Improvement (I)

6I1 How do you improve your current processes and systems for supporting institutional operations?

No reportable results at this time.

6I2 With regard to your current results for student and administrative support processes, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

No reportable results at this time.

AQIP Category 7: Measuring Effectiveness

Context for Analysis (C)

7C1   In what ways do you collect and store information and data, both in centralized and decentralized circumstances? In what ways is this information made accessible to those that need it?

Most data are stored and accessed using either our mainframe system or network servers.

The mainframe uses the Poise database system with several Financial and Student modules: Distributed Purchasing System, Fiscal Reporting, Fixed Assets, Payroll System, Admissions System, Financial Aid System, Degree Audit/Academic Advisement, and Registration/ Academic History. Employees who use these data undergo training to access them through a POISE computer interface. Students, faculty, and advisors can access individualized academic information using Campus Connect, an add-on to the POISE system.

A recent addition to Northark's information/communication system is a new portal which sits atop the POISE system. The portal provides a web entrance to Northark with information that is customized based on visitors' "roles." Roles include Administrators, Faculty, Non-Faculty Staff, Students, and Visitors. The portal includes a Learning Management System which allows faculty, for the first time, to identify and communicate with students almost as soon as students enroll in their classes. The Northark portal allows students, faculty, and advisors increased and easier access to academic, course, and enrollment mainframe information.

Documents and class data are stored on servers. Northark constituents can access documents on these servers based on their roles in the system. For example, some servers are open to all faculty and staff, others to Board members, others to students only, and some to students or faculty in individual classes.

Data are also housed in various offices. A few examples are listed in Figure 7.1. Other information is shared via the website, intranet, email, catalog, handbooks, or procedure manuals.

Figure 7.1 Sample Data Available		
Office	*Data and Information*	*Available To*
VP of Learning	Archived Grade Books, Curriculum Committee Minutes, Program Reviews	Senior administrators, deans, faculty
	Annual Security Survey (also available online)	Community, parents, students, staff
Deans Offices	Syllabi	Students, faculty
	Course/Instructor Evaluations	Evaluated faculty, senior administrators
Human Resources	Employee Applications, Transcripts, Contracts	Deans, senior administrators
Institutional Research	Student Survey Results, Rising Junior Assessment Results	AAT, deans, senior administrators
Career Services	Graduate Follow-up Survey Results	AAT, deans, senior administrators

7C2   What are your key institutional measures for tracking effectiveness?

Northark regularly examines a number of indicators of the effectiveness of student learning, including success rates in courses, enrollment, retention/graduation/conversion rates, and external reports from IPEDS and DHE. Individual programs evaluate measures including licensure results (NCLEX, Praxis, list others), placement of graduates, and success of transfer students.

Multiple reports and audits indicate the effectiveness of Northark's institutional operations. Federal and/or state required reports include IPEDS, EEO-6, a report to the Bureau of Labor Statistics, annual Legislative Audit of Finance operations, and a Fiscal Year-End Closing Report.

Northark voluntarily participates in CUPA-HR labor market studies for administrators, mid-level, and faculty and the Arkansas Association of Two-Year College Salary Survey.

Processes (P)

7P1   How do you select, manage, and use information and data (including current performance information) to support student learning (Category 1), overall institutional objectives (Category 2), strategies (Category 8), and improvement (all Categories) efforts?

Mandated federal and state institutional reports, grant accountability (Title III, NAPHE, TRIO, Perkins, Career Pathways Initiative), and requests for information from sources such as Petersons and the College Board drive much of Northark's data collection and reporting. Northark collects other data in response to requests from administration, departments, and staff to support efforts such as accreditation, certification, program reviews, adjustments of placement cutoffs, addition of new courses, and hiring of new personnel. For example, the college routinely tracks success rates in required freshman level classes such as English Composition and College Algebra, and it also tracks success in subsequent courses for developmental sequences (Beginning Algebra to Intermediate Algebra to College Algebra, or Fundamentals of Composition to English Composition I). These results are used to modify course content or methodology. Some examples:

- Math faculty redistributed course content throughout the Beginning to College Algebra sequence because of an identified curricular gap between Intermediate and College Algebra.
- The ACT placement cutoff score was increased from 19 to 21 because data showed that Northark students with math ACT scores below 21 were not succeeding in College Algebra.

- Grading scales were changed in developmental reading and writing courses because data showed that students who earned a C in one of these courses had little chance of success in the subsequent college level course.

Northark also has a faculty-led Academic Assessment Team (AAT) which drives assessment of student learning. As explained in 1P11, the annual AAT report prepared by the faculty in each division and program includes data on student enrollment, the alignment of institutional and program objectives, internal and external assessment measures, graduate data, changes in instruction resulting from assessment, CATS, compliance with common syllabus form, and General Learning Objectives.

7P2   How do you determine the needs of your departments and units related to information and data collection, storage, and accessibility? How are these needs met?

As described in 7P1, Northark collects data in response to a variety of institutional and departmental requests. In addition to the accessibility of data described in 7C1, some standard reports, such as the Enrollment Report, are available through the intranet. Those with limited access to data may make individual requests to the appropriate offices, including Financial Aid, Finance, Human Resources, Institutional Research, or the Department of Enrollment Services.

Often, the "owner" of the needed data is not known, so a general request may be emailed to several Northark staff in an effort to track down needed information. For example, when trying to collect information for a pre-semester in-service quiz about Northark facts, the in-service presenter mailed requests to several staff asking them to provide information or suggest who would have the information.

The Academic Assessment Team (AAT) annually reviews its process for assessing student learning. As part of this review, team members meet with instructors in their area to identify better measures of student success. Often, members of the AAT, faculty, and staff identify needs by seeing a better process or product at a conference or other institution. One example is the acquisition of WIDS, a curriculum development tool now being implemented. WIDS will initially be used to house syllabi and link those syllabi to program, institutional, and general learning outcomes.

7P3   How do you determine the needs and priorities for comparative information and data? What are your criteria and methods for selecting sources of comparative information and data within and outside the education community?

No reportable results at this time.

7P4   How, at the institutional level, do you analyze information and data regarding overall performance? How is this analysis shared throughout the organization?

No reportable results at this time.

7P5   How do you ensure department and unit analysis of information and data aligns with your institutional goals regarding student learning (Category 1) and overall institutional objectives? How is this analysis shared?

No reportable results at this time.

7P6   How do you ensure the effectiveness of your information system(s) and related processes?

Northark has two main categories of electronic information storage: (1) data stored on network servers and (2) data stored on our POISE mainframe.

Northark's Department of Information Technology Services manages server data. The ITS department's practices conform to all state requirements for information technology security and management and, where possible, exceed state requirements and also conform to recommended best practices. The department dedicates separate servers to security and to backup of critical data.

Server Data:
Server data, p-card transactions, transaction logs, general ledger spreadsheets, student and staff folders, faculty information, data related to classes, and other critical data are backed up every night to a second server dedicated to backups. Each week the information from the backup server is archived on duplicate tapes, the server is cleaned, and the process begins again. The tapes are protected so they cannot be overwritten for 180 days. The duplicate tapes are kept at various off-campus sites.

Security:
- All who access the system must provide a username and password. Generic "guest" logins are available for use in the library and community education courses, but network privileges are very restricted.
- A server which is dedicated to network security does patch management (network updates) and controls antispyware and antivirus. These processes are managed centrally.
- Systems that transmit sensitive data, such as email, web servers, the Jenzabar portal, encrypt data using SSL.

Northark's Department of Information Technology plans to assess information security by hiring a specialist to do penetration testing. At this time no method to encrypt data leaving the college on removable media has been implemented. Staff needs cross training on several systems so multiple staff can do backups.

POISE Mainframe:

Northark's Director of Computing Services manages the POISE mainframe and its data. Enrollment, payroll, finance, financial aid, and student billing records are all maintained on the main frame system. POISE runs on an open VMS operation system which has a long history of data security. Users who access the mainframe must provide a username and password, and access is limited to the module(s) appropriate for their position. Users are required to change passwords every three months.

Tape backups are made daily, with weekly backups stored off-campus. Federal financial aid records are kept for ten years, and all other records are stored for five years. Periodically, the mainframe is cleaned by deleting and compressing files. This helps to better maintain the mainframe and extend the time between hardware upgrades. As Open VMS updates are made available, the Director implements them on Northark's mainframe. ESP (Educational Systems Products) installs POISE updates automatically.

7P7   What measures of the effectiveness of your system for measuring effectiveness do you collect and analyze regularly?

No reportable results at this time.

Results (R)

7R1   What is the evidence that your system for measuring effectiveness meets your institution's needs in accomplishing its mission and goals?

No reportable results at this time.

7R2   Regarding 7R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

No reportable results at this time.

Improvement (I)

7I1   How do you improve your current processes and systems for measuring effectiveness?

Because Northark is seeking to become a data driven institution, it is broadening its sources and dissemination of data in several ways:

- Northark's Director of Institutional Research is preparing an annual report which will include detailed information about activities of each academic program.
- Additionally, a directory of information locations will be developed to aid the accessibility institutional data.
- Northark is beginning to seek input on its processes and systems by hosting "Conversation Day" style meetings of faculty and staff. At recent meetings staff have provided information to craft annual assessment reports and the Systems Portfolio.

**7I2	With regard to your current results for measuring effectiveness, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?**

No reportable results at this time.

AQIP Category 8: Planning Continuous Improvement

Context for Analysis (C)

8C1   What is your institution's vision of what your institution will be like in the next 5-10 years?

In the next five to ten years, Northark will continue to pursue its vision "to provide high quality, affordable, convenient opportunities for learning and cultural enrichment in response to community needs." As it responds to Arkansas' commitment to increase the number of Arkansans holding college degrees to prepare its citizenry to compete in the economy of the future, Northark will see a growth in enrollment and retention, mindful that two of the counties it serves average less than half of the state average of baccalaureate degrees. Growth in enrollment and retention will, therefore, require an increased focus on service to underprepared students, a process begun early in the college's history and continued by the goals of AQIP Action Projects and the Title III grant received in 2006. Northark will become greener; the president has signed the American College and University Presidents' Climate Commitment, and the Board of Trustees has adopted a Green Policy, including a commitment to reduce Northark's carbon footprint and foster sustainability as a focus of both culture and curriculum.

8C2   What are your institution's short-and long-term strategies? How are these strategies aligned with your mission and vision?

AQIP has provided a process of developing and implementing short-term strategies, and the Title III grant has provided resources for implementation. Northark's first-completed Action Project addressed recruitment and resulted in the hiring of a full-time recruiter, thus addressing increased enrollment. Other short-term strategies include addressing retention goals by developing more learning communities and incorporating service learning into more courses, since both have demonstrated value as retention tools at Northark. The needs of underprepared students will be addressed by increasing the scope of a First Year Experience course piloted in 2008 by Title III and developing a student orientation as a new Action Project. To meet the needs of diverse learning styles, Northark will continue to provide faculty development for the instructional technology purchased by Title III. Revision of the website and continued development of the web portal purchased by Title III will improve communication to all of Northark's stakeholders. An administrative reorganization in 2007 that consolidated Instruction and Student Services under a single vice president will provide seamless academic and support services to Northark students from recruitment to graduation; this administrative change resulted in an Action Project that has streamlined the processes for admission and registration and planned a one-stop center for admission, registration, financial aid, advising, student accounts, and bookstore.

Northark's long term strategies continue to be defined by its strategic plan, with specific emphasis on continuing professional development for the faculty and staff, housed in a

Teaching and Learning Center that will be an expansion of the services currently provided in Northark's Learning Assistance Center.

Processes (P)

8P1   What is your planning process?

Northark's planning process involves everyone at the college. AQIP has become a very important part of that process as the college examines its priorities to determine Action Projects. The Board of Trustees reviews the strategic plan at its annual retreat. The senior staff's planning process is clearly reflected in the annual budget, which begins as budget requests from the departments, reviewed by the deans and department heads, and finalized by the senior staff before presentation to the Board. Students, faculty, staff, advisory boards, and other community representatives provide input based on the college mission and values. Individual departments plan annual goals and implementation.

The Northark Board of Trustees, the senior administration, the faculty and staff, students, and the community will participate in the revision and updating of the strategic plan during the 2008-2009 fiscal year.

8P2   How do you select short-and long-term strategies?

Northark has adopted the Action Project model for selecting short-term strategies. Faculty and staff provide input about needs and priorities at the college wide in-service meetings twice a year and through surveys. The AQIP Strategy Team, which includes faculty, staff, senior administration, the President, and a Board member, decides which needs will be met through declared action projects, but the model of cross-functional teams designing and implementing change has been adopted for other projects as well. The capital budget process provides another means of selection for short-term strategies; capital budget requests originate from individuals, are reviewed by deans and department heads, and are recommended by the senior administrators and the president to the Board of Trustees. Long-term strategies are selected according to the institutional objectives of the strategic plan.

8P3   How do you develop key action plans to support your institutional strategies?

No reportable results at this time.

8P4   How do you coordinate and align your planning processes and overall institutional strategies and action plans with your varying institutional levels?

No reportable results at this time.

8P5   How you select measures and set performance projections for your institutional strategies and action plans?

No reportable results at this time.

8P6 How do you account for appropriate resource needs within your strategy selection and action plan implementation processes?

Northark's budgeting process ensures that human, fiscal, and physical resources exist to implement strategies and implementation. The annual budget begins with requests from deans and department heads based on the needs expressed by faculty and staff. Those budget requests are presented to the senior staff who allocate resources based on the perceived level of need and the strategic value of each proposal. For instance, recent allocations were necessary to invest in a developing agriculture program and to provide equipment for truck driving; both programs were developed in response to community needs and student demand.

The capital budget process follows the same procedure. Funds for capital improvement come from surpluses in the Educational and General Fund, millage receipts, and special state appropriations. Capital improvement projects are limited by the availability of those funds.

8P7 How do you ensure faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans?

Northark encourages continuing professional education and the development of leadership to meet changing institutional strategies and action plans by investing in professional development for faculty and staff. The college budgets $160,000 for travel to national conferences, in addition to on-campus and statewide professional development opportunities. A faculty and staff in-service at the beginning of each semester provides perspective on the college's developing needs. The AQIP Strategy Team has played an important role in all of those in-service meetings since it sponsored Conversation Day in January 2005. The Strategy Team also sponsored an Action Project management workshop presented by Dr. Hank Lindborg. Northark has added two additional days of in-service each year to provide a time when offices are closed and classes do not meet so that faculty and staff can address short- and long-term strategies; the focus of a recent in-service day was revising the Northark assessment plan. The rotation of lead instructors within the academic departments fosters leadership among the faculty, and recent promotions from within to fill several key positions contributes to continuity and stability.

8P8 What measures of the effectiveness of your system(s) for planning continuous improvement do you collect and analyze regularly?

No reportable results at this time.

Results (R)

8R1   What are your results for accomplishing institutional strategies and action plans?

Northark has recently celebrated the accomplishment of several long-term institutional strategies. The acquisition of the Center Campus in 2005 provided much-needed administrative space; in 2008, the Center Campus houses the offices of Institutional Advancement, Finance and Administration, Continuing and Community Education, Adult Basic Education, the North Arkansas Partnership for Health Education (NAPHE), Trio, and the Career Pathways Initiative (CPI). For many years, a key element of Northark's strategic planning to respond to community needs has been to provide a conference center. In October 2008, the Gene Durand Center (located on the Center Campus) opened to the public, providing 22,000 square feet of conference space including state of the art audio visual equipment for Northark's professional development and workforce development programs and for community use.

Allied health programs have been another important component of Northark's response to community needs. Northark partnered with the North Arkansas Regional Medical Center to create the North Arkansas Partnership for Health Education (NAPHE) in 1996 "to provide quality, dependable, convenient, and affordable healthcare education services and programs to the healthcare providers, healthcare professionals, and citizens of north central Arkansas." From that original partnership have grown the Hometown Health Initiative; a CNA training program that supplies local workforce needs; continuing education opportunities for healthcare professionals to meet regional workforce training and certification needs; an Americorps Vista center; and the Dr. Dan J. Hawkins Community Health Resource Center, which has saved local residents over $2,000,000 through prescription drug assistance and counseling as well as providing healthy lifestyle counseling.

After years of planning, Northark broke ground in summer 2008 for an addition to the South Campus to house the RN, PN, Surgical Technology, and Medical Laboratory Technology programs in updated and well-equipped lecture and lab space.

Trends for enrollment and retention are encouraging. Northark enrollment rose almost 5% for the fall semester 2008, and retention rates have risen across all cohorts since 2005.

Figure 8.1 Retention Rates Fall 05 to Spring 08

	Fall to Spring		Spring to Fall		Fall to Fall		Spring to Spring	
	All	Freshmen	All	Freshmen	All	Freshmen	All	Freshmen
Fall 05	71.9%	75.4%			40.8%	45.8%		
Spring 06			49.0%	45.5%			40.8%	36.4%
Fall 06	72.4%	75.0%			40.7%	50.0%		
Spring 07			49.5%	42.9%			41.6%	40.0%
Fall 07	73.0%	77.4%			43.5%	52.2%		
Spring 08			52.2%	63.5%				

Freshmen Cohort consists of First-Time, Full-Time, Degree/Certificate-Seeking Freshmen

Northark's AQIP Action Projects have resulted in vital changes for the institution. Northark now employs a full-time recruiter and a full-time Career Services counselor; faculty and staff use a recruiting calendar to coordinate recruitment efforts. The goals of a student success Action Project overlap with and have been sustained by the Title III grant, and Northark students have benefitted from increased faculty participation and increased student enrollment in learning communities , a First Year Experience pilot, a Summer Bridge pilot, and improvements in scheduling and curriculum of general education and business courses. An employee success Action Project resulted in the creation of Northark 411, a comprehensive web site for new full- and part-time employees. Another Action Project addressed the problem of student drops for non-payment and Northark's refund policy; the result has been a 32% reduction in the number of students who were dropped for nonpayment during the Fall 2008 registration period. Through AQIP Action Projects, Northark has learned valuable lessons in planning and implementation, and, just as important, the Action Projects and their success have contributed to a new culture of quality improvement at Northark, one that fosters innovation, an emphasis on results, and shared responsibility for student learning.

The Title III grant has been instrumental in updating instructional technology and training faculty and staff in its use to respond to students' different learning styles. The Title III grant has also purchased a web portal that provides a single login for online services, as well as a learning management system for online and hybrid courses and supplements to conventional instruction. Title III sponsored FYE pilot courses in Spring and Fall 2008, and a Title III Summer Bridge pilot resulted in students raising test scores so that they did not require remediation when they entered the college in Fall 2008. The Title III staff have offered two Summer Institutes that have fostered instructional innovation and enthusiasm, and they continue to provide workshops on instructional technology, learning communities, service learning, and curriculum development.

8R2 Regarding 8R1, what are your projections of performance for your strategies and action plans over the next 1-3 years?

No reportable results at this time.

8R3 Regarding 8R2, how do your projections for your strategies and action plans compare with those of other higher education institutions and, if appropriate, organizations outside of the education community?

No reportable results at this time.

8R4 What is the evidence that your system for planning continuous improvement is effective?

No reportable results at this time.

Improvement (I)

8I1 How do you improve your current processes and systems for planning continuous improvement?

No reportable results at this time.

8I2 With regard to your current results for planning continuous improvement, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities as well as performance projections to students, faculty, staff, administrators, and appropriate stakeholders?

No reportable results at this time.

Category 9: Building Collaborative Relationships

Context for Analysis (C)

9C1   What are your institution's key collaborative relationships?

North Arkansas College is an acknowledged leader in forming community partnerships and providing health education in northern Arkansas. The college partnered with North Arkansas Regional Medical Center (NARMC) in 1996, creating the North Arkansas Partnership for Health Education (NAPHE), an organization dedicated to professional and community health education. Beginning as a local partnership, NAPHE has expanded to a regional coalition with over sixty participants. With support from the University of Arkansas for Medical Sciences, NAPHE now operates its programs as AHEC-NW at Harrison. Because of the partnership between Northark and NAPHE, the Dr. Dan J. Hawkins Community Resource Center was established. The Community Health Resource Center (CHRC) helps community members access the resources, programs, and services necessary to make informed decisions to improve their quality of life and achieve healthy lifestyles.

NAPHE is an AmeriCorps VISTA project site. The VISTA program has been a wonderful addition to Harrison and the surrounding area, and North Arkansas College is very pleased with the outcomes the program has produced for its participants and the agencies they have served. The VISTA program has helped establish NAPHE as a provider of Health Education programs and services in Northark's region.   In May 2008, Officials from the Corporation for National and Community Service in Washington D.C. contacted NAPHE, explaining the Harrison site had been selected as one of top ten sites in the United States. The sites were selected based on both the high quality and the diversity of programs.

A comprehensive, public two-year college, North Arkansas College provides a variety of educational opportunities to the citizens of Boone, Carroll, Marion, Searcy, Newton, and Madison counties, its service area in northern Arkansas. A conservative estimate of North Arkansas College's annual economic impact on its service area is over $80 million. This includes extra income earned by area residents because they attended Northark ($69.3 million, based on a study by CC Benefits, Inc.), money spent by the college and its employees each year in the community ($9.2 million), and federal assistance to Northark students over and above the cost of tuition and books ($900,000 plus each semester).

Traditional transfer general education students are very important at North Arkansas College. Northark enjoys an excellent relationship with area universities and provides the first two years of a baccalaureate degree in most majors. Occupational programs in accounting; administrative support; business management; collision repair technology; automotive service technology;

computer aided design; construction equipment operation; crime scene investigation; industrial electronics; biomedical electronics; heating, ventilation and air conditioning; law enforcement administration; integrated systems technology; medical coding; medical transcription; network technology; software applications; truck driving; nursing, allied health; and welding are also available and provide an essential workforce for community partners.

Through the spring semester of 2008, more than 54 students in John Brown University's Advance Program had completed a Bachelor's Degree in Organizational Management after taking all of their classes at North Arkansas College. During the spring semester of 2002, Northark and Arkansas Tech formed a partnership that allows students to take courses which lead to selected ATU baccalaureate programs. Arkansas Tech degrees available at Northark are Nursing and Early Childhood Education.

Federal and state grants have provided North Arkansas College with several programs over the years, including additional advising opportunities for students through the Student Support Services, Talent Search, Educational Opportunity Center, Gear Up, and Career Pathways Initiative programs. With its Learning Assistance Center, North Arkansas College is a leader in offering college preparatory courses that help prepare students to take transfer English and math classes. The college also offers tutoring in a number of academic areas. In 2006, Northark was one of two community colleges in the State of Arkansas to receive a $2 million dollar Title III grant designated specifically for student success initiatives.

Along with its services to traditional and non-traditional college students, North Arkansas College offers courses, seminars and workshops through its Community Education and Business-Industry programs. Credit and non-credit courses are designed to enhance job skills, provide personal enrichment, or be taken just for fun.

North Arkansas College makes its facilities available to non-profit groups for meetings and other activities. Each year more than 60 area groups conduct over 200 meetings at North Arkansas College. The college also sponsors academic and athletic camps and competitions.

Building an indisputable history of bold leadership during its first decade, Northark committed itself to innovation and service by developing off-campus programs. Today, two of those off-campus programs are fully accredited Arkansas colleges, Arkansas State University-Mountain Home and NorthWest Arkansas Community College in Bentonville. In 1993, Northark was a partner in another first in Arkansas: North Arkansas Community College and Twin Lakes Vocational Technical School became the state's first community college—technical school merger.

The college's Northark Technical Center, which serves area high school students with postsecondary occupational training, served 145 students in the fall of 2007 and 136 in the

spring of 2008. The program provides an opportunity for area high school juniors and seniors to enroll in a number of technical/vocational programs in the afternoon from 1 to 4 p.m. These programs include Automotive Service Technology, Collision Repair Technology, Computer Aided Design, Construction Technology, Electronics Technology, Geographic Information Systems, Heating, Ventilation, and Air Conditioning, Integrated Systems Technology, Medical Professions Education, Network Technology, Restaurant Management, and Welding Technology. Students receive college credit for courses completed in these programs and many are able to complete one year Technical Certificates at the same time they graduate from high school.

The Carroll County Center, the college's latest facilities expansion, is slated to open in the fall of 2008 in Berryville. The new facility will make the college's programs and services more accessible to citizens of its second-leading feeder county.

North Arkansas College builds key collaborative relationships through the developments of strategic partnerships with education, community, and business entities. Figures 9.1, 9.2, 9.3, and 9.4 identify Northark's key relationships and the nature of each.

Figure 9.1 Key Partnerships	
Key Partners	**Nature**
Four Year Colleges	External partners, transfer destination, partnership agreements
High Schools	External partners, source of future Northark enrollment
Northark Technical Center	Internal partner, source of current and future Northark enrollment
Career Pathways Initiative	Internal and external (state) partner, source of current and future enrollment, student success initiatives
Local, State and Federal Government	External partners for funding, administration, program development and approval; federal programs such as EOC, Talent Search, TRIO, and Perkins encourage enrollment and provide student success initiatives
FedEx Freight	External partner, job provider for exiting students; 63% of FedEx Freight employees have taken at least one Northark course
Two Year Colleges	External partners, state wide consortiums, support for programs and issues, training opportunities
North Arkansas Regional Medical Center	External partner, source of current and future Northark enrollment, clinical sites, partner in North Arkansas Partnership for Health Education, job provider for exiting students
Boone County Hometown Health	External partner; Northark faculty and staff help develop and implement their program within the community
Title III Grant	Internal partner, faculty and staff development of new technologies, resources for student success
North Arkansas College Foundation	Internal and external, provides training and financial support for faculty projects via an Endowed Chair Program, provides contact with community/donors, organizes special events such as Evening On The Plaza and Olson's Oktoberfest, provides private scholarships to students, contributes to facility construction
NAPHE (North Arkansas Partnership for Health Education)	Internal and external partner, source of enrollment, provider of continuing education for faculty and alumni. The VISTA project has enabled NAPHE to reach rural low-income families, seniors, single parents, and adolescents. Through the efforts of NAPHE, our community has an established tobacco prevention program, tobacco cessation program, a Community Health Resource Center, healthy lifestyles

	programs, walking clubs, senior support groups, caregiver training programs, cultural arts programs for children, prescription assistance, workforce wellness projects, programs to address domestic violence against children, established career awareness, scholarships and job placement mechanisms to help disadvantaged citizens enroll in healthcare paraprofessional career training programs.
Harrison Area Chamber of Commerce	External partner, provides input regarding community issues and economic development
National Council for International Visitors	External partner, Northark representation on a local, national and international level. Northark's Vice President Dr. Jim Stockton has served since 1999 on the board of the National Council for International Visitors, including three one-year terms from 2004-2007 as that organization's national board chair.

Figure 9.2 Key Relationships Education	
Key Relationship	*Nature*
Higher Learning Commission	AQIP, accreditation
Arkansas Department of Higher Education	Program approval, budgeting, state reimbursement
Arkansas Association of Two Year Colleges	Support for member colleges for programs and initiatives, faculty and staff development
Area High Schools	Source of enrollment, Northark Technical Center, articulation agreements, concurrent Credit partnerships
Other Arkansas Colleges	Partnership agreements, articulation agreements, consortium arrangements
Arkansas Department of Workforce Education	Funding sources, curriculum development, and approval
Carroll County Center	Source of enrollment for main campuses, meeting needs of students in Northark's service area

Northark's service area consists of six counties. The college has established relationships with civic organizations and community groups in each county and works in cooperation with local governments and the local media.

Figure 9.3 Key Community Relationships	
Key Relationship	*Nature*
Local Municipal Governments	Officials serve on advisory boards, partner with Northark to develop education to meet needs of residents
Local and State Community and Social Agencies	Provide support for community residents, grant opportunities, student success initiatives, agencies provide service learning opportunities
Local Press	Provide support for Northark's programs and services
Federal Programs, Educational Opportunity Center, TRIO, Perkins Grant	Feed enrollment, student success initiatives
Civic and Community Groups	Provide scholarships to assist students, provide valuable community contacts to Northark faculty and staff who are members, provide expertise through membership on advisory boards and in various organizations within the community

North Arkansas Partnership for Health Education (NAPHE)	Feeds enrollment, model partnership program for state and nation, VISTA volunteer site, training opportunities

Figure 9.4 Key Business and Economic Development Relationships	
Key Relationship	*Nature*
Health Care Providers, NARMC	Provide employment opportunities, facilities for clinical settings, outreach to community
Area Businesses	Feed enrollment, request training for employees, make donations for programs, scholarships, equipment
Chamber of Commerce	Provides input on businesses and community needs; Northark employees provide leadership by serving on the Chamber Board and Foundation and support leadership efforts
Advisory Boards	Provide input and suggestions for determining curriculum and improving industry through mentoring activities

9C2   In what ways do these collaborative relationships reinforce your institutional mission?

The relationship with our education (Fig. 9.2), community (Fig. 9.3) and business (Fig. 9.4) partners assures the communication of partner priorities which contribute to Northark's Mission and Goals. Particularly, Northark's Institutional Goal 1, Curriculum and Instruction Programs, and Goal 7, Community Outreach and Partnerships, are directly addressed by partners. Stakeholders and Advisory Committees represent these strategic partners in determining academic as well as other broad college objectives. See AQIP Category 2: Accomplishing Other Distinctive Objectives.

Processes (P)

9P1   How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

Northark creates relationships with educational institutions and other organizations based on need/demand and prioritizes those relationships based on the partners' ability to provide services to students at an affordable price and in response to community needs.

9P2   How do you ensure the varying needs of those involved in these relationships are being   met?

Northark departments are responsible for analyzing the results of measuring collaborative relationships listed in 9P4 and deploying the "Plan, Do, Study, Act" process outlined in Section 9P3 as part of the college's continuous improvement process.

9P3   How do you create and build relationships within your institution? How do you assure integration and communication across these relationships?

Northark builds and maintains relationships on campus through informal person-to-person contacts and through committees. Much of the work at the college is completed through committees or task forces. Because college-wide standing committees and task forces include membership from different vice presidential areas, they enjoy cross-departmental input and draw on cross-departmental resources and cross-departmental participation working together to reach set goals. Because Northark faculty and staff constitute a small and stable community, they can build relationships through daily interaction, networking, and understanding of colleagues' duties and processes in other departments. One opportunity for relationship-building arises when cross-departmental teams of Northark faculty and staff join together to share Northark expertise and best practices with other institutions, high schools, and professional organizations at both the state and national level.

Northark's continuous improvement processes ensure integration and communication across relationships. Continuous improvement requires committees and task forces to:

- Be cross-functional and have college-wide membership **(Plan)**
- Make certain all affected internal stakeholders are included in the development and deployment of action plans **(Do)**
- Review the results of measuring effectiveness within the college community **(Study)**
- Involve affected internal stakeholders to develop recommendations for improvement based on the results of measuring effectiveness **(Act)**

9P4   What measures of building collaborative relationships do you collect and analyze regularly?

Figure 9.5 Measures of Building Collaborative Relationships	
Collaborative Relationship	*Measure*
State, Federal, and Accrediting Agencies	• Data to meet state, federal, and accrediting report requirements (see also 7C2)
Colleges and Universities	• Number of transfer students • Transfer agreements • Students enrolled in baccalaureate programs on the Northark campus • Participants in transfer fairs
Economic Development	• Post graduate surveys • Employer surveys • Economic impact of service learning projects • Economic impact of the college • Participation of faculty and staff on Chamber of Commerce and its Economic Development Committee • Usage of college facilities for local business and industry • Advisory Committee attendance and minutes

| High Schools | • Enrollment in Northark Technical Center
• Percentage of each high school graduating class that attends Northark
• Concurrent credit enrollment
• High school student enrollment for college (not high school) credit
• Number of GED graduates
• Minutes of meetings with principals and superintendents of service area high schools
• Participation in college planning program that allows 19 service area high school juniors and seniors the opportunity to visit with more than 50 different colleges, universities, financial institutions, and military agencies
• Compass tests administered in service area high schools
• Number of at service area high school honors programs in the spring
• Participation in College Goal Sunday
• Participation in early registration offered to service area high school graduating seniors in the spring prior to open registration
• Participation in high school tournaments, Best Robotics competitions, FBLA competitions, etc., hosted by Northark
• Recruiting visits by Northark staff |
| Community | • Donations to the Northark Foundation and booster clubs
• Facilities usage by community groups
• Participation in adult education and continuing education courses
• Participation in service learning projects
• Presentations to civic groups |

Results (R)

9R1   What are your results in building key collaborative relationships?

One measure of Northark's effective relationship with the high schools in its service area is the percentage of the high schools' graduating classes that choose to attend Northark (Figure 9. 6).

Figure 9.6 Percentage of High School Graduates Who Chose Northark Fall 2006							
School	Number of 06 High School Graduates Who Enrolled in Higher Education F06	Number of Students Who Enrolled at Northark F06	Percentage Enrolled at Northark F06	School	Number of 06 High School Graduates Who Enrolled in Higher Education F06	Number of Students Who Enrolled at Northark F06	Percentage Enrolled at Northark F06
Alpena	8	7	88%	Lead Hill	10	8	80%
Bergman	33	20	61%	Leslie	9	3	33%
Berryville	38	17	45%	Marshall	33	19	58%
Bruno Pyatt	8	8	100%	Mt. Judea	7	5	71%
Deer	6	5	83%	Omaha	4	3	75%
Eureka Spr.	15	4	27%	St. Joe	12	10	83%
Harrison	100	58	58%	Valley Spr.	32	24	75%
Huntsville	63	6	10%	W. Grove	9	6	67%
Jasper	17	10	59%	Yell. Sum.	36	17	47%
Kingston	10	6	60%				

In Fall 2008, 237 high school students enrolled in concurrent credit courses, a 10% increase over the Fall 2005 concurrent enrollment of 215. Those high school students were non-degree seeking students enrolled in courses delivered at the Northark Technical Center, at their high schools during the school day, or through ITV. In Fall 2008, Northark is offering four face to face concurrent credit classes at two service area high schools, and Northark will transcript credit for four Arkansas Early College High School courses taught by ITV to students at three additional service area high schools.

Figure 9.7 Results for Other Key Collaborative Relationships	
Relationship	*Results*
Baccalaureate Institutions	• College of the Ozarks accepts Northark's A.A. and grants Northark graduates junior standing upon transfer. • John Brown University uses Northark classrooms for its bachelor's degree program in Harrison. • Northark facilitates the delivery of online programs for the University of Arkansas at Fayetteville, Arkansas Tech University, and Franklin University. • Northark has 60 courses guaranteed for transfer in the Arkansas Course Transfer System (ACTS).
Local Media	• The Harrison Daily Times prints articles and stories about Northark on a regular basis, most recently covering the dedication of the Durand Center. Local radio stations interview faculty and staff on a regular basis, promoting courses, programs, and events.
North Arkansas Regional Medical Center	• NARMC provides a clinical site to train students. • NARMC has partnered with the College to fund the North Arkansas Partnership for Health Education (NAPHE) since 1997. • In 2007 Northark received an Incumbent Worker Training Program Grant from the Arkansas Workforce Investment Board to implement customer service and leadership training for all NARMC employees. • 52% of NARMC employees have attended Northark.
Local Employers	• Northark has offered customized training and open enrollment workforce classes to over 100 local companies, serving 1,293 workers in 2007-08. • In July 2008 Northark received an Economic Incentive Grant from the state of Arkansas to work with FedEx Freight to develop a curriculum and train their front line customer service employees. • 63% of employees at FedEx Freight, Harrison's largest employer, have attended college at Northark.
Community and Social Agencies	• A Dale Carnegie Training Partnership provided training to Northark employees and 40 businesses. • Community groups use Northark facilities on a daily basis. • The Dr. Dan J. Hawkins Community Health Resource Center (operated through NAPHE) has saved area residents over $2 million in prescription drug costs since opening in 2004. • NAPHE coordinates 17 Vista volunteers who serve at NAPHE and other community non-profits, including the Ozark Arts Council.
Career Pathways Initiative	• The statewide Career Pathways Initiative uses TANF funds to help low income parents to go to two-year colleges; the Arkansas CPI boasts a 90% retention rate. Northark's Career Pathways Initiative serves 140 college students and 60 pre-college students with assistance with tuition and fees, childcare expenses, transportation, uniforms, books, supplies, tutoring, and other support services; its retention rate is 83%.

9R2   Regarding 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

No reportable results at this time.

Improvement (I)

9I1   How do you improve your current processes and systems for building collaborative relationships?

No reportable results at this time.

9I2   With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to relationship partners, faculty, staff, administrators, and appropriate students and stakeholders?

No reportable results at this time.

GLOSSARY	
AACC	American Association of Community Colleges
AAT	Northark's Academic Assessment Team
AATYC	Arkansas Association of Two-Year Colleges
ACTS	Arkansas Course Transfer System http://acts.adhe.edu/
ADHE	Arkansas Department of Higher Education
AECHS	Arkansas Early College High School; offers concurrent enrollment courses approved and transcripted by colleges and universities via ITV to Arkansas high schools
AHECB	Arkansas Higher Education Coordinating Board
ASBN	Arkansas State Board of Nursing
CAAHEP	Committee on Accreditation of Educational Programs
CAAP	Collegiate Assessment of Academic Proficiency
Career Pathways Initiative	Statewide initiative to provide support for low-income parents; Northark's initiative is one of 25 two-year college initiatives
Carroll County Center	Provides adult education/ GED and gateway classes in Berryville, AR
CATS	Classroom assessment techniques
CCSSE	Community College Survey of Student Engagement
Center Campus	Located in downtown Harrison; houses administrative offices, NAPHE, CPI, EOC, Adult Education, Continuing Education, and the Durand Conference Center
CoAEMSP	Committee on Accreditation of Educational Programs for the EMS Professions
Durand Center	Located on Center Campus; provides conference center and breakout meeting space for the college and the community
Endowed Chairs	Eleven annual Northark Foundation grants to full- and part-time faculty for professional development and/or instructional technology
F2F	Face to face delivery of instruction
FSSE	Faculty Survey of Student Engagement
FYE	Pilot First Year Experience courses
General Learning Outcomes	Institution-wide requirements that prepare students to assume an active role in their society and require them to build skills for advanced studies and lifelong learning
ITV	Instructional television delivery of instruction
JPH	John Paul Hammerschmidt Business Building, Conference Center, and/or Lecture Series
JRCERT	Joint Review Committee on Education in Radiologic Technology
L.I.N.C.	Learning in Northark Communities; learning communities
Mastery Exam	Exit exam for English Composition I
NAACLS	National Accrediting Agency for Clinical Laboratory Science
NAPHE	North Arkansas Partnership for Health Education
NISOD	National Institute for Staff and Organizational Development
NLNAC	National League for Nursing Accrediting Commission

North Campus	Houses Northark's technical and occupational programs, as well as the Northark Technical Center
Northark 411	Website providing information for faculty and staff http://www.northark.edu/411/default.htm
Northark Technical Center	Provides concurrent credit technical and occupational courses and programs for service area high schools
O.A.C.	Ozark Arts Council
PBL	National Phi Beta Lambda business student service organization
Perkins	Carl D. Perkins Vocational and Technical Education grant
Phi Theta Kappa	National honor society for two-year colleges
POISE	Northark's data management system
SIFE	National Students in Free Enterprise business organization
Skills USA	National technical/occupational student organization
South Campus	Houses transfer and allied health programs
Summer Bridge	Program for recent high school graduates that allows them to address remediation and improve placement scores before they register for college
TITLE III	Federal grant entitled "Here for You: Strengthening Northark Student Success"
TRIO, EOC, ETS, Student Support Services	Federal grants providing student support services

Index to the Location of Evidence Relating to the Commission's Criteria for Accreditation

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

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

- Northark's Mission and Institutional Goals identify learning as its central focus (O1, 1C2).
- Other Distinctive Objectives meet the intent of Northark's mission and philosophy (2C1, 2C2).
- Northark's mission documents are publicly displayed (1C2).

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

- *Discussion of issues of a diverse global society* is one of Northark's "general learning outcomes" (1C1).
- Northark's Philosophy, Values, and Mission statements affirm the dignity of individuals and commit to provide programs and services to meet the needs of diverse learners (Figure 0.1, 2C2, 2C3).

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

- Northark faculty and staff regularly meet, train, plan, and assess to improve services and offerings to students (1C2).

- Northark celebrates intellectual freedom, inquiry, reflection, and respect for differing and diverse opinions (1C5).

- Contributions to the strategic plan and other objectives rise from all levels of the organization, in response to cultural, environmental, business, and industry priorities (2P1).

- Northark will continue to pursue its vision "to provide high quality, affordable, convenient opportunities for learning and cultural enrichment in response to community needs" (8C1).

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

- All members of the college community have input into college governance (1C5).

- Northark's governance structure ensures that faculty are in charge of academic issues, and all other standing committees reflect broad participation and communication (5C1, Figure 5.2).

- Integration and communication through Northark's committee structure assist in the promotion and development of leadership and promote recommendations for improvements in the system (9P3).

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

- Northark emphasizes respect for academic integrity and respect for intellectual property in its Student Handbook and Faculty Handbook (Figures 1.2, 1.3, 1.4; 1C5).

- Northark identifies and assesses evidence of application of "ethics" as one of the institution-wide General Learning Outcomes of its curriculum (1C1).

- Northark's Philosophy, Values, Mission, and Institutional Goals emphasize ethical practice in every aspect of the college operation (O1, Figure 2.2, 2C2, 5C3).

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

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

- Northark identifies and responds to changing needs of key stakeholder groups using advisory committees, membership in business and industry organizations, and involvement in community and civic groups (3P3).
- Northark's vision of future growth is a response to Arkansas' commitment to increase the number of Arkansans with college degrees to prepare its citizens to compete in the economy of the future (8C1).
- Northark's long- and short-term goals are realistic expansions of present strategies to improve student learning and success (8C2).
- The college's investment in on-going professional development for faculty and staff ensures that Northark can respond to changing social and economic trends (8P7).
- Northark is preparing for the future by trying to attract quality faculty. Starting salaries for newly hired non-classified full-time faculty and staff have been adjusted to make North Arkansas College more attractive and competitive (4P7).
- Contributions to the strategic plan and other objectives rise from all levels of the organization, in response to cultural, environmental, business, and industry priorities (2P1).

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

- The operating and capital budgets are developed in response to expressed institutional needs (8PC).
- Northark faculty and staff participate in regular training and professional development to identify and implement best practices for all processes and respond to challenges and opportunities (4P4).
- Northark leverages resources from successful grant applications to foster needed change (9C1).
- Northark maintains a strong computer technology infrastructure to support educational programs. The college has enhanced its POISE database system by adding a new portal/LMS, and will add additional modules to support educational programs in the next 2 years (7C1). Northark has started to implement WIDS, a curriculum development and maintenance tool (7P2).

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

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

- Northark's commitment to engage with constituencies and the community is demonstrated through involvement in community and civic organizations, the continuing education program, the college website and MySpace page, and active participation in state department of higher education and area cooperative organizations (0.4, 3P4, Figure 3.3).
- Northark's planning and budgeting process is inclusive of all departments (Category 8).
- In addition to providing credit courses, Northark also offers community service courses and specialized instruction in response to community needs (2C1, 2C2, Figure 2.3).
- Multiple key relationships exist in Education, Community, and Business and Economic Development areas (9C1, 9C2; Figures 9.2, 9.3, and 9.4).

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

- The college's Northark Technical Center serves area high school students that participate in post-secondary occupational training allowing immediate marketable employability (9C1).

- Northark provides support and resources to benefit its community (2R3).

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

- Northark facilities are regularly used by community members (Figure 9.5, 9C1).
- The new Durand Center provides meeting space for college, community, and business and industry needs (2R3).
- NAPHE, Hometown Health, and Northark's Allied Health programs provide numerous health-related services to the community (2R3, 9C1).
- The majority of college-bound high school graduates in Northark's service area begin their educational career at Northark (Figure 9.6, 9R1).
- Northark received the Family Friendly Governor's Award (4R3, 4R4).
- Northark's expansion into Carroll County promotes accessibility of education (9C1).