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Introduction

History

On December 17, 1974, the voters of Mississippi County approved the establishment of a community college district and the levying of a three mill tax to finance construction of the new campus. Arkansas Governor Dale Bumpers appointed a nine member Board of Trustees who began a search for a President for the institution. Dr. Harry V. Smith, selected as the first President of the College, began service in February 1975. An administrative team and faculty were assembled, and on August 25, 1975, classes began for the first time in renovated, temporary facilities located in the former Sudbury Elementary School at 200 South Lake Street in Blytheville, Arkansas. Approximately 800 students enrolled for credit the first term. Non-credit community service courses began with an additional 500 students in the spring term. In February 1976, the Board of Trustees purchased 80 acres of land for construction of the main campus on South Highway 61.

On April 29, 1977, United States Vice President Walter F. Mondale announced that the College had been awarded a $6.3 million federal grant to build the nation’s first solar photovoltaic prototype facility. An additional $500,000 was received and combined with the $6.3 million grant and a $2.5 million county bond issue. The campus on South Highway 61 was occupied in August of 1980. In May 1980, the College was notified that it had been accredited and had attained membership in the North Central Association of Colleges and Schools.
Cotton Boll Technical Institute opened its doors on November 14, 1966. At that time approximately 50 students enrolled. The school was housed in a single 26,462 square foot building surrounded by cotton fields off Interstate 55 at Burdette. That facility has grown substantially since its beginning and now consists of over 68,000 square feet of building space and sits on 45.8 acres of land.

With more than 60 years of history between them, Cotton Boll Technical Institute merged with Mississippi County Community College on July 1, 2003, to become Arkansas Northeastern College. This merger expanded the technical opportunities offered by the College as well as the expansion of physical facilities including the Burdette campus and Paragould (Greene County) Center. Today, the College enrolls students at the main campus in Blytheville, as well as the Harry L. Crisp Center. Additionally, students are also enrolled at the Burdette Center, the Leachville Center, the Osceola Center, and the Paragould Center. An additional 2,500 students are served each semester through the College’s non-credit and adult education programs.
History of Accreditation: Timeline

1975: Applied for candidacy for accreditation status

May 12-13, 1975: Visit by NCA team

April, 1975 (Letter states July 22): Candidacy for accreditation status granted

Fall 1977: Visit by NCA team

April 11, 1978: NCA voted “that candidate for accreditation status be continued at the associate degree-granting level; that a second biennial visit be scheduled in two years, fall, 1979.”

June 4-6, 1979: Visit by Consultant John Shepherd

October 18-19, 1979: Visit by Consultant John Shepherd

December 3-5, 1979: Visit by NCA team

May 2-3, 1980: Commission voted “that initial accreditation be granted at the associate degree granting level; that a visit be scheduled in two years, 1981-82, focused on the impact of occupying the new Blytheville solar-powered facilities upon the fiscal viability of the institution, especially as this relates to the continued implementation of the institutional commitment to serve the entire county; that a comprehensive evaluation be scheduled in five years, 1984-85.

February 22-23, 1982: Visit by NCA team

June 24, 1982: Commission voted “that the next comprehensive evaluation continue to be scheduled in 1984-85.”
December 3-5, 1984: Visit by NCA team

June 21, 1985: Commission voted “to continue the accreditation of Mississippi County Community College, and to adopt the other items entered on the Statement of Affiliation Status.” (The College is to have an evaluation in 1986-87 focused on development of syllabi. Its next comprehensive evaluation is scheduled for 1991-92.)

November 6, 1986: Visit by NCA team

April 13, 1987: Commission voted “to adopt the Statement of Affiliation Status.” (Its next comprehensive evaluation is scheduled for 1991-92)

September 16-18, 1991: Visit by NCA team

February 27-28, 1992: Commission voted “to continue the accreditation of the College, and to adopt the other items entered on the Statement of Affiliation Status.” (Its next comprehensive evaluation is scheduled for 2001-02.)


April 22, 2002 The Higher Education Commission voted “to continue the accreditation of the College.” (Its next comprehensive evaluation is scheduled for 2011-12.)

April 27, 2002 The Higher Learning Commission voted to approve the merger and the related institutional change request including the renaming of the institution as Arkansas Northeastern College.
Response to the Last HLC/NCA Evaluation

After the 2002 visit, the team unanimously recommended that ANC receive continued accreditation until its next scheduled review in 2011. Although the team acknowledged a number of institutional strengths, they also identified three challenges. The concerns noted in the 2002 evaluation have been addressed. While more can and will be done, particularly in the area of retention, the College continues to make progress in each of the areas noted.

Challenge 1: The section of the Institutional Assessment Plan that deals with student academic achievement does not include student outcomes that define learning throughout the program, nor does it include multiple measures of learning.

The current assessment model employed at Arkansas Northeastern College is focused on student outcomes and is designed to establish a connection between the College mission statement, division mission statements, program outcomes, course objectives, and student outcomes. These outcomes are faculty-driven and appropriate to the program. For example, General Education has a long standing mission and learning outcomes. Arkansas Northeastern College has developed a rationale for each general education core section that is appropriate to the curriculum and directly related to the mission of the College. It is an ongoing process to guarantee that these courses include learning outcomes that incorporate current and changing competencies that every student taking the general education core should acquire. The Business and Technical Division has a clear mission statement with specific learning goals and outcomes; the Allied Health programs have specific learning outcomes that lead to licensure and employment.

Arkansas Northeastern College uses multiple measures to help drive curricula and program changes to improve student learning. Direct measures demonstrate that specific learning has taken place. Examples of direct measures employed by ANC include presentations, demonstrations, projects, portfolios, graded homework assignments, pre and post course tests, comprehensive exams and national external exams. Indirect measures include surveys, interviews, and evaluations.
Challenge 2: The student outcomes for general education need to be defined by the faculty as a whole and assessed across the curriculum.

ANC's general education mission is “to offer programs in general education that provide the students with the skills and knowledge to succeed in their academic and career paths.” The learning outcomes for the general education program state that students will be able to:

- Speak, listen, write, and read competently in a critical and organized manner.
- Use mathematical skills appropriate to the task.
- Reason logically, develop independent thinking, use creative processes and scientific inquiry to analyze and make decisions.
- Use information technology to locate, process, and present information effectively and ethically.
- Set goals, learn independently, and develop human relation skills.
- Understand the social, political, economic, and cultural diversities of a global society.
- Recognize the essential worth of the individual person as a responsible and active participant in social and political change.
- Understand the creative process, aesthetic principles and the historical and cultural perspective of the literary and fine arts.
- Develop lifelong attitudinal and recreational skills for maintaining physical and mental fitness.

The creation of expected student learning outcomes and strategies to determine whether those outcomes are achieved is faculty-driven. The achievement of student learning at Arkansas Northeastern College is determined by the assessment process which is also faculty driven. Faculty define the student learning outcomes through the use of standard templates for the First-Day Handouts and departmental syllabi. Faculty follow the template for form, but the creation of learning objectives for the courses, individual unit objectives, methods for how those objectives will be directly and indirectly assessed is the sole responsibility of the faculty. Likewise the creation of an assessment plan, method of assessing, and the use of results is faculty driven. The Dean of the division or programs oversees the progress, completion, and implementation of the assessment findings.
From 1998-2005 the ACT Collegiate Assessment of Academic Proficiency (CAAP) was required by the state of Arkansas to be administered to all students in higher education who had completed 45-61 hours. ANC used the CAAP exam to directly measure the general education competencies of our students. The faculty were never really satisfied with the information that CAAP provided to the College. The students were required to take the CAAP but not required to make a certain score to graduate or transfer to a four-year institution. As a result, students often did not try their best and the scores indicated this lack of effort. However, in the areas tested, the students usually scored at or above the national average. In 2006, the state no longer required the CAAP, and to save money ANC no longer administered this direct measurement. Knowing that the College did indeed need a national exam that served as a direct measurement of success in general education, a committee from Arts and Sciences was formed to research the various national exams which test General Education. The committee recommended trying a shorter exam to engage more student effort. The Arts and Science Dean, the Assessment Specialist and the Vice President of Instruction decided to pilot the Education Testing Service’s Proficiency Profile for the 2010-2011 academic year. A designated pool of one hundred students will take the Profile. The Proficiency Profile may give a better picture of the students’ acquisition of the important skills of critical thinking, literacy, and mathematics than the CAAP.

Challenge 3: The retention of students is a concern.

Retention of students remains a priority, and the College has implemented a variety of strategies to improve retention rates.

In 2008-2009, the College chose to be a part of the Foundations of Excellence (FoE). This college-wide, voluntary self-study required the involvement of all administration, faculty, and staff members. It also provided students with the opportunity to gauge the quality of the freshman experience at ANC. Students rated the College faculty, methods of instruction, the different departments on campus, and services provided through the college. Employees also had the opportunity to complete a survey regarding the first year experience and services.
The process ended with an Action Item Timeline that included recommendations for organizational and educational improvements and is used for strategic planning. As a result of the FoE study, ANC formed a First Year Experience (FYE) standing committee with four FYE ad hoc committees. Advising, Campus Culture, Personal Development, and Student Activities Committees help to ensure the success of the first year student through the implementation of the recommendations made based on the data collected from the FoE self-study. The relevant departments incorporate the FoE improvements into their strategic planning documents. Because there are continuous improvements made based on the Action Item Timeline, an updated copy is available in the Resources section of the myANC Portal.

ANC had been researching early alert programs for the past two years. The implementation of this program will begin in Fall 2011 with the developmental education students. Faculty will have the ability to alert appropriate staff through the use of a customized program in order to identify and address students’ needs before the student withdraws, stops attending, or fails. ANC has purchased an alert software package that is compatible with the POISE system.

ANC began a Master Advisor Program in Spring 2011. This program requires 32 hours of training that will prepare a staff or faculty member to advise all students at ANC. The training is divided into two parts: twelve hours of institution specific information and twenty hours of the psychosocial aspects of advising. The purpose of the Master Advisor Program is to improve academic advising practices and knowledge so advisors are better equipped to assist all students and increase student completion rates. The 19 faculty and academic staff who complete the Master Advisor Program will provide the leadership to train other faculty and staff to better advise and retain students.
Purpose of the Self-Study

The purpose of this self-study was to improve the effectiveness of ANC, to receive reaccreditation for the next ten years, and to have an online A.A. degree approved. However, this self-examination process also allowed the College to:

- Review the progress of ANC since the 1991 NCA Self-Study with special attention to the concerns expressed by the previous NCA team;
- Educate all constituents about the comprehensive nature of the College;
- Profile ANC’s mission and demonstrate that programs and services are appropriate to its accomplishment;
- Assess ANC’s programs and services to identify strengths, emerging trends, and opportunities for improvement to guide development of strategies for improvement, planning, and decision making;
- Encourage college-wide and community involvement in the self-study process; Provide the information necessary to determine that the College meets the Commission’s General Institutional Requirements and Criteria.

The journey for reaccreditation began in the summer of 2009 with the selection of the steering committee which includes the President, Executive Vice President, Vice President of Instruction, Assessment Specialist, and the Self-Study Coordinator. Five teams representing the HLC Criteria along with five additional auxiliary committees were established to help with other important facets of the self-study process. These included: institutional change, resource room, events and hospitality, physical grounds and facilities, and federal compliance. The team chairs were selected for each of the teams by the Steering Committee and given a Self-Study Guide. After the establishment of the team chairs, the teams were created with special emphasis placed on broad representation and participation from the College.
October 16, 2009, was the official kickoff for the reaccreditation self-study process. The Steering Committee and team chairs conducted a skit to introduce the Criteria and explain the purpose of accreditation. The event included a competition between the teams, an “eat and meet” for each team, and the establishment of a plan for each team.

Each Criterion Team was charged to provide examples of evidence for each of the core components. The teams met regularly during the Fall 2009 and Spring 2010 semesters to review and discuss progress and provided reports to share these findings with the Steering Committee. Members of the Steering Committee and the team chairs were given the opportunity to attend the Higher Learning Commission Annual Meeting and self-study workshop in April 2010 in order to better understand the Criteria and to identify any gaps in their research. Dr. Mary Breslin, ANC’s liaison, visited the College and met with team members to assure them that they were on target with their examples of evidence. As drafts were created, the self-study coordinator reviewed and provided comments on each Core Component. The Criteria chapters were thoroughly reviewed by the self-study coordinator, the Steering Committee, the Cabinet, all of the ANC faculty and staff, and an editor. This time-consuming process ensured that everyone had a voice and there was not any example of evidence overlooked.

The self-study report includes a separate chapter for each of the five HLC Criteria. Each chapter provides examples of evidence for the Core Components, identifies strengths, and outlines plans for improvement. These chapters are followed by a Request for Institutional Change and the required federal compliance information.
Mission Statement

Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong learning opportunities.

Philosophy

Because Arkansas Northeastern College is committed to the ideal of the worth and dignity of individuals, its philosophy is to provide opportunities to youth and adults for development of purposeful, gratifying, and useful lives in a democratic society. The College accepts the national goal of providing at least two years of education beyond the high school level. Paramount in such education are programs of study designed to fit the needs of students of varying educational and vocational goals and those which provide cocurricular activities and community services consistent with the concept of the community college. Operating in the larger context of local, state, regional, and national higher educational patterns, the College seeks to respond to the needs of individuals and their levels of ability and development.

Arkansas Northeastern College is committed to these purposes:
1. To provide an access to quality higher education opportunity for all individuals, regardless of age, sex, race, or ancestry; economic, cultural or physical condition, or previous educational attainment, within the provisions of law and resources available.
2. To provide programs of study for students who wish to transfer to other institutions to pursue a baccalaureate degree.
3. To provide occupational/vocational/technical programs and curricula leading to immediate employment and to offer programs for students who wish to upgrade their skills for current, or future, employment.
4. To offer programs in general education.
5. To offer credit/noncredit courses which meet community needs.
6. To offer developmental programs to improve basic skills.
7. To offer personalized counseling and support services.
8. To promote the civic and cultural activities and provide for the avocational needs of enrolled students.
9. To promote the civic and cultural activities of the community and provide for the avocational needs of the service community.
10. To provide a positive and constructive experience for new students, enhancing their educational growth, aspirations, and abilities to continue their education at this institution and beyond.
Long-Range Plan

The development of Arkansas Northeastern College’s Long-Range Plan employed findings and recommendations from timely reviews and assessments of the College’s accomplishments. These included the College’s North Central Association Self-Study and the Final Report of a visit by an NCA team of consultants/evaluators, an Institutional Effectiveness Study report, and Arkansas Department of Higher Education Program Reviews of the past five years. These and other studies and reports were used to develop a listing of goal statements concerning achievement of mission and purposes. Additional goal statements were solicited from faculty, staff, board, and community representatives and incorporated into a nonduplicated listing. The College community was invited to identify those statements deemed most important and served to combine or eliminate and reduce the numbers of the most important statements for consideration by a group consensus process. Analysis of the results produced the goal statements presented to, and adopted by, the College’s Board of Trustees on December 15, 2004.

1. The College shall offer relevant curricula and quality educational programs that utilize flexible delivery methods while ensuring academic excellence and integrity.
2. The College shall facilitate the transition of students into higher education by strengthening partnerships and improving communication with secondary schools, governmental agencies, and business/industry.
3. The College shall provide systems and processes to encourage student enrollment, increase retention, and facilitate transition into careers or further learning opportunities.
4. The College shall enhance instruction, student learning, and the delivery of administrative and educational services to students, faculty, and staff by implementing and supporting technological systems and services.
5. The College shall participate in regional economic development as a partner and innovative leader in training, retraining, and educational services provided to businesses and industries in the region.
6. The College shall ensure the efficient and effective use of all available resources by maintaining a high level of stewardship and accountability.
7. The College shall cultivate a learning environment that promotes cultural enrichment, communication, diversity, and lifelong learning opportunities for its constituencies.
8. The College shall increase access to baccalaureate and master degree programs for area citizens.
Arkansas Northeastern College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Overview

Strengths

- ANC knows its mission and works to ensure that all constituents know its mission and its responsibilities to its constituents.
- ANC displays the mission statement in prominent places.
- The faculty and staff at ANC recognize the importance of diversity and the dignity and worth of each individual and continually strive to ensure all of these.
- ANC creates programs and opportunities to address diversity and the dignity and worth of all students and constituents.
- Faculty and staff are generally eager to modify programs and opportunities to adapt to a changing and diverse population.

Plans for Improvement

- ANC will continue to address the emerging needs of its students, the community, and constituents by regularly evaluating the integrity of the mission documents through strategic planning.
- The College will continue to improve its offerings and programs through established academic processes and procedures.
Conclusion

ANC focuses on building on its strengths and embracing its opportunities for improvement while it is striving to fulfill its mission. ANC is a Future-Oriented Organization whose mission declares a commitment to providing accessible, quality educational programs, services, and lifelong learning opportunities. The mission documents drive the actions and purposes of the college as it goes about its daily routines and prepares for the future. Arkansas Northeastern College is a Learning-Focused Organization because learning and learners serve as the primary consideration in all decision-making. During the past few years, ANC has expanded its offerings for youth and adults to develop themselves through the Continuing and Community Education courses and provided professional development opportunities for employees to improve student learning at ANC. Arkansas Northeastern College is a Distinctive Organization because it has a clear mission. The mission documents are aligned through a formal planning process. Finally, Arkansas Northeastern College is a Connected Organization because it serves the common good. The Board of Trustees, administration, faculty, and staff all believe that ANC is accomplishing its mission. The College is committed to continuing to build relationships with business, industry, educational partners, and community members to connect a community of people to make the area an even better place in which to live and work.
Preparing for the Future

Arkansas Northeastern College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Overview

Strengths
- ANC has a clearly defined mission that drives a coordinated planning, budgeting, and assessment process.
- The expansion of institution-wide assessment, including the administration and service areas, provides needed information for the improvement of serving ANC students.
- Physical facilities have been maintained and expanded to meet the needs of the College.
- ANC implements sound fiscal policies, maintains multiple funding sources, and uses available resources effectively and efficiently.
- The College is committed to updating computers and Internet availability to meet the ever-changing technology needs.
- The institutional support for professional development provides positive encouragement for faculty and staff improvement.

Plans for Improvement
- The College will continue to seek private funding for expansion of facilities in Greene County. If no funding is secured, the College will budget and allocate for the expansion of facilities.
- The College will continue to implement the First Year Experience (FYE) Action Item Timeline through its institutional strategic plans.
- The Long-Range Plan will be reviewed every five years rather than 7-10 years.
Conclusion

Arkansas Northeastern College is a Future-Oriented Organization with a holistic planning approach where academic, administrative, and support staff engage in planning. The use of environmental scanning, the support for innovation and change, and the effective use of resources demonstrate that ANC is committed to success in meeting new goals. Arkansas Northeastern College is a Learning-Focused Organization where the assessment of student learning is a priority. The College recently restructured and improved the assessment process to include most academic and service departments. ANC strengthens organizational learning by committing resources to provide outstanding educational opportunities for its learners. Arkansas Northeastern College is a Connected Organization through healthy internal communication. All employees share with administration in the decision making process. Various standing committees represent all areas of the College and work together to enhance institutional effectiveness. Finally, Arkansas Northeastern College is a Distinctive Organization that engages in critical self-assessment of its practices and policies, continuing to improve its efforts as a learner-focused institution. The participation in the Foundations of Excellence self evaluation was the most recent institution wide opportunity for self-reflection. This process helped ANC recognize the strengths of the institution as well as highlight the opportunities for improvement. The College is committed to fulfilling its mission, continuing to improve the quality of education, and responding to the future.
Student Learning and Effective Teaching

Arkansas Northeastern College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Overview

Strengths
- ANC has a faculty-driven assessment process.
- The assessment process is systematic, deliberate, and planned and is connected to the budget and planning processes.
- Multiple technology training opportunities are offered for faculty, staff, and students.
- ANC has qualified faculty who are open to innovation and change.
- ANC uses resources effectively and efficiently to support student learning and effective teaching.

Plans for Improvement
- ANC will add a planning strategy to address the educational opportunities and student services provided to diverse learners.
- The Master Advisor Program will be expanded.
- The First-Year Experience Committee will continue to work on the targeted areas of advising, personal development, student activities, and cultural diversity to engage students to increase retention and success.
- The Arts and Sciences faculty will complete the pilot of the General Education assessment tool to determine if it is an effective measure of student success.
- The Committee for the Assessment of Student Learning will continue to inform and develop training opportunities for ANC faculty and staff about assessment.
Conclusion

Arkansas Northeastern College is committed to creating an environment of effective teaching and student learning. In fact, learning and learners serve as the primary consideration in all decision-making at the College. ANC is a Learning-Focused Organization by engaging most academic and service departments in the assessment process and strongly encouraging faculty and staff to develop meaningful, measurable outcomes. The College focuses on providing excellent and effective learning opportunities for students. This focus can be seen in the learning environments, technology, professional development, support services, and resources. ANC is a Future-Oriented Organization with the commitment to offering an online Associate of Arts degree. This plan improves accessibility and integrates new technology for learning. Arkansas Northeastern College is a Connected Organization by engaging with local, regional, state, and national organizations. Faculty and staff attend professional conferences and regularly make presentations. The College also maintains affiliations to nationally accredited organizations by aligning curricula to the organizations’ standards. Healthy internal communication continues to be a priority. Finally, ANC is a Distinctive Organization through the accountability and judicious use of resources through continual assessment and planning processes. Effective teaching is supported, assessed, and improved continually through the use of a faculty-driven assessment process. The College is committed to student success.
Acquisition, Discovery, and Application of Knowledge

Arkansas Northeastern College 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.

Overview

Strengths
- Arkansas Northeastern College clearly outlines policies regarding student and faculty conduct and responsibilities.
- ANC provides funds to encourage faculty to engage in professional development projects to enhance their capabilities as instructors.
- ANC funds and supports a variety of clubs to encourage social responsibility and responsible use of knowledge.
- ANC provides ample opportunities for students to engage in applied learning.

Plans for Improvement
- The College will explore the need for a student government organization on campus.
- The College will develop a more comprehensive approach to track past graduates, program completers, and former representatives of the College.
- Service learning opportunities will be expanded through student activities and within selected academic disciplines.
Conclusion

Arkansas Northeastern College is a Learning-Focused Organization that provides a variety of professional development opportunities for faculty and staff members to continue to learn the latest technology and trends used by colleges and community members across the country. ANC also creates outlets in curricular and co-curricular activities for students to engage in broader issues that will prepare them to use the education they have acquired at the community college level. The College is a Connected Organization and collaborates with external constituents to conserve resources and to provide accessible programs. Collaborative partnerships with secondary schools as well as with business and industry make it possible for the College to better serve its constituents. ANC is a Distinctive Organization that encourages and promotes diversity by funding clubs, supporting travel opportunities, and maintaining an open-door admissions policy.

Arkansas Northeastern College is a Future-Oriented Organization whose planning processes are explicitly tied to learning. In addition, ANC provides to its students, faculty, staff, and community members a variety of accessible learning opportunities to be more creative, thoughtful, and prepared for the rapidly changing world.
Engagement and Service

As called for by its mission, Arkansas Northeastern College identifies its constituencies and serves them in ways both value.

Overview

Strengths
- The College is committed to its core mission and philosophy of serving the community.
- ANC’s strong secondary partnership efforts have achieved common social, educational, and economic goals by saving families money, increasing students’ college readiness, and by improving students’ workplace readiness.
- The College has a solid reputation as a regional asset in building economic development through creation and innovation of education and training for emerging career pathways needed by business and industry sector.
- The College works actively to develop collaborative partnerships with other higher education entities, governmental agencies, and private foundations to maximize resources and relationships for building institutional capacity to serve the learning community.

Opportunities for Improvement
- The College will investigate a systematic process for data tracking and analysis of secondary to post secondary transition and retention in order to assess the impact of secondary student (noncredit) exposure to ANC services.
- ANC will establish a formalized process to more widely disseminate results of the various data collected from across the institution.
- ANC will continue to seek opportunities to identify and serve its constituencies through direct and indirect measures of assessment.
Conclusion

ANC is a Future-Oriented Organization that identifies the changing economic, educational, and social needs of the constituents it serves by engaging in departmental and institutional surveys, advisory boards, and institutional annual strategic planning. During the past few years, the College has expanded existing programs and developed new programs to meet the demand of the workforce needs of the community. As an institution of higher learning, ANC is always a Learning-Focused Organization. The academic curriculum for transfer and technical programs, the University Center, Continuing and Community Education, and the Solutions Group provide quality learning opportunities to all members of the community. The College supports scholarship through the Great River Promise and the ANC Foundation initiatives and activities. The evaluation and improvements, as well as the recognition of ANC contributions to the people it serves makes it a Distinctive Organization. The College will continue its commitment to be accountable to its constituents by following all applicable regulations, reporting its practices and results, and adhering to its values of honesty and integrity. Finally, Arkansas Northeastern College is a Connected Organization by collaborating with local, state, and national initiatives and programs, forming partnerships with area schools, businesses, and organizations, and bridging to other institutions to provide better education and service. ANC will continue to adhere to its goals of enhancing the success of students to improve the region’s economic and cultural vitality.
Conclusion and Request for Continued Accreditation

The members of the ANC community work hard to ensure that the College continues to provide a high-quality education for its students, to engage in the continuous improvement of its programs, and to serve the community well. ANC is proud that it has been able to respond to the evolving needs of its constituencies while continuing to provide opportunities for students to develop themselves for purposeful, gratifying, and useful lives in a democratic society.

This document is the culmination of a two-year period of self-analysis and self-reflection of all facets of the College. Nearly every member of ANC’s faculty and staff participated in examining areas in relation to the established HLC Criteria. This self-study report provides the evidence of its compliance with these Criteria and the continued commitment to improve quality and organizational effectiveness.

Based on the evidence report and the additional evidence made available in the Resource Room, Arkansas Northeastern College requests continued accreditation for ten years by the Higher Learning Commission of the North Central Association of Colleges and Schools.
CONCLUSION

Institutional Change Request

As part of its mission statement, Arkansas Northeastern College seeks to provide those in the service area accessibility to quality educational programs. ANC’s student population, largely nontraditional with an average age of 28, encompasses the rural area of northeastern Arkansas and the bootheel of Missouri. Students noted difficulties in balancing work schedules, family needs, financial issues and transportation in surveys completed in the fall semesters of 2008 and 2010. ANC’s commitment to remain accessible to students reaffirmed the decision that online delivery of programs is imperative to continue to serve those in the regional area; therefore, ANC is seeking the approval of an online A.A. degree.

What questions could the HLC reviewer ask me?

Four HLC Peer Reviewers will visit ANC on September 19-21, 2011, as part of the College’s 10-year reaccreditation. They will hold formal meetings and open forums as well as talk with faculty, staff, and students as they walk the campus. Please review the following questions; however, be prepared for anything.

*Questions are based on information provided by the HLC.
General

- Have you read or seen ANC’s self-study?
- What do you know about accreditation?
- Did you know an HLC evaluation team was coming?
- How were you involved in the Self-Study process?
- What is ANC’s mission?
- Where can you find the College’s mission, and how do you help fulfill it?
- Do you feel that faculty, staff, administration, and the Board of Trustees are all working toward accomplishing the College’s mission and purposes?
- What is your division doing to pursue the College’s mission?
- Are the College’s goals adequately funded and supported? How is this apparent?
- Name ANC’s greatest strength . . . and its weakness.
- Who is responsible for student learning on campus?
- How do you contribute to improving equity, diversity, and inclusiveness at ANC?
- How are planning and budget linked at ANC?
- What is it like to work here? How is morale?
- What concerns do you have about the future of your institution?
- What are your retention efforts?
- How are people selected for committees? Who makes decisions on campus?
- What kinds of changes are taking place at ANC? Are they positive or negative?
- Do you know where to get a catalog, a financial report, or committee minutes?
- Do students actually receive what the catalog and other publications promise?
- Do you believe that your daily reality matches all the documentation the team was sent?
- What would you like to tell the visiting team to help them make a fair evaluation of this College?
Assessment

- What do you think about your assessment program? How was it developed?
- How are you involved in assessment?
- How has assessment within your division changed over the last 10 years?
- What improvements have resulted from assessment?
- How do assessment results impact your budget and planning processes?
- How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders?
- What evidence do you have that students achieve your stated learning outcomes?
- In what ways do you inform the public about what students learn? And how well they learn it?
Board of Trustees

- How does the Board help the College’s accomplishment of the mission?
- How does the Board stay informed of the College’s operations?
- Is the morale of the administration, faculty, and staff positive?

Administration

- In what ways can your institution be expected to continue to accomplish its mission?
- What is your impression of the campus climate?
- Is the morale of the faculty and staff positive?
- Are the faculty and staff participating in the life of the College and in the planning for the future?
- Is enrollment rising/falling/stabilized? What are the reasons for this?
- What kinds of changes are taking place within the College? Do you see these changes as positive or negative? How will these changes impact the institution?
QUESTIONS FOR

Faculty Members

- How do faculty members participate in decision-making?
- How is a new course developed?
- Is learning valued at ANC? Teaching? Discovery? Service? How are they valued?
- What is the role of faculty in assuring academic quality?
- What do you hope the General Education program will achieve?
- How does the College provide an environment that encourages transformative learning?
- What is your role as an advisor?

QUESTIONS FOR

Staff

- What do you know about the effectiveness of your student services?
- What are the trends in enrollment over the past 10 years?
- What enrollment projections are you making for the future?
- How do you recruit students?
- How do you use data to inform improvements?
- What areas need improvement? What is your area of strength?
- Describe your financial aid process?
- How are students treated in your office?
- How do you distribute resources within your department?