Assurance Argument

Arkansas State University Mid-South

2/28/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

- The Mission has always been the driving force for the institution. Prior to this past year, the most recent evaluation of the institutional Mission, Vision, and Values occurred in 2011. At that time, there was no change to the wording of the Mission statement, but there were minor changes to the Vision and Values statements. After a merger with the Arkansas State University System and the hiring of a new chancellor in 2015, the review of the Mission and Strategic Plan originally scheduled for 2016 was temporarily postponed to give the new chancellor time to become acclimated to the campus culture and with inner workings of the College within the new System.The decision was made at that time to conduct a review of the Mission and launch a new strategic planning process to coincide with the twenty-fifth anniversary of the institution in 2017-2018. The institution is now in the final stages of that strategic planning process.

- There have been several planning activities that have taken place to date with more on the horizon. The process began with the Planning and Institutional Effectiveness Committee conducting both a PEST and SWOT analysis. The SWOT analysis survey was sent to all employees, accompanied with fact sheets for the college and demographic information about Crittenden County and the surrounding area. The results were shared with Chancellor's Senior Staff and then with the College as a whole. Planning groups, consisting of full-time employees, were formed to evaluate and suggest changes to the Mission statement, while adhering to the general mission of the college prescribed by Arkansas Department of Higher Education (ADHE) policies. The suggested changes were eventually narrowed down until a small list was settled on and submitted to the members of the Institutional Planning and Effectiveness (IPE) Committee. The Vision and Values statements were tackled in a similar manner. From the input received, members of the IPE Committee worked to create a final draft, which was then emailed to all employees and shared at a campus-wide faculty/staff meeting for review and comment. No additional feedback was received, and these statements were ultimately endorsed by the Board of Visitors of Arkansas State University Mid-South

on November 13, 2017 and approved by the Arkansas State University Board of Trustees on December 8, 2017.

- The next step in this process involves the planning groups analyzing the current Strategic Plan in light of the updates made to the Mission, Vision, and Values statements, as well as the new outcomes-based funding formula developed by the Arkansas Department of Higher Education (ADHE) currently under review by the State Legislature. Additional information about the planning process is shared in Criterion Five.

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

- **Academic Programs**: In fulfilling its Mission of high quality educational programming that fosters student success, workforce development, and lifelong learning, the programs offered by the College fall into two categories: general education (academic/transfer) or workforce education. The general education component provides associate degree level coursework to students who wish to ultimately pursue a baccalaureate degree. The workforce education component provides career and technical coursework at the certificate and associate degree level for students who wish to pursue immediate employment with industries within the local metropolitan service area. Most career and technical programs include embedded industry-recognized credentials, which help to ensure industry alignment and quality of instruction, while also providing students with added marketability for seeking employment. While intended primarily to prepare students for immediate entry into the workforce, graduates in career and technical programs also have the option to matriculate those courses to a Bachelor's of Applied Science degree offered by two of our University Center Partners - Arkansas State University and the University of Arkansas at Fort Smith. The programs offered by tASU Mid-South are in Chapter 6 of the online Catalog, and individual webpages exist for each program.

- The college also offers programs in Adult Basic Education/GED, Literacy, and English as a Second Language (ESL)/English Language Learners (ELL) programs which provide adult students basic skills instruction in reading, writing, and math to help prepare them for both college and the workplace.

- **Student Support Services**: The student support services provided by the College encompass all aspects of student learning and student success. These services are extraordinarily important because Mid-South serves a large population of low-income, first-generation college students. Significant student support services are provided to eligible students by three federal programs: TRiO Educational Opportunity Center, TRiO Student Support Services, and a Title III PBI grant. Each of these programs provide assistance with academic support (mentoring, advising, and counseling), educational planning, and life skills and leadership development activities. In addition, the Barbara C. Baxter Learning Success Center located within the Donald W. Reynolds Center, provides free tutorial services, a testing center, an open computer lab, laptop checkout, advising services, and disability services for all students. The Sandra C. Goldsby Library, located directly across the hall from the Baxter Learning Success Center, provides print materials and internet-based online databases to support student research needs, as well as computer workstations, private study rooms for individuals or small group study sessions, and a viewing room for watching videos and DVDs or listening to cassettes and CDs required for class. The library also has a self-serve ID-enabled copy machine for reproducing class notes, making copies of presentation handouts, etc. Offices are staffed from 7:30AM-7:00PM M-Th, and 7:30AM- 4:30PM on Friday.

- **Enrollment Profile**: The enrollment profile for Arkansas State University Mid-South (ASU Mid-South) shows enrollment of students by residency, gender, race/ethnicity, part-time versus full-time status, and student type, concurrent versus adult students served. The demographics of the college's enrollment mirrors closely the demographics of its service district.

3. The institution's planning and budgeting priorities align with and support the mission.

- The Mission is the guiding principle in determining budget and planning priorities. The Mission Statement emphasizes the three main foci of the college: high quality educational programming, workforce development, and lifelong learning. The budgets since the last HLC comprehensive visit are here: 2014, 2015, 2016, 2017, and 2018. The College allocates more than one-fourth of its unrestricted budget each year towards instructional expenses to ensure students receive high quality instruction from qualified instructors. To help meet the other goals of the mission and to offset the stagnancy of state funding, grants have been strategically utilized. A number of Department of Labor grants, such as TAACCCT and America's Promise, have benefited the College, allowing workforce programs to purchase new equipment, update curricula, and attract highly qualified industry professionals to teach. Department of Education grants such as TRiO and PBI have been essential in the provision of high quality student support services. Adult Education and Career Coach (providing student support services and post-secondary access services to students in grades 8-12 at ASU Mid-South's two largest feeder school districts, Marion and West Memphis) grants from Arkansas Department of Career Education also support the mission of lifelong learning.

- Once the institutional budget is finalized, the Senior Staff, consisting of the Chancellor, Vice Chancellors, and Associate Vice Chancellors, solicit one-time funding requests from their budget managers. Budget managers are asked justify their requests by linking it back to a Planning Objective. The requests are compiled by the VC for Finance and Administration, who sends them to the Senior Staff for review. Senior Staff then meet to discuss and rank each of the one-time funding requests by priority need. The prioritization is based upon the institution's strategic priorities, critical need (primarily related to a student safety or critical maintenance issue), and available funding. In FY18, three of the four funded priorities involved replacing IT equipment necessary for data storage, communication, and classroom computing. The other item (ductwork to connect to a fume extractor) related directly to student safety in the welding technology program.

- The decision to merge with the Arkansas State University System was also guided by the desire to benefits students through greater institutional name recognition, increased support for staff and administrator professional development, more efficient system processes, and the plan to provide more options for seamless transfer. The June 2015 Board Packet reflects the budget for the year and other priorities of the college.

Sources

- 12-8-2017 ASU System Mission Approval For ASU Mid-South
- 17-18 One-time request email
- 17-18 One-time Requests
- 17FAL.information sheet
- 2013-2014_ASUMS_Approved

- 2014-2015_ASUMS_Approved
- 2015-2016-MSCC-Approved-budget-Summary
- 2016-2017-ASU-Mid-South-Summary-budget-1
- 2017 Minutes
- 2017-2018 Operational Plan Objectives
- 2018 Budget Instructions
- 2018 One-time Request form
- Academic (transfer) programs
- ADHE Policy- Mission of college
- America's Promise
- April BOT Minutes 2011 (approval of college mission and purposes)
- ASU Mid-South Budget-Process
- ASU Mid-South Fast Facts
- ASUMS-FY18-Budget-Summary
- College Mission
- Combined PEST Analysis
- crittenden-county-profile
- disability services
- Fall 2017 Kick-Off
- June 2015 Board packet
- Learning success center
- library
- Literacy, Adult Ed, ESL
- Mission Statement Drafts Round 2
- Mission Statemernt Drafts Round 1
- Mission Survey to Employees
- Mission_Vision_Values_handout
- New Mission, Vision, and Values Statement
- PBI
- pbi grant
- Productivity_Funding_Policy_CColleges
- Revenue and expenditure Dashboard
- SSS
- Strategic Planning Groups
- Strategic-Plan-for-2015-2018.pdf
- Student responses to Planning Survey
- SWOT by Employees
- taaccct
- technical programs
- trio
- university center partners

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

- Arkansas State University Mid-South clearly articulates its Mission through public documents: Mission, Vision, and Values statements, as well as the Strategic Plan. These public documents are available in several places on the College's website.

- Because the Mission, Vision, and Values statements were so recently updated (in December 2017), work is still underway to ensure the revised versions are reflected in all relevant public documents, such as the College Catalog and Employee Handbook, as well as the Strategic Plan, prior to their next publication. While current versions of these documents may contain the previous versions of the Mission, Vision, and Values statements, the general mission of the college remains the same, as documented in the Higher Education Coordinating Board Policy of the Arkansas Department of Higher Education.

- The Chancellor's Report for 2017 which was sent to various constituents, such as the Board of Trustees, Board of Visitors, Board of the Foundation, business and industry partners, donors to the Foundation, etc., begins by stating the Mission of the College.

- In addition to being available on the website, the Mission Statement is often posted in employee's offices and included in employees' email signatures.

- Administrators often refer to these statements in college-wide emails to remind the campus about the importance of these guiding statements and use them to acknowledge the commitment and achievements of faculty and staff.

2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

- The Board of Trustees approved the current Mission, Vision, and Values statements on December 8, 2017. Prior to that, the College had the same Mission Statement for several years. With the change of leadership internally and the merger with the Arkansas State University System, it was determined it was time to revisit the Mission to allow input from newer employees. With the twenty-fifth anniversary of the college on the horizon, the decision to update the Mission, Vision, and Values is both timely and appropriate.

- The revised Mission Statement is more concise and easier to remember, yet it still encompasses the original mission provided in statute: to be "…an open enrollment, two year institution that serves Crittenden County and the surrounding areas." The institution's revised Mission Statement identifies three broad foci: high quality educational programming, workforce development, and lifelong learning. The Vision and Value statements further explain the ideals and driving principles that support that Mission and the purpose of the College's work.

- As a comprehensive community college, ASU Mid-South's primary emphases are learning and instruction, economic development, public service, and cultural enrichment. These emphases are clearly reflected in the three foci identified in the Mission Statement: high quality educational programing; workforce development; and lifelong learning.
    - Instruction and Economic Development: Instruction and economic development go hand in hand. High quality educational programming that supports the region's need for well-educated and skilled workforce and that provides opportunities for individuals to gain access to jobs that are high wage, high tech, or high demand is the key to the economic growth and development of the College's service district. This concept is re-emphasized in the College's Vision Statement which professes a desire to be recognized as innovative and collaborative in developing and utilizing promising practices to ensure a quality learning environment and regional economic development. The Vision Statement goes on to underscore the College's determination to help students obtain knowledge, self-understanding, and autonomy, to provide them with the learning resources and support services necessary to meet their educational goals. Finally, the College's Vision reflects its desire to be viewed by its constituents as the educational provider of choice, meeting the region's employment demands and broadening access to higher education opportunities.
    - Public Service and Cultural Enrichment: The College's commitment to public service and cultural enrichment is broadly encompassed in the Mission Statement by its stated desire to enrich lives through educational programming, workforce development, and lifelong learning. It is more pointedly expressed in the Vision Statement, which describes the institution's desire to empower individuals by celebrating their strength and diversity and by helping them obtain knowledge, self-understanding, and autonomy. It is also expressed in the institution's desire to meet the diverse educational and cultural needs of our communities, while also supporting student interests through a range of organizations and activities.

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

- The overarching mission (not the Mission Statement) of the College is defined by Arkansas Department of Higher Education Policy.

- The Mission, Vision, and Values statements of the College identify, more indirectly than directly, the nature, scope and intended constituents of the higher education programs and services the college provides. However, the current Strategic Plan, which the College is

currently revising, further defines and explains the nature, scope and constituents of the institution. Within the plan are the following purposes:

- To provide community college general education and technical curricula which prepare students for global awareness, an appreciation of diversity, employment and lifelong learning.
- To provide academic resources, technology, and learning support programming to foster student success.
- To provide extra-curricular activities that promote wellness, leadership development, good citizenship, and cultural growth.
- To foster economic development by providing a training and educational link between the College and business and industry that ensures a competent workforce.
- To provide local access to baccalaureate and graduate education through partnerships with universities and four-year colleges.
- To support cultural and community events.

Sources

- ADHE Policy- Mission of college
- Annual_Report_2017_FINAL
- CMcHann ThankYou 11-4-15
- College Mission
- McMillen Core Values
- Mission_Vision_Values_handout
- Strategic-Plan-for-2015-2018.pdf
- Website References to the Mission

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.The institution addresses its role in a multicultural society.

Examples of ways in which the College encourages multiculturalism within the scope of the Mission and constituents served include:

- Faculty, staff, and students regularly engage with a variety of cultures and ethnic backgrounds through the promotion of public programs, student organizations, and student life programming. A sample of the campus calendar demonstrates the strength of these efforts and the active participation of student led organizations - including male/female mentoring groups Brother2Brother and L.I.F.T., as well as a student group geared towards our growing Latino population, Somos Greyhounds. The Baptist Collegiate Ministry operates on campus as a nondenominational, open membership club and its purpose is to encourage student fellowship, to develop student leadership skills and to provide opportunity for the study of the Bible and its teachings. The BCM serves to organize students for service and ministry and to help students talk about their faith to other students.

- Student organizations participate in and organize their own multicultural events and activities. Phi Theta Kappa annually raises funds to support special needs classrooms in West Memphis School District and facilitates student trips to area cultural sites such as the National Civil Rights Museum. Other student groups attend regional and national conventions related to their groups, where they meet students from other parts of the country and are exposed to other's thoughts and ideas. Representatives from Brother2Brother, a male mentoring organization, attended the National Consortium on College Men of Color (NCCMC). Participants in SkillsUSA, a competition designed to recognize excellence from students enrolled in technical programs of study, compete for both state and national medals and meet competitors from all over the country.

- Through a partnership with an organization called Sustain Ability, ASU Mid-South welding students, as part of a class project, developed a water filtration system to send to Tanzania. The idea is that the filter can be recreated so that Tanzanians can build their own water filtration systems and have safe, clean water. Participation in this class project helped to create a sense of global awareness and responsibility for the students involved.

- In 2014, The College hosted Hino Technical Skills Academy students and staff from Japan through a partnership with the Hino Corporation, an industry partner that has employees who serve on Advisory Boards for the College. Students from both the College and Hino Technical Skills Academy learned about each others' cultures, while also highlighting the talents and abilities of students at both schools.

- Another event hosted by ASU Mid South, a Career Exploration Camp, involved inviting children from the community to explore possible careers in Hospitality or Machining & Mechatronics. The hands-on project for the Hospitality group included cooking various meals and researching American, South African, and Hispanic cuisines. The Machining & Mechatronics students learned how to make a fishing pole.

- The College regularly provides extra-curricular activities that promote wellness, leadership development, good citizenship, and cultural growth. Workshops and student driven initiatives allow for attention both to the diversity of the campus community and to the development of student leadership skills, with an ultimate goal of creating a campus that reflects the larger community/service district. Sigma Kappa Delta (SKD) in partnership with TRiO Student Support Services held a series of panel discussions about diversity and human rights. The attendance since the first discussion has greatly grown, with about twenty people at the first discussion to over a hundred attendees by the third event.

- Black History Month programs have grown into an excellent opportunity to engage with community leaders and groups throughout our region, including notable speakers, musicians, and African-American fraternal organizations in the Greater Memphis area. During Black History Month, TRiO Student Support Services presents films that feature prominent African-Americans' biographies, such as *42: The Jackie Robinson Story* and *Race* about Jesse Owens. Hidden Figures about female, African American NASA mathematicians was shown in September 2017.

- Arkansas State University Mid-South joined the Minority Male Community College Collaborative (M2C3) National Consortium on College Men of Color to enhance its commitment to the success of historically underrepresented and underserved students. Additionally, ASU Mid-South, through the efforts of one of the Title III PBI counselors, held its inaugural Men of Color Conference in Spring 2017 and is planning the second annual conference in Spring 2018. Faculty and staff from the region were invited to present on various topics, and students were encouraged to participate in the Conference as well.

- The revival of KWEM, a resurrected historical radio station whose roots are based in Crittenden County, reflects the College's commitment to keeping the culture of the area alive and preserving the memory of famous artists including Howlin' Wolf, B.B. King, Johnny Cash, Albert King, and Scotty Moore.

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves:

- The Title III Predominately Black Institutions (PBI) Grant is a Department of Education grant funded initiative that fosters student success through connections between classroom content, cultural awareness, workforce training, and lifelong learning with an emphasis on the diversity of our region and student body.

- The College seeks out partnerships and recognition which draw attention to the many walks of life from which our students come. One example of this is our regular recognition as a Military Friendly School.

- ASU Mid-South's services and programs are as diverse as the constituents it serves. A

student can begin on the Mid-South campus as an Adult Education student, receive his or her GED, enroll in college classes, complete an associate's degree, and stay on campus to complete a bachelor's degree, and even a master's degree, from one of ASU Mid-South's University Center partners.

- In addition to programming and services, the college approaches planning, development, and other internal processes with attention to the diversity of our community and the expectations that our students will succeed in a multicultural society. One reflection of these efforts is the active assessment of recruitment and retention efforts in regard to minority students and consideration of issues facing all segments of the population the college serves.

- In the Spring of 2017, the Chancellor called for the creation of a Diversity Taskforce to gather and analyze data, and then develop strategies to ensure diversity in recruitment, enrollment, hiring, retention, and graduation, and other areas of the institution. The members of the taskforce drafted a letter to the Chancellor with suggestions based on their findings. This led to the creation of a standing diversity committee in Fall 2017 to maintain a focus on inclusion at the institution.

Sources

- College_Earns_Military_Friendly_Nod_11-5-15
- Mid-South Community College Minority Recruitment and Retention Annual Report 2015
- PBI Project Narrative
- 2016 Clothe a Kid
- 2017-2018 Committees List
- Activities Calendar for 9-18-17
- Arkansas State University Mid-South Representatives Attend Men of Color Conference _ ASU Mid-South _ West Memphis, Arkansas
- ASU Mid-South Minority Recruitment and Retention Annual Report 2016
- ASU Mid-South Minority Recruitment and Retention Annual Report 2017
- ASU Mid-South First Career Exploration Camp A Success _ ASU Mid-South _ West Memphis, Arkansas
- Black History Program (2017)
- Black-History-Month-2016-dh
- Brother 2 Brother
- Brother 2 Brother _ ASU Mid-South _ West Memphis, Arkansas
- Campus Calendar 11-9-15
- Clothe a kId 2017
- college_joins_minority_male_consortium_11-19-15
- Diversity recommendations 2017
- Dr fenter blog_hino_academy_10-29-14c
- kwem-fm_on_the_air_5-27-15
- MOC Conference program
- Revised GAN 3.15.16

- Sigma-Kappa-Delta-10_2017-FINAL (3)
- SKD Panel Discussion 9-26-17 (002)
- SkillsUSA Championship _ ASU Mid-South _ West Memphis, Arkansas
- TRiO Movie 42
- TRiO movie Race
- TRiO SSS Fall 2016 Calendar Final
- Welding-Tanzania-story

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

- When deciding to become a part of the Arkansas State University System, one of the biggest concerns was the effect on both our students and our community. For the public and students, the merger has resulted in almost no perceivable, significant change other than a name change.

- The actions and decisions of ASU Mid-South by the Board, Chancellor, and administration reflect the understanding that the institution serves an educational role to the public as well as the institution. Throughout the [Mission, Vision, and Values statements](#), the idea of serving the public is pervasive. When making decisions that affect students, employers, employees, and the community at large, our public obligation is a guiding principle.

- In its educational role, ASU Mid-South provides to the public a variety of services and educational opportunities in addition to those provided to students.
    - The Arkansas State University Adult Education Program provides basic skills instruction in reading, writing, and math to adult learners to prepare them for college and the workplace. Programs offered include GED preparation and testing, ESL instruction, Accelerating Opportunities, Literacy Council classes, and programs for adult offenders at the Crittenden County Department of Corrections. Information about the Adult Education program is available in [English](#) and [Spanish](#), and flyers and posters for ESL instruction are available in [Korean](#) and [Spanish](#). ASU Mid-South has additional locations in Marion and Earle, which are part of Crittenden County, Arkansas, and in Wynne, which is located in Cross County, Arkansas.
    - While not technically part of the College, the [Arkansas Workforce Center](#) in West Memphis is housed on the campus of Arkansas State University Mid-South as a convenient and accessible avenue for those in the community searching for employment.
    - The College provides space for various art exhibits, holds openings and invites the public to meet and learn about the art from the artists. Recent exhibits include Art and Soul [III](#) and [IV](#), [Champion Trees](#), and [Horseshoe Lake by the Arkansas Delta Project](#),
    - The College offers classes for the community through the efforts of the Director of Employer Engagement & Business Services. The director communicates with local and Memphis businesses to determine their needs and possible partnerships for training for their employees. Business and Industry classes are available on campus and online to

      provide additional learning opportunities to the community, students, and employees. [Examples](#) of the trainings available are Beginning Excel, various OSHA courses, drone pilot training, and forklift certification.

- Another service to the community is [Delta Cuisine Incubator Kitchen](#). The Delta Cuisine staff provides technical assistance through direct one-on-one coaching, with the majority of coaching focused on topics related to the needs of entrepreneurs. This includes topics such as conversion of product ideas into production formulas, the use of commercial equipment, and financial concepts of cost accounting and pricing. More advanced coaching, such as marketing strategies, is also available.
- The [Delta Market](#) is an opportunity for farmers, artists, and food trucks to sell their wares and for the College to promote [local enterprises](#). People from the community and employees enjoy the fresh air and fellowship while shopping and enjoying delicious cuisine on the ASU Mid-South campus.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

- Educating students, the community, and the campus (events and professional development) is the primary concern of Arkansas State University Mid-South. While the institution meets the other criteria throughout this argument, it is this area, which is our greatest strength. It is hard to separate any activity on campus that does not in some way affect students and student learning. From the academic and technical course offerings and student support services to maintaining a safe and pleasant campus for students, all of these illuminate the focus on student learning.

- One example is the food services provided by the College through the Cafe Grill. The [Grill does not make a profit](#), but instead operates at a loss; however, having food on campus for students, employees, and visitors is deemed a necessity. Many students lack transportation, so without the Grill they would unable get a meal.

- As a public institution, ASU Mid-South does not make a profit for investors. The institution does pay an annual fee to the Arkansas State University (ASU) System. This fee pays for services that the College would otherwise have to pay to outside entities, and instead finds value in being part of the System and sharing costs for services such as the ASU System legal team, human resources benefits coordinator, and internal auditors, among others. On page 13 of the [merger agreement,](#) the determination of the amount of the fee is explained.

- The Board of Trustees and every employee must sign a [disclosure form](#) to declare any outside interests, whether in time or money, that would affect their ability to do their job, and in any way compromise the institution or system. The integrity of the Board and the institution is addressed further in Criterion 2.

- The College provides donations and sponsorships to external constituents, providing opportunities for the College to help others in the community. The Administration Office keeps a [record of external gifts and donations](#).

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

- The College provides the use of space on campus to the community. An individual or group who wants to use space on campus fills out a [Facilities Use Long Form](#) for when the college is

open and an After Hours Facilities Use Form for when the College would typically be closed. The policy is provided to the external group, a list of approved caterers, and the room charges prior to the event being booked. A schedule of events is sent weekly for the following week to inform the College personnel of the meetings and visitors on campus. Internal requests for meetings use the Astra calendar system.

- The College has earned the Military Friendly distinction from Victory Media for several years. By working with Veteran's Affairs, the College provides many programs that are aligned with the types of skills one may learn in the military.

- Food insecurity is an issue for students, particularly in the ASU Mid-South service area. Food is collected and dispersed in different spaces on campus where students can come get a free snack and some water. There is a small food pantry in the Administration Building. The Registrar's office keeps snacks and water for students, and some faculty around campus keep food in their offices specifically for students who drop in; all of this at the faculty or staff members' own expense. Students who worry about food are less likely to be able to focus on their education, so helping keep them fed is an educational responsibility.

- The Home Visiting Services program uses Parents As Teachers (PAT) curriculum to assist families with children from the prenatal stage until the child's 3rd birthday. The families receive personal home visits twice a month that focus on parent-child interaction, development-centered parenting and family well-being. Monthly Group Connection meetings are held on ASU Mid-South campus that allow PAT families to build connections with other parents and increase their knowledge of ways to support their child's development. The children also receive screenings to help identify areas of strengths and concerns

- The Educational Opportunity Centers (EOC) program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. The TRiO Equal Employment Opportunity office on campus provides guidance to anyone interested in furthering their education and provides services to prospective students who want to go to any college, not only ASU Mid-South.

- Career Services provide employers and students an opportunity to connect. The Virtual Career Center gives students the opportunity to provide their resumes and employers the ability to search applications of qualified students and graduates. This serves both students and businesses in the community. The College holds career fairs each semester to allow face-to face interaction between employers and potential employees. Most everyone has heard of the phrase, "A teachable moment." The Director of Career Services is especially vigilant in helping students learn how to present themselves when going on interviews and communicating with employers and faculty. He takes opportunities to provide teaching moments through in-person workshops and email communications.

- A compilation of community resources is provided through ASU Mid-South's website to help provide information and address the needs of the community.

Sources

- 2016 Delta Market Vendor application
- Adult_Ed_program_card
- Adult_Ed_program_card_SPANISH
- After Hours Facilities Use Form
- Approved Caterer List
- Art & Soul III
- Art & Soul IV
- ASU Mid-South Food Bank
- Business & Industry Community Classes _ ASU Mid-South _ West Memphis, Arkansas
- Cafe Grill P&L YTD 063015
- Campus Calendar 11-9-15
- Career Fair Fall 2017
- Career Fair Prep _ ASU Mid-South _ West Memphis, Arkansas
- Career Services _ ASU Mid-South _ West Memphis, Arkansas
- Champion Trees Exhibit
- College_Earns_Military_Friendly_Nod_11-5-15
- Community_Resources_2018
- Conflict_of_Interest_or_Conflict_of_Commitment
- Delta Market
- EOC EOY Presentation 2016-2017
- ESL_poster_Eng-Korean
- ESL_poster_Eng-Spanish
- Facilities Use Long Form
- Facilities Use Policy External Agencies
- Home Visiting Services Present to Marion High School 08_10_17FINAL
- Home Visitors
- I.D.1 Home Visiting Network executed award document
- I.D.3 Annual_Report_2016_ver17
- Mission_Vision_Values_handout
- Room Charges
- Signed ASU Merger Agreement
- Soft Skills _ ASU Mid-South _ West Memphis, Arkansas
- Sponsorships 2017-2018
- The Arkansas Delta Project
- Transfer Fair
- Welcome to Eastern Workforce Centers
- White River Planning and Development District Grant-Delta Cuisine

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The descriptions in this section and supporting documents clearly demonstrate the commitment of Arkansas State University Mid-South to live our Mission as a quality educational institution serving a diverse population in our region. The College's allocation of resources, both in terms of finances and work hours, reflect the institution's role in providing opportunity to a community with significant needs in terms of general and workforce education, as well as socioeconomic growth. The effects of generational poverty on Crittenden County and the surrounding area are significant and require meaningful contributions from the College to meet our obligation to provide both quality educational programming and student support services to our constituents. The recent merger with the Arkansas State University System has allowed the College to further refine those resources by connecting the College with both colleagues and best practices from various System campuses. While the College's Mission has not changed as a result of the merger, ASU Mid-South has revised the Mission, Vision, and Values statements, and other outward presentations of that Mission, in order to continue our roll as leaders in this community in terms of technology, accessibility, and anticipating the future of job opportunities and economic development in our service area.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

- **General Policies and Procedures**

  ASU Mid-South has established and implemented policies and procedures to ensure integrity, fairness, and ethical behavior in its institutional practices. Policies and procedures for all college employees are outlined in the employee handbook, while policies related to students are outlined in the college catalog and concurrent student handbook. In the college catalog, there is one section (Chapter 7) for academic policies and procedures and another section (Chapter 5) for general college policies and procedures. Initial college policies and procedures were developed by the administration to set forth expectations of student and employee behavior, mitigate institutional risk, and ensure compliance with state and federal laws. Additional policies and procedures have been developed, as needed, in response to institutional and regulatory requirements.

  The merger agreement between Arkansas State University and Mid-South Community College stipulated that ASU System would accept Mid-South's operating procedures, internal governance, and established traditions, even though they may differ from those specified for other ASU System campuses (pages 9-11). One of the first actions taken by the new Chancellor upon her hire in 2015 was to establish a standing Policy Review Committee. The committee, which consists of members from administration, faculty, and staff, is divided into four policy-specific sub-committees: Student, Employee, Academic, and College-Wide/Institutional. The charge of the committee is (1) to review and compare current Mid-South and ASU System policies; and (2) to recommend new policies or modifications or deletions of existing policies, as necessary to the Chancellor.

  The creation of the Policy Review Committee was to provide for more feedback and guidance from campus stakeholders in the creation of new policies and in the review of existing ones. Committee rules and a process flowchart were created, subcommittees were formed, and quorums were determined for the both the larger committee and the subcommittees. A policy recommendation form was created to allow anyone from the college to suggest either a new policy or a revision to or deletion of an existing one.

  The policy recommendation form is sent to the Policy Review Committee chair, who presents it to the full committee for referral to the appropriate subcommittee. The subcommittee receiving the referral then reviews the proposed policy and researches its possible consequences, inviting

others to inform the discussion, if warranted, including those from outside the college. (An example of this type of scenario involved a proposed change with regard to retirement benefits, where a financial advisor was brought in to explain issues related to early retirement withdrawals.) The subcommittee then makes the decision whether or not to refer the proposed policy change back to the full committee, either as originally presented or in a modified form. The membership of the full committee then has the opportunity to ask questions and discuss the proposed policy before voting on whether to recommend the change or addition to the Chancellor. Ultimately, the decision to approve the policy recommendation resides with the Chancellor, who reports her decision and its rationale (in the event the policy is not approved) back to the committee via the form, through the committee chair. Once approved, new and modified policies are then sent to the committee chair and to the appropriate department for implementation. The Chair shares the status of the policies with the committee on a regular basis.

During the change of control post-merger visit by the Higher Learning Commission, the peer review team raised a concern about how the Chancellor would navigate a situation where an ASU Mid-South policy contradicted an ASU System policy. In the past three years, this issue has arisen on two occasions. The first involved a slight difference in the tuition waiver policies for ASU employees. After consultation between the Chancellor and the President of the ASU System, a compromise was reached whereby ASU Mid-South was allowed retain its policy for its own employees, while agreeing to honor the system policy for employees of other ASU system schools. The second scenario involved a difference in early retirement policies, as related to insurance benefits. In late 2016, ASU Mid-South made the decision to move under the ASU System insurance plan. Subsequently, we were notified that our early retirement policy had to be modified to align with ASU System early retirement policy, as it relates to health, life, dental and vision insurance. The primary differences in the two policies were with health and life insurance. ASU Mid-South's policy required a retiring employee to assume the full cost of their life insurance, while maintaining the employee rate for their health insurance premium. The ASU policy requires the employee to pay half the cost of the health insurance premium, while requiring the institution covers the cost of life insurance. While navigating these benefits changes and resultant and necessary modification to our early retirement policy, the Chancellor and the President of the ASU System reached a compromise agreement to allow an early retiree from ASU Mid-South, who would have been adversely affected by the sudden change, to be grandfathered in under the old ASU Mid-South policy.

Financial Policies and Procedures

ASU Mid-South follows Governmental Accounting Standards Board (GASB) standards with regard to its financial management and reporting. Key finance personnel are identified each year to receive training through the Southern Association of College and University Business Officers (SACUBO).

The ASU System Financial Office coordinates financial policies and procedures, in accordance with state and federal law, at each of the ASU system schools. They require quarterly financial reporting; assist with capital project financing; set minimum standards for safeguarding assets that have been purchased, constructed, or donated to the college; and work with the Chancellors and CFOs to review the annual operating budgets and tuition requests that require board approval. In this manner, the System Office provides not only technical assistance, but real time checks and balances on the financial activities undertaken by each institution.

The Department of Legislative Audit conducts financial audits of state institutions of higher

education at the end of each fiscal year. Audits for the years 2014, 2015, and 2016 are provided. The results of these audit are sent to the Legislative Joint Auditing Committee of the State of Arkansas.

In addition to the Financial Audits, which are conducted by the State, the ASU System has an Office of Internal Audit (IA), which supports each campus of the Arkansas State University System by evaluating the adequacy of internal controls, accuracy of financial records, and compliance with standard accounting practices, federal and state regulations, and college policies and procedures. This office functions as an independent appraisal activity to ensure (1) assets are safeguarded and their use is properly accounted for; (2) accurate financial and managerial controls exist and function properly; (3) necessary recommendations are made for appropriate improvements in controls; (4) and management plans, policies, and procedures are carried out and executed efficiently and effectively.

An internal audit plan, based upon a risk assessment process, is developed annually for the ASU System as a whole. The risk assessment considers risks within and across all components of the System. Input is solicited from appropriate members of the System management and from each respective campus for this purpose through an internal audit and risk management survey. Training is routinely conducted, guidelines are provided for employees, and an anonymous reporting function (web form and a phone hotline) is available on the System's webpage. This function, unique to System colleges, is a tremendous asset in helping to identify and address non-compliant activities.

In 2015-16, ASU's Office of Internal Audit (IA) conducted a selected review of MSCC travel expenses for the period July 1, 2014 through June 30, 2015 – the year prior to the merger. The primary objectives of the audit were to evaluate the adequacy and application of accounting and operating controls, business and management practices and internal controls necessary to appraise compliance with prior travel policies and procedures as well as Federal and State law. In 2016, IA conducted a review of ASU Mid-South's Financial Aid Office for the period July 1, 2015 to June 30, 2016. That review included the general control environment, student eligibility and awarding, professional judgment and dependency overrides, the verification process, tuition waiver, disbursements, consortium/contractual agreements, satisfactory academic progress/appeals procedures, federal student aid (FSA) credit balances, escheatment, and return to Title IV (R2T4), Title IV FSA program drawdowns, and financial aid reconciliations. In addition, IA investigated two issues (first, second) of potential employee non-compliance with federal and state law, as well as ASU Mid-South Policies, Procedures, and Guidelines. These investigations were in response to concerns reported by internal staff on the *Fraud Risk Questionnaire.* Finally, in 2017, IA conducted an Inventory Audit at the ASU Mid-South Campus. The purpose of this audit was to demonstrate accountability with regard to the disposition of random sample of equipment items, as identified by their inventory tag numbers and descriptions.

The results of Internal Audit are used to develop and implement corrective action plans, where necessary; to address deficiencies in internal controls, as well as internal policies and procedures; to better align funds with identified needs for training and professional development; and to affirm certain personnel actions. As with financial audits findings, internal audit findings, along with any resultant corrective action plans, are reported to the Legislative Joint Auditing Committee. Any reports disclosing unauthorized disbursements or unaccounted for funds or property are referred to the appropriate prosecuting attorney for further action.

Additional Policies Related to Ethical Behavior of Employees and the Governing Board

The State of Arkansas has various ethics rules in place governing state employees. That includes the Arkansas Ethics Commission's Statement of Financial Interest Form, which must be filed annually by the Chancellor and all Vice Chancellors with the Arkansas Secretary of State's Office. This form discloses each employer and/or source of income received by the employee or spouse, or any other person, for the use or benefit of the employee or spouse in any amount greater than $1000. Additional disclosures on this form includes every business in which the employee or spouse or any other person for the use or benefit of the employee or spouse have an investment or holding and the fair market value of that investment or holding; every office or directorship held by the employee or spouse in any business, corporation, firm or enterprise subject to jurisdiction of a regulatory agency of the State or any of its political subdivisions; a list of all creditors to whom the value of five thousand dollars ($5000) or more is personally owed or obligated; any past-due amounts owed to any governmental body; a list of all guarantors or co-makers who has guaranteed any outstanding debts; all gifts (defined as any payment, entertainment, advance, services, or anything of value unless consideration of equal or greater value has been given therefore) greater than $100 in value received by the employee or spouse or greater than $250 by dependent children; any monetary award over $100 received in recognition of the employee's contribution to education; non-governmental sources of payment for food, lodging or travel when expenses incurred exceed $150; and employment at any business under direct regulation or subject to control by the governmental body which the employee serves.

All employees must also comply with State of Arkansas Employee Disclosure Requirements, which require them to disclose annually to the Arkansas Department of Finance and Administration any benefit received from any state contract. Employees must also file an Extra Income Disclosure detailing the source and amount of any income in excess of $500. Finally, ASU System Policy requires that all ASU employees disclose any Conflict of Interest or Conflict of Commitments at least annually, but any time a potential conflict of interest or conflict of commitment arises.

Members of the Arkansas State University Board of Trustees, the governing board for all institutions within the Arkansas State University System, must adhere to their Board policies which dictate expectations of behavior, including those related to ethics and conflicts of interest. Those expectations are outlined in the Board's By-Laws, Principles of Service, and Standards of Conduct & Conflict of Interest.

Academic Policies and Procedures

Academic Policies and Procedures are outlined in the Catalog (Chapter 7). Included in that section are policies and procedures related to Academic Appeals, Academic Clemency, Academic Freedom, Academic Misconduct, Probation and Suspension, Mid-Term Progress Reports, Assessment of Student Academic Achievement, Attendance, Capstone Projects and Internships, Classroom Behavior, Credit by Exam or Prior Learning Assessment, Credit for Advanced Placement Exams, CLEP credit, Auditing Classes, Course Load Limits, Incomplete Grades, Independent Study, Withdrawals, Graduation, Reverse Transfer, Honors Recognitions, FERPA, the Solomon Amendment, and Transcript Requests.

Additional academic policies and procedures which apply specifically to concurrently enrolled students are found in the Concurrent Student Handbook. These include those related to classroom expectations, concurrent credit, schedule changes, grade reports, prerequisites, academic misconduct, withdrawals, and student ID cards.

In addition to the information provided in the catalog, students are provided with copies of the FERPA policy during arena registration and during both new student and concurrent student orientations. The definition of directory information is provided as part of this policy and also may be found in the catalog and on the college website. Students are given the opportunity to opt out of directory information disclosure during registration for classes. To otherwise opt out, they must provide written notification to the Office of Admissions and Records each semester. Students may also choose to sign a Consent Form for Disclosure if they do want information to be disclosed to a spouse, parent, or other designee.

Routine Trainings Related to Ethical Behavior

Faculty and staff are trained regularly on FERPA and other federal policies, typically in the fall semester. Individual training for new hires typically occurs in the spring. FERPA training is usually also embedded within advisor or financial aid trainings. All full time faculty and staff are required to complete sexual harassment training annually. In addition, all faculty and any staff who work in direct contact with students are required to complete State of Arkansas-mandated Child Maltreatment Reporting Training. Additional trainings on hot topic legal issues are provided, as needed, on-site by the ASU System Legal.

Auxiliary Functions

ASU Mid-South offers limited food service to students, employees, and the general public. The Cafe Grill is located in the Reynolds Center and is operated by the College. The hours and prices are posted in the grill, as well as on the Cafe Grill page of the college website.

Since March 2013, the college has been under contract with Arkansas-based BBA Solutions to provide campus bookstore services. The decision to move to BBA Solutions was based upon a desire to lower textbook costs for students. Although it is an Arkansas-based company, BBA is the third-largest textbook company in the United States, serving more than one hundred (100) colleges and universities in 24 states. They provide ASU Mid-South students with affordable options for purchasing textbooks, supplies, and college-related merchandise.

ASU Mid-South Greyhound Athletics follows the Department of Education Equity in Athletics Disclosure Act (Title IV) guidelines in providing athletic participation, staffing, and revenues and expenses data, for both men's and women's teams. This disclosure is published annually on the Consumer Information page of the college website. Graduation Rate information for student athletes is also disclosed via the Consumer Information page of the website.

Greyhound athletes follow regular policies and procedures outlined in the College Catalog for all students. Specific expectations with regard to academics, basketball, and character of Greyhound Student Athletes are communicated with prospective athletes and are posted on the Athletics website. The Greyhounds Athletics Program provides a Visitor's Guide which communicates general information on things such as amenities, practice times, supplies, video, visiting media/radio, rules/officials, and game operations to visiting teams.

The historic KWEM radio station is operated by ASU Mid-South, under direction of its Advancement Division. The radio station is licensed by the Federal Communications Commission as a low power FM station (93.3) and is also broadcast via streaming internet kwemradio.com.

Sources

- ASU Mid-South Policy Review Committee Policy and Procedures 102115
- Financial Aid-FERPA Presentation Outlook
- Majority Vote or Two Thirds Vote
- 2013 Final Audit Determination
- 2014 MSCC Audited Financial Stmt
- 2015 ASU Mid-South Audited Financial Stmt
- 2016-17 ASU Mid-South Visitors Guide
- 2018 Internal Audit Survey
- 4.11-ASUMS-Facilities Audit Program-4-2016
- 4-25-16 Policy Review Committee Minutes only
- Act 703 -Child Maltreatment Reporter Training
- Act 749 - Mandated Reporters
- Advising and Registration Worksheet (11.15.16)
- AHEC Provider Letter
- Annual Financial Disclosure
- Appendix M
- Appendix N
- Arkansas State University System Audited Financial Statements_2016
- ASU System BOT Bylaws
- ASU System policies review_subcommittees
- ASUMS Inventory Review Draft Report
- ASUMS Reseponse - Employee Potential Noncompliance with AR Law Memorandum
- ASUMS Response - Financial Aid Review Report
- ASUMS Response - Former Employee Potential Noncompliance with AR Law Report
- August Calendar.pdf
- BBA Solutions Amendment
- bookstore under new management
- Cafe Grill Hours and Menus
- chap6_colpolicies_asu_midsouth_catalog
- chap8_acpolicies_asu_midsouth_catalog
- Charter Internal Audit
- Child Maltreatment and Title IX training Email
- Child Maltreatment Reporter Training - Student Form
- Conflict_of_Interest_or_Conflict_of_Commitment
- Consent Form for Disclosure-ASU Mid-South
- EADA_Data-17
- EADA_InstInfo-17
- eGuide Notice
- ELIGIBILITY FOR FEDERAL STUDENT AID
- Employee Disclosure Requirements
- Employee Subcommittee Minutes 2-11-16
- Employee_handbook_2014-15_updated
- Extra Income Form rev 1 25 12

- FCC LP FM Station License 6 22 15
- FERPA Flier
- Frequently Asked Questions
- FY 2018 ASU System Internal Audit - Faculty Staff eGuide
- HotlinePoster
- Internal+Control+Policy
- January 2018 Calendar
- Majority Vote or Two Thirds Vote_Subcommittees
- MSC Contract-signed
- New or Revised Policy Review template v4 011316
- OPC RM Sec 8 Internal and External Evaluations and or Audits 5 4 16
- Policy Review Committee charge
- Policy Review Committee Minutes 093016
- Policy Review Committee Minutes 111615
- Policy Review Committee Minutes 11-2-15
- Principles of Service
- Process Flowchart v2 111915
- Registration Worksheet-ASU Mid-South
- Report Issue_Abuse_Fraud
- SACUBO_ Who We Are
- Signed ASU Merger Agreement
- Standards & Guidance
- Standards of Conduct ASU System BOT docx
- STATUS OF POLICY REVIEW COMMITTEE WORK 093016
- Student Records and FERPA
- The Greyhound Program - Arkansas State University Mid-South
- Travel Expense Review 2016

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

ASU Mid-South provides information to the public through the college's website with regard to its programs, requirements, faculty and staff, cost to student, control and accreditation relationships. The website houses the college's catalog, employee handbook, concurrent student handbook, and also has various individual web pages that provide specific information about programs and accreditations.

Academic programs are listed with all requirements and semester by semester guidelines for course registration in Chapter 6 of the online Catalog. Each program has a dedicated webpage under the Academics tab. Marketing and recruitment materials provide information about the various programs on campus; examples include Aviation Maintenance, Hospitality Management, and Nursing Assistant programs.

Requirements for admission, registration, and financial aid are also posted in the online catalog, Chapters 2, 3, 4. and 5. The cost to students is found in the online catalog, p. 37, and also on the website under the tab Pay for College, Tuition & Fees. Title IV required disclosures are found on the College's website under the About Us tab, Consumer Information and in the catalog.

A comprehensive list of all current (as of the date of publication) faculty with credentials and staff members are found in Chapter 10 of the online Catalog. There is also an employee directory, which contains full-time employees and their departments on the website. The link to the employee directory is found at the bottom of the homepage.

Control of the college is explained in the General Information, Chapter 1, section of online Catalog. This information is also found on the About Us tab. Links to webpages for the Board of Trustees, Board of Visitors, and Vice Chancellors are found on the right side of the page under Leadership. A link to the ASU System webpage is on the footer of the ASU Mid-South website.

The Chancellor's Annual Report (2016, 2017) provides information about events, projects, and highlights from the previous year, and additionally lists the members of the Board of Trustees, Board of Visitors, and the Foundation's Board.

Information about program specific accreditation is published within the Catalog in Chapter 7 and on the website on the About Us tab under Accreditations. Each program that has specialized accreditation is listed along with the type of accreditation and a link to the accrediting body's website. This tab also includes the Mark of Affiliation for the Higher Learning Commission with the current date. Further accreditation information is included in the Federal Compliance filing.

The College also communicates to the public through a variety of media, including Facebook, Twitter, Instagram, and Vimeo. Links to each are found on the footer of the website. Current events on campus and other media are provided. There is a News & Media tab on the homepage, which includes current news articles, a news archive, and videos about academic programs and activities on campus.

The Arkansas State University System website contains links to all of the system institutions. The System's policies and staff handbook are available for the public and employees. The Board of Trustees posts the Board's schedules, agendas, and minutes containing the resolutions on which the Board votes. More information about the Board of Trustees is addressed in 2C.

Sources

- Accreditations _ ASU Mid-South _ West Memphis, Arkansas
- Annual_Report_2017_FINAL
- Appendix T
- ASU Mid-South (@asumidsouth) _ Twitter
- ASU Mid-South Facebook
- ASU Mid-South on Vimeo
- ASU System Board of Trustees _ ASU Mid-South _ West Memphis, Arkansas
- ASU System BOT Bylaws
- ASu System Policies
- ASU System staff-handbook
- ASUMidSouth (@asumidsouth) • Instagram photos and videos
- Aviation_Tech_program_card
- Board of Visitors _ ASU Mid-South _ West Memphis, Arkansas
- Hospitality_program_card
- I.D.3 Annual_Report_2016_ver17
- Minutes & Resolutions
- News _ ASU Mid-South _ West Memphis, Arkansas
- News Archive (2013-15) _ ASU Mid-South _ West Memphis, Arkansas
- Nursing_Assistant_program_card
- Programs chapter 7
- Requirements chapter 4
- Tuition, fees & financial aid Chapter 5
- Vice Chancellors _ Associate Vice Chancellors _ ASU Mid-South _ West Memphis, Arkansas
- Video Gallery _ ASU Mid-South _ West Memphis, Arkansas

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

-   The Board of Trustees of Arkansas State University serves as the governing body for all institutions within the Arkansas State University (ASU) System. The Board consists of five (5) members appointed at large from across the State. Board appointments are made by the Governor, with the advice and consent of the Senate. In order to provide orderly and effective governance and guidance to the ASU System colleges and university, the Board of Trustees operates within the primary functions outlined in their Bylaws, all of which serve to support, preserve, and enhance the institutions within the ASU System. In the three years in which Mid-South has been part of the ASU System, all members of the Board of Trustees have been graduates of Arkansas State University, thereby ensuring they have a vested interest in preserving and enhancing the institutions within the Arkansas State University System.

-   Each Trustee is required to adhere to Standards of Conduct and Principles of Service, which outline the expectations set forth with regard to his or her tenure as a Trustee. Specifically, these standards and principles require each Trustee to discharge his or her duties in a manner the Trustee reasonably believes to be in the best interest of the University, while assisting the Board as a whole in its efforts to balance its responsibilities in serving its broad public trust with advocacy for the University's needs to fulfill its mission and purposes.

-   The Board of Trustees is required to meet at least annually. However, the ASU Board typically conducts regular quarterly meetings. In accordance with their by-laws, they may also meet in special, as needed sessions to address exigent needs of individual institutions or of the System. Evidence of the nature of their deliberations are reflected in the Agendas, Minutes and Resolutions from all Board Meetings. These documents are publicly posted on the ASU System website.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

-   Prior to its merger with the ASU System, Mid-South Community College (MSCC) was governed by a local, autonomous Board of Trustees, comprised of governor-appointed members

from Crittenden County. The merger agreement, endorsed by both the MSCC Board of Trustees and the Arkansas State University (ASU) Board of Trustees converted the MSCC Board of Trustees into a Board of Visitors, effective July 1, 2015. While the Board of Visitors has no formal governing authority, it serves in an official advisory capacity, providing input to the Chancellor on all action items presented to the ASU System President and ASU Board of Trustees for consideration at Board Meetings. Like the Board of Trustees, the Board of Visitors meets quarterly, a minimum of two weeks prior to the quarterly meetings of the Board of Trustees. The Board of Visitors reviews all action items to be presented at the upcoming meeting of the Board of Trustees. In addition, the Chair of the Board of Visitors is encouraged to attend each meeting of the Board of Trustees. This process helps to ensure that the local community and constituents of the College have a voice on any action items set to come before the Board of Trustees. This model, originally unique to ASU Mid-South, proved so effective that on February 24, 2017, the ASU Board passed a policy establishing a Board of Visitors at each member institution within the Arkansas State University System.

- All meetings of the Board of Trustees are conducted in accordance with the Arkansas Freedom of Information Act (AFOIA), which requires that all meetings are open to the public. In compliance with AFOIA, the time and place of each regular and special meeting is provided to representatives of newspapers, radio stations, and television stations, if any, located in the county in which the meeting is to be held, and any other news media located elsewhere that cover regular meetings of the board. Notifications are required to be made at least two (2) hours before the meeting takes place in order that the public may have representatives at the meeting. However, ASU's standard practice is to posts agendas, resolutions and campus/system reports to the System website and notify media no less than two days prior to any scheduled Board meeting.

- Meetings of the Board of Trustees rotate locations among its member institutions, so that Trustees have the opportunity to visit each campus in the System. This practice allows Board members to become better acquainted with the mission of each institution, each institution's faculty and staff, and the communities the institutions serve. The ASU System Board of Trustees met on the campus of ASU Mid-South in May 2016 and are scheduled to meet here again in May 2018. In addition to attendance at Board Meetings, Board Members routinely attend each institution's commencement exercises.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

- The autonomy of governing boards of institutions of higher education in the State of Arkansas is supported by Amendment 33 to the Arkansas Constitution, which has historically been interpreted as giving the legislature authority to appropriate tax revenue to college and universities, while protecting the authority of the boards of colleges and universities to set education policy.

- In addition, members of the ASU Board of Trustees must adhere to strict Standards of Conduct which address general expectations, as well as those related to conflicts of interest, required financial disclosures, and prohibited activities, such as using or attempting to use his or her position to secure special privileges or exemptions for himself, herself or others. According to those Standards, Trustees must perform their responsibilities in accordance with high standards of integrity, avoid conflicts of interest and disclose any that occur so that they may be appropriately resolved.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

- The Board's Principles of Service specifically instructs each trustee to avoid direct intervention in academic, financial, student, athletic, or administrative affairs of any of the campuses in the System. Additionally, per these Principles, each trustee is required to accept and defend the principles of academic freedom and the practice of shared governance as fundamental characteristics of good university administration.

- The ASU System organizational chart outlines the System's organizational structure, which demonstrates that each chancellor has oversight and responsibility for his or her institution, while reporting directly to the System President. The System President reports directly to the Board of Trustees.

Sources

- Arkansas State University System Organizational Chart
- 2-24-2017 BOT Minutes
- 5-13-16 BOT Minutes
- 9-7-2007 Approval of SOC and PBS
- Amendment 33
- Amendment 33 - Encyclopedia of Arkansas
- ASU System BOT 6-1-2016
- ASU System BOT 9-18-2015
- ASU System BOT Bylaws
- Board of Visitors Presentation
- Board_of_Visitors
- FOIHandbook_18thEd
- Investment+Policy
- Minutes & Resolutions
- Principles of Service
- Signed ASU Merger Agreement
- Standards of Conduct ASU System BOT

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Arkansas State University Mid-South is committed to freedom of expression. One way in which the College shows its commitment to freedom of expression is through dedicated free speech zones on campus, where people and groups from the community may share information and ideas. While allowing for visitors to come to the campus, the College has a responsibility to its students to maintain a safe environment and preserve the educational experience on campus. Anyone wishing to use the Freedom of Expression designated areas are asked to fill out a form with the facilities scheduler in the Office of Academic Affairs. That form is then sent to the Vice Chancellor for Student Affairs for approval. A binder with the forms in the various stages of approval is kept in the Academic Affairs office. In the catalog, the policy is referred to as the Freedom of Speech policy on p. 81 of the 2015-2016 and p. 68 for 2016-2017.

The College also defines academic freedom and provides employees with their rights to free speech and the pursuit of truth in teaching and learning within the employee handbook. Lead faculty, with the participation of other faculty in each department develop the syllabi for the courses. While there is a syllabus template which must be used in order to ensure the syllabi contain the most recent college policies, the course content and course calendar within the syllabi are decided upon and created by the faculty. Textbooks and all teaching materials are chosen by faculty in the department. A Textbook Adoption form is sent to faculty for ordering textbooks each semester.

Another example of freedom expression as it pertains to faculty is the reformation of the faculty senate. The senate was originally started in 2009 and was active for a period of years, then faded away due to lack of participation and faculty willingness to serve as officers. In spring of 2016, faculty members inquired about reforming the faculty senate, and a meeting was held to discuss reinitiating it on campus. Faculty revisited the faculty senate constitution, made updates, and elected new officers. Participation is voluntary and not all faculty elect to participate. Faculty senate meetings have resulted in new initiatives on campus regarding assessment (portfolio assessment for graduates and a new critical thinking general education learning outcome). Additional topics include the creation of a faculty newsletter and policy suggestions to the Policy Committee. Actions taken by the faculty senate are captured in the meeting agendas and minutes: Faculty senate meeting minutes 10-14-16 and Faculty senate agenda 5-16-17

Students are encouraged to voice their ideas with faculty and administration through the creation of the Student Government Association (SGA). In the fall of 2016, an ad hoc Student Leadership Council was formed with the purpose of exploring the possibility of starting the SGA. The first draft of the proposed constitution and bylaws were developed through the council, comprised of student representatives recommended by advisors of student clubs and organizations. In the spring of 2017, the proposed constitution and bylaws were sent to the student body for input. A survey was sent to students to ratify or not ratify the proposed constitution, and it passed unanimously with the votes received. Two emails went out to the entire student body asking for nominations for officers. Elections were held and a formal student government was formed

The English honors society, Sigma Kappa Delta, and TRiO Student Support Services (SSS), hosted a series of panel discussions,entitled Balancing or Weighing Truth and Tolerance, which promoted freedom of expression in a discussion on several controversial topics. The sessions have been held in the Spring 2016, Fall 2016, and Fall 2017 semesters.

Other events that foster freedom of expression include speech and spoken word contests for students. Oral Communications and digital media faculty create opportunities for student to share their creative voices in response to prompts and using freestyle techniques.

All faculty and staff are encouraged to engage in professional development in order to stay abreast of new information and theories within higher education in general and within their fields of expertise. Instructors earn new certifications and credentials as needed to stay current. Innovation in the classroom is encouraged, and faculty are nominated for awards for trying out new teaching methods and equipment in the classroom.

Professional development is tracked using the planning and assessment software, and a report is generated each year. Faculty and staff are expected to participate in a minimum of four hours of professional development each year in addition to mandatory training on FERPA, Title IX, and Child Maltreatment. Additional information about professional development is found under criterion 3C.

Sources

- Annual_Report_2016_ver17
- Annual_Report_2017_FINAL
- Assessment committee mtg minutes Apr24 2017
- chap8_acpolicies_asu_midsouth_catalog
- Communications Year End Report 2015-16
- Crit Thinking Rubric portfolios 2-24
- Draft Proposal for Implementing Portfolio Based Assessments (003)
- Emails About faculty newsletter
- Employee Professional Development Report 2016-2017
- Employee_handbook_2014-15_updated
- Fac senate meeting minutes 10-14-16
- Faculty senate agenda 5-16-17
- FACULTY SENATE CONSTITUTION Revised 2016
- Faculty Senate Update
- faculty_member_earns_excellence_award_11-19-15
- Freedom of Expression Blank form and policy
- Freedom of Expression Usage
- instructor_earns_asq_credential_11-12-14
- Sigma Kappa Delta Balancing or Weighing Truth and Tolerance Advertisement
- Sigma-Kappa-Delta-10_2017-FINAL
- SKD Spring 2016
- spokenword_poetrycontest_winners
- spring_2014_speech_contest_results_4-16-14
- Student Government Association Constitution (adopted in spring 2017)
- Syllabus template
- Textbook Adoption

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

- The tutoring staff of the Barbara C. Baxter Learning Success Center (LSC) are available for in class instruction on plagiarism. An online request form for faculty to request a workshop is available on the LSC section of the College's website.

- Students are encouraged to submit any essay, regardless of the subject to writingtutor@asumidsouth.edu for assistance and questions. The essay will be returned within 24-48 business hours with suggestions from one of the ASU Mid-South tutors. This information is found on the LSC Tutoring Services webpage on the College's website.

- The library resources available through Campus Cruiser, the College's learning management system, provide students access to ProQuest's Research Companion. Students navigate through learning modules that reinforce the research methods taught in their classes. Modules include finding, evaluating, and using information, including evaluating sources and avoiding plagiarism.

- Faculty are encouraged to use Turnitin.com, a plagiarism service which the College provides.

2. Students are offered guidance in the ethical use of information resources.

- Students at ASU Mid-South are expected to learn and follow the academic and integrity policies that are outlined by the college and found in the catalog and on every course syllabus. Faculty review the policies in class at the beginning of each semester. In addition, students are taught about plagiarism and how to avoid it in Developmental English, Developmental Reading, English Composition I and II, and Oral Communication courses.

- In addition to teaching students about plagiarism, students are guided in the ethical use of information resources concerning copyright laws and infringement. The copyright infringement policy and sanctions are found on the website on the Consumer Information page which links to p. 72 of the online catalog which states:
  - **Copyright and Fair Use** Students and employees should be mindful of the copyright and intellectual property rights of others and of the college. This includes music, art, literary works, copyrighted photographs or texts, video clips, audiovisual works and audio recordings. Permission to use or reproduce copyrighted works is required unless the

intended use is clearly permitted under the "fair use" exemption.

- In English Composition courses, copyright laws are included in the plagiarism discussion. In Oral Communication, the instructors discuss fair use and public domain and it is included in Chapter 4 of the textbook. When faculty bring students to the library, the librarian includes a discussion of plagiarism and copyright during the presentation. EMT and Science instructors point out to students that their test is copyrighted, and they are not allowed to print the test out.

3. The institution has and enforces policies on academic honesty and integrity.

- If a student is accused of academic misconduct, the college has in place a set of policies (found on p. 194 in Chapter 8 of the catalog) and forms that address the behaviors including a warning for the first offense, and suspension or expulsion for subsequent attempts. A failing grade on the assignment or in the course are other possible repercussions.

- Faculty and staff are also held to the plagiarism, copyright, and overall integrity standards in production of scholarship and research. The ASU Mid-South Employee Handbook includes both a copyright policy and a social media policy that references use of copyrighted materials.

- Arkansas State University Mid-South maintains an Institutional Review Board (IRB) that is registered with the Office of Human Research Protections, that has oversight responsibility for campus-wide human subjects' research, with the primary purpose of ensuring the righss and welfare of participants are protected. The Mid-South policy was adapted from the policy of Arkansas State University at Jonesboro.

Sources

- ENGL 1123 English Composition Two Revised Fall 14
- Turnitin License and Billing
- 1st Offense Academic Dishonesty Template
- Academic Misconduct Report
- ASU Mid-South IRB Roster 2017-2018
- chap8_acpolicies_asu_midsouth_catalog
- Copyright Regulations
- ENGL 1113 English Composition I Revised Fall 14
- Engl 2303 Oral Communication Revised Fall 12docx
- IRB Policy
- IRB Registration ASU Mid-South
- Library-Instruction-Request-Electronic-Copy
- Plagiarism Powerpoint
- Student Success Workshop Series Request_ _ ASU Mid-South _ West Memphis, Arkansas
- Syllabus template 2015
- Turnitin admin_stats_37691__8_2015__5__2016__All_Instructors
- Tutorial Services _ ASU Mid-South _ West Memphis, Arkansas
- Tutoring page on Website
- Tutoring-SLA End of Year Update 2014-2015

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The descriptions and sources under Criterion 2 clearly demonstrate the college's commitment to integrity and transparency in human resources, crafting policy, handling finances, and promoting student learning. The college continues to make internal documents clearly available for the public to review details of the college's budget and the recently created department of Institutional Research expands this by making information requests a straight forward and digital process. ASU Mid-South maintains a policies and procedures committee, which meets regularly and evaluates proposals from both administration and employees while seeking to align the college's policies with those of the Arkansas State University System, where possible or needed. The college also possesses clear guidelines regarding the ethical conduct of research which are common to all courses.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

- Associate of Arts and Associate of Science degree programs require a minimum of 35 general education credits and a total of 60-72 hours as mandated by the Arkansas Department of Higher Education (ADHE). Individual degree requirements can be found in Chapter 6 of the College Catalog.

- General education requirements meet the criteria articulated by the Arkansas Course Transfer System. Learning outcomes are aligned with the outcomes established therein.

- Programs and course curricula must be approved by both the Curriculum Committee and ADHE. The Curriculum Committee is composed of both academic and technical faculty as well as staff from a variety of departments, including the Registrar. Examples of meeting minutes can be found here:
    - 3.A ASU Mid-South Curriculum Committee Meeting Minutes 8 10 15
    - 3.A ASU Mid-South Curriculum Committee Meeting Minutes 10 20 15
    - 3.A ASU Mid-South Curriculum Committee Meeting Minutes 2 19 16

- After approval by the Curriculum Committee and the Senior Vice Chancellor for Learning and Instruction, all program level additions, deletions, and changes must be submitted to ADHE and are subject to approval by the Higher Learning Commission. The Curriculum Committee Procedures explain the process and are found in the College's shared drive, along with the forms needed to submit desired program curriculum additions, modifications, and deletions and course additions, modifications, and deletions.

- Faculty members in technical areas form advisory committees that engage and solicit feedback from local business leaders to better inform the development of curriculum and address the

skills and competencies required by local employers. Examples of advisory committee meeting minutes can be found here:

- Med Pro Advisory Board Meeting minutes
- Respiratory Advisory Committee Meeting Minutes 2016
- Steel Fabricators Council
- 2016-05-06 Mechatronics Advisory Minutes (002)

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

- General education outcomes (GEOs) are established for all degree programs, academic and technical, to ensure that students develop the mathematical, communication, critical thinking, and technological skills necessary to either matriculate to institutions of higher learning or to enter the workforce, as well as the work ethic needed to prosper in their academic and career paths. GEOs are articulated in every syllabus and in the Catalog, p. 95-96.

- Course level outcomes are included in the syllabus for the class. The syllabi may be distributed in class, but each course's syllabus is available for download in the learning management system (LMS) where each course's information is housed for students to access materials for the class. A cross-section of syllabi from different courses are:
  - BUSN 1453-97 Human Resource Mgt Lanell Smith Spring 2018
  - CHEM 1314-83 Chemistry I (Hybrid) Gordon, Erin Spring 2018
  - DMTH 1304-02 Foundations of Math Redd Sammie Spring 2018
  - GEOG 1133-97 Baker Spring 2018
  - MANF 1513-80 Rotating Electrical Equipment Judd, John Spring 2018
  - PSYC 1403-97 Intro to Psychology Oakes-Ware Amy Spring 2018

- Program level outcomes are shared in the course catalog and program page on the institution's website. Examples of program level outcomes are:
  - Diesel Technology _ ASU Mid-South _ West Memphis, Arkansas
  - General Education _ ASU Mid-South _ West Memphis, Arkansas

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

- Each course uses a master syllabus and each section pursues the same learning outcomes articulated therein. In addition, the same textbook and major assignments are delivered in individual course sections to ensure that students are acquiring similar skills and are exposed to similar content. Faculty may add suggested reading material in addition to the textbook. The Employee Handbook outlines this policy under "Instructional Duties and Responsibilities":

  "Quality, effective teaching that advances student knowledge and skills is the primary obligation and duty of all ASU Mid-South instructors. Instructors are expected to teach assigned classes in accordance with approved ASU Mid-South syllabi and the established goals and objectives of the course."

- Policy also requires that expectations for each course are clearly communicated to students. The policy can be found in the Employee Handbook under "Student Retention":

  "Instructors should...state course goals, objectives, and grading systems clearly so that

students know exactly what is expected in order to successfully complete a course."

- To ensure that online course sections maintain a rigor equivalent to traditional, physical classrooms and that students can expect a level of consistency from one online course section to the next, all faculty teaching an online course are expected to receive training and certification in Campus Cruiser (the LMS) from the institution. This training imparts the technical skills required, outlines the standard format to be followed, and instructs in best practices for online learning. The Instructional Technology and Online Learning (ITOL) committee maintains a list of certified instructors.

- Each online course must also undergo a certification to ensure consistency across courses, intuitive navigation, clearly specified directions and outcomes, and realistic expectations. The Online Course Evaluation Checklist must be reviewed by the Lead Faculty for the respective department area and approved by the ITOL Committee. A list of approved courses is maintained by the ITOL Committee. Examples of the minutes for these meetings can be found here:
    - 3.A 9-24-15 ITOL Committee Minutes
    - 3.A 10-12-15 ITOL Committee Minutes
    - 3.A 11-4-15 ITOL Committee Minutes
    - 3.A 11-23-15 ITOL Committee Minutes
    - 3.A 12-8-15 ITOL Committee Minutes
    - 3.A 2-23-16 ITOL Committee Minutes with attachments

- Both ADHE and HLC have approved the creation of online programs at ASU Mid-South. Representatives from ADHE came to campus and met with various faculty and staff to confirm the components of the application to offer online programs. Please go to page 7 of the ADHE Board approvals for the recommendation of the online programs for Mid-South Community College (now ASU Mid-South). The HLC change panel recommended for approval and subsequently the HLC Board approved the distance delivery application for programs (courses had been approved previously).

Sources

- 11-4-15 ITOL Committee Minutes
- ASU Mid-South Curriculum Committee Meeting Minutes 2 19 16
- 10-12-15 ITOL Committee Minutes
- 11-23-15 ITOL Committee Minutes
- 12-8-15 ITOL Committee Minutes
- 2016-05-06 Mechatronics Advisory Minutes (002)
- 2-23-16 ITOL Committee Minutes with attachments
- 9-24-15 ITOL Committee Minutes
- AHECB Program Approvals - Letters of Notification - January 2015
- Approved Components for Online Syllabus
- Arkansas Course Transfer System FAQs
- ASU Mid-South Curriculum Committee Meeting Minutes 10 20 15
- ASU Mid-South Curriculum Committee Meeting Minutes 8 10 15
- ASU MidSouth AAS Aviation Maintenance Technology
- BUSN 1453-97 Human Resource Mgt Lanell Smith Spring 2018
- CHEM 1314-83 Chemistry I (Hybrid) Gordon, Erin Spring 2018

- Course Addition Proposal
- Course Deletion Proposal
- Course Development Proposal
- Course Modification Proposal
- Course Requirements for Online Courses
- Cruiser Training List_Instructors_Oct 2017
- Diesel Technology _ ASU Mid-South _ West Memphis, Arkansas
- DMTH 1304-02 Foundations of Math Redd Sammie Spring 2018
- General Education _ ASU Mid-South _ West Memphis, Arkansas
- GEOG 1133-97 Baker Spring 2018
- I.D.3 Annual_Report_2016_ver17
- Instructor Cruiser Certification Summary List
- MANF 1513-80 Rotating Electrical Equipment Judd, John Spring 2018
- Med Pro Advisory Board Meeting minutes
- Mid-South Community College - Change Panel Letter
- New AAS Program Concentration Proposal
- New Program Proposal
- News Archive (2013-15) _ ASU Mid-South _ West Memphis, Arkansas
- Online Classes by Semester
- Online Course Evaluation Checklist
- Online Course Faculty Expectations
- Online Course Petition Questionnaire Form Master
- Procedures for Curriculum Changes
- Program Deletion Proposal
- Program ModificationProposal
- PSYC 1403-97 Intro to Psychology Oakes-Ware Amy Spring 2018
- Respiratory Advisory Committee Meeting Minutes 2016
- Steel Fabricators Council
- Syllabus template 2015
- TECH 1303-97 Industrial Safety
- Textbook Adoption
- Welding-Tanzania-story

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

- The College maintains an open-admissions policy allowing students of all academic levels to enroll. To provide access to first-time entering students, inexpensive placement testing is available on-site, and the standards for developmental and college-level placement are published on pages 21-22 of the College Catalog.

- The College provides a comprehensive developmental coursework sequence in reading, English, and math to students that are not prepared for college-level coursework. Multiple course sections are offered at all levels and in each subject during both the day and evening.

- The Associate of Arts in General Education provides students with a core curriculum of courses that gives them an educational foundation needed to succeed as transfer students to four-year institutions. The course outline for the general education program is found in the course catalog, pages 149-153, and online.

- The College offers both technical and academic program certificates and degrees. These programs are designed to meet industry standards as well as provide academic credits transferable to 4-year institutions. A full listing of certificates and degrees can be found in the course catalog, Chapter 6.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established

framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

- Learning outcomes for general education courses are aligned with course outcomes as articulated by the Arkansas Course Transfer System (ACTS) to ensure the transferability of credits and to prepare students for matriculation to four-year universities.

The General Education Outcomes for ASU Mid-South are:

- GEO 1: Communicate effectively in standard, edited American English.

  - Provide content that is clearly focused and supported by the writer's understanding of the topic.
  - Use appropriate grammar, punctuation, spelling, and syntax.
  - Logically organize and develop ideas in writing.
  - Provide an appropriate introduction and conclusion to verbal or written presentation.
  - Provide main points that are well developed and clear.
  - Use appropriate gestures, movement, and eye contact to give a poised and professional presentation.
  - Speak clearly and understandably using standard, edited English.

GEO 2: Solve problems using mathematical skills appropriate to the task.

  - Demonstrate ability to complete different mathematical tasks by using fundamental mathematical operations and principles.
  - Perform and apply mathematical operations efficiently and effectively.
  - Demonstrate understanding of mathematical tasks by communicating results in written form.
  - Effectively use technology to help solve mathematical problems.

GEO 3: Develop work ethic skills relevant to the students' future academic or professional careers.

  - Demonstrate the ability to effectively work in a team.
  - Demonstrate effective communication, cooperation, and organizational skills to complete all assigned tasks.
  - Demonstrate dependable character and the ability to respect others regardless of personal or cultural differences.
  - Demonstrate a positive attitude and the ability to appropriately handle criticism.
  - Demonstrate that consistent attendance and productivity are a priority.
  - Maintain an appropriate appearance for academic and professional settings.

GEO 4: Use common computer applications to locate, communicate, process, and store information.

  - Demonstrate basic computer and operating system skills.
  - Perform core application tasks within computer software packages, such as Word, Power Point, and Excel.
  - Use a search engine and/or electronic databases to access, navigate, and evaluate information on the Internet.
  - Communicate effectively using email and/or online discussion forum

GEO 5: Employ critical thinking skills to identify and solve problems in preparation for future academic and professional success.

- Apply knowledge from course work to create solutions for detailed and complex challenges.
- Demonstrate the ability to acquire, evaluate, and apply knowledge to a specific task or project.
- Show good judgement of physical, written, or digital material in order to determine their relevance or effectiveness in a given setting.

- Learning outcomes are included in master syllabi for all courses, and instructors are required to provide syllabi to all students enrolled in their course(s). The Employee Handbook outlines this policy:

  "Instructors are expected to provide their students with a syllabus and general course orientation during the first week of classes. Model syllabi are available from the appropriate lead faculty or from the Senior Vice Chancellor for Learning and Instruction."

- The College's policy regarding academic freedom for its instructors ensures that students are exposed to a broad spectrum of knowledge and intellectual knowledge. This policy can be found in the Employee Handbook and states:

  "ASU Mid-South ascribes to the four tenets of institutional academic freedom in that the administration determines who will teach, what subjects will be taught, what delivery methods and media will be used, and who will be admitted to the college and to specific programs it supports."

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

- Each program on the ASU Mid-South campus, in addition to the specific program outcomes, is expected to prepare students in learning mastery of the general education outcomes (GEOs).

- The general education outcomes are on every syllabus, regardless of program. In 2017, faculty developed an additional general education outcome: critical thinking. Technical and general education faculty alike reported that critical thinking skills are what employers are looking for and what transfer students need to be successful in upper division coursework. The determination of how to measure critical thinking as a GEO led to the creation of an online portfolio for students to submit coursework that involved critical thinking, and is graded with a rubric created and graded by faculty. The online portfolio method will be used to assess all GEOs and is being piloted this spring.

- The ability to communicate effectively is paramount to being successful in the workplace and in higher education. Because of this belief at ASU Mid-South, the Oral Communication course is an institutional requirement for associate degrees. The majority, if not all, of the courses here have some type of oral communication component, whether graded or an expectation in class. Students give oral presentations, are asked to explain technical projects, and engage in classroom discussions. Outcomes involving written communication are measured through both formal and informal writing assignments. All students are required to take two writing courses in all associate degree programs.

- Students are expected to be able to apply the knowledge they acquire. This is the idea behind the math, technical, and critical thinking general education outcomes, in addition to the

communication GEO. Being able to adapt to various situations and determine what information or materials are needed to complete the task is what is desired for ASU Mid-South students once they complete their program or transfer to another institution. Additionally, applying work ethics and soft skills will make students more employable and successful overall.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

- Human and cultural diversity is celebrated and explored in the curriculum at ASU Mid-South. Courses such as Cultural Anthropology, Art Appreciation, Music Appreciation, Intro to Theater, Intro to Film, Exceptional Child in the Regular Classroom, World Geography, Spanish I and II, Introduction to Sociology, and all literature and history courses are the most direct examples of courses that address human and cultural diversity.

- Additional courses that may be less obvious, but also offer embedded content that addresses diversity include: Intro to Criminology, Macroeconomics, Human Resources Management, Legal Environment of Business, Basic Marketing, College Survival Skills, Developmental Reading, Child Growth, Professionalism in Hospitality, Introduction to Philosophy, Medical Assisting Externship, Introduction to Psychology, and Human Development.

- Other courses may also include content specific to human and cultural diversity depending on the textbook used or the instructor's course objectives. Course descriptions are published in the Course Catalog, Chapter 9.

- The expectation that students will learn and master GEO 3 regarding work ethics also reflects the College's intention for students to work in teams and respect others, regardless of personal or cultural differences.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

- The college's faculty and staff are involved in efforts that reflect the College's mission in and beyond the classroom. The itinerary shows an example of a history instructor, Michael Lejman, presenting research at a festival held by a local historical museum.

- The College's faculty also seek out professional development which both advances their standing within their field and brings tangible benefits to the programs they serve on our campus, as evidenced by machining instructor Gary Giordano's attainment of NIMS certification.

- As a class service project, welding faculty and students developed a water filtration system that could be easily built and taken apart and sent the filtration system and assembly instructions to Tanzania so the people there could learn not only how to reassemble it, but to also recreate their own to improve access to clean water.

- As extolled in the 2016 Chancellor's report, p. 6, four faculty and staff members received the Innovation of the Year award from the League for Innovation in the Community College. The team redesigned the developmental course structure which included structured learning assistance (SLA) in the classroom, and reevaluated placement scores to determine which students might best benefit from SLA. Another faculty member received a John & Suanne Roueche Excellence Award by the League for Innovation in the Community College. The

award celebrates outstanding contributions and leadership by two-year institution faculty and staff.

- Concurrent technical students participate in SkillsUSA Championships annually in local, state, and national competitions. Students from 2016 and 2017 brought home several medals and a great sense of pride in their accomplishments. Faculty and staff gather to welcome them back to campus in a very celebratory fashion.

- Members of Brother2Brother, a male mentoring program sponsored by the PBI grant, attended the National Consortium on College Men of Color (NCCMC). Students network with other students from around the country and share ideas about community engagement and camps activities.

- ASU Mid-South, through the efforts of one of the PBI counselors, held its first Men of Color Conference in Spring 2017 and is planning the second one for 2018. Faculty and staff from the region were invited to present on various topics, and students were encouraged to participate in the conference as well.

- The College tracks professional development for faculty and staff, including conventions and conferences where they present.

Sources

- SKILLS USA _ Page 2 of 30 _ ASU Mid-South _ West Memphis, Arkansas
- SKILLS USA _ Page 3 of 30 _ ASU Mid-South _ West Memphis, Arkansas
- 16SPR enrollment Info Sheet
- 2014-2015 Assessment Report Final
- 2017 MOC Conference program
- 2017_Student_Handbook_ver2
- AA-General-Education
- ADHE 2018 Degree List By Institution
- Annual_Report_2016_final
- Arkansas Course Transfer System FAQs
- Arkansas State University Mid-South Representatives Attend Men of Color Conference _ ASU Mid-South _ West Memphis, Arkansas
- ASU Mid-South Minority Recruitment and Retention Annual Report 2016
- ASU Mid-South Minority Recruitment and Retention Annual Report 2017
- Brother 2 Brother _ ASU Mid-South _ West Memphis, Arkansas
- CCSSE ExecSum
- Crit Thinking Rubric portfolios 2-24
- Diversity recommendations 2017
- Draft Proposal for Implementing Portfolio Based Assessments (003)
- Employee Professional Development Report 2016-2017
- Engl 2303 Oral Communication docx
- faculty_member_earns_excellence_award_11-19-15
- Fall 2017 Placement Handout
- General Education _ ASU Mid-South _ West Memphis, Arkansas
- General Education _ ASU Mid-South _ West Memphis, Arkansas
- MOC Conference program

- nims-certification-dh1
- Procedures for Curriculum Changes
- Strategic-Plan-for-2015-2018.pdf
- Sultana festival itinerary
- Syllabus template 2015
- Welding-Tanzania-story
- Work Ethics Assessment Form
- Writing rubric

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

- The College currently maintains a full-time faculty of approximately forty-five, and the adjunct pool consists of around eighty adjuncts. Class loads for instructors vary based on position: lead faculty teach twelve course hours and have additional administrative duties, full-time instructors teach 15 to 18 course hours, and adjunct faculty may teach up to 9 course hours. The teaching load policy, found in the [Employee Handbook](#), is as follows:

   Teaching Loads: A full-time instructional load is 30-36 credit hours and 360-648 Student Semester Credit Hours (SSCHs) for the academic year (determined by 11th-day enrollments) usually allocated as 15 or 18 credit hours each for the fall and spring semesters. This SSCH range predicts enrollments of 12 to 18 students per class for five to six three-hour classes or four four-hour classes per semester, although other configurations are possible. Loads may be adjusted each semester according to other approved duties such as, but not limited to, academic advising, recruiting, master course development, and club sponsorship. Instructors with fewer than five three-hour classes or four four-hour classes, or who have semester SSCHs below 180 or 192 (average of 12 students per class) respectively for a fall or spring semester will be required to assume other duties as assigned. Instructors without advising/tutoring responsibilities, committee assignments, recruiting responsibilities or other sanctioned institutional and/or student support responsibilities will be required to teach 18 hours as a regular load. Final staffing assignments are at the discretion of the appropriate associate vice chancellor. Instructors will be paid a $100 stipend for each preparation in

excess of four assigned as part of their regular load each semester.

- The student to faculty ratio is 11 to 1. In Fall 2017, the full time equivalency (FTE) was 841 with a student semester credit hours (SSCH) of 12,611. In terms of continuity, over 60% of full time faculty have been at the institution for over 5 years.

- The type of faculty contract for the faculty member determines the amount of time the faculty member is expected to work on campus, and additional hours are built in for grading off premises. Lead technical faculty typically have twelve-month contracts to allow for program assessment, curriculum development, and other administrative duties in addition to their teaching schedule. Other full-time faculty have ten-month contracts, which require thirty hours on campus and allow the additional ten hours to be spent off campus grading, recruiting, and attending off-campus meetings or other professional development. Ten of the thirty hours on campus must be designated as office hours to ensure accessibility to students. Adjunct faculty are contracted based on their teaching loads and must also allow for one office hour per course they teach.

- Both the Curriculum Committee and the Assessment Committee are comprised of volunteer faculty and staff members. Also, the chairs for each committee are faculty members. Lists of all committees and chairs are found in the committee list for each year. All faculty are expected to participate in assessment of student learning through course, program, and general education outcomes (GEOs) by following the three year plan for assessment of student learning. Curriculum development is typically led by lead faculty with input from the department faculty and guidance from with the Associate Vice Chancellor for Learning and Instruction or the Associate Vice Chancellor for Workforce Education. Advisory boards are formed for technical programs in order to receive input on industry needs. Members of the advisory boards are chosen from nearby business and industry partners, and other educational and professional entities as appropriate. Examples of advisory board meeting minutes are found in 3A. Faculty determine the learning outcomes for the courses and evaluate the appropriateness of the outcomes periodically, particularly when changing textbooks or making other adjustments to the course or syllabus. If faculty are teaching courses that are part of the ACTS Transfer System, they must ensure that the learning outcomes follow the guidelines provided by the Arkansas Department of Higher Education (ADHE). More about curriculum and assessment are discussed in Criteria 3A and 4.

- The establishment of academic credentials for instructional staff is set forth by ADHE and reviewed by the Senior Vice Chancellor for Learning and Instruction, who approves all faculty hiring. All credentials are filed with human resources. Technical faculty must meet certain qualifications. If additional training is needed to meet those qualifications, the instructor is provided with a plan to attain the credentials. Successful completion of the plan is required to remain a faculty member. The schedule for attainment is determined by the lead faculty, or if a lead faculty is the one in need of credentials, the AVC of Workforce Education and the Senior VC for Learning and Instruction According to the Employee Handbook, "All instructors must provide the Academic Affairs Office with current vitae and academic transcripts."

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

- Instructors of transferable, college-level coursework are required to have a master's degree with a minimum of 18 hours of graduate-level coursework in the area in which they are teaching. A list of the faculty, adjunct and full-time, as well as their credentials, can be found in the Catalog,

Chapter 11.

- The technical faculty have a separate policy for educational and occupational requirements. If an accrediting body requires specific qualifications, such as CoARC for Respiratory Therapy or the FAA for Aviation Maintenance, those guidelines are followed.

- Faculty that teach dual-enrollment/concurrent students through the technical center have additional steps they must take to be eligible. These requirements are determined and monitored through Arkansas Department of Career Education (ACE).

- The ADHE instructor qualification expectations for both general education and technical faculty or dual-enrollment/concurrent courses is included in the Memorandum of Understanding (MOU) that the colleges and high schools must use to be authorized to offer the dual-enrollment/concurrent programs and courses.

- ASU Mid-South is not party to any consortial or contractual arrangements for academic programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

- The Employee handbook states:

  Evaluations of Instruction: All Mid-South instructors are expected to participate in the evaluation of instruction. Student evaluations of instruction are conducted each semester. Instructors using electronic surveys should ensure that students know how to access the evaluation instrument through the college website. To protect student anonymity, instructors should not observe or supervise students while they are completing the survey. Electronic tabulations and student comments will be shared with instructors after grades are turned in for the semester. Observations of classroom instruction are also conducted by an academic administrator or appointed full-time faculty member. Copies of evaluation forms are available from the Academic Affairs Office.

- Student evaluations are posted as announcements in each class in the learning management system, Campus Cruiser. Faculty are expected to set aside time in class for students to log in and complete the survey. If the class doesn't have computers, faculty are asked to schedule time in a computer classroom to give students an opportunity to complete it. At the end of the semester, after grades have been submitted, the survey results are distributed to the faculty through email. The student surveys are anonymous.

- The Senior Vice Chancellor for Learning and Instruction must submit a report to ADHE in June of each year outlining the policy and procedures for faculty evaluation at the College.

- The College uses the State of Arkansas's Employees Performance Evaluation Form for full-time faculty, which is then adapted for each position at the institution. The faculty evaluation form includes duties expected including professionalism, effective instruction and assessment, retention efforts, following administrative requests, and other duties as assigned. All employees including faculty are given a formal evaluation once a year, typically in May or June.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

- All employees are asked to participate in a minimum of four hours of professional development annually, though it is not required. The Professional Development policy for all employees including faculty is:

  Professional Development: Continuing professional development contributes to the overall growth of the institution and is a positive contributor not only to the morale of ASU Mid-South employees but also to the college's quest for excellence in programs and services. The college administration both supports and encourages participation in activities that promote better efficiency, improvement in curriculum and instruction, job development, enhanced customer service, and development of the infrastructure. At the same time, deadlines, workloads, and limited human resources require that some constraints be placed on the number and timing of leaves from duty to participate in professional development opportunities or professional service on behalf of the college. Employees who wish to serve as members or officers in professional organizations or who wish to present at conferences which require time away from their regular duties must obtain approval from their supervisors and the appropriate vice chancellor in advance of making any commitments.

- The policy is located in the Employee Handbook along with additional information on requesting funds for professional development and any travel funds needed. An interest-free Educational Loan for employees is also available if the professional development is not paid for by the department. There is also a separate travel policies and procedures handbook that explains the necessary steps for travel reimbursement, if applicable.

- The College provides all required professional development, such as Title IX, FERPA, and Child Maltreatment. Other recent professional development provided by the College includes: Campus Safety (including fire safety), Active Shooter training, Advising Workshops, Outlook training. Every August and January before the Fall and Spring semesters, respectively, the College provide various trainings and meetings for faculty to keep them up to date with policies, procedures, and teaching strategies. A monthly calendar is provided to faculty, and Outlook invites typically are sent, as well. The Associate Vice Chancellor of Learning and Instruction coordinates one or two Instructional Design Showcases a year where faculty submit proposals and present to other faculty any teaching or technology tips that have proven success in the classroom.

- The Predominantly Black Institutions (PBI) grant also sponsors faculty development in several ways. The On Course Coordinator, who is funded through PBI, arranges On Course training from nationally-known presenters to provide training in Skip Downing's On Course principles to increase engagement in the classroom and retention at the College. Prior to the On Course position, the Director of the PBI grant and the Director of Institutional Effectiveness (previous title) engaged presenters, such as Terrell Strayhorn for a diversity and inclusivity workshop. Additionally, one of the PBI counselors, with the help of select faculty, staff, and students, created and coordinated the ASU Mid-South Men of Color Conference last year. The second annual conference is currently being planned for April 14, 2018. At the conference, faculty, staff, and students from the region attend sessions on how to improve teaching for and retention of minority males. ASU Mid-South employees and students are encouraged to attend and participate.

- The Perkins Grant through the Technical Workforce Education Center also provides funds so that ASU Mid-South has access to Go2Knowledge and Innovative Educators professional development webinars at no cost to the College. Reminders of this free-to-employees training are sent out periodically by the AVC for Institutional Research & Effectiveness, The AVC for

Workforce Education receives the usage reports from Innovative Educators and shares them with the AVC for Institutional Research & Effectiveness and the Director of Human Resources.

- All full-time faculty and staff are asked to log any professional development hours into the planning and assessment software (Taskstream) for tracking purposes, and an annual report is generated.

5. Instructors are accessible for student inquiry.

- The Office Hours Policy is found in the employee handbook and states:

    Office Hours: Full-time faculty must provide 10 office hours per week, and adjunct faculty must provide 1 hour/week per class taught for the fall/spring terms and 2 hours/week for the summer term. All instructors must provide their office hours to students in writing on class syllabi. In addition, full-time employees with instructional assignments should post their office hours outside their office doors to notify students when they are available for consultation and assistance. Adjunct instructors must provide their office hours in writing to the Academic Affairs Office.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

- Financial aid counselors attend the Federal Student Aid (FSA) Training Conference as needed, as well as Satisfactory Academic Progress (SAP) trainings, and additional professional development involving customer service and technical trainings for Colleague and Informer (the student information system). The Director of Financial Aid has a Bachelor's of Science in Management Information Systems and a Master of Science in College Student Personnel and is currently enrolled in a MBA program.
- Each year, the TRiO SSS staff will travel to attend professional development conferences sponsored by the Council for Opportunity in Education or a state or regional TRiO organization. The staff selects from the many sessions offered (e.g., study techniques, tutoring, improving graduation rates, STEM integration, etc.), focusing on the best strategies to use in support of student retention, transfer and graduation success. The staff also attend on-campus sponsored financial aid and academic advising workshops, which are provided during the fall and spring terms. Additionally, the staff facilitates a TRiO SSS Best Practices presentation to all academic advisors at the start of the fall and spring semesters.

- EOC academic coaches (coach) are afforded several professional development opportunities each year. Each coach is encouraged to identify conferences and training that are of interest to them. They attend at least one national conference and additional local, regional and in-house trainings as scheduling allows. Professional development for EOC is focused on national conferences which explore diversity and academic coaching. Additional professional develop includes specific TRiO training focused on increasing coaches' proficiency in working with college access/success programs and providing week of welcome (WOW) student services to each of the participants.

- The PBI grant has specific conferences written in for professional development. The staff members whose job responsibilities relate to those conferences get first choice of attending these conferences. If spots are remaining, then the Director of PBI reaches out to others on campus who might benefit from that conference opportunity. If other professional development

opportunities arise, permission may be given to use funding to attend if the event can be directly linked to grant objectives.

- To mentor in a particular discipline, all tutorial staff must earn a 3.0 or higher in tutored courses. Each staff member participates in bi-annual semester training focused on academic coaching, strengths-based leadership, inclusive excellence, and On Course classroom management tools. Tutors who have received an Associate Degree or higher are given more Learning Center responsibilities and tutorial assignments. The Director of Learning Success received his Master of Science in Education degree in Higher Education Administration.

- The training listed above is in addition to FERPA, Child Maltreatment, and Title IX , which is required training for all employees.

Sources

- 10 Month Faculty Contract for 2017-18
- 12 Month Faculty Contract for 2017-18
- 17FAL.information sheet
- 2017 Fall Master Adjunct Contract
- 2017 MOC Conference program
- 2017-2018 Committees List
- 2017-2020 ASU Mid-South Assessment Plan
- ACE Career Education Faculty Qualifications
- ASU Mid-South Report on Faculty Performance 2016-2017
- ASU Mid-South Travel Policies and Procedures effective 11 01 11
- asu-midsouth-go2knowledge-flyer
- August Calendar.pdf
- Blank Faculty Evaluation for 2017-18
- Concurrent MOU for 2017-18
- Employee Loan Instructions
- Employee Professional Development Report 2016-2017
- Employee Spouse Dependent Tuition Waiver
- Example Faculty Schedule
- Faculty and Yrs of Service 2017-18
- January 2018 Calendar
- Letter of Appointment blank
- Observation of Instructional Strategies Form
- Professional Education Loan Application
- Professional Education Loan Contract
- Student Evaluation of Instruction Questions
- Title IX SignIn Sheet_001

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

1. The institution provides student support services suited to the needs of its student populations.

ASU Mid-South is committed to providing a variety of services for students. As a community college serving students with diverse needs (first generation, transfer, dual-enrollment/concurrent, technical, etc.), the resources the College provides must also be diverse:

- Career Services provides career advice, resume preparation, job interview practice, and access to the Virtual Career Center. Students who register for the Virtual Career Center may post resumes, connect with employers, and apply for jobs. The Director of Career Services holds career fairs on campus each semester and sends out job postings to students through email.

- A Testing Center is available in the Learning Success Center for placement testing and exam proctoring. Testing fees do apply.

- ASU Mid-South sponsors the SSS Program through a federal TRIO grant. The program staff provides personal, career, financial literacy, and educational support to students to prepare them for continued success whether they transfer to four-year institutions or enter the workforce. The SSS program provides a calendar each semester of events and activities to support student success.

- Educational Opportunity Center (EOC) provides students with admissions and financial aid assistance for the school of their choice.

- The Predominantly Black Institutions (PBI) grant program offers academic support, educational planning, life skills, assistance with program certifications, leadership/mentoring opportunities and student activities, including health and wellness activities.

- The Bookstore provides low-cost textbooks and supplies for students in addition to ASU Mid-

South merchandise.

- The Cafe Grill provides breakfast and lunch service. Students may sign up for meal plans online or at the cashier's office.

- The Arkansas Career Pathways Initiative assists Arkansas parents and legal guardians in meeting educational and employment training goals in order to obtain and maintain employment to improve the quality of life. Career Pathways Initiative can help students pay for childcare, gas, tuition and fees, books, school and course supplies, and licensure and test fees. Services also include one-on-one academic advising and employment training.

- The Home Visiting Services program uses Parents As Teachers (PAT) curriculum to assist families with children from the prenatal stage until the child's 3rd birthday. The families receive personal home visits twice a month that focus on parent-child interaction, development-centered parenting and family well-being. Monthly Group Connection meetings are held on the ASU Mid-South campus, which allow PAT families to build connections with other parents and increase their knowledge of ways to support their child's development. The children also receive screenings to help identify areas of strengths and concerns.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

- ASU Mid-South offers Structured Learning Assistance (SLA) courses which provide an additional lab, required for students who work with an SLA facilitator, allowing extra time and help in the course.

- Tutors and facilitators also support effective teaching. Faculty may request facilitators to conduct workshops in their classes. Topics available include plagiarism, goal setting, budgeting, financial literacy, and more.

- Tutors are embedded in developmental courses to allow for more one-on-one help, having both the instructor and the tutor in the classroom.

- The Tutorial Services department, located in the in the Dr. Barbara C Baxter Learning Success Center (LSC), offers assistance in nearly every General Education course, including all math courses, English courses, Computer Fundamentals, Biology, Chemistry, Social Sciences, and many more. Students may come to the LSC or send an email to askatutor@asumidsouth.edu for an appointment. Online tutoring is also available.

- Tutors accept essays from students and provide feedback when submitted to writingtutor@asumidsouth.edu. Essays are returned within 24-48 business hours with corrections and suggestions.

- Disability Services are provided to students who register through the Disability Services office and provide the required documentation. Once a student completes the registration process and is officially enrolled in the program, appropriate accommodations are determined. The student's instructors are notified about the accommodations. The Director of Disability Services provides training and guidance to faculty and staff on how to provide the accommodations. The policy and procedures are located in the Catalog and on the College's website.

- All degree-seeking students are required to take a standardized placement exam (ACT, SAT, Accuplacer, or ASSET). College-level placement scores on these exams are mandated by the state (changing to a multiple measures assessment). Students placing below college-level may enroll in developmental coursework in reading, English, and/or math to prepare them for demands of college-level coursework. Students placing near the cutoff score may also enroll in SLA-supported college-level English and Algebra coursework that provides extra learning support and tutorial assistance, allowing them to accelerate through the developmental sequence.

3. The institution provides academic advising suited to its programs and the needs of its students.

- ASU Mid-South provides academic advising to all students through a variety of academic and student services. Typically, if a student is enrolled in support services (TRIO SSS or EOC, Career Pathways, or PBI enrollment services), the student will be advised by the appropriate counselor. Dual enrollment/concurrent students are advised through career prep counselors who visit them either at their high schools or on campus at ASU Mid-South. If a student is not enrolled in one of the student support services, then the student will be advised by a faculty member, often the Lead faculty of the program of study for the student.

- Faculty and staff attend advising workshops and are provided with resources to help them answer students' questions. A schedule of workshops is provided at the beginning of the semester for faculty to plan their attendance. Advising worksheets and advising tips are provided to ensure the advisor fulfills the students' advising needs.

- Students are provided a degree plan, which is available online under the program of study and in the catalog. It is also available in Campus Cruiser when a student signs in and goes to the registration tab. Students learn how to register themselves in the College Success course, which is part of the First Year Experience Program, consisting of Student Orientation, enrollment in the College Success Course (and the Summer Bridge program if appropriate), and student activities designed for new students. Four staff members participated in the HLC Persistence and Completion Academy in the Summer of 2016, and upon returning utilized the logic model presented to develop the first year experience program.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

- ASU Mid-South has outstanding facilities and ensures that students, faculty, and staff have the physical resources they need to conduct teaching, learning, and administration of the College.

- The Marion Berry Renewable Energy Center on the North Campus provides unparalleled opportunities to affect positive change for the region. The 35,120 square foot facility includes a biofuel engine testing facility and fuel and oil analysis laboratories which support adoption of biofuels by the transportation industry. Process Technology students learn how to control and monitor equipment involved in the production process.

- The Wellness Center, opened in fall 2013, provides much needed space for student activities including intercollegiate basketball, intramurals, fitness classes, and recreational activities.

- Through its Arkansas Delta Training and Education Consortium (ADTEC) University Center, ASU Mid-South also gives students the opportunity to complete and pursue four-year and graduate degrees right on the ASU Mid-South campus.

- The Technical Center houses the [Mechatronics and Machining Programs](#), both with bragging rights to impressive new equipment such as a 3-D printer for Machining and a new conveyor system and recycling machines constructed by students in the program.

- The [FedEx Aviation Technology Center](#) offers FAA-certified aviation maintenance training for up to 200 students per semester and includes aircraft hangar space, classrooms, labs and support areas, along with donated aircrafts for students to practice their skills.

- The Welding Annex, now referred to as the "Real World Welding Center," was remodeled in [2016](#) and [2017.](#) It now provides 8,300 square feet of work space for welding, including opportunities for students to weld on high platforms and in confined spaces. These experiences prepare students to weld as they would in the real world rather than the welding booth alone.

- The Digital Media program has designated, high-performing computers to run Adobe Premiere Pro, Photoshop, and/or Avid Pro Tools software. Green rooms for recording, and specialized equipment provide programming for the KWEM radio station meet the needs to prepare students for Digital Media careers.

- The Information Systems Technology staff consist of an Associate Vice Chancellor for Information Technology, an Instructional Technology Coordinator, a Systems and Network Manager, and two technicians who support the campus to ensure the technology is running properly and updated regularly. There are approximately 900 computers for students, which are located in classrooms, the LSC, and the library. Faculty and staff have computers in their offices, and additional computers are available in the University Center for adjunct faculty for a total of around 300 employee-designated units.

- The Science department has four full-time faculty members and three laboratories. There are fifty microscopes, various dissectible body models, ventilated hoods, glass storage cabinets, mineral specimens, and dead, dissected specimens. In addition to the physical labs, the department also subscribes to [Late Nite Labs](#), an online laboratory program that allows students to conduct additional lab experiments in the safety of an online environment and allows for additional learning experiences not available on campus. Additionally, a [portable planetarium](#) was recently acquired through the PBI grant, which has a variety of programs.

- The Allied Health building houses the Respiratory Care, Emergency Medical Technician, Nursing Assistant, Medical Assistant, and Phlebotomy departments. There is a Phlebotomy lab, three rooms with beds and medical manikin simulators on which students practice their skills, a respiratory clinical room, and a computer classroom. In addition to laboratory practice, students may go to clinical practice sites off campus (depending on their major). There are nine clinical sites for medical assisting students, ten for respiratory, and one for certified nursing assistant students.

- The [Sandra C. Goldsby Library](#), located in the Donald W. Reynolds Center on the South Campus, functions as a study and research center for the College. The Goldsby Library has print materials and internet-based [online databases](#) to support student research needs. The databases provide access via the Internet to multiple sets of reference materials, as well as links to quality web sites considered appropriate for academic research. Currently enrolled ASU

Mid-South students have access to computer workstations, private study rooms for individuals or small group study sessions, and a viewing room for watching videos or listening to recordings required for classes. The Library has a self-serve, ID-enabled copy machine for reproducing class notes, making copies of presentation handouts, etc.

- While there is not a formal museum on campus, the College maintains gallery space on the walls of the Reynolds Center for rotating art shows coordinated by Delta Arts and others to provide additional cultural exposure for students and the community.

- Lead faculty have a supply budget allocated each year for purchases of supplies and equipment needed for teaching and learning. Additional one-time funding requests may be made if a larger purchase exceeding the annual budget is needed. This process is further defined under Criterion Five. Additionally, grant funds may be made available for supply and equipment purchases if they fall within the scope of the grant.

- To keep all of these facilities welcoming and clean and equipment in good working order, the Maintenance department is dedicated in the work they do. They take pride in the campus and it shows. If something is in need of repair, faculty and staff complete a Maintenance request form and send it to the Director of Facilities and Maintenance.

5. The institution provides to students guidance in the effective use of research and information resources.

- ASU Mid-South instructs and guides student in the effective use of research and information resources both inside and outside of the classroom. Some initial guidance is provided in developmental English and Reading. In English Composition I, students focus on writing a variety of essay types in order to prepare them for the type of writing expected in higher level courses. Plagiarism and how to avoid it is emphasized, and the Modern Language Associate (MLA) style handbook is introduced. In English Composition II, more in-depth research techniques and formatting styles are introduced, along with how to avoid logical fallacies. The importance of using peer-reviewed and primary sources is also addressed, among other research-related topics. All course syllabi include the plagiarism policy, along with what constitutes plagiarism and how to avoid it. Any course that requires a research paper is expected to provide guidelines as to which manual to follow and additional help in how to properly cite and create a bibliography (if different form MLA which is covered in English Composition I and II). Criterion 2E covers plagiarism and copyright infringement in more depth.

- Additional guidance is available in the Learning Success Center and the library. Tutors check papers for proper citation and help students understand assignment guidelines. Writing tutors accept papers from students and give them comments and constructive advice for how to improve them. The library offers both individual and group instruction on how to conduct research using the library's databases, how to find acceptable sources, and how to cite appropriately. Instructors may reserve a time to bring their class to the library and have the librarian give a tutorial on how to use the library's resources. Links to the library are on the website and in the learning management system.

- Science and Allied Health instructors, as well as SLA Facilitators, guide students on how to properly use lab equipment, based OSHA standards, and how to conduct lab research safely and

appropriately. Students are required to fill out a [Science Contract](#) about safety guidelines; students under 18 must have a parent sign.

Sources

- ENGL 1123 English Composition Two Revised Fall 14
- Turnitin License and Billing
- (fillable) Advising and Registration Worksheet (11.15.16)
- 2016-17 Athletics Report
- 2018 One-time Request form
- Art & Soul III
- ASU Mid-South Travel Policies and Procedures effective 11 01 11
- Aviation Machining and Mechatronics Year Endgg
- Cafe Grill Hours and Menus
- Calendar for Advising Workshops Spring 2018
- Campus Partners
- Career Fair Prep _ ASU Mid-South _ West Memphis, Arkansas
- Career Resources - Students _ ASU Mid-South _ West Memphis, Arkansas
- Career Services _ ASU Mid-South _ West Memphis, Arkansas
- Community_Resources_2018
- End of Year Presentation Outline SPR16 Final
- ENGL 1113 English Composition I Revised Fall 14
- EOC EOY Presentation 2016-2017
- EOYreport_2017_CareerCoaches
- Fall 2017 Placement Handout
- Fall 2017 Placement Handout
- FedEx-Aviation-Technology-Center-Grand-Opening
- FY17 Career Pathways Year in Review
- Goldsby Library Infographic
- home visiting
- January 2018 Calendar
- Late Nite Labs
- Library Course Reserve Request
- Library End of Year PowerPoint 2016-2017
- Library Instruction Request
- Logic Model (FYE program)
- LSC EOY Presentation 2017.2
- Machining Technology 2017
- Maintenance 2016-2017 PP Planning Report
- Maintenance Request
- Mechatronic Year End Presentation2017
- Meeting with Advisees
- NSO Agenda and Volunteer Assignments
- PBI Calendar
- Placement Test Advising Sheet
- Plagiarism Powerpoint
- Planetarium

- Schedule for 2017 Summer Program
- Science Contract
- SLA Comp I Syllabus Spring 2017
- SLA syllabus BIO
- Soft Skills _ ASU Mid-South _ West Memphis, Arkansas
- SSS Calendar
- SSS Info
- Student Success Workshop Series Request_ _ ASU Mid-South _ West Memphis, Arkansas
- TRIO SSS End-of-Year Report 15-16 II
- Tutorial Services _ ASU Mid-South _ West Memphis, Arkansas
- Tutoring-SLA End of Year Update 2014-2015
- Welding END OF YEAR 2016
- Welding END OF YEAR 2016-17

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

The co -curricular programs are appropriate for the students of ASU Mid-South and contribute to their educational experience. Some clubs are based on academic performance, and others are based on interest. There are program specific clubs and organizations so students may meet other students that are in the same field of study and learn more about their chosen professions together. Athletics, intramurals, and clubs that involve games like chess teach students about teamwork and competition. SkillsUSA also fosters these desired attributes in students and teaches students to put ones's best foot forward in the spirit of healthy competition. Many clubs' activities involve service projects on campus, in the community, and occasionally, across the globe. Many of the students are first-generation college students and the bonds they form here with other students, faculty, and staff will help them achieve their educational and personal goals. A concerted effort has been made to increase the number of clubs and student activities on campus in order to increase contact with students and to improve retention and completion.

- ASU Mid-South offers many co-curricular opportunities to its students beyond the classroom, enriching their college experience. One example is the ASU Mid-South Greyhounds, the NJCAA basketball team. This program engages athletes, students, and faculty and staff alike. However, student-athletes are expected to put academics first. They are required to attend study hall and their academic progress is closely monitored.

- Additionally, the College also offers an intramurals program that provides students with a variety of recreational and competitive activities such as flag football, volleyball, softball, checkers, chess, dominoes, and other more.

- Phi Theta Kappa (PTK), the national two-year college honor society, and Sigma Kappa Delta (SKD), the national two-year college English honor society, provide students with opportunities to be involved with and give back to their communities.

- The purpose of the Baptist Collegiate Ministry (BCM) is to encourage student fellowship, develop student leadership skills and provide opportunity for the study of the Bible and its teachings. The BCM serves to organize students for service and ministry and to help students talk about their faith to other students. Membership is open.

- Brother 2 Brother (B2B) is a male mentoring organization established through a Title III PBI

Grant at ASU Mid-South Community College. B2B is designed to develop the engagement and self-confidence of (primarily, but not limited to) African American male students to increase their success, retention, and completion of college. B2B also strives to improve the educational outcomes of participants through participation, in-service, learning, and civic engagement. Participants experience a mentoring relationship to follow, uplift, and track their personal and academic development. B2B meets bi-weekly in various locations as announced. Interested students may complete an application online, and people willing to mentor may do the same.

- The purpose of the Cast and Crew Club is to connect students who have a background in video and audio production with students who have a demonstrated interest in acting and/or television and radio hosting for the purpose of creating film, television and radio projects for ASU Mid-south. Club members collaborate with various departments and programs on campus to create content that is both informative and entertaining.

- The ASU Mid-South Chess Club allows for students, faculty, and staff to meet together and enjoy the game. The club is open for all players whether one is a novice who wants to learn the game, intermediate, or expert player. Boards and clocks are provided by the PBI Title III Department and set up the 1st and 3rd Wednesday of each month in the Rotunda from 10am-1pm. By special request, chess equipment can be checked out. Additional opportunities to meet and play in the Rotunda are announced through student email.

- The purpose of the Hospitality and Tourism Management Club is to provide an avenue for Hospitality Management and other interested students to network and interact socially with the college community, hospitality and tourism industry experts, and other students, faculty, and staff across the nation and beyond. The club seeks to accomplish these goals through community and college special projects, industry partnerships, educational tours, and collaboration with the Kemmons Wilson School of Hospitality and Resort Management at The University of Memphis.

- The purpose of the Ladies in Fellowship Together (L.I.F.T.) is to educate and empower women students socially and economically by providing personal growth and development services through reflection and self-examination, while also teaching practical leadership skills and facilitating mentoring relationships both one-on-one and in group settings. Students plan and participate in various events on campus.

- Founded in 1984, the National Technical Honor Society (NTHS) is a non-profit organization established to recognize excellence in workforce education and award scholarships to its members. NTHS membership is considered America's highest award for excellence in career and technical education. In order to be considered for membership, students must be enrolled in a technical program, have at least a 3.5 grade point average in their technical coursework and at least a 3.0 grade point average overall.

- SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel by providing educational programs, events and competitions that support career and technical education (CTE) in the nation's classrooms. With a mission to empower every student member to achieve success, SkillsUSA focuses on promoting career-readiness through the development of academic, technical, and soft skills. This organization is open to both secondary and post-secondary technical students who apply each fall semester through their program's instructor. Members can compete in the ASU Mid-South Internal Competition in January for a place in the Arkansas SkillsUSA State Championship held in Hot Springs each April. State level gold-medalists are

eligible to go on to the SkillsUSA National Championship in June in Louisville Kentucky. Membership in SkillsUSA gives students access to a variety of scholarship opportunities.

- Somos Greyhounds is for individuals who are interested in political, social, and cultural activities involving the growing Latino community. Somos Greyhounds is also an extra support system for students in the areas of academics, leadership, civic engagement, networking, and service opportunities within the larger community. Additionally, this organization brings awareness of Hispanic culture and heritage to the ASU Mid-South campus.

- The Tennis Club at ASU Mid-South is for students on any skill level from novice to advanced. Free tennis lessons are available for all members and participants have the opportunity to compete in the ASU Mid-South tennis tournament.

- The purpose of the Welding Club is to promote professional competency by providing opportunities for club members to serve together productively on practical and artistic projects. It creates a joint effort between faculty and students that allow members to refine their skills while increasing their understanding of welding principles. Other goals of the club are to prepare student to compete in SKILLS USA and to help students meet current welding industry standards.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

- ASU Mid-South engages the community and contributes to students' educational experiences in a variety of ways. Promoting economic development in the region is of utmost importance to the College. As a member of the Arkansas Delta Training and Education Consortium (ADTEC), ASU Mid-South provides skills training and certifications in many of the region's highest-demand job fields.

- The Greater Memphis Alliance for a Competitive Workforce (GMACW) was created in 2015, out of the Memphis and Shelby County Regional Economic Development Plan and the Greater Memphis Chamber's Chairman's Circle, in collaboration with the Brookings Institution Policy Program. Managed by Economic Development Growth Engine (EDGE) for Memphis and Shelby County, GMACW is a strategic consortium of educational institutions, workforce and community agencies, economic development entities, and employers working together to help solve Greater Memphis' skills gap. ASU Mid-South is a consortium member and has dedicated grant-funded employees who work at GMACW to further the interests of ASU Mid-South in the Memphis employment market and to coordinate with other workforce development educators to ensure seamless reciprocity in educating students.

- SkillsUSA is listed above as one of the College's co-curricular activities. The competition and its standards are deeply embedded in the technical programs offered. ASU Mid-South students compete in various competitions to show off their skills. Students bring home a sense of accomplishment and pride in their efforts, regardless of how they place in the competition, though there are always medal winners in the mix.

- As part of the college's mission to promote lifelong learning, Business & Community Classes are made available to residents in the region. These classes provide practical skills training in a wide range of subjects and fields, including CPR and basic life support, computer programs and programming, and cooking. In addition, a number of high-demand industrial certifications are

offered.

- The College, through the Arkansas legislature Act 678, provides a [tuition waiver](#) to Arkansas residents over 60 who wish to take credit courses.

- Student service projects include the creation of a water filtration system by the [welding students](#) for people in Tanzania, the [PTK Clothe-a-Kid](#) initiative where students collect winter clothes and toys for special needs elementary children, and the collection of food for families in need by the SGA. The [clean-up and paining project](#) of a nearby elementary school involved the whole campus.

Sources

- SKILLS USA _ Page 2 of 30 _ ASU Mid-South _ West Memphis, Arkansas
- SKILLS USA _ Page 3 of 30 _ ASU Mid-South _ West Memphis, Arkansas
- 2016 Clothe a Kid
- 2016-17 Athletics Report
- 60 + Tuition Waiver
- ADTEC University Center _ ASU Mid-South _ West Memphis, Arkansas
- Annual_Report_2016_ver17
- Annual_Report_2016_ver17
- Arkansas State University Mid-South
- ASU Mid-South Quick Facts - Arkansas State University Mid-South
- Brother 2 Brother _ ASU Mid-South _ West Memphis, Arkansas
- Brother-2-Brother Application Form _ ASU Mid-South _ West Memphis, Arkansas
- Brother-2-Brother Mentoring Form _ ASU Mid-South _ West Memphis, Arkansas
- Business & Industry Community Classes _ ASU Mid-South _ West Memphis, Arkansas
- Four-Year Signees - Arkansas State University Mid-South
- gmacw_strategic_sector_workforce_analysis_report_with_appendix_and_reports
- Hospitality Club_Halloween Booth
- LIFT agenda_092117
- LIFT agenda_111417
- SKILLS USA _ ASU Mid-South _ West Memphis, Arkansas
- Tennis Challenge Tournament Rules
- The Greyhound Program - Arkansas State University Mid-South
- TRiO SSS Fall 2016 Calendar Final
- Weaver Clean-Up Project (2)
- Welding pumpkin Contest
- Welding-Tanzania-story

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

The descriptions and sources provided in this section demonstrate ASU Mid-South's commitment to providing quality educational programming that meets the needs of our students, while also being responsive to those emerging training opportunities in our larger service area. The College employs a rigorous process for implementing new curriculum through multiple levels of committee and administrative approval. The alignment of its general education core curriculum with Arkansas Course Transfer System learning outcomes ensures transferability of coursework between both two- and four-year institutions of higher education within the State of Arkansas, helping students transition more seamlessly between them. Our degree and certificate programs have been created in consultation with community partners and, often, employers and other educational institutions serving our community. The College keeps detailed records of its instructors' qualifications and provides compelling incentives to attract quality instructors through flexibility, strong benefits, and an award-winning work environment, recognized in both local and national surveys.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. The institution maintains a practice of regular program reviews.

- The Arkansas Department of Higher Education (ADHE) requires program reviews every seven to ten years, but generally, ASU Mid-South determines the viability of its programs more often than required. ADHE provides a [checklist for institutions](#) to use to ensure a thorough review.

- If a program is declining or is failing to meet the needs of the students and employers, then typically the program will be placed on inactive status with ADHE. Technical programs have advisory boards that meet at least annually to discuss and evaluate the programs. Each advisory board consists of instructors and business leaders in the field of study for the program. Examples of advisory board meeting minutes are provided here: [Diesel](#), [Machining](#), [Mechatronics](#), [Hospitality](#), [Process Technology](#), and [Welding](#).

- In 2014, the College made several older programs inactive (the [AAS in Advanced Manufacturing](#), for example) because they were no longer serving students. In 2016 The Senior

Vice Chancellor for Learning & Instruction completely deleted the inactive programs with ADHE. Additionally, both the Mechatronics and Machining programs were redesigned to allow for stackable credentials to improve the benefit to students. Students earn business and industry recognized credentials in addition to the College's Certificates of Proficiencies that lead to an Associate of Applied Science. Note the changes between the two versions of the program list for the College from ADHE for 2015 and 2017.

- Other types of program review that occur at ASU Mid-South include a review of course success through grade distributions, program level assessment reports, graduation rates and certification attainment.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

- Transcripts are evaluated by the Registrar's Office. Degree-seeking students fill out a Transcript Credit Evaluation request form. The Acceptance of Transfer Credit policy is found on p.19 of the catalog and at https://www.asumidsouth.edu/students/transfer.

- Prior learning is assessed through portfolio and other methods under the direction of the Lead faculty member of the desired program. The policy is listed in the on p. 194 of the catalog. In 2015, ASU Mid-South was a recipient of the Right Skills Now: Bridge to Employment TAACCCT grant which funded an evaluation by the Council for Adult and Experiential Learning CAEL) of the College's prior learning assessment policy and procedures. A selection of faculty and staff attended a CAEL workshop on prior learning assessment (PLA) regarding ways to evaluate learning outside the classroom and techniques to gather information from students about their learning experiences. A PLA Intake Tool was developed and piloted at the College while the grant was available. The College reevaluated and changed its PLA policy based on the recommendations of CAEL. Information about credit by examination and prior learning is available on the website at https://www.asumidsouth.edu/students/prior-learning-assessment/

3. The institution has policies that assure the quality of the credit it accepts in transfer.

- The state of Arkansas through ADHE, created a program, Arkansas Course Transfer System (ACTS) for general education courses to easily transfer between public institutions.The policy for ACTS is found on their website and the college also provides an explanation and link to the ADHE policy on p. 18 of the catalog. The ACTS information is embedded in the overall Transfer policy:

    Students can obtain current information about the transferability of courses from other Arkansas public institutions by accessing the Arkansas Course Transfer System (ACTS). Students are guaranteed the transfer of courses listed in ACTS and assured equitable treatment in the application of those credits for ASU Mid-South admissions and degree requirements.

    Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course," and ASU Mid-South does not accept courses with grades below a "C." ACTS may be accessed on the Internet by going to http://acts.adhe.edu/studenttransfer.aspx.

    Determinations of transferability of courses not listed in ACTS will be made by the

Registrar's Office and the Senior Vice Chancellor for Learning and Instruction. Transfer students may be asked to submit course descriptions in addition to their transcripts.

- ASU Mid-South has Memorandums of Understanding (MOUs) with other colleges and universities to ensure courses (other than general education courses listed in ACTS) transfer. Currently the Senior Vice Chancellor of Learning and Instruction is reviewing and making current all MOUs. Institutions which hold MOUs with ASU Mid-South include Arkansas State University, University of Memphis, and University of Arkansas Fort Smith. Arkansas State University recently completed a transfer study to determine ways to improve and increase the number of transfer students from other colleges in the ASU System. Representatives from ASU Mid-South, including students, faculty and administrators, and participated in focus groups for the study.

- Through its Arkansas Delta Training and Education Consortium (ADTEC) University Center, ASU Mid-South also gives students the opportunity to complete and pursue four-year and graduate degrees on the ASU Mid-South campus. The University Center offers students a variety of high-quality and convenient baccalaureate, graduate, and advanced professional development programs from well-known and well-respected colleges and universities. ASU Mid-South has partnered with these universities to offer the "best of the best" – degrees that have been strategically selected to provide the general education and technical knowledge to develop a highly skilled workforce that will significantly advance the economic growth of the region. Baccalaureate programs are provided to students through a combination of live classroom teaching, compressed video, interactive World Wide Web connectivity, and on-demand multimedia technology.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum

- Faculty, under the direction of the Senior Vice Chancellor for Learning and Instruction, regularly review and update prerequisites, rigor, learning outcomes and learning resources. The Curriculum Committee, comprised of faculty and staff, monitors and reviews proposed curriculum changes. A committee listing is provided as well as the specific Curriculum Chair guidelines, and various curriculum forms. After being vetted and voted upon by the Curriculum Committee, the minutes are recorded and saved in the shared employee drive and a copy of the minutes and forms are forwarded to the Senior Vice Chancellor for Learning and Instruction for approval and inclusion in the next year's catalog. Additional information about curriculum is found in Criterion 3.

- Degree programs are assessed in order to gather data on student performance in relation to learning outcomes. However, the assessment process also challenges faculty to ensure that their measures align with goals and outcomes that emphasize the modes of inquiry and adaptable skills programs seek to impart. Learning outcomes may be changed by faculty as needed without having to go through the curriculum committee. As experts in their respective fields, learning outcomes are decided by departments under the guidance of their Lead faculty. Learning outcomes at the course level are included on the syllabus. Program level outcomes are found in Chapter 6 of the catalog, on the website, and may also be included on the syllabus.

- At ASU Mid-South, all courses, including those attended by high school students, are taught on

campus by college faculty. The same syllabi are used with the same learning outcomes. The main difference for the concurrent/dual-enrollment classes is the scheduling necessary to align with the schedule at the high schools.

- The College provides opportunities for high school students to attend general education courses through the Goldsby Scholarship. These students typically attend special sections of the course in an attempt to keep them in the same class, but may be put in adult sections depending on the student's scheduling needs. Students in the program have the opportunity to complete several credit hours in general education courses before graduating high school, and in some cases a full associates's degree.

- ASU Mid-South signs MOUs with the high schools that participate in the program, and these are filed with the Arkansas Department of Higher Education (ADHE). Additionally, an annual report is filed with ADHE which includes a grade comparison between high school and college students to show that the output for the classes is comparable. The report also consists of a faculty professional development schedule to show the College provides training for faculty.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

- The Respiratory Therapy program has recently been placed on probation with its accrediting body, the Commision on Accreditation of Respiratory Care (CoARC). The probationary status is due to the number of students who have not passed the Certified Respiratory Therapist (CRT) exam after graduation. The Lead Faculty has filed a report and action plan to address the concerns. The College's response was included in the Federal Compliance filing.

- The Aviation Maintenance program is approved by the Federal Aviation Administration (FAA). Based on recommendations from the FAA's most recent onsite inspection, the College is redesigning its program. The redesign includes separating general content classes into more subject-specific classes allowing students to receive more focused and intensive instruction. The changes also allow students to prove a deeper level of understanding and mastery in each subject.

- The Machining Program is accredited by the National Institute of Metalworking Skills (NIMS). The Lead Instructor for the program earned 12 NIMS certifications and has added a credential from the American Society of Quality (ASQ).

- The Nursing Assistant training program is approved by the Office of Long Term Care division of the Arkansas Department of Human Services.

- The Welding program is certified by the American Welding Society (AWS) and is accredited by the National Center for Construction Education and Research (NCCER).

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

- The College tracks graduates who transfer to other institutions through the National Clearinghouse, information provided from the Arkansas Department of Higher Education (ADHE), and IPEDS. In 2017, the College participated in the Voluntary Framework for Accountability (VFA) in order to include outcomes in addition to those reported to IPEDS.

- Career Services and Employer Engagement track students who utilize their services, and also request feedback from employers about the graduates they hire from the College. Grant programs who must report on post-completion outcomes contact students for transfer and employment information and store results in the grant repository in the College's shared drive.

- The College has tried throughout the years to develop a system to better track and remain connected to alumni, with little success. The Vice Chancellor of Advancement and the AVC for Enrollment Management meet regularly to discuss ways in which to improve communication to alumni. The new Institutional Research & Effectiveness department is also looking into ways to do this. The executive team recently met virtually with Equifax who use credit reports to track graduates, but it was determined to be cost prohibitive based on the percentage of responses projected. The program is mainly designed for universities (no community colleges were participating). The changes to state funding requirements, which will be based more on outcomes than enrollment, makes finding a better way to get post-completion data an even higher priority.

Sources

- Graduation and Awards 2015- 2017
- MSCCPerkins_1V.cd_PerformanceResults
- Teacher Education Advisory Committee minutes 12-14-15
- 2014-06-25 Mechatronics Advisory Board Minutes
- 2014-11-21 Machining Advisory Council Meeting Minutes (2)
- 2014-2015 Assessment Report Final
- 2015-03-18 Advisory Minutes
- 2015-12-03 Process Technology Advisory Minutes
- 2015-12-10 Welding Advisory Meeting
- 2015-6-18 Diesel Advisory Minutes
- 2016-05-06 Mechatronics Advisory Minutes
- 2016-2017 Committees
- 2017-2018 Committees Final
- Academic Program Review Checklist for Institutions
- Acceptance of Transfer Credits
- ADHE 2018 Degree List By Institution
- ADTEC University Center _ ASU Mid-South _ West Memphis, Arkansas(2)
- AHECB Program Approvals - Letters of Notification - January 2015
- Appendix D
- Arkansas Course Transfer System FAQs
- AS Buisness Program Assessment
- Assessment committee mtg minutes Apr24 2017
- ASU_Report_2017
- AWS Sense paperwork
- Business & Industry EOY presentation 2016-2017
- CAEL Contract and state forms signed by CAEL

- CNA Letter
- CoARC
- Committee Chair Handbook 2016-2017
- Curriculum Forms
- End of Year Presentation 2017 Respiratory
- Entry Detailed Action PlanASUMidSouth
- FAA Approval
- goldsby_scholar_earns_duke_masters_2-26-15
- Hosp Advisory Board Meeting Dec 13 2013 minutes
- IMTC Site Visit Report MSCC Rf
- instructor_earns_asq_credential_11-12-14
- IPEDS_Outcome_Measures_Data
- Letter of Notification Inactive Status - AAS Adv Manufacturing 11 17 14
- MAP Draft 4
- Marion High Student Graduates from College Before HS _ ASU Mid-South _ West Memphis, Arkansas
- Mid-South CC Machining LETTER OF NOTIFICATION-reconfiguration
- Mid-South Community College - Machining Career Pathways Report (July 201
- Mid-South Process Tech Report
- MSCC Approved Program List as of March 12
- NCCER Mid South Accreditation
- NIMS Accreditation Award Letter
- PLA Intake Tool User Guide
- Processes for Committees
- Revised-Fall-2016-Grade-Distributions-Final-1
- Revised-Spring-17-Grade-Distributions
- Second Annual Goldsby Wild Game Dinner A Success _ ASU Mid-South _ West Memphis, Arkansas
- Transcript Evaluation Form-ASU Mid-South
- Transfer-and-Employment-Data
- VFA Internal OUtcomes Report

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

- Each course has learning outcomes that explain what knowledge students should attain in the course. Learning outcomes are articulated clearly on the course syllabus. Program level outcomes are included in the catalog, Chapter 6, and on the program-specific webpage on the College's website. Institutional level outcomes, called general education outcomes (GEOs) are stated in the catalog, p. 95-96, each syllabus, and in in the assessment plan.

- ASU Mid-South creates a three-year assessment plan. Each academic department uses an assessment toolkit to determine and create the course and program level goals and outcomes. The toolkit is revisited every three years, when it is time for a new assessment plan. Faculty may adapt learning outcomes if standards have changed in their area of expertise, or remove outdated outcomes: for example, remove an outcome that refers to an outdated technology or include a new one based on new equipment. If changes are made, the syllabi and other places where the outcome is shared is updated. Guidance in writing learning outcomes is provided by faculty assessment leaders.

- Once the outcomes are in place, or if no changes were made through the assessment plan process, Faculty choose which courses ad programs to assess each semester. Faculty typically follow the plan unless there is a reason to deviate from it, such as the class being cancelled for that semester, or faculty observe a need to address student learning in another class that is in need of immediate attention. If an instance of one of these scenarios comes up, the course will be assessed the next time it is offered and the assessment plan will be adjusted.

- Faculty then choose which learning outcomes to assess. Some departments assess every learning outcome in every course, every semester. Others focus on outcomes where they notice students may be struggling and only choose one or two to assess that semester. Faculty determine what defines success for each learning outcome. While all faculty want 100% of students to achieve 100% on a particular assessment, it is unrealistic, so faculty determine what

is reasonable to expect on each outcome and which assessment instruments they will use to measure the outcomes. Many faculty develop rubrics to measure students' achievement and to inform students of the expectations of them prior to the assessment. Examples of rubrics used by faculty include: 10_point_DB_Rubric, Farewell Speech Rubric, Work Ethics Assessment Form, and Writing rubric.

- Once this is established, the goal is entered into the College's assessment software. After the outcome is measured (can be at any time during the semester that is deemed appropriate) the faculty member enters in the results of the assessment and compares it to previous results as appropriate. One challenge is motivating faculty to put their assessment results in the online assessment system in a timely manner. Recent support from upper management has helped in this regard, but further improvement is needed to publish reports in a more timely manner. Sharing the Institutional Effectiveness Calendar, setting up Tasks in Outlook, and continued reminder emails are planned to encourage faculty to get results in on time.

- If the assessment results surpass the desired results, notes are made, and the outcome will be revisited in the future. If the results do not reach the desired level of student learning achievement, then a plan is developed to improve instruction, course materials, or the assessment instrument, and the outcome will be assessed again to see if the changes improved student learning. Then the cycle starts again and continues until it is time to adjust the three-year plan again.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

- Curricular programs are assessed in much the same way as course level outcomes. Program level outcomes are developed by faculty to determine what students should know by the time they complete the program. The outcomes include some course level outcomes, certification exam results if applicable, and any externship or capstone project that shows the culmination of a student's learning. Additionally, all associate degree graduates are expected to complete the WorkKeys assessment, and be assessed on the general education outcomes though an online assessment portfolio that is being piloted. Previously general education outcomes were assessed though paper rubrics. Faculty and assessment staff are excited about the electronic option, which was driven and created by faculty.

- Co-Curricular programs are assessed through student surveys, focus groups, and attendance at events and activities. Feedback regarding co-curricular programs are used to improve student experiences Data is tracked on the academic achievement of students in the co-curricular programs as well. Phi Theta Kappa students must maintain a certain GPA to remain in the program, as do student athletes. All grant related participants (ADAPT, PBI, SSS, EOC, Career Pathways, and Perkins) are assessed as to their academic success and success in transferring or employment after graduation as required by the specific grant. The grant programs have goals they are expected to achieve in regard to student outcomes. The Office of Program Compliance assures grant directors submit required documents and track students accurately.

3. The institution uses the information gained from assessment to improve student learning.

- Faculty use course level assessment to improve their instruction. Program level assessment and program reviews lead to improvements within the program or removal of the program if it is not meeting expected outcomes. At the end of each year, in addition to submitting assessment results each semester into Taskstream, faculty and staff present their assessment and operational

plan results to the chancellor and executive team. These meetings are very informative and are open to the campus for others to see what each department is doing. In these presentations, faculty present their results and their plans to address any issues. A few samples of the presentations will show the dedication and desire for faculty and staff to meet student needs and improve learning: End of Year Update - Dev Tech and College Math 2016-2017, Medical Assisting End of Year Update, Education End of Year Report , Mechatronic Year End Presentation 2017, and End of Year Update Social Sciences. Budget decisions are made in response to assessment results. Examples include new exam preparation materials being bought to help students improve certification exam results, additional skeletons added to the science lab so there are fewer students per skeleton when working in class, and redesigning the welding annex when it was found that booth-only welding did not give students the real-world experience they needed when on the job. These improvements, and many others, resulted from assessment of student learning outcomes in courses and programs.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

- As mentioned above, the College engages in processes and methodologies that reflect good practice in assessment of student learning. The assessment toolkit was adapted from national assessment leaders. The Assessment Committee and Faculty Senate lead the direction of assessment in course, program, and institutional assessment. The Assessment committee is comprised of mostly faculty, and the Senior Vice Chancellor for Learning and Instruction and the Associate Vice Chancellor for Institutional Research and Effectiveness serve as ex officio members. The AVC for Institutional Research and Effectiveness (a former full-time faculty member) sends reminders (Fall, Spring) to all faculty and staff about assessment and planning dues dates, holds assessment software trainings, and is available for one-on-one or group discussions about assessment, and currently serves on the board of the Arkansas Association of the Assessment of Collegiate Learning (AAACL). Other faculty and staff, attend conferences related to assessment, including the Chair and Co-chair of the Assessment committee. Faculty determine their learning outcomes, plan for assessment, and report results. The AVC for IE & IR compiles the results together and is the administrator for Taskstream, but the bulk of the work is done by faculty and staff. The process and expectations are defined in the Assessment plan and other institutional documents.

Sources

- 10_point_DB_Rubric
- 2 and 6 year cohort and outcomes
- 201415EndofYearUpdateSocialSciences
- 2014-2015 Assessment Report Final
- 2016-2017 Committees
- 2016-2017 Course Assessment Activity Report
- 2017-2018 Committees List
- 2017-2020 ASU Mid-South Assessment Plan
- ADAPT EOY report 2017
- Assessment committee mtg minutes Apr24 2017
- Assessment Glossary

- Assessment Language
- Assessment Planning 8.4.17
- ASU Mid-South Departmental Outcome Assessment Plan-blank
- ASU Mid-South Outcome Assessment Plan-blank
- Capps End of Year Update2017 (002)
- Crit Thinking Rubric portfolios 2-24
- Demonstration Speech Critique Sheet
- Developmental_Education_Progress_Measures_Non_Public
- Diesel Presentation1
- Diesel Technology _ ASU Mid-South _ West Memphis, Arkansas
- DMTH 1304-02 Foundations of Math Redd Sammie Spring 2018
- Draft Proposal for Implementing Portfolio Based Assessments
- Draft Proposal for Implementing Portfolio Based Assessments (003)
- Education End of Year Report 5-22-17
- End of Year Report on Concurrent
- End of Year Update - Dev Tech and College Math 2016-2017
- EOC EOY Presentation 2016-2017
- Fall 2016 Assessment Plan (002)
- Farewell Speech Rubric
- FY17 Career Pathways Year in Review
- Graduate WorkKeys Purpose Letter
- Institutional-Effectiveness-Calendar-1
- Intro Critique Sheet
- Mechatronic Year End Presentation2017
- MSCC Assessment Report 2013-2014
- preparing_for_workkeys
- Program Compliance 2015-2016 Year End
- Revised-Fall-2016-Grade-Distributions-Final-1
- Revised-Spring-17-Grade-Distributions
- Secondary YE Report
- Spring reminder
- Strategic-Plan-for-2015-2018
- Student retention and engagement framework
- Student Success conclusion (EOY presentation) 2017
- Summary of Online Hybrid Courses
- Taskstream Reminder
- TECH Meeting Minutes 11.06.17
- The Greyhound Program - Arkansas State University Mid-South
- Title III-PBI Operational Plan - End of Year Update 2015
- TRIO SSS End-of-Year Report 15-16 II
- VFA Internal OUtcomes Report
- Welding END OF YEAR 2016
- Welding END OF YEAR 2016-17
- Work Ethics Assessment Form
- Writing rubric
- WritingStudentLearningOutcomes

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

- ASU Mid-South's strategic plan includes the College's intention to "expand access to learning by recruiting, enrolling, and retaining increasing numbers of students." Strategic Plan for 2015-2018 The percentages goals are found in each year's operational plan. While funding was primarily focused on enrollment in the past, the national trend is now to base funding on performance, specifically retention and completion. The Arkansas Department of Higher Education (ADHE) is in the process of redesigning the state funding model to be more focused on retention and completion. This funding model will help shape the direction of the new strategic plan the college will be unveiling next year. ASU Mid-South embraces this change, not only because it will be the basis of funding in higher education for the future, but also because it is the right thing to do for students. While maintaining an open access philosophy and practice, the College will focus on ensuring students progress as quickly and inexpensively as possible, so that students may move ahead to their next goals of either employment or transfer.

- In addition to overarching retention and completion goals, various entities on campus have departmental goals within the operational plan that focus on improvement in these areas. Some of the goals are part of grant requirements; others are for program review; and others are purely to help students stay on track and persist to completion. The Associate Vice Chancellor for Student Success worked with faculty and staff to develop the Student Retention and Engagement Framework. This framework addresses retention and completion concerns and to approach the task with quantifiable and direct measures.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

- One of the ways the College collects and analyzes data is through the nationally recognized surveys that compare feedback from ASU Mid-South students with those from peer institutions throughout the country. A recent example is the College's use of the Community College Survey of Student Engagement (CCSSE). The College used this survey to develop a thorough review of student interactions with faculty, staff, and each other.   The attached ASU Mid-South CCSSE Review 2015-2016 illustrates the results of the CCSSE which reflected especially well upon our student support staff.

- The Institutional Research & Effectiveness office collects and analyzes retention, persistence, and completion data at the institutional and program level. This information is shared on the IR webpage, and internally with those who request further disaggregated data. The Registrar collects and reports similar data to the State of Arkansas and IPEDS. Various grants collect information on their participants, which primarily look at student performance in technical programs and outcomes related to programs in student services. Participation in the Voluntary Framework of Accountability (VFA) expanded the data collection and analyses of outcome data for the College this past year. ASU Mid-South is participating in the VFA again this year.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

- The College approaches retention strategically and directly with a view towards improving student outcomes and fostering student engagement. The Associate Vice Chancellor for Student Success pulled together a group of stakeholders from the college to create the Student Retention and Engagement Framework. This framework involved various departments assessing data and information and developing strategies for improved outcomes.

- In addition to collecting survey data through instruments such as the CCSSE, the College disseminates the results of data collection and analysis to faculty and staff. The attached College Completion Prezi Using CCSSE Results from 2015 was presented at a campus-wide meeting as the start of a series of meetings and workshops centered on student engagement at the college, departmental, and individual levels.

- With the change to outcomes based rather than enrollment based state funding, continued and improved methods for using data strategically is at the forefront of discussion at the College. As a result, improving student persistence, retention, and success will be a main focus of the college's new strategic plan.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of t heir measures.)

- With the creation of the Institutional Research & Effectiveness department (a merging of IR and IE), the capability to collect and analyze data has grown over the past year. After receiving the HLC Non-Financial Indicators report, more resources and personnel were directed to the collection, analysis, and reporting of data, particularly as it relates to outcomes. Data is collected through reports created to pull directly from the student information system, and then is checked for data quality and corrected as needed. Because data is a moving target, a snapshot

of the data after the official enrollment day (defined as the eleventh class day in Arkansas), is saved in the shared drive in a folder specific to that semester. Reports are then created using this data, including an enrollment report provided each semester by the Registrar. Additionally, the Registrar submits a graduate report to the Arkansas Department of Higher Education (ADHE).

- ASU Mid-South does use the IPEDS definitions in reporting, but has recently expanded the collection and analysis of retention, persistence, and completion data through participation in the Voluntary Framework of Accountability initiative through the American Association of Community Colleges. The institution is in the process of determining additional measures to further analyze the student population. Another population the college measures and analyzes regularly are dual-enrollment/concurrent students.

- When using IPEDS data, ASU Mid-South uses different cohorts of colleges to compare itself to depending on the analysis. The Arkansas Department of Higher Education provides comparisons of colleges and universities using IPEDS and other metrics for performance/outcome funding. The College also uses a custom report of institutions with similar missions and student populations from across the country to see how it compares.

Sources

- Graduation and Awards 2015- 2017
- Ruffalo Noel Levitz Student retention registration
- 16FAL.information sheet
- 2 and 6 year cohort and outcomes
- 2015-2016-Grads-2-ASUMS
- 3 yr average HS credentials
- ADHE Two Year - SREB Peer Groups by Year
- ASU Mid-South CCSSE Review 2015-2016
- College Completion Prezi Using CCSSE Results from 2015
- Custom IPEDS ASU Mid-South
- IE 2014-2015 End of Year Update
- IPEDS_Outcome_Measures_Data
- Productivity_Funding_Policy_CColleges
- Retention Analysis 2017
- Six-Year Outcomes Measures
- Strategic-Plan-for-2015-2018.pdf
- Student retention and engagement framework
- Student Success conclusion (EOY presentation) 2017

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The descriptions and sources in this section demonstrate ASU Mid-South's commitment to quality instruction and program evaluation. The college maintains accreditation of its programs through the appropriate vehicles including the Arkansas Department of Higher Education. Departments regularly evaluate the performance of their instructors and effectiveness of curriculum in order to improve student success and inform the broader process of assessment on our campus. Faculty and staff work together to create an environment that promotes retention, and both faculty and student services personnel take an active role in advising, mentoring, and promoting campus organizations that create a compelling culture on the campus.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered

Our budget and financial statements clearly show our revenue streams, expenses, and consistent ability to manage resources in a manner that is responsible and mission oriented. Our budget summaries for FY 2016, 2017 and 2018 demonstrate how the institution takes into account both long term and short term projects, denoting both the size and proportionality of short-term funding such as grants and windfalls. In addition, our expenses, demonstrated through our financial statements, realistically acknowledge current and planned costs and adjustments taken in order to maintain a strong financial position. Adjustments have included staff restructuring and the limiting of professional development budgets for departments that do not typically spend those funds. In particular, our 2015-16 budget reflects a drawing down of short-term revenue from grants and budget cuts to reflect that in order to promote more sustainable growth as new programs such as culinary arts mature, while major grants such as the Primary Black Institutions grant and the accompanying staff resources are retained.

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The concurrent credit agreement with the West Memphis School District provides an example of how ASU Mid-South has identified sustainable projects in line with the interests of our community, as well

as the resources and funding opportunities available through stable funding sources. Our partnership with the West Memphis School District, as well as our other partnerships with Marion and Earle High Schools, which are also in Crittenden County, reflect our commitment to serving our community. By working so closely with the postsecondary institutions in our district, ASU Mid-South has developed a model for stable enrollment by bringing students to our campus who achieve high rates of success. This also allows us to fulfill our vision of being the educational provider of choice, while broadening access to higher education opportunities for all.

Our revenues are largely budgeted for regular operating costs, particularly faculty salaries and facility maintenance. Our primary staff expenditures fall into areas related to student support services and compliance. In terms of compliance, our mission translates to a high percentage of students receiving a number of forms of financial aid including Pell Grants and scholarships from local donors, as well as institutional and state support. We do not process student loans, so there is no infrastructure for that in our finance system.

In the area of student support, our services are heavily geared towards the particular needs of our population with an awareness that our students are more likely to come from lower income, first generation, and minority populations. While support for these students is a core function of our institution, the college actively seeks and maintains grants that bolster our capacity for support, without requiring full support from internal sources or the State of Arkansas. ASU Mid-South seeks grant support for projects where appropriate and, in particular, grants that target the specific we serve.

Finally, entering the Arkansas State University System had helped to reduce expenditures by attaining a more sustainable health insurance arrangement through CIGNA. The system also provides System-wide legal support, which results in both cost savings and cost-avoidance. The ASU System has recently contracted with Huron Consulting Group to conduct a study of all system colleges in order to evaluate the quality of its current service across various function areas, particularly to identify opportunities to gain efficiencies with the potential to increase efficiencies and effectiveness, and decrease costs.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities

Our budget summary illustrates the institution's capacity to fulfill its mission. The millage provided by the representatives of the community is used to support programs that serve that community's educational needs.

The college's mission statement clearly articulates essential and realistic goals:

"The mission of Arkansas State University Mid-South is to enrich lives through high quality educational programming that fosters student success, workforce development, and lifelong learning".

The three facets of the college's commitment to quality education included in the missions statement are in line with the needs of our region, organization of our institution, and opportunities available for both the institution and our students.

Student success means different things for different students. However, a major barrier to success for our students is the challenge of understanding the world of higher education and, specifically why educational attainment is important. By the nature of our regional demographics, our student body includes a high proportion of first generation students from backgrounds where the path to greater economic success is unclear, and the language of higher education must be learned outside the

home. Our student support services, as well as our faculty, take on this challenge. The institution's efforts center on advising and support, clear presentation of program requirements and possibilities, retention, and graduation. Our faculty are engaged alongside staff in these efforts, as we maintain in-person registration opportunities, where new new students may meet and be advised by faculty in their specialties or in general education. A clear indication of the effort dedicated to advising is the development of an advising syllabus, a document designed through our student life office in consultation with engaged faculty and student support staff, which aims to create clear goals and expectations for students and advisors in the form of a contract between advisor and advisee.

The college's commitment to workforce development is central to our history and current operations. The college enrolls approximately half of its students in technical programs geared toward meeting the employment needs of the Mid-South region. In addition to fulfilling our role as a technical institution, and funding it as indicated in our annual budgets, the institution adapts its delivery to the evolving needs of the workforce in our region. The college's partnership with the West Memphis School District is designed to offer high schools students opportunities to enter the workforce with career options in fields of high need in our area, served by companies such as Bosch, Hino, FedEx, and the various medical and transportation-related companies based in Greater Memphis area. Our technical programs also partner with other regional higher education institutions through the Arkansas Delta Technical Education Consortium. The consortium allows the five community colleges in the region, as well as two University partners, to seek grant support and pool resources for training and job placement. Our revenue streams, budget, community needs, and regional opportunities clearly align with the workforce component of our mission.

Lifelong learning is a commitment on the part of the institution to the individual, social, and economic values of education. Consequently our adult students are a major driver of the institution. As our technical programs adapt to a changing workforce, our adult students benefit from the opportunity to update their credentials or enter a field on the cutting edge of technology and practice. Our general education programs offer students the potential to build upon their academic achievements and earn a degree here at Mid-South or transfer to a four-year institution. Our courses transfer to all public state institutions within Arkansas, as verified through the Arkansas Course Transfer System, as well as at other institutions throughout the country. Our low tuition cost relative to other institutions in our region, combined with the transferability of our courses, reflects a belief that our students should leave us with opportunity, rather than debt.

4. The institution's staff in all areas are appropriately qualified and trained.

The personnel section of the college catalog, along with our technical instructor certification policy, illustrate both the qualifications of our faculty and a clear plan to maintain a highly trained faculty in areas where credentialing may be especially complex. ASU Mid-South boasts numerous instructors holding advanced degrees beyond those required to teach in their subject area, while other faculty continue to acquire certifications that broaden their personal ability and create opportunities to offer new program certificates, particularly in technical fields. The college is able to attract highly qualified faculty and staff due to a quality work environment, its clear mission to serve students, and a competitive benefits package that provides opportunities to employees seeking support and long-term planning for themselves and their families.

The college conducts regular professional development and training in order to support faculty improvement. Faculty are hired on ten-month contracts, which is one month longer than at many of our peer institutions. The additional time is largely dedicated to advising; a combination of mandatory and required professional development in teaching, instructional technology, disability services, federal and state policy; and other projects that bring our faculty and staff into contact with each other

across departments, as well as with peers at the state and regional level. A sample of required and optional meetings from August 2018 demonstrates the range of credentials and training opportunities offered to faculty and staff by the college on a regular basis, before and in addition to support provided by the institution for staff seeking specific opportunities within their field.

The strong credentials of our faculty reflect the college's reputation as a desirable place to work, capable of competing with 4-year and larger 2-year institutions in the Greater Memphis area, as well as peers in Eastern Arkansas, for quality hires. Both part-time and full-time faculty have clear expectations for credentials and professional development. Annually, this information is provided through the Taskstream service to create reports for institutional and state productivity reports. In keeping with the expectations of our community, system, and state officials, the college develops procedures to both require credentials and to reward faculty and staff for pursuing continued development of their skills. Our productivity performance plan provides a clear example of our commitment to both highly qualified faculty and regular professional development. The institution requires qualified staff and incentivizes continued professional growth. The college's commitment to lifelong advancement for its faculty and staff mirrors the college's belief in the importance of lifelong learning.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

The budget process is a well-developed process which is inclusive of faculty and staff in addition to administrators. Budgets are discussed mid-year (typically in February), where budget managers receive the request documents for the upcoming fiscal year. In March, budget managers along with the department review the current budget and determine priorities and needs for the upcoming year. Clear instructions are provided in how to determine certain allocations, such as phone usage and professional development. The budget requests are returned to the Vice Chancellor For Finance and Administration, who then compiles the requests and works with the senior staff to prioritize requests and balance the budget. Once finalized at the institution, the budget is shared at the ASU System budget hearing. The ASU System must approve the budget before it becomes final. Lastly, once the budget is finalized, the funds set aside for one-time requests and extra help requests are prioritized based on critical needs, strategic priorities, and available funding.

Budgets may be viewed and monitored at any time by budget managers through the internal database management system. The budget allocation, amount spent so far, and remainder balances are shown by general ledger number. Purchase orders and requisitions may be tracked to see where in the stage of processing each purchase is in. Budgets are sent out mid-year as a reminder to check the amounts spent, so adjustments can be made in spending as necessary.

Finally, the Chancellor's 2017 End of the Year Presentation, presented at an open meeting to all faculty and staff, along with our annual budget summaries and financial statements, demonstrate our commitment to transparency and process in planning, monitoring, and financial operations. The institution's financial documents are readily available and presented in multiple forums open to employees and the general public. The chancellor's report is one example of how the finances and budget decisions of the college are summarized and presented in plain language for a broader audience.

Sources

- 20150918 MidSouth Chancellor's Report

- 2015-2016 MSCC Approved budget Summary
- personnel_asu_midsouth_catalog
- 2014 ASU Consolidated Financial Statements
- 2016-2017 Productivity Performance Plan
- 2016-2017-ASU-Mid-South-Summary-budget-1
- 2017 End of Year
- 2017financial statement
- 2018 Budget Instructions
- 2018 Extra Help worksheet
- 2018 One-time Request form
- Academic Advising Syllabus
- ASU Mid-South Budget-Process
- ASUMS-FY18-Budget-Summary
- August 2018 Professional development
- Example Budget Reports as of 123116
- MSCC and WMSD concurrent credit MOU 120813
- Technical Instructor Certification Policy_Final_120114

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

ASU Mid-South ensures collaboration in the development of policy, procedure, and practice through transparency and communication between administration, the board of visitors (formerly board of trustees), and faculty/staff committees. The documents in this section speak to the college's processes for seeking input and active support from stakeholders at all levels. These include the college's board of visitors, committees of faculty and staff, the faculty and staff at large, and the student body. The documents show that procedures and methods of seeking input are tailored to the needs of each group and that support from all is valued and implemented appropriately.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Following the college's transition from an independent community college to a member of the Arkansas State University System, the college realigned its structure of governance to reflect its role as a system college while preserving relationships to our former trustees and ties to the broader community. As such, the college's Board of Trustees became a board of visitors which serves in an advisory role. We believe the maintenance of this board, despite the changes in its responsibilities, is essential to promoting local engagement and recognizing the efforts of those who have helped build and sustain the college over its first twenty five years.

The participation of boards members is an important element that allows the college to keep the community informed of opportunities and activities on our campus, including programs that might attract employees, students, parishioners or various other contacts best reached through close communication with local leaders. In addition, the Board of Visitors supports the college's fundraising efforts in support of the Goldsby Scholarship program, our most significant scholarship program available to high performing students, as well as a number of smaller scholarships offered through the Arkansas State University Mid-South Foundation.The board packet of Mar 9 2015 is an example of the collaboration between administration and the board of visitors. The board regularly reviews both financial and operational details such as fiscal summaries, budgets and fundraising

activities. Activities such as the Tommy Goldsby Memorial Wild Game Dinner & Auction mentioned in this report draw upon the skills and connections of board members who are able to participate as well as remain informed in the college's operations. The 2017 Tommy Goldsby Memorial Wild Game Dinner & Auction raised over $265,000 in support of our scholarship programs, as noted in this press release distributed to the West Memphis Evening Times, and reflects the level of support the institution enjoys from our Board of Visitors and community supporters.

2. The institution has and employs policies and procedures to engage its internal constituencies —including its governing board, administration, faculty, staff, and students—in the institution's governance.

While policy and procedure review and approval have always been essential to the maintenance of operations and a quality environment for students, faculty and staff on our campus, these areas have taken on heightened importance following the college's merger with the Arkansas State University of System. The policy review committee is charged with a major task of auditing and adjusting college policies following the merger and leadership change. The proceedings are transparent to all staff and all staff may present policies for review without being limited to those under consideration by the committee. A comprehensive review of all policies and procedures was undertaken in order to align the college's practices with those of other system campus where necessary (for example, matters related to employee benefits where we now share a provider with other system schools) or desirable. This provided a timely opportunity for a broader review of college policies that has engaged faculty and staff throughout campus, encouraging employees to voice their opinion and share in the process. The policy review committee policy and procedure document demonstrates the college's commitment to fair and transparent operations in policy review and a commitment to conforming with standard practices as well as the needs of a shifting technological environment and student population. By dividing operations into sub-committees with representation from across the campus, the college is able to provide hearings and make decisions on policy changes ranging from food and drink policy in classrooms to the structure of employee retirement contributions.

Another example of shared governance is the contribution of the faculty senate to conversations regarding policy and procedure. The faculty senate meets regularly in order to provide a forum for faculty to share experiences, promote camaraderie between departments, and discuss responses to issues of concern. In addition, the faculty senate provides an opportunity for faculty to develop policy proposals that may be sent to the policy committee for review. While any employee may complete a policy proposal, the faculty senate attempts to connect faculty with resources in order to research, determine support, and provide editorial assistance for faculty members submitting proposal that impact the classroom and faculty work environment. A recent example is a policy change currently under consideration that seeks to clarify the college's rules for faculty work schedules and office hours. This policy originated from a meeting of the faculty senate and was submitted following review of procedures at peer institutions, research into the history of policies at the college, and review of proposed language by volunteers from the faculty senate. Arkansas State University Mid-South clearly demonstrates a commitment to engaging faculty and community partners in decision making as well as working across departmental boundaries to ensure that staff work as teams rather than in silos.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Arkansas State University Mid-South creates and promotes strong institutions and opportunities for collaboration between faculty, staff, and students in developing a quality academic environment.

The survey schedule provides a glance at a six-year plan, which has been implemented through 2016, to obtain feedback from both faculty and students on the quality of services provided by each department and satisfaction with the college's support for these departments. The college regularly seeks feedback from its employees as well as students. The results of this outreach dovetail with the policy and procedural review mechanisms of the institution to help the needs and concerns of our employees receive proper attention and be reflected in appropriate policy changes. The May, 2016 policy review committee agenda demonstrate the college's processes for operating advisory committees and regularly obtaining feedback from faculty, staff, and students. Items included in this agenda demonstrate a commitment to addressing needs in all areas of operation and campus life and include matter such as, honorary degree policy, faculty personal leave, appropriate use of information and technology resources, adjunct and summer pay, and the procedure for waiving out-of-state tuition. In addition, the policy review committee agenda reflects our committees best practices in recording minutes and operating committees in a professional manner pursuant to standards of transparency and effective dialog.

The college is also committed to providing students with opportunities for feedback and to create real change on our campus. In the fall of 2016, the college approved the constitution and bylaws of a newly revived Student Government Association which engages student leaders on our campus.The SGA provides both a voice and an opportunity for students to expand their horizons through leadership and service.

In 2016 the college also undertook a major effort to survey our students through the Community College Survey of Student Engagement (CCSSE). This extensive mechanism sought student input on topics from student services (a subject where the college rated exceptionally well locally and nationally), quality of instruction, facilities, communication, and financial support. The results of the CCSSE were analyzed and processed into informative materials for our employees, students, and Arkansas State University System representatives. A series of meetings were conducted in 2016-2017 in order to share this information and address the issues and opportunities demonstrated through the CCSSE. The survey also provided a strong body of student input for the policy review process as well as reviews of the college's mission and vision.

Another recent reflection of changing student needs is the adjustment of the college's Student Evaluations of Instructors surveyed at the course level. The college surveys students on a variety of specific subjects including adherence to classroom policies, variety of methods used in instruction, and instructor's engagement with campus resources. However, the college recently created an alternative survey to be administered for online courses as traditional questions (ex. does your instructor begin class at the scheduled time) are not applicable. This improves student feedback while avoiding the reduction of surveys to vague self-assessments of faculty quality or student learning. Arkansas State University Mid-South remains committed to working with our students.

Sources

- Fenter, Glen - Board Approved Early Retirement
- Survey Schedule F11-S17
- 2017 Wild Game Dinner Press Release
- ASU Mid-South Policy Review Committee Policy and Procedures
- Board Packet Mar 9 2015
- CCSSE ExecSum
- Faculty senate agenda 5-16-17

- Policy Review Committee agenda 050516
- Proposed Faculty Work Week policy from Fac Sen
- Student Government Association Constitution (adopted in spring 2017)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The institution engages in systematic and integrated planning.

Arkansas State University MidSouth demonstrates an effective process for planning and allocating resources through publicly available documents such as our operational and strategic plans as well as workforce specific planning documents. These sources illustrate the alignment of our planning and processes with our broader mission, commitment to the community, and development of workforce education programs.

1.The institution allocates its resources in alignment with its mission and priorities.

- Our planning documents demonstrate goals in line with our mission and the inclusion of the 2013-14 plan allows us to review projects and note our successful efforts in planning and assessment. For example, all of our 2013-2014 operational plan elements involving new courses or course updates have since been implemented or are in the process of being implemented over the following years and vouch for the success of our planning process. The addition of course such as Psychology of Human Development and online versions of history courses proceeded successfully as did the development of a more effective college survival skills course. Covering these goals from both the point of contact perspective and from a strategic planning perspective allowed these initiatives to receive due attention and avoid simple solutions to complex challenges. In these case of online courses, this resulted in a process by which online courses are reviewed and certified by the Instructional Technology committee in order to ensure these meet best practices for online instruction including standards for readability and usability across devices and operating systems. The college survival skills course was wholly redesigned thanks in part to assistance from the college's federal Title III PBI grant program. The course is now titled College Success and incorporates academic advising in a friendly classroom stetting as part of the First Year Experience Program.

- ASU Mid-South's plans directly reference strategic goals which then frame concrete goals for improving our institution. The strategic plan features goals that derive from our mission

statement and meet our needs for sustainability and growth. It begins with a review of the college's mission and ends with goals that are required to be mission specific in language. The strategic plan more clearly states how the college will be a pillar of support for the West Memphis community and our extracurricular activities as well as classroom teaching and program offering reflect this commitment. As such, when the college authorizes funding for an event such as the induction of students into an academic honor society we may clearly point towards out plans for promoting academic success and community engagement as support for the initiative. In turn, when designing such activities, the language of our mission and planning documents guide us in order to ensure the success of our students encourages others and that opportunities are provided for family and community members to attend and share in the students' success.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

- Another element of the the operational plan is that our assessment is both essential to a final evaluation at year end and part of the plan itself. So, while the final operational report. reflects on the successes and failures of the plan, the section "Objective IIC1: Annually improve, evaluate, and revise the program for assessing student learning" features projects that specifically relate to the assessment and evaluation of academic and staff initiatives and practices. These are born out through regular assessment at the course level on a three-year rotating schedule, evidenced in the assessment plan. Instructors used representative assignments to set a benchmark for students and creating the foundation for a report on a student performance and the effectiveness of current teaching methods. Instructors observe the changes over time in student performance, suggest potential changes to address issues, and use this assessment as a starting point for supporting any requests for new materials.

- Budgeting and planning go hand in hand. As departments are assessing their current strategies and and determining what my need to change for the next year, decisions are made and priorities are set through the budgeting process. Needs for each department are determined based on results from assessment and other data collected to inform the decisions being made when determining planning and budgetary priorities. The budget process and documents are provided in Criterion 1A.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

- The operational plan report included as part of 5C.2 shows how these processes unfold over the course of a fiscal year, reflecting buy-in and assessment from internal and external sources. Specific faculty and staff are associated with each project, not simply the broader goal, and required to provide updates periodically. Each project is tagged with a date of completion or last update and a status with an explanation of the task is incomplete or completed in a way that departs from the original goal. The plan is reviewed in committee and the planning committee meets regularly to evaluate and update goals. Interim reports are collected in January to assess the progress of completed goals and to allow for adjustments mid-year. Previously operational plan and reports were created through spreadsheets and compiled manually. As of 2016, status and final updates are reported through cloud-based planning and assessment software.

- The institution's committees are drawn from faculty, staff, and student representatives across departments and are reevaluated regularly to ensure that members are active and engaged. Projects undertaken in committees or at the departmental level are incorporated into the

operational plan whenever appropriate in order to promote both initiative and accountability. The college consistently seeks new ways to communicate and maintain plans in order to take advantage of new technology and promote more effective communication. The purchase of Taskstream, a decision initiated by institutional assessment in consultation with the instructional technology committee, is one example of the college's commitment to cost effective and inclusive internal planning.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support

- Tentative operational plan goals reflect an understanding of our capacity and development of future plans on the foundation of previous accomplishments and assessment. The College's goals account for the needs of students, faculty and staff, valuing the cost savings of an affordable textbook alongside the potential of a new marketing tool or facility upgrade. These tentative goals are designed from the bottom up by faculty and staff involved in implementation. They reflect the ways in which effective planning at all levels promotes success in the creation of major initiatives and encourages the support of faculty and staff for those broader initiatives because those faculty and staff see their own needs taken seriously. The tentative goals are then reviewed to determine their scope and mission alignment so that they may be refocused to better fit strategic plans and/or proper staff can be assigned to the specific project. The planning process occurs at both the college level and within departments as evidenced by our workforce operational planning.

- In approaching a new strategic plan cycle, emphasis has switched to enrollment based funding to outcome based funding in the state, and this will impact the goals of ASU Mid-South for the future. With a low unemployment rate in Arkansas, and the country overall, ASU Mid-South must find new avenues of revenue through partnerships with area business and industry to increase training opportunities. Offering addition online courses and programs will add convenience to those who are working or otherwise cannot attend class in person. Various strategies are being discussed to plan for fluctuations.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

- Finally, ASU Mid-South's presentation to the Arkansas Community Colleges conference demonstrates how our college operates with attention to developing trends in education and the workforce development. ASU Mid-South can only survive and thrive by planning for the future of our community and the region's workforce. By sharing our programs and assessment with peer institution in the ADTEC consortium and 2-year peers throughout the state, we prove our commitment to engaging our peers and seeking external feedback on our successful programs and challenges we face moving forward. In this case, our Academies of West Memphis program is presented in order to show the models we reviewed as well as our process for planning a partnership with the local high school. This model for developing a stable population of concurrently enrolled students is key to the role of 2-year colleges in communities throughout our state and ASU Mid-South is recognized as a leader. The presentation incorporates technological advances that have both made this program more feasible and created the demand for a technologically skilled workforce. The concurrent model speaks to demographic shifts in our region and the challenges faced by rural high school students entering

a technologically advanced global economy.

- As a part of the current strategic plan process, state, regional, and national reports inform the decisions made about the direction of the College for the future. By understanding trends in employment in Arkansas, ASU Mid-South can develop educational programs to fulfill project needs in the workforce. Goals defined by the Arkansas Department of Education's Master Plan,Closing the Gap 2020, set expectations for retention and completion and are directly related to the goals of the College. To attain the desired results, each institution in the state will need to plan appropriately and set lofty, but attainable goals, so the employment gap will narrow in Arkansas. Most importantly, ASU Mid-South must continue to meet the needs of its service area and note changes in population and employers' needs to fulfill the mission and serve its constituents.

Sources

- 2013-2014 Operational Plan
- 2014-2015 Operational Report
- 2016-2017 Operational Plan Activity Report
- 2017-2018 Committees Final
- 2017-2018 Operational Plan Objectives
- 2017-2020 ASU Mid-South Assessment Plan
- Act 852 Economic Security Report, 6-30-2016
- ADHE Productivity_Funding_Policy_-_Colleges1
- aedc_1419115_west_memphis_site_update_0
- AWM presentation at AATYC 101314
- Closing_the_Gap_2020_2
- Crittenden-County-Demographic-Download
- evolllution.com-The Next 10 Years Five Challenges Facing Higher Ed Administrators
- final-report-feb-2016-printing-edit
- gmacw_strategic_sector_workforce_analysis_report_with_appendix_and_reports
- Logic Model (FYE program)
- MSBIC Survey Results
- MSBIC Survey Results
- Operational-Plan-Report-2014-2015-Final (1)
- Strategic-Plan-for-2015-2018
- Strategic-Plan-for-2015-2018.pdf
- Tentative Operational Plans goals for 2015 from EOY Reports
- Top10Issues2017
- Workforce Education Operation Plan Tentative Goals_2015_16

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

These documents demonstrate the institution's commitment to assessment and evaluation. Beyond that, the documents in 5.D.2 in particular show that, at ASU Mid-South, assessment data is used well. Our assessments, included in 5.D.1 begin as raw data summarized by assessment leaders which is then converted, in 5.D.2 into college wide projects and department level initiatives developed by faculty and staff at all levels.

1. The institution develops and documents evidence of performance in its operations.

- ASU Mid-South is committed to assessment and program review. Since joining the Arkansas State University system, the college created a separate department for Institutional Research, headed by an Associate Vice Chancellor in order to coordinate efforts in strategic planning and assessment. The creation of this department was the result of a longer process that may be traced to the creation of a position dedicated to institutional effectiveness and assessment several years ago and the suggestion in the 2013 HLC Peer Review Report. The growing commitment to assessment and performance evaluation at ASU Mid-South stems from two areas the college committed to in the years prior to merger.First, the college understood that the demographics of our service area and the needs of our students are shifting, while technology has reshaped the nature of higher education and outreach. The college sought more detailed evidence of our performance in order to identify areas of improvement that align with the needs of our students. Second, administrative leadership over the past 5-10 years appreciated the importance of the accreditation process and the opportunities for two-year institutions capable of demonstrating the highest levels of professionalism and accountability.The Institutional Research department makes internal data available to all staff to access quickly in order to support new initiatives from program creation, to grant application, to promoting campus organizations.

- At the broadest level, our commitment to documenting our performance is evidenced by strategic and operational planning processes that incorporate evaluation and review across our initiatives. Our successfully completed three year assessment schedule, along with a series of meeting minutes regarding our programs through the Academies of West Memphis illustrate the consistent assessment and documentation of our performance at the daily operational level. The three year plan for assessing academic achievement includes not only assessment goals but the results of assessment in the form of both departmental review of goals/outcomes and course level assessments provided by instructors. This is a large collection of raw data made available to all faculty/staff and informs decisions regarding program review as well as student challenges and opportunities for curriculum development. The assessment plan is crafted by committees drawn from faculty and staff across all departments in order to maximize the connection between day to day operations and the assessment process. Assessments of

individual courses are administered by instructors who send their assessments and self-evaluations to lead faculty for review. Results of assessments and the assessment process are shared and opened for feedback at staff meetings prior to the fall and spring semester.

- The college requires extensive documentation and review of most initiatives. While efforts such as grant-funded programs are subject to the guidelines of the funding organization, most other college initiatives are reviewed by the college in order to maintain best practices and gather data on performance. This includes initiatives in the expanding world of dual enrollment. Our primary sources of dual enrollment students is through West Memphis High School via the Academies of West Memphis.The Academies of West Memphis meeting documents for January through July and August 2015 reflect our commitment to regularly evaluating and building upon a major partnership between the college and the West Memphis School District. Minutes reveal consideration of issues ranging from entrance testing, degree requirements and placement, to holiday schedules, transportation, and attendance policies. Our staff and AWM partners continue to meet regularly to assess our relationship and plan for the future

- The performance of our dual enrollment students is a primary concern, and the needs of an institution serving a large population of concurrently-enrolled students are unique. Therefore the college regularly reviews policies to ensure alignment with regulations regarding privacy and the specific requirements for providing the proper support for minor students taking courses on the college campus.Proper attention to these issues and to the programs themselves require direct and consistent engagement with educators and administrators in West Memphis area schools. The college's interactions with the Academies of West Memphis reflect our commitment to these programs.

- ASU Mid-south received *The Chronicle's* designation as a "Great College to Work For 2017."This recognition reflects the College's intent to provide employees with a sense of pride with strong leadership, outstanding facilities, and a collegial environment. The results provide the administration reinforcement about the things that are done well, and also inform them about areas for improvement as in the need to cultivate non-exempt staff inclusivity.

2.The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

- The variety of documents under 5D.2 reflect our willingness to undertake new projects based on previous assessments. The IE planning document shows a commitment to process in selecting new projects and includes the development of large campus wide initiatives including the Policy Review Committee and the implementation of Taskstream as the new software for entering and compiling assessment data at all levels. This is a typical meeting agenda for our Institutional Effectiveness committee, demonstrating the direction and scope of projects the college undertakes in order to improve institutional effectiveness and self-evaluation. Committees and other areas of service are reviewed and adjusted in order to maintain active engagement from faculty and staff, balancing the benefits of continuity with the imperative to avoid stagnation or burnout from the overexertion of a small core of volunteers.

- The college learns from operational experiences and uses that knowledge to improve its existing practices. The safety training announcement and letters of support for Intro to Theatre and Law Enforcement Pathway course proposals serve as examples of institutional effectiveness and planning translated into action to improve course offerings and professional development in line with the needs of our staff and community. Safety training is a result of both top-down evaluation of campus needs and requests from faculty and staff. However our training schedule

reflects to interests of our faculty and staff who value new information, review of practices sometimes taken for granted, and an administration willing to adjust training to effectively reach staff and address the changing needs of our campus and students.

- The creation of an Intro to Theatre course derives from interested and qualified faculty member who compared ASU Mid-South offerings to peer institutions and assessed demand for the course on our campus. Successfully implemented, the course consistently attracts students and has proved wholly successful. The creation of this course illustrates the college's ability to convert faculty and staff initiatives into policy and real change while maintaining the highest standards - in this case the ability of the course to transfer to state and regional four-year institutions.

- The Law enforcement pathway letter reflects a collaboration between faculty, security staff, and local law enforcement informed by input from ASU system criminal justice faculty. The college is committed to seeking out new community partners in order to allow the needs of our service area to impact the curriculum. The college is committed to deliberate and thorough processes for reviewing such initiatives and demonstrates a willingness to seek support from a diverse array of stakeholders and the college's system partners.

Sources

- 7.15.15 ASU Mid-South IE minutes
- FW Fall 2014 Campus Wide Fire Drill Training for Monday November 24th 2014
- MSCC letter of support for Law Enforcement Pathway I
- _ASU Mid-South named a "2017 Great College to Work For" _ ASU Mid-South _ West Memphis, Arkansas
- 2017 JC Extracted Arkansas State University Mid-South
- 2017 ModernThink Higher Education Insight Survey Dimensions
- 2017-2020 ASU Mid-South Assessment Plan
- AVM meeting in August 2015
- AVM meeting in late August
- AVM minutes for July
- AWM meeting minutes for January 2015
- IE 2014-2015 End of Year Update
- IR EOY Presentation 2017
- MSCC letter of support for Intro to Theatre course

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

ASU MidSouth supports institutional effectiveness and planning at all levels of operation, including both internally focused assessment and engagement with community stakeholders through consultation and collaboration the board of visitors, academies of West Memphis, Arkansas Community Colleges and the Higher Learning Commission. Documents in sections 5A, 5B, and 5C in particular demonstrate planning and assessment at all levels. A particular theme of these sections is the extent to which faculty, staff, and students are full participants in the process of assessment the college's performance, planning new initiatives, and reaching out to the community ASU Mid-South serves. 5D includes detailed documentation of specific projects, new projects resulting from past assessment, and the presentation of successful programs to peer institutions in our region.

Sources

There are no sources.