

Core Indicators of Institutional Effectiveness

**South Arkansas Community College
Office of Institutional Research**

November 2005

Table of Contents

INTRODUCTION	3
STUDENT PROGRESS	4
Core Indicator 1: Student Goal Attainment	4
Core Indicator 2: Persistence (Fall to Fall)	5
Core Indicator 3: Degree Completion Rates	6
Core Indicator 4: Success Rates	7
WORKFORCE DEVELOPMENT	9
Core Indicator 5: Placement Rate in the Workforce	9
Core Indicator 6: Employer Assessment of Students	11
Core Indicator 7: Licensure/Certification Pass Rates	12
Core Indicator 8: Client Assessment of Programs and Services	13
GENERAL EDUCATION	20
Core Indicator 9: Demonstration of Critical Literacy Skills	20
TRANSFER PREPARATION	22
Core Indicator 10: Number and Rate Who Transfer	22
Core Indicator 11: Performance after Transfer	23
DEVELOPMENTAL SKILLS	24
Core Indicator 12: Success in Subsequent, Related Coursework	24
OUTREACH	26
Core Indicator 13: Participation Rate in Service Area	26
Core Indicator 14: Responsiveness to Community Needs	27
CONCLUSION	29
Strengths	29
Weaknesses	29

INTRODUCTION

While this is not an official plan to measure institutional effectiveness, the purpose of this document is to begin recording how well South Arkansas Community College is functioning on the institutional level and also to provide direction for continuous improvement. Keep in mind that measuring institutional effectiveness is related to but separate from measuring student academic achievement. Assessing student academic achievement strives to measure how well the students are learning while institutional effectiveness is concerned with how well the institution as a whole is functioning. This document provides current statistics as well as standards we would like to reach in the future. These standards will be based not only on information collected from other two-year colleges but from a desire to exceed those state-wide expectations.

It has been decided that 13 of the 14 core indicators as described by Richard Alfred, Peter Ewell, James Hudgins, and Kay McClenney in their article, “Core Indicators of Effectiveness for Community Colleges,” will provide a basis for examining institutional effectiveness. The quoted descriptions presented in this document were taken directed from this article, but the authors’ descriptions of the core indicators are not always followed exactly because some of the information is nearly impossible to gather. An additional indicator, success rates, was added to provide a more complete view of persistence, transfer rates, and graduation rates. With this added indicator, there are 14 key elements to determine institutional effectiveness. These indicators include items from six categories: Student Progress, Workforce Development, General Education, Transfer Education, Developmental Skills, and Outreach.

STUDENT PROGRESS

Core Indicator 1: Student Goal Attainment

Description

“The proportion of students who, upon leaving community college, report that their original goal in attending (or subsequent goal decided while enrolled) has been met.”

Method

When a student applies for graduation, they are required to fill out our graduate survey. This survey asks three goal related questions. The questions are given below.

Indicated how important each educational goal was to you upon first enrolling at SACC. (Mark one answer for each item.)

For this question students can mark each item with V=very important, S=somewhat important, or N=not important.

- A. Earn degree/certificate.
- B. Earn bachelors degree at transfer institution.
- C. Obtain/Improve job skills.
- D. Acquire/Maintain licensure.
- E. Improve writing skills.
- F. Improve communication skills.
- G. Improve math skills.
- H. Improve reading skills.
- I. Learn to work better in groups.

Think about the goals you had when you came to SouthArk. Have you:

- A. achieved these goals to your full satisfaction.
- B. achieved these goals, but not to your full satisfaction.
- C. achieved only some of those goals.
- D. achieved relatively few of those goals.

How satisfied are you with the way SouthArk has helped you achieve your educational goals?

- A. Very Satisfied
- B. Somewhat Satisfied
- C. Somewhat Unsatisfied
- D. Very Unsatisfied

Results

These questions were added to the graduate survey in April 2005. 100% of students who completed the survey answered “they achieved these goals to your full satisfaction” and responded “Very Satisfied” on the last question.

Core Indicator 2: Persistence (Fall to Fall)

Description

“Of the cohort of students who register for their first credits at a community college in one fall term, the proportion that is still enrolled for at least one credit the following fall term and has not completed a degree or certificate.”

Method

The Arkansas Department of Higher Education (ADHE) provides this information for every college in Arkansas on their website. The results are given below for SACC and SAU Tech as well as the averages for all two-year colleges in Arkansas.

Results

Persistence	After One Year		
	SACC	SAUT	2-Yr Colleges
2000-2001	59%	58%	55%
2001-2002	54%	66%	57%
2002-2003	50%	65%	55%
2003-2004	54%	58%	53%

Persistence	After Two Years		
	SACC	SAUT	2-Yr Colleges
2000-2001	40%	32%	36%
2001-2002	33%	42%	36%
2002-2003	38%	32%	35%

Persistence	After Three Years		
	SACC	SAUT	2-Yr Colleges
2000-2001	24%	14%	22%
2001-2002	25%	18%	22%

Persistence	After Four Years		
	SACC	SAUT	2-Yr Colleges
2000-2001	18%	11%	16%

In the first year, 41%-50% of SouthArk freshmen do not return, while SAU Tech is losing only 33%-42% of their freshmen. All two-year colleges experience about the same amount of freshmen drop outs as SouthArk, but we do not wish to accept these numbers without attempting to do something. The persistence rates after two years, three years, and four years are better than SAU Tech's, and they are slightly better than the average for all two-year colleges. Therefore, what we really need to concentrate on is keeping our freshmen. In the near future, we should strive to have a freshman persistence rate of at least 60%.

Core Indicator 3: Degree Completion Rates

Description

“The proportion of an entering community college cohort officially enrolled in a degree program that actually completed a degree or certificate, reported at annual intervals.”

Method

ADHE provides this information for every college in Arkansas on their website. The results are listed below for SACC and SAU Tech as well as the averages for all public two-year colleges in Arkansas.

Results

Graduation	After One Year		
	SACC	SAUT	2-Yr Colleges
1998	2%	9%	4%
1999	0%	10%	4%
2000	2%	4%	3%
2001	5%	3%	3%
2002	2%	0%	3%
2003	8%	2%	5%

Graduation	After Two Years		
	SACC	SAUT	2-Yr Colleges
1998	3%	20%	12%
1999	7%	21%	13%
2000	4%	13%	10%
2001	7%	12%	13%
2002	6%	17%	10%

Graduation	After Three Years		
	SACC	SAUT	2-Yr Colleges
1998	14%	32%	21%
1999	15%	28%	21%
2000	11%	27%	19%
2001	13%	27%	22%

Graduation	After Four Years		
	SACC	SAUT	2-Yr Colleges
1998	19%	35%	25%
1999	19%	32%	26%
2000	16%	31%	24%

Graduation	After Five Years		
	SACC	SAUT	2-Yr Colleges
1998	24%	35%	29%
1999	22%	32%	30%

Graduation	After Six Years		
	SACC	SAUT	2-Yr Colleges
1998	31%	37%	30%

It is obvious that our graduation rates are not as high as they should be. They need to be the same as those for other two-year colleges. Only after six years do our rates reflect that of other two-year colleges, which implies that our students take a long time to graduate. This could be because of the number of part-time students we have, or perhaps our students are not getting the advising guidance that they need. Also, there may be students who fulfill the requirements for degrees or certificates who do not apply for graduation. A degree audit program would assist in the advising process and help identify students who are ready to graduate.

Core Indicator 4: Success Rates

Description

The proportion of degree-seeking, first-time entering students who persist, transfer, or graduate reported at annual intervals.

Method

This information was collected from the college database, so the numbers will be slightly different than those presented for core indicators 2 and 3. ADHE does provide success rates on their website, but using our information, the full-time and part-time students can be looked at separately.

Results

Fall FTF* Degree-Seeking Cohort			Year 1						Year 1 Success Rate		
			# Persisted		# Transferred		# Graduated		F	P	All
Year	Full-Time	Part-Time	F	P	F	P	F	P	F	P	All
2000	144	55	74	14	1	0	2	2	77	16	93
	72%	28%	51%	25%	1%	0%	1%	4%	53%	29%	47%
2001	149	81	76	27	11	0	7	4	94	31	125
	65%	35%	51%	33%	7%	0%	5%	5%	63%	38%	54%
2002	161	68	69	25	1	0	2	2	72	27	99
	70%	30%	43%	37%	1%	0%	1%	3%	45%	40%	43%
2003	157	157	79	59	2	0	18	7	99	66	165
	50%	50%	50%	38%	1%	0%	11%	4%	63%	42%	53%

Fall FTF* Degree-Seeking Cohort			Year 2						Year 2 Success Rate		
			# Persisted		# Transferred		# Graduated		F	P	All
Year	Full-Time	Part-Time	F	P	F	P	F	P	F	P	All
2000	144	55	46	7	1	0	8	2	55	9	64
	72%	28%	32%	13%	1%	0%	6%	4%	38%	16%	32%
2001	149	81	36	22	20	0	16	5	72	27	99
	65%	35%	24%	27%	13%	0%	11%	6%	48%	33%	43%
2002	161	68	46	16	2	0	11	5	59	21	80
	70%	30%	29%	24%	1%	0%	7%	7%	37%	31%	35%

Fall FTF* Degree-Seeking Cohort			Year 3						Year 3 Success Rate		
			# Persisted		# Transferred		# Graduated		F	P	All
Year	Full-Time	Part-Time	F	P	F	P	F	P	F	P	All
2000	144	55	20	4	1	0	27	2	48	6	54
	72%	28%	14%	7%	1%	0%	19%	4%	33%	11%	27%
2001	149	81	27	13	21	0	26	8	74	21	95
	65%	35%	18%	16%	14%	0%	17%	10%	50%	26%	41%

*FTF=First-Time Freshmen

Fall FTF* Degree-Seeking Cohort			Year 4						Year 4 Success Rate		
			# Persisted		# Transferred		# Graduated		F	P	All
Year	Full-Time	Part-Time	F	P	F	P	F	P			
2000	144	55	18	7	1	0	29	3	48	10	58
	72%	28%	13%	13%	1%	0%	20%	5%	33%	18%	29%

*FTF=First Time Freshmen

From the tables above, it is easy to see that full-time students have a greater chance of success than part-time students. They are less likely to drop out and more likely to graduate in a reasonable amount of time. If we continued these charts for 6 years, we would probably see more part-time graduates, but the number of graduates for full-time students stabilizes after four years. What is distressing is the fact that success rates decrease for the first three years. The number of graduates does not increase fast enough to make up for all the students who drop out. Our first year success rates would be between 60% and 70% if we increase freshmen persistence to 60%. A better advising system would help students graduate at a faster rate, and we would not see such a large drop in success rates within the first three years. We also need to keep better track of our transfer students so that we can report accurate numbers.

WORKFORCE DEVELOPMENT

Core Indicator 5: Placement Rate in the Workforce

Description

“The proportion of an entering community college student cohort achieving a ‘marketable skill’ (that is, completing at least three occupational or technical courses in a particular field of training) that obtains employment in a field directly related to that skill within one year of last attendance.”

Method

In May of every year, graduates from the previous year are mailed a survey to determine place of employment or school of transfer. Two weeks after the date of delivery, a reminder notice is mailed, and a month after delivery, a second copy of the survey is mailed.

Results

In the past, only the Allied Health department has actually contacted their graduates. However, they have not done so consistently, and the information they collected is of limited value on the institutional level because their survey is targeted at specific improvements for individual programs and classes. Also, each program uses different forms, so there is no data for large groups of graduates. From now on, the institutional research office will supervise the conducting of graduate follow-up surveys to ensure we know their place of employment. The first results of this effort yielded the following results. Out of 103 May 2004 graduates, 48 responded to our surveys either by phone or mail.

- 33 are now working full-time, 4 are working part-time, and 3 are looking for employment. (77% Working)
- 24 of these full-time workers are working in a field related to their degree. (73% of full-time workers)
- Only 9 had their current job prior to attending college, and three of those received pay increases at the time of their graduation.
- The average salary of all full-time working graduates is \$21,900. These salaries range from as low as \$9,000/year to as high as \$40,000/year.
- 3 of these workers are still attending classes here at SACC, one of which is a full-time student.
- 12 of the 48 graduates are currently attending college. (25%)
- 10 are attending full-time, and 2 attend part-time here at SACC.
- Of the 10 full-time students, 5 are attending here at SACC.

- Three students attend SAU, one attends OBU, and one attends UCA. (10% transfer)
- When asked how well SACC prepared them for classes at a four-year college, three of the graduates rated us as 5 out of 5, and one gave us a 4 out of 5.

Core Indicator 6: Employer Assessment of Students

Description

“The proportion of a sample of regional employers in a given field who indicate that their employees who received training at the community college exhibit skills and job performance that are equivalent or superior to those exhibited by all employees.”

Method

Graduates are contacted one year after graduation. If they have been at their job for 3 months or longer, their employer is contacted. Employers are asked to rate the graduate’s work characteristics on a scale of 1 to 5 where 1 means poor and 5 is excellent. The employer is also asked how prepared for employment was the graduate compared to other employees. The first one year review with these particular questions was conducted in July 2005.

Results

Employers of May 2004 graduates were contacted in the summer of 2005. Unfortunately, only 19 graduates gave us enough information to be able to contact the employer, and of those 19 employers, only 7 responded to multiple mailings. The following table lists the average score out of 5 for each category.

Characteristic	Average Score
Technical Jobs Skills	4.3
Computer Skills	4.3
Communication Skills	4.3
Problem Solving Skills	3.9
Dependability	4.6
Work Attitude	4.6

When asked, “Overall, compared to other employees, how well prepared for employment was this SACC graduate?”

- 80% said “better than most ”
- 20% responded “about the same as most”.

Core Indicator 7: Licensure/Certification Pass Rates

Description

“The proportion of those who complete or graduate from a community college vocational or technical program and then actively seek licensure or certification for the first time within a given year, who actually obtain licensure or certification.”

Method

Each program that has an examination associated with it is responsible for gathering this information and reporting it to the director of institutional research. For each exam session the number of students taking the exam and the number of students who pass/fail the exam will be reported.

Results

Program	2003-2004 Graduates						
	Test required in Arkansas?	# Graduates	# Test Takers	# Pass 1st time	#Pass at later date	# do not pass	% Pass
RADT	No	14	12	8	0	4	67%
OTA	Yes	4	4	3	1	0	100%
PTA	Yes	13	13	6	4	3	77%
EMT-A	Yes	19	19	15	3	1	95%
EMT-P	Yes	12	12	11	0	1	92%
MLT	No	4	4	3	1	0	100%
LPN	Yes	22	22	17	0	5	77%

Core Indicator 8: Client Assessment of Programs and Services

Description

“No single statistic currently meets the intent of this indicator.” However, we are told that, “Responding to the intent of this indicator requires the institution to determine (a) the array of different clients that it serves; (b) the nature, type, and volume of programs, services, and activities it provides to different clients; and (c) the extent to which clients are involved in and satisfied with programs, services, and activities...Successful reporting of this indicator therefore requires multiple methods for gathering information, including surveys, focus group meetings, face-to-face and telephone interviews, and participant observation.”

Method

Current students and Alumni are surveyed every spring semester, and community members, board members, faculty, staff, and professional staff/administration are surveyed every other year. These survey results give an idea as to the satisfaction levels with programs, services, activities, and governance.

Results

The survey participants were asked to score each statement on a scale from 1 to 5. Depending on the question, 1 means either very unsatisfied or strongly disagree and 5 means very satisfied or strongly agree. The average score for each item is given below.

Mission and Purpose	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
1. SouthArk offers a variety of degree/certificate programs that develop and/or enhance occupational skills and meet local employment needs.	4.03	4.35	4.04	4.67	4.39	4.21	3.95
2. SouthArk provides high quality instructional programs.	3.99	4.38	4.21	4.67	4.37	3.83	4.14
3. SouthArk meets the needs of students planning to transfer.	3.88	4.36	3.90	4.60	4.00	3.83	4.00
4. SouthArk meets the needs of students in occupational programs leading directly to employment	3.89	4.12	4.05	4.60	4.27	3.67	4.00
5. SouthArk meets the needs of students taking basic studies/developmental courses that improve their skills for college courses.	4.23	4.32	4.04	4.60	4.23	4.04	4.15
6. SouthArk meets the needs of students with special needs (learning disabilities, language difficulties, etc.).	3.83	4.02	3.87	~	3.82	3.56	3.89
7. SouthArk offers a variety of community service and continuing education courses, exhibits, and programs that meet academic, vocational, and personal interest needs.	3.86	4.09	3.92	4.50	3.79	3.88	3.62
8. SouthArk offers a variety of student support services.	4.08	4.16	4.04	4.33	4.07	4.00	3.84
9. SouthArk provides qualified faculty and staff who create a learning atmosphere in which students can do their best.	4.07	4.40	4.28	4.80	4.45	3.77	3.89
10. SouthArk supports the training needs of business and industry.	3.88	4.14	3.95	4.17	3.87	3.88	4.00
11. SouthArk promotes the civic and cultural life of the community.	3.78	3.95	3.92	4.40	3.78	3.74	3.94
12. SouthArk provides attractive, comfortable facilities.	3.86	4.25	4.19	4.67	3.97	3.82	3.89
13. SouthArk provides up-to-date teaching tools and equipment.	3.95	3.87	3.84	4.33	3.56	3.62	3.37
14. SouthArk provides current, sufficient library/media resources.	4.07	4.26	4.04	4.00	3.72	3.96	3.79

Mission and Purpose Continued	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
15. SouthArk encourages area high school students to continue their education beyond the twelfth grade.	4.17	4.31	4.04	4.20	4.08	4.14	3.72
16. Planning plays an important role in the way SouthArk operates.	~	~	~	3.20	2.75	3.20	2.68
17. I am given opportunities to participate in the planning process.	~	~	~	3.50	3.10	2.84	2.90
18. I am familiar with SouthArk's short-term and long-term plans.	~	~	~	3.33	2.62	2.23	2.25
19. SouthArk is a valuable resource to the area.	4.34	4.69	4.52	~	~	~	~

Educational Programs and Curriculum	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
1. SouthArk effectively prepares students to transfer to other institutions of higher education.	~	~	~	4.50	4.19	3.60	4.11
2. SouthArk effectively prepares students to obtain a specific position or job.	~	~	~	4.50	4.08	3.50	3.88
3. SouthArk effectively provides a common core of learning which prepares students for a wide variety of life experiences.	3.91	4.16	~	4.00	3.95	3.79	4.13
4. SouthArk offers an environment which emphasizes student learning.	~	~	~	4.17	3.97	3.64	4.17
5. SouthArk has established effective program and curriculum review policies.	~	~	~	4.00	3.58	3.42	3.00
6. SouthArk effectively promotes the economic development of the area through instructional offerings.	~	~	~	4.17	3.74	3.54	3.30
7. SouthArk provides an appropriate variety of instructional programs which are responsive to its area's needs.	~	~	~	4.17	3.82	3.74	3.50
8. SouthArk's community service and continuing education program offers high quality courses, seminars, cultural events, and exhibits to the public.	~	~	~	4.33	3.69	3.83	3.40
9. SouthArk's community service and continuing education program offers a variety of educational experiences to the community.	~	~	~	4.33	3.80	3.84	3.43
10. College publications accurately describe educational programs and curricula.	4.11	4.39	~	4.33	3.59	3.52	3.41
11. The student-to-faculty ratio in classes is reasonable.	~	~	~	~	4.18	~	~
12. My number of course preparations is reasonable.	~	~	~	~	3.68	~	~
13. My non-teaching duties are reasonable.	~	~	~	~	3.50	~	~
14. I have academic freedom at SouthArk.	~	~	~	~	4.08	~	~
15. Course syllabi are an important source of information for students.	~	~	~	~	4.03	~	~
16. Online courses are of high quality.	~	~	~	~	3.03	~	~
17. Faculty are adequately supported in their efforts to develop online courses.	~	~	~	~	3.00	~	~
18. The college is adequately progressing in its efforts to offer high quality online courses.	~	~	~	4.00	3.39	~	~
19. SouthArk supports innovation in teaching, curriculum, and classes.	~	~	~	~	3.59	~	~
20. My own experience in SouthArk's community service and continuing education program is favorable.	~	~	4.41	4.40	~	~	~
21. SouthArk's adult education program in which students earn their Graduate Equivalency Diploma is a valuable community resource.	~	~	4.58	~	~	~	~
22. SouthArk is effectively making the community aware of its services and offerings.	~	~	4.00	~	~	~	~
23. The college attendance policy is fair.	3.64	4.15	~	~	~	~	~
24. Academic credit courses at SouthArk transfer to other institutions of higher education.	3.82	4.14	~	~	~	~	~

Educational Programs and Curriculum Continued	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
25. SouthArk is committed to improving the effectiveness of its programs and courses.	3.91	4.09	~	~	~	~	~
26. How satisfied are you with each of the following areas?							
a. overall impression of the college	4.06	4.25	~	~	~	~	~
b. overall quality of instruction	4.04	4.27	~	~	~	~	~
c. courses I have taken	3.97	4.33	~	~	~	~	~
d. preparation for employment	3.71	4.20	~	~	~	~	~
e. preparation for another college	3.74	4.21	~	~	~	~	~
f. availability of needed courses	3.66	4.07	~	~	~	~	~
g. convenience of course times	3.71	3.98	~	~	~	~	~
h. convenience of location	4.22	4.24	~	~	~	~	~
27. If you took courses in the areas listed below, please rate the level of effectiveness of those courses.							
a. accounting	4.04	3.92	~	~	~	~	~
b. air conditioning and refrigeration	3.23	3.00	~	~	~	~	~
c. automotive service technology	3.44	4.33	~	~	~	~	~
d. business administration	3.98	4.36	~	~	~	~	~
e. computer information systems	4.06	4.40	~	~	~	~	~
f. criminal justice	3.50	4.33	~	~	~	~	~
g. early childhood education	3.54	4.57	~	~	~	~	~
h. emergency medical technology	3.40	5.00	~	~	~	~	~
i. industrial technology	3.27	4.50	~	~	~	~	~
j. licensed practical nursing	3.39	5.00	~	~	~	~	~
k. medical laboratory technology	2.77	2.67	~	~	~	~	~
l. occupational therapy	4.08	4.50	~	~	~	~	~
m. administrative assistant/office technology	3.77	4.67	~	~	~	~	~
n. physical therapy	3.50	4.33	~	~	~	~	~
o. radiologic technology	3.82	4.75	~	~	~	~	~
p. truck driving	3.25	no response	~	~	~	~	~
q. welding technology	3.48	5.00	~	~	~	~	~
r. health information technology	3.63	4.00	~	~	~	~	~
s. general education	4.20	4.46	~	~	~	~	~

Human Resources	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
1. The orientation for new faculty/staff is effective.	~	~	~	~	3.03	3.44	3.24
2. I am encouraged and provided funding to participate in professional development activities.	~	~	~	~	2.95	~	3.48
3. I am satisfied with the resources available to help me in my job.	~	~	~	~	3.25	3.46	3.50
4. I feel I am an integral part of SouthArk.	~	~	~	~	3.65	3.61	3.52
5. I receive adequate feedback from those with whom I work to improve my job performance.	~	~	~	~	~	3.62	3.43
6. Evaluation procedures are fair.	~	~	~	~	3.13	3.39	3.42
7. The evaluation system provides feedback for improving Performance.	~	~	~	~	2.87	3.38	2.94

Human Resources Continued	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
8. Excellent performance is acknowledged and rewarded at SouthArk.	~	~	~	~	2.70	2.48	2.21
9. My supervisor encourages me to be innovative.	~	~	~	~	3.70	3.41	4.00
10. I have job security in my present position.	~	~	~	~	3.16	2.96	3.35
11. My salary is appropriate for a public two-year institution.	~	~	~	~	3.03	2.54	3.43
12. My fringe benefits are appropriate for a public two-year college.	~	~	~	~	3.78	3.66	4.00
13. The college assigns personnel to each campus in a logical, consistent manner.	~	~	~	~	3.00	3.00	2.80
14. The college supports my efforts to upgrade and improve my skills.	~	~	~	~	~	3.76	~
15. The college's personnel policies relating to hiring, termination, and grievance procedures are fair and consistently administered.	~	~	~	~	2.42	2.70	3.18
16. Overall, SouthArk is a good place to work.	~	~	~	~	4.00	3.96	4.25
17. I have a good working relationship with other faculty members.	~	~	~	~	4.63	~	~
18. I am satisfied with the number of in-service professional Development activities this past year.	~	~	~	~	3.46	~	~
19. SouthArk offices/departments work cooperatively with the Faculty.	~	~	~	~	3.63	~	~
20. I have access to staff and/or student work-study support.	~	~	~	~	3.59	~	~
21. Members of the professional staff are doing a good job of managing the human resources of SouthArk.	~	~	~	3.25	~	~	~
22. SouthArk faculty and staff participate in community activities.	~	~	3.94	~	~	~	~
23. SouthArk faculty members are generally:							
a. well prepared when they come to class	4.22	4.48	~	~	~	~	~
b. accessible	4.09	4.29	~	~	~	~	~
c. fair in their grading and classroom policies	4.03	4.47	~	~	~	~	~
d. knowledgeable in their area of specialty	4.32	4.56	~	~	~	~	~
24. SouthArk staff members are generally:							
a. helpful	4.22	4.31	~	~	~	~	~
b. friendly	4.14	4.22	~	~	~	~	~
c. knowledgeable	4.26	4.34	~	~	~	~	~
d. caring	4.00	4.27	~	~	~	~	~
e. accessible	4.10	4.27	~	~	~	~	~
25. SouthArk administrators are generally:							
a. helpful	4.12	4.29	~	~	~	~	~
b. friendly	4.11	4.22	~	~	~	~	~
c. knowledgeable	4.20	4.28	~	~	~	~	~
d. caring	4.01	4.14	~	~	~	~	~
e. accessible	3.99	4.09	~	~	~	~	~
26. The college's academic appeals policy is fair.	3.97	4.38	~	~	~	~	~

Financial Resources	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
1. The college operates in a cost-effective manner.	~	~	~	~	3.05	2.69	2.90
2. I am appropriately involved in the budget development process.	~	~	~	~	2.41	2.56	3.50
3. The system for allocating financial resources is equitable.	~	~	~	~	2.50	3.04	3.24
4. My purchase requests are dealt with in a timely manner.	~	~	~	~	3.81	3.82	4.29
5. The college budget process is tied to planning.	~	~	~	~	2.58	3.32	2.39
6. The college seeks private funding for its endowment and Scholarship funds.	~	~	~	~	3.56	~	3.95
7. The college pursues grant funding.	~	~	~	~	3.75	~	~
8. Members of the professional administrative staff are doing a Good job of managing the financial resources of SouthArk.	~	~	~	4.60	~	~	~
9. Tuition rates for courses are reasonable.	3.78	3.58	3.95	~	~	~	~
10. The costs of instructional supplies, books, and materials are reasonable.	2.94	2.93	~	~	~	~	~
11. Fees for non-credit community service courses at SouthArk are reasonable.	~	~	4.00	~	~	~	~

Physical Resources	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
1. The parking facilities are adequate.	2.71	2.94	3.50	~	2.69	2.55	2.19
2. The classroom and laboratory conditions are conducive to effective teaching/learning.	3.99	4.22	~	~	3.57	~	3.88
3. The temperature is generally comfortable in the classroom (or in my work area).	3.99	3.78	~	~	3.78	3.28	4.00
4. The buildings and grounds are generally clean and properly Maintained.	4.25	4.40	~	~	3.53	3.48	3.85
5. SouthArk provides a safe, secure environment.	4.14	4.36	~	~	3.70	3.69	4.14
6. Members of the professional administrative staff are doing a good job of managing the physical resources of SouthArk.	~	~	~	4.40	~	~	~
7. SouthArk provides quality facilities for community use.	~	~	4.05	~	~	~	~
8. SouthArk's physical environment is conducive to productive work.	~	~	~	~	3.72	3.86	3.90
9. The lighting is adequate in my work area.	~	~	~	~	3.82	3.93	4.19
10. College facilities are used efficiently and effectively to meet program needs.	~	~	~	~	3.56	3.31	3.65
11. Equipment is evaluated systematically to ensure that it is meeting the college's needs.	~	~	~	~	3.11	3.04	3.00
12. Building expansion and equipment purchases are tied to the college planning process.	~	~	~	~	2.92	3.24	2.58
13. Computer technology is up-to-date and accessible.	~	~	~	~	3.62	3.55	3.50
14. The college provides appropriate campus access for handicapped students.	4.05	4.27	~	~	4.00	~	4.26

Governance and Administration	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
1. I am adequately represented in the college's governance structure.	~	~	~	~	2.75	~	~
2. important college-wide issues are being effectively handled by the present governance structure.	~	~	~	~	2.62	3.00	2.74
3. Institutional policies are consistently followed and administered.	~	~	~	~	2.16	2.67	2.22
4. There are appropriate levels of communication between administration and faculty.	~	~	~	~	2.41	~	2.47
5. I understand SouthArk's policies and procedures.	~	~	~	~	3.08	3.70	3.89
6. The administration demonstrates confidence in the ability of the faculty to do excellent work.	~	~	~	~	3.50	~	~
7. The present administrative structure within my academic division is supportive of my job needs.	~	~	~	~	3.20	3.85	3.84
8. The present administrative structure within my academic division is conducive to open communication.	~	~	~	~	3.13	3.77	4.15
9. The SouthArk organizational structure is conducive to change.	~	~	~	~	3.36	3.46	2.45
10. The SouthArk organizational structure is conducive to growth.	~	~	~	~	3.00	3.46	2.80
11. My ideas in solving institutional problems are well received.	~	~	~	~	3.03	3.19	3.21
12. my ideas in solving departmental or division problems are well received.	~	~	~	~	3.26	3.40	3.83
13. The administration (or supervisor) assists me in improving my job performance.	~	~	~	~	3.23	3.67	3.79
14. I am involved in decisions that affect me personally.	~	~	~	~	3.05	3.41	3.70
15. My role in the college's governance structure is clearly defined.	~	~	~	~	~	3.27	3.10
16. My supervisor demonstrates confidence in my abilities.	~	~	~	~	~	3.85	4.20
17. Members of the Board of Trustees are accessible and will Listen to the concerns of local residents.	~	~	3.57	~	~	~	~
18. College administrators are accessible and will listen to the concerns of local residents.	~	~	3.33	~	~	~	~
19. Adequate information is provided about college operations which allows me to fulfill my responsibilities as a trustee.	~	~	~	4.00	~	~	~
20. As a trustee, I have appropriate opportunity to influence SouthArk Board Policy.	~	~	~	4.67	~	~	~
21. There is a clear distinction of responsibility between the policy-making function of the Board and the staff's administration of that policy.	~	~	~	4.80	~	~	~

Institutional Support Services	Students	Alumni	Community	Board	Faculty	Staff	Admin/ Pro. Staff
1. Indicate your level of satisfaction with the following in serving the needs of students.							
a. Admissions	4.07	4.29	~	4.25	3.53	3.80	3.62
b. Student Records and Transcripts	4.03	4.22	~	4.20	3.63	3.58	3.95
c. Registration	4.02	4.16	~	4.20	3.31	3.54	3.68
d. New Student Orientation	4.00	4.29	~	3.75	3.64	3.58	3.17
e. Veterans' Services	3.44	4.06	~	4.00	3.52	3.48	3.53
f. Financial Aid	4.02	3.80	~	4.25	3.71	3.62	3.65
g. Personal Guidance and Counseling	3.81	4.03	~	4.25	3.97	3.67	3.47
h. Career Development/Counseling	3.74	4.00	~	3.75	3.36	3.36	3.05
i. Academic Advising	3.88	4.34	~	3.75	2.56	3.12	2.40
j. Services for Disabled Persons	3.77	4.06	~	3.80	3.83	3.74	3.78
k. Photocopying	~	~	~	3.00	3.85	3.80	4.00
l. Business Office	3.97	4.24	~	3.80	4.00	3.75	3.89
m. Bookstore	3.86	3.67	~	4.00	3.57	3.96	3.74
n. Work-Study Program	3.64	4.20	~	4.25	3.54	3.58	3.69
o. Cultural Programs	3.55	3.89	~	4.00	3.29	3.17	3.19
p. Entertainment Programs	3.50	4.05	~	3.60	3.24	3.13	2.94
q. Library and Media Services	4.12	4.39	~	~	4.08	3.88	4.11
r. Campus Organizations	3.69	4.16	~	3.67	3.62	3.45	3.31
s. Student Lounge Areas	3.60	3.88	~	3.75	3.03	3.38	3.47
t. Tutoring Services	4.04	4.25	~	3.25	4.03	3.54	3.89
2. I can communicate my concerns about the institution to College administrators.	3.76	~	~	~	~	~	~
3. I am able to get help in the open computer labs when I need it.	4.12	~	~	~	~	~	~
4. Computer Services ensures the security of access to personal data.	~	~	~	~	3.86	~	4.28
5. Computer Services facilitates the use of computers to expedite work.	~	~	~	~	3.71	~	4.05
6. Computer Services provides appropriate training to all users in the institution.	~	~	~	~	3.03	~	2.70
7. The library/media center's collection is well organized and easily accessible.	~	~	~	~	4.19	~	4.19
8. The library/media center provides up-to-date technology for research and retrieval of materials.	~	~	~	~	4.19	~	4.06
9. The library/media center has an adequate system for protecting the library/media collection from damage and theft.	~	~	~	~	3.88	~	~
10. I have the opportunity to offer input on library acquisitions.	~	~	~	~	3.83	~	3.58

GENERAL EDUCATION

Core Indicator 9: Demonstration of Critical Literacy Skills

Description

“No single statistic satisfies the intent of this indicator.” We are told that, “Once the community college agrees that a particular set of literacy skills is an important outcome, it must ensure that those skills are (a) taught throughout the curriculum in both transfer and occupationally related courses, and (b) regularly embodied in local assessments designed by faculty.”

Method

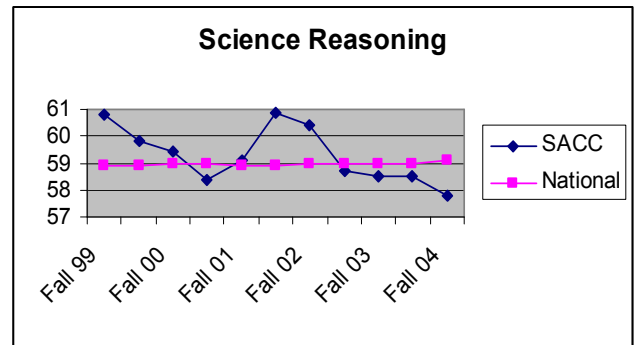
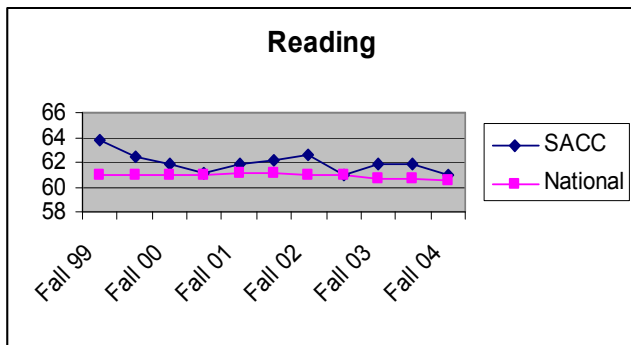
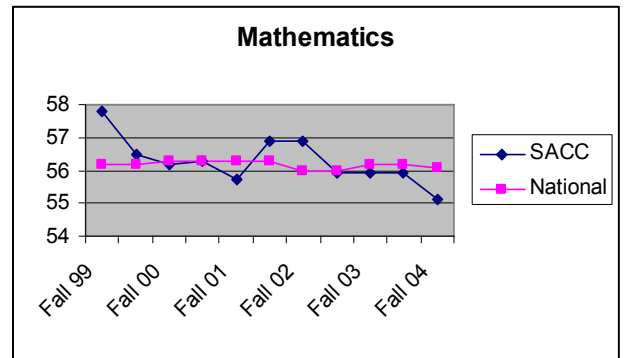
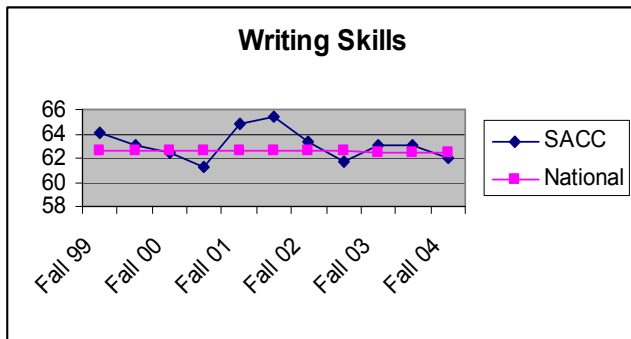
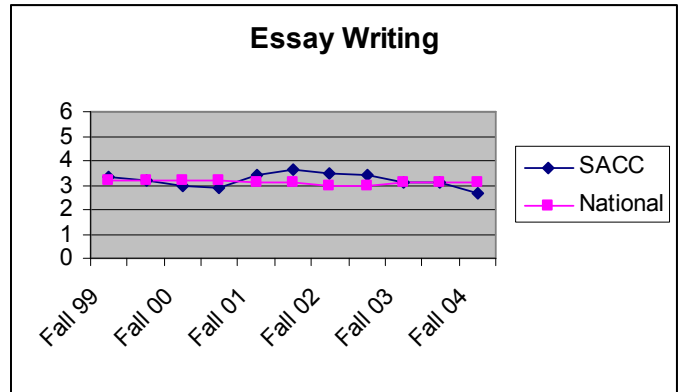
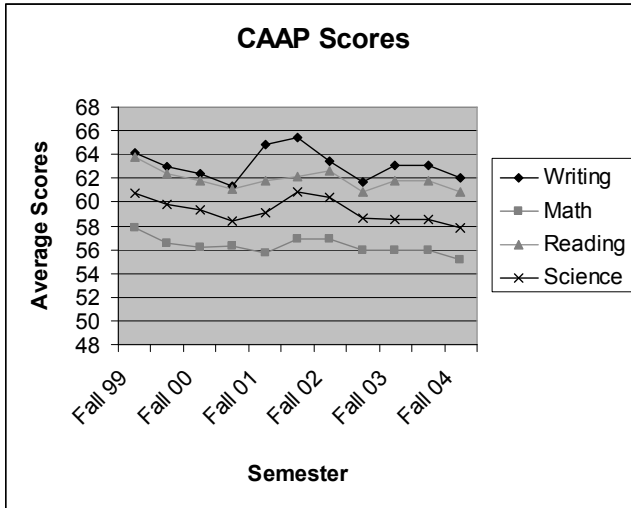
SACC has chosen the Collegiate Assessment of Academic Proficiency (CAAP) to measure this indicator. Each semester, we require all degree-seeking students who have completed 45 credit hours or who will have completed 60 credit hours by the end of the semester to take this exam. In the past, our students have taken five sections of this test: reading, writing skills, mathematics, science, and essay writing. We have the option to administer the critical thinking section.

Results

CAAP Averages		Writing Skills		Mathematics		Reading		Science Reasoning		Essay Writing	
Semester	#	SACC	National	SACC	National	SACC	National	SACC	National	SACC	National
Fall 99	8	64.1	62.6	57.8	56.2	63.8	61.0	60.8	58.9	3.3	3.2
Spring 00	17	63.0	62.6	56.5	56.2	62.4	61.0	59.8	58.9	3.2	3.2
Fall 00	25	62.4	62.6	56.2	56.3	61.8	61.0	59.4	59.0	3.0	3.2
Spring 01	15	61.3	62.6	56.3	56.3	61.1	61.0	58.4	59.0	2.9	3.2
Fall 01	10	64.8	62.6	55.7	56.3	61.8	61.1	59.1	58.9	3.4	3.1
Spring 02	14	65.4	62.6	56.9	56.3	62.1	61.1	60.9	58.9	3.6	3.1
Fall 02	16	63.4	62.6	56.9	56.0	62.6	60.9	60.4	59.0	3.5	3.0
Spring 03	19	61.7	62.6	55.9	56.0	60.9	60.9	58.7	59.0	3.4	3.0
Fall 03	13	63.1	62.5	55.9	56.2	61.8	60.6	58.5	59.0	3.1	3.1
Spring 04	13	63.1	62.5	55.9	56.2	61.8	60.6	58.5	59.0	3.1	3.1
Fall 04	16	62.0	62.4	55.1	56.1	60.9	60.5	57.8	59.1	2.7	3.1

Over the past five years, the average scores for our students bounce around the national averages for two-year colleges. Sometimes our students do slightly better than the national average, and sometimes they perform slightly below the national average. Variation of this type is to be expected. However, looking at the graphs on the following page, you can see that overall there has been a slight decline in the scores for all areas. While the decline is slight, if this trend were to continue over the next few years, we

would steadily be below the national average. Reacting to this early warning sign before it becomes a problem would be to our advantage.



TRANSFER PREPARATION

Core Indicator 10: Number and Rate Who Transfer

Description

“The proportion of an identified entering cohort actively enrolled in a degree program at the community college and completing at least 12 semester hours of credit (or equivalent), who then enroll within two years for at least 12 college-level credits in a degree program at a four-year institution.”

Method

The enrollment office keeps records of where all transcripts are sent. The institutions who receive copies of transcripts are then contacted to determine if the student has transferred there. Currently, we do not keep track of how many hours of credit they are enrolled in at the transfer institution or whether or not they are degree seeking at that transfer institution.

Results

We have only tracked those students who sent transcripts out since 2001, so prior data is not available. The transfer rates for 2002 and 2003 are low because most students stay at SouthArk for several years before transferring.

Fall FTF Degree-Seeking Cohort			# Transferred	
Year	Full-Time	Part-Time	Full	Part
2001	149	81	21	0
	65%	35%	13%	0%
2002	161	68	2	0
	70%	30%	1%	0%
2003	157	157	2	0
	50%	50%	1%	0%

Core Indicator 11: Performance after Transfer

Description

“The proportion of regular college-level courses at the transfer institution completed with a grade of ‘C’ or better by students who previously attended the community college, compared with a parallel proportion obtained for students who began their studies at the transfer institution as first-time freshmen.”

Method

It is not reasonable to ask other colleges for the information given in the description of this indicator. Instead, the transfer institution is asked for an average GPA of the group of students who transferred there as well as an average GPA for their “native” students. “Native” refers to students who did not transfer in from another college. Only institutions who receive a large amount of our students are contacted. This was first done in February of 2005, and the process will be repeated every year.

Results

Transfer Institution	GPA at Transfer School	Native GPA	Difference
UA-Monticello	2.45	2.78	0.33
UALR	2.54	2.71	0.17
Henderson	2.86	2.88	0.02
LA Tech	2.71	2.80	0.09
SAU- Magnolia	2.46	2.99	0.44

The good news is that our students as well as the native students at every school have a “C” average. However, the transfer GPA is consistently lower than the native GPA. Two of the five schools, UAM and SAU, have a rather large difference in the GPA’s. Performing a statistical t test confirms that the two groups are statistically different. The t test would be more reliable if used on individual GPAs rather than averages, but we are not allowed that information. Our goal is to see a GPA at the transfer school that is not statistically different than the GPA for Native students.

One school, UALR, did send us individual GPA’s even though it was not requested. The table below gives each student’s cumulative GPA at UALR and their cumulative GPA here at SACC. The last column in bold gives the averages for each row. A majority of the students are doing better at UALR than they did here at SACC, and the difference in averages is half a letter grade. The correlation coefficient for the two columns is 0.85, so we know that a student’s success at UALR depends greatly on their success here.

UALR GPA	4.00	4.00	3.85	3.38	3.00	2.43	2.40	2.26	2.17	2.12	2.05	1.60	1.38	2.66
SACC GPA	3.25	3.13	2.75	2.06	2.25	1.88	1.61	1.67	1.77	2.00	2.08	1.91	1.76	2.16

DEVELOPMENTAL SKILLS

Core Indicator 12: Success in Subsequent, Related Coursework

Description

“The proportion of an identified entering student cohort that is assessed as deficient in one or more of the basic skills (reading, writing, computation), who subsequently (a) successfully completes developmental work intended to remediate this deficiency and (b) within one year completes their first college-level courses requiring the use of this skill with a grade of ‘C’ or better.”

Results

The results shown below were obtained from looking at transcripts of all students enrolled in remedial classes in the fall of 2000. Using this method means that the students could have completed the remedial program any time over the last four years. The 73 students who were enrolled in Reading II in the Fall of 2000 did not take Reading I. Only students who placed directly into Reading II were evaluated. The most important number in table 1 is the percentage of students who passed (with a C or better) a regular college level class that would require good reading skills or graduated after completing the developmental program. This number is referred to as the success rate. Unfortunately, for Reading I this percentage is only 19%. Only 4 out of 21 students can be considered developmental successes. For Reading II, we have a success rate of 49%, which is much better than 19%, but not as good as we would hope. The higher a student’s developmental placement is, the greater their chance of success. This trend is apparent in all three subjects.

Table 1: Developmental Reading

	Reading I	%	Reading II	%
Total Fall 2000 Cohort	21		73	
# Pass Class	12	57%	54	74%
# Did Not Pass/Withdrew	9	43%	19	26%
# Complete Remedial Program	8	38%	54	74%
# Did Not Complete Remedial	13	62%	19	26%
# Pass Regular Class or Graduate	4	19%	36	49%
# Did Not Pass Regular Class or Grad.	17	81%	37	51%

Table 2: Developmental Writing

	Writing I	%	Writing II	%
Fall 2000 Cohort	54		70	
# Pass Class	38	70%	55	79%
# Did Not Pass/Withdrew	16	30%	15	21%
# Complete Remedial Program	23	43%	55	79%
# Did Not Complete Remedial	31	57%	15	21%
# Pass Regular Class or Graduate	10	19%	37	53%
# Did Not Pass Regular Class or Grad.	44	81%	33	47%

The percentages for Developmental Writing are almost identical for those of developmental Reading. Again, the students in Writing II were not required to take Writing I. For Writing I, we see 19% of people who start in Writing I actually pass Composition I (with a C or better) or graduate, and for Writing II, the success rate is 53%.

Table 3: Developmental Math

	Fundamentals of Arithmetic	%	Elementary Algebra	%	Intermediate Algebra	%
Fall 2000 Cohort	81		109		56	
# Pass Class	60	74%	75	69%	33	59%
# Did Not Pass/Withdrew	21	26%	34	31%	23	41%
# Complete Remedial Program	10	12%	42	39%	33	59%
# Did Not Complete Remedial	71	88%	67	61%	23	41%
# Pass Reg. Class or Graduate	3	4%	23	21%	22	39%
# Did Not Pass Reg. Class or Graduate	78	96%	86	79%	34	61%

For developmental Math, only 3 out of 81 students (4%) beginning in Fundamentals of Arithmetic completed the program and either passed College Algebra or graduated. Students beginning in Elementary Algebra have a 21% chance of success, and those beginning in Intermediate Algebra have a success rate of 39%.

All of our statistics (class passage rates, program completion rates, and subsequent success rates) need improvement. The results for Reading and Writing are not as devastating as those for Math. We have added a new computer program for the developmental math classes called "I Can Learn." Hopefully, this will improve our pass rates and subsequently, completion and success rates.

OUTREACH

Core Indicator 13: Participation Rate in Service Area

Description

“The proportion of the total population aged 17 or older in the college’s service area that has participated in at least one organized activity (course, program, service, event, etc.) sponsored by the college in the past year.”

Method

Since we do not keep attendance at every single event, the best we can do is use our unduplicated headcount enrollment divided by the service region population.

Results

The table below gives the population aged 18 and older for each county (as recorded in the U.S. census bureau’s 2000 census) and the number of students from each county who were enrolled during the 2003-2004 academic year. Because of the distance from El Dorado, our participation rates in Ashley County and Chicot County are extremely low. Hopefully, with the addition of more distance education classes and renewed stress on marketing, these numbers will increase in all counties.

County	Population	# Students	%
Union	33,797	1,426	4%
Ashley	17,718	57	0%
Bradley	9,632	105	1%
Chicot	10,241	1	0%
Total	71,388	1,589	2%

It should be noted that 20% of our students in the 2003-2004 year did not come from our service area.

Core Indicator 14: Responsiveness to Community Needs

Description

“No single statistic currently meets the intent of this indicator... Responding to the intent of this indicator requires the institution to engage in an ongoing process of (a) identifying community needs and expectations; (b) demonstrating that it is responsive to these needs and expectations by continuously improving and adapting its programs and services; (c) demonstrating that the constituency groups served are satisfied with, and have benefited from, these programs and services; and (d) demonstrating that it actively seeks ways to establish and promote partnerships with other entities and organizations for the benefit of stakeholders or the community...”

Method

Other than faculty, staff, and administration informally talking to community members and asking what they would like to see SACC do for the community (which is not something that can be documented here), the only method for identifying community wants and needs is by comments on our community survey. At the annual Expo held in the fall of 2004, a survey was given, and one question asked, “What programs would you like SouthArk to offer?” There were only three suggestions made. They are listed in the Results section. In the spring of 2005, there were only 6 comments made by community members, and they are given below. Before the next administration of this survey, a question asking “What services should SouthArk provide to the community?” will be added. Any changes made in response to their comments will be documented.

Results

The Expo survey in 2004 asked, “What programs would you like SouthArk to offer?”

1. Computer engineering
2. Massage therapy
3. Forestry

These are general comments made on the community survey in the spring of 2005.

1. Training programs for local industry is inadequate. Disbanding programs is not the answer.
2. SouthArk has a large economic impact on South Arkansas (financial).

3. I received an AA before transferring to a nearby university. While in attendance at SACC I found the desks in the main academic building to be uncomfortably rigid. Silly but true! Also, I seldom find continuing education programs at SACC to be of significant use. The faculty turnover rate was/is bizarre. Paying tuition, fees, etc., and buying books was always an agonizingly slow process. Nevertheless, I believe I received a quality education that led to a bachelor's degree and excellent job. I commend Ben Johnson (now @ SAU), Kermit Parks, Kenneth Matocka, Wayne Pratt, Nancy Whitmore, Henry Culbreth, and Ken Kelley for their part in my education. SACC is at a loss since some of the above individuals are no longer on the faculty.

4. SouthArk is truly an asset to the community. The continuous survey to improve services is most needed to determine the needs and desires of the area. The offerings are great.

5. I am proud of SouthArk and its staff. Our community is a better place because of SouthArk. Thanks for all of your work.

6. I've taken several non-credit computer courses from SACC. Would like to take more, but what you've been offering lately do not meet my needs.

CONCLUSION

Strengths

South Arkansas Community College has many areas in which to be proud. Students, community members, faculty and staff are generally satisfied with the college. While there may be certain areas where satisfaction can be improved, overall everyone seems to agree that the college is accomplishing its goals. Not only are the students satisfied, but they report that their reasons for enrolling are being attained. Even the non-returning students who were surveyed said that their reasons for withdrawing were due to circumstances the college could not have prevented.

SouthArk's programs are meeting their individual goals. We know this because of the high licensing rates and the high percentage of graduates who have obtained jobs in their degree area. The employers who responded to our surveys said that our graduates have good to excellent job skills and are better prepared for employment than their other employees.

Our Associate of Arts transfer program is also successful. Even though there is a difference between the GPA's of our students who transferred and the GPA's of native students at other colleges, the difference is less than half a letter grade. In the case of UALR, our students are performing better at the transfer college than they did in classes here at SouthArk. General Education classes that make up the AA program are meeting their goals because our CAAP scores are approximately the same as the national average for two-year colleges.

Weaknesses

The data presented in this document gives SouthArk a good idea of what needs to be done to improve the college. Our freshman retention rates need to improve. While we cannot be absolutely sure of all the different reasons for withdrawing, we do know that a majority of our entering freshmen need developmental education. If we can improve the success in developmental classes, those students will be more likely to continue their education rather than become discouraged from taking more advanced courses.

Our students are also taking a long time to graduate. While this is partially due to the fact that most of our students are part-time students, we can help students graduate in a reasonable amount of time by providing them adequate advising. SouthArk is currently examining the advising system and will hopefully make changes to ensure that every student sees an advisor before registering. A degree audit program would help advisors with the task of providing the quickest way to satisfy degree requirements. We would also be able to document more graduates by purchasing a degree audit program.

Satisfaction surveys have identified areas that need improvement. Faculty and Staff have expressed concerns that they are not adequately involved in the budgeting and planning process. Staff is not satisfied with the current evaluation system because it does not provide feedback that improves job performance, and it does not identify nor reward excellent work. Faculty and Staff also feel that the APM is not being followed. This is because it has not been updated to reflect current changes. Everyone is dissatisfied with parking. This is something the college has been aware of for quite some time but cannot fix over night. Students have also expressed the need for some type of food service on campus. Most of these issues do not have quick solutions, but the important thing is that we know what needs to be done and can now budget and plan for the appropriate changes.