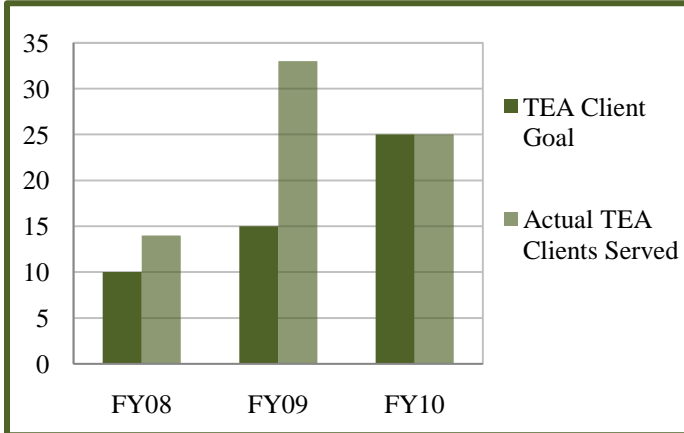


Figure 9.3 Career Pathways TEA Enrollment Results



9R2: Performance Results in Building Key Collaborative Relationships

Performance results in building key collaborative relationships are determined by a variety of methods depending on factors such as relationship type, program type and target population. Several specific examples appear in the previous figures and tables.

To assess external collaborative relationships, NWACC administered a survey to participating high school administrators, counselors and instructors (see Table 3.4).

9R3: Comparison to Other Institutions

Due to the varying characteristics of unique partnerships, it is difficult to compare NWACC’s performance in this area to other organizations. Therefore, most of the College’s measures of collaborative relationships are monitored internally by methods discussed in previous sections of this category. NWACC continues to explore sharing and comparing this data, and discuss best practices where strong relationship-building processes have led to student achievement.

Improvements (I)

9I1: Recent Improvements

Currently, there is no centralized college-wide process to collect and analyze relationship data. Improvements are made on a case-by-case basis. This is a significant area for improvement for the institution. Though not systematic, several departments have achieved gains in this area.

Since January 2009, the Department of Public Relations has maintained a contact database to manage communications with institutional partners. This database has been used to manage and schedule information which needs to be disseminated via a variety of outlets and publications. Further, the database provides a media activity tracking system which is used to analyze the effectiveness of the tools and techniques used to sustain relationships with media representatives.

Another area that has pursued professional relationships is the Institute for Corporate and Public Safety (ICPS). The ICPS staff has joined the National Association of Emergency Managers and the International Association of Emergency Managers, and has recently been named to the national review panel for the new Department of Homeland Security PS-Prep initiative.

Relationships within the NWACC service regions have been developed and nurtured by the High School Relations Department created in 2009. Staff members are implementing new registration and course scheduling procedures after meeting with area high school counselors.

Another partnership between the College and the community is found in Learner Services. Administrators created a new position, Director of Co-Curricular and

Judicial Affairs, to establish a partnership system for the referral of students to community agencies for assistance.

912: Selecting Specific Process to Improve Performance

The culture of NWACC is one of growth and change, which results in a rapidly evolving institution to meet newly identified needs. Improvement in the evaluation of collaborative relationships is essential as the institution moves forward toward continuous quality improvement. Several potential strategies include:

- Systemic external stakeholder surveys
- Internal and external focus groups
- Improved utilization of advisory councils
- Improved distribution of advisory councils communications and meeting minutes
- Update and evaluate advisory council memberships

List of Figures

<u>Overview</u>	<u>Page</u>
<i>Figure IO.1 NWACC Facilities Map</i>	1
<i>Figure IO.2 Fall 2004-2009 Headcount</i>	1
<i>Table IO.1 FY06-FY10 Budget (\$ in Millions)</i>	2
<i>Table IO.2 NWACC's Ends and Goals 2010-2012</i>	3
<i>Table IO.3 Degree Programs</i>	4
<i>Table IO.4 Non-Degree Programs</i>	4
<i>Table IO.5 NWACC's Key Stakeholders</i>	5
<i>Figure IO.3 NWACC Employees</i>	5
<i>Table IO.6 Key Commitments, Constraints and Challenges</i>	7
<i>Table IO.7 Competitive Advantages</i>	7
<u>Category 1</u>	
<i>Table 1.1 Library Resources</i>	10
<i>Figure 1.1 Reason for Enrollment (2005-2009)</i>	14
<i>Table 1.2 Student Learning and Development Outcomes and Measures</i>	16
<i>Table 1.3 Math Program Performance Results</i>	16
<i>Table 1.4 Adult Education Program Performance Results</i>	16
<i>Table 1.5 Health Professions Licensure Program Performance Results</i>	17
<i>Table 1.6 CCSSE Learner Services Satisfaction Results</i>	18
<i>Table 1.7 CCSSE Educational Experience Satisfaction Results</i>	19
<i>Figure 1.2 CISCO Exam Pass Rates</i>	19
<i>Figure 1.3 Cumulative Graduation Rate for Arkansas Colleges, Cohort Year 2005</i>	19
<u>Category 2</u>	
<i>Table 2.1 Major Non-Instructional Programs and Measures</i>	24
<u>Category 3</u>	
<i>Table 3.1 Identifying Student Groups' Changing Needs</i>	28
<i>Table 3.2 Key Stakeholder Group Relationship Building and Maintenance</i>	29
<i>Table 3.3 Key Stakeholder Group Satisfaction Measures</i>	30
<i>Figure 3.1 Results of NWACC Student Satisfaction Survey for Learner Services</i>	31
<i>Figure 3.2 Career Pathways Student Satisfaction Survey Results</i>	31
<i>Figure 3.3 Early College Experience Students' Course Satisfaction</i>	31
<i>Figure 3.4 Pizza with the President Survey Results</i>	32
<i>Figure 3.5 Fire Science Employer Satisfaction with Graduates</i>	32
<i>Table 3.4 Early College Experience Stakeholder Satisfaction Results</i>	33
<i>Figure 3.6 Top Five Programs by Rated Need</i>	33
<i>Figure 3.7 Preferred Locations for Taking Classes</i>	34
<i>Figure 3.8 Top Five Services Rated by Need</i>	34
<i>Table 3.5 CCSSE 2007 Benchmark Summary</i>	34

Category 5

<i>Figure 5.1 Procedure on New or Changed Policies</i>	43
<i>Table 5.1 Summer Semester 2010 Headcount Daily Report</i>	45
<i>Figure 5.2 OIR Information Request Process</i>	45
<i>Table 5.2 Communication Matrix</i>	46
<i>Table 5.3 2006 AQIP Examiners Survey- NorthWest Arkansas Community College</i>	48

Category 6

<i>Table 6.1 Identification of Support Service Needs of Key Stakeholder Group</i>	50
<i>Figure 6.1 NWACC Parking Survey 2010</i>	52
<i>Table 6.2 Risk Management Improvements</i>	54

Category 7

<i>Table 7.1 Institutional Measures</i>	55
<i>Table 7.2 Information Systems Management Processes</i>	57
<i>Figure 7.1 OIR Level of Service</i>	58
<i>Figure 7.2 OIR Response Time</i>	58
<i>Figure 7.3 CCSSE Benchmark Comparison (2009)</i>	58

Category 8

<i>Figure 8.1 Budget and Division Planning Cycle</i>	61
<i>Figure 8.2 Ends & Goals Process (Two-Year Cycle)</i>	63
<i>Table 8.1 AQIP Action Projects at NWACC</i>	64

Category 9

<i>Figure 9.1 NWACC's Collaborative Relationships</i>	66
<i>Table 9.1 Relationships-Education</i>	66
<i>Table 9.2 Relationships-Communities</i>	66
<i>Table 9.3 Relationships- Regulating and Accrediting Bodies</i>	67
<i>Table 9.4 Relationships- Business and Economic Development</i>	67
<i>Table 9.5 Partnerships</i>	68
<i>Table 9.6 Mechanisms to Build Interdepartmental Relationships</i>	69
<i>Figure 9.2 Corporate Learning Enrollment</i>	70
<i>Figure 9.3 Career Pathways TEA Enrollment Results</i>	70

Glossary of Terms

AAACL	Arkansas Association of Assessment of Collegiate Learning
AAS	Associate of Applied Science
AATYC	Arkansas Association of Two-Year Colleges
ABE	Adult Basic Education
ACT	American College Testing
ACT 504	Section of the Rehabilitation Act of 1973
ADA	Americans with Disabilities Act
ADHE	Arkansas Department of Higher Education
AED	Automatic External Defibrillators
AIRO	Arkansas Institutional Research Organization
AMA	American Management Association
AP	Advanced Placement
AR	Arkansas
AQIP	Academic Quality Improvement Program
Argos	Report generation/writing tool
BANNER	Comprehensive information management system
Blackboard CE 8	Online Course Management System
BOT	Board of Trustees
CAAP	Collegiate Assessment of Academic Proficiency
CAO	Chief Academic Officer
CAST	Child Advocacy Studies
CCNA	Cisco Certified Networking Associate
CCSSE	Community College Survey of Student Engagement
CISCO	Computer Information System Company
CISQ	Computer Information course subject code
CLC	Computer Life Cycle
CLEP	College Level Examination Program
COMPASS	Computer-adaptive college placement test
CQI	Continuous Quality Improvement
CPR	Cardio-Pulmonary Resuscitation
CRLA	College Reading and Learning Assessment
EAP	Employee Assistance Program
ECE	Early College Experience
EMT	Emergency Medical Technician
Ends	Stakeholders
ESL	English as a Second Language
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Enrollment
FY XXXX	Fiscal Year XXXX
GED	General Education Diploma
GIS	Geographic Information System
GPA	Grade Point Average
HR	Human Resources
JBU	John Brown University
ICPS	Institute for Corporate and Public Safety
IDP	Individual Development Plan

IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IT	Informational Technology
K12/K-12	Kindergarten thru 12th Grade
K-16	Kindergarten thru Baccalaureate
K Drive	College solution for secure document storage and sharing
KUDER	Kuder Occupational Interest Survey
LEAP Model	NWACC's Continuous Improvement Model
NASPA	National Association of Student Personnel Administrators
NCCBP	National Community College Benchmark Project
NCPTC	National Child Protection Training Center
NWACC	NorthWest Arkansas Community College
OIR	Office of Institutional Research
PACA	President's Advisory Council on Art
PACE	Personal Assessment of the College Environment
PIP	Personal Improvement Plan
PLATO	Programmed Logic for Automated Teaching Operations
Pre-K - 16	Pre-Kindergarten thru grade level 16 (Undergraduate Degree)
PS-prep	Public Section Preparedness
PSYC	Psychology
QC	Quality Council
RDPC	Rural Domestic Preparedness Consortium
SAAB	Student Ambassadors and Activity Board
SAIR	Southern Association of Institutional Research
SAT	Scholastic Aptitude Test
SCT	Systems and Computer Technology
SIC	Student Information Center
SIFE	Students in Free Enterprise
SSCH	Student Semester Credit Hours
Step Ahead	Concurrent college credit courses taught at local high schools
TAA	Trade Adjustment Act
TEA	Temporary Employment Assistance
TEAS	Test of Essential Academic Skills
Title III	Federal Education Improvement Grant Program
UA	University of Arkansas
UAMS	University of Arkansas Medical Sciences
VCC	Virtual Career Center
VP	Vice President
WENS	Wireless Emergency Notification System
WIA	Workforce Investment Act

Appendix A: Accrediting Agencies, Advisory Boards, and Collaborative Partners

Accrediting Agencies	Community Partners	Centers
American Bar Association	Andante Music Club	11 Clinical Sites for EMS Program
Arkansas Board of Electrical Examiners	Arkansas Association of Two Year Colleges	3 Clinical Sites for Fire Science Program
Arkansas Department of Career Education	Arkansas Entrepreneurship Consortium	35 Clinical Sites for Physical Therapy Assist. Program
Arkansas Department of Health & Human Services	Benton County Dept. of Emergency Management	46 Clinical Sites for Nursing Program
Arkansas Office of Long Term Care	Benton County Prosecuting Attorney's Office	9 Clinical Sites for Respiratory Therapy Program
ARSBN - Arkansas State Board of Nursing	Bentonville Fire Department	Adult Education Center
CAAHEP - Commission on Accreditation of Allied Health Education Programs	Bentonville Police Department	Building Trades Center for Excellence
CAPTE - Commission on Accreditation in Physical Therapy Education	Boy's and Girl's Club	Center for Non-Profits at St. Mary's
CoARC - Committee on Accreditation for Respiratory Care	Children's Advocacy Center of Benton County	College at the Crossings
Council on Occupational Education	City of Bentonville	Jones Truck Line Building
FEMA	City of Fayetteville	OSHA Arkansas Satellite Education Center, Region IV
NACEP - National Alliance of Concurrent Enrollment Partnerships	City of Rogers Emergency Management Agency	Regional Technology Center
US Department of Homeland Security	Council on Occupational Technology	Shewmaker Center for Global Business Development
US Department of Labor OSHA	Heinz	Shewmaker Center for Workforce Technologies
	North Arkansas Two-Year College Consortium	Washington County Center
	Northwest Arkansas Emergency Leadership Roundtable	
	Northwest Arkansas Music Teachers Association	
	OSHA Safety, Health, and Teen Alliance	
	Rural Domestic Preparedness Consortium	
	The Bella Vista Village Players	
	United Way	

Appendix A: Accrediting Agencies, Advisory Boards, and Collaborative Partners (Cont.)

Education Partners	Education Partners (Cont.)	Advisory Boards	Business/Workforce Partners
<u>K - 12 Partners:</u>	<u>Higher Education Partners:</u>	Auto Collision Advisory Board	Arkansas Department of Workforce Services
Ambassadors for Christ Academy	Arkansas State University (ASU)	Auto Technology Services Advisory Board	Arkansas Department of Labor
Bentonville High School	Arkansas Tech University	Business Department Advisory Board	Arkansas Economic Development Council
Fayetteville High School	ASU - Mountain Home	College at the Crossings Advisory Board	Arkansas Energy Sector Partnership
Gentry High School	Black River Technical College	Computer Aided Drafting Advisory Board	Arvest Bank
Gravette High School	Central Baptist College	Computer Information Advisory Board	Benton County Solid Waste
Haas Hall Academy	Drury University	Cosmetology Advisory Board	Bentonville Public Library
Har-Ber High School	Franklin University	Criminal Justice Advisory Board	City Hall-Villa Nueva Guatemala
Heritage High School	Harding University	Dental Assisting Advisory Board	Crystal Bridges
Huntsville High School	Henderson State University	Emergency Medical Services Advisory Board	Decision Point Rehabilitation Center
Lincoln High School	John Brown University	Fire Science Advisory Board	J.B. Hunt Transport Services
Pea Ridge High School	Kaplan University	Food Production, Management & Services Advisory Board	Mercy Medical Center
Prairie Grove High School	Lyon College	Foundation Advisory Board	Mother to Mother
Rogers High School	Missouri Southern State University	Graphic Design Advisory Board	Northwest Health System
Shiloh Christian High School	Missouri State University	Homeland Security/Emergency Management Advisory Board	Ozark Guidance
Siloam Springs High School	North Arkansas College	Market Analyst Advisory Board	Physicians' Specialty Hospital
Springdale High School	Northeastern State University	Medical Professions Advisory Board	Prairie Creek Marina Restaurant
Springdale Public Schools	Oklahoma Baptist University	Nursing Advisory Board	Rogers Public Library
Elmdale Elementary	Oklahoma State University	Paralegal Advisory Committee	Siloam Springs Memorial Hospital
Harp Elementary	Oklahoma Wesleyan	Physical Therapy Program Advisory Board	Tyson Foods
Jones Elementary	Ouachita Baptist University	Respiratory Therapy Advisory Board	Vice President's Office-Villa Nueva Guatemala
Lee Elementary	Ozark College	Retail Management Advisory Board	Walmart
Villa Nueva Guatemala Public Schools	Philander Smith College	SIFE Business Advisory Board	Washington Regional Medial Center
West Fork High School	Pillips CC of the University of Arkansas	Workforce Advisory Board for Corporate Learning	
	Pittsburg State University		
<u>Technical Instruction Partners:</u>	Pulaski Technical College		
Arkansas Dept. of Career Education	Southern Arkansas University		
Career Academy of Hair Design	UAMS College of Medicine		
Certiport (Microsoft certifications)	University Central Arkansas		
Cisco (Certified Networking Academy)	University of Arkansas CC at Batesville		
Global Corporate College	University of Arkansas CC Monticello		
Northwest Technical Institute	University of Arkansas Fayetteville		
Paul Mitchell Beauty School	University of Arkansas Fort Smith		
	University of the Ozarks		
<u>International Partners:</u>	Webster University		
Niels Brock Copenhagen Business College	Wichita State University		
Togliatti State University	Williams Baptist College		

**Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in NorthWest Arkansas Community College's
Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

NWACC has clearly identified and defined a mission of serving the community through learning for living. (IO, 2P1, 2P4, 5P1, 5P2)

The vision and values of the College provide the foundation from which the board of trustees develops, aligns, and publishes the Ends and Goals for the organization on a biannual basis. (IO, 2P1, 5P1, 5P8, 5P10, 8P2)

The mission, integrity, and values of NWACC drive the development of specific learning outcomes. (IO, 5P1)

Workforce training is an important part of the college mission. (IO, 2P1, 4P9, 5P4, 8P3)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

New employees at NWACC receive orientation during their first two days of employment. A crucial component of this process is participation in learning modules on diversity and inclusion. (4P4)

Diversity is one of seven core values that support the mission of NWACC. (IO, 5P1)

NWACC recognizes the diverse needs of all stakeholders and continuously seeks to identify those needs and provide inclusive services. (6P1)

In order to develop and sustain an inclusive culture, NWACC recruits a diverse workforce. (IO, 4P2, 4P3, 8P8)

Core Component 1c. Understanding of and support for the mission pervade the organization.

Faculty at NWACC adhere to a set of expectations for graduates based upon the mission of the College and aligned with the objectives established by the Board of Trustees. (1P1)

In the hiring and orientation process, NWACC employees are informed about the mission and values of the institution. (4P4)

The college preserves the commitment of its mission, vision, values, and commitment to high performance in succession planning. (5P1, 5P8, 5P10)

The strategic planning process reinforces the mission of the college by connecting it to objectives and strategies determined by departments. (8P1, 8P2)

Planning and budget priorities align with the mission. (IO, 8P4)

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

NWACC's relationship with the Arkansas Department of Higher education (ADHE) Arkansas Association of Two Year Colleges (AATYC) promotes collaboration with other state colleges and strengthens campus leadership and administrative processes. (IO, 5P6, 6I1, 8P5)

As part of the strategic planning process, NWACC reviews and evaluates the mission of the organization in order to ensure that leadership, decision making, and communication are aligned with values that reflect integrity and responsibility. (IO)

The development of a Quality Council and Process Improvement Teams has shifted certain decision-making authority to lower levels in the college. (IO, 1I2, 3I2, 4P6, 5I1, 6I2, 8P2, 8P3, 9P7)

The five-year Strategic Plan is developed by a coalition of stakeholders through a facilitated process. Two year goals are developed and reviewed throughout the year. The results of the review are used to develop new strategies and rededicate efforts to current strategies. (IO, 2P3, 5P3, 5I2, 7P1, 8P1, 8P2)

Through shared governance, employees work in cross-functional teams to resolve opportunities for improvement and refine processes. Team activities support the development of leadership skills for all employees. (2P2, 4P6, 6P5, 6I2, 8P2, 8P3)

Core component 1e. The organization upholds and protects its integrity.

Value statements are placed in college documents, in the strategic plan, on the website, and are included in annual performance evaluation for staff. (IO, 5P1, 5P8, 5R1)

College policies reflect the College's expectations for ethical behavior. (4P4, 4P6, 4P7, 5R3)

Response to student and stakeholder complaints is well-defined, timely, and documented. (3P6, 4P7)

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

The college has an annual strategic planning process for setting goals and initiatives that reflects an understanding of current capacity and anticipated growth. (IO, 8P1, 8P2)

Demographic trends in NorthWest Arkansas and changing technology needs are addressed in the organization's strategic planning process. (7P7, 8P1, 8P6, 9P3)

Safety and security of students, employees and campus visitors has been enhanced and improved. (4P13, 4I1, 6P3, 6P4, 6R1, 6I1)

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

NWACC's plans for resource development and allocation support and strengthen the quality of educational offerings. (IO, 2P1, 6R4)

Campus leaders work to inform legislature and general public of need for more equitable state funding system. (IO, 2P1)

Improvement of programs is linked to department review, the budget process, and departmental strategies. (1P4, 1P13, 1P14, 2P2, 8P6)

Grant funding growth enhances college resources for program enhancements and projects. (IO, 2R4, 5P4, 8P5)

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Periodic reviews of academic and administrative subunits contribute to continuous improvement across the organization. (1P1, 1P11, 6R1, 7P6, 8P1)

Feedback is used to support continuous improvement. (5I1, 6R1, 6I2)

Multiple sources of data, such as surveys, assessment, departmental review, workforce trends and others are used to determine improvement goals. (1I1, 5P3, 5R3, 8I1)

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

The institution links planning and budgeting processes. (5P2, 6P2, 8P4, 8P6)

NWACC has a coordinated planning process that centers on the mission, visions, values, and strategic priorities. (IO, 5P2, 8P1, 8P2)

NWACC involves internal and external stakeholders in planning processes. (IO, 2P1, 2P3, 5P3, 8P1, 9P3)

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NWACC collects data from graduation surveys, employment rates, and employer feedback in order to determine and measure core and program-specific learning outcomes. (IO)

NWACC has established specific course outcomes for knowledge, skills, and perspectives for both students and faculty engaged in academic and technical programs. (IO, 1P1, 1P2, 1P11, 1P18)

Faculty adhere to federal and state guidelines as they collaborate with regional workforce advisory boards, professional organizations, students, and accrediting and licensing agencies in order to determine learning outcomes. (1P2, 1P3)

Course outcomes must be approved by the assessment coordinator, the division chair, division dean, and the chief academic officer. (1P2, 1P11)

Learning outcomes are built into the curriculum and communicated to students through course syllabi. (1P2)

The Assessment Task Force recently completed a College-wide review of course outcomes resulting in revisions/improvements in course/learning outcomes and has established a formalized, rotating assessment schedule. (1P11, 1P18, 1I2)

Core component 3b. The organization values and supports effective teaching.

NWACC aspires to follow the Learning College philosophy and supports faculty and staff in attending the annual Learning College Summit. (1P1)

Employer surveys for career and technical programs, including Allied Health, assist faculty in assessing the effectiveness of the courses. (1P13)

Faculty evaluations completed by students drive the instructor's ability to determine effective teaching/learning strategies in the classroom. (1P13)

Qualified faculty applicants are required to present a teaching demonstration as a component of the hiring process. (4P2)

Organizational Development provides Celebrate Learning as an on-campus professional development opportunity for all faculty during the spring and fall semester. (4P9)

Professional development of faculty is a priority at NWACC as evidenced in opportunities for faculty and staff to participate in regional and state leadership development programs. Additionally the board recently voted to allocate a portion of the student revenue fee for faculty professional development. (5P9, 8R2)

Core component 3c. The organization creates effective learning environments.

The vision for NWACC clearly articulates the intent to provide services in a learning-centered environment. (IO)

NWACC maintains a high faculty to student ratio through small class sizes that increase student learning, particularly for special populations such as non-traditional students and non-native speaking students. (IO)

NWACC provides a learning lab, writing center staffed by faculty, and individual tutors as learning resources support for students. (1P8)

First Year Successful Student class is designed to help students identify preferences and strengths in order to plan for and maximize learning. (1P9)

In order to meet the diverse needs of students, NWACC provides a variety of scheduling opportunities in venue, location, and time as well as online and hybrid options. (1P12)

NWACC provides a center to accommodate student access to academic and career advising. (1P15)

Career Pathways provides student support to underserved and underprepared populations and has identified specific program objectives which are tied to staff performance goals and quarterly evaluations. (1I2)

Core component 3d. The organization's learning resources support student learning and effective teaching.

NWACC recognizes the importance of accommodating learning styles and provides internal professional development opportunities for faculty on aligning teaching styles with diverse student needs . (IO, 1P9, 1P11)

NWACC subscribes to iStream through the League for Innovation as a professional development opportunity for faculty. (1P11)

A learning resource center provides access to books, films, and webinars as resources for faculty on best practices and relevant topics in teaching and learning. (1P11)

The Academic Success Center collects data regarding tutoring usage and requests, and monitors and adjusts available subjects, hours, and scheduling to accommodate students' changing needs. All tutors working in the academic success center complete module training as required by the College Reading and Learning Association. (1P15)

NWACC has recently acquired multiple subscription databases to increase availability of information on a broad range of topics in support of student learning. (1I1)

NWACC recently implemented a technology help desk for students through collaboration between Learner Support Services and IT. (6I1)

The IT management team meets weekly to review identified concerns, current projects and future needs utilizing a number of technology-related committees on campus formed specifically to identify and prioritize technology initiatives and recommend funding strategies, action plans and directions to the Cabinet level. (7P7)

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The mission of NWACC specifically supports the value of life-long learning within a learning-centered environment. (IO)

Ends & Goals #5, as established by the Board of Trustees, reflects NWACC's commitment to Learning College principles. (IO)

NWACC utilizes weekly announcements, The Insider, Board of Trustees meetings, Fall and Spring Forum, and monthly First Friday events to acknowledge achievement of students and faculty in knowledge application, acquisition, and discovery. (3P4)

NWACC creates relationships with education associations, external agencies, consortia partners, and the general community on both institutional and departmental levels. (9P5)

Innovation Grant awards are funded by the office of the President and available to all faculty and staff by application. (6R1)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

NWACC used the national principles of the Council on Adult Experiential Learning to design the Prior Learning program which allows working adults to submit portfolios that demonstrate and request college credit for work experience. (1P5)

Stakeholder feedback drives the Five Year Strategic plan for the College by providing recommendations that are reviewed and aligned with the mission and values of the organization. (8P1)

NWACC utilizes graduate surveys to measure student preparedness for success in transferring a four year university. (1R3)

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Corporate Learning partners with business and industry advisory boards in order to identify and design relevant workforce development. (IO)

NWACC collaborates with area employers and workforce centers to conduct needs analysis in order to improve existing programs and/or identify proposals for new programs. (1P3)

In order to meet the needs of underprepared students, NWACC provides supplemental instruction in a variety of formats including online. (1P8)

The Fire Science program at NWACC regularly analyzes data in order to enhance skills and knowledge of students for employment as firefighters in the field. (1R2)

In order to improve the student learning experience, NWACC creates relationships with service organizations by identifying student needs and extending learner opportunities beyond the classroom in support of common goals. (9P3)

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The Office of Institutional Research collects and analyzes a variety of data that supports informed decision making on learning and teaching. (IO)

NWACC Information Technology Services staff maintains smart classrooms and work closely with students, faculty and the Distance Learning team to provide training and support in use of technology for learning. (IO)

Expanded Cabinet provides a venue for major initiatives or new projects to be presented and discussed in order to communicate and collaborate on common work across the organization. (5P5)

NWACC uses multiple committees, councils, and teams to encourage knowledge sharing, innovation and empowerment. (6P5)

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

NWACC's commitments are shaped by its mission and its capacity to support those commitments. (IO, 2P4, 8P1)

NWACC practices periodic environmental scanning to understand the changing needs of its constituencies and communities. (3P5, 3R5, 8P1)

In keeping with its seven core values, NWACC demonstrates attention to the diversity of the constituencies it serves. (IO, 1R2, 3P1, 4P4, 5P1)

Continuing education, outreach programs and customized training are tailored in response to community needs. (IO, 1P13, 2P1, 3P1, 4P9)

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Through communications and processes such as web pages, a newsletter and other means, NWACC creates effective connections with its communities. (2P9, 5P8, 5I1, 6I1, 7P2, 8P6, 9P7)

NWACC's co-curricular activities engage students, faculty, staff, and administrators with external communities. (1P16, 1I1, 9I1)

Students engage with the community through related program and course activities, such as internships and service learning. (IO, 1P7, 1P16, 9P1)

Continuing education, workforce training, and enrichment activities are available through College at the Crossings, Professional Development, and the Corporate and Continuing Education division (IO, 1P2, 2P1, 4P9, 5P4).

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

NWACC has collaborative ventures with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation agreements). (IO, 2R2, 5P4, 9P5)

NWACC participates in partnerships focused on shared educational, economic, and social goals. (IO, 1P7, 5P4, 9P1)

NWACC's partnerships and contractual arrangements uphold the organization's integrity. (4P7)

NWACC's transfer policies and practices create an environment supportive of the mobility of learners. (9P1, 9P5)

Core Component 5d. Internal and external constituencies value the services the organization provides.

NWACC provides opportunities for evaluation of services by the constituencies it serves. (1R5, 1R6, 2R2, 3P5, 3R1, 3R2, 3R5, 5P4)

NWACC's facilities are available and used by the community. (2R2, 2R4)

NWACC provides programs to meet the continuing education needs of licensed professionals in the community. (1R3, 2P1, 2R2, 2R3)

External constituents participate in NWACC's activities and events open to the public. (2P1, 2R4, 3P1, 3P4, 5P7)