2011
Self-Study Report
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Introduction
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

<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975:</td>
<td>Applied for candidacy for accreditation status</td>
</tr>
<tr>
<td>May 12-13, 1975:</td>
<td>Visit by NCA team</td>
</tr>
<tr>
<td>April, 1975</td>
<td>(Letter states July 22): Candidacy for accreditation status granted</td>
</tr>
<tr>
<td>Fall 1977:</td>
<td>Visit by NCA team</td>
</tr>
<tr>
<td>April 11, 1978:</td>
<td>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.”</td>
</tr>
<tr>
<td>June 4-6, 1979:</td>
<td>Visit by Consultant John Shepherd</td>
</tr>
<tr>
<td>October 18-19, 1979:</td>
<td>Visit by Consultant John Shepherd</td>
</tr>
<tr>
<td>December 3-5, 1979:</td>
<td>Visit by NCA team</td>
</tr>
<tr>
<td>May 2-3, 1980:</td>
<td>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.”</td>
</tr>
<tr>
<td>February 22-23, 1982:</td>
<td>Visit by NCA team</td>
</tr>
<tr>
<td>June 24, 1982:</td>
<td>Commission voted “that the next comprehensive evaluation continue to be scheduled in 1984-85.”</td>
</tr>
<tr>
<td>December 3-5, 1984:</td>
<td>Visit by NCA team</td>
</tr>
</tbody>
</table>
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.
Role and Scope

Arkansas Northeastern College operates on the approval of the Arkansas Department of Higher Education within the following role and scope:

1. Audiences
Arkansas Northeastern College (ANC) is responsible for serving:
- The residents of Mississippi, Craighead, Poinsett and Greene counties who are seeking:
  - Preparation for transfer to four-year institutions.
  - Career-technical education.
  - Upgrading of skills.
  - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services
ANC serves the needs of these audiences by providing:
- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing and selected allied health fields, criminal justice, and early childhood education.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features
- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- University Center operated since 1992, hosting numerous undergraduate and graduate degree programs.
- "The Solutions Group", an innovative business and industry training and services organization which operates as a division of the 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. All sources cited in the self-study report by the ANC page icon ( <!-- ) will be available to the visiting HLC team in the Resource Room.
CRITERION ONE:

Mission and Integrity
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.
CRITERION ONE:

Mission and Integrity

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.

Introduction

Arkansas Northeastern College (ANC) has a well-defined mission statement that clearly describes ANC’s role in educating the residents of Mississippi County and the surrounding communities. It is essential for an institution to actively discuss and revise its mission statement as times and conditions necessitate. It is also essential for an institution to ensure that all faculty, staff, employees, and constituents know the mission and how the institution implements it. The mission statement and related documents drive the actions and purposes of the College as it goes about its daily routines and prepares for the future. ANC reviews its mission statement and its stated goals and purposes to ensure that the College is operating with purpose and integrity and to make changes as necessary.

The board has adopted statements of mission, philosophy, purposes, and goals that clearly and broadly define Arkansas Northeastern College’s mission.

ANC operates under a mission statement, philosophy, purposes, and goals which are appropriate to a post-secondary educational institution in a rural community. The mission statement adopted by the Board of Trustees addresses education and delivery issues as well as provides direction for the College. The philosophy statement underscores the importance of providing access to educational opportunities and services for the College’s service area. The purposes clearly support that the mission of the College is to provide, through various methods and programs, activities that meet the community’s learning needs. The goal statements were developed through the long-range planning process and are operational directives which provide guidance for departmental actions.

ANC evaluates and revises the mission documents to reflect the evolution of the College and strives to inform the college community as well as the citizens of the service area of its mission. The College makes the delivery of the mission consistent and transparent and does this in the following ways:

- The mission is displayed on the homepage of the ANC website.
- Mission documents are located on page 14 of the ANC Catalog which is available in hard copy and electronic format on the ANC website.
- The electronic message boards on campus display the mission statement.
- Framed mission documents are located strategically throughout the campus.
- Marketing tools (brochures, the view book, pamphlets) include the mission statement.
- The mission is documented on page 1 in the Faculty and Academic Staff Handbook and the preface of the Student Handbook.
Arkansas Northeastern College regularly evaluates and revises the mission documents as is appropriate as the College evolves to meet new needs and demands.

One of the strengths of ANC is its ability to evolve to meet the needs and demands of the community it serves. The College regularly reviews its mission and purposes through its Board of Trustees who take recommendations from various standing committees as the need arises. Since the last reaccreditation visit, two revisions have been made to the mission documents.

The first revision occurred after a year-long, formal review of the mission documents following the merger of Mississippi County Community College and Cotton Boll Technical Institute. The development of ANC’s Long-Range Plan employed the findings and recommendations from timely reviews and assessments such as an Institutional Effectiveness Study Report and Arkansas Department of Higher Education Program Reviews, as well as other studies and reports. Additional goal statements were solicited from faculty, staff, board, and community representatives and compiled in a non-duplicated listing. The college community was invited to identify those statements deemed most important; this method served to combine, eliminate, and/or reduce the numbers of the most important statements for consideration by a group consensus process. Analysis of the results of these studies produced eight goals adopted by the College’s Board of Trustees in December 2004 to ensure ANC achieves its mission. These goal statements are listed on page 15 of the ANC Catalog. The mission statement was also reviewed at the time of the merger. Although the mission statement was not changed, the College revised its methods for accomplishing the mission.

The second revision took place in 2008 when ANC participated in the Foundations of Excellence (FoE) process. The mission statement, philosophy, purposes, and goals were reviewed to determine if there was a focus on the success of new students. As a result of that voluntary evaluative process and a recommendation from the FoE committee, a new purpose statement targeting the success of new students was developed. Following approval by the Board of Trustees in June 2009, the statement was published in internal and external publications.
Arkansas Northeastern College addresses diversity within the community values and common purposes it considers fundamental to its mission.

The mission documents at ANC describe the College’s role in a multicultural society. The College provides access to a quality education and training to all constituents, regardless of age, gender, race, economic status, physical condition or religious beliefs within the provisions of the law and the resources available. The College is committed to addressing the needs of this diverse population by providing professional development opportunities such as Understanding and Engaging Under-Resourced College Students and Motivating and Challenging the Unmotivated Learner. A purpose that addresses diversity is the commitment to promote civic and cultural activities for enrolled students as well as the service community. To achieve that purpose the College is committed to cultivating a learning environment that promotes cultural enrichment, communication, diversity, and lifelong learning opportunities for its constituencies. In addition, ANC’s General Education program promotes the social, political, economic, and cultural diversities of a global society.

Core Component 1B: In its mission documents, ANC recognizes the diversity of its learners, other constituencies, and the greater society it serves.
The mission documents provide a basis for Arkansas Northeastern College’s basic strategies to address diversity.

ANC’s Long-Range Plan is aligned with the mission statement and provides avenues by which ANC addresses diversity. Furthermore, ANC values the importance of each student as evidenced in every goal statement.

One goal statement asserts, “The College shall cultivate a learning environment that promotes cultural enrichment, communication, diversity, and lifelong learning opportunities for its constituencies.” To fulfill this goal, ANC offers Community Education opportunities and classes for adults and children. These include driving refresher courses for the elderly, computer and Internet skills, etiquette and manners for boys and girls, music lessons, art classes, chess classes, and many other special classes. ANC also offers educational travel opportunities, both domestic and international.

Another example is that 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. As a result of that particular goal, the College implemented the Arkansas Northeastern College Technical Center (ANCTC) which provides career and technical courses for high school students at the Burdette Center. Students can earn concurrent credit for classes that are aligned with college course curricula.

Another goal addresses the need to increase access to baccalaureate and master degree programs for area citizens. This goal is being accomplished with the evolution of the University Center at ANC.

As a result of the development of the Long-Range Plan and its eight goals, the College has a clear and concise direction to follow to ensure that the College supports its mission.
The Board of Trustees, administration, faculty, staff, and students understand and support Arkansas Northeastern College’s mission.

When surveyed in 2010, all members of the Board of Trustees agreed or strongly agreed that they understood ANC’s mission and how their role supports the mission. Furthermore, all strongly agreed or agreed that ANC is accomplishing its mission.

### Arkansas Northeastern College Board of Trustees
Survey Results Regarding Mission of the College

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of and understand the ANC mission statement.</td>
<td>56%</td>
<td>44%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The Board of Trustees supports the ANC mission statement.</td>
<td>89%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>I am aware of how my role supports the ANC mission.</td>
<td>56%</td>
<td>44%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>I believe ANC is accomplishing its mission.</td>
<td>89%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Core Component 1C:
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.

According to the results of a 2010 survey, an overwhelming majority (96%) of faculty, staff, and administration of ANC agreed or strongly agreed to a clear awareness of how their positions support the mission of the College.

### Arkansas Northeastern College Administration/Faculty/Staff
Survey Results Regarding Mission of the College

<table>
<thead>
<tr>
<th>Question from Survey</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of how my job supports the ANC mission.</td>
<td>56%</td>
<td>40%</td>
<td>2%</td>
<td>0</td>
<td>2%</td>
</tr>
</tbody>
</table>
Survey results indicate that an overwhelming majority of faculty, staff, and administration have an accurate perception of the mission of the College and believe that their positions are in accordance with the College mission. A very limited number of faculty, staff, and administration are not knowledgeable of the College mission, and a few indicated that the College is not always consistent in fulfilling its mission. Administration/Faculty/Staff survey results are shown below and are available on the myANC Portal.

Arkansas Northeastern College  
Faculty/Staff Survey Results of the College Mission

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of &amp; understand the ANC mission statement.</td>
<td>53%</td>
<td>43%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>My division supports the ANC mission statement.</td>
<td>61%</td>
<td>36%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>I am aware of how my job supports the ANC mission.</td>
<td>56%</td>
<td>40%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>I believe ANC is accomplishing its mission.</td>
<td>41%</td>
<td>54%</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>

In addition, ANC students were surveyed, and the results indicated that the majority (89%) of the students are aware of the College mission statement and believe that ANC is accomplishing its stated mission. The survey shows that a small percentage of students (4%) are not familiar with the College mission statement, and only a few (10%) indicated that the College is not completing its stated mission. Student survey results are posted below, and results are available on the myANC Portal.

Arkansas Northeastern College  
Student Survey Results of the College Mission

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of ANC’s stated mission.</td>
<td>46%</td>
<td>43%</td>
<td>8%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>I understand ANC’s mission.</td>
<td>52%</td>
<td>37%</td>
<td>3%</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>I believe ANC is accomplishing its mission.</td>
<td>32%</td>
<td>52%</td>
<td>7%</td>
<td>3%</td>
<td>6%</td>
</tr>
</tbody>
</table>

The overall results of the surveys indicate that the understanding and support of the mission of the College is overwhelmingly positive by the Board of Trustees, administration, faculty, staff, and students.
ANC’s strategic decisions along with planning and budgeting priorities flow from and support its mission.

ANC is committed to fulfilling its stated mission and purposes with well-developed strategic decisions, planning, and budgeting. The annual strategic planning process is an essential step in the growth and development of the College as it seeks to realize the vision of the Board and the College community. The Annual Strategic Plan represents a systematic approach for both continuous progress and instructional improvement across the institution. The format of the document depicts each department’s narrative reporting on the results of the prior year’s plan and an outline detailing strategies for the upcoming year. The departments’ focus on specific strategies enhances both program and service quality at ANC.

The annual strategic planning process has helped ANC in at least two distinct ways: by prioritizing the strategies for improvement and by relating these strategies to specific overall goals of the College. Formalizing the relationship between planning and the budget process has enhanced the ability to appropriately prioritize the implementation of strategies related not only to departmental needs, but also to costs. The annual planning process has also helped the College by providing additional assessment measures of institutional effectiveness as they relate to its mission.

The goals of the administrative and academic subunits of ANC are congruent with its Mission.

The goals of all administrative and academic subunits are congruent with the mission and purposes. Through assessment, the budget process, annual strategic planning, and long-range planning, the mission of the College is the basis for its vision. As a part of the institution-wide annual strategic planning, administrative and academic subunits create their own unique plans as well.

One example is the Vice President of Finance’s Annual Strategic Plan and its alignment with one of ANC’s goals. Sound fiscal management is a necessary prerequisite to the accomplishment of any element of ANC’s mission. The Long-Range Plan states that the College shall ensure the efficient and effective use of all available resources by maintaining a high level of stewardship and accountability. The Vice President for Finance accomplishes this goal through multiple objectives and activities including (1) the establishment of dollar amount parameters for budget request items requiring sufficient detail to inform Cabinet members on how operational, travel, and equipment requests for monies are to be spent; (2) proper expense allocation to cost centers, and (3) productivity reports and other relevant quantitative information at the outset of annual budget hearings.

The Developmental Education Department’s mission, which is congruent to one of the College’s purposes, is another example. ANC is committed to providing access to quality higher education opportunity for all individuals regardless of previous educational attainment. The Developmental Education Department is dedicated to helping underprepared students prepare, prepared students to advance, and advanced students to excel. The Dean, faculty, and support staff of Developmental Education work to fulfill this goal by (1) properly placing students in the appropriate classes, (2) incorporating the best practices according to developmental education research into the learning environment, and (3) providing support services such as free tutoring, supplemental instruction, and paired courses to increase the students’ opportunity for success.
Board policies and practices document the board’s focus on ANC’s mission.

ANC is governed by a nine-member Board of Trustees appointed by the Governor of Arkansas to serve staggered six-year terms. The board members meet bimonthly and play an active role in ANC’s institutional development and ongoing functions. This commitment is illustrated by board policies, practices, and recorded meeting minutes. The board has all powers necessary and proper for the governance and operation of the College as stated in Policy Number 1.7 of the ANC Policy Manual and remains committed to honoring and fulfilling the mission of the College through the approval of new academic programs, the authorization of all expenditures, the changes made to the Policy Manual, the improvements and expansions to facilities, and the hiring of new faculty, staff, and administration.

The Board of Trustees enables ANC’s chief administrative personnel to exercise effective leadership to accomplish the College’s mission.

ANC’s organizational chart illustrates the network of authority and responsibility that allows the College to function, fostering appropriate professional relationships between administrative personnel and aiding them in effective leadership. The President is the Chief Administrative Officer of the College and therefore, is responsible for its overall organization and administration. He is appointed by the Board of Trustees and is responsible for recommending to them appropriate action to be taken regarding college operations. He is responsible for implementation of policy set forth by the Board of Trustees. The President’s Cabinet, established when the College was founded, is comprised of ANC’s chief administrative personnel. The extended cabinet, which includes cabinet members as well as deans, directors, and other administrative personnel, meets weekly for the purpose of sharing information, discussing college business, receiving committee updates, and addressing any other concerns. Administrative personnel are given the necessary support to implement and carry out all board policies.

Faculty and other academic leaders share responsibilities for the coherence of the curriculum and the integrity of academic processes.

The work of the Academic Affairs Committee is a vital component in the affairs of the College. The membership of the Academic Affairs Committee is composed of one faculty member from each of the Divisions: Mathematics and Sciences; Communications and Humanities; Business and Technical; Developmental Education; Occupational Programs; Nursing; and Solutions Group. The Deans/Chairpersons or Coordinators of each of these divisions are also members of the committee. An additional member (non-classified) is selected to represent the group comprised of the Vice President of Advancement, Adult Education Coordinator, Coordinator of Planning and Accountability, and all Extended Campus Coordinators. The Director of Financial Aid and one member (non-classified) from the Division of Student Services also serve on the committee.
The purpose of this standing committee is to serve as an advisory body on professional and instructional matters; curriculum programs, courses, and policies; the calendar; standards; awarding of credit; and graduation. The process is faculty-driven and flows from the ground upward. Proposals for program development are initiated at the departmental level and are approved and recommended by the Academic Affairs Committee and then referred to the President. They are then reviewed by the Cabinet, the Board of Trustees, and finally the Arkansas Department of Higher Education for approval.

From time to time, ad hoc committees are generated from Academic Affairs as a specific need arises. Recently, an ad hoc curriculum committee was created for the purpose of reviewing general education objectives to determine if they are meeting the institutional mission.

Effective communication facilitates governance processes and activities.

Effective communication is facilitated through various methods using both traditional and newer approaches. ANC announcements and advertisements are broadcast on the local TV and radio stations. At least seven area newspapers are used along with two college publications, *The College Times* and *The Open Door*. Campus Connect is a computer-based form of communicating in a number of different ways. Of course, staff meetings are held on both a regular and “as needed” basis. As a result of our Foundations of Excellence study in the fall of 2008, the college community expressed a desire for more direct communication. This request led to the implementation of a new e-mail system which provides every student with an individual e-mail address with the College. In addition, the myANC Portal system was implemented. The portal is an entry point to several online services available through the College. Additionally, ANC is using social media to improve communication. The College now has multiple blogs, Facebook pages, Twitter messages, and optional text messaging to communicate ANC processes and activities.
The board exercises its responsibility to the public to ensure that Arkansas Northeastern College operates legally, responsibly, and with fiscal honesty.

The Board of Trustees oversees the financial as well as the academic and business operations at ANC. Mechanisms for budget oversight are clearly outlined in the Policy Manual. The Board of Trustees is autonomous from the administration yet informed by the administration. The Board of Trustees requires the President of Arkansas Northeastern College to recommend an income and expenditure budget for the upcoming fiscal year. The Vice President of Finance supports this effort in overseeing the budget process in which each area summarizes and relates its budget to the Annual Strategic Plan. All Business Office staff members conduct business as directed by the Board through policies and procedures developed by the State of Arkansas Department of Finance and Administration, including but not limited to, the Office of State Procurement, the Office of Accounting, the Office of Budget, and the Arkansas Department of Higher Education.

Arkansas Northeastern College derives its funding from several sources, but the majority of funding is supported by tuition and student fees, county and state taxes, and external project funding, both state and federal. ANC has maintained exceptional fiscal control over its resources as evidenced in prior State of Arkansas Legislative audit reports.

Arkansas Northeastern College consistently implements clear and fair policies regarding the roles and responsibilities of each of its internal constituencies.

The Faculty and Academic Staff Handbook clearly delineates the role and responsibility of faculty and staff. The handbook is distributed to all employees who are notified of policy changes as they occur. The handbook is available in both hard copy and electronic format. The faculty are responsible for the academic advising of students, particularly those majoring in the instructor’s discipline. Faculty must be informed about advising best practices and learn to use the technology involved in online registration.

The Business Regulations Handbook is a document summarizing Business and Administrative Affairs policies and procedures. This handbook is produced annually to ensure current and accurate information. The Travel Regulations Handbook outlines travel policies and procedures to assure compliance with state regulations as well as to provide for effective and efficient use of travel funds of the College. Updates are distributed when necessary. A pamphlet was also distributed to highlight some of the frequently addressed business and travel issues.

The ANC Catalog contains an organized, detailed, descriptive list of course offerings at ANC. Additionally, it includes information concerning academic and administrative policies. The catalog is reviewed and updated annually to ensure current and accurate information. Current and recent catalogs can be viewed on the ANC website.
Arkansas Northeastern College’s structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

ANC broadly supports and offers a variety of student activities and clubs that is designed to enrich students’ lives. The activities and clubs are sponsored by staff or faculty members who assist with coordinating activities for students. Funds are built into the budget for club support and sponsorship. Club/Organization Policies and Procedures are clearly outlined and include specific criteria that must be met in order for the clubs and organizations to receive funds to supplement events and activities.

Forty-six percent (46%) of faculty and staff agreed that they could easily refer students to student activities and clubs. Forty-eight percent (48%) of the faculty and staff felt that involvement in such activities and clubs increased the integrity of the ethical conduct of the college. A review of the data collected during the Foundations of Excellence (FoE) survey with regard to student activities supports major improvement in two areas: resources for extracurricular activities and improving out-of-class learning activities, which could be accomplished by student involvement in activities and clubs.

ANC supports the implementation of auxiliary activities that are controlled through a formal bidding process. Service providers must submit an annual report that includes an evaluation of success. For example, the student café was previously contracted to an outside source; however, when the Service and Retail (later changed to the Business Enterprise) degree was approved, the Chairman of the Business and Technical Division conducted an analysis to determine the cost effectiveness of subcontracting the food service versus ANC ownership. At the budget hearings the Chairman recommended that ANC take ownership of the café for two important reasons: 1) ANC would save money in salary by hiring its own manager and 2) the food service would give the majors in the program a practical opportunity to intern in a retail atmosphere. As owners of the café, this provided an effective training tool for the interns in a retail atmosphere.
Arkansas Northeastern College presents itself accurately and honestly to the public.

The Public Relations office is responsible for marketing and advertising for the College. The Dean for Development and College Relations oversees all published information to ensure accuracy and honesty. The ANC Catalog, class schedules, brochures, the electronic message boards, and flyers that aid in the promotion of the College are also the responsibility of the Public Relations office. The same information that is released to media is also loaded onto the ANC website for ease of access by current and future students. ANC utilizes an advertising schedule that promotes student registration prior to the beginning of each semester. This schedule allows staff to prepare ads in a timely manner and place them with local media in the most cost-effective way by planning the placement approach on the front end and gaining discounts for multiple insertions. The office keeps a calendar to determine the staff deadlines for ad development and placement. This schedule allows the department to regularly update marketing plans and develop new and innovative methods of disseminating college information with a view of the future strategy already in place.

ANC presents itself accurately and honestly to the public through a variety of methods. The College deals closely, honestly, and openly with the communities it serves and makes concerted efforts to keep them informed of the events on the campus. The local media and public are notified of all board meetings at least three days in advance of the meeting. Members of the local media typically attend; however, for those not attending, the liaison for the College completes a press release following each meeting that is published in the local newspaper and distributed to other local media outlets. The newspapers that are receiving notifications and press releases are: Blytheville Courier, NEA Town Crier, Osceola Times, Paragould Daily Press, Steele Enterprise, Daily Dunklin Democrat, Jonesboro Sun, and Democrat Argus.

The College has an internal publication, the Open Door, which communicates information to faculty and staff on the main campus as well as to those on off-campus sites. The Arkansas Northeastern College Times is published bi-monthly and distributed throughout the campus, off-campus sites, to the local newspapers and loaded on to the ANC website. All publication information must be sent to and reviewed by the Dean for Development and College Relations to ensure accuracy and honesty. The Dean or the publication editor must be contacted to have information published in the aforementioned newsletters or newspapers. Space is allotted for student contributions, and faculty members are asked to encourage students to submit. ANC’s accreditation affiliation with the Higher Learning Commission of the North Central Association of Colleges and Schools is cited in the ANC Catalog and on the ANC website and message boards.
Arkansas Northeastern College documents timely response to complaints and grievances, particularly those of students.

Arkansas Northeastern College documents timely response to complaints and grievances. ANC has outlined processes and procedures for grievances and responses to grievances. The complaint is first addressed at the departmental level. If resolution cannot be reached, it is submitted to the Vice President of Student Services or to the Student Appeals Committee. The Student Appeals Committee exists to review and recommend action regarding matters of misconduct or student grievances. The Student Appeals Committee is advisory to the Cabinet and meets only when requested by a Cabinet member, the President, or by actual need. The members shall include five professional employees (total) from the divisions of Academic Affairs and Student Services. No more than one member may be from the administration. Members of the committee are appointed by the President for one year when the need arises. These policies and procedures are clearly outlined in the Policy Manual, the Student Handbook, and the Faculty and Academic Staff Handbook. Official complaints are kept on file by the Vice President of Student Services.
CRITERION ONE:

Mission and Integrity

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.
CRITERION TWO:

Preparing for the Future
CRITERION TWO:

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.

Introduction

Although the College is located in an area of declining population, ANC’s resource base is solid, and the mechanisms currently in place provide for a stable environment to affect positive instructional change for the future. Over the last decade, Arkansas Northeastern College has demonstrated through its mission statement, planning documents, assessment practices, and resource allocation, its willingness to plan for the future in an ever-changing society.

Arkansas Northeastern College is a future-oriented institution, with a holistic planning approach where academic, administrative, and support staff work collaboratively to develop the Long-Range Plan, the Annual Strategic Plan, the Assessment Plan, and the Budgeting Process. The allocation of resources is planned from a ground-up philosophy where all staff members have input into the specific uses of resources. These processes direct the College’s future actions. A description of the Long-Range Plan, the Annual Strategic Plan, the Assessment Plan, and the Budgeting Process are described in the Introduction of Criterion 2; however, analysis of these processes can be found in the Core Components.

Long-Range Plan

The long-range planning process, which occurs every seven to ten years at ANC, begins with environmental scanning of the College’s internal and external constituents to identify the College’s future vision. Identifying what the future of the institution will look like and how it will function relies on the input and feedback of stakeholders throughout the process. Initially, general recommendations are gathered through focus-group meetings. These various focus-group meetings include individuals within the institution, business and technical advisory committee members, occupational advisory committee members, students, community members, and the Board of Trustees of the College. The recommendations made by these various groups are then synthesized and reduced into the smallest possible number of goals. These goals are then redistributed to the original participants to be ranked and prioritized in order of importance. The results of these activities become the long-range goals which eventually become the basis for all planning processes of ANC.
Annual Strategic Plan

ANC’s Vice President for Advancement is charged with the ongoing development, implementation, review, and updating of the Annual Strategic Plan. The annual strategic planning process is an essential step in the growth and development of ANC as it seeks to realize the vision of the college community. The annual strategic plan represents a systematic approach for continuous processes and instructional improvement across the institution. The format of the document depicts each department’s narrative reporting on the results of the prior year’s plan and an outline detailing strategies for the upcoming year. Every department focuses on specific strategies that will enhance both program and service quality at ANC. The annual strategic planning process prioritizes ANC’s strategies for improvement and relates these strategies to specific overall long-range goals of the College as stated in the Long-Range Plan. Each department is required to submit its annual plan during budget hearings as a means of justification for expenditure requests. Formalizing the relationship between planning and the budget process has enhanced ANC’s ability to appropriately prioritize the implementation of strategies related to both needs and costs. This annual planning process, which provides additional assessment measures of institutional effectiveness, documents ANC’s ongoing practice of improving all aspects of the institution and outlines strategies for implementation of the Long-Range Plan.

Assessment

The Committee for the Assessment of Student Learning (CASL) provides oversight to all departments in maintaining effective systems for data collecting, analyzing, and interpreting of results. Reliability of assessment is crucial in recommending change to ensure student success. Data collection is a continuous process with results reported annually according to an established assessment reporting schedule. The recently revised assessment planning process was initiated in 2008-09 to further expand assessment to include all departments of the College based on the philosophy that the student is impacted not only by the academic faculty, staff, and Student Services department, but also by all College departments. The revised assessment plan process has provided a more structured and effective method of data collection and reporting.

The assessment process involves all departments of the College and utilizes appropriate data collection and feedback loops in communicating results throughout the organization. Results of assessment are presented to CASL for review, evaluation, and feedback. The Assessment Specialist presents the formal Assessment Plan to the Board of Trustees each year for review and approval. The formal document is bound for ANC distribution and is posted on the ANC website for student and public access. Assessment results are integrated into the Strategic Plan as a mechanism to effectively respond to any recommendation requiring institutional change and/or needed financial resources.
Budgeting Process

Although financial planning is dynamic, occurring throughout the year, the budget hearing process represents the primary annual planning event at ANC. In February of each year, departments begin preparing budget requests, which are linked to individual departmental strategic plans for the coming year. Budget comparisons are provided for the previous year’s expenses, current year’s budget, and requested budget for the next year. Each divisional or departmental leader develops a financial budget for the upcoming academic year and presents to the Extended Cabinet as part of structured budget hearings. The presentations not only include expenditure, and in some cases, revenue projections, but also take into account strategic planning for each area of operation, including correlating budget requests to the overall Strategic Plan. Extended cabinet members actively engage presenters with questions, as well as discussions of opportunities for growth and improvement. After the completion of budget hearings, the Extended Cabinet compares total requests to anticipated funding/revenues, incorporating consideration of levels of tuition and fees. Because requested expenditures often exceed anticipated revenues, the Cabinet engages in the prioritization of particular budget request items with conversations centered upon sustainability and providing accessible, quality educational opportunities to its service district. The resultant budget, following approval by the Board of Trustees, provides the basis for reporting and related accountability to the Arkansas Department of Higher Education, as well as a guidepost for each divisional or departmental decision-maker for the coming year. Once the budget is approved, departmental directors are given the opportunity to review departmental strategic plans to ensure that any changes made during the approval process still align with the strategic plan. Modifications are made accordingly. Once strategic plans are modified, they are compiled into a single unitary Annual Strategic Plan and reviewed for the purpose of verifying that all plans align with the vision, values, goals, and strategic priorities of the College. The institutional Annual Strategic Plan is then presented to the Board of Trustees for final approval.

Arkansas Northeastern College’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

Capital and technology planning reflect ANC’s commitment to the enhancement of instruction, student learning, and the delivery of services by implementing and supporting technological systems and services. The budget for the Management Information Systems Department is $239,000 for technology support, equipment, and software. There is $159,000 budgeted annually for the Computer Technology Replacement Plan. This plan is primarily funded by the general education equipment budget, supported with additional funds from student technology and Internet course fees.

The speed and capability of ANC’s computer network have increased over time to meet the changing technological needs. Plans for 2013 are to drastically increase the network’s speed and capability to the point that ANC can take advantage of fiber optic technology by joining the Arkansas Research and Education Optical Network (AREON).
ANC is committed to providing current instructional technology in the learning environment. The automotive, steel industry, welding, renewable energy, aviation maintenance, and health-care programs have access to state-of-the-art equipment. ANC recently made the evolution to Wi-Fi on the main campus and the Burdette Center. Updates have been made to the instructional mode of the myANC Portal. All students, faculty, and staff have an ANC email account that is accessible on and off campus. All of these advancements stem from assessment findings, Foundations of Excellence recommendations, or environmental scanning, and all reflect the mission of the College.

Enrollment reports are prepared each semester and distributed to the Board of Trustees, Vice Presidents, Deans, and program directors. These reports provide a thorough analysis of the current student population including demographic data and course data by academic division. These reports are used to identify demographic shifts as well as changes in students’ academic needs and interests. The enrollment report also analyzes each academic division by department, sections and enrollment. This report shows the breakdown between full-time and part-time students, freshmen and sophomores, and race and origin. According to the report data, there has not been a significant change in demographics over the past ten years.

According to the U.S. Census Bureau in 2009, Mississippi County, which supplied 70% of ANC’s students, had an estimated population of 46,605, with 63% being white and 34% being African American. The median household income in 2008 was $34,211 as compared to $38,820 in Arkansas and $52,029 in the United States. Of the total 1914 students enrolled in Fall 2009, 1600 students or 84% received some form of financial aid. ANC has challenges with students having the ability financially to attend an institution of higher learning. The College is fortunate to participate in several grant programs which help to address these challenges. The ANC Foundation provides numerous scholarship opportunities as well.

ANC’s participation in grant programs is further evidence of how the College has evaluated the needs of the area and provided programs to meet those needs. A new grant-funded program is the Aviation Maintenance program which is housed at ANC’s Acme Center at ANC. Students who complete this degree are eligible to take the FAA certification examination for Airframe and Power Plant Mechanics. Successful certification allows students to be placed in an area business that conducts aviation maintenance.

In an effort to meet the educational and financial needs of the citizens within the service area, ANC’s Foundation has made a promise to area students, through The Great River Promise that says, “If you want a college education…You can have one! Stay in school, stay out of trouble, work hard, earn your high school diploma, and there will be money to cover your full tuition and mandatory fees to Arkansas Northeastern College.” The Foundation began raising money in 2009 to fund this program so that every child in Mississippi County can have the opportunity to receive a college education.

To confirm ANC’s attention to globalization, the Solutions Group, located at the Crisp Center, is expanding both the training offered as well as the area served. The division has leading-edge training centers with over 52,000 square feet dedicated to providing customized training for companies within the region as well as credit courses in areas such as industrial science, electricity, and mechanical applications. The Solutions Group even provides the courses needed by industry using a flexible schedule to accommodate the shift work of the employees. In the global economy in which we live, the Solutions Group recognizes that a trained workforce is essential. As a result, it provides award-winning training for these companies to help them stay locally and internationally competitive.
ANC pays attention to emerging factors such as security and safety. The College has implemented an automatic alert system through which participants are alerted via text message regarding weather or safety issues. Telephones were installed in every classroom in order for faculty to have one-touch access to security. Also, new students receive ANC Security information at New Student Orientation.

Arkansas Northeastern College's planning processes include effective environmental scanning.

ANC participated in the Foundations of Excellence (FoE) self-study. Faculty, staff, and students participated in initial surveys as well as a follow-up survey two years later. That data, coupled with the data from the reaccreditation self-study process, will drive the next Long-Range Plan. Recommendations from the FoE Final Report are regularly addressed.

The Arkansas Delta Training and Education Consortium (ADTEC) was established in 2005 as a way to leverage regional assets to receive federal training grants. The five member colleges are Arkansas Northeastern College, Mid-South Community College, East Arkansas Community College, Phillips Community College of the University of Arkansas, and Arkansas State University – Newport. Since its formation, ADTEC has applied for and received numerous grant awards, which made possible the starting of new programs and the expansion of existing programs. Advanced Manufacturing, Renewable Energy Technology, Allied Health, and Automotive Services Technology are the current grant-funded programs added to the ADTEC colleges’ offerings. ANC contracted with Seamless Education Consultants, Inc. in 2006 to conduct a survey of all employers within the service areas of all five of the ADTEC colleges. The results provided data for program additions and changes. ANC also uses data from student surveys, local and state Departments of Workforce Services, the United States Census, and other data sources to monitor the trends of the area. These data provide planning information on needed programs and services for the area. The data are also useful in adjusting the variety and level of technical training. The data allowed ANC to find the gaps in existing program curricula as well as the gaps in program offerings. Those gaps were filled with the ADTEC grants, other grants, and curricular changes. Additionally, the data drove changes in ANC’s interactions with its business partners. One example is the development and implementation of an internship program with Nucor-Yamato Steel. This program provides paid internships for students in the Steel Industry Technology AAS program. Additionally, this program provides the Arkansas Northeastern College Technical Center’s Advanced Manufacturing students priority for the internship program which has helped to develop a seamless avenue from high school through ANC to the workplace.

Arkansas Northeastern College’s environment is supportive of innovation and change.

ANC continues to demonstrate its support of innovation and change through the development or expansion of academic programs. The most recent programs affected are Renewable Energy Technology, Aviation Maintenance, Allied Health, and Automotive Services Technology.
ANC spent an entire academic year undergoing a comprehensive self-study through the Foundations of Excellence program. Upon completion of the FoE process, ANC proved that its environment is supportive of innovation and change by taking the necessary steps to alter current practices to enhance the student’s college experience. There were many changes that occurred as a result of the FoE process, but a few of the more notable were improvements to New Student Orientation, requiring Personal Development for all A.A. degree seeking students, an increase in the availability of information, vast improvements to the advising process, and enhancing technology throughout the campus.

Another example of ANC’s support for innovation and change is the reaction to a recent legislative change. Arkansas Act 971 requires clear exit standards as well as improved teaching techniques for all remedial courses taken at state-supported higher education institutions. The Developmental Education Department Dean and faculty pledge to participate in research to complete course redesign based on best practices. The faculty is exploring alternative delivery formats such as modular sections to provide course completion in a condensed timeframe. ANC is collaborating with other two-year colleges across the state in researching, developing, and implementing programs to reform developmental education courses and support services in Arkansas. Additionally, the members of the department have committed to the National Association for Developmental Education (NADE) Certification process for college preparatory coursework and tutoring services at ANC. This commitment requires participants to demonstrate application of theory, use of quality practices, analysis of data, and use of continuous and systematic assessment and evaluation to improve services and student learning. Currently, no state-supported institutions of higher education have earned NADE Certification. ANC strives to be the first.

Arkansas Northeastern College held a special ceremony Friday night, May 20, 2011, to pin “Wings” on the members of the first graduating Aviation Maintenance Program class.
Arkansas Northeastern College clearly identifies authority for decision making about organizational goals.

ANC uses an inclusive process for decision-making. Five standing and interim committees provide recommendations to the President and his Cabinet. The Academic Affairs Committee identifies instructional and academic procedural changes while the Administrative Affairs Committee deals with administrative policy matters. The Student Services Committee evaluates processes, policies, and procedures for student registration, application processes, counseling, and financial-aid services. The Committee for the Assessment of Student Learning (CASL) works to fulfill two goals: instructional improvement and institutional service improvement. The final and newest standing committee is the First Year Experience (FYE) Committee. The addition of this committee was based on a recommendation from the Foundations of Excellence (FoE) process to have oversight for academic decisions and services that directly impact the first-year student.

The College also has a clearly defined organizational chart that establishes the chain of command. It includes the Board of Trustees; the President; Executive Vice President; the Vice Presidents of Finance, Instruction, Management of Information Technology Services (MITS)/Human Resources, Student Services, and Advancement; Associate Vice President for Community Relations; the Deans, and the Department Chairs. This hierarchy works collaboratively to review committee recommendations, budgets, assessment goals, and long-range plans to make institutional decisions about organizational goals. Through this ground-up philosophy, all employees of the college, whether professional or classified, have an opportunity to have a voice in the development, implementation, and assessment of all organizational goals. This philosophy encourages input from all stakeholders in academics, administration, and service areas. Each area has the responsibility to provide guidance on all other areas’ operations. This cross-pollination technique ensures that open communication occurs across the College.

After institutional goals and purposes are developed, they are recommended to the ANC Board of Trustees by the President. The Board reviews the President’s recommendations and provides feedback in the process. When the Board is satisfied and votes to approve the recommendations, the organization then begins the implementation and assessment processes. The most recent addition to ANC’s purposes came after the FoE self-study. The President recommended the addition of a purpose that focused on the new student, and the Board of Trustees agreed.

Arkansas Northeastern College’s resources are adequate for achievement of the educational quality it claims to provide.

Requests for resources to continue and enhance programs are made by the department heads each year during the budget process. The Cabinet thoroughly reviews and prioritizes these requests based upon the availability of projected revenues and the likelihood of value-added benefit to the institution and its constituents.

The total ANC budget consists of 1) Unrestricted Educational & General Funds, 2) Auxiliary Funds, 3) Retirement of Indebtedness Funds, and 4) Restricted Educational & General
Funds. Unrestricted Educational & General (UE&G) operating budget revenues consist of direct support from the State of Arkansas, tuition and fees, and other income. Over the last six years, the percentage of the total ANC budget represented by UE&G funds has decreased from 62% to 59%. Funds accruing from the Arkansas Revenue Stabilization Act, Educational Excellence Trust Fund, and Workforce 2000 funds comprise the direct State support. State funding support has remained steady at 71% to 76% of ANC’s Unrestricted Educational & General operating budget (44% to 47% of the total budget) for the last six years. The following table displays the details of the UE&G Budget over the last six years:

<table>
<thead>
<tr>
<th>Arkansas Northeastern College UE&amp;G Budget Recent History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2006-2007</td>
</tr>
<tr>
<td>2005-2006</td>
</tr>
<tr>
<td>2004-2005</td>
</tr>
</tbody>
</table>

This trend of steady state support is likely to change with the downturn in the economy and the resultant decrease in Arkansas sales tax revenue. Because of this potential loss of revenue, ANC is committed to finding other sources of revenue that will enhance or support existing programs. The portion of UE&G revenues comprised of tuition and fees has ranged from 17% to 25% over the last six years. Other Income (ranging from 4% to 6% of the UE&G budget) includes continuing education revenues related to business and industry training, community education revenues, investment revenues, scholarship support from the ANC Foundation, and indirect costs yielded from federal grants. At the fiscal 2009-10 year-end, the UE&G Fund balance was approximately $6.9 million.

The Auxiliary Fund consists of funds collected from student fees set aside specifically for activities directly related to students, such as student organizations, the campus bookstore (leased to Follett College Bookstores), and the campus restaurant (The ANC Outback). Auxiliary Fund revenues and expenditures typically comprise less than 1% of the overall ANC budget. At the fiscal 2009-10 year-end, the Auxiliary Fund balance was in excess of $600,000. The Retirement of Indebtedness Fund consists of millage income revenues that support the repayment of bonded indebtedness and are available to support overall operations. Debt retirement revenues typically represent less than 2% of the overall budget. At the fiscal 2009-10 year-end, the Retirement of Indebtedness Fund balance was in excess of $2 million. Unretired debt as of the fiscal 2009-10 year-end was approximately $4.4 million.

Restricted Educational & General (RE&G) revenues accrue from a variety of Federal, State, and private funding sources, including grants and student financial-aid monies. Typically, RE&G revenues and expenditures are equivalent to the various grants and financial-aid funds administered by the College, although some allow for residual and carry-forward amounts. Over the last six years, the percentage of ANC’s total budget represented by RE&G funds has risen from 36% to 39%. In light of the current economic climate, ANC is fortunate to administer the following grants and student financial resources:
<table>
<thead>
<tr>
<th>CFDA Program Title</th>
<th>Agency Program Title</th>
<th>Amount Awarded</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIO — Student Support Services</td>
<td>SSS</td>
<td>$803,958</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>TRIO — Talent Search</td>
<td>ETS</td>
<td>$2,441,535</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>TRIO — Educational Opportunity Centers</td>
<td>EOC</td>
<td>$1,314,340</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grants</td>
<td>SEOG</td>
<td>$34,292</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>Federal Family Education Loans</td>
<td>GSL</td>
<td>$1,101,996</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>Federal Family Education Loans</td>
<td>GSL</td>
<td>$362,697</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>Federal Work-Study Program</td>
<td>CWSP</td>
<td>$48,370</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>Federal Pell Grant Program</td>
<td>PELL</td>
<td>$2,543,119</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>Academic Competitiveness Grants</td>
<td>ACG</td>
<td>$19,399</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>Adult Education — Basic Grants to States</td>
<td>ADULT ED</td>
<td>$109,786</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>Career and Technical Education — Basic Grants to States</td>
<td>PERKINS</td>
<td>$103,477</td>
<td>US Dept of Education</td>
</tr>
<tr>
<td>WIA Pilots, Demonstrations, and Research Projects</td>
<td>ADTEC</td>
<td>$335,560</td>
<td>US Dept of Labor</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families</td>
<td>TANF — PATHWAYS</td>
<td>$740,194</td>
<td>US Dept of Health and Human Services</td>
</tr>
<tr>
<td>Education and Human Resources</td>
<td>ADSTEP</td>
<td>$145,056</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td>Community Based Job Training Grants</td>
<td>AVIATION MAINTENANCE</td>
<td>$395,170</td>
<td>US Dept of Labor</td>
</tr>
<tr>
<td>Community Based Job Training Grants</td>
<td>ADRET</td>
<td>$442,749</td>
<td>US Dept of Labor</td>
</tr>
<tr>
<td>Community Based Job Training Grants</td>
<td>ALLIED HEALTH</td>
<td>$2,000,000</td>
<td>US Dept of Labor</td>
</tr>
<tr>
<td>Private Grant</td>
<td>AACC/ WAL-MART AVIATION MAINTENANCE</td>
<td>$100,000</td>
<td>American Association of Community Colleges/Wal-Mart Econ. Development Initiative</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families</td>
<td>TANF - WELDING</td>
<td>$148,144</td>
<td>US Dept of Health and Human Services</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families</td>
<td>TANF - NURSING</td>
<td>$75,580</td>
<td>US Dept of Health and Human Services</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$13,265,422</strong></td>
<td></td>
</tr>
</tbody>
</table>
The ANC total budgets for the last six years are as follows:

**Arkansas Northeastern College Total Budget Recent History**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Unrestricted E &amp; G</th>
<th>Restricted E &amp; G</th>
<th>Total Budget (including Auxiliary &amp; Retirement of Indebtedness)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>$13,391,247</td>
<td>$8,815,205</td>
<td>$22,656,932</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$12,952,330</td>
<td>$7,671,157</td>
<td>$21,071,105</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$12,643,832</td>
<td>$7,607,013</td>
<td>$20,691,316</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$12,597,560</td>
<td>$7,582,934</td>
<td>$20,615,217</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$12,300,573</td>
<td>$7,546,068</td>
<td>$20,280,364</td>
</tr>
<tr>
<td>2004-2005</td>
<td>$11,971,628</td>
<td>$6,980,179</td>
<td>$19,385,530</td>
</tr>
</tbody>
</table>

The educational objectives of Arkansas Northeastern College are also supported by resources made available by the ANC Foundation. The ANC Foundation, which was created in 1977, is a separate entity for the college and is directed by a Board of Governors made up of individuals who have an interest in providing Arkansas Northeastern College with financial assistance. ANC Foundation board members are elected by the foundation board and serve four-year, rotating terms with a maximum of 24 total members. Arkansas Northeastern College has many needs that can only be met through the receipt of private gifts. Therefore, the ANC Foundation plays an extremely important role in assisting the College in providing educational opportunities at an affordable cost to the citizens of this region.

Since the Foundation’s organization in 1977, it has enjoyed remarkable growth and the acquisition of several facilities and area farmland, including a 1,500 acre farm which generates $160,000 annually for student scholarships. The Foundation currently has approximately $3.3 million in endowed, private funds with a large portion of the interest annually funding scholarships. Additionally, the ANC Foundation has worked to promote the Great River Promise Scholarship Fund which will offer every high school graduate in Mississippi County a tuition-and-mandatory-fees scholarship to Arkansas Northeastern College beginning with the 2011 high school graduates. Students must earn a high school diploma, maintain a 95% attendance record throughout high school, and have no drug or alcohol offenses. This scholarship promotes the idea that students should do their best, stay in school, and avoid the negative temptations sometimes facing them by awarding them the opportunity of a college education. A fund drive for the “Promise” has begun, and the current total amount in that fund is $83,318.71 with an additional pledge by an area industry for up to $150,000 a year for seven years beginning with the 2011-2012 academic year. The Foundation continues to seek grant opportunities to ensure future funding of the Great River Promise.

The ANC Foundation also works to build friendships and support for ANC by hosting activities and events each year, including three golf tournaments per year and sponsorship of the Yamato Kogyo/ANC Foundation Ambassadors-to-Japan Program. Additionally, the “Friends of the Foundation Fund-Raiser,” also known as the Car Party, is held each fall and provides a wonderful social opportunity for people in the area and promotion of the college while raising resources for the general fund.
The Foundation is a private, 501 C-3 tax exempt, nonprofit corporation that provides assistance to Arkansas Northeastern College and its students. During times of economic downturns, the ANC Foundation has maintained its assets through the conservative investment of funds. The fiscal 2009-10 year-end net assets of the ANC Foundation were $7.3 million. An annual audit of the ANC Foundation is conducted to obtain reasonable assurance that financial records are free from material misstatement, to assess the accounting principles used, to ensure that donor wishes are followed, and to evaluate the overall financial statement.

Arkansas Northeastern College's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality.

In 2006 the College engaged in a comprehensive planning process to address the application of financial resources to the facility and technology needs of the institution. The extended cabinet was formed and began meeting on a regular basis to discuss the variety of upgrades envisioned for technology in the classrooms, online connectivity and course delivery, library automation, and administrative computing upgrades. Additionally, numerous facility upgrades and enhancements were identified which improved the student experience at the College. A total of thirty-five projects were identified through this planning process. The cost, funding source, and project leader(s) were also identified for each project as a part of this plan. A detailed timeline was also established for each of the projects. The total estimated cost of the plan was $6,000,000 in December of 2007 when the plan was implemented. Thirty-three of the projects have been addressed to date with a total expenditure commitment exceeding $7,000,000. This process has continued as the extended cabinet has regularly met on a weekly basis over the past five years. Numerous initiatives have been identified and addressed in addition to the original thirty-five that were begun in late 2007. This process has allowed the College to apply the resources in a systematic way with the greatest level of input and coordination across the institution.

ANC has a history of securing and retaining grant dollars. Federal and state grants that have been renewed continuously are three TRiO programs: Educational Talent Search, Educational Opportunity Center, and Student Support Services, along with Career Pathways, which is cited as the best in the state, Carl Perkins, and Adult Education. The TRiO programs, Career Pathways, and Carl Perkins augment institutional student support capabilities, while Adult Education prepares potential students for post-secondary studies by assisting them to obtain a General Education Development (GED) credential.

ANC has a Master Plan to map construction of new facilities. The most recent addition is the Briggs-Sebaugh Wellness Center, providing physical activity enrichment opportunities for students and members of the community as well as additional classroom and office space. Future plans include building an Allied Health facility on the ANC Main Campus featuring state-of-the-art classroom and laboratory design, including instructional equipment.
Appropriate personnel with the assistance of an architect thoroughly inspect every facility and define necessary and/or recommended renovations in an annual facilities audit. The College had 2.1 million dollars designated in state funds over the last three years to address these critical needs. ANC has made extensive renovations to existing buildings on the main campus and the Burdette campus.

1. Statehouse Hall (Completed in 2002)
2. Childcare Kids Kollege (Completed in 2004)
3. Allied Health (Construction Approved)
4. Future Classrooms
5. Future Classrooms
6. Future Classrooms
7. Briggs/Sebaugh Wellness Center (Completed in 2006)
Arkansas Northeastern College’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.

It has always been the practice of the College to maintain a fund balance of at least 10% of the Unrestricted Educational & General operating budget in order to be prepared for unanticipated needs. Additionally, the Strategic Plan and budget process are conducted on an annual basis which can allow for emerging needs for the upcoming year. These practices may prove to be beneficial with the steady position in State revenue.

An example of ANC responding to unanticipated growth is the acquisition of the ANC Paragould Center. ANC acquired the Paragould Center with the merger of Mississippi County Community College and Cotton Boll Technical College. The PN program was already offered, and the RN program was later added. With the demand of these programs increasing, the College is actively seeking a larger facility. When ANC secures a larger facility, it will provide other allied health programs to that area.

Arkansas Northeastern College has a history of achieving its planning goals.

ANC initiated a Long-Range Plan process in 1995, which is ongoing. The most recent update to the Long-Range Plan occurred in 2004. During budget presentations, staff members present plans that enhance programs and further the mission of the College. Progress on the plans is reported in the following year, and new plans are presented.

Arkansas Northeastern College Online Enrollment Analysis

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Instructors Teaching Online</th>
<th>Number of Sections</th>
<th>Enrollments</th>
<th>Online SSCH</th>
<th>Total SSCH</th>
<th>Online % of SSCH</th>
<th>Enrollments per Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>3</td>
<td>4</td>
<td>81</td>
<td>243</td>
<td>41,943</td>
<td>0.6%</td>
<td>20.3</td>
</tr>
<tr>
<td>2002-03</td>
<td>5</td>
<td>9</td>
<td>202</td>
<td>606</td>
<td>45,570</td>
<td>1.3%</td>
<td>22.4</td>
</tr>
<tr>
<td>2003-04</td>
<td>10</td>
<td>26</td>
<td>649</td>
<td>1,947</td>
<td>50,507</td>
<td>3.9%</td>
<td>25</td>
</tr>
<tr>
<td>2004-05</td>
<td>18</td>
<td>44</td>
<td>844</td>
<td>2,433</td>
<td>44,342</td>
<td>5.5%</td>
<td>19.2</td>
</tr>
<tr>
<td>2005-06</td>
<td>21</td>
<td>46</td>
<td>848</td>
<td>2,544</td>
<td>39,628</td>
<td>6.4%</td>
<td>18.4</td>
</tr>
<tr>
<td>2006-07</td>
<td>23</td>
<td>60</td>
<td>819</td>
<td>2,457</td>
<td>36,038</td>
<td>6.8%</td>
<td>13.7</td>
</tr>
<tr>
<td>2007-08</td>
<td>26</td>
<td>83</td>
<td>1,373</td>
<td>4,119</td>
<td>34,341</td>
<td>12.0%</td>
<td>16.5</td>
</tr>
<tr>
<td>2008-09</td>
<td>36</td>
<td>125</td>
<td>2,306</td>
<td>5,705</td>
<td>38,474</td>
<td>14.8%</td>
<td>18.4</td>
</tr>
</tbody>
</table>
Arkansas Northeastern College demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

Strategic planning is an ongoing process that ensures ANC’s evaluation process complies with state expectations for institutional effectiveness. ANC’s Strategic Plan is reviewed and adjusted annually beginning with the understanding of the needs of the students and the role the College plays in students’ lives. Each departmental chairperson gains knowledge by staying in contact with the instructors and students and formulates departmental goals for the upcoming year. Each departmental chairperson must defend the goals at a budget hearing comprised of the President, the Vice Presidents, the departmental chairpersons, and various deans of ANC. After all departmental Strategic Plans are defended, they are compiled into the Annual Strategic Plan for the College. Each department will make any revisions of its Strategic Plan and submit it to the budget committee every year. From each departmental Strategic Plan, the future growth of the College is considered, such as hiring new teachers, adding new equipment, or adding new courses. Each departmental chairperson assesses and evaluates the progress of the department on meeting its goals and outcomes of the Strategic Plan.

The Assessment Specialist and the Committee for the Assessment of Student Learning (CASL) are responsible for the oversight of ANC’s Assessment Plan. This plan assesses student learning outcomes, program level outcomes, and outcomes for administrative units. A biennial plan is created for a course, a program, or an administrative unit. Each biennial plan must be approved by CASL and ultimately the Board of Trustees. During one example of goal achievement has been the evolution of online education delivery at ANC. In 2001-02, only three faculty members taught a total of four class sections online, accounting for 243 student semester credit hours (0.6% of ANC’s total SSCH). In 2008-09, 36 faculty members taught a total of 125 online sections, accounting for 5,705 SSCH (14.8% of the ANC total). A combination of various planning strategies including infrastructure investment, professional development, purchases of teaching support materials, an internal task force charged with advancing online education policies, and in-house training led to this transformational change in educational delivery in just seven years.

Another example is the goal to strengthen partnerships with secondary schools. In order to schedule classes for county high school students at the ANC Technical Center (ANCTC) and Science Technology Engineering and Math (STEM) Initiative, all of the daily schedules had to coincide. Through collaboration among the county superintendents and the College President, a universal schedule was established to allow high school students to attend classes at the ANCTC. In addition, the high school counselors worked with the Vice President of Instruction and the Dean of Extended Campus Operations on additional issues such as course offerings, scheduling, discipline, and support services.

Core Component 2C: Arkansas Northeastern College’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
the two years, data are collected in a variety of ways. At the end of the data collection period, plan representatives must meet with CASL to describe how the data was collected, how the data were analyzed, how it related to the criteria for success, and how the results were used for improvement. The Assessment Specialist reports the results as well as a new plan for the department in the current Assessment Plan. Although departments report on alternating years, the Assessment Plan must be updated annually. As a result of these ongoing assessments, improvements are made to curriculum, technology, or teaching strategies to enhance the student learning process and student success.

All employees are evaluated annually to ensure that ANC’s evaluation process supports institutional effectiveness. The evaluation for fulltime faculty members is based on input from student evaluations conducted in all classes, an evaluation by a peer, an evaluation by the department dean/chairperson/coordinator, and a faculty self-evaluation, which includes a plan of action for the next year. After analyzing the input from these sources, the department head conferences with the faculty member. If the faculty member’s performance meets the satisfactory standard, then the instructor is recommended for rehire with a salary adjustment if sufficient funds are available. If the faculty member receives less than a satisfactory rating, an administrative review is conducted, and the instructor may be rehired with no salary increase until the deficiency is corrected, or the instructor may not be rehired. All classified personnel submit a performance evaluation to their departmental chairperson or supervisor yearly, which is then submitted to the appropriate Vice President.

An ad-hoc committee has been appointed to create a laboratory evaluation form. This lab evaluation would include courses that have a lab format such as choir, the sciences, painting classes, and others. The purpose of this review is to ensure that the instrument captures students’ feedback in a valid manner that can be used by all departments including instructors, chairpersons, deans, and the Vice President of Instruction to improve teaching techniques and curricula in the unique learning environment of a lab.

A campus-wide self-study that was concluded in 2009 provided a thorough evaluation into all aspects of institutional effectiveness for the first-year student. The ANC Foundations of Excellence (FoE) data are posted on the myANC Portal and include the Action Item Timeline. One recommendation was to assess the first-year programs and initiatives and regularly disseminate results to the college. The development of an institutional vision for an assessment of critical elements of student success, in particular, those that impact the first-year student, prove essential to the improvement of retention and graduation rates of ANC students. Student success indicators are integrated into departmental strategic planning and help develop measurable outcomes focused on improving the first-year experience. Surveys were conducted in 2008 and 2010 with first-year students, returning students, faculty, and staff. Different departments utilize the survey results to create a learning environment that will retain students and enhance present and future learning. Departments have access to these survey results to develop future goals or objectives.

Various departments conduct additional surveys as needed to ensure expected performance and effectiveness for ANC’s current and future population. Some surveyed groups are alumni, first-time freshmen, returning students, and community non-credit students.
Appropriate data and feedback loops are available and used throughout Arkansas Northeastern College to support continuous improvement.

The College’s successful ongoing planning, evaluation, and assessment efforts communicate data and create effective feedback links. The data collected, process for review, analysis, and interpretation along with dissemination of results have proven to be a reliable mechanism for validating strategies for continuous improvement at ANC.

Periodic reviews of academic and administrative subunits contribute to improvement of Arkansas Northeastern College.

The foundational support for continuous, quality improvement experienced at ANC has contributed to the effective method of both academic and administrative review processes. Periodic review occurs throughout the organization to encompass all major areas of the College to include: the President’s Cabinet, Extended Cabinet, Academic Affairs, Academic Departments, Student Services, Advancement, Administrative Affairs, the First-Year Experience (FYE) Committee, and Finance and Business Office along with other College departments.

The major units or departments, their respective type of review and review schedule are listed in the table on the following page.

Both internal and external reviews are vital in the continuous improvement process. Internal review within the College is an ongoing process integrated both formally and informally within the organizational structure of the College. Formal meetings of the Committee for the Assessment of Student Learning (CASL) focus on analyzing assessment data that will ultimately improve student outcomes and enhance the learning environment. The Committee meets formally at least once or as needed in the fall semester for assessment planning and at least twice or as needed in the spring semester for review of all scheduled departments to submit their assessment findings to the committee. A concerted effort has been made to involve all areas of the College in the assessment process that ultimately directly or indirectly enhances student outcomes. An annual report is compiled and submitted to the ANC Board of Trustees for review and approval. Results are shared on the myANC Portal.

Combined representation from the academic and student services divisions meet to review and implement objectives formulated by the FYE Committee as a result of the comprehensive 2008-09 FoE Initiative that included numerous data resources and survey results from students, faculty, and administration. The FYE Committee selected four ad-hoc subcommittees that have worked to (1) improve the advising and registration process; (2) enhance student activities, club structure, and participation; (3) increase cultural awareness; and (4) expand the Personal Development course. The periodic reviews from the ad-hoc subcommittees are reported to the FYE Committee to ensure that established objectives are met and that future needs to provide a continuous system of institutional improvement are identified. These active subcommittees have proven successful with the Academic Advising Team revising the registration process for the fall 2010 semester and revising the
Academic Advising Handbook: The Activities Subcommittee has revised the ANC Club policies and standardized processes for club sponsorship along with implementing a successful fall semester “Club Rush” which resulted in an increase in student club membership and participation in ANC Activities.

The Finance and Business Office of ANC participates in reviews to include the State Department of Legislative Audit, the Department of Finance and Administration Reports, and the Annual Series 17 Arkansas Department of Higher Education (ADHE) Reports. Internally, the Business Office generates the Monthly Financial Statements which are presented to the ANC Board of Trustees at their bi-monthly meetings. The Expense Reports are disseminated to each department on a monthly basis for review and feedback for any discrepancies. Numerous grants require financial reports and reviews conducted on a scheduled basis by the Business Office to ensure compliance with the financial requirements and obligations of the grant.

The Student Services department collects data in the areas of admissions, registration and enrollment, financial aid, student testing, and student placement. Their reviews and reports generate invaluable data in the areas of student enrollment, demographics,
retention, financial-aid funding and scholarships, and outreach programs. The data provided assist both administrative and academic decision making in areas of College operations, program development, and potential need for focused reviews and assessments along with measuring effectiveness of outreach programs, recruiting efforts, and placement services.

Various state surveys and accreditation visits further contribute to ANC's ongoing periodic review for improvement as reflected by many of the academic specialty areas such as: Nursing (National League for Nursing Accrediting Commission - NLNAC and Arkansas State Board of Nursing - ASBN), Practical Nursing (ASBN), Dental Assisting (Commission on Dental Accreditation - CODA) and Paramedic Programs (Commission on Accreditation of Allied Health Education Programs - CAAHEP). Other academic programs are reviewed and approved by outside regulatory agencies such as the Aviation Maintenance Program (Federal Aviation Administration - FAA). Arkansas Department of Higher Education (ADHE) requires academic program audits internally as well as retention and graduation reports on data submitted by all public institutions of higher education.

The table below is a timeline for the external periodic review process by academic department.

<table>
<thead>
<tr>
<th>Estimated Date of Next Review</th>
<th>Departments/Programs</th>
<th>External Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>Practical Nursing, Dental Assisting</td>
<td>ASBN, CODA</td>
</tr>
<tr>
<td>2011-2013</td>
<td>Higher Learning Commission Visit, ADN Nursing, Certified Nursing Assistant</td>
<td>NCA, NLNAC, ASBN, DOH-OLTC</td>
</tr>
<tr>
<td>2013-2014</td>
<td>EMT-Paramedic</td>
<td>CoAEMSP/CAAHEP</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Early Childhood Education, Steel Industry Technology, Child Development Associate</td>
<td>ADHE, ADHE, ADHE</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Computer Information Systems, Associate of Arts-General Education, Service and Retail Systems, General Technology (Automotive, Welding, Air Conditioning and Refrigeration)</td>
<td>ADHE, ADHE, ADHE</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Criminal Justice, Business Technology, Associate of Arts in Teaching</td>
<td>ADHE, ADHE, ADHE</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Advanced Manufacturing Technology, Office Technology, Power Plant Technology</td>
<td>ADHE, ADHE, ADHE</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Renewable Energy Technology, Aviation Maintenance</td>
<td>ADHE, ADHE</td>
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</tbody>
</table>
Arkansas Northeastern College provides adequate support for its evaluation and assessment processes.

ANC has budgeted for an Assessment Specialist since 2000. Not only are leave time and travel expenses budgeted, but administratively, the President and Vice Presidents are actively supportive. Guidance is provided by the Vice President of Instruction in each Committee for the Assessment of Student Learning (CASL) meeting. Additional cabinet members participate in committee meetings as well.

Additional money is budgeted to CASL for use in the hiring of consultants, for attending webinar meetings, as well as for paying the annual membership fee to be an Institutional Member of the Arkansas Association for the Assessment of Collegiate Learning (AAACL), a statewide organization with ANC being a founding member. The ANC Assessment Specialist serves on the Executive Committee with travel expenses paid from the Assessment budget. Money allotted to the Assessment budget also provides the funding for the general education assessment tool as well as incentives for students to take the Proficiency Profile.

Another example of the College’s support for its evaluation and assessment processes is ANC’s use of class time each fall and spring to distribute student evaluation of faculty forms to provide accurate assessment of faculty performance. The data are compiled and analyzed as well as shared with faculty as part of the evaluation and assessment process.

Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for Arkansas Northeastern College.

Under the direction of the President, the College has streamlined a specific planning process that ensures multiple reviews of vision, values, goals, and strategic priorities. Departments make recommendations to standing committees who review and then take the recommendations before the President’s Cabinet. Cabinet members evaluate recommendations ensuring alignment with ANC’s mission prior to submission to the Board of Trustees. In the final stage of planning, Board Members deliberate based upon the relevance of the recommendation in relation to the mission of ANC. Because of ANC’s effective quality planning, the organization has been able to develop multiple initiatives that fulfill the mission of providing accessible, quality educational programs, services, and lifelong learning opportunities. Initiatives developed in accordance with the mission statement include but are not limited to: the Solutions Group, the University Center, ANCTC, additional professional development opportunities, and the evolution of the community education program.
Implementation of the Arkansas Northeastern College’s planning is evident in its operations.

ANC is committed to its mission of “providing accessible, quality educational programs, services, and lifelong learning opportunities.” This mission provides the College with a clear direction for the future. ANC’s coordinated system of planning, budgeting, evaluation, and assessment provides valuable evidence of the institution’s effectiveness in meeting this mission and informs strategies for continuous improvement.

The Annual Strategic Plan is approved by the President, his Cabinet and the Board of Trustees, and all aspects of the plan are clearly linked to the mission statements of the organization. Budgets and planning are prepared based upon organizational and community needs assessments. Under the guidance and directives of the President, each department is responsible for effectively fulfilling the goals defined within their departmental strategic plan.

The culmination of organizational planning can be witnessed in the day-to-day operations of Arkansas Northeastern College. The resources purchased, the activities planned, and the initiatives implemented are examples of planning coming to fruition.
Preparation for the Future

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.
CRITERION THREE:

Student Learning and Effective Teaching
Student Learning and Effective Teaching

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

Introduction

The College values the success of students as evidenced by the importance it places on documenting the achievement of student outcomes. Faculty and staff actively engage in the assessment of student learning. The primary purpose of the assessment program is to improve instruction, and therefore, learning. In addition, the quality of student experiences as they interact with the various service areas of the College is evaluated to determine the effectiveness of the delivery of those services.

History of Assessment

Since the last North Central visit in 2001, Arkansas Northeastern College has continued to employ Dr. James Nichols’s Institutional Effectiveness Paradigm as the foundation of its assessment process. The five-column model and assessment record have been modified over time as the assessment process of the College has matured. Overall, the current model (illustrated to the right) is focused on student outcomes and is designed to establish a connection between the College’s mission statement, division mission statements, program outcomes, course objectives, and student outcomes.

Assessment efforts are lead by a standing college committee composed of faculty, administrators, and staff from academic, student, and administrative service areas. The committee is chaired by the Assessment Specialist. All academic and nonacademic divisions are represented. These individuals guide the process and provide expertise on assessment matters to the college community as a whole.

From 2001 to 2007, the assessment of student learning progressed with a greater emphasis on course-level assessment. To make assessment resources more widely available to faculty and staff, the Assessment Specialist created an assessment site on WebCT. When the College shifted to the e-Racer learning management system, the assessment materials were also moved and are now accessible through the myANC Portal.

The merger of Cotton Boll Technical Institute with Mississippi County Community College in 2003 brought new faculty members to Arkansas Northeastern College. In addition, several new faculty were hired who had no prior experience with assessment. In the spring of 2008,
the Assessment Committee saw the need to revitalize assessment. The assessment committee decided to concentrate on taking a planning year to provide training to the faculty who were unfamiliar with the process in place at the College. A subcommittee to review the assessment process was formed. The charge of the subcommittee was to update the process and increase participation by both academic and nonacademic personnel. The review generated several recommendations and upon approval of the Cabinet, they were implemented in the fall of 2008. Actions included adoption of a mission statement for the Committee, adoption of a definition of assessment, a name change for the Assessment Committee, minor changes to the report format, adjustment of the reporting cycle, and the creation of planning committees who would concentrate on the professional development of the faculty and staff in the area of assessment.
The Committee for the Assessment of Student Academic Achievement was renamed the Committee for the Assessment of Student Learning (CASL). The following mission statement was adopted: The mission of the Assessment Committee is to promote and support a culture of continuous, quality improvement that enhances the integrity of student learning at Arkansas Northeastern College. The mission statement is posted on the assessment tab in the myANC Portal.

The CASL committee endorsed Thomas A. Angelo’s definition of assessment: “Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education” (AAHE Bulletin, November 1995, p.7).

The 2008-2009 academic year was designated a planning year. Members of the Committee for the Assessment of Student Learning were divided into planning teams who worked individually with the various reporting areas across campus. These planning teams consisted of veteran faculty and administrators who volunteered their time and expertise to assist areas that had not previously participated in assessment to develop quality assessment plans; therefore, specific attention was given to the nonacademic areas. Committee members felt it was important to assess all areas of the student experience. In the spring of 2009, a comprehensive plan was produced.

As a result of the planning year activities, faculty who had done course level assessment in the past now have a much better plan in place for the upcoming year. In addition, those who have not done course level assessment in the past have peers who can help them develop quality assessment plans. The plans were implemented beginning July 1, 2009. In January of 2010, faculty and staff began analyzing collected assessment data. The final assessment report with an emphasis on use of results was presented to the Board in June, 2010.

In addition to the internal activities of the Assessment Committee, the College has engaged external resources to provide personnel access to individuals nationally recognized for their knowledge and expertise in assessment. Dr. Jeffery Seybert of Johnson County Community College presented two workshops to faculty on October 4 and 5, 2007: Community College Assessment Strategies and an Institutional Portfolio Workshop. The technical faculty gained the most benefit with Dr. Seybert giving specific help with assessing proficiencies in the technical areas.

The Committee for the Assessment of Student Learning sponsored a two-part webinar presented by Linda Suskie, Vice President of the Middle States Commission on Higher Education, on September 16 and October 7, 2009. Part one was entitled How Good is Good Enough? Setting Benchmarks or Standards and part two was Summarizing and Using Assessment Results. The faculty was invited to attend both parts of the webinar.

Arkansas Northeastern College is a charter institutional member of the Arkansas Association for the Assessment of Collegiate Learning (AAACL). Since its inception in the spring of 2008, the College has provided financial support to the statewide organization through an annual institutional membership fee. In 2007, the College Assessment Specialist served on the
Arkansas Northeastern College clearly differentiates its learning goals for various programs by identifying the expected learning outcomes for each.

The learning goals for all of ANC’s courses are a reflection of the mission statement, and the expected learning outcomes for each are clearly identified. ANC offers three Associate of Science degrees (A.S), an Associate of Arts Degree (A.A.), an Associate Arts in Teaching (A.A.T), twelve Associate of Applied Science Degrees (A.A.S), nine Technical Certificate Programs, and eight Certificates of Proficiency. The **ANC Catalog** outlines the curriculum plan for each degree or certificate offered and provides a brief narrative of the program followed by course descriptions.

Each division has a mission, goals, and learning outcomes or objectives. These outcomes are faculty driven and appropriate to the area. For example, General Education has a long-standing mission and specific 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. These courses were approved through the General Education Review of the Curriculum Committee and Academic Affairs Quality Review Project. It is an ongoing process to guarantee that these courses shall provide for the establishment of “common knowledge, intellectual concepts, and attitudes that every educated person should possess” (Executive Board of the Commission on Higher Education for the North Central Association of Colleges and Schools). The 2011 Curriculum Committee is currently reviewing these learning outcomes to incorporate current and changing competencies that every student completing the general education core should acquire.

Programs are in various stages of development. The Business and Technical division has a clear mission statement with specific learning goals and outcomes. Several programs (i.e. Associate of Applied Science degrees) within that division have their own mission statement and learning outcomes. By necessity and National League of Nursing requirements, the Associate Degree in nursing program has a very definite mission statement with program-driven outcomes. The Practical Nursing program also has a clearly defined mission statement and learning outcomes. All programs governed by licensing or accrediting agencies achieve this standard.

**Assessment of student learning includes multiple direct and indirect measures of student learning.**

Arkansas Northeastern College uses a variety of direct and indirect 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.

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 was 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. 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 divisions was formed to research the various national exams to test General Education. The committee recommended a shorter exam to engage more student effort. The Arts and Sciences 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.

Indirect measures for student success at the College include employer surveys, student opinion surveys, student evaluations, and advisory committees. All nursing, allied health and occupational programs have advisory committees that serve to improve and make relevant program curricula changes. Students evaluate the quality of instruction in every class, every semester. Instructors use these student evaluations in part to make curriculum plans or goals for the next year.

A new indirect measure of student opinion at ANC came from the Foundations of Excellence (FoE) survey administered to the student population. Because of the College’s philosophy that both academic and support services provided to students affect student learning, the College entered into the Foundations of Excellence study to gauge not only the students’ opinions of instruction, but also their views on the quality of ancillary services provided to them as beginning freshmen, as these support services impact student learning. The student comments were candid and indicated that they wanted to make more connections with other students and faculty which they considered to be inherent in their success. The following table shows the responses to the question, “As a new student, to what degree has this college connected you with other new students?”

<table>
<thead>
<tr>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>64</td>
</tr>
<tr>
<td>High</td>
<td>79</td>
</tr>
<tr>
<td>Moderately</td>
<td>81</td>
</tr>
<tr>
<td>Slightly</td>
<td>36</td>
</tr>
<tr>
<td>Not at all</td>
<td>24</td>
</tr>
</tbody>
</table>
Students were also asked, “As a new student, to what degree has this college connected you with faculty members outside of class?” The following results show the desire for more connections.

<table>
<thead>
<tr>
<th>Arkansas Northeastern College Foundations of Excellence Study</th>
<th>Student Survey Responses Regarding Connecting with Faculty Outside of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Very High</td>
<td>48</td>
</tr>
<tr>
<td>High</td>
<td>68</td>
</tr>
<tr>
<td>Moderately</td>
<td>79</td>
</tr>
<tr>
<td>Slightly</td>
<td>50</td>
</tr>
<tr>
<td>Not at all</td>
<td>40</td>
</tr>
</tbody>
</table>

The challenge was to create strategies that would allow new students to be more connected to the College. The First-Year Experience (FYE) committee decided to concentrate on four major areas to promote student engagement: student activities, the Personal Development class, advising, and campus culture. The most progress made to date has been in advising. The College created two new student registrations which were centered on information sharing, connecting with the right advisor, and meeting early with the financial-aid advisors. Relocating the registration process in one area seemed to streamline the registration. First-time students who answered the survey were positive in their responses. When asked if the steps in the registration process were easy to follow, 92% responded favorably. Most students (75%) found the new registration orientation video helpful and felt prepared to begin class on the first day (88%). The next priority in the advising area is to concentrate on training for the faculty to develop the advising skills that will aid in their contact with the students. Students are assigned by majors to faculty advisors. Often faculty feels inadequate in advising students on anything but the classes they need in their major.

To get a better assessment of student satisfaction, ANC will be joining the other twenty-two community colleges in Arkansas in administering the Community College Survey of Student Engagement (CCSSE) beginning in the fall of 2012. This assessment will be a continual process every two years.

The results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

The ANC Assessment Report is presented annually to the Board of Trustees. Once presented, a copy is available in each department. Reports are distributed to members of the Board, the Cabinet, and Committee for the Assessment of Student Learning (CASL). Recent reports are available in the Library and online through the myANC Portal.
Faculty is involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

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 defines the student learning outcomes in First-Day Handouts and departmental syllabi. Arkansas Northeastern College has a standard template for all courses. Faculty follow the template for form, but the creation of learning objectives for the courses, individual unit objectives, and 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 are faculty driven. The dean of the division or programs oversees the progress, completion, and follow-through of the assessment. The Assessment Committee (CASL) is composed of one or more faculty from the seven academic areas of Math/Science; Communications/Humanities; Business/Technical; Occupational Programs; Developmental Education, Nursing, Allied Health and Health/Physical Recreation, and the Solutions Group. The faculty along with their respective deans and representatives from the Student Services division and Administrative Affairs are advisory on all assessment issues which include reviews of institutional assessment procedures and methodologies. The committee assures the continuous flow of information, evaluation, and change based upon the College’s mission. Thus, faculty creates, develops, and analyzes the assessment programs.

Faculty and administrators routinely review the effectiveness and uses of the organization’s program to assess student learning.

Faculty and administrators routinely review the effectiveness and uses of the organization’s program to assess student learning in order to “promote and support a culture of continuous, quality improvement that enhances the integrity of student learning at Arkansas Northeastern College” (Mission Statement, Committee for the Assessment of Student Learning). Faculty attends assessment meetings to present assessment reports and plans to discuss areas in need of improvement. Each assessment cycle, faculty and staff set student learning outcome goals, implement student learning activities, collect associated data, and analyze data to improve student learning outcomes. Support areas set administrative outcome goals, implement improvement activities, collect associated data, and analyze data to improve services and support to students and academic programs.

Core Component 3B: Arkansas Northeastern College values and supports effective teaching.

ANC students of all programs of study receive personal attention in the classroom, as well as one-on-one support as needed outside of the classroom.
Qualified faculty determines curricular content and strategies for instruction.

The number of full-time faculty members has increased from 74 in 2005 to 82 in Fall 2009. According to the Faculty and Academic Staff Handbook on page 11, faculty members teaching in the general education and transfer curriculum are required to have a minimum of a master’s degree and 18 graduate semester hours in their teaching area. Faculty members who teach in the non-transfer technical and occupational areas of the Associate of Applied Science degree or developmental education are required to have the minimum of the baccalaureate degree, related industrial-business expertise, and/or applicable nationally recognized specialty certification/licenses generally acceptable and recognized by other community/technical colleges. Six faculty members have earned doctorate degrees, two have an educational specialist degree, 47 have master’s degrees, 12 have bachelor’s degree, and ten have associate’s degrees. Five faculty members hold the recognized specialty certification/licenses applicable to the discipline taught. The 82 full-time faculty members for the 2009-10 academic year have an average of 11 years of employment. The experienced, qualified faculty is a strength at the College. The faculty determines appropriate curricular content and instructional strategies.

Any changes to curriculum or methods of instruction are based on data and are documented in the Assessment Report submitted to the Board of Trustees. If a new course is needed or requested by the faculty, a methodical process is in place and is outlined in Policy Number 3.19 of the ANC Policy Manual:

1. Discussion should be initiated with the department Dean, Chairperson, Coordinator, or Director.
2. Upon approval from the Dean, Chairperson, Coordinator, or Director, a needs assessment, course syllabus, and First-Day Handout should be submitted to the Vice President of Instruction.
3. The course syllabus and sample First-Day Handout will be reviewed and approved by the Academic Affairs Committee.
4. The Registrar will assign the appropriate course number of the course for future scheduling.
5. The appropriate dean or chairperson will include the new course on the designated schedule.
Arkansas Northeastern College supports professional development designed to facilitate teaching suited to varied learning environments.

Support of professional development is evidenced in four key ways:

1. ANC supports the professional development of faculty through travel funds to participate in local, state, or national seminars, workshops, and conferences. The College funds these trips fully.

2. ANC waives the tuition of any full-time employee taking up to nine hours of classes from Arkansas Northeastern College. The employee’s dependents may also attend free. In addition, the College aids the instructor or staff member by allotting $1200 per year supplementing the faculty and staff’s efforts to obtain a higher degree.

3. ANC provides monies for project development of innovative deliveries of instruction and course development, adding to the accessibility of a degree program (online instruction) or supplementing in face-to-face classes.

4. ANC funds internal workshops and seminars. Consultants and speakers are often contracted for services that are needed for professional development. The professional development modules of iStream from The League of Innovation have also been incorporated into Staff and Program Development.

For these types of professional development, the institution budgets generously. In the 2009-2010 budget, $80,000 was budgeted for professional seminars, workshops, and conferences (including travel and other related expenses), further studies and course development. Of that $80,000 allotted, $79,532.72 was spent for Professional Development. In the current 2010-2011 budget, the amount has increased to $89,000 for professional development. According to the Faculty and Academic Staff Handbook on page 24, the faculty member submits a Professional Development Project Proposal form with developmental activities, timeline, resources/funds requested and measurable outcomes. Upon the Chairperson/Supervisor approval, the proposal is then submitted to the Vice President of Instruction who then allot's the needed professional development funds to carry out the project. Once the project is complete, the instructor submits a Professional Development Completion Form, and the Vice President of Instruction issues a contract for the approved requested funds.

Arkansas Northeastern College evaluates teaching and recognizes effective teaching.

There are five components to the evaluation of instruction that are conducted annually. These components include the student evaluation of faculty, peer evaluation, the Division Chair observation of faculty, a self evaluation by each full-time faculty member, and an annual evaluation of overall performance made by the Dean or Division Chair. Evaluations are maintained in each employee’s personnel files in the office of the Vice President of
Instruction. The Dean or Chairperson conference with each faculty member and subsequent recommendations for rehire are made to the Vice President of Instruction based on the results of the following categories:

a. faculty professionalism  
b. student  
c. peer  
d. supervisor’s classroom observation  
e. annual overall evaluation of faculty

Each year the employees nominate a faculty member to receive the annual “Distinguished Instructor Award.” This practice began in 1984 at the suggestion of the ANC Board of Trustees and continues to be supported through the President’s budget. ANC also presents a “Distinguished Service Award” to the faculty or staff member who provides extraordinary service to the College and community. Both recipients also receive state-wide recognition at the Arkansas Association of Two-Year Colleges (AATYC) conference and are recognized at the National Institute of Staff and Organizational Development (NISOD) conference.

Arkansas Northeastern College demonstrates openness to innovative practices that enhance learning.

Arkansas Northeastern College takes great pride in its ability to improve the quality of instruction at the institution. ANC welcomes innovation, supporting faculty in their use of technology. The Management Information Technology Services has a replacement plan for updating the computer labs and faculty office computers. The majority of classrooms are equipped with technology that includes software and instrumentation to enhance lecture presentation and Internet connectivity. Equipment includes document cameras, liquid crystal display (LCD) projectors, and SmartBoards. In two of the classrooms in the Wellness Center, a Sympodium has been installed. The Sympodium has software designed to record images of the lecture material for the instructor’s use.

The most effective way that Arkansas Northeastern College has supported innovation is designating a Distance Education/Academic Technology Coordinator who has created a systematic process for introducing and helping the faculty develop innovative techniques in their teaching. The Coordinator provides instructional technology training through “How-To Tuesdays” sessions that offer a variety of topics that can be incorporated into the classroom. Twitter, YouTube, Audacity, Facebook, School SMAIL, ToonDoos, the LMS Portal System, and Camtasia are a few examples of subjects that have been covered in these sessions. Several instructors in the Math and Science division, Business and Technical Programs, and Nursing have used Camtasia on the LMS Portal system as both full lecture and as supplemental material. These innovations allow the instructor to monitor student engagement. For those instructors who are using new technologies, the College budgets the purchase of laptops to support these innovations. These laptops are fully functional with webcams, screens that can be used as writing pads (Camtasia-ready), and microphones. In addition, instructors who choose to record a full or partial lecture have the capability to do so through the computer and software provided in their offices.
ANC employees participated in a seminar in the Fall 2009 semester entitled *Understanding and Engaging Under-Resourced College Students*. The goal was for faculty and staff to increase their capacity to provide effective academic programs and instruction to help students succeed. A survey was conducted online prior to the workshop to determine existing knowledge of the subject matter. Approximately 104 participants completed the survey and attended the workshop provided by one of the co-authors of the book. According to a post survey, faculty and staff gained greater understanding of under-resourced college students and acquired a common language with which they could professionally discuss students' barriers to success. This activity validated the need for a standardized early alert system to address students' needs across the institution. The institution became aware of the critical need to engage in more personal relationships with students and to follow-up on students' referrals to support services.

Another institution-wide professional development event entitled *Motivating and Challenging the Unmotivated Learner* was offered at Spring 2010 reconvening. Approximately 97 faculty, adjunct, and support staff attended a four-hour workshop. Participants learned how to use evaluations and feedback to generate positive change in the classroom and how to deal proactively with frustrating motivational challenges that students face. The post-workshop evaluation indicated that participants found the content and presentation organized, interesting, and useful.

Because the faculty are not the only employees that interact with the students, ANC invites all employees to these seminars and workshops. ANC recognizes that all areas of the College are involved in the responsibility for student learning and success.

*Technology is being increasingly incorporated into the Arkansas Northeastern College classroom experience, including usage of the myANC Portal, ebooks, and online course materials.*
Faculty and staff members actively engage in professional organizations significant to the disciplines in which they teach.

Faculty and staff members actively engage in professional organizations by attending professional conferences and participating in professional organizations related to their respective fields. The College provides funding for travel to conferences and activities. ANC is a member of a number of national and state organizations, including the Arkansas Association of Two-Year Colleges (AATYC), the Council for Higher Learning, the National Association for Developmental Education (NADE), the Arkansas Association for Developmental Educators (ArkADE), and the Higher Learning Commission (HLC). Seventy-eight percent of ANC’s employees belong to a professional organization.

Not only do faculty and staff attend professional conferences, they also regularly present at these conferences. Presentation subjects include “The LMS: Best Practices,” “Analysis of Anthrax Spore Peptides,” “Making Math Fun!,” “Camtasia: Dip Your Toe in and Test the Waters,” “The Rural College Environment,” “Marketing Along the Mississippi River,” “Teaching Liberal Arts Online,” “What Would Shakespeare Think,” “Reading Rocks,” “Intros and Outros: Personalizing Learning Objects,” and “Podcasting 101.” Several faculty members published articles and entries in local newspapers, internal publications, and academic journals significant to their disciplines and in encyclopedias, including the *Journal of Commercial Biotechnology*, and *The Encyclopedia of Arkansas: History and Culture*.

Webinars sponsored by professional organizations are regularly provided across the campuses. These are available to the appropriate faculty and staff in the specific discipline as well as to the entire institution when appropriate. A recent example was an ArkADE sponsored webinar to inform developmental education faculty and staff across the state about research in curriculum reform and engage them in conversations about how to implement some of these best practices. Another example is the two-part webinar sponsored by the Committee for the Assessment of Student Learning (CASL). All faculty and staff were invited to attend the two sessions which focused on institutional assessment. Because it is the responsibility of all members of the ANC community to make a good faith determination that their use of copyrighted materials complies with U.S. Copyright Law and ANC’s Copyright Policy, the Vice President of Instruction sponsored a webinar to educate ANC employees about copyright compliance.

Several members of the ANC faculty have served on state boards or as state officers in professional organizations. The Assessment Specialist has served on the Arkansas Association for the Assessment of Collegiate Learning (AAACL) board since its inception. A member of the ANC faculty served as the faculty representative for the AATYC during 2006-2008. A faculty member served as the President of ArkADE during 2009-2010. Another faculty member is serving as the political liaison for ArkADE and is serving on the AATYC Developmental Education Redesign Workgroup. These leadership positions provide research, training, and networking opportunities that are valuable in the specific discipline.
Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

Through an analysis of assessment results for student achievement, the creation of new plans reflects the changes in curriculum. Sample changes and improvements to curriculum include:

- Ensuring that all composition classes have a common content and standard assessment.
- Creating rubrics to assess instruction in English Composition, Introduction to Speech, Education, and Art Appreciation and providing those rubrics to the students as criteria for success.
- Posting First-Day Handouts online for every course that includes student learning outcomes for every unit.
- Advising changes to Elementary Education students.
- Using the Assessment Technology Exams for every course in RN and PN programs.
- Integrating MyMathLab as a means to provide additional assistance to students struggling with math deficiencies.
- Restructuring the College Prep department to incorporate best practices endorsed by the National Center for Developmental Education (NADE) and the Arkansas Association for Developmental Education (ArkADE) which will include mandatory diagnostic testing, required orientation, a greater variety of instructional approaches, and an effective early alert system.
- Using Camtasia videos and tutorials to increase success of College Algebra.

Creating online quizzes in General Biology to increase students' understanding of material. The areas targeted were those that showed weaknesses through assessment.


Arkansas Northeastern College provides an environment that supports all learners and respects the diversity they bring.

Arkansas Northeastern College is an open-door admissions institution that accepts students with a wide range of knowledge, abilities, and backgrounds. ANC provides an environment that supports all students and respects the diversity they bring to the College.

Through the Carl Perkins grant, ANC created the Flying in a New Direction: Career Guide. It describes nontraditional careers, one in which less than 25% of a gender is employed. The guide encourages students to consider career paths for nontraditional job opportunities. The booklet highlights men in the Nursing and Early Childhood Education programs as well as women in Aviation Maintenance, Welding, and other technical programs.
Recognizing the diversity of underprepared students, ANC supports learners entering with less than college-level skills. A variety of means focus on advancing their skills and abilities to allow them to be successful in their chosen major. The Developmental Education division provides remedial courses in reading, writing, and math. The academic programs and services focus on increasing student success through an emphasis on self-motivation, positive reinforcement, and personal accountability. The Learning Assistance Center (LAC) provides free tutoring, mentoring and student support services to all ANC students for free. The LAC computer lab is open fifty-nine hours per week and offers access to MyMathLab, and the PLATO Learning System. One-on-one tutoring, group tutoring, and group labs for specific classes are available on an “as needed” basis. English as a Second Language (ESL) tutoring is also available using Rosetta Stone. Individual and group tutoring are scheduled as one-hour sessions two times per week. Various workshops are available throughout the year. Surveys are completed by tutors and tutees to assess the tutoring program.

ANC recognizes the diversity of socioeconomic backgrounds of students. One example is the Career Pathways Initiative (CPI) which works with low-income parents. The program assists eligible adults in meeting educational and employment training goals by providing assistance with tuition and fees not covered by other sources, tutoring, child care, transportation, counseling, workshops, supplies and testing needs, and assistance with student emergencies. ANC Career Pathways has reached its state-level goals every year.

Another example of how ANC addresses both the underprepared student and socioeconomic challenges is the Student Support Services program (SSS). SSS is a federally-funded program that provides services and activities designed to increase the retention and graduation rates of eligible ANC students and facilitate the transfer rate of eligible students to four-year institutions. Student Support Services (SSS) promotes the development of a college climate supportive of the success of students. In addition to free tutoring, the program offers academic advising, career and personal counseling, and assistance in acquiring financial aid. SSS also provides various study skill workshops during the academic year to assist students in preparing for course-work and improving their grades. Student Support Services focuses on first-generation, low-income, and disabled students.

The Foundations of Excellence (FoE) First-Year Experience (FYE) student survey indicated that ANC needed to provide more diversity in the areas of world cultures, world religions, political perspectives, and socioeconomic status. As a result of the surveys, the FYE action team determined that guest speakers should be invited to present to students, faculty, and staff.

The Cultural Diversity Association (CDA) is an organization designed to share, explore and experience elements of different races and cultures in American society. The purpose is to promote racial equality and racial harmony among students and faculty, as well as in the community. CDA provides an environment for all students of various ethnic backgrounds to express their cultural heritage, opinions, and concerns about college life, as well as the society in which we all live. The CDA sponsors speakers to provide cultural enrichment to students, faculty, staff, and community members.
Advising systems focus on student learning, including the mastery of skills required for academic success.

The ANC academic advising system is designed to guide students through their selected academic programs. The system begins with assessment and mandatory placement. ANC uses scores from the American College Testing (ACT), ASSET, and COMPASS to properly place students into appropriate courses. By using required test scores, students are placed in the courses that give them the potential to complete with the most success. This procedure ensures that a student is not enrolled into a course for which the student does not have the proper academic foundation to complete successfully. Students must pass each College Preparatory course with a C (80%) or better before progressing to the next level.

Advising at ANC is conducted by faculty members. After students declare a major, they are assigned to an advisor who teaches in that particular program or area of study. Students meet their advisors in the very beginning of the admission process. College Preparatory faculty serves as mentors to their students and work with the assigned faculty advisors when there are concerns for a student such as excessive absences or poor performance. The faculty is required to maintain 15 office hours per week to be available to their advisees for questions and conferences. Faculty advisors have access to their advisee information through the myANC Portal and have the ability to communicate easily with their advisees through the use of ANC email. The College now offers online registration; however, all students must see their advisor prior to being cleared for online registration. This procedure allows the advisors to monitor their advisees, which enables them to make sound academic suggestions for these students. In addition, ANC online registration software is programmed to red flag any student who has not tested or progressed into a course with the proper prerequisites. Student success is more likely for students who have the proper placement and academic guidance.

When surveyed in 2008, students were asked to what degree their advisor had discussed the requirements of academic success. Of the students who responded, the majority of students (67.4%) responded that the advisor had discussed it greatly or very greatly. When surveyed again in 2010, there was still a favorable response in both categories. Of the students who responded in 2010, the majority (63.9%) indicated the advisor had discussed it greatly or very greatly. Although the favorable results declined a bit, almost twice as many students participated in the survey in 2010 (434 compared to 247); therefore, the drop in satisfaction is not significant. After the improved registration process was implemented, most students (84%) felt that their academic advisor had spent adequate time with them. Through planned training for academic advisors, strategies for effective advising will aid advisors in continuing to improve their advising practices and communication with students.

Faculty and staff strive to help students throughout their time at ANC, through both mentoring and academic advising.
One of the recommendations from the Foundations of Excellence (FoE) self-study process was to focus more on academic advising. A subcommittee from the new First Year Experience (FYE) standing committee spent several months updating the advising manual, improving the forms for faculty advisors, and improving the registration process. The advising manual and forms are now available in the myANC Portal. The forms include a place for notes so the instructor can ask guiding questions to improve the advising process and have documentation of the conversations for reference at future meetings. Additionally, in Spring 2011, the Master Advisor Program was created. The purpose of this voluntary program is to improve academic advising practices and knowledge so advisors are better equipped to assist all ANC students. The training is 32 hours: 12 hours on ANC-specific topics and 20 hours on the psychosocial aspects of advising. The training will take place during the summer of 2011 with the first group of Master Advisors beginning in Fall 2011. The goals of the program are:

- To increase communication with advisees;
- To increase overall knowledge of the College and its diverse programs;
- To increase student completion rates.
Arkansas Northeastern College’s systems of quality assurance include regular review of whether its processes, activities, and technologies enhance student learning.

Each department is involved in strategic planning every year. In March, each area presents its budget along with its strategic plans for the next year. The plans are compiled, and the document is shared with the Board of Trustees in June each year. Although not all assessment involves money, there are assessment requests that require funding. Ideally, assessment leads to strategic planning which directly relates to budget requests. This concept is still a work in progress. At times, the state imposes regulations that are not part of the college assessment plans. Accommodations have to be made even though the area may not have requested funds that year to implement the requirements imposed. Changes made in the Developmental Education department are good examples. The State of Arkansas has required a national test for pre and post testing in College Preparatory courses. Although the college uses or accepts several types of scores for placement (ACT, COMPASS, ASSET), it had not required the purchase of a national post test for the College Prep courses. This unexpected expense could not have gone through the assessment, strategic planning, and budget process until a year later, after the expected timeline for implementation. Except for emergencies, the college deliberately plans, budgets, and implements spending in a methodical manner.

Professional development of faculty in new and innovative technology is an academic area that the college is dedicated to keeping current and updated. The budget reflects the commitment to this endeavor. The college has a five-year replacement plan for student labs and faculty computers. It employs a Distance Education/Academic Technology Coordinator who works with faculty to incorporate different techniques into their teaching to reach more students effectively.

The most recent campus-wide professional development opportunity for all full-time and part-time faculty is the commitment to a three-year professional development plan. It is patterned after two professional development courses provided by the League for Innovation in Community College: Getting Results and Learning Exchange Networks (LENS). The modules feature video segments, readings, and customized support materials that address topics and skills essential for quality teaching and learning. All units in each module have general learning outcomes, specific competencies, in-depth discussion, self-tests, and reflection exercises. As of Spring 2011, 93 faculty members are participating in the professional development with more joining monthly. Providing the same training for both full-time and part-time faculty allows for consistency in fulfilling the college’s mission and achieving common student learning outcomes.

All courses have a Departmental Course Syllabus to ensure quality. This syllabus must be followed by all instructors in all sections of the course in order to ensure congruent course offerings. This departmental syllabus is regularly reviewed by full-time faculty and distributed to new and returning adjunct faculty to highlight the importance of the outlined course objectives, course requirements, and assessments. Instructors must also prepare a First-Day Handout for each course that not only includes the course rationale and objectives, but also course policies, important dates, and information about the instructor. The Departmental Course Syllabus and the First-Day Handout both have a format required by the Vice President of Instruction including a checklist of required items.

Full-time faculty participates in an annual evaluation that includes student evaluations, a peer evaluation, and an evaluation by the appropriate Dean, Chairperson, or Coordinator.
The part-time faculty is evaluated yearly by the appropriate Dean, Chairperson, or Coordinator or by a peer/mentor. Online courses are evaluated by fellow online instructors who have undergone training and are deemed experts in online delivery. Online instructors complete a self-evaluation of their online course to ensure it meets the standard of a quality offering.

A recent addition to quality assurance for the online courses and courses offered through compressed video is the addition of a new position. The Coordinator of Distance Education/Academic Technology’s primary responsibilities include developing and conducting training for online instructors, developing standards of excellence for online courses, and working with extended campuses, especially those with compressed video classrooms, to ensure a quality learning environment.

Arkansas Northeastern College ensures access to the resources necessary to support learning and teaching.

ANC has a long list of strong learning-support services in place, and they are being utilized by students. Available resources necessary to support effective teaching have increased over the years, and faculty are using them to improve their teaching thus increasing student success. The following table indicates the faculty responses to the question, “To what degree does ANC assure that all new students experience academic support outside the classroom?”

<table>
<thead>
<tr>
<th>Assurance of Academic Support Outside of the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
</tr>
<tr>
<td>Very High</td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>Moderately</td>
</tr>
<tr>
<td>Slightly</td>
</tr>
<tr>
<td>Not at all</td>
</tr>
</tbody>
</table>

Information in regard to available resources necessary to support learning is provided for first-year students during New Student Orientation. The purpose of New Student Orientation is to aid all new students in their transition to College, expose new students to the broad educational opportunities offered, and to integrate new students into college life. Through a campus tour and workshops, students are educated about the College and what it offers. There are a variety of workshops held during New Student Orientation to cover the essential items and resources that every student needs to know. Topics include myANC Portal training, financial aid, clubs and activities, campus security, support services, and basic college knowledge.

Core Component 3D: Arkansas Northeastern College’s learning resources support student learning and effective teaching.
All faculty, staff, and students have access to the myANC Portal. The portal provides access to several portlets. Some are:

- **Email Portlet** - Email is an important feature of myANC and is one way instructors can keep in touch with students and students with instructors.

- **Forums Portlet** - Forums are discussion groups that often are an important part of an online course.

- **Coursework Portlet** - The coursework portlet contains tests, quizzes and assignments in a course.

- **Gradebook Portlet** - The gradebook portlet can give students a good indication of their current progress in a course.

- **Attendance Portlet** - The attendance portlet maintains accurate student attendance records which can be linked to an early alert system.
The myANC Portal also houses a multitude of resources including printable guides, helpful videos, and announcements. Advising forms, assessment reports, professional development modules, and more are easily located with the click of a button.

The ANC community enjoys the services of the Adams/Vines Library. The library provides access to print and electronic resources to support learning and teaching. As of 2010, the library has 19,612 books, 93 magazine subscriptions on the main campus and 48 subscriptions at campus centers, five newspaper subscriptions on the main campus plus three at branch campuses, and 22 computers for public use. Microfilm and audio-visual materials are also available. The library subscribes to five online databases, has an online card catalog, offers access to e-books, and provides interlibrary loan services. The library contains four private study rooms which are equipped to allow students to view videotapes or listen to music. A copy machine is provided for student use. The library is open six days a week, 58 hours per week throughout the year. Additionally, the access to the online databases and card catalog are available through the ANC website and the myANC Portal.

Preparing students with the latest technology is of tremendous importance, so staying current with technology is an ongoing priority at ANC. In addition to general-purpose classrooms, a number of computer laboratories are provided for instructional and student use. These networked laboratories are state-of-the-art and fully equipped with modern computers, printers, scanners, and the latest software. Computers with Internet connections are also available for student use. With this availability, computers are accessible in the early morning, throughout the day, and into the evening hours. While the campus is not yet totally wireless, students have wireless access in selected areas in every building.

Technology includes more than just traditional computer labs and computer instruction. Technology includes what is used in the classroom to make the learning process more meaningful and the teaching more effective. Instructors have access to a multitude of technology support such as Lanschool and Camtasia. Several courses use support technology such as MyMathLab, MyReadingLab, and MyITLab. This support technology provides additional information, assistance, and practice for students.

The Learning Assistance Center (LAC) offers support for students who need help in academic areas. Drop-in assistance, computer tutorials, and audio/visual aids are some of the resources available to students. Learning labs offer individualized instruction in the areas of mathematics, reading, writing, vocabulary development, and college study methods. Students lacking basic skills in any or all of these areas are provided assistance through a variety of state-of-the-art software systems. Free tutorial services are available through the LAC for enrolled students. The staff of the LAC, certified tutors, College Preparatory faculty, and volunteers work with individuals needing help, both on a drop-in and appointment basis. The staff also maintains a supply of free materials addressing specific problems.
Arkansas Northeastern College regularly assesses the use and effectiveness of its learning resources to support learning and teaching.

ANC regularly monitors actual student use of the activities, equipment, materials, and resources that are needed for effective learning and teaching. It is also imperative to assess the accessibility of these resources. These services are assessed through surveys and other methods to determine the use and effectiveness of the services.

To initially acquaint students with the learning resources that are available at ANC, new students participate in New Student Orientation. The date of New Student Orientation changed the date so that there was time to inform students through the myANC Portal and Personal Development classes. From Fall 2009 to Fall 2010, participation doubled. As a result, students indicated through surveys that the more convenient time and the broad range of topics were positive changes in the New Student Orientation. Almost all (98%) of the students who participated in the New Student Orientation found the orientation beneficial. The suggestions for improvement included additional advertisement and notification of the orientation as well as refreshments for participants.

All students have access to the e-Racer Orientation, an orientation to myANC; however, students who are enrolled in online courses are required to complete this online orientation. At the completion of the e-Racer Orientation, students answer a multiple question survey. Most students who responded indicated that the information in the orientation was useful, all topics were covered thoroughly, and the orientation was a success. Students found the online orientation to be helpful and easy to complete. ANC faculty have increased and improved their use of the myANC Portal. Although the online instructors use many of the portal’s features for their online courses, more classroom instructors are using the portal to keep accurate attendance records, report grades, and list assignments. The ANC email is also an effective communication tool for both online and traditional classroom instructors. Instructors also report that locating resources listed on the myANC Portal is easy and helpful.

The Adams/Vines Library strives to enhance the learning environment of the college by providing access to a variety of information, resources, and services. The library is committed to providing quality materials needed for the intellectual and professional development needs of the community. As a result of assessment of the library’s services, the children’s book collection was expanded to support the teacher education curriculum. Additionally, the card catalog is now online to improve access for students and faculty. The most recent improvement to the library is the addition of Credo Reference, which is an online database that provides access to over 500 reference books with key-word searching.

Most administrative subunits assess the services they provide to students, staff, and faculty. The Management Information Technology Services (MITS) Department sets standards for the level of service it provides to the faculty, staff, and students at ANC. In fact, according to the 2008-2010 Assessment Report, the department sets a goal to respond to ninety percent of the requests for technical support through the Helpdesk within one business day. The MITS staff surpassed that goal; 100% of Helpdesk requests were responded to within one business day. The Helpdesk is monitored on weekends and holidays also, and 100% of all Helpdesk requests were answered within one day, regardless of whether or not the College was open for business. To determine the effectiveness of the Helpdesk system, an online survey was conducted at the end of each month. The original survey was modified to better reflect specific Helpdesk areas. Instead of an overall effectiveness, the monthly
The Learning Assistance Center (LAC) evaluations are conducted using surveys of students who receive services on a continual basis. Feedback is assessed as to the effectiveness of the program. Tutees evaluate the tutors, as well other services provided in the LAC. Records are kept of the number of students served. When asked to rate the overall experience with the LAC Services, students responded favorably.

The MITS Department also has a goal to provide faculty and staff with ongoing professional development opportunities for acquiring skills needed to effectively integrate and use technology-based systems for effective instruction and administrative services to improve student learning and increase student success. The department created a place online for faculty and staff training requests. No special training requests were received; therefore, a schedule of professional development training sessions was established for the Fall 2009 semester called How-To Tuesdays. Topics covered in How-To Tuesdays included First-Day Handout Template, Blogs, Wikis, Flickr, Delicious, Voice Thread and Toondoos. A total of 44 training seats were occupied representing 28 unique individuals. In the Spring 2010 semester a survey was sent to all faculty and staff asking for topic input. One hundred ninety-two (192) survey invitations were sent and 85 were returned for a 44% response rate. Topping the list of requested topics were repeat training in Toondoos, blogs and VoiceThread, additional training in Google Apps and School email, and presentations and discussions on Student Satisfaction and Student Success. When asked to what extent the technology training available improved instructors’ ability to meet student needs, faculty provided the following responses.

### Arkansas Northeastern College Faculty Survey Responses Regarding To What Extent Technology Training Improves Ability To Meet Students’ Needs

<table>
<thead>
<tr>
<th>% of Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Extent</td>
<td>62.4%</td>
</tr>
<tr>
<td>Moderately</td>
<td>25.4%</td>
</tr>
<tr>
<td>Very Little</td>
<td>6.6%</td>
</tr>
<tr>
<td>Not At All</td>
<td>3.3%</td>
</tr>
<tr>
<td>I don’t use technology in my job</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

The Learning Assistance Center (LAC) evaluations are conducted using surveys of students who receive services on a continual basis. Feedback is assessed as to the effectiveness of the program. Tutees evaluate the tutors, as well other services provided in the LAC. Records are kept of the number of students served. When asked to rate the overall experience with the LAC Services, students responded favorably.

### Arkansas Northeastern College Student Responses Regarding Experience With Learning Assistance Center Services

<table>
<thead>
<tr>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
</tr>
<tr>
<td>No Opinion</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
</tr>
</tbody>
</table>
Of the students who had used the LAC services, 88.7% reported that they were very satisfied with their experience. Additionally, students provided many favorable comments using words such as, “nice and caring,” “go above and beyond,” and “I would not have passed the class without the help of the LAC.” When asked if their request for help was addressed promptly, 98% of the students who responded said they were helped promptly. Ninety-eight percent (98%) of surveyed students said they would use the LAC services again.

Arkansas Northeastern College provides effective staffing and support for its learning resources.

Through the assessment of the learning resources, effective staffing and support are provided. The scheduled review process allows for the budget requests to be current and accurate.

The New Student Orientation is sponsored by the Admissions Department with the use of funding from the miscellaneous operations and activities budget. It is organized by one of the Counselor/Recruiters from the Admissions Department while additional admissions staff, as well as other staff on campus, participate. Student ambassadors and additional volunteers aid in the success of the New Student Orientation.

The library staff includes three full time employees (one librarian and two techs) along with two part-time assistants. This is an adequate number of staff members to support the needs and hours of the library. The institutional budget has always adequately supported the mission of the library through the purchase of materials.

The College is committed to providing and maintaining up-to-date equipment and software in the campus computer labs and the staff to support them. The following table illustrates the commitment to adequately staff and support the computer labs.

<table>
<thead>
<tr>
<th>Location</th>
<th>Number of Computers in Instructional Labs</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
<td>204</td>
<td>B202 – 65 hours/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAC – 59 hours/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Others – during class time</td>
</tr>
<tr>
<td>Burdette Center</td>
<td>83</td>
<td>57 hours/week</td>
</tr>
<tr>
<td>Crisp Center</td>
<td>12</td>
<td>50 hours+/week</td>
</tr>
<tr>
<td>Osceola Center</td>
<td>25</td>
<td>30 hours/week</td>
</tr>
<tr>
<td>Paragould Center</td>
<td>27</td>
<td>53.5 hours/week</td>
</tr>
<tr>
<td>Leachville Center</td>
<td>19</td>
<td>45 hours/week</td>
</tr>
</tbody>
</table>
In addition to the support for the computer labs, the MITS Department has more than adequate staff to meet the needs of faculty, staff, and students for administrative technology support. To meet the increasing need for faculty professional development in instructional technology, a new position has been created. The Distance Education/Coordinator of Academic Technology provides a systematic process for faculty development through Resource and Training Zone (RATZ), How-To Tuesdays, and the iStream support. Departmental budgets are adequately funded to purchase new software to support learning and teaching. The MITS academic budget is also well funded.

The Learning Assistance Center (LAC) is a classroom with multiple computer stations and tables for tutors and tutees. It is adjacent to the Developmental Education division which allows for flow into the larger office that has additional computer stations and more tables for tutors and tutees. It is strategically located in the Adams-Vines building near the Library. This configuration allows tutors to conveniently move to a quiet environment if the LAC is overly crowded. When asked if the atmosphere was helpful in the learning experience, 98.4% of the surveyed students responded favorably. Currently, there is a plan for further expansion of services to improve student success. Soon there will be an effective monitoring system for students who are enrolled in remedial/developmental education courses who are struggling academically. In addition, students who test into two or more college prep courses will be required to attend an orientation before the start of classes. The continuous assessment of the LAC services provides useful feedback needed to address the students’ needs for improved student success.
Arkansas Northeastern College offers many free tutoring services for students.
CRITERION THREE:

Student Learning and Effective Teaching

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.
CRITERION FOUR:

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.

Introduction

Arkansas Northeastern College promotes the acquisition and use of knowledge using multiple avenues, including professional development opportunities for members of the faculty and staff, organizations to encourage student participation, and interaction between the college and the community.

Arkansas Northeastern College’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

Arkansas Northeastern College’s primary focus is providing quality educational opportunities to the community through its curricular and co-curricular activities. To ensure the finest quality of education and accessibility, the College focuses on the planning and budget processes. The monetary and institutional support of faculty, staff, and students encourages the acquisition, discovery, and application of knowledge, which serves to benefit the mission of the College. This commitment of support is identified in Purposes two, three, four, five, six, eight, and ten. All of the goal statements in the Long-Range Plan demonstrate that ANC values a life of learning.

Arkansas Northeastern College provides students with valuable information concerning scholarship and grant opportunities. Pages 51-64 of the ANC Catalog provide a detailed list of available grants and scholarship opportunities, including the application process and requirements for each. In addition to scholarships and grant opportunities, ANC provides tuition waivers for Mississippi County public school teachers, full-time ANC employees and their dependents, any person aged 60 or older, and any student whose parent was an Arkansas resident and was either killed in active duty, missing in action, or was a prisoner of war.
The Arkansas Northeastern College Foundation, which was established in 1977, is a separate entity for the college and is directed by a Board of Governors comprised of individuals who have an interest in providing Arkansas Northeastern College with financial assistance. The Foundation is a private, 501 C-3 tax exempt, nonprofit corporation that provides assistance to Arkansas Northeastern College and its students. The Foundation ensures the best use of each gift through the responsible investment policies of the Foundation’s Investment Committee.

The ANC Foundation plays an extremely important role in assisting the College in providing educational opportunities at an affordable cost to the citizens of this region. The ANC Foundation also works to build friendships and support for ANC by hosting activities and events each year, including three golf tournaments per year and sponsorship of the Yamato Kogyo/ANC Foundation Ambassadors to Japan Program. Additionally, the “Friends of the Foundation Fund-Raiser” is held each fall and provides a wonderful social opportunity for people in the area and promotion of the college while raising resources for the general fund.

The ANC Foundation has furthered its commitment to the educational needs of citizens through the Great River Promise. The Great River Promise is a scholarship commitment to the high school students of our region, and after four years of planning, it has come to fruition. If a student attends four years at a Mississippi County public high school, graduates with a standard high school diploma, achieves a 95% attendance and punctuality record during the high school years, has no drug or DUI offense, and is accepted as a student at ANC, the ANC Foundation will cover full tuition and mandatory fees. This allows the College an opportunity to fill the financial aid gaps through which many prospective students fall.

Budgeted salaries and supplies for credit and non-credit courses vary according to academic, vocational, and continuing education. The budgetary expenditures for the past four academic years for each department were:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Education</td>
<td>$187,447.00</td>
<td>$178,487.00</td>
<td>$192,215.00</td>
<td>$198,271.00</td>
</tr>
<tr>
<td>Learning Center</td>
<td>$336,415.00</td>
<td>$274,290.00</td>
<td>$350,784.00</td>
<td>$380,638.00</td>
</tr>
<tr>
<td>Business and Industry</td>
<td>$336,599.00</td>
<td>$407,162.00</td>
<td>$595,598.00</td>
<td>$638,562.00</td>
</tr>
<tr>
<td>ANC Technical Center</td>
<td>$345,450.00</td>
<td>$351,159.00</td>
<td>$347,894.00</td>
<td>$316,790.00</td>
</tr>
<tr>
<td>Library</td>
<td>$269,657.00</td>
<td>$317,140.00</td>
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<td>Math and Science</td>
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<td>$4,813,899.00</td>
<td>$5,193,175.00</td>
<td>$5,240,651.00</td>
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The board has approved and disseminated statements supporting freedom of inquiry for Arkansas Northeastern College’s students, faculty, and staff, and honors those statements in its practices.

Policies that ensure academic freedom include faculty member’s full freedom in research and in the publication of the results, which are subject to the adequate performance of their other academic duties. Research for pecuniary return shall be based upon an agreement with the President of the College. In addition, faculty members are entitled to freedom in the classroom in discussing various subjects but should be careful not to introduce controversial matter that is not related to the subject. Policy Number 4.45 on Academic Freedom is clearly outlined in the ANC Policy Manual.

The primary purpose of a community college is the exchange of knowledge. Ideally, instructors and students conduct the exchange in an environment that encourages reasoned discourse, intellectual development, openness to constructive change, and respect for the rights of all individuals. By accepting membership in this community, an individual neither surrenders his rights nor escapes his fundamental responsibilities as a citizen, but acquires rights as well as responsibilities to the whole college community.

Arkansas Northeastern College promotes the freedom of inquiry for all students. Students have access to the library and all the resources it provides to support the instructional programs of the college. The mission of the Adams/Vines Library is to provide support for the educational goals of the college by acquiring and maintaining a well-balanced, up-to-date collection of print, non-print, and electronic resources and to make these resources accessible to the students, faculty, and staff. The library has numerous learning resources including periodicals, magazines, newspapers, books, and electronic resources. Students may access the fully electronic library catalog in the library or through the college’s website. The librarian also provides orientation tours that cover the use of the card catalog and how to find a book on the shelf, electronic resources and how to use them, information about reference materials, the Arkansas collection, children’s collection, magazines, newspapers, hours of operation, and how to obtain a library card. The library subscribes to five online databases, which provide access to over 7,500 current full-text journals and newspapers.

Arkansas Northeastern College supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

An annual allocation of professional development funds in the amount of $1,200 per person is available for professional development projects and activities. Full-time employees as well as spouses and dependents may also enroll in credit courses, tuition free. ANC also provides onsite technology training for members of the staff and faculty. These training activities are designed to encourage and help members of the staff and faculty use the
Learning Management System (LMS) for traditional and internet courses, for communication with students, and to access employee information.

ANC is so committed to supporting professional development opportunities that a new position was created in Spring 2010. The responsibilities of the Coordinator of Distance Education/Academic Technology include identifying and evaluating new technologies for potential application in instruction, developing and conducting training programs for faculty and staff in the use of technology to improve student learning, assisting faculty with the integration of instructional technology, and more. The coordinator’s first task was the creation of the Resource and Training Zone (RATZ) which is located on the main campus and available to all employees. ANC encourages employees to attend sessions throughout the semester, and for the past year, has consistently offered sessions on Tuesdays at different times to encourage attendance. These training sessions are also available to members of the adjunct faculty. In addition to formal training sessions, RATZ is available to all employees through the LMS. Online tutorials provide step-by-step instructions for most of the professional development training components. Follow-up surveys completed by faculty and staff members show positive feedback, especially after using new technology in the classroom. The availability of these training sessions ensures that instructors have access to the latest technological resources needed to teach in the traditional classroom and online. One instructor wrote, “I have put in place a question in the discussion forum to encourage them to check their LMS and email daily. This change has been positive.”

Arkansas Northeastern College How-To Tuesday Professional Development Training Sessions

<table>
<thead>
<tr>
<th>Semester</th>
<th>Session</th>
<th>Employee Attendance</th>
</tr>
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<tbody>
<tr>
<td>Spring 2010</td>
<td>Cheating in the Classroom (Intro)</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Twitter</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Email (Intermediate)</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>SoftChalk</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ToonDoo</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Google Calendar</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>my Info</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>my Info (make-up session)</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>First-Day Handout Template</td>
<td>11</td>
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<tr>
<td></td>
<td>ToonDoo</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Blogs</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Wikis</td>
<td>12</td>
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<tr>
<td></td>
<td>Flickr</td>
<td>12</td>
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<tr>
<td></td>
<td>Voice Thread</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Delicious</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Camtasia</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>myANC</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Email (Beginning)</td>
<td>72</td>
</tr>
<tr>
<td>Fall 2007 through Spring 2009</td>
<td>Movie Maker</td>
<td>20</td>
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<tr>
<td></td>
<td>Camtasia</td>
<td>15</td>
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<tr>
<td></td>
<td>Audacity</td>
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<td></td>
<td>Copyright</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>myANC – Portals, Pages, and Portlets</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>myANC – Attendance</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>myANC – Handouts and Bookmarks</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>myANC – Gradebook and Assignments</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Classroom Response System (H-ITT)</td>
<td>23</td>
</tr>
</tbody>
</table>
Webinars are regularly provided across the campuses. These are available to the specific departments as well as the entire institution when appropriate. The following is a sample of webinars offered the past three years:

- Academic Advising
- Adult Education Public Policy
- ASBN Rules and Regulations
- Best Practices on Twitter in Higher Education
- Campus Security Best Practices
- Career Pathways workshops
- Criminal Background Checks for Nursing Students.
- Disaster Preparedness
- Discipline specific content
- Distance Education
- Enrollment Management
- Event Management
- FERPA
- Financial Aid – Pell Grants
- Campus Security Best Practices
- Foundations of Excellence
- Foundations of Excellence Technology
- Helping Special Needs and Disability Students
- Iclicker
- Marketing, Recruitment, and Retention
- Modulate
- MyMathLab
- MySkillsTutor
- National Family Caregivers Association: FMLA and You
- Perkins Data Information
- Polaris Information System
- Procedures for the State Board of Nursing
- Quick Books
- Speech Studio
- StrengthsQuest, Student Access Computer Program
- Student Retention
- Student Success
- TIAC-CREF Retirement
- WorkKeys

The most recent campus-wide professional development opportunity for full-time and part-time faculty is ANC’s commitment to a three-year professional development plan. It is patterned after two professional development courses provided by the League for Innovation in Community College: Getting Results and Learning Exchange Networks (LENS). The modules feature video segments, readings, and customized support materials that address topics and skills essential for quality teaching and learning. All units in each module have general learning outcomes, specific competencies, in-depth discussion, self-tests, and reflection exercises. As of spring 2011, 93 faculty members are participating in the professional development with participation steadily increasing.

ANC encourages members of the faculty and staff to attend professional conferences and participate in professional organizations related to their respective fields. The College provides funding for institutional memberships to a number of national and state organizations, including the Arkansas Association of Two-Year Colleges (AATYC), the Council for Higher Learning, the Arkansas Association for Developmental Educators (ArkADE), the Higher Learning Commission (HLC), the National Association of College and University Business Officers (NACUBO), the American Association of Collegiate Registrars
and Admissions Officers (AACRAO), and National Association of Student Financial-Aid Administrators (NASFA). A member of the ANC faculty served as the faculty representative for the AATYC during 2006-2008. Another faculty member served as the President of ArkADE during 2009-2010. Seventy-eight percent of ANC’s employees belong to a professional organization. The following shows a sampling of faculty and staff organizational memberships.

- Air Conditioning Contractors of America
- American Association of Collegiate Registrars and Admissions Officers
- American Career and Technical Association
- American Chemical Society
- American Choral Director’s Association
- American Library Association
- American Society of Pathologists
- American Society of Microbiologists
- American Society of Safety Engineers
- American Welding Society
- AR College and University Professional Association for Human Resources
- AR College Student Personnel Association
- Arkansas Association of Campus Law Enforcement Administrators
- Arkansas Association of Collegiate Registrars and Admissions Officers
- Arkansas Association of Continuing and Adult Education
- Arkansas Association of Administrators of Adult Education
- Arkansas Association for Developmental Educators
- National Association for Developmental Educators
- Arkansas Association of Higher Education and Disability
- Arkansas Association of Student Assistance Programs
- Arkansas EMT Association
- Arts Council of Mississippi County
- Delta Music Teachers Association
- Federal Bureau of Investigation National Academy Associates
- Mississippi County Historical Society
- National Communication Association
- National Council of Teachers of English
- National Humanities Association
- National League of Nurses
- National Registry for Environmental Professionals
Arkansas Northeastern College publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

ANC recognizes the accomplishments of students each semester by publicly acknowledging those students who make the Dean’s list and President’s list. ANC provides the names of these students to local newspapers for publication. ANC distributes information to seven area newspapers that serve approximately 24,000 households. The College also publishes in ANC’s College Times the names of scholarship recipients, the students chosen to be ambassadors to Japan, Tomorrow’s Outstanding Professional Student (TOPS) challenge winners, and teams from local high schools that compete in the annual Quiz Bowl Tournament. The College Times is a 20 page tabloid published six times per year and over 1,000 are distributed on the main campus and off site locations. Copies of the College Times serve as historian and are preserved electronically.

To provide even further recognition, the college regularly places a slide show or announcement on the ANC website as well as the homepage of the LMS acknowledging the accomplishments of faculty, staff, and students.

ANC recognizes students who complete a degree or certification program at an annual commencement ceremony held at the end of the spring semester. Students who graduate with honors or highest honors are provided with cords of distinction and are acknowledged during the commencement ceremony. Nursing students, both RN and PN, who complete the nursing program at ANC are honored at a Pinning Ceremony. Some programs recognize individual outstanding achievement within their own departmental assemblies.

Members of the ANC community nominate four individuals each year who deserve special recognition. A special committee chooses one student as the Academic All-Star. The College presents Distinguished Instructor and Distinguished Service awards at the annual commencement ceremony. The College also recognizes a Distinguished Alumni for his or her success since graduation from ANC. All of these award recipients have the opportunity to attend an awards banquet at the annual Arkansas Association of Two-Year Colleges annual conference and receive special recognition during an awards presentation. The recipient of the Distinguished Instructor Award also has the opportunity to attend the annual meeting of the National Institute for Staff and Organizational Development in Austin, Texas, where he or she attends a special ceremony and receives recognition.

In keeping with ANC’s mission, the faculty and staff engage in scholarship through basic and applied research. A number of faculty and staff members have presented at conferences over the past few years. Presentation subjects include “The LMS: Best Practices,” “Analysis of Anthrax Spore Peptides,” “Making Math Fun!,” “Camtasia: Dip Your Toe in and Test the Waters,” “The Rural College Environment,” “Marketing Along the Mississippi River,”
“Teaching Liberal Arts Online,” “What Would Shakespeare Think?” “Reading Rocks,” “Intros and Outros: Personalizing Learning Objects,” and “Podcasting 101.” Several faculty members published articles and entries in academic journals and encyclopedias, including the *Journal of Commercial Biotechnology*, *The Encyclopedia of Arkansas: History and Culture*, and several local papers. A member of the English faculty created a literary magazine called *energy* for student writing and artistic work in the spring of 2009. It was such a success and a valued opportunity for students, funds have been budgeted for the project, and the second edition was published in 2010.

In Fall 2010, a Staff and Professional Development Sharing Blog was started to allow faculty to share their acquired information, new ideas, suggested resources, and learned experiences with the college community. This greatly enhanced the ability to share continuing education and scholarship with the College community.
Arkansas Northeastern College and its units use scholarship and research to stimulate organizational and educational improvements.

Arkansas Northeastern College voluntarily chose to be a part of the Foundations of Excellence (FoE). This college-wide 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 culminated 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 based on the data collected from the FoE self-study. The relevant departments incorporate the FoE improvements in their strategic planning documents. Because there are continuous improvements based on the Action Item Timeline, an updated copy is available in the Resources section of the myANC Portal.

Arkansas Northeastern College values the necessity of forming essential, lifelong skills while establishing a strong educational foundation.

The mission statement of ANC demonstrates its commitment to providing a strong educational foundation as well as lifelong skills. This commitment is evident in all of the purposes. The Long-Range Plan has several statements that focus on offering quality educational programs, facilitating further learning opportunities, enhancing instruction and student learning, partnering with others to provide training, retraining, and educational services, and cultivating a lifelong learning environment.

A common goal throughout many of the programs at ANC is to produce critical thinking which is a challenge for the teacher and the student. ANC engages in curriculum development that will arm a student with these skills. Effective assessment at both course level and program level is conducted to ensure students leave the institution with strong critical thinking skills.

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 relations 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.

Arkansas Northeastern College has developed a rationale and a program of General Education that is appropriate to the curriculum and directly related to the mission of the College. These courses were approved through the General Education Review and the Quality Review Project. This process guarantees that these courses shall provide for the establishment of “common knowledge, intellectual concepts, and attitudes that every educated person should possess” (Executive Board of the Commission on Higher Education for the North Central Association of Colleges and Schools).

On pages 30, the ANC Catalog states that the Associate of Arts degree represents the successful attempt on the part of the College to guide students through learning designed to develop proficiencies and insights. The A.A. reflects the conviction of the faculty and staff that the recipients possess certain basic principles, ideas, and skills both unique to, and common to, the various academic disciplines. Students receiving the associate transfer degree are expected to think and communicate effectively and clearly both orally and in writing; to apply mathematics; to be aware of our culture and other cultures; to understand the modes of inquiry; to develop the capacity for self-understanding; to develop an appreciation for the arts; and finally, to gain sufficient knowledge in the field in order to contribute to the progress of society.

Work-based learning experiences are available to students majoring in occupational and technical programs. Advisory council members, composed of local supervisors and managers, partner with career and technical education faculty to ensure faculty are teaching curricula that represent all aspects of an industry. In addition, the college depends heavily on local businessmen and women to serve as adjunct faculty. This faculty brings considerable experiences and knowledge into the classroom.
In an effort to encourage, broaden, and reinforce student learning, Arkansas Northeastern College offers a variety of extra and co-curricular programs and activities.

ANC strives to ensure that students develop skills necessary to support them into the workforce and the community. Through sports, clubs, and support services, ANC stresses the importance of teamwork and effective communication, both valuable for a life outside the College.

With the addition of the Briggs-Sebaugh Wellness Center to the main campus, ANC continues to emphasize the importance of physical health in the lives of students and to community members. ANC’s general education curriculum requires a Fitness for Life course for the A.A. degree, and students also have an opportunity to participate in intramural activities such as basketball, volleyball, and other seasonal sports.

ANC selects a specific group of students known as ANC Student Ambassadors to represent the college. The student ambassadors work closely with new students and have a thorough knowledge of the various departments of Arkansas Northeastern College. They also aid in local recruitment efforts, serving as contacts for new students, and conducting campus tours. The Student Ambassador Program at ANC is designed to get students involved in the recruitment process for the Admissions department, as well as to help cultivate leadership skills for the students involved. A few select students are also trained to work in the Admissions office where they are an important component to the Admissions staff. Student ambassadors act as hosts and hostesses for special events on campus. These opportunities allow for the ambassadors to develop workplace skills as well as hone their ability to network with other professionals. With the new class of student ambassador recruits, more emphasis will be placed on developing their leadership skills through mandatory training sessions, which will better prepare them for life outside of college.

At ANC, there are four choirs available to students and community members alike. Concert Singers is a Soprano, Alto, Tenor, and Bass (SATB) auditioned choir with an established reputation for outstanding choral performance throughout the region. ANC’s Women’s Choir provides an ensemble specialized to meet the needs of female singers. Chamber Singers is a smaller, elite ensemble dedicated to the performance of traditional vocal chamber music with an emphasis on a cappella literature. As the largest vocal ensemble on campus, Community Choir draws singers from throughout Northeast Arkansas and Southeast Missouri. This ensemble is open to all singers high school age and older.

In conjunction with donor company Yamato Kogyo, Ltd. of Japan, the ANC Foundation works to increase student opportunities and enrichment through the Arkansas Northeastern College Ambassadors to Japan Program. The Foundation co-sponsors two ANC students each year as ambassadors to Japan for an all-expense-paid, two-week stay. Students learn about a new culture, share their culture with the Japanese people, and when they return, share what they learned with the College and the community.
The College recognizes that student organizations provide an avenue for college students to develop their own unique talents and interests. Student organizations foster educational, social, and personal development. A variety of organizations on campus sponsor activities and events that promote social responsibility. Listed below are several student organizations available to students at ANC:

- A Niceer Community (ANC) — ANC is a service and awareness organization focusing on serving the college and community and providing a forum for student involvement and leadership. Its purpose is to integrate recycling standards within the college and the community to promote environmentally friendly habits and lifestyles.

- Association of Childhood Education International (ACEI) — ACEI promotes and supports optimal education and development of children. Club members participate in the Scholastic Book Fairs, Chili Cook-Off, May Fest, Week of the Child, and National Library Week.

- Baptist Collegiate Ministries (BCM) — The BCM is an interdenominational organization that gives interested students opportunities for Bible study, prayer, and Christian fellowship on campus.

- Cultural Diversity Association (CDA) — The CDA promotes racial equality and racial harmony among students and faculty. The CDA provides an environment for culturally diverse students to express their cultural heritage, opinions, and concerns about college life.

- Practical Nurse Association (PNA) — The purpose of PNA is to promote the licensed practical nurse as an important member of the health team.

- Gamma Beta Phi — Gamma Beta Phi recognizes, by invitation, students who excel academically by maintaining at least a 3.4 GPA and demonstrate outstanding leadership and service.

- Lifeline Student Outreach (LSO) — LSO is a service and awareness group that identifies and serves students with a specific need. Past projects have included installation of automatic doors, collection of food, and assistance with transportation for visually impaired students.

- LifeSavers (LS) — LS promotes abstinence from all drugs. LS provides lectures and literature about drug facts to ANC students as well as to students at area high schools.

- Personal Development Club — This club encourages and facilitates positive projects to achieve student commitment to themselves, ANC, and the community. This club also provides an avenue for new students to meet other students while developing skills for success.

- Phi Beta Lambda — This national organization functions under the guidance of business instructors, state supervisors, school administrators, and members of the business community and operates as an integral part of the educational program.

- Student Nurses Association — This club is open to ANC’s associate degree student nurses. It is designed to develop leadership and professional skills by participating in community volunteer activities directed toward promoting preventive healthcare.

- Student Ambassador Program — Student Ambassadors are students selected to represent the college to address student inquires, applicants, and incoming freshmen.
Arkansas Northeastern College promotes an awareness of community needs and extends outreach to local students to make preparing for a college education a priority for secondary and adult students alike.

One such outreach program is TRiO, funded under Title IV of the Higher Education Act of 1965. While student financial-aid programs help students overcome financial barriers to higher education, the TRiO Programs go one step further to help students to overcome academic, social, and cultural barriers as well. This program serves students from low-income, first-generation families and is funded by U.S. Department of Education.

Arkansas Northeastern College became the host of its first TRiO Program in 1991 with Educational Talent Search (ETS). This outreach program serves 1,000 students grades 6-12 from 13 public schools in three area counties: Mississippi, Poinsett, and Pemiscot. The mission of the Talent Search Program is to provide equal access to postsecondary education by offering workshops, cultural trips to postsecondary institutions, and financial-aid/admissions application assistance. Services include workshops on career education, time management, critical thinking, and dropout prevention, field trips to postsecondary institutions, including ANC, and field trips to cultural events, financial-aid information and assistance, postsecondary information and assistance, and tutoring. The Talent Search Program has been continuously funded in four and five-year cycles since its inception. Currently, the program has been awarded $2,441,535 ending in 2012.

In 1994, ANC was awarded its second TRiO program grant for Educational Opportunity Center (EOC). The EOC Program serves 1,000 adults each year from five target counties: Mississippi, Poinsett, Greene, Dunklin, and Pemiscot. The mission, similar to the Talent Search Program, is to provide adults equal access to postsecondary education by offering workshops, cultural trips to postsecondary institutions, and financial-aid/admissions application assistance. Since 1994, the EOC Program has been continuously funded in four and five-year grant cycles. Currently, the program has been awarded $1,314,340 for a four-year cycle ending in 2012.

Career Day is one of many events for area secondary students hosted by the TRiO Educational Talent Search program.
Arkansas Northeastern College TRiO Programs

**Educational Talent Search (ETS) Program**
2006-2009 Cycle

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total High School Seniors Served</td>
<td>510</td>
<td>—</td>
</tr>
<tr>
<td>Graduated High School</td>
<td>509</td>
<td>99.8%</td>
</tr>
<tr>
<td>Received Financial Aid Application Assistance</td>
<td>508</td>
<td>99.6%</td>
</tr>
<tr>
<td>Enrolled in Post-Secondary Education</td>
<td>428</td>
<td>84%</td>
</tr>
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**Educational Opportunity Center (EOC) Program**
2006-2009 Cycle

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Served</td>
<td>3,121</td>
<td>—</td>
</tr>
<tr>
<td>Received Financial Aid Assistance</td>
<td>2,838</td>
<td>91%</td>
</tr>
<tr>
<td>Enrolled in Post-Secondary Education</td>
<td>2,157</td>
<td>70%</td>
</tr>
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</table>
The ANC Technical Center (ANCTC), located on the Burdette campus, currently serves six area high schools. The Center offers concurrent credit in the areas of Criminal Justice, Advanced Manufacturing, Medical Professions, Renewable Energy, Education, Computer-Aided Drafting, and Welding. Each program offers at least one, and as many as four, courses for concurrent high school and college credit which reduces duplication of content at the post-secondary level.

ANC has established articulation agreements with approximately 20 high schools within its service area. The representative technical programs for which articulated credit is awarded include Office Technology, Computer Information Systems, Industrial Technology, Steel Industry Technology, and Horticulture. ANC also provides a Workforce Counselor and Recruiter who works with local high schools in recruiting students to the ANCTC as well as to ANC. The Workforce Counselor and Recruiter also represents the College at community events to inform the public about how ANC prepares the youth for future careers in the area.

The Learning Assistance Center (LAC) allows students the benefit of receiving academic support free of charge while enrolled at the College. This department offers tutoring services, help with specific computer software pertinent to courses, and mentoring as the students continue their education at the College. The Learning Assistance Center assists hundreds of students throughout the year. In the fall of 2009, the LAC had 233 students elect to use LAC services and 169 students for the spring semester.

As part of Arkansas Works, the governor’s strategic initiative to coordinate education, training, and economic development in Arkansas communities, full-time College and Career Coaches were placed in economically-challenged counties. ANC has five Career Coaches who serve each of the high schools in Mississippi County. The Career Coaches work directly in the schools, alongside guidance counselors, to help prepare students for success in postsecondary education, training, and their careers.
An annual outreach event is College Goal Sunday, co-sponsored by the Arkansas Association of Student Financial-Aid Administrators and the Arkansas Department of Higher Education with additional resources provided by ANC and TRIO. College Goal Sunday is a one-day event designed to offer assistance to students and families with completing financial-aid applications for the upcoming school year. The state-wide event is held annually to aid students with completing applications early and accurately and with expert assistance from the host institution and other sponsoring agencies. Assistance with electronic filing and interpretation of the Student-Aid Report are also provided.

ANC employs admissions counselors and recruiting staff members who work with high school and adult students. These Student Services members serve 17 target schools and promote institutional and program opportunities as well as available financial resources. They also provide enrollment support and admissions advising to ANC students.

ANC offers several annual events for the regional high school students. The College hosts an annual Quiz Bowl Tournament for regional high school students. The winning high-school team receives four scholarships to attend ANC. High school students from the ANC Technical Center compete against students from other secondary technical centers at the Tomorrow’s Outstanding Professional Skills (TOPS) competition hosted by ANC. The TOPS competition provides high school students the opportunity to compete in business and occupational contests where the winners receive ANC scholarships. The occupational and technical post-secondary students also participate in the Skills USA competition in Hot Springs, Arkansas, every spring. ANC also hosts summer camps to expose students to various programs of study. In the summer of 2009, ANC hosted a criminal justice summer camp specifically for young females to introduce them to the field where they are the underrepresented. ANC provides support and guidance for future college students with College Fair Day. This event takes place every fall with the date determined by ARKACRAO (Arkansas Association of Registrars’ and Admissions Officers). Each year approximately 400 seniors attend from 25 area high schools.
Arkansas Northeastern College offers opportunities for the students to gain both a beneficial educational experience from the classroom and the skills necessary to support them within a work environment.

While at times there appears a stark difference between traditional educational programs and technical programs, ANC encourages faculty to use interdisciplinary methods and pedagogy in an effort to teach and prepare students for the ever-changing workforce. Through team and advisory committee review, faculty and staff annually evaluate curricula to determine relevancy between course content and content as it relates to practical skills in the workplace.

ANC offers several occupational programs that provide opportunities for the students to gain a traditional educational foundation as well as the skills necessary for the work environment. The use of state-of-the-art equipment in the laboratory provides hands on, real-world experiences. The Air Conditioning and Refrigeration program prepares students for servicing, repairing, installing, and sizing air conditioning and refrigeration equipment for residential applications. The Automotive Service program gives students an opportunity to explore many phases of mechanics, pneumatics, hydraulics, and electricity. The Welding program offers students the opportunity to achieve different levels of expertise, determined by their interest, aptitude, and participation in class with certification for either manufacturing or pipe welding. These programs are examples of course instruction that is designed so the student will receive the fundamentals and sound shop practices.

Nucor-Yamato Steel (NYS) recently instituted an excellent opportunity to provide students with beneficial educational experience within a work environment. NYS launched a program in partnership with ANC to develop a two-year internship program. Students in the program work at NYS up to 24 hours per week while attending Steel Industry Technology classes at the ANC Crisp Center. The students will earn an income while in the program as well as earn an Associate in Applied Science Degree in Steel Industry Technology. This dual internship/study role broadens the student’s education and reinforces the academic learning. Another internship opportunity for ANC students is the Tenaris-Hickman Internship Program. The students will be paid part-time interns while completing degree requirements. The successful outcome is that the student completes an industry-relevant Associate of Applied Science degree and gains exposure to the Tenaris-Hickman steel tubing industry for potential future employment.
Arkansas Northeastern College commonly reviews and modifies the current curricula if there is a relevant need.

ANC offers new degrees in response to national trends as well as regional need. ANC now offers a Certificate of Proficiency in Medical Transcription and a two-year degree or Technical Certificate in Aviation Maintenance. Both of these programs were developed in response to an increased need within the national and regional workforce. The Aviation Maintenance Program, which was developed in direct response to community need, meets Federal Aviation Administration (FAA) curricula guidelines. ANC offers the Associates in Applied Science in Registered Nursing, an area with great demand. Likewise, ANC eliminates programs that are no longer considered in high demand.

ANC emphasizes the transferability of courses to other colleges and universities. ANC is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools; therefore, courses transfer to all colleges and universities within the state and to other post-secondary institutions in the United States. ANC complies with the General Education Curriculum with the 35-credit-hour core approved by Arkansas public colleges and universities. In addition, the Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Thus, an ANC student who completes the Associate in Arts degree will transfer to a participating university with junior status to any college or university in Arkansas.

Advisory committees for each degree area in Business and Technical Programs provide information on the relevancy of skills taught, although the decision on course content rests with the faculty. Advisory councils consist of representatives from business or industry who have a working knowledge of one or more occupational program at ANC and help faculty identify job-specific skills and knowledge so that instruction is consistent with the practices in the local business and industry. Advisory council meetings are held biannually with representatives from the community. Some examples of a modification to the curricula to meet a relevant need include: (1) the creation and requirement of Decision Strategies (BU 11023) for AAS programs, (2) the creation of the Business Enterprise Option for the AAS in Business Technology, (3) the creation of the Medical Transcription Certificate Program, and (4) the Frontline Law Enforcement Supervision course (CI 25163).

In addition to advisory committees, ANC reviews the results of licensure and certification exams required at the end of a program to assess the knowledge and skills gained by the student. The results of these exams guide curricular development and change. Degrees and programs adhere to strict guidelines set by state and national governing bodies.

ANC Steel Industry Technology students prepare for a career at local steel industries, including Nucor-Yamato Steel, through classroom study and hands-on training.
Arkansas Northeastern College's students, faculty, and staff represent a diverse population, and the curricula showcases the same.

ANC is committed to creating learning environments that promote cultural enrichment, communication, diversity, and lifelong learning opportunities. Because ANC is a comprehensive community college, it serves a diverse population and offers diverse curricula. ANC offers the first two years of a traditional college education transferable to a four-year college or university, job-entry training, occupational and technical programs, opportunities for self-improvement and self-growth, and a gateway to baccalaureate and graduate degrees offered by various universities. ANC offers courses to both traditional and nontraditional students. Courses are offered during day, night, and even some weekend hours. ANC has traditional and online course delivery and works hard to identify and meet the many needs of our diverse population.

The Foundations of Excellence (FoE) student survey indicated that ANC needed more diversity in the areas of world cultures, world religions, political perspectives, and socioeconomic status. Additionally, one of the general education goals is to understand the social, political, economic, and cultural diversities of a global society. The faculty strives to offer a variety of classes that addresses diverse cultures, religions, and backgrounds. ANC offers Anthropology, Art Appreciation, ESL/Speech Improvement, Terrorism, Old and New Testament Literature, African-American Literature, World Civilization, African-American History, Philosophy, and Spanish I and II.

The LAC offers services to a diverse population as well. The LAC provides access to acquiring a second language through Rosetta Stone and has an English as a Second Language (ESL) tutor available to help students individually. The LAC also offers tutoring to all students in all subjects free of charge. This service extends to nontraditional students who are not familiar with the technology required in many of ANC’s courses, students who need assistance building a strong foundation of basic reading, writing, mathematics, and study skills, as well as traditional students who have difficulty in a particular subject. The Continuing Education department offers conversational English to members of the community from Japan.

Arkansas Northeastern College’s academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

All first-time, full-time degree-seeking freshmen are required to complete a course in personal development. With a focus on critical thinking, reading comprehension, and problem solving, this course prepares students to use information responsibly and to make successful learning an ongoing part of their academic and career development. The course is designed to offer students the opportunity to examine their present level of personal development and their unique learning styles as is applicable to college and life.
experiences. Interactions with students, faculty, and staff will provide the student with a chance to foster relationships and assist in building a support system in their personal lives and within the College. Faculty members teaching the course serve as mentors to provide support for empowering the students to become active, responsible, ethical learners.

Arkansas Northeastern College follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

ANC creates, disseminates, and enforces clear policies on practices involving copyright protection. The College prohibits the providing, receiving, or distributing of any copyrighted material or intellectual property without expressed consent of the owner of the copyright. The college provides employees with the opportunity to become more aware of legal protocol through the Resource and Training Zone (RATZ) and webinars. A section dedicated to Copyright Guidelines is available to students and faculty on the myANC Portal. It includes definitions, guidelines, and checklists that instructors can use to determine if instructional material is determined Fair Use.

The College added a new Academic Integrity Policy to the Student Handbook in Fall 2011. The policy clearly defines cheating and plagiarism for the student and explains the consequences for any student accused of violating the policy. It prohibits students from engaging in any form of cheating and outlines the procedure for faculty members to report infractions to their department head. The Computer Use Policy also addresses illegally providing, receiving, or distributing any copyrighted material or intellectual property without consent.

Arkansas Northeastern College encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

ANC recognizes that the total college experience extends beyond the formal classroom. The student’s personal and social development is supported by various clubs and the participation in activities that promote social responsibility.

A Nicer Community organization is a service and awareness organization focusing on serving the college and community and providing a forum for student involvement and leadership activities. Its purpose is to integrate recycling standards within the College and the community to promote environmentally friendly habits and lifestyles. This organization is responsible for the recycling of the plastic soda bottles on the ANC campus.

Association of Childhood Education International (ACEI) promotes and supports the student in the global community by stressing within its program the optimal education and
development of children, from birth through early adolescence. In addition, it influences the professional growth of educators and efforts of others who are committed to the needs of children in a changing society. Club members participate in the Scholastic Book Fairs, Chili Cook-Off and Springtime on the Mall, and other events in Blytheville. They are also involved in the Week of the Child and National Library Week.

The Practical Nurse Association (PNA) seeks to promote the licensed practical nurse as an important member of the health team and is concerned with the health standards for all people. Activities for PNA provide leadership skills and involve the members in community-oriented and career-related development activities. All affiliated state associations conduct state leadership training and chapter-management workshops.

The Cultural Diversity Association (CDA) is an organization designed for students to share, explore, and experience elements of different races and cultures in American society. Its main purpose is to promote racial equality and racial harmony among students and faculty, as well as in the community. CDA provides an environment for all students of various ethnic backgrounds to express their cultural heritage, opinions, and concerns about college life, as well as the society in general.

Gamma Beta Phi is an honor society established to recognize those students who have excelled academically and have demonstrated high personal characteristics in leadership and service. Gamma enjoys the respect it receives regionally and nationally and is considered one of the top chapters among all two-year colleges. Some of the activities include collecting school supplies for needy children and purchasing ACT Study Guides that were later donated to the Boys and Girls Club, raising money for Heifer International as well as the March of Dimes. Gamma members serve as ANC graduation ushers and assist with the Mississippi County Teen Summit, the ANC TOPS Skills Challenge, the ANC Evening Student Appreciation, ETS Career Day at ANC for high school seniors, and the ANC College Goal Sunday.

The purpose of the Associate Degree Student Nurse Club (AD-SNC) is to provide peer support and promote professionalism in nursing through involvement in the community. Members develop leadership and professional skills by participating in volunteer activities with local organizations promoting physical and psycho-social health. Membership is extended to students admitted to the Associate Degree Nursing program.

One specific course that displays service learning skills that students can later use after program completion is Human Relations. Human Relations students, both live and online, must conduct a group project as a part of their overall grade each semester. The curriculum is designed to allow students to take the theories within the text and apply them to the real world. Students work interpersonally and intrapersonally with other groups throughout the semester. They are required to choose a project that fulfills a need in a local non-profit organization. Once a project is chosen, the group establishes goals. Working with an outside organization gives the class a greater purpose and a feeling of responsibility. The groups have previously designed wikis, a time tracker, and other online communication tools. In addition, the students interacted with community members to complete their goals. Typical projects have served the Blytheville/Gosnell Area Food Bank and the Boys and Girls Club of Mississippi County, and St Jude’s Children’s Hospital in Memphis, Tennessee.
CRITERION FOUR:

Acquisition, Discovery, and Application of Knowledge

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.
CRITERION FIVE:

Engagement and Service
Introduction

According to its philosophy and mission, Arkansas Northeastern College is committed to educating the individual, youth or adult, for development of purposeful, gratifying, and useful lives in a democratic society. This endeavor encompasses efforts to identify and meet the varying goals of our constituents, who may seek education for the purpose of college transfer, career opportunity, developmental learning, and civic, and/or cultural learning.

Arkansas Northeastern College practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

The Institution conducts constant environmental scanning to analyze data and understand the changing needs of stakeholders. The College regularly interacts with constituents in order to gather data for planning. The College’s efforts to gather feedback from its constituents is evidenced by the pre-merger efforts of Mississippi County Community College and Cotton Boll Technical Institute as they began dialogue about the possibility of a merger in 2002. The information gathered grew into the College’s commitment to purpose. Once the collective purpose was defined and approved, momentum gathered to face new challenges and opportunities.

As the functional departments from the two institutions combined, significant time and energy were devoted to alignment of policies and practices. These efforts highlighted the need for not only the initial review, but also the need for ongoing analysis to focus on continuous improvement. As a result, the practice of institution-wide, annual strategic planning was established in 2004 and continues today. Each department within the College is charged with performing an internal review to identify core areas of focus for development of improvement strategies. These annual strategies are tied to data from departmental assessments, based upon specified timelines and costs, and have specific personnel responsible for implementation. This ongoing activity results in a collective institutional plan that aligns departmental assessments with institutional improvements and resource allocations.

Additionally, the College practices environmental scanning through departmental and institutional surveys of student engagement, performance, and satisfaction. These surveys
have included the Noel-Levitz Student Satisfaction Inventory, ongoing institutional evaluations such as annual student evaluations, and those surveys conducted in the Foundations of Excellence (FoE) self-study. These surveys/evaluations have provided data to assess constituents’ perceptions of institutional service performance, and this feedback has resulted in considerable institutional advancements. Examples of these advancements include 1) changes made to student orientation/registration processes, 2) renovations to the College auxiliary food service area, and 3) expansion of Wi-Fi areas across the institution.

Another significant outcome from assessing constituents’ needs has been the dedication of additional funds to improve communication and access to information, which are two commonly addressed issues in many surveys/evaluations. Specifically, data indicators in both the FoE student and employee surveys indicated that improving access and communication would address some barriers to students’ success. Consequently, the College has 1) increased technology personnel to sustain information systems operations, 2) increased administrative attention to long-term and strategic planning/acquisition for technology infrastructure, resource allocation, and use, and 3) funded the acquisition/implementation of the myANC learning-management portal. The College’s commitment of human and financial resources as a response to meeting identified constituents’ needs, has resulted in greater access to services, information, and learning opportunities. Modifications to programs in response to changing needs of students include the accelerated Associate Degree of Nursing program and the addition of alternative transportation content in the automotive program.

The College also analyzes various local, regional, and state data provided by educational partners. These data are specific to the changing needs of the College’s service area regarding workforce potential, and as such provide a benchmark by which the College can measure its capacity to contribute in meeting projected demands. Additionally, in 2006 the College initiated data collection and analysis activities by contracting with Seamless Technologies to perform an on-line assessment of current and future workforce training needs in the region.

The on-line assessment survey was completed by some 40 employers, representing over 10,000 employees within the region. Data results provided the College with specific feedback identifying high-growth, high-wage jobs that employers labeled as highly difficult to fill, either currently or in the future, due to skill deficiencies. Based upon this information, the College was able to identify gaps in educational capacity. These gaps in capacity became the focus of future planning and program development. The information was also used as evidence in grant applications to demonstrate a need for external funding to support program development activities. It also became the catalyst for further dialogue and interaction with constituents as the needs for new academic pathways were identified.

Additional data regarding constituents’ needs are gathered by academic program evaluations, grant-funded program reviews, advisory committees, and strategic educational/workplace partners of ancillary arms of the College such as the Solutions Group and the ANC Technical Center. These advisors/partners give guidance on curriculum content, workforce training needs, and emerging fields for study. This feedback has often been used to drive program development, modification, and implementation as has specifically been the case with the creation of new programs in emerging fields such as those established in Aviation Maintenance, Renewable Energy, and Advanced Manufacturing. These programs have been established over the last five years as a result of the College’s efforts to build its capacity to serve identified constituents’ needs.
Arkansas Northeastern College is committed to working not only locally, but across the region, state, and country to build mutual partnerships in advancement of the College’s efforts to understand and meet identified needs. Illustrating this effort is the College’s membership in the Arkansas Delta Training and Education Consortium (ADTEC), a regional partnership of five community colleges established to provide a regional response to workforce development needs. This consortium has been nationally recognized as a winner of the prestigious Bellwether Award and has been fortunate enough to receive approximately $51 million dollars in external funding since its creation is 2005.

Much of the ADTEC funding has been provided through federal grant opportunities designed to quickly build institutional training capacity to meet emerging workforce needs. Each of the ADTEC grant opportunities has been established with strategic partnerships for collaboration which include the five college partners, industry experts who serve as program advisors and represent regional variation from each college location, and area managers of the Workforce Investment Agencies. The three-year time frame of these grants requires continuous interaction with all participants and thus provides frequent opportunities to identify, address, and follow-up on the needs and expectations of the learning community.

Advanced Manufacturing, the first ADTEC grant-program funded, provides further illustration of how the College continually learns from the constituents it serves. Based upon the input gathered from local and regional advisory committees, the College and consortium designed the new program using a DACCUM process. This facilitated process used workers from the occupation under study to describe the skills and competencies needed to perform the tasks. A curriculum was then developed to provide education/training to meet those needs.

Upon completion of the program proposal, the College brought industry advisors and partners to meet a second time to validate established program outcomes. This second round of critique and feedback in the validation process resulted in some changes and refinement to the original curriculum proposal. Specifically, through these discussions, a determination was made to establish a core group of required courses for the degree and to add some additional optional courses to provide for variations in regional workforce demands. This follow-up process identified the need to provide specialty manufacturing courses in areas such as plastics, steel, and agriculture.

As a result of feedback, these additional specialty courses were then developed to meet specific regional needs. Though not all courses will be required for the degree, students will be able to customize their skill-sets according to interests and/or workforce demands specific to their region of prospective employment. These efforts to collaborate with external stakeholders have resulted in a more explicit understanding of workplace needs, significant support and value for the program within the industry, and achievement of mutual objectives of stakeholders to increase economic development through skill attainment.

ANC Tours, a division of Continuing and Community Education, leads tour groups of area residents to destinations across the country and around the world. The group pictured enjoyed an eleven-day trip to Spain in June 2010.
In responding to external constituencies, Arkansas Northeastern College is well-served by programs such as continuing education, outreach, customized training, and extension services.

ANC offers multiple courses through the Department of Continuing and Community Education. Lifelong learning classes are offered to adults from the community in areas such as computer education, leisure classes, hobbies or special interests, languages, and volunteer opportunities. Educational travel and cultural enrichment opportunities are also available to adults through ANC Tours, which offers both domestic and international group trips to destinations of unusual interest and beauty. These trips are open to all area residents and their friends. The exciting travel destinations have included Europe, New York City, Hawaii, New England, Holly Springs Pilgrimage, Texas Hill Country, and Broadway plays in St. Louis and New York. Special events in Memphis attract groups from ANC Tours by taking advantage of cultural opportunities closer to home.

In addition, classes for children and teens are available after school, and a variety of quality classes are offered during the Summer Fest program. Classes offered for children include Jr. Show Choir, Dance (Tap, Ballet, and Jazz), Art, American Red Cross Baby Sitters, and many others.

For adults, more than 250 online courses through Education-to-Go are also offered in the area of professional skill development and career training. Examples include Introduction to Windows, Internet, and Email. This department also offers continuing education as requested by the community to provide professional development for licensed professionals needing continuing education credits.
Another important element of the College’s response to external constituencies is the customized training arm of the College. In the early 1990s, the business and industry training efforts of the College consisted primarily of open-enrollment seminars using adjunct instructors. However, in 1995 the College elected to devote resources and personnel to expand the business and industry training effort. With this increase in staff and capabilities, the group created an identity as a separate and distinct division of the College thus creating the name, The Solutions Group. Marketing training services to business and industry advanced with a more professional approach with the ability to expand beyond continuing education and inflexible schedules of typical college course offerings.

As The Solutions Group evolved, input from stakeholders served to establish several operating philosophies which became part of the approach to being a regional training provider. First, it was determined that training should be client-customized. While some topics can be generic, most topics must be built around the unique needs of the organization. Second, training is presented to fit the customers’ schedules. Finally, the training takes place where the customer desires.

In addition to meeting the customized training needs of area industries, The Solutions Group has embarked upon the process of developing a Regional Skills Training Center to provide training in the trainee’s timeframe. This process is a new concept that addresses the idea that training is “just in time,” not “just in case.” This concept provides area businesses with minimal loss of employee time, maximum development of hands-on-skills, and focus on practical use, not theory. The custom training concept that is the bedrock of The Solutions Group remains, but the new concept of skill training is the College’s response to additional needs of businesses in the region and is another "solution" to operating business effectively. The Solutions Group continues the tradition of customer service to meet constituents’ needs with the motto, “Anywhere, Anyplace, Anytime.”

Another extension service provided by the College is the Adult Education Program which offers basic skills classes to adults with less than a high school education. The Adult Education program seeks to provide adult learners with the tools they need to improve and refine their academic skills, to pass the test of General Educational Development so they can earn the equivalent to an Arkansas High School Diploma, and to attain the life skills necessary for an adult to achieve self-sufficiency. For many students in the Delta, these services are the first step toward accessing higher education opportunities. As such, institutional support of these programs represents the College’s commitment to facilitating open-door access.

The College provides the operational facilities and resources to host the Adult Education Program. The service areas consist of both Mississippi and Greene Counties with four different service locations. The Adult Education centers strive to provide a positive learning experience for those who choose to re-enter the academic arena. The Adult Education services are as follows: Adult Basic Education from 0.0 grade levels to 8.9, Adult Secondary Education from 9.0 to 12.9, English as a Second Language, Workplace Education, Correctional-Institution Education, Workforce Alliance for Growth in the Economy (WAGE), Learning Disabilities Screening, GED Program for 16 and 17 year olds, Family Literacy, Computer Literacy, and official GED Testing.
The Arkansas Northeastern College Adult Education program works with the Department of Human Services, Department of Workforce Services, Arkansas Workforce Centers, as well as local prison systems, other state agencies, and the local literacy councils to provide services to the under-educated and under-employed residents in the service area. Based on the 2000 Census, over 40% of the service area had basic literacy needs, and on an average, over 12,500 children are dropping out of Arkansas high schools; therefore, the ANC Adult Education extension service will continue to provide transitional services for residents prior to their entering higher education.

With the charge of providing these services also come the challenges of meeting the diverse needs of those in the service area, as well as meeting the goals, guidelines, and expectations of funding sources. The program is required to meet a number of benchmarks in order for funding to continue. Evidence of the College successfully meeting the needs of the learning community is that the Adult Education Program has never failed to meet the effective and efficient criteria set annually by the Arkansas Department of Career Education-Adult Education Section. These criteria examine numbers of students served, contact hours generated, and gains in the educational functioning levels of students. In addition, the College’s Adult Education learning centers’ combined statistical performance indicates that approximately 1,339 individuals are provided these free services on an annual basis, thus demonstrating strong commitment to preparing students for college academic access.

### Arkansas Northeastern College Adult Education Program

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<th>Year</th>
<th>Number of Students Served</th>
<th>Contact Hours</th>
<th>Number of GED Graduates</th>
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Arkansas Northeastern College also provides a number of outreach programs designed to assist individuals with enrollment and successful completion of higher education programs. An assessment of Mississippi County by Community Systems Consultants from the 2,000 census, documents the poverty issues facing the community and supports the need for outreach programs.

- Neighborhood and family instability. More than 60% of children and youth report that their community was characterized by social instability and disorganization.
- Children are increasingly living in single-parent homes.
- Married-couple families with children are the most rapidly declining type of household in the county.
- The poverty rate was only marginally reduced in the 1990s, and remained at 23% for the county’s population; poverty among single parent families stood at 49%.

The GAP Analysis data prepared for Northeast Arkansas by the Economic Modeling Specialists Inc. for the data range of 2006-11 added additional demographic information:

- Regionally, 55% of the population has completed high school but not college.
- Regionally, 4% of the population has completed an A.A. degree, 11% a B.S. degree, and 6% a graduate degree.

One outreach program is TRiO, funded under Title IV of the Higher Education Act of 1965. Arkansas Northeastern College became the host of its first TRiO program in 1991 with the Educational Talent Search (ETS). This outreach program serves 1,000 public school students each year from 13 public schools in three area counties: Mississippi, Poinsett, and Pemiscot. The mission of ETS is to provide equal access to postsecondary education by offering workshops, cultural trips to postsecondary institutions, and financial aid/admissions application assistance. Talent Search has been continuously funded in four- and five-year cycles since its inception. Currently, the program has been awarded $2,441,535 ending in 2012.

In 1994, ANC was awarded a grant for Educational Opportunity Center (EOC), its second TRiO program. EOC serves 1,000 adults each year from five target counties: Mississippi, Poinsett, Greene, Dunklin, and Pemiscot. EOC’s mission, similar to that of ETS, is to provide adults equal access to postsecondary education by offering workshops, cultural trips to postsecondary institutions, and financial aid/admissions application assistance. Since 1994, EOC has been continuously funded in four and five-year grant cycles. Currently, the program has been awarded $1,314,340 for a four-year cycle ending in 2012.

Another outreach program provided by Arkansas Northeastern College is the Career Pathways Initiative (CPI), which began in the fall of 2005. ANC was one of six community colleges in Arkansas selected to participate in a new employment initiative. At that time the primary goal was to serve as many of Arkansas’s Temporary Assistance for Needy Families (TANF) eligible population as possible. In addition to helping move the state forward economically through education and training, CPI sought to assist the state in reducing its need for public assistance. The founding purpose of the initiative was to establish cross agency partnerships to collectively address Arkansas’s “education gap” as a vehicle to close its “economic gap.”

As a result, the CPI has fostered strong connections among the College, students, community-based organizations, state agencies, and employers. The planning committee
for the Arkansas Career Pathways Initiative included representatives from the Arkansas Department of Higher Education (ADHE), the Arkansas Association of Two-Year Colleges (AATYC), the Arkansas Department of Career Education (ADCE), the Arkansas Department of Workforce Services (ADWS), the Arkansas Department of Human Services (ADHS) and the Southern Good Faith Fund (SGFF). All funding for Career Pathways Initiative is provided from the federal TANF Block Grant.

State goals developed for Career Pathways, which Arkansas Northeastern College has successfully achieved, include the following:

- Increase the access of low-income parents to education credentials that qualify them for higher-paying jobs in their local areas;
- Improve the preparedness of the Arkansas workforce for high skill and high-wage jobs;
- Develop training courses and educational credentials with consultation of local employers and local workforce boards to identify appropriate job opportunities and needed skills and training to meet and employer’s needs;
- Provide additional student support resources on the basis of program performance incentives.

Therefore, the mission of the Career Pathways Program at Arkansas Northeastern College is to identify and assist eligible adults in meeting education and employment training goals in order to acquire and maintain a self-sustaining job and career pathway. CPI currently provides six full time staff dispersed at Blytheville, Burdette, and Paragould Campuses, and visits Leachville and Osceola centers on a part-time basis. Services available to Pathways students include career counseling, financial assistance, tutoring, mentoring services, childcare, transportation, workshops, supplies, testing/assessment, job placement, and lab/clinical supplies.

Collaboration with the Arkansas Department of Workforce Services case managers and staff has been a key factor in helping to plan new strategies and initiatives to reach and assist ANC students and to provide specific services to address their needs and barriers to education, training, and employment. The Workforce Investment Act (WIA) personnel have also worked collaboratively with ANC Pathways to maximize educational opportunities for students. Additionally, TRiO, Financial Aid, and various other departments of the College have lent support and resources that contribute to intensive efforts to reach, retain, and graduate students.

Arkansas Northeastern College students have been well-served by the Career Pathways Initiative. Since the program’s inception, the grant has provided $2,525,448 in funding for program services in support of 1,853 students. This support has facilitated the completion of 1,005 awards and an approximate 60% initial job-placement rate followed by an 80% six-month retainment rate. In addition, the CPI has been evaluated against state established performance standards regarding the number of eligible students who 1) enroll in courses, 2) achieve credential attainment, 2) secure job placement in the targeted job categories, and 4) continue employment at six and twelve months beyond their hire date. For the past five years, the ANC Career Pathways program has ranked either number 1 or 2 in performance rank scores among the 24 community college programs in the state. As documented in the tables that follow, these performance indicators are a direct measure of students’ success and are evidence of the success of ANC’s outreach programs.
Additionally, this high performance level has resulted in $366,896 of incentive funding awarded to provide additional student support services beyond the basic grant. Some of these services include the support of a lap-top checkout program for 60 computers and wireless internet cards, equipping two student success computer labs, and paying students’ testing fees for licensure certifications to help ensure job placement. These additional outreach services contribute to the successful completion of education and training that will help create life-long changes for these students, their families, and the communities in which they live and work.

Arkansas Northeastern College Career Pathways Initiative Performance Indicators
(Reached ALL Goals from 2006 - 2010)

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
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<tr>
<td>Goal</td>
<td>270</td>
<td>350</td>
<td>423</td>
<td>429</td>
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<tr>
<td>Attained</td>
<td>257</td>
<td>330</td>
<td>382</td>
<td>427</td>
<td>457</td>
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<tr>
<td>Over</td>
<td>60</td>
<td>32</td>
<td>4</td>
<td>28</td>
<td></td>
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<tr>
<td><strong>TEA (Temporary Employment Assistance)</strong></td>
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<td></td>
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<tr>
<td>Goal</td>
<td>97</td>
<td>70</td>
<td>125</td>
<td>38</td>
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</tr>
<tr>
<td>Attained</td>
<td>97</td>
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<td>125</td>
<td>45</td>
<td>56</td>
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<tr>
<td>Over</td>
<td>--</td>
<td>41</td>
<td>--</td>
<td>7</td>
<td>2</td>
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<tr>
<td><strong>Award</strong></td>
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<td>Goal</td>
<td>--</td>
<td>70</td>
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<tr>
<td>Attained</td>
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<tr>
<td>Over</td>
<td>--</td>
<td>38</td>
<td>62</td>
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<tr>
<td>Goal %</td>
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<td>55%</td>
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</tr>
<tr>
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<tr>
<td>Goal %</td>
<td>--</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Attained %</td>
<td>--</td>
<td>80.88%</td>
<td>80.32%</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>12 Month</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Goal %</td>
<td>--</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Attained %</td>
<td>--</td>
<td>88.89%</td>
<td>81.25%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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</table>
Arkansas Northeastern College’s structures and processes enable effective connections with its communities.

Planning processes project ongoing engagement and service that includes involvement with civic, governmental, and cultural groups; partnerships with community programs; meetings with advisory boards; and collaborations with local area high schools and regional consortiums. Community involvement is articulated throughout the College’s strategic planning process. The development of ANC’s Long-Range Plan directs the findings and recommendations from reviews and assessments of the College’s accomplishments. Additional goal statements were solicited from faculty, staff, board members, and community representatives and incorporated in an unduplicated listing. By group consensus, the College community identified the most important statements that resulted in the goals statements adopted by the College’s Board of Trustees on December 15, 2004.

The College has also connected with communities through a regular schedule of interaction with public school districts. Each semester the President and his Cabinet meet collectively with the superintendents of the local schools. These meetings allow the College to communicate with schools on issues of importance to both educational systems. Over the past five years, stakeholders have discussed ways to align the common structure systems and processes in order to increase student opportunities to access higher education. Such alignments have resulted in all county schools adopting an eight-period day, mutual alignment of school calendars including holidays and spring breaks, and agreement to pursue and develop a STEM Initiative to provide high school students with accelerated learning opportunities. In addition, the College interacts with public schools by hosting a Counselor Appreciation day each year. This event brings public school counselors onto campus to experience first-hand the facilities, programs, and support services in place to serve students. This engagement also allows counselors to provide feedback about meeting specific needs of their district.

Arkansas Northeastern College’s educational programs connect students with external communities.

Internship programs are offered in technical training and occupational programs, and clinical rotations are utilized in the Allied Health Department. These programs provide students an opportunity to interact in a workplace environment shadowing employees and employers in the profession. These experiences allow students to 1) establish a network of personal relationships with individuals currently in the profession, 2) assess their own skill level relative to workplace demands, and 3) integrate theory learned with application used.

Likewise, individual faculty members facilitate the interaction of students with communities by providing trips, class speakers, service learning projects, and joint student/community activities. Examples include the Human Relations class projects, guest lecturers in a variety of classes, the food-drive project spearheaded by Personal Development classes, and the joint productions of college and community choir concerts. These activities relate the importance and satisfaction of civic engagement and interactions with external communities. Such activities also provide students with ways to apply and express theoretical learning with tangible outcomes.
Arkansas Northeastern College also operates the grant-funded Arkansas Works Career Coach Initiative, an educational program that connects public schools and concurrent credit students with external constituents. The newly-funded, three-year initiative supports five career coaches who are nationally certified as Career Development Facilitators. These coaches are college employees located in the public schools. Their role is to develop partnerships and facilitate connections among students, parents, public-schools, and business/industry in order to increase college access and success.

To establish working parameters for achieving program goals, each coach established a local planning team within each public school in the county. These teams included public school principals, counselors, Workplace Readiness and Career Orientation instructors, the College career coach, and the career coach supervisor. This dialogue created the foundation for establishing a program that connects students with external constituents through college and university visits, guest speakers for career days and Hispanic American Heritage Day, and industry mentoring by facilitating a Toastmaster youth leadership program.

Arkansas Northeastern College’s co-curricular activities engage students, staff, administrators, and faculty with external communities.

The TOPS Challenge (Tomorrow's Outstanding Professional Skills Challenge) is a co-curricular event conducted by Business and Technical Programs and Occupational Training Programs faculty. This event began in 2005 with students from approximately 8 area high schools competing for chances to win ANC scholarships. At the 2009 event, 235 participants from 14 high schools competed at the ANC Main Campus and the Burdette Center. Students competed in more than 20 areas of skills demonstration such as Accounting, Automotive Service Technology, Business Communications, Business Law, Computer Applications, Criminal Justice, Education, Floriculture, Public Speaking, and Welding.

The TOPS Challenge competition follows state guidelines for Skills USA, which is a qualifying event for the annual National Skills USA competition. The event is managed by occupational/technical instructors who recruit area professionals to judge the competitions. This process allows industrial experts to observe and evaluate skills and competencies being taught at the college and creates an opportunity for feedback from local employers. In addition, this event brings faculties from public schools to the college competition with their students thereby allowing secondary and post secondary faculty the opportunity to discuss program competencies, assessment standards, and curriculum alignment. As faculties collaborate, students benefit from improvements to educational pathways which facilitate successful student transition into higher education.

The Arts and Sciences faculty hosts annual Quiz Bowl Competition involving area high school students. The event has been held for three consecutive years, serving up to 12 teams from the region. Faculties manage the event competition and are given an opportunity to meet some of the most academically gifted high school students in the area. Many of these students are experiencing for the first time an intellectual event in a college environment that will stimulate and challenge their knowledge. This kind of activity provides affirmation of the value of knowledge and provides College scholarships as a reward to those who demonstrate excellence.
The Briggs/Sebaugh Wellness Center built in 2006 provides one of the best avenues to connect external and internal communities. This climate-controlled structure is a multi-purpose facility serving the College needs for special events, health, fitness, and wellness. The center is 33,561 square feet; major usage spaces include 12,000 square-foot activities area, three classrooms, six offices, and a walking track. The first floor of the facility (23,218 square feet) contains a reception desk, lobby, office, aerobics and exercise rooms, restrooms, elevator, stairways, and a large activities area basketball court. The second floor contains 7,605 square feet plus a 3,649 square-foot walking track suspended above the large activity area.

All students enrolled at the College are allowed free access to the Wellness Center fitness facilities. Members of the community are also afforded usage of the Wellness Center by purchasing a facility card for a nominal fee. Within the facility, intramural sport activities are made available in the areas of basketball, flag football, and volleyball.

This facility is also used by the College for major public events such as health fairs, job fairs, and graduation ceremonies. Each of these activities is free to the public and brings with it tremendous opportunity for engagement between internal and external constituents. Results of these events includes increased knowledge and understanding of health issues, increased potential for students and employers to achieve mutual objective of job placement, and as a place to efficiently and respectfully celebrate educational successes with all members of the learning community.

ANC has four different choirs available to students and community members alike. The choirs range from a small, elite ensemble to large ensembles that are open to all. Each ensemble features a unique configuration of voices and offers an exciting opportunity for singers of all levels. These ensembles not only give singers an outlet for personal expression and academic growth, but offer the college direct engagement with its community. The concerts are well advertised and attended, and the choirs regularly perform for charity events and civic organizations such as the Rotary Club, Rose Society, Kiwanis Club, and Orpheus Music Club. Additionally, Concert Singers and Women’s Choir tour regional high-school and junior-high music programs each semester and in recent years have taken extended performing tours to St. Louis and Chicago.

The Briggs-Sebaugh Wellness Center serves as a great location for College activities and intramural sports, as well as events for outside groups and the community.
Arkansas Northeastern College's transfer policies and practices create an environment supportive of the mobility of learners.

Arkansas Northeastern College follows the policies that support the mobility of learners and the transferability of courses to other colleges and universities. As an accredited member of the Higher Learning Commission and a member of the North Central Association of Colleges and Schools, ANC courses transfer to all colleges and universities within the state and to other post-secondary institutions in the United States. ANC has engaged in an articulation agreement with all public four-year institutions in the State of Arkansas. Thus, an ANC student who completes the Associate in Arts degree will transfer to the participating university with junior status. Arkansas Northeastern College complies in the General Education Curriculum approved by Arkansas public colleges and universities. Students are made aware that a course which transfers to a university may not be the necessary course to meet a degree requirement within a particular college of that university.

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer, and institutional policies may vary. ACTS may be accessed online through both the Arkansas Department of Higher Education’s website and the ANC website.

Entering transfer students must be in good academic standing at the last institution attended and should have a cumulative grade point average which falls within the College’s guidelines for good academic standing. Students on academic suspension from another institution will be eligible for admission after having remained out of school for one semester. No transfer student are admitted who is ineligible to return to the transfer institution. Students must be enrolled as certificate or degree candidates at Arkansas Northeastern College in order to have transfer credit evaluated and added to their permanent record.

At ANC, credit accepted for transfer must have been earned at an accredited college or university. Transfer credit will be accepted for college level courses completed with a grade of “C” or better for which ANC offers equivalent courses. Transfer courses with no ANC equivalent offerings will be evaluated for possible general-elective credit. Transcripts from non-accredited colleges will, in general, be evaluated on the same basis as that used by the state university of the state in which the transfer college is located.

Grades earned in transfer courses are not considered in calculating students’ grade point averages. The cumulative grade point average at Arkansas Northeastern College is computed only on completed ANC courses. Transfer credit is recorded showing the equivalent ANC course title and credit hours. Vocational or technically oriented courses are accepted when directly related to a particular applied science program at Arkansas Northeastern College and are applicable only toward the appropriate Associate in Applied Science degree or technical certificate.
The College has also responded to community needs through the development of the ANC University Center. The Center was formed by the Arkansas General Assembly ACT 65 in 1992 (5.15), as the second university center on a community college campus in the state. The College issued invitations statewide to four-year institutions in Arkansas offering the opportunity to provide degree programs through distance learning. Southern Arkansas University and the University of Arkansas offered the first university degrees with the University of Central Arkansas following. Letters of re-invitation were mailed in the fall of 1996, at which time Arkansas State University of Jonesboro indicated interest and proceeded to confirm college survey data concerning student demand. In addition to Arkansas State University, the University of Arkansas, the University of Arkansas at Fort Smith, and Franklin University are currently in the College University Center program.

The purpose of the center is to allow students the opportunity to access higher level degree opportunities from their local community. Due to the remote nature of the area, the lack of public transportation, and poverty level of the community, the center brings a level of access not possible otherwise. This center serves as the gateway for bachelor’s and master’s degrees in the county. The University Center is supported by a full-time employee to coordinate enrollment and facilitation of distance-learning offerings.

The University Center began with 126 students enrolled and 302 have graduated with their bachelor’s or master’s degrees. The University Center offers a total of 36 degrees, which include 32 bachelor’s degrees and 3 masters degree. Courses are taught online, by live instruction, and via compressed video.

The University Center is the gateway by which ANC students transition into the final level of the career pathway continuum. As such, it is a critical element for learner mobility.
Arkansas Northeastern College participates in partnerships focused on shared educational, economic, and social goals.

Arkansas Northeastern College is ingrained in the community in a variety of ways. In regard to community leader support, ANC is well represented as its President and other employees serve on many community boards including the Great River Economic Development Foundation. This board regularly cites ANC as a positive motivating factor in attracting businesses considering locating to the area. ANC is a supportive member of the Greater Blytheville Area Chamber of Commerce and the Osceola/South Mississippi County Chamber of Commerce. In addition to having employees serve on the chamber board, ANC regularly allows the use of its facilities for chamber activities such as chamber luncheons, chamber banquets, and the chamber job fair. ANC was instrumental in the Chamber’s creation of the Blytheville Leadership Institute and still supports this program for local community leaders. ANC has also partnered with community leaders, industries, and faith-based organizations to establish The Great River Promise Scholarship Program, which will provide access to tuition scholarships to attend ANC for every graduate of Mississippi County high schools starting in 2011. Thus far, ANC has garnered pledges amounting to over $1,000,000.

ANC has also developed partnerships with the local school districts in Mississippi County to establish the ANC Technical Center (ANCTC) and the Science, Technology, Engineering, and Mathematics (STEM) Initiative on the ANC campus. By sharing resources to achieve mutual educational goals, the college and school district partnerships provide additional opportunities for local high school students. Benefits of these opportunities include providing students with options to explore career and technical professions, to gain free concurrent credit through dual enrollment while still in high school, and to experience a college environment. A benefit to the College and to the community as a whole is the opportunity to promote higher education and the value of post secondary credential attainment as a means to achieve individual economic self sufficiency and to facilitate community-wide economic development.

ANCTC is located on the Burdette Campus, where it serves as a centralized high school providing career and technical programs for concurrent credit to area students in Mississippi County. Students are bused by the public schools to the Center, and the services are funded by public school dollars. This centralized effort to provide training resulted from collaborations with the Mississippi County School Masters Association whose administrators expressed difficulty in providing multiple high cost/high maintenance career and technical programs to high school students.

This collaborative interaction led to the formation of ANCTC and to an unprecedented move by all county school districts to follow a common calendar and class schedule. Access to ANCTC is offered to area 10th, 11th, and 12th grade students at the following schools: Armorel High School, Blytheville High School, Blytheville Charter School, Gosnell High School, Manila High School, Osceola High School, Osceola Communications, Arts, and Business School, Rivercrest High School, and East Poinsett County High School. This partnership has resulted in the development of seven new programs of study. These career pathways allow students to earn both high school and college credit at no charge to the student. Since 2007, approximately 595 students have earned 2,571 credit hours at a value of $154,260. These partnership efforts have achieved common social, educational, and economic goals by saving families money, by increasing students’ college readiness, and by improving students’ workplace readiness.
ANCTC’s curriculum serves as an extension of high school curricular offerings by providing students with hands-on training in the technical fields. Programs offered include Advanced Manufacturing, Automotive Service Technology, Criminal Justice, Education and Training, Medical Professions, Renewable Energy Technology, and Welding Technology. Classes at the center are offered in three blocks daily: two blocks in the morning and one in the afternoon. The blocks last approximately one hour and 40 minutes, five days a week. While enrolled at ANCTC, students also receive assistance in preparing for their next step, whether enrolling in college or entering the workplace. Though systematic collection of data tracking and analysis has not been established, anecdotal evidence indicates that the effort to connect mutual goals between secondary education and higher education has resulted in a more seamless and successful transition for students.

The College has a unique partnership with the Osceola School System that bridges the education gap with a shared location. Co-location of the College on the high school campus demonstrates strong regard for and value of the College as a partner by the community, the school board, and the school administration and staff. ANC constructed its Osceola Center on the grounds of the Osceola High School, and both entities utilize each other’s facilities and equipment to maximize the learning opportunities for the students while minimizing the associated costs. As a result of this partnership, secondary students are given easy access to early college-credit opportunities, free college assessments, and college advising personnel.

ANC’s national, award-winning Solutions Group collaborates with area industries to provide training for a skilled workforce relevant to the needs of existing industries and to attract future industries. In addition, yearly advisory meetings with this group and the ANC Division of Business and Technical Programs allow for strong relationships between the college and community business leaders. This opportunity provides an avenue for dialogue in regard to the college’s role in providing programs of benefit to its direct service area while ensuring that students receive a quality education.

Furthermore, ANC’s contractual relationships with allied health facilities such as Arkansas Methodist Hospital in Paragould and Great River Medical Centers in Osceola and Blytheville ensure the continuation of a skilled workforce in the industry. These contracts and others represent an ongoing partnership to collaboratively educate and mentor students in future medical professions in authentic workplace situations. The experiences also allow students to observe professional organization such as unions and other interest groups as they operate within the workplace.

Another partnership supported by ANC includes the Great River Economic Development Foundation of which the President is a long-standing member. His participation with this organization provides a continuous dialogue among economic development leaders and the College to ensure that all parties are working toward shared goals. Additionally, this partnership keeps the College in tune with the educational and training needs of prospective businesses and industries as well as assisting this group in promoting the region. As a result of support and advocacy of this partnership, ANC has been identified as the sole provider of education and training resources to be funded by county sales tax dollars designated for economic development uses.

The College also works closely with the Delta Regional Authority (DRA), a federal-state partnership serving a 240-county/parish area in an eight-state region. The DRA was designed to remedy severe and chronic economic distress by stimulating economic
development and fostering partnerships that will have a positive impact on the region’s economy. The DRA helps economically distressed communities to leverage other federal and state programs which are focused on basic infrastructure development and transportation improvements, business development, and job-training services.

In conjunction with the DRA, the Mississippi County Economic Development Area (MCEDA) organization seeks to build economic opportunity in the county through industry and community development. Through this strategic partnership, MCEDA has promoted the value of the College as a recruitment asset. In addition, these organizations have provided valuable access to external resources, including various studies providing data and trend analysis to establish need for specific institutional growth.

The collaboration of DRA, MCEDA, and ANC has allowed the county to successfully attract new industries such as Aviation Repair Technologies (ART). In 2008, this company made a $20 million dollar investment by renovating an unused section of the Arkansas Aeroplex, formerly known as U.S. Eaker Air Force Base, for business operations. The collaboration with the MCEDA on this endeavor led ANC to establish an FAA authorized program in Aviation Maintenance in order to provide the trained workforce necessary to support the new industry. Development of this new program of study led to ANC’s acquisition of three federal and private grants totaling $1,346,306 for aviation program operations. The impact of this collaboration has been significant to the county as it resulted in 200 new jobs at an average $20 hourly rate and a total of 300 more jobs projected by 2012.

The Arkansas Delta Training and Education Consortium (ADTEC) was founded in 2005, and it remains the College’s most significant collaborative partnership. The group was established as a regional coalition of sister two-year institutions in the Arkansas Delta. These include Mid-South Community College, East Arkansas Community College, Phillips County Community College of University of Arkansas, and Arkansas State University at Newport. The ADTEC Consortium established a partnership model (see diagram below) to provide a regional response to workforce development in the Arkansas Delta for the purpose of improving economic development.
This collaborative effort allows the member colleges to share curriculum and support strategies with a focus on economic opportunities and growing jobs in the Delta region. The ADTEC Consortium was originally established as a response to a U.S. Department of Labor call for proposal which was awarded over 4 million dollars to build capacity for Advanced Manufacturing. Since that time, ANC along with the other ADTEC partners have collaborated on six additional initiatives including: ADSTEP (Arkansas Delta Science, Technology, Engineering, and Mathematics Talent Expansion Program), ADRET (Arkansas Delta Renewable Energy Training and Education), ADWIRED (Arkansas Delta Workforce Innovation In Regional Economic Development), CBIT (Community Based Job Training), ADAHI (Arkansas Delta Allied Health Initiative), and ADTEP (Arkansas Delta Transportation Education Program). This partnership has resulted in over $49 million dollars of direct resources to build institutional capacities in education and training for workforce development.
Arkansas Northeastern College’s evaluation of services involves the constituencies served.

The constituencies served by Arkansas Northeastern College include internal constituents (faculty and staff), for-credit transfer students, for-credit career-degree students, non-credit workforce trainees, non-credit community education participants, area employers, alumni, donors, and the community-at-large. ANC uses various means to garner evaluation feedback related to services provided. One ongoing effort to gather feedback from internal constituents is the annual assessment process. During the 2008-2009 academic years, a concerted effort was made by the Assessment Committee to increase participation in the assessment process. The Committee was divided into teams that were assigned to all reporting areas of the College. Both academic and non-academic units were targeted. The teams provided guidance and expertise to assist their assigned areas to produce assessment plans that would collect meaningful data for improvement. The effort resulted in an increase in the number of reporting areas participating in assessment and in development of a revolving reporting schedule.

All students taking courses through the ANC University Center complete a satisfaction survey each session. Similarly, all non-credit community education participants complete a satisfaction survey at the conclusion of each course offering or tour, rating many factors including instructor, course quality, travel issues (tours), and future interests. Trainees participating in non-credit workforce training through The Solutions Group also complete concluding surveys, rating instructors and usefulness of training. These surveys provide feedback which is utilized to improve instructional delivery.

In addition, various units within the College conduct a wide variety of surveys of its constituents. The Business and Technical division, the occupational programs, and The Solutions Group all hold advisory council sessions to discuss program developments and to seek feedback related to curricula, graduates, and other services. These data are used to support the need for change as identified by stakeholders. This commitment of the participants to serve on the advisory council, to provide resources, and to share their expertise demonstrates their value for ANC.

The Career Pathways Initiative conducts yearly or exit (for short-term clients) surveys to evaluate client satisfaction and usefulness of service. The Career Pathways program, in addition to the Office of Career Placement, the Allied Health academic division, and the Financial Aid Office, conduct annual placement surveys to determine graduate/program recipient outcomes related to career acquisition and wages. The Office of Career Placement and the Allied Health division also conduct employer satisfaction surveys relating to graduates and interns performance. This feedback is used to identify gaps in training of skills and competencies. Positive feedback from these surveys as well as graduate employment rates at six and twelve months indicate a value for the ANC program.

The Adams-Vines Library administers tour effectiveness surveys with all students touring the library as part of a course requirement. The Admissions Office administers satisfaction surveys to high school seniors participating in Preview Day or similar events. The Student Support Services program administers satisfaction surveys annually to all program recipients. TRiO EOC and ETS have instituted an awareness survey program, asking all employees and the ANC Board of Trustees to rate their awareness of various program
features. The Business Office and Management Information Technology Services department have begun utilizing point-of-contact surveys to gauge satisfaction relating to services provided to students (Business Office) and internal constituents (MITS). Additionally, the Office of Advancement conducts satisfaction surveys at the conclusion of faculty/staff professional development sessions to evaluate perceptions regarding effectiveness of presenter, applicability of information to the workplace, and to identify additional needs for training. 

All of these are efforts evaluate ANC’s performance in regard to providing quality customer service and in meeting stakeholders’ needs. The feedback from these efforts is essential to understanding the impact of current practice, and it is the driving force behind the change necessary to meet emerging demands of the learning community. However, a challenge from these endeavors is to disseminate the compiled data across the institution in an effective way. Though the various areas collecting information have a primary agenda that they are trying to achieve, the results from their agenda may often apply to other areas of the college. Currently, there is no formal process to ensure sharing of information that could provide insight to other areas.

Periodically, ANC has administered surveys or conducted forum sessions with students, employers, and the community-at-large as part of broader initiatives, such as the ongoing First-Year Experience project or other endeavors. However, such surveys and forum sessions are initiative-specific as opposed to existing as part of a regular strategy of evaluation. Thus, these surveys have resulted in changes specific to initiative goals. One example has been a redirection of Carl Perkins federal grant funds being diverted from support of employee professional development to support of salary for a newly established Student Success Coordinator. The purpose of this position is to provide a dedicated individual to assist in the follow through on results from the First Year Experience project.

Arkansas Northeastern College’s facilities are available to and used by public.

During the 2009-10 academic year, outside individuals and entities utilized the ANC Main Campus facilities on 116 different occasions (52 external public classroom uses; 64 external public specialty room uses). Several requests went unfulfilled because of scheduling conflicts or rental costs. Non-profit and civic groups hold assorted events at ANC, in addition to individuals or clubs hosting events ranging from Christmas parties, wedding receptions, and school proms. Other ANC campus sites also host public use events; however, accurate counts of such activities are not immediately available. Members of the public often utilize various ANC facilities for non-credit community education offerings. Furthermore, area high school students regularly visit ANC campuses as part of school field trips, College Day events (visiting recruiters from various colleges and universities), TOPS Challenge and Quiz Bowl, or other school-related activities.

The addition of the Governors Ballroom and Briggs-Sebaugh Wellness Center has resulted in a significant increase in public requests for facility usage. The escalating public demand for access to ANC facilities necessitated a revisiting of ANC’s usage policy in the summer of 2010, considering the added workload on physical plant staff and on security staff for large, evening, or weekend events, as well as property wear and tear and increased utility...
costs. The overarching goal of the usage policy is to promote public access while properly preserving college facilities and a peaceful learning environment. Also, because ANC is a taxpayer-subsidized government entity, the policy incorporates room rental rates that do not unfairly compete with private enterprises offering similar event-hosting accommodations.

External constituents participate in Arkansas Northeastern College’s activities.

Arkansas Northeastern College provides many activities which present opportunities for external constituents to participate in the learning community. These activities include an annual job fair with employers representing over 50 different businesses and industries and attendees representing not only students, but also alumni and local citizens seeking employment.

The TRiO Educational Talent Search (ETS) Program hosts an annual career event on the ANC campus for ETS participants from schools in Mississippi, Poinsett, and Pemiscot Counties. This annual event is an effort to expose hundreds of students to a variety of career paths. One unique aspect of this career event is that schools from a three-county area along with area businesses and professionals participate and collaborate in the ANC sponsored activity. Another beneficial aspect is that it gives students an opportunity to talk to an actual person working in a field that piques their interest. Professionals from computer technology, emergency preparedness, health and medical fields, steel industry, engineering, and more share their insights, wisdom, and experience with this eager group of youngsters.

The College also hosts art shows, blood drives, book fairs, community benefits, and choir performances which allow external constituents many occasions to engage with institutional faculty, staff, and students. This mutually beneficial engagement enhances the cultural connection within the learning community.

In addition, the College through the ANC Foundation works to build friendships and support in the community by hosting annual activities and events such as golf tournaments, scholarship drives, and the annual fund campaign, which all encourage engagement and support from individuals and businesses. Results of these activities have been a building of close relationships with many who are interested in supporting students’ access to higher education. It also increases visibility and awareness of ANC and the many opportunities it makes available to the constituency it serves. Over the past five years, ANC has raised $230,000 from these events. In addition, nine new scholarships have been established with a total of $10,000 of endowed funds to serve students in perpetuity. In addition, the ANC Foundation works along with a donor company, Yamato Kogyo, Ltd. of Japan, to increase student opportunities and enrichment through the ANC Ambassadors to Japan Program. Each year two sophomore students are selected as ANC Ambassadors to visit Japan. These students learn about a new culture, share their culture with the Japanese, and when they return, share what they have learned with the College and the community through various civic presentations.
Arkansas Northeastern College meets continuing education needs of licensed professionals in community.

The College provides opportunities for various professionals within the community to meet continuing education needs. These include office professionals, realtors, insurance agents, truck drivers, emergency medical technicians, childcare paraprofessionals, manufacturing employees, plumbers, electricians, and Arkansas public school employees. In addition to providing multiple courses to meet these requirements, the College also provides customized training on site for industries.

Evidence of meeting the needs of local professionals includes the multiple opportunities provided for public school employees. By law, Arkansas school teachers and administrators must attend 60 hours of professional development each year, including a requirement of six hours in technology and two hours of parental involvement. The College provides a wide variety of business and technical courses to meet the technology requirements, Arkansas History which meets another state requirement, and additional customized training. As an example of customized training, ANC provided a five hour seminar titled “Who Moved My Cheese”. This nationally certified training workshop on managing change was presented free of charge on-site to all faculty/staff in grades K-12 of the Armorerl School District. The district was beginning its 2010-11 school year with a totally new administrative staff from counselor, to principals, and to the superintendent. Not only did this meet their professional development requirements to maintain Arkansas Teacher licensure, it also helped the financially distressed district meet the requirements without the expense of trainers, or travel cost for some 40 professionals.

Arkansas Northeastern College’s economic and workforce development activities are sought after and valued by business leaders.

Long term business relationships exhibit the value an external constituent places on The Solutions Group, the business and industrial training division of Arkansas Northeastern College. The question of value of service can be measured by determining the strength of loyalty exhibited by the market. In the marketing world this measure is called “branding strength.” In addition, an organization’s value can be assessed by evaluating the customer/client base. The fact that the Solutions Group clients do not exhibit a high turnover rate, and that 43.9% are repeat customers are evidence of brand loyalty. The dollar amount spent on training of $1,525,641 in revenue over three years is evidence of the value placed on this training. Below is the assessment of three years of invoicing records to determine the number of clients served and the value of the service provided. The significant data are represented by the level of business clients in dollar value and repeat business.

For the following charts, the raw data indicate that over the three-year period from 2007 to 2009, a total of 41 organizations contracted with The Solutions Group. The raw data also shows the percentages of the one, two, and three-year customers.
Initially the 14.6% of three year customers appears low. However, upon reflection several conditions are apparent:

- The Solutions Group predominately operates in Mississippi County, AR. There are a handful of clients outside of the county, but of the 41 customers, only 6 are located outside of Mississippi County and account for 2% of the revenue over the entire three-year period.

- In each of the years, 2007, 2008, and 2009 the top three companies accounted for 80% of the revenue, and those companies have contracted with ANC for all three years. The organization ranked third in 2009 was Great River Economic Development Council (GREDC), a Mississippi County economic development organization that commits funds to Mississippi County firms to offset training costs as an added enhancement to conducting business in this county.

- Finally, 43.9% of the Group’s customers are repeat business, which is a strong indicator of the value and loyalty the companies have for ANC.

Recently ANC and Mid-South Community College, both members of the Arkansas Delta Training and Educational Consortium (ADTEC), have agreed to combine their resources in an effort to expand and enhance the customized workforce training services for the college’s combined service regions. The institutions will operate this service resource under the name of ADTEC Solutions Group. This partnership will allow both colleges to expand their collective range of specialized training and consulting services in ways that they would have been unable to accomplish operating independently.
CRITERION FIVE:

Engagement and Service

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:

Institutional Change Request

Conclusion and Request for Continued Accreditation
Institutional Change Request

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

Substantive Change Application, Part 1: General Questions
Distance Delivery

Note: Wherever distance delivery is mentioned it means distance or correspondence delivery.

Institution: Arkansas Northeastern College  City, State: Blytheville, Arkansas
Name of person completing this application: Carol Mills  Phone: (870) 762-1020 ext 1207
Title: Distance Education/Academic Technology Coordinator  Email: cmills@smail.anc.edu

Requested Change(s). Concisely describe the change for which your institution seeks approval.

Arkansas Northeastern College seeks approval to offer the Medical Transcription Certificate, the Associate of Arts (A.A.), and the Associate of Science degrees in Criminology and Childhood Education online.

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the “Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval” to make certain that current HLC policy requires you to seek approval.

Change in mission or student body:
- □ Change in mission
- □ Change in student body

Contractual or Consortial Arrangement:
- □ Outsourcing 25 – 50% of a contracted program to an organization not accredited by a USDE-recognized agency
- □ Offering a program as part of a consortium of institutions

Request for new additional locations:
- □ in home state
- □ in other state(s) or in other country(ies)
- □ new or additional campus(es)

Other:
- □ Request for access to Desk Review for additional locations
- □ Request for access to Notification Program for locations
- □ Substantial change in scope or level of distance education activity
- □ Substantially changing the clock or credit hours required for a program

Offering a new academic program(s) requiring HLC approval:
- □ certificate
- □ bachelor’s
- □ diploma
- □ master’s/specialist
- □ associate’s
- □ doctorate

Institutional Context for Substantive Change Review. In 1-2 paragraphs describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.

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 southeastern 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 questions? E-mail changerequests@hlccommission.org or call 800.621.7440 ext. 137 or 139
Substantive Change Application: Distance Delivery

students reaffirmed the decision that online delivery of programs is imperative to continue to serve those in the regional area.

special conditions. Underline YES or NO attesting whether any of the conditions identified below fit your institution. If you underline YES, explain the situation in the box provided.

<table>
<thead>
<tr>
<th>Condition</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, or show-cause, etc.)?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Has the institution’s senior leadership or Board membership experienced substantial resignations or removals in the past year?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, or a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Approvals.** Check those approvals required prior to implementing the proposed change and attach documentation of these approvals with your request. Indicate the filename of the documentation.

- [ ] Internal (faculty, board) approvals (filename: 
- [ ] System approvals (for institutions part of systems) (filename: 
- [ ] State approval(s) (filename: 
- [ ] Foreign country(ies) approvals, if overseas program or site (filename: 

Is the program approved by a specialized accreditor? If yes, please identify the accreditation and outline the process and timeline for seeking the other accreditor’s approval.

No
Substantive Change Application, Part 2: Topic-Specific Questions

Distance Delivery

Note: Wherever distance delivery is mentioned it means distance or correspondence delivery.

Name of Institution: Arkansas Northeastern College

Part 1. Characteristics of the Change Requested

1. At which of the four levels defined above do you currently operate distance delivery?
   Level 2

2. At which of the four levels defined above are you requesting permission to operate distance delivery?
   Level 2

3. Do you currently have a separately identified unit for providing or marketing your distance delivery education? ( ) Yes (X) No

4. Are you planning to begin operating a separately identified unit for providing or marketing your distance education? ( ) Yes (X) No

5. If you are planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

<table>
<thead>
<tr>
<th>Type of involvement</th>
<th>Name(s) of external organization(s)</th>
<th>% of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Support for delivery of instruction</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>B. Recruitment and admission of students</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>C. Course placement and advising of students</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>D. Design and oversight of curriculum</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>E. Direct instruction and oversight</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

6. If you are planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.
Substantive Change Application: Distance Delivery

7. Operational Data

<table>
<thead>
<tr>
<th>Operational Data</th>
<th>Last year (actual tallies)</th>
<th>This year (estimate)</th>
<th>Next year (projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total annual (academic year + summer) student credit hours generated</td>
<td>45,070</td>
<td>45,500</td>
<td>46,000</td>
</tr>
<tr>
<td>B. Total annual student credit hours generated in distance-delivered courses</td>
<td>8,299</td>
<td>8,500</td>
<td>8,670</td>
</tr>
<tr>
<td>C. Percentage of student credit hours in distance-delivered courses (B/C, or B divided by A, rounded up to the nearest integer)</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>D. Total number of academic programs (i.e., counting different majors at all levels)</td>
<td>33</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>E. Total number of programs in item D above available via distance delivery (i.e., 50% or more of courses available as distance-delivered courses)</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>F. Percentage of programs available via distance delivery (E/D, or E divided by D, rounded up to nearest integer)</td>
<td>6%</td>
<td>6%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Part 2. Institution’s History with Distance Education

8. Briefly describe your institution’s experience with distance education.

Arkansas Northeastern College (ANC) first began offering online courses in the 1999-2000 academic year in response to a request by Wal-Mart Stores, Inc., headquartered in Bentonville, AR, asking state two-year colleges to provide online courses to increase accessibility to higher education opportunities for its employees. ANC offered two online courses in the spring of 2000; four online courses were offered each of the two following academic years. By 2003, ANC had formed a consortium with other Arkansas colleges in using the course management system, WebCT. This major step forward resulted in 25 online course offerings that academic year and led to the establishment of the first distance education committee, known as Web Warriors. Its primary function was to encourage instructors to try online instruction and assist them in the mechanics of online delivery.

As online course offerings continued to expand, the Online Process Team emerged and was given more authority to push for policy changes. It focused on quality issues, as well as the need for a student orientation that would properly prepare students to use the course management system. As the process team submitted its final work, ANC made a major commitment to Jenzabar’s portal system, in fulfillment of the fourth goal of the 2004 Long Range Plan: “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.” Now, instead of standalone systems, all college technology systems were functionally united. The portal, myANC, and the course management system, e-Racer, greatly enhanced the student experience with ANC’s online delivery.

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Substantive Change Application: Distance Delivery

Carol Mills, then a member of the Management Information Technology Services department (MITS), was instrumental in the portal and course management system transition period and agreed to serve in the newly developed role of Distance Education/Academic Technology Coordinator. Through the Resource and Training Zone (RATZ), she trains instructors individually, in small groups or large group sessions to effectively use e-Racer, to prepare and deliver course content, and to create learning environments where interaction is valued. Additional means of assessing online course quality have been implemented under her direction. In 2010, at the recommendation of the Distance Education/Academic Technology Coordinator, Jillian Hartley, a dynamic and experienced instructor of many online courses, was designated as an online advisor to assist students using e-Racer. For the 2009-2010 academic year, a total of 138 online courses were offered.

9. If the Higher Learning Commission approves you to operate at the next highest level, what future growth do you anticipate (e.g., in the next six months, three years, 10-20 years) for distance delivery?

Growth in the numbers of online course offerings and online students is not expected to change dramatically over the next six months to a year but to continue to increase at a slow and deliberate pace over the next several years. Within three to five years the College anticipates that more students will be using mobile technology and shift from face-to-face classes to online classes. In 5-10 years, as technology advances, ANC expects to find ways to offer science labs online with confidence that the simulated experience provides students the same quality education currently offered on campus only, but with the flexibility of an online schedule.

10. How do you plan to manage this growth?

Since ANC’s target area is the same as the current service area, anticipating and managing growth in online courses will be handled in the same way the College manages growth in all of its programs.

Part 3. Institutional Planning for Distance Education

11. What impact might the proposed program(s) have on challenges identified as part of or subsequent to the last comprehensive visit or re-affirmation panel and how has the institution addressed the challenge(s)?

The advice from the last comprehensive evaluation team’s visit to “Promote more faculty involvement through in-service training in WEB CT, POISE, and computer literacy in order to increase the number and quality of Internet supported courses and programs” has been heeded and fulfilled through the RATZ How-To Tuesday hands-on training sessions, open to all faculty and staff on main campus with the same opportunities provided to the extended centers as requested. Adjunct faculty meetings include hands-on technology training in e-Racer and the myANC portal.

12. How do you determine the need for a distance-delivered course or program? If you offer a traditional program now, how do you decide whether to start offering this program via distance delivery?

Faculty members, extended center coordinators, and The Solutions Group, the College’s business and industry center, usually identify student interest and bring the need to the attention of the subject area department head. Department heads discuss the need with the VP of Instruction for inclusion on the course schedule. It is the listening ears of the faculty and center coordinators, located up to 50 miles from the main campus location, and The Solutions Group, which works closely with industry and their shift-workers that enable ANC to effectively meet students’ online needs.
Substantive Change Application: Distance Delivery

13. How do you plan for changes and future expansion of the role distance delivery plays in your institution? Who is involved? How do new ideas and initiatives originate, and how are they examined and evaluated?

ANC is very much a student-centered institution. The impetus for moving into the online venue is supported by the administration but it is the faculty members that are changing face of classroom instruction. As faculty and/or department heads consider new possibilities they generally discuss them with the Distance Education/Academic Technology Coordinator or she initiates the new idea with them. If the concept is doable within ANC’s technological infrastructure and someone is committed to putting into place a test of the initiative with assessment measures, the idea is given a “go” and it is tried and tested. The excitement of causing increased student learning is contagious; this is how podcasting, video lectures and interactive content reinforcement have all started at ANC.

If the idea is one that requires an approval process, the proposal is brought before the Academic Affairs Committee. If budget funds are beyond the department’s current capability, the department head would evaluate the initiative for inclusion in the department’s annual strategic plan. Budget requests for the next fiscal year are tied closely to this important planning document. In addition to the faculty, department heads, Distance Education/Academic Technology Coordinator and Academic Affairs Committee, the Vice President of Instruction is very involved in the discussion of initiating new ideas.

14. How do you ensure that financial planning and budgeting for your distance-delivered courses and programs are realistic? What are your projected revenues and expenses?

The College has demonstrated a priority commitment to providing for distance education by updating servers, purchasing the portal and new course management system, and installing and maintaining all software needed to stay on the forefront of distance delivery. The internal infrastructure has recently been updated with gigabit switches and increased bandwidth. MITS has contracted with Educational Systems Products (ESP) for maintenance and support of the POISE database system for more than 25 years. The contract with this reliable company has been expanded to include support for the online portal, course management system and online student services functions. Since many of ANC’s face-to-face classes are using e-Racer’s online course component to supplement classroom activities, the technology infrastructure is necessary whether or not online courses increase.

A technology fee of $6 per credit hour (maximum of $90 per semester) is currently collected to assist in the increased technology expenses. Additionally, a fee of $20 per credit hour is assessed for all online courses, those designated by the College as INET courses. To allow for smaller online courses to maintain financial viability, instructor’s payment for INET courses is $400 for the first student and $80 per student thereafter.

15. How do you assure that promotion, marketing, and enrollment of your distance-delivered courses and programs stay in balance with your actual resources and technical capabilities?

Course scheduling begins with the faculty members. Each department head sends the proposed course offerings to the VP of Instruction for approval. After approval, the course is placed on the semester schedule. Previously, the College’s Marketing Department printed the schedules and mailed them to homes in ANC’s service area. A recent marketing survey revealed that 66% of all those responding preferred to view the schedule online. In response, the Marketing Department now mails postcards to individual homes with the schedule’s web address and Quick Response (QR) code for smartphone scanning. Since the online schedule is kept current, any unforeseen changes in resources or technical capabilities are immediately noted. An online course is never placed on the schedule without an identified trained instructor.
Substantive Change Application: Distance Delivery

16. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

The Dean of Development and College Relations is responsible for the accuracy of all marketing media. Catalog revisions are submitted by each department head to the Dean through the VP of Instruction. The Dean submits brochures back to the appropriate program departments for proofing before printing. Campus messageboard slides are prepared by the requestor and sent to the Marketing Department for inclusion in the messageboard slideshow. The Marketing Department improves or creates visual interest in the slides but does not change information sent from the source provider.

Part 4. Curriculum and Instructional Design

17. How do you assure good instructional design in your distance-delivered courses and programs? How are your faculty and quality control mechanisms involved in the instructional design process?

The Resource and Training Zone was created in April 2009 in partial fulfillment of the first goal in ANC’s Long Range Plan. “The College shall offer relevant curricula and quality educational programs that utilize flexible delivery methods while ensuring academic excellence and integrity.” All faculty members new to online teaching meet with the trainer and develop their course under her guidance. In addition to offering weekly sessions called How-To Tuesdays, online instructors can receive individual help with online instructional design. Instructors new to online instruction are required to meet with the Distance Education/Academic Technology Coordinator at RATZ for guidance with distance delivery pedagogy in addition to how-to-instruction on the course management system. Topics covered include online academic integrity, feedback methods, instructor presence in online courses, ADA compliance, and more. This mentoring process continues throughout the first semester of teaching.

The Distance Education/Academic Technology Coordinator uses an evaluative tool during the mentoring process for new instructors and completes an evaluation on all new online courses or new online instructors. Each experienced online course instructor completes a self-evaluation annually in addition to having his/her course peer reviewed by another instructor trained in online instruction. Accessibility to online courses is given to each department head for courses taught under their purview.

18. What processes and procedures will you use for technology maintenance, upgrades, back up, remote services, and for communicating changes in software, hardware or technical systems to students and faculty?

The MITS department is responsible for all infrastructure upgrades and maintenance. Barracuda Back-Up Services are used to prevent catastrophic data loss. MITS coordinates planned technology outages and updates with the Distance Education/Academic Technology Coordinator. Outage notices are posted prominently on the myANC portal to alert students to the scheduled downtime. The Distance Education/Academic Technology Coordinator notifies faculty of technology outages, changes and upgrades using email.

19. How do you ensure that you provide convenient, reliable, and timely services to students or faculty needing technical assistance, and how do you communicate information about these services?

A technical support button is prominently located on the ANC homepage (www.anc.edu). Notices are provided via the portal to alert all users to upcoming maintenance downtimes. Instructors are notified by email when there is an issue that affects online course delivery and they email their students as necessary. The ANC Helpdesk contact information is widely publicized throughout myANC, in the e-Racer orientation that online students are required to complete, and
Substantive Change Application: Distance Delivery

in every instructor’s First Day Handout. The Helpdesk responds to phone inquiries from 8 A.M. to 9 P.M. weekdays and email inquiries from approximately 4 A.M. to 9 P.M. every day. The email helpdesk system is unaffected by portal outages. Helpdesk users evaluate the timeliness and effectiveness of the service.

20. What is your institution’s experience, if any, in collaborating with other institutions or organizations to provide distance-delivered education?

ANC solely provides its own distance-delivered education courses.

21. If you are planning partnerships or agreements with external organizations or institutions as identified in Questions 5 and 6, how will you ensure that students can use these services effectively?

No partnerships or agreements with external organizations or institutions are planned.

Part 5. Institutional Staffing and Faculty Support

22. How do you staff distance-delivery courses and programs? How does this differ from your processes for staffing traditional courses and programs?

Since ANC’s fulltime faculty members teach almost all of the distance-delivery courses, a separate process for staffing distance-delivery courses is not needed at this time. ANC has sought out an occasional adjunct faculty distance-delivery instructor for his/her particular expertise in the field of study. These adjunct instructors are local and receive individual training and guidance provided by both the Resource and Training Zone and a full-time faculty member from the subject department, who continues to serve as a mentor.

23. What is your process for selecting, training, and orienting faculty for distance delivery? What special professional development, support, or released time do you provide for faculty who teach distance-delivery courses and programs?

All of ANC’s full-time faculty members receive training on the use and function of e-Racer, the course management system as part of the Resource and Training Zone (RATZ) professional development sessions called How-To Tuesdays. Instructors who are asked by their department head to teach distance-delivery courses have generally already been using the online component of their face-to-face course to supplement classroom instruction.

When instructors are asked to teach a distance-delivery course for the first time, they are directed to RATZ for individual guidance in the pedagogy and function of teaching online. RATZ is equipped with individual training stations for hands-on training and has laptops, microphones, digital still and video cameras, tripods, etc. available on loan for instructional development purposes. During the development process new online instructors stay in contact with the RATZ coordinator, their department head, and the department mentor assigned to assist and ensure quality control.

Full-time faculty can receive $600 for the development of a new distance-delivery course or for a major contribution to the development of a distance-delivery course.

24. How do you assure copyright compliance and keep distance delivery faculty aware of institutional policies on using others’ intellectual property?

Copyright Awareness Training is provided to all full-time faculty by the Resource and Training Zone (RATZ) annually during the month of January, concentrating on Fair Use and the TEACH Act. Similar training is provided to all adjunct faculty members during the adjunct faculty meetings each August. A review of this information, with forms to assist faculty in discerning the proper use
Substantive Change Application: Distance Delivery

of copyrighted materials, is available on the myANC portal Resource tab.

Part 6. Student Support

25. How do you assure that distance-delivery students have access to necessary student and support services (e.g., institutional information, application for admission, registration, tutoring or academic support, advising, financial aid, tuition payment, career counseling and placement, library resources, complaint processes)? How do you provide them information about using these services, and how do you monitor and evaluate their use of these services?

The College has implemented comprehensive online services for students taking distance courses. Admissions, registration, orientation, advising, fee payment, assessment, tutoring, library services, and financial aid applications are all available online for students. Academic advising and financial aid counseling can be accomplished via email or phone with student services personnel. The online advisor directs inquiries from online students to available resources. The library director ensures that sufficient library resources are available for all programs, including providing login information for web-based research databases to all students through the student Resources tab on the myANC portal. Textbooks required for coursework may be purchased online from the Follett Bookstore’s website or any source of a student’s choice; textbook information is available online months in advance of the start of each semester.

26. How do you measure and promote interactions among distance delivery students and faculty (e.g., email, online chats, discussion groups, phone or streaming audio, “office hours,” cyber buddies/mentors and tutors)?

E-Racer allows faculty and students to communicate through e-mail, forums, and chats. Faculty contact information, including phone number and office hours, is included on the first-day handout for every course. RATZ has led How-To-Tuesday training sessions on the effective use in higher education of blogs, wikis, twitter and other social media. The Learning Assistance Center has used Smarthinking in its evaluative process on how to best deliver tutoring to online students.

On course evaluations each semester, students are requested to list and evaluate the accessibility and effectiveness of the technology contact methods used by their instructors. Department heads evaluate this item as part of the annual online evaluation and assessment plan.

27. How do you assure that the distance delivery students you enroll and to whom you award credit and credentials are the same ones who did the work and achieved your learning goals? How do you protect student identity and personal information?

At the present time, all students in online courses are required to complete at least one major course assignment in person. This gives instructors the opportunity to verify student identity by photo ID and match the quality of work with that shown throughout the course. Many online instructors require all major assessment items be completed under a proctored environment. In addition to self-proctoring exams, instructors may coordinate testing through the ANC Testing Center located on main campus or at one of the centers, where the center coordinator assumes the responsibility of proctoring and verifying identity. Students may also complete the Proctor Nomination Form requesting an alternate, but still proctored, testing environment. If approved by the instructor, the proctor verifies the student by photo ID before administering the test.

Unproctored assessments are submitted using myANC’s e-Racer. Each student is assigned a randomly generated, unique student ID that is used in combination with a password to gain access to myANC. Students forgetting their ID information may retrieve their ID number by logging into a secure system using their Social Security Number. Alternately, they can appear in person at ANC’s main campus or one of its centers and show a photo ID to retrieve their number.
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ID information is never given out over the phone or by email transmission.

ANC has evaluated the Securexam Remote Proctor system by Software Secure. Plans are underway to integrate this proctoring system with e-Racer to give students greater flexibility in completing online assessments while ensuring a high level of academic integrity.

Part 7. Evaluation and Assessment

28. How do you assess, review, and evaluate quality in distance-delivered courses and programs?

During the last full month of the semester, students in each online course are invited to participate in an electronic survey that evaluates their experiences with that course’s content, instructor, and technology utilized. The results from these evaluative surveys are tabulated and then distributed to the instructors along with the evaluation results for their face-to-face courses.

Annually, supervisors evaluate all online instructors on at least one of their online courses. If the instructor is teaching online for another department, the department head of the subject taught can also evaluate the online course. Additionally, each instructor performs a self-evaluation on each course taught during the year. The Distance Education/Academic Technology Coordinator completes the online self-evaluation tool for all new online courses and with all new online instructors.

Semester and annual assessment measures ensure continuous monitoring of online courses by the Distance Education/Academic Technology Coordinator, department heads and instructors. ANC’s instructors generally report that after teaching and assessing an online course, their face-to-face teaching improves.

29. How are the measures and techniques you use for distance-delivered courses and programs equivalent to those used to assess and evaluate traditional face-to-face courses and programs? If there are differences, why are these differences appropriate?

The goals and objectives of every online course are identical to the same face-to-face course. The evaluation and assessment plan for online courses mirrors that of face-to-face courses. In the case of online courses, student evaluations are conducted entirely online. Questions that translate to all modes of delivery remain unchanged, such as how well the instructor explains the learning objectives for the course. Some questions are found only on the evaluation instrument for online courses; some questions are adapted to fit the online environment, such as “Instructor holds regular office hours” to “Instructor is available and answers questions in a timely manner.” The peer evaluation instrument used for online courses is adapted from Quality Matters and used by permission through the ANC subscription.

30. How do you assess the learning of the students you educate in your distance-delivered courses and programs to ensure that they achieve the levels of performance that you expect and that your stakeholders require?

Expectations for online students are the same expectations as those for students in face-to-face courses. For example, students completing the A.A. program take the ETS Proficiency Profile exam prior to being awarded their degree, regardless of the delivery mode of their general education courses. This principle holds true for all certification and exit exams required by programs where some of its courses can be completed online.

31. How do you encourage and ensure continuous improvement of your distance-delivered courses and programs?

The Distance Education/Academic Technology Coordinator attends at least one statewide
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conference and one national conference each year. Dynamic relationships with members of the Arkansas Distance Learning Association (ARDLA) and Arkansas Association for Two-Year Colleges (AATYC) creates an environment of sharing and learning between institutions with similar challenges and opportunities as the ones faced at ANC. Participation in the League of Innovations technology conference and Jenzabar’s Annual Meeting (JAM) bring nationwide ideas and energy together. The information and ideas gleaned from these conferences are shared with others in the institution during How-To-Tuesday training sessions.

ANC’s instructors, full-time and adjunct alike, are participating in a three-year professional development program using the League of Innovations LENS and Getting Results modules offered through membership on iStream (www.istream.league.org). ANC’s Distance Education/Academic Technology Coordinator models online delivery methods using e-Racer to direct participant’s readings, video viewing and activities, encourage open discussions, monitor their progress and record the completion of these professional development modules.
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.
APPENDICES:

APPENDIX A: Institutional Snapshot

APPENDIX B: Federal Compliance

APPENDIX C: List of Documents in Resource Room
## Appendix A:
### Institutional Snapshot

### 1. Student Demography Headcounts
#### A. Undergraduate enrollments by class levels

<table>
<thead>
<tr>
<th>Class Level</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1261</td>
<td>1301</td>
</tr>
<tr>
<td>Sophomore</td>
<td>653</td>
<td>702</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>1,914</td>
<td>2,003</td>
</tr>
</tbody>
</table>

#### B. Undergraduate students by degree seeking and non-degree seeking status (showing totals, with breakdowns by gender and by race/ethnicity, per IPEDS report)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2009</th>
<th>2010</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>519</td>
<td>62</td>
<td>581</td>
<td>538</td>
</tr>
<tr>
<td>American Indian</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>25</td>
<td>6</td>
<td>31</td>
<td>19</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21</td>
<td>7</td>
<td>28</td>
<td>39</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,102</td>
<td>167</td>
<td>1,269</td>
<td>1,129</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,672</td>
<td>242</td>
<td>1,914</td>
<td>1,728</td>
</tr>
</tbody>
</table>

#### C. Graduate/Professional students by degree seeking and non-degree seeking status (showing totals, with breakdowns by gender and by race/ethnicity, per IPEDS report)

Arkansas Northeastern College does not offer graduate/professional degree programs.
D. Age range of undergraduate students

<table>
<thead>
<tr>
<th>Undergraduate Headcount by Age</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>24 and Under</td>
<td>345</td>
<td>630</td>
</tr>
<tr>
<td>25 and Over</td>
<td>293</td>
<td>646</td>
</tr>
<tr>
<td>Total</td>
<td>638</td>
<td>1,276</td>
</tr>
</tbody>
</table>

E. Number of students by residency status of credit-seeking students who come to a campus or site for instruction

<table>
<thead>
<tr>
<th>Total Enrollment by Residency</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state resident</td>
<td>1,669</td>
<td>1,725</td>
</tr>
<tr>
<td>Out-of-state resident</td>
<td>245</td>
<td>278</td>
</tr>
<tr>
<td>Non-US resident</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>1,914</td>
<td>2,003</td>
</tr>
</tbody>
</table>

2. Student Recruitment and Admissions

A. Applications, acceptances, and matriculations for the following categories of entering students

<table>
<thead>
<tr>
<th>First-Time Freshmen</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>537</td>
<td>628</td>
</tr>
<tr>
<td>Acceptance</td>
<td>537</td>
<td>628</td>
</tr>
<tr>
<td>Matriculation</td>
<td>465</td>
<td>462</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Transfer</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>206</td>
<td>248</td>
</tr>
<tr>
<td>Acceptance</td>
<td>206</td>
<td>248</td>
</tr>
<tr>
<td>Matriculation</td>
<td>187</td>
<td>195</td>
</tr>
</tbody>
</table>

Graduate/Professional Students

Arkansas Northeastern College does not offer graduate/professional degree programs.
B. Average test scores of admitted students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th></th>
<th>Fall 2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Average</td>
<td>Number</td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td>Tested</td>
<td>Score</td>
<td>Tested</td>
<td>Score</td>
</tr>
<tr>
<td>COMPASS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math: Pre-Algebra</td>
<td>226</td>
<td>34.8</td>
<td>237</td>
<td>31.3</td>
</tr>
<tr>
<td>Math: Algebra</td>
<td>63</td>
<td>39.1</td>
<td>89</td>
<td>33.4</td>
</tr>
<tr>
<td>English</td>
<td>297</td>
<td>54.4</td>
<td>340</td>
<td>53.1</td>
</tr>
<tr>
<td>Reading</td>
<td>291</td>
<td>72.5</td>
<td>336</td>
<td>72.4</td>
</tr>
<tr>
<td>ACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>213</td>
<td>18.2</td>
<td>194</td>
<td>18.4</td>
</tr>
<tr>
<td>English</td>
<td>213</td>
<td>18.5</td>
<td>192</td>
<td>19.1</td>
</tr>
<tr>
<td>Reading</td>
<td>213</td>
<td>19.4</td>
<td>208</td>
<td>18.2</td>
</tr>
<tr>
<td>Composite</td>
<td>213</td>
<td>18.6</td>
<td>191</td>
<td>18.0</td>
</tr>
</tbody>
</table>

Note: ANC or COMPASS scores are required of first-time entering freshmen for placement purposes only.

3. Financial Assistance for Students

A. What percentage of your undergraduate students and graduate students applied for any type of financial assistance?

<table>
<thead>
<tr>
<th>Class Level</th>
<th>2008-09</th>
<th></th>
<th>2009-10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrolled</td>
<td>FAFSA Filers</td>
<td>%</td>
<td>Total Enrolled</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>3,137</td>
<td>2,600</td>
<td>83%</td>
<td>3,126</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: FAFSA (Free Application for Federal Student Aid); reflects applications for Federal financial aid only.
B1. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment?

<table>
<thead>
<tr>
<th>Class Level</th>
<th>2008-09 Total Enrolled</th>
<th>2008-09 Aid Recipients</th>
<th>2008-09 %</th>
<th>2009-10 Total Enrolled</th>
<th>2009-10 Aid Recipients</th>
<th>2009-10 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3,137</td>
<td>2,182</td>
<td>70%</td>
<td>3,126</td>
<td>2,306</td>
<td>74%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: Not all financial aid recipients apply for financial assistance.

B2. What percentages of your total enrollment received assistance in each of the following categories?

<table>
<thead>
<tr>
<th>Award Category</th>
<th>2008-09 Recipients</th>
<th>2008-09 %</th>
<th>2009-10 Recipients</th>
<th>2009-10 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td>269</td>
<td>9%</td>
<td>302</td>
<td>10%</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>24</td>
<td>.8%</td>
<td>18</td>
<td>.5%</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>2,152</td>
<td>69%</td>
<td>2,270</td>
<td>73%</td>
</tr>
</tbody>
</table>

Note: Does not include on-campus, part-time employment. Duplicated student count. Of students receiving loans, only 30 in 2008-09 and 36 in 2009-10 had loans as their only source of financial aid.

C. Tuition Discount Rate for undergraduate/graduate student populations?

<table>
<thead>
<tr>
<th>Tuition Discount Rate (TDR)</th>
<th>FY 2009</th>
<th>Audit/Estimate FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Financial Aid Dollars (I)</td>
<td>1,865,562</td>
<td>2,346,510</td>
</tr>
<tr>
<td>Payments of Students Expected/External Aid (P)</td>
<td>2,665,089</td>
<td>3,170,960</td>
</tr>
<tr>
<td>TDR = I/(I+P) expressed as a percentage</td>
<td>41.2%</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

Note: Undergraduate only. ANC does not offer graduate/professional degree programs.
4. Student Retention and Program Productivity

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Entering 2008-09</th>
<th>Returning or Graduating 2008-09</th>
<th>%</th>
<th>Entering 2009-10</th>
<th>Returning or Graduating 2009-10</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Beginners</td>
<td>245</td>
<td>139</td>
<td>57%</td>
<td>357</td>
<td>164</td>
<td>46%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>58</td>
<td>22</td>
<td>38%</td>
<td>115</td>
<td>39</td>
<td>34%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>6</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>4</td>
<td>80%</td>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>181</td>
<td>113</td>
<td>62%</td>
<td>231</td>
<td>122</td>
<td>53%</td>
</tr>
</tbody>
</table>

B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

Arkansas Northeastern College does not offer graduate/professional degree programs.

C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

<table>
<thead>
<tr>
<th>Classification of Instructional Program</th>
<th>CP 2008-09</th>
<th>TC 2008-09</th>
<th>DG 2008-09</th>
<th>CP 2009-10</th>
<th>TC 2009-10</th>
<th>DG 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engineering/Engineering Related</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Technologies (15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business (52)</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>0</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Education (13)</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Child Development (19)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health (51)</td>
<td>141</td>
<td>46</td>
<td>62</td>
<td>117</td>
<td>51</td>
<td>80</td>
</tr>
<tr>
<td>Liberal Arts/General Studies (24)</td>
<td>0</td>
<td>0</td>
<td>90</td>
<td>0</td>
<td>0</td>
<td>86</td>
</tr>
<tr>
<td>Protective Services (43)</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Mechanic and Repair (47, 48, 49)</td>
<td>16</td>
<td>26</td>
<td>2</td>
<td>21</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>Total Degrees</td>
<td>160</td>
<td>74</td>
<td>194</td>
<td>148</td>
<td>86</td>
<td>198</td>
</tr>
</tbody>
</table>

Note: CP (Certificate of Proficiency); TC (Technical Certificate); DG (Degree)
D. List, by discipline and by the name of the test, the separate pass rates of undergraduate and graduate/professional student sitting for licensure examinations as appropriate.

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th></th>
<th>2009-10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Pass</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Tested</td>
<td>Passed</td>
<td>Rate</td>
<td>Tested</td>
</tr>
<tr>
<td>Associate Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLEX-RN</td>
<td>69</td>
<td>61</td>
<td>88.4%</td>
<td>74</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLEX-PN</td>
<td>32</td>
<td>30</td>
<td>93.8%</td>
<td>32</td>
</tr>
</tbody>
</table>

Note: Undergraduate only. ANC does not offer graduate/professional degree programs.

5. Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories according to highest degree earned.

<table>
<thead>
<tr>
<th>Highest Degree Earned by Faculty</th>
<th>2009</th>
<th></th>
<th>2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Doctorate</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>47</td>
<td>15</td>
<td>62</td>
<td>43</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>12</td>
<td>21</td>
<td>33</td>
<td>12</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>10</td>
<td>16</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Certificate</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>61</td>
<td>143</td>
<td>79</td>
</tr>
</tbody>
</table>
B. Indicate the headcount of faculty in the full-time and part-time categories according to Race/Ethnicity (using the standard IPEDS categories), Gender, and Rank.

**Faculty by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, non-Hispanic/Other</td>
<td>77</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

**Faculty by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Male</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

Note: ANC Faculty is not ranked.

C. Report the number of faculty by college/program (full- and part-time together) in keeping with the following Classification of Instructional Programs (CIP) codes.

**Faculty by CIP Program**

<table>
<thead>
<tr>
<th>Classification of Instructional Program</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture/Engineering/Engineering Technology (15)</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Biological and Physical Science (26, 40)</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Business (52)</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Communication/Communication Technology/Fine Arts (50)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Education (13)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Health (51)</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (16, 23, 54)</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Mathematics/Computer Science (27)</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Psychology/Social Sciences and Service (42, 45)</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Trades/Production/Transportation (47, 48, 49)</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>All other CIP codes represented at ANC (32, 43)</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>143</strong></td>
<td><strong>148</strong></td>
</tr>
</tbody>
</table>
6. Availability of Instructional Resources and Information Technology

   A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hookups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

   Instructional resources available for students include:
   - Wireless internet access available campus wide
   - Online library databases, reference suite, and eBooks
   - Student-accessible computer labs containing a total of 400 computers
   - Career Pathways lab, Student Success Center lab, and Learning Assistance Center lab
   - Laptops available for loan by students through Student Support Services
   - Two compressed audio/video rooms
   - Multimedia instructor stations and projectors in each classroom
   - Portable wireless science computer lab consisting of 15 laptop computers
   - Learning Management System providing 136 online courses

   All classrooms and homework computer labs provide internet access, network printers, and various software packages, including Microsoft Office, that are necessary to complete assignments. The homework labs are monitored by a lab assistant and students are required to sign a check-in sheet. Classrooms are monitored by the instructors. Additionally, all labs are monitored with LanSchool software.

   Students have access to the ANC Public wireless network, which offers 802.11b/g connectivity. The coverage area includes the library, The Outback café and student center, and all places where students might need an internet connection for their laptops or mobile devices. The public wireless access is separated from the ANC infrastructure by firewall for security purposes, making the ANC internal addresses inaccessible. It is not actively monitored, but statistics and usage data are recorded on the Cisco WLC526 wireless controller.

   The ANC Library has four online journal databases, a reference book suite, and E Books online reference available for research. The library has a computer lab of 17 computers available for students to access reference materials or complete homework.

   Students needing computers at home, but lacking the resources, can check out laptops through Student Support Services. Each laptop is logged out and its usage is recorded in the log. Career Pathways also provides laptops to students in certain programs. Their usage rate is monitored by the program administrators.
### 7. Financial Data

#### A. Actual Unrestricted Revenues

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$2,665,089</td>
<td>$3,170,960</td>
</tr>
<tr>
<td>State/Local Appropriations</td>
<td>10,756,594</td>
<td>10,541,518</td>
</tr>
<tr>
<td>Investment/Annuity Income</td>
<td>120,462</td>
<td>78,121</td>
</tr>
<tr>
<td>Contributions</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other</td>
<td>1,155,930</td>
<td>1,134,788</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$14,698,075</strong></td>
<td><strong>$14,925,387</strong></td>
</tr>
</tbody>
</table>

#### B. Actual Unrestricted Expense

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/Departmental/Library</td>
<td>$7,778,909</td>
<td>$7,883,887</td>
</tr>
<tr>
<td>Student Services</td>
<td>961,207</td>
<td>679,257</td>
</tr>
<tr>
<td>Operations and Maintenance of Plant</td>
<td>2,308,223</td>
<td>2,270,583</td>
</tr>
<tr>
<td>Administration</td>
<td>2,952,002</td>
<td>1,013,445</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other</td>
<td>965,957</td>
<td>1,022,129</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$14,966,298</strong></td>
<td><strong>$12,869,301</strong></td>
</tr>
</tbody>
</table>

#### C. If in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

Any shortfall was recovered through Fund Balance.
Federal Compliance

Arkansas Northeastern College (ANC) adheres to the federal regulations by ensuring that institutional policies and procedures include compliance with federal mandates in day-to-day operations. The ANC Catalog, the Student Handbook, and the Faculty and Academic Staff Handbook are easily accessible through the ANC website (www.anc.edu). All Federal Compliance information is available in the Resource Room.

Credits, Program Length, and Tuition

As required by Higher Learning Commission Policy 3.10, the following data demonstrates that Arkansas Northeastern College has semester credit hour assignments for each class offered, has established credit hour requirements for each degree program within the range of good practice, and has set tuition consistently across programs.

**Credit Hours:** Arkansas Northeastern College operates on a traditional semester credit hour system. For purposes of financial aid programs, every course credit hour represents at least fifteen hours of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks and the equivalent in total work for summer sessions.

**Program Length:** Associate degree requirements vary by program requiring a minimum of 62 credit hours. Technical Certificates are available requiring at least 24 semester hours and Certificates of Proficiency programs demonstrating mastery of skills and knowledge in specific disciplines require 7 to 16 credit hours of course work.

**Tuition:** Tuition is consistent across all programs. Tuition and fees are set by the Board of Trustees of Arkansas Northeastern College. The Board has approved tuition rates according to residency status. Beginning Fall 2011, mandatory fees assessed for all students include a $25 registration fee and a $6.00 per credit hour technology fee. Tuition and mandatory fees are assessed to a maximum of 15 credit hours per semester.

Degree requirements, credit hours, and program length are appropriate to the discipline and comparable to similar programs at peer institutions. The ANC academic calendar, list of academic programs, and tuition/fee schedule are published in the ANC Catalog and the Student Handbook which may be viewed on the ANC website.
Student Complaints

As required by Higher Learning Commission Policy 13.3, the following data demonstrates that Arkansas Northeastern College has a process for addressing student complaints that includes mechanisms to receive, address, and systematically process such complaints in a timely manner. ANC also has a system to track and aggregate student complaint information.

**Student Complaint Process:** Just as ANC maintains high standards of academic performance, the members of the college community support high standards of individual conduct and human relations. Students have several avenues to communicate ideas, concerns, and/or complaints. Complaints are handled by several offices at ANC depending upon the nature of the issue. Students wishing to register an informal or formal complaint or grievance shall follow the processes outlined below.

**Informal Grievance:**
1. State the complaint to the staff member involved and attempt to resolve the issue immediately.
2. If the issue remains unresolved, the student should contact the immediate supervisor - chairperson, director, coordinator, etc.
3. If no resolution is reached, the student should contact the respective vice president.

**Formal Grievance:**
If the student refuses to return and attempt direct resolution or direct resolution is unsuccessful, the student must submit a written statement for clarity and accuracy that includes:

* Name, address, phone number, and student signature
* Nature of the grievance in full detail and requested action
* Place, date, and time of alleged incident or problem
* Name of the person(s) accused of violation
* Inclusion of background information student believes relevant

The written statement is shared with the staff member. Student participation in the conference is encouraged. If the complaint is not resolved, the appropriate vice president may request review of the complaint by the Appeals Committee to make recommendations for resolution of the student complaint.

All offices that handle official Formal Grievances maintain records regarding the nature of the complaint and its resolution. A log of the Formal Grievances received within the last three years will be available in the Resource Room. These processes are outlined in various College resources such as the *Student Handbook*, the *ANC Catalog*, the *ANC Policy Manual*, and on the ANC website.
Transfer Policies

As required by Higher Learning Commission Policy 3.11, the following data demonstrates that Arkansas Northeastern College discloses transfer policies to students and to the public and that policies contain information about the criteria used to make transfer decisions.

**Transfer Policy Disclosure:** The acceptance of transfer credit is outlined by current Transfer Policy as stated in the *ANC Catalog* and *Student Handbook*.

**Transfer Criteria:** Students must be enrolled as certificate or degree candidates at ANC in order to have transfer credit evaluated and added to the permanent record showing the ANC course title and credit hours.

Credit for previous training or experience may be recognized when learning is comparable to knowledge gained in the classroom. This type of learning will be evaluated for credit by institutional assessment - credit by exam or portfolio development.

Transfer course grades are not calculated in the student’s grade point average. Transfer students must be in good academic standing at the last institution attended. Students on academic suspension from another institution will be eligible for admission after having remained out of school for one fall or spring semester.

Arkansas Northeastern College participates in the Arkansas Course Transfer System (ACTS) which contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer and equitable treatment of credits for courses with a comparable course. Course transfer is not guaranteed for “No Comparable Course.” Students may access ACTS at http://adhe.edu by clicking the student tab and choosing Arkansas Course Transfer System. It is also located in the *ANC Catalog*.

In addition to the statewide agreements on courses covered by ACTS, Arkansas Northeastern College has articulation agreements with Southeast Missouri State, Franklin University, and others allowing Associate in Arts and Associate in Science Degree majors to transfer to participating universities with junior status. ANC courses transfer by generally accepted, but unwritten agreements, with other colleges and universities. Students should be aware that a course with transfers to a university may not meet a degree requirement within a particular college of that university.
Verification of Student Identity

As required by Higher Learning Commission Policy 3.12, the following data demonstrates that Arkansas Northeastern College verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

**Student ID Verification:** All students who participate in Arkansas Northeastern College distance education courses have been admitted through the regular admissions process. All distance learning courses are accessed through the myANC portal requiring the student to use a secure login and password to gain access to a course.

Students taking proctored distance education exams in the Student Services Testing Center are required to present a photo ID before taking the exam. Proctors of Arkansas Northeastern College students taking exams at off-campus centers are required to confirm identity with a photo ID.

ANC is pursuing the use of the Remote Proctor by Software Secure for future distance education courses. This proctoring solution verifies the student by fingerprint and takes a 360 degree video of the testing session, audio included. The testing video is compared to the student’s registration photo to verify identity. In addition, the student’s browser is locked down and entry to programs such as Microsoft Office can be prohibited during the testing period. It is cost effective for our students, less than $300 for a traditional two-year degree program. The College plans to establish Remote Proctor testing stations at various locations for use by those students whose home internet service is not reliable. In-person proctoring will always be available for students not wishing to use the Remote Proctor for privacy reasons.

Title IV Program and Related Responsibilities

As required by Higher Learning Commission Policy 1.6, the following data demonstrates that Arkansas Northeastern College is in compliance with the Higher Education Reauthorization Act. The College will provide the appropriate information to the Site Visit Team about the necessary components.

**A. General Program Responsibilities:** Arkansas Northeastern College was recertified to participate in federal student financial assistance programs through March 31, 2013. A copy of the Approval Letter, Program Participation Agreement, and Eligibility and Certification Approval Report (ECAR) are available for review in the Resource Room.

Arkansas Northeastern College has not had a Federal Program Review since the previous visit by the Commission; therefore, the institution has no findings or lack thereof.
B. **Financial Responsibility Requirements:** Arkansas Northeastern College is fulfilling its Title IV responsibilities related to financial management. Arkansas colleges are subject to an annual fiscal audit by the Arkansas State Division of Legislative Audit. The Audit Reports are available online through the Arkansas Division of Legislative Audit or in paper form through the office of Vice President for Finance.

The State of Arkansas Legislative Joint Auditing Committee audits the compliance of the State and its agencies with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs.

Arkansas Northeastern College is covered in the Single Audit Report submitted by the State of Arkansas each year. There have been no financial audit findings related to student financial aid at Arkansas Northeastern College. The most recent Single Audit Report has been included in the Resource Room.

C. **Student Loan Default Rates:** To assist students in understanding and meeting their federal student loan obligations, Arkansas Northeastern College provides extensive Exit Loan Counseling. All students leaving the College are required to complete an online Exit Loan Counseling session provided by the U.S. Department of Education at [www.nslds.ed.gov](http://www.nslds.ed.gov). In addition, workshops are held in December, May, and September to provide an extensive overview of the students’ Rights and Responsibilities as well as to provide a host of supplementary support. Students not completing the online counseling are placed on hold and no records are released until it is completed.

The current FY 2008 Official Cohort Default Rate Notification Letter (September 2010) noted an official default rate of 12.8%. Arkansas Northeastern College has not been subject to sanctions. In an effort to lower default rates and to keep future students out of default, the Financial Aid office sends letters to students who have become delinquent on their student loans. The current three year Official Cohort Default rates for Arkansas Northeastern College are as follows:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>ANC Official Default Rate</th>
<th>Average 2-Year Public School Default Rate</th>
<th>Number of Borrowers Entering Repayment</th>
<th>Number of Borrowers who Entered Repayment and Defaulted</th>
<th>Loan Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>12.8%</td>
<td>8.4%</td>
<td>166</td>
<td>18</td>
<td>FFEL Program Loans</td>
</tr>
<tr>
<td>2007</td>
<td>9.7%</td>
<td>9.9%</td>
<td>133</td>
<td>13</td>
<td>FFEL Program Loans</td>
</tr>
<tr>
<td>2008</td>
<td>10.8%</td>
<td>NA</td>
<td>132</td>
<td>17</td>
<td>FFEL Program Loans</td>
</tr>
</tbody>
</table>
Although the 2008 average 2-year public school default rate is not yet available, it is expected to increase due to “very difficult economic times.” The U.S. Secretary of Education Arne Duncan noted that the increase in default rates is due to the significant impact of the economic downturn on borrowers.

D. Campus Crime Information and Related Disclosure of Consumer Information:
Arkansas Northeastern College collects, compiles, and publishes an Annual Security Report on page 32 of the Student Handbook. This report includes information regarding campus safety and security as required by the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act. The annual report also provides crime statistics for the prior three years by location. Arkansas Northeastern College has no student residencies and no public property that is reasonably contiguous to any of the college buildings or grounds.

The current version of the Annual Security/Missing Persons Report can be found in the Student Handbook.

Arkansas Northeastern College annually publishes Student Consumer Information with the required disclosures. These disclosures include information related to the Family Educational Rights and Privacy Act, financial aid information, voter registration, disability services, graduation rates, drug and alcohol abuse prevention Programs, and loan counseling. Copies of all required disclosures are printed in the Student Handbook and are available in the Registrar’s Office.

E. Satisfactory Academic Progress and Attendance Policies:
Arkansas Northeastern College has a Satisfactory Academic Progress Policy which is published in the Financial Aid Handbook which is available on the ANC website and is sent with each financial aid award letter.

To receive Federal Financial Aid, a student must be making Satisfactory Academic Progress (SAP) towards a degree or certificate measured both qualitatively and quantitatively. Only a student enrolled in credit courses who is seeking an approved degree/certificate and is in good standing can receive financial aid. Satisfactory academic progress is reviewed each time Title IV aid is awarded, before disbursement of funds, and at the conclusion of each payment period. Financial aid continuation, probation, or suspension is determined by both qualitative and quantitative standards.

Qualitative Measurement: The Financial Aid Office uses the institution’s cumulative grade point average, probation, suspension, and readmission policies.

Quantitative Measurement: All students applying for Title IV financial aid must complete at least 75% of all courses in which they have officially enrolled while in attendance at ANC. This percentage will be expressed as a "cumulative completion rate" (CCR) for financial aid purposes.
Maximum Time Frame: Credits attempted at Arkansas Northeastern College and credits accepted from other institutions are counted for determining this standard. Federal guidelines require a school to set a maximum time frame in which a student is expected to finish a degree/certificate. This time frame cannot exceed 150% of the published length of the program. Upon review of Satisfactory Academic Progress (SAP), if it is clear that a student cannot finish the program within this period, he/she becomes ineligible for aid. Hours included in maximum Pell grant hours include:

Hours Attempted
Grades Considered in Course Hours Attempted - grades considered as course hours attempted for determining financial aid Satisfactory Academic Progress include the traditional grading scale of A, B, C, D, and F, as well as:
(L) Learning (S) Satisfactory (W) Withdrawal (P) Passing (AU) Audit

College Preparatory Course Hours Attempted - up to 30 hours - will be included in the total hour requirement for enrollment status (full time, 3/4 time, halftime, less than half time) to determine financial aid awards. However, College Preparatory courses (up to 30 hours) will not be considered as cumulative credit hours for the purpose of determining total hours attempted.

Transfer Credit Hours - Transfer students’ academic transcripts are evaluated by the Registrar’s Office. All hours accepted to meet the student’s ANC degree requirements will be considered hours attempted/completed in satisfactory academic progress.

A student experiencing unusual, extenuating, or special circumstances leading to unsatisfactory progress should contact the Financial Aid Office for a Petition of Mitigating Circumstances.

F. Attendance Policy: Attendance policies are outlined on page 24 of the ANC Catalog. Regular class attendance and punctuality are required for all classes and laboratory sessions. When absent because of illness or emergency, students are responsible for notifying the instructor, preferably in advance. In each class, the instructor determines the limits and the extent to which absences and tardiness affect the student’s grade.

Students who do not attend class by the 10th day of a fall or spring semester or by the 5th day of a summer term will be reported by the instructor to the Registrar’s Office as a “No Show.” These students will be administratively dropped from classes. Financial aid funds will be calculated based upon the student’s official 11th day enrollment in fall and spring terms and 5th day enrollment in summer terms.

G. Contractual Relationships: Arkansas Northeastern College has not entered into a contractual agreement with entities not accredited by a federally recognized accrediting agency to provide 25-50% of the academic content of any degree program.
Institutional Disclosures and Advertising and Recruitment Materials

As required by Higher Learning Commission Policies 12.2 and 12.6, the following data demonstrates that Arkansas Northeastern College provides accurate, timely, and appropriately detailed information to current and prospective students and to the public about its accreditation status with the Higher Learning Commission and other agencies, as well as the Institution’s programs, locations, and policies.

**Accreditation Status:** Arkansas Northeastern College provides up-to-date information to current students, prospective students, and the public regarding accreditation status with the Higher Learning Commission and other agencies through the ANC Catalog, the Student Handbook, and promotional materials available online or through hardcopy as evidenced below.

**Accreditation**

Arkansas Northeastern College is accredited by the Higher Learning Commission and a member of the North Central Association. The Nursing Program at the College is accredited by the National League for Nursing Accrediting Commission. Additionally, ANC’s Aviation Maintenance Department has received approval from the Federal Aviation Administration and students will be eligible to take the FAA certification examination for Airframe and Powerplant Mechanics. Arkansas Northeastern College is officially approved by the U.S. Department of Education, the Arkansas State Department of Higher Education, the Veterans Administration, and the Arkansas State Board of Nursing. The Paramedic Program has received approval with reporting requirements by the Commission on Accreditation of Allied Health Education Programs. In addition, the College holds memberships in various professional organizations, including the American Association of Community Colleges, and is listed among the Service Members Opportunity Colleges.

Students may request from each respective division head copies of all documents describing the institution’s accreditation, approval, or licensing.

**Programs, Locations, and Policies:** The Dean of Development and College Relations coordinates closely with each division to insure that all institutional, advertising and recruiting materials provide accurate and current information. The ANC website is monitored and maintained by the Webmaster/Technology Support Specialist who works to coordinate the consistency, accuracy, timely provision, update, and removal of information posted to the website, Facebook, and Twitter. Program availability, college policies, and course locations are outlined in the ANC Catalog, the Student Handbook, and course schedule available for review on the ANC website or in hard copy upon request.
Relationship with Other Accrediting Agencies and with State Regulatory Bodies

As required by Higher Learning Commission Policies 9.1, 9.2(a), 9.3, 9.4, and 10.2, the following data demonstrates that Arkansas Northeastern College appropriately discloses to the Commission its relationship with any specialized, professional or institutional accrediting agency and with all governing or coordinating bodies in states in which the institution may have a presence.

Arkansas Northeastern College maintains professional program accreditations with:

**Accredited by The Higher Learning Commission and a member of the North Central Association**
30 N. LaSalle St.
Suite 2400
Chicago, IL 60602-2504
(312) 263-0456

**National League for Nursing Accrediting Commission**
350 Hudson St.
New York, NY 10014
(212) 989-9393

**The Commission on Dental Accreditation**
211 East Chicago Ave.
Chicago, IL 60611
(321) 440-4653

**The Commission on Accreditation of Allied Health Educational Programs (CAAHEP)**
35 East Wacker Dr.
Suite 1970
Chicago, IL 60601
(312) 553-9355

**Arkansas State Board of Nursing**
University Tower Building
1123 S. University, Suite 800
Little Rock, AR 72204
(501) 686-2700

**Federal Aviation Administration**
Little Rock FSDO-11
1701 Bond Street
Little Rock, AR 72202
(507) 918-4400

There are no sanctions or other adverse actions by any of these organizations.

Arkansas Northeastern College does not have a relationship with any federally recognized institutional accrediting body other than The Higher Learning Commission and does not currently have a presence in any other state.
All public institutions of higher education in Arkansas are subject to coordination by the Arkansas Department of Higher Education which has statutory authorization to approve new degrees and new campuses and to make recommendations to the Arkansas General Assembly regarding appropriations for higher education.

Public Notifications of the Comprehensive Evaluation Visits and Third Party Comment

As required by Higher Learning commission Policy 12.8, the following data demonstrates that Arkansas Northeastern College complied with the policy to ensure that the Higher Learning Commission had the opportunity to receive public comments on the Institution as part of its comprehensive evaluation.

Arkansas Northeastern College has made public notification of the comprehensive evaluation visit and has actively solicited comment from third parties including students, parents, alumni, taxpayers, donors, community groups, and local businesses by posting the following press release in local newspapers and ANC news publications, as well as on the ANC website, campus message boards, myANC Portal, and social media outlets:

FOR IMMEDIATE RELEASE

Arkansas Northeastern College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit September 19-21, 2011, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Arkansas Northeastern College has been fully accredited by the Commission since 1980. The team will review the institution’s ongoing ability to meet the Commission’s Criteria for Accreditation.

The public is invited to submit comments regarding the College:
    Public Comment on Arkansas Northeastern College
    The Higher Learning Commission
    230 South LaSalle Street, Suite 7-500
    Chicago, IL 60604

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential.

Note: Individuals with a specific dispute or grievance with an institution should request the separate Policy on Complaints document from the Commission office. The Higher Learning Commission cannot settle disputes between institutions and individuals. Complaints will not be considering third party comment.

All comments must be received by August 19, 2011
Summary

Arkansas Northeastern College is in good standing in regard to the Federal Compliance Program. The College also meets the Commission’s Criteria for Accreditation and Commission policies. Federal Compliance information, self-study supplemental materials, and additional materials are available in the Resource Room.
# Appendix C:

## List of Documents in Resource Room

*Alphabetical Listing*

<table>
<thead>
<tr>
<th>Document Name/Description</th>
<th>Physical</th>
<th>Electronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Faculty Survey</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2010 Student Survey</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Advising Handbook</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs Committee</td>
<td>X</td>
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