North Central Accreditation

Self-Study Report
for

Southern Arkansas University Tech

College of the Ouachitas

Southern Arkansas University Tech

Self-Study

Submitted to the
Commission on Institutions of Higher Education
North Central Association of College and Schools

Camden, Arkansas
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Chapter I - *Introduction*

The College

Southern Arkansas University is a three-campus system composed of a regional state university, a community college, and a technical college with both state and regional responsibilities. Because of the diversity of students' backgrounds, educational experience, and needs, each campus accepts its special role within the coordinated system.

History

Southern Arkansas University Tech, Camden was created on April 5, 1967, as Southwest Technical Institute by Act 534 of the General Assembly of Arkansas. The purpose of the institute was to provide a technically trained workforce for the growing Highland Industrial Park where it was located. Seventy acres of land and six buildings were donated by the Brown Foundation of Houston, Texas which had purchased the Schumacher Naval Ammunition Depot for use as Highland Industrial Park. Financing for renovation and equipping the facility was made possible by a grant from the Economic Development Administration. The school was operated by the State Board of Education until 1975 when, by an act of the Arkansas legislature, Southwest Technical Institute became Southern Arkansas University Tech, under the governance of the board of Southern Arkansas University, located in Magnolia, Arkansas. With this change, the college came under the jurisdiction of the Arkansas Department of Higher Education to grant the Associate of Arts and Associate of Science degree as well as the Associate of Applied Science, which is still administered through the vocational-technical division of the State Department of Education.

Since 1967, the college has moved from being the major residential, dorm-filled, two-year technical campus in South Arkansas to a diversified technical and university-parallel campus serving two audiences—a local audience which enrolls in a combination of technical and junior college programs and a statewide audience which participates in our high-tech degree and advanced certificate programs. The dormitories were replaced in 1984 by apartments, some of which are still available for our statewide student population.

Today, Southern Arkansas University Tech is the state's technical/junior college as well as the leader in high tech education. It has been designated as the Technical Center of Excellence in Computer Integrated Manufacturing by the Arkansas Business Council and as Arkansas' member of the Consortium for Manufacturing Competitiveness of the Southern Technology Council, an arm of the Southern Growth Policies Board.

The one constant at Southern Arkansas University Tech, Camden throughout its history has been change. First is the necessity to keep up with the times, particularly in technical/occupational programs. Second is in staff development to keep up with the technical/occupational changes. But the greatest challenge in change has been changing the perception of the community from "that vo-tech across the river" to "Camden's college," a change which happened over night in the Governor's office in 1975 but which is still evolving in the minds of the college's constituents.

The challenges of growth and service have been great in the past twenty years. The challenge of the future as noted in the long-range plan and in the North Central Accreditation Self-Study document has provided opportunities for reflection, teamwork, and commitments to the local area and the state needs for education, training, and economic development.

Self Study Process and Long-Range Planning

The information provided in this Self-Study and Long-Range Plan was prepared during the 1988-89 academic year and is the work of many groups and individuals in our community. The long-range planning/self-study process was designed to assess the status of Southern Arkansas University Tech in relation to accreditation criteria and review of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA) as scheduled for February 1990. The second purpose was to develop a document which would address our Platform for the 90's. Our goal is that this report, which encompasses all facets of Southern Arkansas University Tech, will provide insight into our institution for consultant/evaluators and will serve as the roadmap for future growth and service.

This report demonstrates that Southern Arkansas University Tech satisfies each of the four major criteria identified by the NCA's Commission on Institutions of Higher Education. The information in the report also forms the basis for long-range planning at the College. Each chapter reflects the work of the Chancellor's Cabinet, the Steering Committee and sub-committees. All reports are available in the Academic Affairs' office.

Chapter I, "Introduction," presents the history of the college, the self-study process and long-range planning, reviews the accreditation history, and documents responses to concerns identified by the NCA self-study team of 1984 and the focused team visit team of 1987.

Chapter II, "Mission and Purposes," and *Chapter III*, "Environmental Scan and Enrollment Trends," describe how Southern Arkansas University Tech has clear and publicly stated purposes, which are consistent with the mission and appropriate to a post-secondary institution. The Environmental Scan presents factors to be addressed in long-range planning and development. These chapters relate to Criterion One.

Chapter IV, "Institutional Organization and Governance," *Chapter V*, "Educational Programs and Curricula: The Credit Unit,"

Chapter VI: "Educational Programs: The Non-Credit Unit," *Chapter VII*; "Student Services," *Chapter VIII*, "Institutional Support Services," *Chapter IX*, "Human Resources," *Chapter X*, "Financial Resources," and *Chapter XI*, "Physical Resources," address the second evaluative criterion describing how Southern Arkansas University Tech has effectively organized adequate human, financial and physical resources to accomplish its purposes.

Chapter XII, "Student Success and Accomplishments," relates to the third evaluative criterion by describing how the college is accomplishing its purposes.

Chapter XIII, "The Future," demonstrates that Southern Arkansas University Tech meets the fourth evaluative criterion by describing how the College can continue to accomplish its purposes.

In July 1988, the self-study process began for the accreditation visit. The organizational structure included the University Board of Trustees, the Chancellor's Cabinet, the Self-Study Coordinators, a Steering Committee, and eight sub-committees. In August 1988, prior to the opening of the academic year, all employees met with the Chancellor to begin the self-study. In September 1988, the steering committee was appointed with each of its members serving as chairman of a sub-committee. The objectives of the self-study as developed by the Chancellor's Cabinet were reviewed and assignments made. Figure I-1 presents the outline for the self-study.

Figure I-1 Outline of Self-Study Plan

I. Introduction
II. Description of the Institution in terms of NCA Criteria for Accreditation
   A. Introduction
   B. Mission and Purposes
   C. Environmental Scan
   D. Organization and Governance
   E. Credit Programs
   F. Non-credit Programs
   G. Student Services
   H. Institution Support
   I. Human Resources
   J. Financial Resources
   K. Physical Resources
   L. Student Assessment/Achievement
   M. Summary Assessment
III. Summary

Figure I-2 is the organizational structure for the study. The membership of each committee is listed at the end of the report.

Figure I-2 Organizational Structure for the Self-Study

- Board of Trustees
- President
- Chancellor
- Vice Chancellor for Academic Affairs/ Self-Study Coordinator
- Associate Self-Study Coordinator
- Steering Committee Chairmen of the Self-Study Committees; Coordinator and Associate Coordinator
  - Mission and Purposes
  - Institutional Organization and Governance
  - Credit Programs and Curricula
  - Non-Credit Programs and Curricula
  - Human Resources
  - Student Services
  - Financial and Physical Resources
  - Institutional Support Services

Throughout the year, formal and informal group meetings were held to gather data for both the self-study and planning documents. They included faculty, staff, students, advisory committees, consultants, and citizens at-large. Data-gathering techniques included group meetings, surveys, interviews, reviews of reports, local and state demographics, and southern region predictions for the year 2000.

Issue identification was a major part of the self-study process. Employees and off-campus individuals and groups had the opportunity to present issues from their specific employment area and from the overall operation/achievements of the college. Following issue identification, areas were prioritized for inclusion in the long-range plan. As data was collected, it was given to the appropriate sub-committee chairman for inclusion or discussion in that report.

The Steering Committee met at regularly scheduled intervals. Committee chairmen presented drafts of their reports to the committee for review and discussion. All draft reports were reviewed by the coordinators, and responses to the reports were circulated to the steering committee members for further work. All reports were submitted by June 1989. Drafts of the report were available for review by all personnel and the board of trustees in September 1989. Open sessions were held at a faculty retreat and open meetings on campus for comments on long-range plan and then for the self-study during August and September. The Chancellor asked that all comments be written in order that they could be carefully considered for inclusion in the long-range plan. In October, the Steering Committee will meet to approve the final version. A summary of the final version will be presented to the Board of Trustees on November 2, 1989.

Accreditation History

Southern Arkansas University Tech, founded in 1967 as Southwest Technical Institute, identified the need to pursue accreditation in 1972. Application for the status of Candidate for Accreditation was made in 1973. After a visit by an evaluation team in the winter of 1974, Candidate for Accreditation status was awarded.

After a number of visits from 1974-78, an evaluation team visited the campus on March 2-5, 1980. After reviewing the self-study report and observing various aspects of the institution, the evaluation team recommended that the institution be granted accreditation at the associate degree level and that the next comprehensive evaluation be scheduled in 1984-85.

The 1984-85 evaluation team recommended continued accreditation for five years with a focused visit to be conducted in 1987-88 in four areas of concern:

(1) the need for the development and implementation of a well-defined and appropriately staffed student services function;

(2) the need for the development and implementation of an effective faculty and staff evaluation system;

(3) the need for a substantive response to

the absence of an effective process to address the replacement/addition of instructional equipment necessary to support the technical programs; and

(4) the need for the development of a comprehensive community and extended services program.

In March 1988, a two-member focused evaluation team visited the college to review progress in the four areas of concern. The nature and response of concerns is found in Chapter I. The next comprehensive evaluation is scheduled for 1989-90.

In order to maintain quality of programs and effectiveness of all facets of the institution, long-range planning based upon self-study is an integral part of the college's work. Both the planning and self-study involve evaluating all aspects of the institution as they relate to the NCA Criteria 1 through 4.

Response to Report of Evaluation Team Visit March 1985 Focused Visit, March 1988

Since 1985, the college has provided increased emphasis on the Focused Concerns. Each of the four specific areas of concern cited in the 1985 report has been addressed as follows:

1985

I. The need for the development and implementation of a well-defined and appropriately staffed student services function: *Focused Team Report:* 1988 The college has made progress since the last North Central visit in the student services division of the institution. However, the visiting team concludes that the college has made minimal progress with the following concerns since the last North Central visit.

1. **Staff Training** The institution should consider developing a staff enrichment program for those individuals in the student services office who do not have the appropriate educational background or training. Comment: The entire student services staff has participated in an enrichment program during 1989-90 and has developed an action plan for continued development.

2. **Student Affairs Committee** The team suggests that the college consider implementing a Student Affairs Committee. A Student Affairs Committee was appointed by the Chancellor. A description of the committee functions are contained in the employee and student handbooks.

3. **Student Policies** The student policies which deal with disciplinary procedures, student rights appeal, student conduct, and responsibilities should be strengthened. Comment: A new handbook was prepared which outlines disciplinary procedures, student rights appeal, student conduct and other policies which may have been unclear in the past.

4. **Athletics** The men's basketball program is the only intercollegiate activity on campus. The college should consider adding a program for women. The present athletic program is in violation of Title IX. Comment: Since the state of Arkansas is currently reviewing problems in financing athletics, on March 1, 1990 the college will be in a position to decide whether to continue our program by adding a women's team or to discontinue intercollegiate athletics altogether.

5. **Retention Program** There is a need to establish a retention program to be coordinated through the Student Services office. Comment: At the present time, retention is a combined responsibility of the developmental education coordinator, the counselor,

and the academic deans. A formal retention program will be developed through the counseling office during 1989 for full implementation in the fall of 1990.

6. **Job Search and Placement** The College does not have a centralized job search and placement program. Comment: In the past, the academic deans have been responsible for job search and placement as well as graduate follow-up studies. A placement office will be developed during the 1988-90 years which will be centralized in the Student Services office, with assistance from the division deans.

1985

II. The need for the development and implementation of an effective faculty staff evaluation system. 1988 The visiting team agreed that the college had made adequate progress with this concern since the last North Central visit. Comment: In 1988, the Arkansas legislature mandated the Arkansas Department of Higher Education to develop a statewide faculty evaluation system. The task force was appointed in summer 1989. SAU Tech submitted its plan to the task force for consideration.

1985

III. The need for a substantive response to the absence of an effective process to address the replacement/addition of instructional equipment necessary to support the technical program. 1988 The visiting team concluded that substantial progress had been made with this concern. Comment: Another $500,000 in gifts and grants was received for 1988-1990 to continue up-grading technical programs.

1985

IV. The need for the development of a comprehensive community and extended services program. 1988 A review of

documents indicates that SAU Tech is to be complimented on the extent to which it is providing community service programs with over 16,000 people attending some activity this past year.

The visiting team agrees that the college has made progress with this concern since the last North Central visit. Continued progress has been made in extended education. Examples are 3 mobile labs traveling statewide for CAD/CAM/CIM/Robotics, a new satellite fire training center, vocational-technical school linkages, CIM Center, and Cooperative Education.

In 1988, the long-range planning document from 1986 was reviewed and from its accomplishments and new planning data a three-year budget planning document was established. This document along with the Focused Visit document of 1988 became the basis for the "Platform for the 90's" long-range plan. The self-study process provided the data for the long-range plan. Specific objectives are addressed in the appropriate chapters of the study.

Significant Developments Since 1984-85

Leadership

1. Personnel changes have assisted the development and growth of the institution. In 1985-86, the Dean of Instruction position was changed to Vice Chancellor for Academic Affairs when a two-year college person with a doctorate in higher education was hired. Position descriptions for faculty and professional staff now list as a preference experience in college employment. These changes have assisted the college in making the transition from the vocational mindset to a higher education one.

2. Each unit has professional development funds budgeted to assist in leadership development.

Educational Programs and Curricula

1. All curricula and labs have been updated to include computer aided focus. This includes name changes, such as Electromechanical to Computer Instrumentation Control.

2. All A.A.S. curricula were changed to include a minimum of 15 credits of general education beginning Fall 1989, according to state guidelines.

3. A "Writing Across the Curriculum" program was instituted in 1988.

4. An English Proficiency essay exam was instituted in 1987 as a graduation requirement for all degree-seeking students.

5. Telecourses are offered through the college's membership in the Arkansas Post-Secondary Telecommunications Consortium.

6. The CIM Center provides opportunities for coursework, internships, and applied research.

Linkages

1. In cooperation with five Arkansas universities, a "Multi-University Residence Program" has been established to offer degree programs on campus that range from baccalaureate to doctorate.

2. The Camden Division of Red River Vo-Tech's Practical Nursing Department moved to Tech campus in the fall of 1989.

3. Credit courses are offered at post-secondary vo-techs in South Arkansas.

4. Three mobile labs take training to vo-techs and industries throughout the state.

Services for Students

1. The Enrollment Management Center was developed to serve students from admissions to placement/transfer in 1988.

2. A Student Government office was opened near the Student Center in the fall of 1989.

3. A Phi Theta Kappa Chapter, the national honors fraternity for junior colleges, was started on the Tech campus in 1987.

4. The college recognizes its honor students with an awards banquet in the fall and an honors convocation on graduation day.

5. More student activities are available on the Tech campus than on any other junior college campus in Arkansas which caused the budget for student activities to be doubled in 1988-89.

6. A Guided Enrollment program for academically suspended students has assisted in keeping them in college in a controlled environment leading to success in coursework and graduation.

7. A one-credit orientation course begun in spring 1988 helps students prepare for the college experience and success. A required one-credit course for A.A.S. graduates called Job Placement assists them in resume writing, interviewing techniques, and the placement activities.

Institutional Support Services

1. A data center was established in 1988 in anticipation of the new computer system to assist in administrative record-keeping and reporting.

2. A new computer system for administration and instruction was purchased from AT&T in August 1989, to centralize and improve efficiency of all college operations.

3. The bookstore, purchasing, and central stores units were combined into one area with one employee as supervisor.

Human Resource Development

1. Faculty whose positions were changed due to program deletions or changes were given opportunity for re-training to other positions.

2. All faculty and staff are permitted to take credit courses on campus during work hours if the course is a job requirement.

3. Staff members participate in multi-university bachelor's and master's programs at reduced costs.

4. Services to adjunct faculty were increased to include orientation, evaluation, and an adjunct faculty office.

Financial Resource Development

1. The business office was reorganized to include a comptroller and provided for more efficient operation.

2. Almost $2,000,000 in funds and equipment has been received since 1985 from federal, state, and private sources, beyond standard state funding.

Physical Resource Development

1. Renovation of the manufacturing building into the CIM Center and Fine Arts Department has increased and up-graded instructional areas.

2. The technical-engineering building approved by the legislature in 1982 was placed in Category A for possible funding in 1989-90.

3. A second computer center lab was developed for general student use.

4. The Learning Resource Center has undergone major renovation to increase space and efficiency.

5. The Data Center has provided a back-up to the out-dated Prime system to assist in tracking and recordkeeping on student enrollment leading to success in coursework and graduation.

Recognitions/Awards

1. In the fall of 1987, the Arkansas Business Council named the college a "Technical Center of Excellence," one of only two in the state.

2. In the same year, The Southern Growth Policies Board and The Southern Technology Council selected Tech to be a member of the Consortium for Manufacturing Competitiveness. The college represents Arkansas in the thirteen-state Consortium.

3. Autodesk, the nation's leading software producer, ranked Tech's AutoCAD Training Center fourth in the nation in 1987.

4. The college's AutoCAD instructor in 1988 tied for first place nationwide among Autodesk's college instructors.

5. The Environmental Academy received the Regional Administrators Environmental Excellence Award from the Environmental Protection Agency, the first training center in the U.S. to be so honored for its contributions toward improving the environment.

6. The college's two science professors received awards from the Arkansas Department of Education and the U.S. Department of Education for their program to teach elementary science teachers how to conduct science experiments in the classroom.

Summary

We at SAU Tech are excited about the future of the institution and its ability to carry out its mission and goals. The positive attitudes recognized by the focused evaluation team and the commitment of the entire staff provided the impetus to accomplish improvements noted above.

Chapter II - Mission and Goals

This chapter includes the mission, philosophy, and goals; a discussion of community and state needs; and a description of the college in the community.

Background

In 1981 Southern Arkansas University received a grant from the Higher Education Management Institute (HEMI) to develop campus and system-wide mission and goals. Each of the system's three campuses was commissioned to develop its own mission and goals.

As a result of this commission, SAU Tech's Planning Team directed each college unit and academy to set long and short-term goals and objectives. The Analytical Studies Team reviewed and evaluated the goals and objectives. Information from these goals and objectives from each campus was used to develop the system mission statement, system goals, and campus goals.

Since the adoption of the mission and goals by the Board of Trustees in 1984, representatives from the SAU system meet once every two years to review them. A report from this meeting is sent to the Board of Trustees for approval. The only significant change in SAU Tech's goals is the addition in 1985 of its goal to become a leader in computer-aided technologies in two-year colleges in Arkansas with focus on computer-aided design, computer integrated manufacturing, computer science, word and information processing, and robotics.

The Arkansas Department of Higher Education will adopt a role and scope statement for each state institution of higher education as part of the Arkansas Higher Education Plan, 1989-1994. SAU Tech's Chancellor has sent a report to ADHE describing SAU Tech's present and future organizational units, instructional role and scope, and public service role and scope. SAU's and SAU Tech's future mission and goals may be affected by their role and scope statements as adopted by the State Board of Higher Education.

Mission and Goals

The University's mission is to educate students for productive and fulfilling lives by providing opportunities for intellectual growth, individual cultural and social enrichment, skill development, and meaningful career preparation. To accomplish this mission, the University supports and encourages creative and effective teaching, provides continuing education and community services, and supports selected research. Further, the University recognizes and respects the worth of the individual and therefore seeks to develop in its students those values and competencies essential for effective citizenship in an ever-changing, pluralistic, free, and democratic society.

Southern Arkansas University
System-Wide Goals

1. Provide an atmosphere for mutual cooperation and support among students, faculty, and administration for the development of a comprehensive program.

2. Provide students the opportunity for academic, intellectual, and career growth.

3. Provide students the opportunity to explore—both in theory and in practice—aesthetic, philosophical, scientific, and educational concerns.

4. Provide students the opportunity to develop individually, to acquire communication skills, and to work effectively with others.

5. Provide services to the community, the region, and the state by committing institutional resources, research, and instruction to the solution of problems.

6. Provide a climate in which there is faculty and staff commitment to the general welfare of Southern Arkansas University, in which students devote time to intellectual, social, cultural activities; in which freedom of inquiry prevails; and in which students, faculty, and administration can interact informally.

Southern Arkansas University Tech-Camden
Goals

1. Serve as leader in computer-aided technologies in two-year colleges in Arkansas with focus on computer-aided design, computer integrated manufacturing, computer science, word and information processing, and robotics.

2. Provide certificate and degree programs that prepare students with the skills and knowledge to succeed in their chosen fields and provide educational programs paralleling the first two years of college and university work to prepare students who so desire to transfer to four-year institutions.

3. Provide programs and services to the communities served by the college, including various events, courses, workshops, and forums that are designed to meet community interests and respond to community needs and problems.

4. Serve in a partnership role with local business, industry, and governmental agencies by providing them with occupationally and technically trained personnel to function in expanding technological areas and by offering appropriate services and educational offerings to adults wishing to upgrade their occupational and technical skills.

5. Provide training, education, and technical assistance to Arkansas communities through the Arkansas Environmental Academy, and Arkansas Fire Training Academy.

6. Enrich the quality of students' lives by providing activities for the development of social skills, creativity, aesthetic values, personal maturity, and self-actualization.

7. Provide, within the resources of the college, open-door admission for all persons who want to enroll and can benefit from attendance at the college.

Evaluation of Mission and Goals

Subcommittee Study. A committee comprised of the Junior College dean, one instructor and student from the Junior College Division, and one instructor and student from the Technology Division conducted a survey to determine the level of understanding and general knowledge about the mission and goals.

The study attempted to determine if:
1. SAU Tech's mission and goals are related to the SAU System mission and goals.

2. The mission and goals are clearly stated.

3. The mission statement considers the role of the college and the community.

4. The mission and goals are appropriately post-secondary.

5. The mission statement provides an adequate degree of direction for the

development of goals and objectives for the college as a whole and for the various programs.

6. The faculty, students, administration, support staff, trustees, and the community at large understand the mission.

7. There is a direct relationship between the college's mission and the educational programs and activities provided.

8. The college can measure its success in meeting its stated purposes.

9. The mission and goals allow processes of change.

10. Institutional planning is based on the mission and goals.

Method: The subcommittee agreed to include questions on the employee surveys that would assess SAU Tech's employees' understanding of its mission and goals, and the dean of the Junior College Division agreed to question the Junior College Division's Advisory Committee on their understanding of the mission and goals.

Of the 117 employee questionnaires distributed, 78 were returned. Questions three through eight directly addressed mission and goals.

Results: Eighty-seven (87%) percent of those responding said that the SAU system goals were clearly stated in college materials, and eighty-six (86%) percent stated that the mission statement considers the role of the college in the state and community. Eighty-five (85%) percent said that the mission statement provided adequate direction for the development of goals and objectives for the college as a whole as well as for the various programs. Eighty-one (81%) percent said that the mission and goals of SAU Tech allow for processes of change. Seventy-two (72%)

percent believed that institutional planning is based on the mission and goals, and sixty-three (63%) percent believe there is a serious effort on the part of the administration to recruit the kind of employees who can most effectively carry out the mission and goals of SAU Tech.

The Junior College Division sent questionnaires to the forty-five members of the advisory committees of its various programs. Thirteen (28%) of those members responded. Questions three and four assess the members' understanding of the mission and goals of SAU Tech. Ten members (76%) responded that they were familiar with the mission and goals, two (15%) were somewhat familiar, and one (9%) was "not that well" familiar. In responding to the effectiveness of the mission and goals, eight (61%) believe that SAU Tech is effective or very effective in meeting its goals, and two (15%) believe that SAU Tech is somewhat effective. Another stated that SAU Tech is as effective as possible given monetary restraints imposed, and one did not feel qualified to answer.

The committee drew the following conclusions:
On the basis of the surveys, employees and advisors understand the mission and goals and believe that the college is effective in meeting those goals. The employees believe the mission and goals consider the role of the college in the state and the community, and the mission statement provides direction for the college and its various programs. They believe there is a direct relationship between the college's mission and its programs and activities. The mission and goals allow processes of change, and institutional planning is based on the mission and goals.

Concern: The subcommittee has not assessed the understanding of the students or the community about the mission and goals. Also, the subcommittee has not identified a process to measure the college's success in meeting its goals.

The College and the Community

SAU Tech throughout its history has played an important role in the community as an institution. As an institution, it has provided education/training for citizens with a variety of needs.

SAU Tech employees serve on the Chamber of Commerce, Task Forces and Boards, Community Concert Association, Community Theatre, civic clubs, and in civic volunteer activities such as Little League and swim teams.

The SAU Tech Uptown Center is located close to the courthouse where it is used by individuals and small groups for meetings and get-togethers at no charge.

Campus buildings are used regularly by business, industry, community groups and clubs at no charge for meetings and activities.

The college co-sponsors television downlinks with groups which request this service. Private dining rooms are used at no charge by business and industry for training, staff development, and meetings.

The public school districts in the county (5) and the education co-operative (23 districts) use the conference rooms and other facilities for staff development annually.

Community parades and festivals always include college staff and students, acting as individuals or as college clubs.

Community leaders know that they can call on the college for leadership and assistance with community projects.

And the relationship is reciprocal. Since early 1988, the current major assistance from the community is with the legislators and governor to release the funds for construction of the technical-engineering build-ing. Civic clubs, businesses, industries and individuals have by proclamations, letters, telephone calls, and visits urged release of funds. Community people serve on the advisory committees for curriculum, for continuing education, and the industrial training committee. The governor appoints a state advisory board for the college, most of whom live in the Camden vicinity. The college employs over 50% of its faculty as adjuncts who come from the local community. Volunteers also tutor for our Laubach Literacy Program. At a recent book drive, citizens donated books to the library. The levels of sharing and community work are high for both groups.

Platform for the 90's

Improve the Perception of SAU Tech

89-90 Create an action plan to improve publication through coordinated content, greater use of video, possible addition of color, and a general theme.

89-90 Establish a publications committee to review and approve an action plan.

89-93 Increase public appearances of administration through speaking engagements, attendance at selected board and committee meetings, assigning selected persons to be worked and contacted, and assign community participation.

89-93 Identify areas of participation in community projects and service through the planned effort of a community awareness committee.

89-93 Appoint a campus awareness committee to assess the perception of the college from within, the perception and develop a yearly image building action plan.

Explore the direction for the development of SAU Tech as a comprehensive two year college.

89-93 Sound out the local community to find out the attitude and feelings toward the type of college needed to best serve the community and state mission.

89-83 Check the legal aspects of whether a two year branch campus can seek a milleage for the construction, equipping, and general operations like a community college.

Chapter III -
Environmental Scan, Enrollment Trends & Long Range Plan

This chapter presents the college service area, the environment, enrollment trends and projections, and the relationship of this information to the long-range plan.

Service Area

The development and understanding of SAU Tech's service area is somewhat different from most two-year colleges. The college was established to provide Highland Industrial Park and the entire state with technical programs, thus the dormitories and high statewide enrollment over the years.

In 1976, the Chancellor selected a staff member to develop an arts and sciences component to satisfy local needs of students who wanted to stay at home and then transfer to a four-year institution. By 1977, the college was approved to grant the associate of arts and associate of science degrees.

By 1983, most of the two year colleges in Arkansas had their own technical programs, so students began to remain at home to major in the associate of applied science programs and state-wide enrollment began to decrease.

Thus came the reality of two service areas: one local area for technical and transfer students and one state-wide area for technical programs. The technical programs are held on and off-campus for credit and noncredit units which include extended education, the Arkansas Fire Training Academy, and the Arkansas Environmental Academy. Because of this mix and vo-tech linkages for credit courses, the on-campus headcount/enrollment for a given semester may be 800 students, which is state-funded on an FTE formula, while the total enrollment may be 6,000 for a semester. The Chancellor at SAU Tech has been successful in bringing this to the state's attention because for the first time in the history of the Arkansas Department of

Higher Education a task force was appointed in Summer 1989 to look at inequities in lack of funding for off-campus credit courses.

To further complicate the situation, SAU Tech is a branch campus of a university. Since it is not a community college, it does not receive local funds as the community colleges do. Tuition and whatever funds the governor releases, regardless of budget requests, make up the funding base. The university sets tuition and endeavors to keep tuition at the two branches similar to the community colleges' out-district rate. Another confusing factor about the service area is location. The college is located in rural Calhoun County which has a population of 6,100; however, it is also in Highland Industrial Park which is the largest and "highest-tech" park in Arkansas, composed mainly of large private defense contractors and the small industries which support their work.

Employees and their family members make up a large part of the student body. Amid these anomalies, the college works diligently to determine how to serve its service areas with quality instruction and support services.

The Population

Demographic trends indicate that the population of Ouachita County, the major feeder for SAU Tech, will increase 10.2% between 1990 and 2000. It has increased 11.5% from 1980 to 1990. The proportion of minority citizens will increase from 37.2% in 1990 to 38.0% in 2000. The number of elderly will increase as will the number of 5-year-olds each decade. The number of 18-year-olds available for college entrance or employment after a drop from 1980 to 1985 will also increase slightly each year.

The rate of pursuit of higher education by high school graduates in Arkansas as a

whole is less than the national average. Ouachita County students can expect to continue at the state rate of 44%. As the four-year institutions continue to raise tuition to compensate for lack of state funding, the college can expect more students in university-parallel programs to remain at home and attend SAU Tech.

The rate of functional illiteracy in both counties is approximately 33% of the adult population, so literacy, adult basic education, and GED programs are important efforts for the future.

Economic and Employment Environment

Camden, Arkansas, has been a "mill town" for International Paper Company since the 1920's. That stable economy added to agriculture, oil, woodlands, the service business/industry, and serving as the county seat has provided a diversified economy. In the late 1940's, the United States government built the Schumacher naval ammunition depot which became Highland Industrial Park. In the 1980's, Camden Industrial Park was begun, and it has now expanded to the Camden Area Industrial Development Corporation to broaden its base.

Unemployment is among the lowest in the state even though the industrial park is dependent in many instances upon the success of defense contracts. Highland Industrial Park is a high-tech park which requires heavy training/retraining components.

The economic and employment futures are bright. It is, therefore, necessary for the college to continue to up-grade its offerings and laboratories and to continue careful monitoring of the economy to play its full role in that development.

Fiscal Environment

Arkansas is a pay-as-you-go state—it does not spend money it does not have. State

funds for public education are always scarce as noted in teacher salaries remaining 50th for a number of years.

The state biennial budget for SAU Tech has remained almost the same since 1985-86, which means there is less money each year. Governor Bill Clinton has made a commitment to economic development which would help the fiscal situation, but he does not have the agreement of the legislature to carry out the commitments. There is no indication that this situation will change. Further, the Southern Arkansas University system board has voted not to increase tuition at the time that most other schools in the state voted for an increase.

SAU Tech carefully examines resources and needs, and thus it succeeds on a very lean budget. In 1985, the college realized that it could not become the state leader in computer aided technologies without the assistance of private and federal grants. Therefore, a healthy atmosphere of success has brought almost $2,000,000 from a variety of sources since that time for instructional equipment and professional development. (See Chapter X.)

In summary, the social, economic, and fiscal environments create great responsibilities and challenges to respond to the needs of the service areas in what should be a bright future for South Arkansas.

Figure III-1	Demographics for North Central Study			
Population	1980 (census)	1985	1990	2000
			Projected	
Ouachita Co.	30,541	32,244	34,037	37,494
Calhoun		6,100		
White	19,441	20,383	21,348	23,213
Non-White	11,100	11,861	12,689	14,281
continued				

Figure III-1	Demographics for North Central Study (continued)		

EDUCATION PERSONS 18+

Education	Percentage
Less than 6th	6.7%
Less than 12th	30.6%
H.S. Grads	54.2%
4 years coll.	8.5%

Labor Force Participation (Ouachita Co.)	1988	Percentage
Total available for employment	13,850	100.0
Total Employed	12,750	92.1

Unemployment Rate	January, 1989
Ouachita Co.	7.6%
Calhoun Co.	4.1%
Arkansas	7.9%

Per Capita Family Income	1981	1986	1989
	$7,767	$9,973	$13,982

% persons below poverty level 17.41

Sources: Research and Public service, University of Arkansas at Little Rock 1986-89; Camden Chamber of Commerce

Enrollment Trends and Projections

Since the first class entered Southwest Technical Institute in 1970, the enrollment increased annually from a headcount of 180 to an all-time high of 803 in 1983. During that year, the decision was made to return the costly dormitories to Highland Industrial Park and provide fewer but better living quarters through apartments leased by the college. Possibly this factor plus increase in technical programs at the community colleges throughout the state caused a dramatic decrease in student enrollment.

Since 1985, an increase in local full and part-time students has occurred so that in Fall 1988, the headcount of 816 was the highest ever in the credit unit and the FTE of 412 more nearly matched the days of all full-time students living in dormitories.

Credit courses are also offered at Red River Vo-Tech in Hope and Cossatot Vo-Tech in DeQueen. They provide a year of liberal arts and focus areas, which when added to a vo-tech certificate, becomes an associate of applied science in technology degree from SAU Tech. However, there is no state funding is provided for these courses.

Student characteristics are highlighted below.

Figure III-2	Student Characteristics, Fall, 1988
Category	**Percentage**
minority groups	16.0
black	15.0
30 years of age or older	40.0
under 20 years of age	21.0
women	51.3
men	48.7
attend full-time	39.0
attend part-time	61.0
enrolled in career or technical programs	48.0
enrolled in transfer programs	4.0
undecided or part-time non-degree seeking	48.0
from Ouachita and Calhoun counties	74.0
from other Arkansas counties	25.0
from out-of-state	1.0
students receive financial aid	55.0

Source: IPEDS 11th Day Report, 1988

Based upon preliminary data from Fall 1989, the trends of increased local students in transfer programs will continue. The average age of students will remain in the 27-30 category as long as employers pay tuition for coursework or require coursework for promotions. Following population predictions, there should be a slight continued increase in enrollment.

One of the brightest spots at SAU Tech is just beginning to show growth. In 1988, SAU Tech was designated as Arkansas' Technical Center of Excellence in Computer Integrated Manufacturing and Arkansas' member of the Southern Technology Council's Consortium for Manufacturing Competitiveness. This brings opportunities for education, training, and economic development as one-of-a-kind in the state. The college's capabilities for credit and non-credit coursework in CAD/CAM/CIM have greatly increased for both on and off-campus offerings. The long-range plan addresses this area as one with expected high growth since it follows the state's initiatives to become competitive and a leading-edge state in advanced technologies.

A review of credit unit enrollments for fall, spring, and summer terms both prior to and after the move to the Department of Higher Education in 1975 follows in Figure III-3

Figure III-3 Enrollment Summary		
Session/Year	**Head Count**	**FTE**
Fall 1970	180	
Spring 1971	176	
Fall 1971	283	
Spring 1972	377	
Fall 1972	246	
Spring 1973	231	
Fall 1973	227	
Spring 1974	221	
Fall 1974	257	
Spring 1975	234	
Fall 1975	301	
Spring 1976	291	
Fall 1976	433	331
Spring 1977	412	311
Fall 1977	383	322
Spring 1978	399	279
Fall 1978	411	385
Spring 1979	490	331
Summer 1979	55	12
Fall 1979	508	416
Spring 1980	476	378
Summer 1980	79	17
Fall 1980	615	484
Spring 1981	595	451
Summer 1981	26	6
Fall 1981	662	521
Spring 1982	598	485
Summer 1982	119	31
Fall 1982	691	516
Spring 1983	770	538
Summer 1983	230	62
Fall 1983	803	570
Spring 1984	650	483
Summer 1984	196	48
Fall 1984	683	444
Spring 1985	699	425
Summer 1985	262	63
Fall 1985	713	408
Spring 1986	676	392
Summer 1986	317	69
Fall 1986	738	450
Spring 1987	738	429
Summer 1987	165	39
Fall 1987	777	482
Spring 1988	830	482
Summer 1988	255	49
Fall 1988	830	471
Spring 1989	785	429

FTE was not calculated for SAU Tech prior to its transfer to higher education.

The following are anticipated trends in student characteristics and enrollments for the 1990's:

a) The need for developmental education will grow. Act 64 of the Arkansas legislature required the State Board of Higher Education to set ACT score requirements for entry into college-level courses beginning 1988-89. In 1989-90 the scores were raised one point higher. Further, college algebra is presently the state requirement for graduation with a baccalaureate degree. In fall, 1989, 13.4% of the total enrollment is developmental. Due to the combination of young people without the required ACT scores and the continuing number of adults returning to school, we anticipate continued increases in enrollment over the next five years. We hope that state efforts for parents to encourage their children to take algebra, science, and available reading classes will pay off within five years so that developmental efforts can decrease and students can begin their first semester in college-level classes.

b) The number of part-time students will continue to increase. As part of its service to the industrial park and local area, our service ladder provides for BA, BS, MBA, and MS degrees and classes on campus from other institutions. Part of the agreement with those universities is that freshmen-sophomore level deficiencies will be taken at SAU Tech. As these programs grow, that enrollment will add to our own growing part-time enrollment.

c) SAU Tech can expect a slightly higher number of "traditional" students as the university-parallel unit serves the needs of students who can save money by staying home the first two-years and then transferring. Also the

number of "traditional" aged students in the locality will slightly increase each year to 2000.

d) The number of non-traditional students will increase, due to college/industry/vo-tech partnerships, partnership with the GED program in Camden Public Schools, and increased participation in the Single/Parent Homemakers statewide program.

e) Enrollment in credit and non-credit classes will grow substantially through the mobile labs which carry CAD/CAM, hydraulics/pneumatics, and basic robotics to vo-tech schools and industries throughout the state.

f) The Arkansas Environmental Academy will continue to expand its service to the state through new programs with federal assistance. It may need to add credit offerings to better serve the state.

g) The Arkansas Fire Training Academy enrollment will remain relatively stable or decrease if state funds for expansion are not available. It may need to move into a few specific credit-bearing areas to better serve the state.

Platform for the 90's

In 1988, the long-range planning document from 1986 was reviewed and from its accomplishments and new planning data a three-year budgetplanning document was established. This document along with the Focused Visit document of 1988 and self-study data became the basis for the "Platform for the 90's" long-range plan. Specific objectives are addressed in the appropriate chapters of the study.

1. *To provide for an orderly growth into the 90's.*

2. *To better serve our student population.*

3. *To respond to changing enrollment make up.*

4. *To respond to needs of Industrial Park and community.*

5. *To provide for a budget rationale which in turn furnishes a base for allocation of resources.*

6. *To improve communications.*

7. *To use as a base for future grants.*

The platform addresses the following areas:

- ❑ Staff Development
- ❑ Improving the Image of the College (Improving the Perception of SAU Tech)
- ❑ Improving the Physical Facilities
- ❑ Learning Resource Center
- ❑ Student Activities
- ❑ Enrollment Management
- ❑ Campus Organizational Mix
- ❑ Student Recruiting
- ❑ Foundation and Alumni
- ❑ Community Service
- ❑ Auxiliary Operations
- ❑ Planned Instructional Innovations
- ❑ Institutional Research
- ❑ Multi-University Offerings
- ❑ Other Areas

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Chapter IV - *Institutional Organization and Governance*

This chapter presents the College's organizational structure and governance practices. Included are descriptions of the Southern Arkansas University Board of Trustees, relationship to external organizations, internal organizations and governance structures and procedures;

Board of Trustees

Southern Arkansas University Tech-Camden is a public, two-year college in the three-campus system of Southern Arkansas University. The three campuses are located in a 35-mile triangle, which consists of Camden, El Dorado, and Magnolia, with representatives on the board from each area. There are five members on the university Board who are appointed by the Governor for five-year staggered terms. The Board serves as the policy-making body for the University system. It approves plans and internal policies recommended by the President, Chancellors and their staffs. Their authority includes matters of educational policy, financial management, personnel appointments, and physical facilities. The Board is organized with a president, vice president, and secretary. Meetings are typically scheduled for the second Thursday of each month at the Magnolia campus with exception of one fall meeting on the SAU Tech campus and one spring meeting at the SAU El Dorado campus.

The Trustees bring to the Board a wide range of experience from the business, industrial, and educational communities in Southern Arkansas. Current members of the Board are described in Figure IV-1.

Figure IV-1 Southern Arkansas University Board of Trustees

Member	Expiration or Term	Occupation
Mr. Perrin Jones, Chairman 926 Hazelhurst El Dorado, AR 71730	1990	Bank Executive
Mr. W.H. Handy, Vice Chairman 1110 Mockingbird Magnolia, AR 71753	1991	Retired/Investments
Mr. Bob Burns, Secretary P.O. Box 250 Magnolia, AR 71753	1992	Bank Executive
Mrs. Virginia Todd 30 Timberland, Rt. 2 Magnolia, AR 71753	1993	Educator
Mr. Auburn P. Smith Rt. 1, Box 138 Louann, AR 71751	1994	Retired Educator
Dr. Harold Brinson President SAU Magnolia P.O. Box 1392 Magnolia, AR 71753		

External Relationships

Arkansas Department of Higher Education

The twenty-three public post-secondary colleges and universities operate in cooperation with the Arkansas State Board of Higher Education. The State Board of Higher Education is appointed by the Governor. It works at the pleasure of the legislature and the Governor's office. ADHE obtains information from each institution about student enrollment, staffing, space inventory and utilization, and finances. It has legislative authority to determine the meaning of FTE (full-time equivalency), and it recommends budgets for legislative approval including capital improvement requests. Their domain for two-year colleges in program approval is the associate of arts and science degrees, defined as university-parallel or transfer degrees.

Arkansas Department of Vocational-Technical Education

The second external relationship for colleges and universities which offer the associate of applied science degree and one-year certificates is the Arkansas Department of Vocational-Technical education. DVTE, under Act 64 of the Arkansas legislature, has the authority to recommend funding for occupational/technical programs in terms of new degree programs, equipment, and capital improvements. A liaison is appointed by the Department of Higher Education to coordinate these activities.

Both departments review programs for duplication, elimination, and addition, and then review appropriation requests which may be recommended to the Governor and state legislature.

Arkansas Presidents and Chancellors

An important, informal group which meets on a regular basis, including weekly during legislative sessions, is the college and university presidents/chancellors and their appointees. This group reviews state-wide issues and policies relative to higher education, and members meet with legislators and civic leaders to further the causes of higher education.

Organizational Structure

Administrative Structure

The Chancellor reports directly to the President of the University who in turn reports to the Board of Trustees. SAU Tech enjoys considerable autonomy resulting from separate state appropriations; campus representation before state boards, commissions and committees; campus reporting of budget, enrollment, and program data; and its own business operation.

The Chancellor is the chief executive officer. He is assisted by four vice chancellors, each of whom manages one of four major functions of the college. Other responsibilities in his office include equal oportunity; affirmative action; information/data center; environmental academy; fire academy; and the judicial board. While programs or functions are under review or change, the Chancellor may assign them to his office for special assistance. There are also two state advisory committees appointed by the governor for advice and recommendations. They are the State Advisory Committee for SAU Tech and the Arkansas Fire Training Academy Advisory Board.

The Vice Chancellor for Academic Affairs is responsible for the two academic divisions - junior college and technology; the library/learning center; and the multi-university center.

The Vice Chancellor for Student Affairs is responsible for the Enrollment Management Center, student support services, student activities, and athletics.

The Vice Chancellor for Extended Education is responsible for the Career Development Center, Industrial training, Center for Government Training, community service, cooperative education, and media production.

The Vice Chancellor for Administrative Services is responsible for the comptroller, physical facilities, computer services, purchasing, and the post office and bookstore auxiliaries.

This group makes up the Chancellor's Cabinet, which meets weekly or on-call to conduct the business of the college.

Figure I-2 displays the general organizational structure of the college.

**Figure IV-2   General Organizational Structure
of SAU Tech**

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┌─────────────────────────────────┐
│  Board of Trustees for          │
│  Southern Arkansas University   │
└─────────────────────────────────┘
           │
┌─────────────────────────────────┐
│  President of Southern          │
│  Arkansas University            │
└─────────────────────────────────┘
           │
┌─────────────────────────────────┐
│  Chancellor of Southern         │
│  Arkansas University Tech       │
└─────────────────────────────────┘
           │
  ┌────────────────┐         ┌── EEO
  │ State Advisory │         ├── Affirmative
  │ Committee      │         │   Action
  └────────────────┘         ├── Environmental
                             │   Academy
  ┌────────────────┐         └── Fire Academy
  │ Fire Academy   │
  │ Advisory Board │
  └────────────────┘

  ┌──────┐ ┌──────┐ ┌──────┐ ┌──────┐
  │ VC   │ │ VC   │ │ VC   │ │ VC   │
  │Academic││Student││Dev   ││Adm   │
  │Affairs ││Affairs││& Ext Ed││Serv │
  └──────┘ └──────┘ └──────┘ └──────┘
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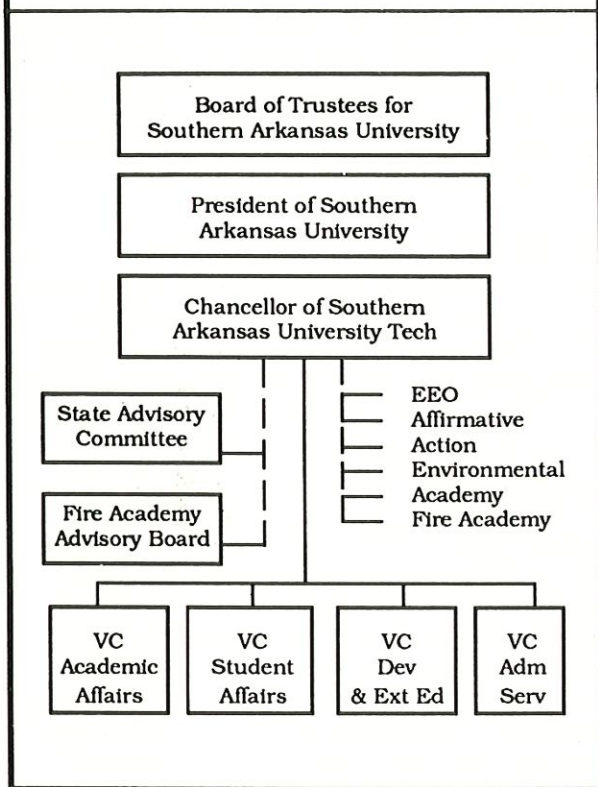
Organizational Effectiveness

The effectiveness of human, financial, and physical resources guides much of the work of the cabinet. The Platform for the 90's responds to this as follows:

Long-term—Review the administrative staff in terms of work load.

1994-97   Reduce the number of vice chancellors, and other administrators unless the enrollment of the college has grown large enough to justify.

1994-95   Review staffing requirements and organizational structure to provide improved services.

Governance and Decision-Making

There are formal and informal groups which provide input into the decision-making process. They include everyone from the Chancellor to students. Efforts are made in both directions to keep communications clear and open.

Chancellor's Cabinet

The Chancellor's cabinet is made up of five top administrators. This group meets weekly to discuss immediate and long-range issues and concerns. Issues are brought from the various committees and groups on campus for discussion and action, just as new items are taken from this group to various committees and groups for advisement and recommendation. The Chancellor's cabinet is the major decision-making body on campus.

Campus Committees and Boards

The Chancellor makes all appointments to the campus committees and board with recommendations from vice chancellors. All committees are recommending bodies, whose advice and consent are welcomed.

The Academic Affairs unit is divided into several working committees, namely scholarship, learning resources, academic affairs, professional development, graduation/honors and English proficiency exam. Ad Hoc committees may be formed in any of these groups as was the faculty evaluation committee of 1985-86. A merit pay subcommittee was formed from the professional development committee in 1988. All of these committees contain faculty, a dean and/or other professional staff, and in some instances students who are appointed in the summer or early fall.

The Student Affairs unit has two major working committees. They are student activities and student affairs. Committee members also include students, faculty, and staff.

The two general committees which include membership from all areas of the campus are the Judiciary Board which hears all appeals and the Planning Team which reviews and recommends future actions. The Judiciary Board was established in Fall 1988 to provide a better and more consistent method of hearing appeals campuswide. Both of these committees are responsible to the Chancellor.

Faculty Involvement in Governance

The faculty members provide several voices in governance. Following weekly cabinet meetings, the Vice Chancellor for Academic Affairs meets with the deans to discuss appropriate topics from the cabinet meeting. The division deans meet on the first Tuesday of each month with their faculties to discuss said items. Faculty are also given the opportunity to bring forth areas of concern. The topics are then filtered to the appropriate committee or vice chancellor for study or action.

Similarly, the other vice chancellors meet with their staffs regularly to assess their areas, discuss issues, and prepare items for further work.

Student Involvement in Governance

Students participate in governance in several ways. They serve on the major college committees. The Student Activities Committee meets regularly to make recommendations to the Student Affairs' office. The Student Government Association's role is to bring to the attention of the administration areas of concern. The students also have a voice through the student clubs on campus. Their concerns can go before the Student Activities' Committee, the SGA, or directly through the Vice Chancellor for Student Affairs.

Concern: While all employees of the college have input into the decision-making process, there are no clearly organized groups by classification for that purpose. The Faculty

Association has had ups-and-downs over the years. After what it considered a poor year in 1986-87, the decision was made not to elect officers for 1987-88. Some faculty members have discussed a new start for 1989-90. The Vice Chancellor for Academic Affairs has encouraged the group to reorganize to provide valuable input into the governance of the college.

Policies and Procedures

The development of policies may come from on-campus individuals and groups, the Board of Trustees, or state board of higher education or state or federal mandates. The two new policies added to all campus handbooks in 1988 are Judiciary Board and sexual harassment policies. The campus Judiciary Board policies and procedures apply to all members of the college community. This body is charged with hearing grievances and providing its findings and recommendations to the Chancellor for a final decision. The purpose of the sexual harassment policy is to maintain a community free of harassment, to include sexual and gender harassment and all forms of sexual intimidation and exploitation.

Employee Handbook

The Southern Arkansas University Tech Employee Handbook contains all the policies and procedures which apply to personnel. It is revised annually. It includes sections on history, mission and goals and administrative organization; academic affairs; and administrative policies. All employees receive a handbook.

Adjunct Faculty Handbook

Due to the high number of adjunct faculty, a handbook was developed which includes the policies and procedures which affect them. Some are taken directly from the Employee Handbook. Other sections are added such as "How to Make a Lesson Plan," campus map, semester schedule, and other items which assist them in their teaching and understanding of the college.

Student Handbook

A separate student handbook is revised each year for student use. It includes all the policies and procedures relevant to their life on campus. Full-time and adjunct faculty also receive copies so that they are aware of policies and can assist students as needed. This handbook also includes lists of opportunities for student clubs and activities.

Communication

Communication is a responsibility of all professionals—in and out of offices, meeting rooms, hallways, and classrooms. And yet one easy answer to any problem is "the lack of communication." Southern Arkansas University Tech is not immune to that comment. Thus it is a responsibility of the administration to address that attitude. In fact, communication was listed by most groups as a concern during the period of the self-study. Thus, one goal of the Platform for the 90's is to improve communications.

The Weekly Calendar is the major in-house communications publication. It goes to all employees by Monday of each week and is posted for all campus to read. It contains information about visitors on campus, campus activities, special events, position openings, and other pertinent information for the week. The quarterly publication available for campus and statewide distribution is a four-page *Tech Talk*. Themes for the year are set in advance. The Media group on campus prepares the material and pictures. The publication is then printed by an outside contractor and mailed to approximately 1000 individuals.

Beginning in 1989 the Student Handbook and Student Calendar will be printed together so that major activities are advertised well ahead of schedule. The college has a good relationship with the local media. Local radio stations are willing to use public service announcements almost daily about college events. The daily *Camden News*, the weekly *Hampton South Arkansas Accent*, and weekly *Fordyce News Advocate* print articles about college activities, either using their reporters or our media staff. Likewise, the weekly *Shopper's Guide* runs articles on a regular basis.

From the employee questionnaire from the self-study came the following findings on perceptions of communications:

General Fac/Staff	Positive Response	Negative Response
Weekly Calendar	85.3%	5.0%
Meetings	56.0%	16.0%
Division Meetings	52.0%	10.6%
Memos	81.3%	5.0%
Campus mail	66.6%	8.0%
Local newspaper	53.3%	13.3%
Local radio	50.6%	12.0%

The "no opinion" column contained as many as 28 respondents for each item out of the 75 responses. From this data, it appears that the Weekly Calendar and memos are effective. It also shows that there are areas for improvement.

Planning/Budgeting Process

The key to effective planning is involvement at all levels, which encourages commitment to achievement.

A number of factors combined have great influence on financial planning at SAU Tech. Among these are the effect of inflation, substantial enrollment changes, growth and proliferation of federal and state programs and the projection of available state funding.

The first stage in the planning process consists of the development of individual "action plans" for each of several areas of the college. Action plans include specific goals for the area target groups and techniques to be used and a monthly schedule of activities designed to reach the goals.

The college also submits a biennial budget request and a capital improvement request every two years to the Arkansas Department of Higher Education. These requests are normally required in the spring semester. Until the new fiscal year actually begins on July 1, many changes can occur with state funding; therefore, modifications may be required.

The Budget Process

The purpose of the operating budget at SAU Tech is to provide an opportunity to examine the composition and viability of the college's resource base for each program and activity. The operating budget is specific and detailed and presents the plan to finance approved academic and support services for one fiscal year.

The budget attempts to project income and expenditures and then separates the items into object expense income classification based on how easily each can be projected.

After the institutional funding has been approved by the legislative process, the administration is responsible for developing an operating budget for each academic and support unit on the campus. This budget is then submitted to the Board of Trustees for approval. The administrator or supervisor for each unit serves as Fiscal Agent for the unit and is responsible for maintaining overall institutional operations within projected inicome and expenditure levels. The budget system should accomplish the following:

A. Provide administration and fiscal agents with an effective means to develop both long-term and short-term measurable objectives.

B. Distribute available resources to provide for achievement of measurable objectives.

C. Provide the means of evaluating the institution's progress toward achieving the measurable objectives.

Budget control is implemented at the institutional level through the use of budget reports. There are two levels of budget reporting. Reports comparing actual results with budget projections are prepared monthly and sent to individual budget units. A report of operations and variance analysis is also prepared monthly. This report reveals the difference between planned and actual performance.

Concern: The college should try to involve more people in establishing budget goals. This would allow everyone to be aware of the college's funding and financial status.

The Platform for the 90's proposal for better informed decision-making is based on a comprehensive research base.

Institutional Research

LT—Develop the capability to evaluate college activities through a research unit.

89-91   Identify research components to be developed.

89-91   Identify research team.

89-91   Purchase software compatible with ADHE requirements for research reports etc.

91-93   Have capability to publish an annual report to investors/ friends/board with full research data.

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Chapter V-
Educational Programs and Curricula: The Credit Unit

Introduction

The philosophy established for programs and curricula by the academic affairs unit in 1985 states that "students and their educational needs are the focus of this institution." Inherent in that statement is the requirement for well-qualified faculty.

The Vice Chancellor for Academic Affairs is the administrator for the credit programs and activities at Southern Arkansas University Tech. In 1986 there were three divisions headed by deans-Arts and Sciences (AA); Business Administration (AS and certificates); Tech-Engineering (AAS and certificates). In 1987 when the business dean resigned, the division were reorganized into the Junior College (AA,AS) and Technology (AAS, Certificates) divisions, the former for university-parallel and developmental education and the latter for technical-occupational programs.

This chapter evaluates the credit curricula; quality of instruction; instructional methods, materials, and delivery systems; and the major instructional support service. Strengths and concerns are noted as well as the responses to those in the Platform for the 90's.

The objectives developed by the academic sub-committee are:

    a. To assess progress made at the college since the previous evaluation in academic affairs.
    b. To evaluate the faculty's activities as they relate to the long range-goals of the institution.
    c. To review the evaluation systems used for faculty.
    d. To conduct a self-study using the expertise and talents of faculty and other members of the campus community using current committee

structures and adding others as needed.

Credit Curricula

Associate degrees, one-year certificates, and advanced third-year certificates are offered in the credit unit. Figure V-1 lists the academic degrees with major emphasis and certificate programs.

Figure V-1 Academic Programs at SAU Tech, 1989-90

Associate of Arts (University Parallel)
General Studies
Options:

Computer Science	Mathematics/Sciences
Elementary Education	Pre-Art Education
Fine Arts	Pre-Business Education
Graphic Design	Pre-Professional
Liberal Arts	Psychology/Social Sciences

Associate of Science (University Parallel)
Business Administration

Associate of Applied Science
Aviation Maintenance
Computer Aided Industrial Drafting *(pending)*
Computer Communications Maintenance
Computer Instrumentation Control
Computer Integrated Manufacturing
Computer Programming
Electronics
Electronics Engineering
Graphic Design
Hotel/Restaurant Management
Industrial Maintenance
Office Management
Technology *(for those with post-secondary, vo-tech certificate)*

Certificates
Data Processing
Day Care Assistant
Electronics
Food Preparation
Word Processing

Advanced Certificates *(one year after associate)*
Computer Aided Design
Robotics and Computer-Aided Manufacturing

In 1985, when the goal to become a leader in computer aided technology was approved, the first priority of the new Vice-Chancellor for Academic Affairs was to review all curricula. Over a three-year period all degrees were reviewed by the faculty sub-committees and the curriculum committee for course offerings and enrollment. The result was changes to all programs. Those which had more than three courses changed required approval from the Department of Vocational-Technical education as well as those with name changes. New degrees were approved in 1987 in Computer Integrated Manufacturing, Computer Communications Maintenance, and Technology.

The AAS in Technology was approved in 1987 in an attempt to respond to local employees' needs. This degree is a 1+1 program which adds one year of general education and specialized focus areas to a vocational-technical school one- or two-year certificate. This degree prepares students to enter a bachelor's degree program in industrial technology. The Junior College dean works individually with each student in designing a 33-credit program.

In 1988, new state guidelines for the AAS were approved which require a minimum of 15 credit hours in general education by Fall 1990. All the changes were prepared for Fall 1989 entering freshmen in all programs except Aviation Maintenance. Changes in that program require approval from the FAA, so these changes will be made for 1990-91.

Program review committees in Academic Affairs have recommended dropping several degree and certificate programs due to low enrollments, lack of qualified faculty, lack of funds for equipment/supplies, and/or lack of need for those graduates in the job market. Figure V-2 summarizes academic program changes since 1985.

Figure V-2	Academic Program Changes Since 1985
1985	
Added:	AAS—Industrial Maintenance
1986	
Added:	Adv. Certificate—CAD Certificate—Word Processing
Changed:	AAS—Mechanical Design to AAS—Manufacturing Technology
Dropped:	Certificate—Avionics
1987	
Added:	AAS—Computer Communications Maintenance AAS—Technology Certificate—Day Care Assistant
Changed:	AAS—Manufacturing Technology to AAS—Computer Integrated Manufacturing AAS—Electromechanical to AAS—Computer Instrumentation Control
Combined:	AAS—Secretarial Science & Administrative Assistant to AAS—Office Management
1988	
Dropped:	AAS—Marketing and Distribution Certificate—Small Business Management
Changed:	AAS—Commercial Art to AAS—Graphic Design
1989	
Changed:	AAS—Architecture/Building Construction to AAS—Computer Aided Industrial Drafting *(pending)*
Dropped:	AAS—Photography *(one major completing)*

As all of the above changes have been accomplished, stop-out students who return are assisted with course substitutions which will still prepare them for the careers they wish to

pursue. These are monitored by the deans and the Enrollment Management Center.

Certificate programs which have never had high enrollments, but those which could still be of value for entry-level positions, have been revised since 1986 to more nearly match the first-year of the similar degree programs. They, too, now include six to nine hours of general education or related courses.

The only externally approved degree is Aviation Maintenance Technology which is accredited by the Federal Aviation Administration. A second accreditation is being sought in partnership with St. Vincent Infirmary in Little Rock as part of the Hotel/Restaurant AAS program. This accreditation would serve as the state's agency for certification of Dietary Managers, a certification now available only through correspondence coursework with out-of-state colleges and universities. The self-study will be conducted during 1989-90.

The university-parallel programs (AA and AS) follow the first two years of our sister institution, Southern Arkansas University. The college also participates in the Arkansas Higher Education Consortia for Liberal Arts and Elementary Education. All courses in those two programs transfer directly to the consortium-member schools. A state task force began its work in August 1989 to develop a statewide transfer curriculum for the first two years of business administration and a general education core curriculum. The Vice Chancellor for Academic Affairs serves on both task forces.

Campus-wide efforts have been made to improve communications and human relations skills of the students. An essay English Proficiency Exam has been in place, with numerous revisions, since 1986. Passing it became a graduation requirement in 1987. A second and newer project evolved as a research topic for an assistant professor working toward the educational specialist degree at Arkansas State University. The topic is

Writing Across the Curriculum. Since Spring, 1987 she has held general workshops for the faculty and then small and individual meetings to assess what has been done and to plan with each department suggestions for writing topics in their classes. The Academic Affairs' section of the employee handbook now states that writing across the curriculum is required in all courses. English department faculty are willing to assist others in reading essays or assisting in their review. That plan and report are on file in the Academic Affairs' office.

The process for curriculum change can follow several paths. It can be generated by faculty or administrators internally, or by external groups such as advisory committees, industry training directors or organizations, or state agencies themselves. In any case, initial reviews are conducted by faculty within the division and by advisory committees. They then go to the Academic Affairs committee for recommendations. The vice chancellor for academic affairs reviews materials and sends them to the Chancellor for action. Whichever dean is assigned to the academic affairs committee for an academic year is charged by the vice chancellor to conduct the review. Copies of reviews are circulated for study, discussion, and recommendations. One of the major external sources since 1988 for assistance with program review is in the technical areas. As a member of the Southern Technology Council's Consortium for Manufacturing Competitiveness, the staff from Research Triangle, NC and consortium members meet bi-monthly to discuss higher education/economic development issues related to degree programs and coursework. We believe that this has helped us strengthen our programs and therefore the preparation of our students.

Individual courses have also been reviewed and many deleted. In low enrollment programs with similar requirements, such as basic drafting, students now take one generic course together before splitting into specialties. The electronics first year can now

branch into Electronics, CCM, or CIC majors, but every student gets a sound beginning. Most applied mathematics and science courses have been discontinued. Instead students take the college-level courses with applications being made in the major courses. Benefits to these changes include preparation for later transfer to BS programs and larger classes with more efficient use of resources.

Strengths: The overall credit curriculum supports the mission, philosophy, and goals of the college. The massive curriculum changes since 1985 reflect the college's commitment to provide quality instruction in all programs and to be responsive to the needs of students and the community.

While state funding has remained practically frozen at the 1986 levels for the past three years, almost $2,000,000 has been sought and received in the form of grants and gifts to make the required curriculum up-dates a reality. Thus, the value of limited resources and the need for inventiveness have strengthened the institution.

The first two strengths have enabled the college to leave the "vocational" mindset of 1968 and develop into a high-tech, comprehensive institution of higher education which more nearly matches the needs of the region.

Concerns: The college has realized over the past year that the Junior College course enrollment has surpassed the Technology program enrollment because more local transfer students are attending SAU Tech. The local vs. state-wide missions must be carefully addressed so that we serve best those we can without trying to be all things to all people. The Platform for the 90's addresses this concern in studying mission mix.

Communication about degree programs should be more readily available to students and the local community.

Specific Objectives for 1989-91

Review Graphic Design (AAS), Industrial Maintenance (AAS), and Office Management (AAS). Business Administration will be reviewed as a result of the state task force study.

Provide all syllabi (read only) on the network in the Enrollment Management Center and Learning Resource Center for those interested in more detailed information about courses by 1990-91.

The Academic Affairs committee in Spring 1989 proposed that science or a science/technology course be developed and required as a part of general education for the degree programs that do not already have a science requirement. This suggestion has been forwarded to ADVTE for consideration. In the meantime, the committee will continue to work on feasibility and course development.

Platform for the 90's

ST -- Align the Junior College Division to meet the needs of the students seeking to transfer and those completing selected occupational programs.

89-90 Establish an action plan to provide for the increase of minority enrollment drawn from an area that is within commuting distance.

89-90 Move the community service function to the academic affairs division with an emphasis on the avocation, recreational and fun type offerings, and exclude the typical offerings found within the industrial development and training center.

89-93 Review all occupational programs not a part of the high tech center and identify those that need to be phased out, if any, what needs to be strengthened, new programs to be added and make developmental recommendations.

89-93 Diversify the offerings of the junior college division so that the academic state guide lines established for community colleges are reached, without duplicating the offerings found in the high tech center.

ST -- Establish a high tech center for the purpose of highlighting a maximum of seven focus areas.

89-93 Review present technical focus areas and redefine or establish no more than seven high tech focus areas. See definition of high tech focus area.

(Suggested areas for review include: 89-90 CIM/ROBOTICS, 90-91 BUSINESS GRAPHICS (CAD, DESKTOP PUBLISHING, VIDEO, PAINT APPLICATIONS) 89-91 TECH ENGINEERING, (ELECTRONIC OPTIONS), 89-91 ENVIRON-MENTAL SYSTEMS, 91-93 LASER.)

89-93 Seek to expand the industrial development and training center to support the defined focus areas as well as the industrial and business educational credit and non-credit needs, not otherwise found in the structured courses of the junior college division.

89-90 The costing of the high tech center, including the selected focus areas and the industrial development and training center, should be driven toward a full recovery of incurred expenses.

89-93 Develop credit programs around the content of the focus areas and provide the student the opportunity to complete an A.A.S. or an advanced certificate. The advanced certificate should be restricted to the center's operation barring it from the junior college division.

ST -- Assign responsibilities in keeping with the reorganization.

89-90 Establish a changing provisional organization, based on a three-year period, that will result in a progressive transition to a more efficient organization.

89-91 Gradual assignment of administrative, faculty, and staff to new assignments and responsibilities.

Definitions
High Tech Focus Area - Must be high tech, may have a redefined life 3 to 5 years, meets industrial needs, state wide need, lends itself to full cost recovery, possible one of a kind in state, uses terminology easily identifiable, and may lend itself to an A.A.S. or advanced certificate.

Developmental Education
The Developmental Education program is designed to help students with weak academic backgrounds or those in need of review of basic skills to succeed in college.

Philosophy
The philosophy of the developmental education program centers around the student. We believe that the "open door" should not be a "revolving door" and that open doors should be accomplished by open arms. We realize that social and psychological difficulties (i.e., negative peer pressure, low self-esteem, etc.) often accompany academic difficulties. We are committed to confronting all of these problems and solving them.

Goals
Our three primary goals are to help the student

1. Complete the course satisfactorily.
2. Become an independent learner.
3. Acquire the skills to enter and succeed in college-level courses.

Curriculum

The developmental curriculum consists of the following courses:

Reading Improvement, DE1013

Fundamentals of Writing I and II, DE1033, DE1043

Communication Skills (reading and writing), DE1054

Fundamentals of Math I and II, DE1103, DE1113

Elementary Algebra, DE1123

Intermediate Algebra has been declared a developmental course by the four-year colleges, but it is the graduation requirement level for the AAS degree in the two-year colleges. Thus, for transfer students it is considered developmental.

Staff

From the top down, SAU Tech's developmental staff is totally committed to the program. The Vice Chancellor for Academic Affairs (a former coordinator of DE at SAU Tech and President of the Arkansas Association for Developmental Education, 1988-89), the junior college dean, the coordinator of developmental education, the counselor, the full-time faculty involved in the program, and the adjunct faculty - all have years of experience in developmental education and are highly qualified and dedicated to the developmental concept.

Tutoring Program

The tutoring program gives quick, effective academic assistance to those who need it at no cost to the student. Statistics for the Spring 1989 semester show the following.

Number of tutors 4
Number of tutees 29

SUBJECT AREAS	PARTICIPANTS
Fundamentals of Writing	2
Elementary Algebra	18
Intermediate Algebra	8
College Algebra	3
Computer Science	1

Number of Tutoring Sessions 138

Assignment to Developmental Courses

Act 252 of the state requires that students be tested with ACT or ASSET prior to enrollment in composition and mathematics courses. Studies show that students who complete college prep courses in high school with good grades tend to move immediately into college-level courses. Other students begin developmental courses based upon test scores. For example, a student who scores high on the elementary algebra portion but who does not reach the required score may start with elementary algebra. A student who scores very poorly on elementary algebra will take Fundamentals of Math I and II, which is a two-semester elementary algebra class.

Chart V-3 shows how a student can move through the developmental coursework.

Figure V-3 Sequence of Developmental Education Program to College-Level Courses
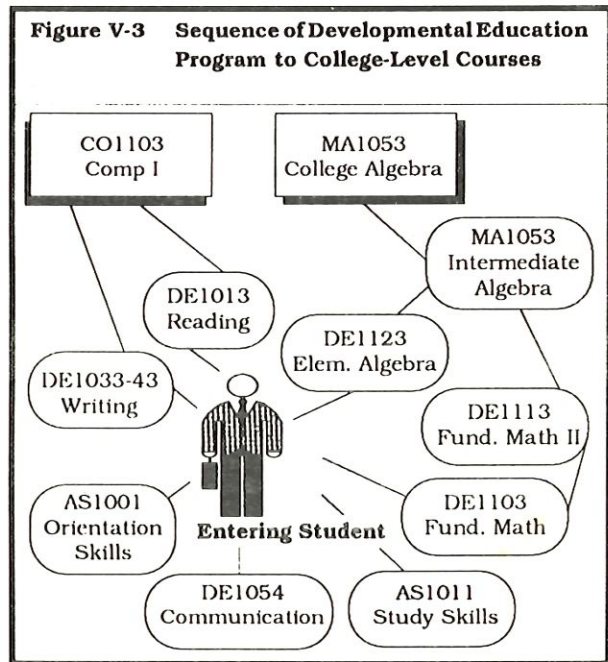
Articulation

Articulation with and about the college programs takes several forms. First is the SAU three-campus articulation committee to assure understanding of transferability

issues in degree programs. The chief academic officers and another representative meet annually or are on call to review changes, policies, and procedures. Secondly, the college participates in the statewide consortia for Liberal Arts and Elementary Education. Vocational-technical school linkages have been developed with the Technology degree and more recently for coursework in Computer Integrated Manufacturing.

Articulation with high schools has grown since 1985. Presently there are faculty and/or counselors from the six local high schools who serve as adjunct faculty. Together we discuss actual course relationships and needs. Those faculty are aware of the state required scores and the tests used for placement at the college level. Therefore, they act as strong message carriers to the high school students and faculty.

In 1987, when the articulation downlink was sponsored by AACJC to present Parnell's *The Neglected Majority* and its articulation concepts, SAU Tech hosted the program at one of the local industries. Local school administrators, counselors, politicians, and industry representatives attended to set groundwork for future efforts. While no formal program has been designed, several spin-offs have occurred. One high school sends students in the summer to the college to take their next level of mathematics so that they get a year ahead the following September. The regional vocational high school sends its first level computer aided drafting class to campus to take our Introduction to CAD class each spring. We also offer 50/50 scholarships to high school students. The students pay 1/2 tuition and the college provides the remainder of the tuition and the textbook.

Legislative interest in articulation surfaced during the 1989 session. Therefore, an articulation task force has been appointed by the governor between the Department of Education and the Department of Higher Education to formalize goals and objectives.

The college is pleased with this high-level interest for we expect to have greater opportunities for articulation.

Our 1 + 1 degree with the vo-techs was a first in the state. We also have other 2 + 2 agreements with colleges and universities for certain degrees although the number of credits accepted may differ. For example, our graphic design majors will fare much better at the University of Arkansas at Little Rock than at Henderson State University. Some colleges in the state send course-by-course articulation booklets to the two-year colleges. Currently we have them from SAU Magnolia and the University of Central Arkansas.

A major effort in articulation is found in our Educational Service Ladder which is detailed later in this chapter.

Strength: The college is aware of the need for articulation for many situations and has made good progress in the last three years.

Concern: The college needs to participate with others seeking articulation agreements to formalize more articulation opportunities.

Course Offering

Another major overhaul at the college was reducing course offerings. In a period when the college was trying to be "all things to all people," many courses were offered every semester to please all parties. A sweeping change for efficiency required a new matrix with first/third semester offerings in the fall and second/fourth offerings in the spring. Evening degree programs and specialized courses in liberal arts have been placed on a once in four-semester offering sequence. Basic courses with heavy enrollments such as Composition I and DC/AC are offered every semester, but the number of sections will be lower in the spring semester.

Further steps to improve efficiency included making first-level courses in technologies more generic so that higher enrollments

would occur without damaging the quality of the program. A spin-off of this approach has been that students in one major get to know students in other majors. Further, it has reduced the number of faculty needed to teach the specialized courses, freeing them to teach the new, computer aided classes.

Degree program planning forms indicate which semester certain courses should be taken. The Enrollment Management Center carefully reviews courses taken and those needed in sequence for students to graduate in a given time. This careful guidance should assist in higher graduation rates.

The semester schedules are published by mid-term of the present semester and registration begins at that time in the EMC. This gives students and employers adequate time to plan activities for the following semester. The old concept of day and night classes has changed to a 7:00 a.m. to 10:00 p.m. schedule plus Saturdays.

Strength: Better use of all resources has resulted from the new system. Further, many new courses have been developed to replace the old ones which were offered every semester.

As the new administrative computing system becomes operational in 1990, software for all academic needs - scheduling of courses and rooms, faculty loads, enrollments, data for studies - will ease the inefficient and sometimes cumbersome methods currently in use.

Quality of Instruction

The faculty and the degree programs are the major determinants of quality of instruction given appropriate support from other areas of the college.

Southern Arkansas University Tech boasts a good combination of faculty with long-term experience balanced by new faculty who bring two-year college, recent business/industry experience to academic affairs. Continuation of quality depends partially on

evaluation. In 1984, the Professional Development Committee began a study of quality which resulted in two documents approved by the Chancellor and Board of Trustees. The first was the Faculty Evaluation System approved in 1985 and since refined to add the adjunct faculty and the non-credit academies. This project built upon the student evaluations which had been used for many years.

Figure V-4 Faculty Evaluation System

A. Full-time Faculty

The evaluation activities, evaluators, and completion dates are listed below:

Activity	Evaluator	Date
1. Professional Development Plan completed	Dean/Academy Director	Sept.
2. Student course evaluations conducted. (This portion will vary according to credit and non-credit courses.)	Instructor	Fall or Spring
3. Self-evaluation completed (includes forms & class handouts.)	Instructor	Spring
4. Classes observed 1 announced (pre-conference.) 1 unannounced	Dean/Academy Director	Fall or Spring
5. Evaluation written using data collected + narrative summary.	Dean/Academy Director	April
6. Performance evaluation conference between instructor and Dean/Academy Director held. Signed by both parties.		April/May
Disagreement or comments added by faculty member.		
7. Materials reviewed and filed with appropriate Vice Chancellor/Academy Director.		May/June

The rating scale for performance includes five levels: Superior, Exceeds Expected Level, Expected Level, Needs Improvement, and Unsatisfactory.

B. Adjunct Evaluation Procedure

Activity	Evaluator
1. Student evaluations	
2. Self-evaluation	Instructor
3. One observation	Dean/Academy Director
4. Evaluation conference	Instructor/Dean/Academy Director
5. Materials reviewed and filed with appropriate Vice Chancellor or Director.	

In 1987, the Faculty Rank System was approved. Returning and new faculty were placed in Spring 1988 prior to receiving work agreements from 1988-89. All faculty were given copies of the system and asked to place themselves according to the placement criteria. The Chancellor and the Vice-Chancellor for Academic Affairs independently placed each faculty member. Then each faculty member met individually with the Vice-Chancellor to discuss the rank assigned and subsequent professional development activities. General agreement occurred among all three participants. Disagreements on rank were reviewed and negotiated, in most cases in favor of the faculty member. Act 62 of the Arkansas Legislature, passed in 1989, requires the Arkansas Department of Higher Education to develop a faculty evaluation system for the state. SAU Tech submitted its plan to ADHE in July, 1989 for consideration.

Several activities have occurred to help the faculty rank system grow in importance. In September 1988 all faculty members received business cards indicating their rank and other vital information. Permanent nameplates with name, rank, and subject area(s) are worn on all special occasions for campus activities. The faculty line-up at graduation is also by rank, another small but important opportunity to award those committed to professional development. The image of college professor is important in rural Arkansas. One result of this effort is faculty are now referred to in the community as "a professor at Tech" instead of the historic "teacher at the vo-tech across the river."

The 1989-91 Professional Development Committee is developing the next steps in the promotion system which is a part of the faculty rank system. Promotion for further education is already in place. Other areas besides instruction are now being studied.

The emphasis on professional development is working. In 1987-88, ten faculty members took a six-hour block of courses on campus toward the specialist in education college teaching program from Arkansas State University. One will complete the Specialist in summer 1990. Ten faculty and staff in academic affairs and enrollment management are reviewing doctoral programs within the 200 mile radius which will let them continue working and studying at the same time. This is a new and positive attitude on campus.

Adjunct Faculty

Part-time, adjunct faculty are an excellent asset to the college. There is a lack of state funding to hire full-time positions in several key areas, namely, psychology/sociology, math/science, and developmental education. Therefore, approximately 50 percent of the teaching staff are part-timers, some of whom have been with the college up to eight years.

Figure V-5 is a review of the adjunct faculty from the 1988 Academic Affairs annual report.

Figure V-5 Academic Preparation of Adjunct Faculty, 1985-88			
Preparation	1985-86	1986-87	1987-88
Doctorate	0	1	0
Masters	2	8	9
Bachelors	5	6	17
Associate	1	4	6
Other	0	1	2
TOTAL	8	20	34

Efforts are made to include adjunct faculty in college life. Orientation is held for adjunct faculty at the beginning of each semester. At that time, they receive an adjunct faculty handbook containing policies, procedures, and general information about the college. Second, all adjunct faculty are assigned to a full-time faculty member who serves as a mentor. Third, an adjunct faculty office was established in August 1989 in the Administration Building to provide a place for class preparation and faculty/student sessions. Fourth, adjunct faculty are invited to participate in professional development activities both on and off campus. They are also invited to all college activities.

Strengths

The quality and longevity of adjunct faculty makes them an important part of campus life. The business/industry experience that many adjuncts bring to the programs adds a relevance and importance to learning.

Concerns: While the pay for adjunct faculty is in line with other state institutions, the amount is very small ($350 per credit hour) for the amount of service they perform for the institution. Also, fringe benefits are limited.

Program Review

Since 1985, all degree and certificate programs have been reviewed and up-graded. The process involves faculty in the departments, the academic division, and the Academic Affairs (formerly Curriculum) committee, with recommendations from external advisory committees. Each year two or three low enrollment and/or outdated programs receive a full review with reports to faculty, divisions, the vice chancellor and chancellor. Budget restrictions have not determined continuation or dissolution in most cases. Rather faculty re-training or re-assignment, renovation of space, generic course development to share with other majors, and grant monies/gifts have occurred to strengthen programs and help them grow.

Annual data are collected to review faculty efficiency according to state standards for student semester credit hours generated as part of the review. This data helps determine whether or where new full-time faculty will be hired when funds are available. Figure V-6 is an example of this review from 1988-89.

Figure V-6 Full-time Faculty Efficiency Based Upon Department of Higher Education Standards by Student Semester Credit Hours Generated, 1988-89

Position	Credit Load	Total SSCH Generated	DHE Standard for 2-year	%Standard Met
Science1	32	569	600	95
English1	18 (60%)	240	360	67
Math	27 (80%)	306	576	53
History	30	582	720	80
Science2	31	544	660	82
English2	30	573	600	96
Business1	30	597	720	83
Bus2/OM2	30	411	510	81
CompSc 1	22	384	372	103
Hotel 1	28	203	510	40
Photog	10 (60%)	27	306	9
CompSc2	28	431	510	85
CompSc3	24	474	510	93
GraphDes	18 (60%)	132	216	61
OffMan1	33	369	510	72
Aviation1	30	332	360	92
Elect1	21	329	360	91
Elect2	24	412	360	114
Arch/BC1	9	118	108	109
Aviation2	29	221	360	61
Arch/BC2	27	171	360	42
Elect3	14	200	166	120
Elect4	30	443	360	123
Manuf	31	245	238	103
CS3	30	732	510	123
DevED	12	161	144	112

Program Competencies

All degree programs have explicit curricula, printed in the college catalog and individual degree plans in student folders in the Enrollment Management Center. Graduation requirements are specifically stated in the catalog.

Technical programs are moving to competency-based curricula. All syllabi express goals, objectives, specific requirements for the course, and grading criteria.

Both Junior College and Technology divisions conduct surveys of graduates within one year of graduation to determine program relevance to the wider world. Data are used as part of program review.

All degree programs have external advisory committees which meet annually for review and discussion of programs. Their recom-

mendations assist internal committees. Current student and graduate surveys are considered seriously as part of the instructional as well as institutional review.

Faculty-Student Ratios

The average faculty/student ratio for lecture courses is 1/19. The average lab class ratio is 1/12. The number of lab stations in science and electronics is twelve which keeps a low ratio and is a great opportunity for individual assistance. There are only two lecture classrooms on campus large enough to hold 40 students, so expectations will remain for 30-35 maximum in most classes.

Adjunct faculty make up 50-55% of the faculty depending upon the semester. They are evenly divided between day and evening classes so that the mix is good at all class times.

The small ratio of faculty to students and office hour requirements for all faculty account partially for the high retention/return rate of students. One advantage of moving registration/advisement from the faculty to the Enrollment Management Center is that students can now spend time with faculty on issues important to them.

Instructional Methods and Delivery Systems

The college subscribes to a variety of instructional methods and delivery systems. The typical lecture, laboratory, audio-visual and computer-assisted instruction occur daily. This section highlights some of the newer methodologies and delivery systems.

The newest development has occurred in teaching lecture classes for students in computer science, CAD, word processing, and computerized accounting. Three classrooms have teaching computers with large overhead projection for lecture presentations. Actual teaching examples are given on the computers. After the lecture, the students

move to the open computer labs to complete their assignments. In this way, better use is made of classrooms and laboratories.

The second major development began in February 1988. With grant monies from a private source, three mobile labs for robotics, CAD/CAM, CNC, and hydraulics/pneumatics were developed. They travel to vo-techs, industries, and other colleges for short courses (credit or non-credit); when they are not on the road or are scheduled for credit courses on campus, they are placed in specific lab locations in the manufacturing building for regular classroom teaching.

The third new methodology involves television. SAU Tech has been a leader in the formation of the Arkansas Telecommunications Consortium for the state which developed state guidelines for telecourse instruction and which provides the program in affiliation with Arkansas Educational Television Network. This on and off-campus delivery system has included classes of up to 48 students. While the college is dedicated to serving the locality, there is no state funding for these courses, which generally cost $450.00 for rights and $15.00 per capita as well as an up to $200.00 dubbing fee for on-campus tapes plus a faculty salary. Therefore, some semesters when funds are especially tight, we do not offer a telecourse. At the state level, this is another issue being addressed by chief academic officers and DHE.

Other non-traditional approaches to credit include CLEP exams, experiential learning review according to CAEL guidelines, cooperative education, and on-campus internships for assistance with laboratories and communications.

Strengths: The college instructional program has developed flexibility to meet the needs of business and industry in credit instruction.

The college has equipment to provide higher

quality and more advanced instruction in many areas.

Concerns: With the size of the staff and heavy facility use, it is difficult to meet the demands to offer as many short-term, specialized credit courses as are needed.

There is a lack of equipment to provide computer assisted laboratory instruction in science and electronics areas.

Platform for the 90's Response.

Planned Instructional Innovations

ST -- Explore innovative ways of offering various courses.

89-93   Establish selected budget goals to strengthen selected instructional areas.

89-93   Establish an interactive video experimental program to find out the adaptation and instructional value.

89-93   Explore schedule variations to more nearly meet the needs of the growing adult population.

89-93   Increase the use of computer aided instruction.

ST -- Explore the off campus linkages with vo-tech institutions.

89-90   Evaluate the present offerings

89-93   Explore ways of expanding the number of institutions and offerings.

Applied Research

A new area for this college has developed as a result of our involvement with the Southern Technology Council Consortium for Manu-

facturing Competitiveness. The college has the opportunity and responsibility to use its resources, i.e., equipment, facilities, and people, to help small and medium-sized manufacturers develop new processes or products at our CIM Center. This provides excellent learning experiences for students, faculty, and industry as applied research is conducted. The college is currently working with three projects in the Center.

The Consortium for Manufacturing Competitiveness (CMC) is a project by the Southern Growth Policies Board.

This project will demonstrate that two-year vocational-technical colleges can work with small and medium-sized manufacturers to facilitate the diffusion and more effective use of technologies and innovations. As a direct result of this project, information about the skills and knowledge needed for the manufacturing work force of the future will be generated. The Consortium is composed of 13 colleges and universities in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisianna, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia.

The members of the consortium were selected through the chancellors/presidents of the states' two year college systems according to criteria formulated by the Southern Technology Council. SAU Tech has been identified as a leader in computer aided technology and recognized as Arkansas' "Center of Excellence for Computer Integrated Manufacturing".

The mechanisms of the Consortium are multidimensional and are expected to be made up of **(1)** the private sector-both user and producer of equipment; **(2)** public and private sources of research and innovation; **(3)** organizations involved in local development; **(4)** its own members and other public two-year colleges; and **(5)** southern state governments.

Governor Carroll Campbell of South Carolina in his acceptance speech as chairman of the

Southern Growth Policies Board stressed "the Consortium is a new regional initiative of great significance to the South." Charles C. Benson, the Director of the National Center of Research in Vocational Education, described the Consortium as "truly one of the most innovative organizations so far created to promote economic development."

Platform for the 90's

ST -- SAU-TECH CIM Center becomes key to Flexible Automated Manufacturing Systems (FAMS) development for small and medium-sized industries in Arkansas.

89-91 Develop a state master plan with state and private agencies to recognize the work and capabilities of the center.

89-94 Continue efforts to win grants from private and public sector to support the work of the center.

89-91 Pursue large industry participation through release of engineers, technicians to teach full or part-time; assist small companies with applied research projects.

Education Service Ladder

SAU Tech was developed in Highland Industrial Park to serve the needs of the park and community. It became apparent in 1983 that while the college was serving its educational mission there were other needs at various levels which were not being met. The college and General Dynamics began an off-campus master's degree program in Operations Management from the University of Arkansas at Fayetteville. Today, there are over 100 graduates of this program at work in the vicinity, and the program continues. Using this base, an educational service ladder concept has developed. It goes from adult literacy to PhD coursework in engineering. Agreements exist with each unit for coursework to be held on campus and that any coursework deficiencies needed from the

freshman/sophomore levels will be taken at SAU Tech. As of fall 1989 activities in all areas except adult basic education and GED were being held.

Figure V-7 displays the service ladder showing the program and the responsible unit. The college charges no fees for other colleges or universities on campus; however, it does request reduced tuition for college employees.

Figure V-7 Educational Service Ladder	
Doctorate (coursework only)	PhD Engineering - UAF
Specialist (coursework only)	Education - ASU
Master's	Operations Management - UAF Engineering - UAF Business Administration - HSU
Baccalaureate	Industrial Technology - SAU Business Administration - SAU
Advanced Certificate Associate - AA, AS, AAS; Certificate	SAU Tech
Vo-Tech	Partners: Oil Belt, Red River, Cossatot, Ouachita
General Equivalency Diploma	Camden Public Schools
Adult Basic Education	Camden Public Schools
Literacy	Ouachita Calhoun Literacy Council - SAU Tech

Campus Multi-University Residence Center (Since 1983)

Strengths: There is a willingness of other institutions to participate in the program in spite of no state funding.

The scope of the program is inclusive with articulation at all levels.

The college has committed resources to the programs to help in serving the mission and to help part-time enrollment in SAU Tech courses.

Concerns: There are not formal agreements with some universities. The administration/coordination of the program is still in its infancy.

Platform for the 90's

Multiple University Offerings

ST -- Formalize service ladder partnerships.

89-91   Establish formal agreements with each unit offering credit or noncredit program at the college.

89-91   Establish data base to evaluate service ladder programs.

90-92   Seek partial funding from other MURC universities to fund full-time, on-campus coordinator and full funding from each institution which needs specific equipment, instructional materials for its program success.

ST -- Increase the campus support to the multi-university center concept.

89-90   Appoint a staff person to coordinate and become a single contact point for campus activities.

89-93   Publicize the service ladder concept.

Instructional Support: The Library/Learning Resource Center

Introduction

The Library/Learning Resources Center (hereafter referred to as the LRC) is an instructional support area under the supervision of the Vice Chancellor for Academic Affairs. The Librarian/Coordinator of Learning Resources is the key administrator of this support area. She is assisted by part-time staff and the Learning Resources Committee made up of faculty, staff, and students.

Mission

The mission of the Southern Arkansas University Tech LRC is to enhance the learning environment of the college by providing access to information. The primary function of the library is to facilitate and improve learning by providing a diversity of information resources and services for the implementation of the instructional program. The LRC's secondary function is to provide resources and services relevant to the intellectual and professional growth of personnel working in the Highland Industrial Park. A third function is to provide learning resources and services for the community at large.

Goals

1. To create an atmosphere that encourages continued use of the library.

2. To assist students, faculty and staff in the effective use of learning resources.

3. To acquire a collection of media that reflects the needs of the college by involving students, faculty and staff in the selection process.

4. To organize and manage the LRC so that users can effectively access resources and obtain services.

5. To provide opportunities for library staff members to grow professionally.

6. To increase public awareness of the LRC media and services.

7. To improve the efficiency of library

services through computerized access and delivery.

8. To actively seek grants to supplement the LRC's budget.

Description

The library was opened on September 10, 1968, at the beginning of the 1968-69 school year. The collection reflected a highly technical curriculum and consisted primarily of media in such fields as electronics, business technology, and architecture. Media in the library included 1940 books, 165 periodicals, 4 cabinets of vertical files holding engineering circulars and other technical data, and a wide variety of audiovisual material and equipment.

In May 1973 the SAU Tech Learning Resources Center was established with a collection of approximately 16,000 books, periodicals, microfiche, and audiovisual materials. Since 1973, the college has adhered to the concept of the complete Learning Resource Center in which all functions—the Library, Learning Laboratory, and Audio Visual Services are organized under one administrative unit. The Center supports the instructional program by acquiring and disseminating media and equipment to the entire college community. In addition, the LRC serves the 37 industries located in the adjoining Highland Industrial Park. Service is also provided for community patrons in Ouachita and Calhoun counties.

In 1979 the library was moved to its present location on the west side of the Administration Building's first floor. The new location provided for some growth. Eight Apple computers and six Zenith computers were added in 1985 and 1987 respectively to allow students access to computer assisted instruction in developmental studies and college-level courses. Software is supplied to patrons for word processing and specific course practice.

In 1986, the only full-time librarian retired after 20 years. The new Developmental Education coordinator, who also had an MSLS degree became the full-time librarian in January 1987. She resigned in May 1987 to join her husband in his new employment out of state. The current librarian was hired in July 1987. She has, with very limited resources, taken a dinosaur and turned it into a very efficient, modern center, which while extremely small, serves the students and community well.

Since 1985, the following changes have occurred to add space and increased service. Glass walls were added in a large open hallway to make room for the circulation area in 1986. Two restrooms were removed to provide a small work area in 1987. Walls were removed between one restroom and a small office to provide space for the now-carpeted video classroom. A new door was put into the far side of the vault to make an A-V equipment room with easy access. A new H/AC system was installed in 1987. Also in 1987, a faculty office on the second floor of the administration building was assigned to the librarian for a private office.

Other major projects have included culling the collection of out-dated books in 1988 using a carefully identified selection process. Basic designs for a new library/learning center have been drafted for space and materials to meet ALA standards. That building is in the capital plan and has been included by ADHE and DVTE budget projections for future funding.

The professionalism of the librarian, her training of the staff and her continued professional development have helped the entire college population in difficult financial times.

The library has a staff of one full-time professional; one half-time professional; one clerk who works nights and weekends; and various scholarship and college work-study students. The library is open during the following hours:

Monday - Thursday .... 8:00 a.m. - 9:00 p.m.
Friday .... 8:00 a.m. - 4:30 p.m.
Sunday .... 2:00 p.m. - 6:00 p.m.
(Saturdays are scheduled as needed.)

Today, the LRC is computerized for book check-outs, periodical searches, and databases such as ERIC, and has a security system. It also serves as the center for the University of Arkansas master's degree program in engineering. The videotaped lectures are received weekly in the LRC where students come to do their coursework. The evening clerk transacts all business with the students, monitors tests, and assists them throughout the semester.

The LRC also provides bibliographic instruction to classes upon request. Bibliographies are provided along with book lists of newly acquired materials. Periodically, brochures and catalogs are sent to faculty and staff for suggestions for ordering materials. Instructors check out audio visual equipment at the beginning of the school year. Audiovisual materials are checked out by instructors depending on need. Classroom viewing of videos for all campus classes is held in the video classroom which works on a reservation basis.

The college is aware that the LRC has a long way to go, but the commitment of money, time, and human resources has helped its progress since 1985. Figure V-8 summarizes suggestions from the 1985 evaluation team and actions taken.

Figure V-8	Summary of Improvements to Learning Resource Center 1985-89	
Suggestions from 84-85 Team	**Action Taken**
Library/LRC combined in one location	Moved in 1986 to Library as one unit
Need closer relationship with with Arts/Science faculty to enrich A/S program	Catalogs/brochures circulated to A/S faculty for input; library usage instruction to classes; book lists distrib.; book lists included in syllabi
Need greater promotion of library materials	Bulletin board ads materials and assistance;Foregiveness Day each semester for overd.; 8 specific bibl. produced.
Need more A/S materials	$15,000 annually for 3 yrs. beginning 1988 to up-grade collection; gifts accepted; co-op with SAUM, SAUE, ASU-B
Advisory committee should be more active	LRC committee meets regularly
Clerical assistance needed to free librarian for admin. duties	No state funding available; use of competent students and summer JTPA workers.

ALA Standards and Quality

ALA Standards: (Quantitative Standards for Two-Year Learning Resource Programs (*C&RL News*, March, 1979.) The ALA standards list several measures in table form. Following are the ALA measures for under 1,000 FTE and the current measures for SAU Tech:

Figure V-9	Comparison of ALA Standards and SAU Tech LRC, 1988-89	
Measure	**ALA**	**SAUT**
Staff	2 professionals; 4 support	1 + 1/2 professionals; 1/2 support
Budget	7-12% of E&G budget long-range plan to 5%	2+1/2% of E&G budget;
Collection		
Periodicals	min. 200; good 300	102
Other written	200,000-30,000	14,850
Films, videos	15-125	358
Other recorded	350-1350	297
Space-Total SF	23,333	5,092(Plans for new LRC in capital budget req.)
A-Vs		
16mm projectors	10-24	3
VCR's	10-24	3
slide projectors	25-49	4
audio players	50-99	4
record players	10-24	1

*Note: Many A-Vs are purchased by academic departments and not catalogued through the LRC.

Qualitative Measures

Qualitative measures have been taken from three surveys of faculty and staff, students and an in-house survey administered in November, 1988. Faculty and staff received their surveys from division deans and supervisors. Student surveys were distributed to a random sample of classes (day and evening). Of the 130 student surveys distributed, 109 were returned. Of 117 Faculty and staff surveys, 80 were returned.

Student survey: Adequacy of library materials - 50% said were adequate; 15% disagreed; less than 1% strongly disagreed. Faculty/ Staff: Adequacy of college library holdings - 25% agreed; 40% disagreed; On adequacy of A-V holdings - 47% adequate; on services provided by LRC - 50% agreed adequate. LRC survey: 30 surveys handed out and returned. Ability to find adequate material - 50% agreed, 20% strongly disagreed; if library books adequate for two-year college

programs - 53% agreed; questions on help-fulness of library staff were answered positively.

Accomplishments and Strengths

In spite of lack of sufficient resources to bring the LRC up to ALA standards by 1988, much has been accomplished as the college moved toward that goal from 1987-89. They include:

1. A new edition of library's A-V holdings list
2. Completion of student surveys
3. Completion of a $1,000 minigrant to provide an Afro-American Oral History collection from Ouachita County residents
4. Automated cataloging using the Bibliofile system
5. Completion of bar coding all library material
6. Training of library staff in using automated cataloging
7. Training of library staff in using automated circulation system
8. Increased square footage to provide more and better service
9. Security system purchased to cut down on loss of materials
10. General plan of new LRC developed
11. Commitment in college budget to three years of added funding, $15,000 per year, to help collection grow
12. Submission of a $30,000 networking grant with SAU El Dorado, 1988
13. Submission of an equipment grant to a private foundation, 1989
14. LRC as Center for Ouachita-Calhoun county literacy council
15. Active local and state participation by Librarian in professional and community activities (See LRC display)

Concerns:

1. The majority of book acquisitions are in the form of gifts.
2. Inability of the staff to retrieve library materials from faculty and staff.
3. Lack of clerical support staff.

4. Pressing need for additional space.
5. Pressing need for additional shelving as evidenced by the current unsafe practice of shelving materials on top of shelves.
6. Pressing need for additional volumes, periodicals, etc. to reach ALA standards.

Platform for the 90's
Learning Resource Center

ST -- Improve the Learning Resource Center

89-92 Seek to provide additional square footage to accommodate group study and individualized learning

89-93 Increase the allocation of funding for the purchase of books, periodicals and other media with a goal to comply with the American Library Association Standards.

89-93 Increase the funding to support media equipment procurement

89-93 Increase the shelving to house audio visual and print media.

89-93 Add, when funding is available, a data processing person to accomodate computerizing tasks such as cataloging, in-putting of data for automating of circulation and card catalog.

□□□□□□□

Chapter VI - *Educational Programs: Extended Education*

Introduction

Southern Arkansas University Tech has made a strong commitment to the provision of a comprehensive community and extended services program.

Extended education is offered locally, regionally, and statewide through various non-credit training divisions. There are programs designed for everyone from pre-schoolers to retired people, from public school students to professionals, from people wanting leisure-time activities to those seeking advanced high-tech job training. All 75 Arkansas counties are served by the Center for Government Training, Environmental Academy, and Fire Training Academy, with 12,000 people being reached in 1988 alone. Counties in South Arkansas are served by the Career Development Center, Community Education Program, and the Industrial Training Center, with over 2500 being reached in 1988.

A new area of responsibility for the Office of Extended Education is a vocational-technical linkage. The college has established a 1+1 technology degree plan (in the Junior College) linking SAU Tech and the post-secondary, vocational-technical schools in the state. The one-year certificate earned at the vo-techs and one-year of general education and focus areas at Tech are combined to provide for the AAS degree in Technology. Extended Education has provided leadership for the off-campus credit courses at two vo-techs to help this program grow.

The Vice Chancellor for Extended Education supervises the work of four units of extended education: community services, industrial training center, center for government training, and the career development center. The Chancellor supervises the Fire and Environmental Academies, each of which has a full-time Director. This chapter includes a description and report of each of the units of

Extended Education in non-credit offerings.

The objectives for the self-study are:
a. Review and revise (if necessary) current goals and objectives of each training division of Extended Education.

b. Conduct surveys of students and advisory boards to determine if stated goals are in line with actual needs state-wide and locally.

c. Use above information to develop short-range and long-range goals.

d. To have each division develop a method of measuring its achievement of scheduled goals that will be self-evident.

Besides the various extended education units, this office is responsible for publications for the campus. A media production team made up of two full-time faculty (40% of their contract time) and student interns work with the entire campus in the production of all publications. An ad hoc media committee can be called together to assist with the work. This unit works by the work order system through the Chancellor's and Data Center's offices.

Industrial Training Center

Introduction

The Industrial Training Center (ITC) was established in 1985. The Center's programs are designed specifically to meet the educational and community-based needs of business/industry. Customized programs include pre-packaged seminars and workshops. Most courses are non-credit and designated by continuing education units, but credit-bearing experiences are also arranged.

Goals
Five goals have been identified and are being accomplished through cooperative efforts of the college and local businesses and industries.

1. Identify ways to bridge the gap between a company's needs and an employee's unmet level of training.

2. Assist industrial development groups, governmental and non-profit agencies, industrial parks, and others to develop training alternatives.

3. Meet with industrial prospects to provide an awareness that there is a readiness and responsiveness to provide the needed educational training.

4. Serve as an advisory service to provide information and to locate consultants.

5. Work closely with local and state industrial development groups to achieve economic expansion.

Advisory Committee
An advisory committee was established in 1985 to assist and advise the Industrial Training Center in the planning, growth, and development of the college. Eight representatives from local industries were initially chosen to serve as members, along with two representatives from SAU Tech. Due to the extensive growth of the center, an additional four members were added. Meetings are conducted quarterly to review progress and plan new activities.

Achievements
On-Campus Non-Credit Courses
On-campus, non-credit courses are offered regularly. Some of the non-credit courses include basic and advanced blueprint reading, metrics and precision measurement, quality control seminars, supervisory management and math courses, and geometric dimensioning and tolerancing.

Off-Campus Credit and Non-Credit Courses
These workshops and seminars are made available to the community and business/industry employees in such subjects as technical/effective writing, interpersonal relations, effective communications, the one-minute manager, stress management and introduction to computers. These courses are developed in response to surveys. AutoCAD training is one example of courses taught on-site. Credit courses in transfer subjects are offered at two vo-techs toward the AAS in Technology.

Success: A summary of the Center's activities in Figure VI-1 shows that since 1985 the ITC has enrolled 1,018 students and has conducted 105 workshops, seminars, and/or classes.

Figure VI-1	Summary of Training Activities for the Industrial Training and Development Center from Fall, 1985 - Summer, 1989	
Semester	**Total Number of Classes**	**Total Number of Students**
Fall 1985	7	79
Spring 1986	2	28
Summer 1986	6	29
Fall 1986	9	66
Spring 1987	10	135
Summer 1987	7	59
Fall 1987	11	87
Spring 1988	21	174
Summer 1988	4	34
Fall 1988	10	119
Spring 1989	20	222
Summer 1989	7	73
TOTAL	114	1,105

Future Plans
The Center projects a viable role in the future mission, role, and scope of the SAU Tech. Areas of future growth will include:

1. Expanded off-campus programs with emphasis in generating college credit units. A projected growth rate of five percent per year over the next three years is expected.

2. Expanded on-campus programs, primarily of short courses and seminars in computer languages and business institutes. The projected growth rate is expected to be at the same rate as off-campus programs.

Conclusion: Industrial Training has been a goal established by government and business leaders since 1985 to stimulate the state's economic development. SAU Tech has made a strong commitment to the provision of comprehensive community and extended education programs. The self-supported center continues to be successful. With the continued support of both the college and local industries, it can continue to achieve its goals and objectives, extend its priorities, and accomplish its plans for the future.

Career Development Center

This program provides transitional support services and training in marketable skills for single parents and homemakers-including displaced homemakers. The Center is housed off-campus in the Uptown Center in the Camden Business district. Mini workshops and seminars are offered to place participants in an educational and/or job setting.

This program has a full-time director in a position funded by Carl Perkins monies through a statewide Department of Vocational-Technical Education efforts. SAU Tech's program is responsible in assisting clients in seven counties. Since October 1987, the Center has served 1063 clients through a variety of activities.

Mini-workshops and seminars are offered to place participants in an educational and/or job setting. The five categories of activities include:

- ❑ Job seeking clinics
- ❑ Workshops and seminars
- ❑ Advisory council meetings
- ❑ Job assistance and placement
- ❑ Training and/or school experience

Figure VI-2 summarizes the success of the CDC program.

Figure VI-2	Summary of Training Activities for the Single Parent/Homemaker Career Development Center from October, 1987 - February, 1989	
Activity	**Number of Activities**	**Number of People Involved**
Jobseekers Clinic	20	195
Seminars	35	587
Personal Development Presentations		
Advisory Council Meetings	6	69
Job Assistance and Placements		122
Training and School Experience		110

Total Clients Served: 1063, of which 195 attended the *Jobseekers Clinic* and 587 attended Sponsored Seminars

Community Education

The Community Education (CE) program serves a variety of clientele in a variety of ways. Since Fall 1984, 276 classes have been taught enrolling 4,915 participants. A part-time director has been responsible for development, administration and evaluation of the program.

Among the offerings have been Children's College for Gifted/Talented children in grades 4-6 in the 23 school districts of the South Central Cooperative; 9th graders at Camden's three school districts; mini-gymnastics for ages 4-elementary school; word processing; children's theatre; tennis; sign language; "Safety Kids" drug-free youth program; the African-American experience; swimming; and cake decorating. Community education also works closely with city agencies on community projects such as parades and Summerfest, using CE participants and college students.

All programs in community education are self-supporting. Participants receive certifi-

cates at the end of activities. Figure VI-3 is a summary of classes and enrollments since Fall 1984. Figure VI-4 reviews specific course offerings for Spring 1989.

Figure VI-3	Community Education Program: A Review from Fall 1984 to Spring 1989	
Number of Semester	**Number of Classes**	**Students**
Fall 1984	9	117
Spring 1985	9	134
Summer 1985	11	557
Fall 1985	28	401
Spring 1986	25	377
Summer 1986	11	224
Fall 1986	28	524
Spring 1987	30	449
Summer 1987	12	252
Fall 1987	27	407
Spring 1988	25	375
Summer 1988	10	229
Fall 1988	27	513
Spring 1989	24	355
Total	**276**	**4,915**

Figure VI-4 Community Education Program Spring 1989 Semester			
Class	**Number of Classes**	**Number of Instructors**	**Number of Students**
African American Experience	1	1	8
Balancing Work & Family	1	1	10
Basic Sign Language	1	1	12
Charm School	2	1	21
8-12 Year Olds			18
13-18 Year Olds			3
Children's College *			
G/T Program for 4th-6th grade students	9	11	92
Astronomy	1	1	4
Baking for Fun	1	1	16
Cartooning	1	1	9
Charm School	1	1	12
Computer Keyboard	1	2	13
Computer Science	1	2	8
French	1	1	13
Photography	1	1	7
Science	1	1	10
Mini-Gymnastics *	6	16	158
Mini-Tots	1		25
Boys Gymnastics	1		25
Class C, Section 1	1		32
Class C, Section 2	1		16
Class B	1		41
Class A	1		19
Safety Kids	2	2	14
Saturday College *			
G/T Program for 9th Grade Students (Computer course)	1	2	23
Taekwondo (Karate)	1	1	17
TOTAL	**24**	**36**	**355**

Platform for the 90's

Community Service

LT--To provide a full-range of short courses and programs appropriate for all age groups which are non-credit, avocational and do not duplicate other agency offerings.

ST--Evaluate current program for strengths and weaknesses 1989-91.

89-92   Develop an annual or semi-annual calendar of events to be published in the service area to publicize community service events.

90-92   Conduct research in community to indicate needs.

91-93   Based upon research, consider adding a full-time position for coordinator of community education and a community advisory board for community education.

Center for Government Training

Since November 1982, the Center for Government Training has supplied statewide continuing education and certification training for 576 employees of state and municipal government units in Arkansas. 124,416 CEU's of training have been awarded. Training is provided for 5 organizations:

I.   County Clerks and Deputies

II.   County Treasurers and Deputies

III.   County Collectors and Deputies

IV.   Circuit Clerks and Deputies

V.   Municipal Court Clerks and Deputies

Figure VI-5 presents a summary of activities for the Center from Summer 1984 through summer 1989.

Figure VI-5 Summary of Training Activities for the Center for Government Training from Summer, 1984 - Summer, 1989		
Semester	Total Number Workshops	Total Number Clerks/Deputies Attending
Summer 1984	1	17
Fall 1984	2	110
Spring 1985	3	132
Summer 1985	2	120
Fall 1985	4	321
Spring 1986	4	286
Summer 1986	3	250
Fall 1986	2	216
Spring 1987	4	369
Summer 1987	3	224
Fall 1987	6	415
Spring 1988	6	361
Summer 1988	2	89
Fall 1988	5	200
Spring 1989	7	352
Summer 1989	3	178
TOTAL	**57**	**3,640**

Workshops are held statewide on Saturdays or for two or three-day periods at the end of the week.

Each participating group develops the courses/seminars as needed for training. An example of the organization and program for each group is the County Treasurer's program:

Advisory Council to the Continuing Education Board

The Advisory Council shall consist of one (1) representative of each of the following state offices:

The Governor's Office

The Judicial Department

The Auditor's Office

The Attorney General's Office

The Treasurer's Office

The Legislative Audit Division

The Council will also have one (1) representative of SAU Tech - Camden.

Continuing Education Board

The continuing Education Board shall be composed of six (6) members, as established by Act 944 of 1987. Four (4) members of the County Treasurer's Association designated by the County Treasurer's Association; one (1) member designated by the Association of Arkansas Counties; and the Auditor of State or a person designated by the Auditor.

Program Planning Committee

The Program Planning Committee shall consist of the continuing education board, plus one (1) representative of SAU Tech Camden. This committee will be responsible for planning all programs included for certification to be submitted to the Continuing Education Board for approval.

Program Schedule

SAU Tech Camden administers an annual needs assessment to give each participant the opportunity for input on topics of interest, speakers and potential sites for workshops. The College administers and provides workshops in each of the four (4) congressional districts each year as requested and approved by the continuing education board.

Curriculum

Requirements: Completion of thirty CEU's of training as awarded by SAU Tech Camden. Workshops are planned and administered for six CEU's each typically. There is no time limit for obtaining the thirty hour certificate. The College will grant a maximum of six CEU's credit toward certification and verification of attendance at a state, national, or international association meeting.

In Summer 1989 the Vice Chancellor for Extended Education surveyed each group to determine interest in a one-year credit certificate in Public Administration. As of August, the certificate was in draft form for review by the groups.

Arkansas Fire Training Academy

Purpose

The Arkansas Fire Training Academy (AFTA) has as its overall purpose the reduction of loss of life and property due to fire by providing nationally recognized training to meet the needs of municipal, rural and industrial fire service personnel across the State of Arkansas. A coordinated effort is required to increase public awareness of the fire problems and train fire service personnel to fight fires, prevent fires and understand the nature and results of fires. To accomplish this purpose, the Arkansas Fire Training Academy is dedicated to provide training and programs to meet the short-term and long-term needs of fire protection personnel in Arkansas.

Description

The AFTA has administrative offices on campus and a training site three miles north of the campus. It also has satellites throughout the state owned by the academy or space provided by counties. The Director reports to the Chancellor.

All of the activities of the academy are free to participants and result in non-credit certificates for C.E.U's.

Goals

1. Meet the current demand for training by providing both on and off-campus classes to all firefighters who request enrollment.
2. Utilize both full-time and adjunct instructors to provide adequate field classes and deliver training to departments across the state at locations convenient to them.
3. Develop and maintain quality curriculum materials to focus on the needs for fire training in the State of Arkansas.
4. Develop and maintain adequate training simulators to provide realism

in training consistent with personnel safety.
5. Encourage state-wide acceptance and conformance with National Fire Protection Association regulations concerning training and personnel protective equipment.

Figures VI-6 and 7 relate the classes and enrollments of the AFTA from 1986-1989.

Figure VI-6 Arkansas Fire Training Academy Field Classes by State District 1987 thru 1989
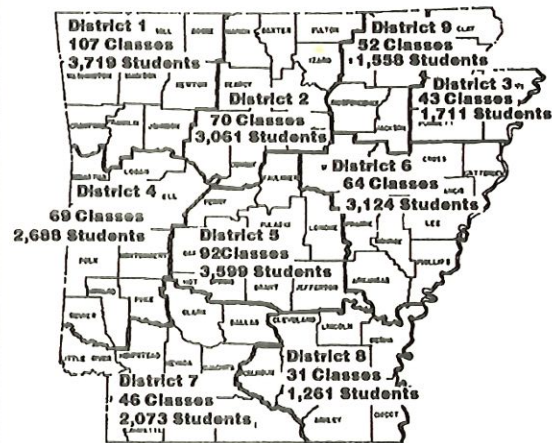
Figure VI-7 Number of Students - Arkansas Fire Academy
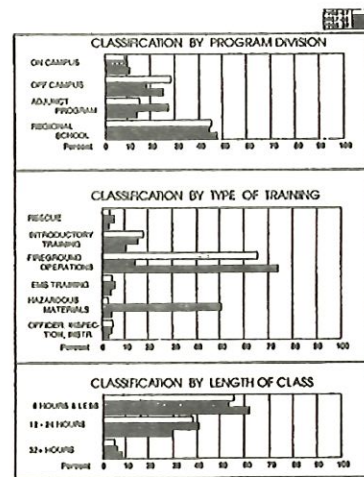
Concerns:

1. More than one half of the approximately 16,000 firefighters in the state are not being reached by AFTA programs.

2. Very few chief officers are being reached with any of the AFTA programs.

3. Attrition in the volunteer firefighter ranks remains high; it is estimated to be 30 to 40 percent per year.

4. Several areas of Arkansas have not been effectively penetrated with AFTA programs.

5. AFTA physical facilities continue to be less than needed to provide adequate levels of training.

6. Shortages of equipment continue to be a problem in training delivery.

7. State funding of AFTA programs has been shrinking in recent years.

Solutions:

1. Continue with public relations and publications to adequately market AFTA programs in attempts to reach firefighters who have not become involved in training.

2. Restructure some classes into "Chief Officer Seminars" to reach more chief officers with command and leadership training.

3. Provide training in organizational aspects of the fire department in an attempt to assist in reducing the high attrition in volunteer fire departments.

4. Intensify efforts to find centers for fire department activity in the areas the Academy has not yet penetrated with training by recruiting adjunct instructors for these areas.

5. Continue making legislative requests for capital funds to build and maintain facilities for fire training.

6. Continue improving academy equipment with both legislative requests for major items and periodic purchases of small items.

7. Continue public relations work with state legislators in attempts to get state appropriations increased for fire training at the academy.

Arkansas Environmental Academy

The Arkansas Environmental Academy (AEA) is a training division of Southern Arkansas University Tech. The Academy provides a broad range of continuing education courses in environmental subjects. The seven areas of study that the Academy offers are **(1)** Wastewater Treatment; **(2)** Water Treatment; **(3)** Sanitary Landfill Operation (Solid Waste Management); **(4)** Swimming Pool Operator; **(5)** Federal On-Site Training; **(6)** Public Education; and **(7)** Soils Morphology. The State Law requires that wastewater, water supply, sanitary landfill, and swimming pool operators must be certified. The Academy is recognized as "The State Operator Training Center" and is mandated to provide required training.

Wastewater

This program is a cooperative effort between the Arkansas Environmental Academy and the Arkansas Department of Pollution Control and Ecology. The Wastewater Licensing Committee sets policy for the wastewater training and licensing requirements. These courses are offered at the Academy on campus and statewide, utilizing adjunct faculty at community colleges and vo-techs.

Water

This program is a cooperative effort with the Arkansas Department of Health. Courses are offered on campus and at community colleges and vo-techs.

Sanitary Landfill

The Arkansas Department of Pollution Control and Ecology, in cooperation with the Arkansas Environmental Academy is responsible for the Sanitary Landfill Certification program. The training is provided by the Academy and the certification is issued by the Department of Pollution Control and Ecology. This program is being expanded statewide through a new $65,000 Grant from the USEPA.

Swimming Pool

In 1987, the Arkansas Environmental Academy began certifying Arkansas Department of Health sanitarians as instructors to teach swimming pool operation courses to operators of publicly and privately-owned swimming pools. The Swimming Pool certification program is a cooperative effort between the Arkansas Environmental Academy and the Arkansas Department of Health. The sanitarians are trained at the academy and then go to their respective areas throughout the state and teach swimming pool operations. The ongoing program is administered by the Academy.

Federal On-Site Training

The Federal On-Site Training program involves the Arkansas Environmental Academy instructors going to towns throughout the state that need help in solving problems that the operator may have with the wastewater plant. Site specific training is developed and delivered that will enable the community to come into and maintain compliance. The Academy has been given an ongoing grant by the EPA to carry out this program. The Department of Pollution Control and Ecology and the EPA recommend systems that need help. The Academy performs a computer-aided diagnostic evaluation to determine what is needed to bring the facility back into compliance. Often mayors or operators call the Academy for help before the EPA or the DPC&E gets involved.

Public Education

The purpose of the public education program is to educate elementary, high school and college students, as well as civil and professional groups.

The formal public education program includes presentations for kindergarten, grades 1-4, 5-8 and high school. It varies from water and wastewater treatment to endangered species. The high school students often ask about job opportunities in the environmental field.

This program has been recognized as one of the outstanding programs nationally by the Water Pollution Control Federation and other professional organizations.

Soils Morphology

The Soils Morphology courses are done on-campus and state-wide in conjunction with the Department of Health and the University of Arkansas at Fayetteville. This course allows sanitarians to more accurately size and place Septic Systems by actual soil renovation capacities.

Goals

Because of the changing technologies in all areas of environmental control, we will continue to expand our training programs and add new ones.

The ADPC&E has requested that we develop training in air pollution control which will be added to the curriculum in calendar year 1990. New specialized lab courses such as training in the use of the Atomic Absorption Unit are being established for Fall 1989.

In 1985, we trained 523 operators. In 1989, we expect to train over 1,800.

The growth rate in some areas of training will level off somewhat in the near future because of the need for more advanced training which will focus on new specialized technologies that will be needed by some operators. Operators are required to have training on a continual basis in order to renew certification annually.

Because of employee turnover, we will be required to continue to offer all levels of training; however, the increase that have been caused by the recent changes in enforcement of certification regulations should be noted and plans are underway to change our focus at the appropriate time.

Curriculum

The following curriculum is offered both on-campus, in a modern training facility, and state-wide by four full-time instructors and 70 adjunct faculty throughout the state.

Introduction to Wastewater Treatment	Advanced Laboratory Analysis
Introduction to the Laboratory	Wastewater Collection Systems
Basic Math	Intro to Landfill Operation
Maintenance	Intermediate Landfill Operation
Intermediate Wastewater Ops.	Solid Waste Management
The Activated Sludge Process	Swimming Pool Operation &
Advanced Math	Maintenance
Wastewater Stabilization Ponds	Water Source & Pumping
Trickling Filter O&M	Water Treatment & Filtration
Anaerobic Digestion	Electrical Trouble Shooting
Instrumentation	Intermediate Collection Systems
Chlorination	Rotating Biological Contractors
Mgmt of W & WW Facilities	Sludge Conditioning, Thickening,
Intermediate Laboratory Analysis	Cross/Connection Control
Swimming Pool (Instructor's)	Water & WW Pumps & Pumping
Swimming Pool (Operator's)	Individual Package Plants
	Water & Wastewater Hydraulics

Accomplishments

In 1985, the Arkansas Environmental Academy was primarily involved in the state wastewater trianing program. Since that time, training has expanded to include water supply, swimming pool, solid waste management, on-site, soils morphology and public education. Wastewater training has doubled.

The Academy is currently involved in an ongoing Small Community Outreach program to assist communities in economically depressed areas to solve wastewater and water problems. This has included the publishing of a State Resource Directory that enables these communities to better help themselves. The Academy received an excellence award for EPA for Environmental efforts. The Arkansas Environmental Academy was the first training facility to receive this national award.

Concerns:

1. In just four years of use, we have out-grown our new laboratory and classroom facility, causing us to have to renovate an old mobile classroom, which will help considerably. However we must look toward expanding the facility.

2. The need for environmental training continues to grow at such a rapid pace that the budget will not allow us to continue the expand training programs to keep up with requests.

3. We continue to be successful in acquiring training grants that compliment our training programs. These should continue to help for several more years, but we must continually search for more financial resources.

4. Many of the classes are full before they are officially scheduled. This is accomplished by maintaining a waiting list for particular courses. Our quarterly newsletter is mailed to approximately 4,000 operators. It contains class schedules which are projected six months into the future.

Platform for the 90's

ST -- Evaluate the operation of the independent units

89-93 The Arkansas Fire Training Academy

89-93 The Governmental Training Unit

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Chapter VII - *Student Affairs*

Introduction

The purpose of this chapter is to review and assess the Student Affairs Division. The Student Affairs' philosophy of Southern Arkansas University Tech takes a student-centered approach toward education. Students are encouraged to explore, gain awareness and become self-directed individuals as a part of this experience. Further, the college recognizes and respects the worth of the individual and therefore seeks to develop in its students those values and competencies essential for citizenship in an ever changing, pluralistic, free and democratic society.

Student Affairs has a diverse and complicated set of responsibilities. It is influenced by the distinctive character of the institution, including its history, academic mission, traditions and location. The composition of the student body and faculty, the priorities of the chief executive officer and governing board, and the beliefs and knowledge of the Student Affairs' staff also shape the responsibilities and the manner in which programs and services are delivered.

Primary Goals for the Division are to:

❑ Make others aware of the educational opportunities available at SAU Tech and to increase enrollment through effective communication of this knowledge;

❑ Effectively admit students in a structured, fair, and simple manner;

❑ Assist students who are financially unable to attend college in obtaining funds to cover basic, necessary expenses;

❑ Provide the opportunity for each student to understand his uniqueness and his self-worth; to provide necessary testing services and advisement

for the students and community members;

❑ Assist those students who are in need of housing services;

❑ Provide competitive sports enabling athletes to contribute their talents and sports abilities while pursuing a degree;

❑ Provide food service for the students, faculty, staff and guests;

❑ Coordinate activities and student organizations for the purpose of balancing the college students' experience, promote group socialization and provide an atmosphere which promotes health as well as entertainment.

The Student Affairs Division includes the Vice Chancellor for Student Affairs; an Associate Dean for Enrollment Management; a Financial Aid Coordinator, who also assists with admissions and academic advisement; a Student Activities Coordinator, (80% position); a Secretary for Enrollment Management and various part-time assistants.

Reorganization has been the key work in the Student Affairs Division since July, 1986. The offices are located in the Administration Building and are accessible to everyone. Office hours have been extended to 6:30 p.m. on Monday and Thursday evenings to accommodate late afternoon and evening students.

Services housed within the Student Affairs Division are:

1) Recruiting
2) Enrollment Management
   ✔ Admissions
   ✔ Counseling
   ✔ Registration
   ✔ Student Records
   ✔ Job Placement

3) Student Activities

4) Financial Aid

5) Housing

6) Athletics

Response to the 1988 NCA Focused Visit

The Student Affairs' unit was one of the four areas of concern in the accreditation visit report of 1985. The Division received minimal progress review by the focused visit team in 1988.

During the NCA focus visit of March, 1988, eight suggestions for improvement were made for Student Affairs.

Suggestions:

1. Consider having adult inquiry sessions in an attempt to reach the non-traditional prospective student.

Response:
Formation of the Enrollment Management Center to study college demographics. More specific responses are the Quest Program for returning adults and greater flexibility in scheduling course offerings.

Non-traditional students now have a wider choice of class offerings and times, both day and evenings, to facilitate the non-traditional students' personal schedules and routines. A brochure for adult and part-time students in now available for recruiting purposes.

Additionally, effective with the Fall, 1989 semester, a new scholarship program for non-traditional students will be implemented. The Challenge Scholarship for Non-traditional Students was designed to assist non-traditional students in meeting the cost of education. Eligible applicants are individuals who have not participated in formal education for the past three consecutive years. Applicants will write an essay detailing the personal importance of a college education. Recipients will be selected by committee.

Recipients must enroll full-time during the initial semester and will receive a scholarship equalling 50% of tuition. Provided the recipient meets the challenge and makes a 3.00 or better grade point average, the scholarship is renewable for three additional semesters and pays full tuition.

2. Identify diversified marketing approach whereby the non-traditional as well as the traditional student could be attracted to the services available at Southern Arkansas University Tech. Targeted populations should be identified and a plan developed to attract these students to the campus.

Response:
The action plans for 1988-89 called for a wide variety of activities conducted by a cross-section of SAU Tech staff, faculty and administrators. Details of this recruiting plan are discussed later in this chapter.

3. The college should establish, by policy, procedures to insure that follow-up studies be conducted on a yearly basis by all departments and coordinated through the student services division. While latitude might be allowed for certain "department specific" areas of inquiry, there should be areas of uniformity in the follow-up instrument regarding the area of job placement and program/course satisfaction. Results of the follow-up studies should become a formalized part of the program review/evaluation procedures.

Response:
In December 1989 the college will implement a "Track Record Disclosure Form" for each student to review and sign if they are interested in an occupational major. This form will include entering student date and graduate roles by program. This information should help students make a better informed decision regarding career choices.

4. The college should consider employing a marketing consultant to assist the institution in the development of a comprehensive marketing plan.

Response:

Dr. Bill Pallet, Director of Institutional Research at Kansas State University and an ACT consultant, was employed in 1988 to work with faculty and administration to increase awareness of the role all areas of the campus hold in marketing. Dr. Pallett addressed the ideas of school identity, the importance of a coordinated effort to "sell" the school as well as the importance of campus-wide cooperation as necessities for a workable enrollment management plan to develop.

In Spring 1989, Dr. Tom Clarkson, a consultant with the council for Advancement in Support of Education (CASE), was invited to campus to audit SAU Tech's marketing endeavors. The report of his visit was used to assist in developing the Platform for the 90's.

5.   Procedures should be implemented for collection of data necessary for assessing the quality of student achievement, administration and educational services and student life. This activity should be coordinated through the student services division.

Response:

The Enrollment Management Center is responsible for data collection and research activities that directly impact recruitment and retention activities.

6.   Attempt to have all full-time students participate in the student orientation program.

Response:

An optional 1-Credit hour orientation course was instituted during the Spring Semester, 1989. Starting in the Fall, 1989 semester, degree-seeking students are required to participate in this one-credit hour course. Orientation is offered on a one-to-one basis and has received high degrees of praise and acceptance by the participants.

7.   Consideration should be given to ex-

tending the student services secretary to full-time.

Response:

With the inception of the Enrollment Management Center, a full-time Secretary I position was allocated and filled. The Vice Chancellor for Student Affairs, Financial Aid Officer and Student Activities Coordinator continue to share a part-time Data Entry Operator who is housed in the Data Center.

8.   The college should give consideration to employing a Student Services' consultant to assist the institution in the development of a comprehensive student services program.

Response:

The College employed a Counselor whose primary responsibilities involve developing and coordinating Enrollment Management Services. During the 1988-89 academic year the Administrators continued to hold planning sessions to plan for improved delivery of services within the Student Affairs Division.

In the NCA focus visit of 1988, it was determined that further development was needed for staff training, student policies, athletics and retention. The action plans for the 1988-89 academic year included several recommendations made by NCA. In regard to staff training, the Vice Chancellor for Student Affairs scheduled various professional meetings for the staff to attend as well as visits to review Student Affairs Division at other institutions. In the Fall 1988, a student handbook was developed which included information on such topics as disciplinary procedures, student appeals and sexual harrassment.

The college has reviewed the athletic program and has decided to either add women's team to the athletic program, effective Fall, 1990 or drop the inter-collegiate athletic program.

Recruitment and retention programs were evaluated and revised during 1988-89.

The Counselor was assigned Enrollment Management duties that included research activities designed to improve recruitment and retention for the college. The action plans for recruitment, staff development, career placement, counseling center and student activities are included in the NCA displays.

Much has been accomplished since 1988 in the Student Affairs division. The remainder of this chapter includes a closer look at each aspect of the division with description, strengths and concerns, and Platform for the 90's goals.

Recruitment

The 1988-89 Action Plans emphasize the targeting of certain groups of students, such as students within a fifty-mile area, minority students, honor students and students already out of high school who have jobs. The Vice Chancellor for Student Affairs will determine how successful the Action Plan is when the Fall semester starts in August, 1989. This type of recruiting can be successful if it is correctly administered and data collected. A list of recruiting activities will be part of Student Affairs exhibit.

In Spring 1989 a consultant from Case Foundation suggested that the institution must know what it is and where it wants to go in order to establish a recruiting program. With this in mind, the Platform for the 90's addresses recruiting in short term goals:

Campus Recruiting
ST -- Seek ways to improve the student base
- 89-90 Review the vocational linkages.
- 89-90 Review the possible program revision to include options for cooperative education.
- 89-90 Review the 50-50 high school program and seek ways to increase the enrollment of this program.

ST -- Assign recruiting responsibilities
- 89-90 Seek a report from each of the target areas for last year and evaluate the success of each.
- 89-90 Identify recruiting targets.
- 89-90 Assign high school visits.
- 89-90 Maintain records to provide justification for future decisions

Enrollment Management

The Enrollment Management Center was established in the Fall of 1988. The office is responsible for admissions, advising, testing, counseling, registration, student records and job placement. The primary objective for Enrollment Management will be to use research on student choice, student institutional "fit" and student attrition to better plan for the needs of the 1990's. In August 1988, the college employed a counselor who was charged with the responsibility of organizing the enrollment management activities. During the Fall 1988 Semester, the Chancellor chaired a task force comprised of the Dean of the Junior College Division, the Dean of the Technology Division, the Vice Chancellor for Student Affairs, the Vice Chancellor for Academic Affairs, the Developmental Education Coordinator and the Counselor. Following the consultancy of Dr. Bill Pallett with administrators and faculty, the Vice Chancellor for Academic Affairs presented a workshop for all college staff on adapting the enrollment management concept to SAU Tech.

The task force then developed the initial action plans for the office. During the first phase, the primary objective was to reorganize and centralize the academic advising program. By Spring 1989 Registration, the new advising program was in place. The Counselor coordinated the advising and staffed the advising center with adjunct and full-time faculty. A training program and manual for the advisers was part of the orientation to the new concept. Through the Spring 1989 semester, the Counselor continued to refine and evaluate the enrollment management activities. An updated advisers' manual as well as materials for staff training sessions was prepared. The advising and

admissions files for current and non-current students weremerged, resulting in a comprehensive student filing system that can be monitored for appropriate and necessary materials. As the college adds administrative computer capabilities, the centralized files will enable the data to be incorporated into a comprehensive data base in a more efficient and consistent manner. The college will also add an additional Counselor. This will allow the services to be expanded, allow for additional activities as well as for expanded office hours.

1. Admissions:

This area is responsible for processing correspondence related to admissions and keeping all admissions files. The office serves as the information/reception center for the Student Affairs Division. The Data Center maintains a name bank of potential students. The pool of students is generated through ACT reports and recruiter visitation cards. Each student in the name bank receives a series of letters from the Student Affairs Division, the Academic Affairs Division, or administrators assigned to specific recruiting focus areas.

As of 8/2/88, 150 students had completed applications to attend SAU Tech. Of this group, 123 (83%) enrolled. Eight of the 37 who did not enroll received phone calls to determine their reasons for choosing not to attend.

Their responses included:
- 1 - recently had a baby and does not plan to attend college,
- 1 - need more financial assistance,
- 1 - plans to attend Malvern Vo-Tech in Mechanics program,
- 2 - attending SAU - Magnolia (for financial reasons),
- 1 - attending HSU; wanted to go to a larger college,
- 1 - attending Southern Tech in Little Rock because it is closer to home,
- 1 - recently in an automobile accident.

Sixteen (45%) of the 37 who did not attend were from Camden, Hampton, Bearden and Fordyce-towns within 30 miles of campus.

An applicant report dated 9/2/88, indicates 77% of 210 applicants enrolled. Of the 49 who did not, 26 (53%) were from Bearden, Camden, Fordyce, Hampton or Thornton.

Concern: A marketing and recruiting plan designed for and concentrated in these five towns would have increased the fall enrollment. Forty-two percent of the total applicant pool was from Camden, Bearden, Hampton or Fordyce. These four towns also represented 55% of the applicants who eventually enrolled for the Fall term.

2. Counseling:

The SAU Tech Counseling Center was established in July 1986. At that time, a full-time Counselor was employed to coordinate the counseling and testing program. Tests administered by the Center include: ASSET, ACT, CLEP, GMAT, correspondence tests, as well as interest and ability inventories for career decision making. The Counselor serves on a variety of committees and is instrumental in student orientation and advisement.

The counselor has been keeping retention data in the following areas
- ❑ Probation students
- ❑ Fall enrollment pattern
- ❑ Contacts with non-returning students
- ❑ Comparison of admission applications to actual enrollment

3. Academic Advising and Registration:

As stated earlier, the first priority project for Enrollment Management involved major reorganization of the academic advising process. Beginning with the Spring 1989 Registration activities, advising was centralized in the Enrollment Management Center. The advising and admission files were merged and all students were routed to Enrollment Management for advising and completion of registration forms. The Advisement Center is staffed at peak times by the Counselor, part-time adjunct faculty who

receive an additional stipend for their work and the Enrollment Management secretary. One orientation session was held and a draft of the Adviser's manual was provided to each staff memeber. During the Spring 1989 semester, the Advisers' manual and the policies and procedures for testing and placement were revised. Summer and Fall advising and registration takes place during the Spring Semester for currently enrolled as well as new students. By Fall 1989, with the merging of the Registrar's Office and the Advising Center, students will be able to register, drop, add or withdraw in one convenient location. The majority of the Registrar's activities will be combined with the advising activities. The reports generated from the Registrar's Office and some record keeping responsibilities will continue to be assigned to the Vice Chancellor for Academic Affairs.

Concern: The need for a data management system is vital to the effectiveness of the Advising Center.

4. Job Placement:
Historically, the Academic Deans have been responsible for job search and placement as well as graduate follow-up studies. Placement responsibilities will be further refined during the 1989-90 academic year. The second Counselor will be assigned the responsibility of conducting the formal placement activities. The Activities Coordinator held a series of optional 1-Credit hour job placement seminars in February 1989. In the 1989-90 academic year, the Job Placement Seminar (CE2901) will be added to all A.A.S. degree programs. The college hosts "High Tech Week" in March for industry, educators and students. This is the time when graduates have the opportunity to meet with Industry Representatives.

5. Student Records:
Enrollment Management is responsible for student admissions, advising, and permanent records. During 1990, the files from the various offices will continue to be merged. Starting in the Fall 1989, transfer transcripts will be reviewed and the process for recording transfer credits will be evaluated. Again, a data management system will greatly improve efficiency in recording information and processing transcripts for students.

Planning for the 1990's
Providing adequate services to a diverse population will be the challenge of the 1990's for SAU Tech. Following national trends, the part-time student population is increasing while the full-time student enrollment is declining. As the population shifts to older adults enrolled in evening classes, Student Services will change to accommodate this group. An additional Counselor will be employed so more services can be offered during the afternoon and evening hours. The services will include assisting with career goals and developing degree plans that meet the needs of part-time students.

Testing services will include a broader range of academic and career tools. Students in need of refresher courses and basic skill development courses will need to be advised and placed so they can be successful in the educational environment. The research activities within the Enrollment Management Office will be vital to planning recruitment and retention strategies. Thus, the Platform for the 90's addresses the following:

Enrollment Management

ST -- Support the development of a comprehensive enrollment management component.

89-90 Review the operation and expand the functions.

89-90 Assign a key administrator to aid in the development stage of the center.

89-93 Explore possibility of computer tracking of students progress toward individual goals.

90-91 Plan the addition of a second counselor.

89-94 Explore computer on-line scheduling.

Financial Aid

Introduction: The Financial Aid Office was established as a separate entity within the college effective June 1, 1988. At that time, the position of Area Coordinator for Financial Aid and Foundation was staffed.

The Financial Aid officer has established as his objectives:

1. To assist students in their effort to secure resources to fund the costs of their education.

2. To administer federally and state funded programs in an efficient manner.

3. To be an active part of the college by:

   a. Serving on committees
   b. Supporting student activities
   c. Assisting in the student recruitment effort
   d. Completing special projects as assigned by the Chancellor and/ or Vice Chancellor for Student Affairs

The Financial Aid Office is charged with assisting students in securing resources to help meet the costs of education. These resources include but are not limited to the following resources: PELL Grants, College Work Study, Arkansas Student Assistance Grants, Stafford Student Loan, SLS/PLUS Loans, institutional scholarships, and private scholarships.

The Financial Aid Office is staffed with an administrator and one student assistant (5 hours per week). Additionally, the office shares a part-time Data Entry Clerk with the Vice Chancellor for Student Affairs and the Activities Coordinator who performs clerical duties on a limited basis.

Through the Financial Aid Office, four distinct programs are administered:

1) State and Federal Grants
2) College Work Study
3) Loans
4) Scholarships

Observations

Pell Grant Program

Approximately 99% of all Pell Grant recipients are full-time students. The number of PELL Grants awarded during the 1988-89 academic year decreased 12.5% from 160 in 1987-88 to 140. The average award amount increased 4% from $1151.00 to $1200.00 per student. When total enrollment for unduplicated full-time students is compared for 1987-88 and 1988-89 we find an enrollment decrease of 14% from 437 to 375 students. During 1987-88, 37% of all unduplicated full-time students received PELL Grants while in 1988-89, 39% received PELL Grants. Thus, indications are that an increasing number of full-time students are applying and qualifying for grants. Early projections are that there will be a marked increase in PELL Grant applications for 1989-90. In addition, larger student budgets for 1989-90 will enable many eligible students to obtain larger grants.

Loans

The amount of money borrowed through the Guaranteed Student Loan Program decreased 32% from 1987-88. Total loans incurred by SAU Tech students decreased from $82,559 in 1987-88 to $55,855 in 1988-89. This dramatic decrease can be attributed to thorough loan counseling by the Financial Aid Officer and by conservative student aid budgets for 1988-89. With the close of the 1988-89 year came official notice that the U.S. Education Department was implementing default prevention initiatives. During fiscal year 1986 (USED's base year for default calculations), three SAU Tech students entered loan repayment. Of these borrowers, one has defaulted. This gives the school a 33% default rate and consequently the school will have to delay disbursement of

loan proceeds until 30 days after the semester begins effective with the Spring 1990 semester. There are other guidelines in the initiative that will have to be addressed as well.

Work Study
Utilization of College Work Study funds has decreased 58% from $34,110 in 1987-88 to $14,478 in 1988-89. The general attitude among students is that they should not have to dedicate any of their time to receive extra funds for college. In many instances, our tuition structure is a deterent to student employment. With relatively inexpensive tuition, many students do not need extra funds to meet the immediate needs of tuition and books.

Scholarships
The 1988-89 year saw an increase in commitments for Service/Academic Scholarships over 1987-88. During 1988-89 $18,360 was expended for these scholarships as opposed to $14,040 during 1987-88. Current commitments for 1989-90 Service/Academic Scholarships are $30,000.00.

Foundation scholarships have not been fully publicized in previous years and it is felt that with closer management, these scholarship resources can and will be fully committed for 1989-90.

Professional Development
The Vice Chancellor for Student Affairs continues to stress the importance of professional development and is supportive when requests are made to attend meetings and seminars. It is felt that this investment by the college is worthwhile and is greatly appreciated by the Financial Aid Officer. Attached is a detailing of professional development activities attended during 1988-89.

Conclusion
The Financial Aid Office has progressed greatly during 1988-89. The financial aid officer has become versed in the many rules and regulations governing student financial aid and is looking forward to an exciting and productive year. The PELL Grant Program is progressing nicely, while College Work Study will see major restructuring during 1989-90. Scholarships will continue to be promoted and new scholarship opportunities for SAU Tech students will be sought.

The number of recipients and award amounts for the years 1988-89 are shown in table VII-1.

Figure VII-1	Sources of Student Aid 1988-89					
	Fall 1988		Spring 1989		Totals # Undup Amt	
	# Recpt	Total	# Recpt	Total	Recpt	Disbrsd
Grant						
Pell	128	$89,315.86	121	$88,388.90	148	$177,704.76
Ark. Student Assist. Grant	36	6,480.00	30	5,400.00	36	11,888.00
Total	164	95,795.86	151	93,788.90		189,584.76
Loans						
GSL	43	28,448.81	41	27,406.26	48	55,855.06
SLS	1	1,900.00	2	3,680.00	2	5,580.00
Total	44	30,348.81	43	31,086.26		61,435.07
Work Programs						
College Work Study	18	6,508.27	19	7,970.55	24	14,478.82
Extra Help	8	2,935.42	7	3,058.25	13	5,993.67
Total	26	9,443.69	26	11,028.80		20,472.49
SAU Tech Scholarships						
Academic	10	3,600.00	9	3,240.00	11	6,840.00
Service	15	5,400.00	13	4,680.00	16	10,080.00
H.S. Honor Grad.	2	720.00	2	720.00	2	1,440.00
H.S. Honor 50/5013	5	585.00	6	270.00	11	855.00
Basketball	11	14,050.00	10	14,050.00	13	28,100.00
Total	51	24,355.00	40	22,960.00		47,315.00
Foundation Scholarships						
Walters	1	250.00	0	0.00	1	250.00
Brown	0	0.00	1	166.67	1	166.67
Academic	2	720.00	1	360.00	2	1,080.00
Merit	3	300.00	0	0.00	3	300.00
Total	6	1,270.00	2	526.67		1,796.67
Privately Funded						
Scholarships	14	3,357.92	3	1,375.00	17	4,732.92
Total	14	3,357.92	3	1,375.00		4,732.92
Grand Totals	305	$164,571.28	265	$160,765.63		$325,336.91

Strengths:
A) The Financial Aid Officer is available at any time to advise students, parents, and interested parties about financial aid opportunities as well as to assist them in the completion of the complex applications.

B) The College provides opportunities for professional development. These opportunities are reflected by the workshops attended by the Financial Aid Officer during the 1988-89 academic year.

Professional Development Activity	Dates of Attendance	Location
MOSIS Conference	07/17/88-07/17/88	Baton Rouge, LA
PELL Grant Workshop	07/25/88	Memphis, TN
Campus Visit Ark. State Univ.-Beebe	08/ /88	Beebe, AR
Arkansas Assoc. of Students Financial Aid Administrators Financial Aid Bootcamp	10/05/88-10/07/88	Fayetteville, AR
ACT Workshop	10/26/88	Little Rock, AR
National Assoc. of Students Financial Aid Administrators Financial Aid Bootcamp	11/29/88-11/30/88	Little Rock, AR
Student Loan Guarantee Foundation of Arkansas Annual Meeting	02/17/89-02/18/89	Hot Springs, AR
ACT Workshop South Central Co-Op	03/14/89	Camden, AR
Arkansas Assoc. of Students Financial Aid Administrators Spring Meeting	03/29/89-03/31/89	Little Rock, AR
Campus Visit Garland County Community College	04/05/89	Hot Springs, AR

Concerns:

A) The physical office space allotted to the Financial Aid Officer is adequate. However, since there is no separate waiting area, confidentiality of Financial Aid advising is often compromised.

B) Computer support is needed. The College has received state approval and will have an administrative system on line by Spring, 1990. This will provide the Financial Aid Officer with access to an on-line database which is needed to adequately monitor student achievement in terms of "Satisfactory Academic Progress", to compile and report data in required formats, to perform award disbursements, and to perform follow-up on applicants who did not enroll at the College.

The Financial Aid Action Plan for 1989-90 addresses the following:

A) The College should prepare and distribute detailed "Consumer Information" detailing availability of grants, loans, and scholarships as well as outlining student rights and responsibilities.

B) The College should take steps to ensure that no Arkansas resident be denied access to the school solely for financial reasons.

C) The College should subscribe to the U.S. Department of Education Data Exchange service to facilitate a shortened turn-around time for receipt of Student Aid Reports, and correction of Student Aid Reports as well as to facilitate rapid and paperless exchange of payment information between the school and U.S.E.D. This service is being investigated and should be operational during the Fall, 1989 semester.

D) The College should provide computer support in the form of a microcomputer.

E) The College should provide an external waiting area to enhance confidentiality between aid applicants and the Financial Aid Officer.

F) The Financial Aid Officer should present an in-service workshop prior to the beginning of each semester to familiarize faculty and staff about the role, functions, and limitations of the office as well as to familiarize them with specific details about federal, state, and school sponsored programs.

The college is committed to assisting students in coming to Tech with needed financial resources. The college sees two activities in this area—the Southern Arkansas Technical Foundation and the alumni. Therefore, the platform states:

Foundation and Alumni

ST -- Restructure and Establish a Larger Financial Base for the Foundation.

89-90 Appoint a key administrator to head the foundation.

89-90 Explore the possibility of a payroll deduction for donations to the foundation.

89-93 Establish an action program that includes: a membership program, identify one or more fund campaigns with a goal of 1 million dollar endowment within a three year period, one or more college promotional campaigns, cooperate with alumni organization, increase political activities in support of the college, and other activities.

ST -- Restructure and Establish an Active Alumni Association.

89-90 Establish an alumni data base and maintain or update through some sort of mail back.

89-93 Prepare an action plan to provide for an annual meeting, membership program, planned college promotional activities, and other activities.

89-93 Encourage the development of a once-a-year newsletter to communicate information about the alumni.

89-93 Encourage the meeting of alumni groups in populated areas.

Student Activities

To provide for coordination of student activities, one faculty member was assigned 1/2 time in Fall 1985 as Coordinator. This position is now 80% time. The Coordinator maintains offices in the Administrative Building and Student Center and is responsible for the administration of the Intramural program (with the assistance of the coach) as well as serving as the technical adviser for all campus organizations, attending professional meetings at the parent campus in Magnolia, and working out exchanges, programs, and activities between the two campuses. Another improvement in student services is the addition of a student government office. This office, which was completed in Summer 1987, is located in the Student Center and is accessible to all students. The office contains a desk for student leaders as well as games and materials for student use in the Center.

The 1988-89 school year was one of maturity, a realization of four years of groundwork in developing a sound student activities program. The self-study report includes facts about the programs, opinions from student surveys, concerns, and future directions.

Goal

To coordinate activities and student organizations for the purpose of balancing the college student's life, promoting group socialization, and providing wellness and entertainment activities.

Activities

There was a noticeable increase in participation in the activities provided by the Student Activity Program, especially the participation in clubs and organizations.

Leadership Training

The student activities department for the first time provided leadership training for student leaders in 1988.

The first leadership conference was held on October 9, 1988 at the Highland Park Guest House from 1:30 p.m. - 6:00 p.m., with the following activities: Get Acquainted Exercise, Leadership Characteristics, SAU Tech General Information, review of SAU Tech activities, and a picnic.

The second Leadership Conference was held on December 7, 1988 at the SAU Tech Science Building Conference Room from 8:00 a.m. until 12:00 noon. The conference topics for training included the following: Purchasing and Publicity, presented by Beverly Knight, a 1976 Alumna; Parliamentary Procedures was presented by Jodi Eppinette along with a student from one of her classes; and Public Speaking, presented by Dixie Keeney of Garland County Community College.

This conference was an overwhelming success with excellent attendance.

Clubs and Organizations

The 1988-89 year far exceeded our expectations in student participation in clubs and organizations by students, faculty, staff and administration. Ten clubs and organizations provided activities for members within their own clubs, as well as being very instrumental in helping the student activity committee put on activities for the entire student body.

Two new clubs were organized this year - the College Women's Association and the TYPIST Club.

Student Government Association

The SGA had its best year in the last ten years. The year began with a luncheon on November 7, 1988, where a full slate of officers were presented. Dr. Brown, Chancellor, Mr. Taylor and Mr. Dempsey all spoke to the Officers and Student Representatives. Also the SGA sponsored an Awards Banquet for all of the clubs at the end of the school year in conjunction with the Student Activities Committee. It was attended by over 40 students, and for the first time the President

was elected for the upcoming school year. They held regularly scheduled meetings throughout the year. The president was able to attend a conference held in Washington, D.C. as a guest of Representative Beryl Anthony of El Dorado, Arkansas.

Student Activities Committee

The Student Activities Committee sponsored many activities with the support of different organizations and clubs. Some of them include:

1. Back to School Picnic and Dance in August 1988. Approximately 300 students participated.
2. Halloween Dance in conjunction with the Art Club and Afro-American Club with over 50 students attending.
3. Christmas Parade with a number of clubs and organizations support by building a float and receiving a certificate of participation and a plaque for showmanship.
4. Red Ribbon Program in conjunction with the County Red Ribbon Week, with over 100 students, faculty, staff, and administrators participating. (Drug Free Week)
5. Veteran's Day Program on Veteran's Day, coordinated with the Veteran's Club and the Camden VFW. There was participation of over 50 people from on and off-campus.
6. Christmas Party with the Baptist Student Union (BSU) with over 200 students participating.
7. Homecoming, which is the year's grandest event, included:
   a. Sign Contest
   b. Bon Fire
   c. Pizza Party
   d. Dance
   e. Judging of contestants for Homecoming Queen and a meal
   f. Ball Game

8. An Awards Banquet sponsored with SGA at the end of the school year with over 40 students in attendance.

9. Movie Night along with the Veteran's Club every Tuesday night. 10. Special Sports on television in the Student Center such as:
   a. World Series
   b. Razorback Basketball
   c. NCAA Tournament
   d. Monday Night Football

The participation of all of the above mentioned activities was very good with a total participation of 400 people.

Several administrative and policy changes took place. Examples include establishing meeting dates for clubs or organizations, grade point average requirement for officers, the groundwork for newsletters, and the use of the Student Activity Office.

Conclusion

This has been a great and exciting year for Student Activities. This was accomplished with limited resources. We were able to accomplish a great deal in working to provide both education, cultural and entertainment activities to complement the students' studies and enhancing the college image throughout the community, because of the cooperation of the administration, faculty, staff, and of course, the students.

Platform for the 90's

Student Activities
ST -- Review the student activities
- 89-90 Provide an action plan for student activities.
- 91-93 Explore the possibility of adding a student activity fee, with a portion dedicated to the improving or adding improved physical facilities.

Housing
Introduction: SAU Tech has made on-campus housing available since 1968. Former military barracks were renovated as a dormitory housing 170 students. As enrollment grew, another building was renovated and opened, increasing capacity to 340 students. Because of a large indebtedness, deteriorating heating and air-conditioning systems and a decline in occupancy rates, the college decided to close the dormitories and lease modern apartment complexes. The College leased 24 units in East Camden (approximately 1 mile from campus) in 1984 with a capacity of 74 students. Additionally twelve more units were constructed on campus in 1985 with a capacity of 48 students. This increased total capacity to 122.

The college has a statewide mission and recruits accordingly. The number of students attending from outside a 50 mile radius has declined. The number of students requesting on-campus housing has declined and was less than one hundred residents during the Fall 1988 semester. The Student Affairs Staff will develop a housing referral service that will assist students in locating adequate housing near the campus if apartments are full.

Athletics
SAU Tech has fostered an active sports program on campus since its founding. In 1978 the College began inter-scholastic athletics and became a member of the Arkansas Junior College Association, (AJCA), participating in men's basketball and women's gymnastics. The men's basketball team competes in AJCA conference play but the women's gymnastic team was forced to compete on a national level because SAU Tech was the only Junior College in the state to offer women's gymnastics. Competing nationally, the women's gymnastic's team finished fourth, second (twice), and won the national Junior Championship in 1982, 1984, and 1985. Lack of statewide competition and travel costs forced the College to reconsider its participation in women's gymnastics. The decision was made to discontinue the program in 1985. In 1990, either a women's team will be added or athletics will be dropped.

The athletic programs have benefited SAU Tech in a number of ways including improving school spirit and togetherness, bringing attention to our college locally and statewide, and also providing an opportunity for students that might not be able to attend college a means to do so through athletic scholarships.

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Chapter VIII - *Institutional Support Services*

Introduction

Institutional Support Services includes the Computer Center, the Bookstore, and the Food Service. Recent surveys indicate a high level of student satisfaction in each area as noted in each NCA report, but all of these areas are under constant scrutiny in an attempt to maintain a high level of efficiency in providing the respective services. It is recognized among the employees in these areas that their performance is vital to the college.

The following objectives were developed by this committee to guide their study.

I. Familiarize the committee with the original SAU Tech document as it relates to Institutional Services.

II. Coordinate the college's long-range plans with the specific institutional services' areas.

III. Conduct surveys and collect reports to note the changes which have occurred in each area since the last evaluation.

IV. Note the ways that Tech's institutional services are accomodating or can accomodate our role as a community based college.

V. Review the report from the recent focus visit as it refers to the evaluation system of the Tech staff which is involved in institutional services.

VI. Determine the actual use of facilities of each service area.

VII. Collect all study data in preparation for compilation of an Institutional Services chapter in the final report.

Computer Center

The Computer Center covers three areas of interest on the campus. These areas are Academic, Administrative, and the Academies. Each of the areas has different objectives to achieve. Meeting their needs so they can achieve the objectives is the major goal of the Center. The Centers provide this support with a Director who reports to the Assistant to the Chancellor for Business Affairs.

Two laboratories are networked to the Center. They provide support in various ways to the different areas of the campus: consulting, programming, in-service training, general operating and managing of the Computer Centers.

Current Computing Environment - Description

(a.) **Minicomputer**
The campus operates a Prime 550 system which was purchased and installed in August of 1980. The Prime is solely dedicated to the administrative area. The current system configurations are as follows:

1. Prime 550 CPU with 1mb of memory.

2. Two-80mb disk drives.

3. Nine-track 800/1600 bits per inch tape drive.

4. Three hundred lines per minute printer.

5. Seven academic and seven administrative terminals.

(b.) Microcomputers

The Center also operates microcomputers which are located in the Computer Center's labs. The microcomputers are used to teach word processing, application software courses such as DBASE, LOTUS, and Harvard Graphics. Languages currently taught on the micros consist of FORTRAN, BASIC, COBOL, "C", and introductory computer courses.

The Center currently has two small LAN's (Local Area Networks). One is an administrative network built around a TI Business Pro microcomputer as a file server with a TI-857 and a HP Laser Jet printer attached. There are presently eleven microcomputer workstations connected to the administrative network. The majority of these computers are Zenith 386 machines. This network is mainly used as a filing cabinet for storing administrative reports and documents.

The other LAN (Local Area Network) consists of a small academic network with a Zenith Z-248 as a file server. Currently there are 14 Zenith Z-158's and two Sperry computers connected to the academic network. The current microcomputer equipment consists of the following:

1. Nineteen Zenith Z-158's with 512k memory, 360k floppy drive, 20mb hard disk drive, and a printer for each.

2. Four Zenith Z-158's with 640k memory, 360k floppy drive, 20 mb hard disk drive, and a printer for each.

3. Six Zenith Z-286's with 512 k memory, 1.2mb floppy drive, and a 20mb hard disk drive.

4. One Zenith Z-248 with 512k memory, 1.44mb floppy drive, 40mb hard drive, and a printer attached.

5. Two TI Business Pro's one with 512k memory and the other with 640k

memory, 1.2mb floppy drive, and a 70mb hard disk drive.

Description of New Lab

Academic Users

The academic user primarily uses the microcomputers as part of the course work in a computer science course. Some faculty members are still using the Prime for generating tests or class handouts. However, in the last three years the academic usage of the micros has grown considerably. There are approximately 340 students per semester using the microcomputers to fulfill course work requirements.

Administrative/Academy Users

The administrative users have been primarily the Business Office, Registrar, and Fire Academy. These users are using the Prime for gathering data and producing internal and external reports. The number of administrative and academy users on the Prime has not changed in the last four years.

Concerns: As stated earlier, the campus operates a Prime 550 system which is presently being used for administrative computing and some limited academic computing. There are two major problems encountered with the current system. First, the Prime is approaching 10 years old and annual maintenance is becoming a serious concern. Some components have been taken off the Prime to hold down some of the monthly maintenance cost. This has resulted in a less efficient system. Secondly, the software in use on the system was written in-house or purchased and modified for the Prime system. The administrative software presently in use consists of a General Ledger, Payroll, and a Registration package. These packages were initially written as a single-purpose package. As a result, neither of these packages talk to each other. Operating under this kind of computing environment means reentering data at every location. If the Computer Center is to achieve its goal in serving the needs of the different areas on campus, its computer facilities must be updated.

Plans

In the future the Computer Center will continue to expand by acquiring new hardware and software to keep up with user demands. This means purchasing an integrated administrative software package and replacing the Prime 550 with state-of-the-art technology. Also, the networking will expand in the academic area and possibly bridge the two networks together.

New Computer System Update

As stated above, one of our main concerns is to provide the campus with a state-of-the-art computer system. We have made a step in that direction. As of September 1989, we have purchased and installed a new computer system which will take the place of the Prime 550. The campus purchased the AT&T 3B2/700 computer with 16mh of memory, 1500MD of disk space, and 32-bit processor. This new system will house the Administrative software package once purchased.

Bookstore

The bookstore sells textbooks and scholastic supplies to SAU Tech students and employees at the best price possible. The bookstore works very hard to get the best buy available and passes that saving on to faculty, staff and students of this campus. A close working relationship has been established with the academic departments in order to have an adequate supply of required textbooks on hand to meet the demand. During registration the bookstore hours are extended to provide this service. The store also supplies items such as insignia shirts, jackets, cups and caps. Office supplies are available from Central Stores on a Department Requisition. At the present time SAU Tech Bookstore is having one used text book buy back per year during final examination week. Only selected texts which are in use in Junior College Division are included in a typical buy-back.

In July of 1987 SAU Tech Bookstore was moved to a new location. Some remodeling was done at that time, but more modernization is needed.

Concerns: The location of the bookstore has caused some problems and concerns among the students as well as faculty. As its location is behind the Science Building, it has been very hard for customers to find. Directions are very hard to give if one is not familiar with this campus. Signs that better mark this area have been installed. Outside lighting needs to be provided as the sidewalk area is dimly lit.

Another concern is the established bookstore hours. At the present time, the bookstore is open only 28 hours per week, except during registration. More revenue could be generated with a 40 hour work week.

Long Range Planning Objectives

The college should ensure that the bookstore personnel are involved in the eventual upgrade and replacement of equipment. The college should examine ways to promote additional user satisfaction with the bookstore.

The college should increase communication between departments and the bookstore about books and supply orders in order to provide better service and earlier availability of texts for students.

Purchasing, Central Receiving, Central Stores, Property Inventory

The increase in the volume of purchases has had an impact not only on purchasing but also on central receiving. The purchasing department is responsible for processing all purchase requisitions and preparing purchase orders as well as contracting for all goods and services. The purchasing agent is responsible for purchasing, central receiving, central stores, and property inventory.

Purchase requisitions are initiated and approved by the requesting department. Checked for funding availability by the purchasing agent and then reviewed by purchasing to ensure that bidding requirements and state laws have been met, if appropriate. The purchasing agent is avail-

able to assist initiating department in locating supply sources. Purchases are made in accordance with the state policies and guidelines.

The purchasing department processes approximately 2,500 purchase orders a year and is responsible for overseeing the tagging and maintaining of a fixed asset inventory of all items costing over $250.00. The purchasing agent is bonded and the department is audited in accordance with state law.

The central receiving department processes the receipt of all materials coming into this campus, and most outgoing materials. Incoming shipments are received, verified against a purchase order, visually inspected for damage, identified with an inventory tag (if qualified) and delivered or arrangements made for delivery. Appropriate paperwork is completed and invoices are sent to accounts payable department for payment.

Strengths: Purchasing, central receiving, central stores, and property inventory perform their function well as indicated by the survey results. Respondents expressed a high level of satisfaction with these services. This is commendable since the volume of work has steadily increased with no appreciable increase in personnel.

Long Range Planning Objectives:
1. The college should increase the on-line processing of purchase requisitions, central stores, central receiving and property inventory. The new administrative computer system should completely change the purchasing process from a manual process to one which is fully automated.

Food Service
The college provides a full scale cafeteria operated by Superior Management, Inc., an arm of St. Vincent's Infirmary of Little Rock, AR. After five years of another food service with poorer and poorer quality and very little business, the administration decided to either drop food service and move to vending machines or find a partner which could work with the instructional program. St. Vincent's Infirmary met our needs, especially as one of our hotel/restaurant management graduates is supervisor of the hospital cafeteria.

As a business, SMI provides service three times a day for students, the industrial park, and special catering at the college and in the community. When the cafeteria is closed, vending machines are available. Two private dining rooms off the cafeteria can be used for special meals or industry/college meetings. The college provides maintenance for the program while the management service provides food and labor.

The major reason that Superior Management was selected to provide the food service is that they have agreed to provide the laboratory for the hotel/restaurant students on campus, provide them with internships and cooperative education at St. Vincent's, provide scholarships annually, and assist in job placement. The service began on August 22, 1989. They are pleased with the physical facility and the partnership developed.

The cafeteria seats 120 people for meals, and the private dining rooms seat 24 persons each. When the room is converted into a lecture room, it seats 250 who face a small but adequate stage. The stage area is also used to display student work or advertise activities. The TV provides for daily viewing as well as planned activities such as Monday Night football. Dances and special parties are also held in the Center.

Strength: SMI brings well-rounded experience in food service and is flexible enough to provide what the campus needs. For example, the students who bring lunches and buy a drink are just as welcome as those who buy a full meal.

Strength: The aggressive business attitude and careful meal planning cause faculty and staff to eat and drink coffee together, something which was rare with the previous

service. Further, as more and more industry people come for lunch, better community relations are established between the college and the industrial park.

Summary:

The Bookstore and Food Service are auxiliary enterprises. In order that both are profitable and provide what the college community needs, the Platform for the 90's addresses both.

Platform for the 90's

ST -- Review the bookstore operation

89-90   Explore and evaluate the bookstore to find ways to make this both functional and profitable.

ST -- Review the food operation

89-93   Explore an academic arrangement which would provide for direct benefit to the hotel and restaurant program, if not successful in the effort, consider the possible phase out of the food operation.

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Chapter IX - *Human Resources*

In order that Southern Arkansas University Tech accomplish its stated mission, it is essential that the College employ capable, skilled and student-oriented employees. This section deals with SAU Tech's human resources — the personnel who are responsible for the educational experiences and the many support services for the college community.

Employee Demographics

At the end of the Spring Semester, 1989, SAU Tech had 91 full-time employees, including those at the Arkansas Fire Academy and the Arkansas Environmental Academy Training Divisions. These employees provided instruction and services to over 1200 full and part-time students in the college credit program and to approximately 20,000 students at the Academy Training Divisions and through Community Service Courses and the Industrial Training Center. In addition to the full-time faculty and staff, the College employs approximately forty adjunct faculty and fifty-five part-time instructors for the Academies.
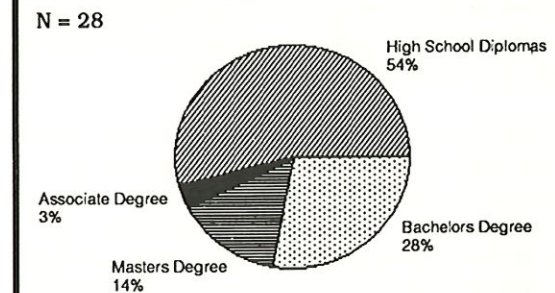
Of the 91 full-time faculty and staff during the Spring 1989 Semester, 32% have been employed for ten years or more and 38% have been employed for less than five years. There is stability and continuity among the employees of SAU Tech but, at the same time, there is some turn-over of personnel.

As the emphasis of SAU Tech has shifted over time from a technical institute to an institution which is providing a comprehensive community college program, faculty make-up has changed also. In the 1970's, the institution drew heavily on retired military for its technical faculty, with a small number coming from industry. Emphasis was on work experience, skills and knowledge rather than education. Today, less than 10% of the total faculty are retired military,

and all but one have earned advanced degrees. In 1972-73, the institution employed 31 faculty members, classified as "instructors." Of that number, two had earned the Master's degrees. In 1989, three faculty members had earned Doctorates and eighteen had earned Masters.

Figure IX-1-2 shows the distribution of full-time faculty by the highest degree earned.

Figure IX-1   Faculty by Academic Preparation, 1972 (Initial Self-Study Year for NCA)

N = 28

High School Diplomas 54%
Bachelors Degree 28%
Masters Degree 14%
Associate Degree 3%

Figure IX-2   Faculty by Academic Preparation, 1988

N = 29

Ed Specialist 10%
Technical non-degree 14%
Associate Degree 7%
Bachelors Degree 17%
Doctorate 3%
Master's Degree 48%
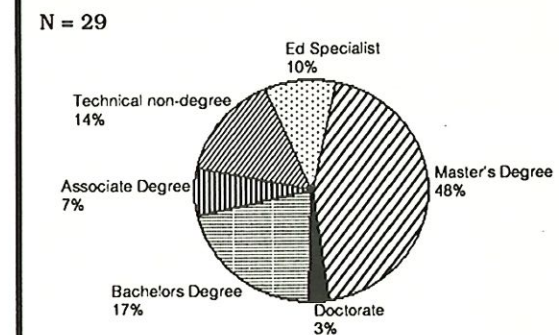
Long-Range Objectives:

1. SAU Tech should be aware of employee turnover and constantly work to attract and retain qualified, student-oriented personnel.

2. SAU Tech should continue to monitor its affirmative action efforts as it applies to the make-up of the faculty and staff in terms of sex and race.

Staffing Levels and Responsibilities

Written job descriptions are available for all positions on the campus, including faculty and administrative. Responsibilities are clearly defined in the job descriptions, as well as the organizational structure, who the employee reports to and who reports to that employee. Job descriptions are updated as needed to keep them current. As an example, the Secretary job description was updated in the Spring to eliminate the requirement for typing and shorthand and to substitute in their place a knowledge of and a demonstrated skill in one of the many word processing applications available.

As a means of providing necessary services to the college community during periods of peak enrollmlent and during periods of heavy workloads, SAU Tech supplements its full-time personnel by employing part-time and temporary employees from the local community. These individuals serve as adjunct faculty, work in the College Bookstore and the Campus Post Office, serve as admissions counselors in Enrollment Management and temporary office workers. This permits the College to respond to the changes in enrollment and work cycles as well as involving local individuals with the institution.

The ratio of adjunct faculty to full-time faculty is about 1 to 1, with SAU Tech employing 52 adjunct faculty and 48 full-time during the Spring Semester, 1989. Overall, the ratio of full-time faculty and staff to part-time is 3-1.

As on most smaller college campuses, SAU Tech's employees do not have the opportunity to become highly specialized, but instead have more than one area of responsibility. This has, in some situations, presented problems but, as is apparent from the organizational chart, multiple responsibilities are held to a minimum and the areas of responsibility are always interrelated.

Long-Range Objectives:

1. SAU Tech should monitor the ratio of full-time to part-time faculty in each Division in order to insure that quality instruction is provided.

2. SAU Tech should monitor staffing levels to insure that they are adequate to meet the needs of the college community.

Personnel Policies and Practices

SAU Tech is an equal opportunity, affirmative action employer and does not discriminate on the basis of race, creed, color, religion, national origin, sex, age or disability.

The College's personnel policies and procedures are defined in detail in the Employee Handbook. This handbook is revised at the end of each academic year and, as a part of the pre-school fall workshop, each employee signs for and receives a copy of the handbook.

Classified Employees

Certain professional and support staff positions are identified as being "classified" positions, — positions which are covered by the State of Arkansas Uniform Classification and Compensation Act. This act classifies positions in State agencies and in institutions of higher education by grades. In addition, each grade is assigned an entry-level salary.

In 1986, the State of Arkansas developed procedures for evaluating classified personnel. Evaluations are conducted annually on the anniversary of the employee's hire date. Based on the evaluation, the employee is eligible for a merit increase in salary.
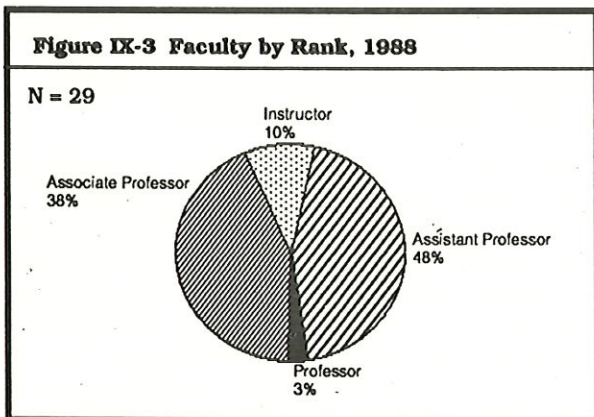
The present Uniform Classification and Compensation Act does not include clearly defined career ladders for an employee to follow from an entry level position to a managerial position. When positions become vacant and are advertised, current employees may apply and compete with outside individuals for the position.

Faculty
During 1987 SAU Tech implemented a faculty rank system and all faculty employed at that time were evaluated and placed on the ranking. As new faculty are employed, rank is assigned at the time the job offer is made. The faculty rank plan is attached along with a copy of the current faculty salary matrix.

There are well defined policies and procedures for promotion which have been designed to provide equal opportunity for all qualified faculty to progress in academic rank.

Formal faculty evaluations are conducted annually and these include student evaluations as well. Figure IX-3 indicates the distribution of current full-time faculty by academic rank.

Figure IX-3 Faculty by Rank, 1988

N = 29

Instructor 10%
Associate Professor 38%
Assistant Professor 48%
Professor 3%

Administrative and Managerial
Administrative and Managerial positions are identified in the Biennial Appropriations Act approved by the Arkansas General Assembly with a line-item maximum salary. These positions include the Chancellor, the Vice-Chancellors and various directors. Persons employed in these positions are evaluated annually and the results of evaluations are reviewed by the Board of Trustees. Salary recommendations are based on annual evaluations.

Long-Range Objectives
1. SAU Tech should continue to monitor the faculty rank policies to insure that they are implemented equitably and that all faculty have the opportunity to advance in rank.

2. SAU Tech should explore ways to provide career ladders or other ways in which classified employees can work for promotions.

Staff Benefits
SAU Tech's benefits program compares favorably with other two-year colleges in the State. The College provides medical/health plan with optional dependent care, group life for all employees, both long and short-term disability. All employees earn sick leave days and twelve-month employees earn annual leave. The College contributes to one of three retirement programs. Classified personnel generally are members of Arkansas State Employee Retirement System and faculty/administrators are either members of Arkansas Teacher Retirement or the optional retirement plan through TIAA/CREF.

SAU Tech, along with other institutions, is facing significant cost increases in health insurance. This is a concern to the College and to its individual employees. SAU Tech is continuing to search for cost containment methods.

Long-Range Objectives
1. SAU Tech should monitor staff benefits for usefulness and cost effectiveness.

Search, Screening and Employment Policies and Procedures

SAU Tech is firmly committed to Affirmative Action and equal opportunity for all qualified employees and all applicants for employment. The College advertises every position vacancy and all full-time positions are filled through a search and screen process. Position vacancies are advertised internally through the Weekly Calendar, published by the Chancellor's Office and sent to each College employee. Externally, positions are advertised in a state-wide newspaper, either the *Arkansas Gazette* or the *Arkansas Democrat*, and job descriptions are sent to all four-year colleges and universities in the State. Notices are sent to the State Employment Security Division and to identified Black civic leaders in the Camden area. When appropriate to do so, positions are advertised in national publications such as the *Chronicle of Higher Education* and other professional publications.

Policies and procedures relating to the employment process as they relate to full-time faculty and staff are well defined in the Employee Handbook. They include details on the make-up of screening committees, how interviewers are identified, the conduct of the search and the interviews and, finally, to recommendations. One concern is that the procedures for hiring adjunct faculty are not so clearly defined and this is due, in part, to the nature of the process and to the urgency of staffing classes.

As indicated earlier, all position vacancies are advertised, with a job description and a closing date. Following the announced closing date, applicants are screened using the application form. For positions which are covered by Fair Labor Standards Act, screening is done by the designated Personnel Officer in the Office of Business Affairs. Screening is done to determine those applicants who meet minimum requirements as defined in the job description and to identify three to five applicants from that group whose qualifications more nearly meet those of the job description. In the case of positions which are exempt from provisions of the Fair Labor Standards Act, a search committee, designated at the time the position was advertised, does the necessary screening and identifies the three to five candidates to be interviewed. Following the search process, interviewers who were designated at the time the position was advertised individually interview the three to five candidates selected and individually recommend two candidates to the Chancellor. Approvals are received and work agreements are issued.

Long-Range Objectives

1. SAU Tech should define a formal process by which part-time faculty and staff are identified for employment in order to insure that the College's commitment to affirmative action and equal opportunity is being met.

Due Process

During Summer 1988 SAU Tech revised its formal grievance procedure as defined in the Employee Handbook and in the Student Handbook and implemented the SAU Tech Judiciary Board. This board is the official body of the College charged with the responsibility for hearing grievances, investigating charges of misconduct and other matters which might be brought before it by students, faculty or staff employees.

The SAU Tech Judiciary Board is composed of twelve members, four students, four faculty and four staff employees, appointed by the Chancellor at the beginning of each academic year. The policies and procedures for the SAU Tech Judiciary Board are well defined in the Employee Handbook. The campus has completed one academic year with the Judiciary Board in place and no major concerns have surfaced. The process will be reviewed as the Employee Handbook is revised prior to the beginning of the Fall Semester and minor adjustments may be necessary.

Long Range Objectives

1. SAU Tech should continue to review the grievance process and procedures to insure that all employees and students receive timely and appropriate due process.

Campus Climate

Increased funding, improved communications, and improved faculty/staff morale through salary improvement and increased input into decision making are key issues for SAU Tech as the campus moves toward the year 2000. Based on the responses to the Faculty/Staff Employee Questionnaire, 78% of all employees felt their immediate supervisor provided effective leadership and 61% felt that SAU Tech administration provided effective overall leadership. 88% of all employees, from service, clerical to administrators and faculty, indicated that their own personal working relationship with their peers was satisfactory.

One of the strengths of the campus seems to be the fact that, in general, employees have respect for each other and enjoy working together. In spite of the fact that employees have more than one area of responsibility, the majority of all employees on the campus indicated that their working conditions and work load was satisfactory.

Problems with campus communications was indicated by both faculty and staff. The majority of the respondents, 80%, indicated that the Weekly Calendar was probably the most effective means of communication on the campus. Inter-office memos and campus mail were felt to be the next most effective communications devices.

Among all campus employees, 44% felt that social activities on the campus were adequate; however, only 40% indicated any participation in student activities. According to the respondents, there was even less attendance and participation in athletics — 18% in intramural and 25% in inter-collegiate.

Long-Range Objectives

1. SAU Tech should seek ways in which to improve employee morale through improved communications and more in-put into decision-making.

2. SAU Tech should work to involve students and employees in joint social and recreational activities.

Staff Development

Staff development takes many forms at SAU Tech. Cabinet members meet with their areas to determine immediate and long-range education/training needs. However, many staff members believe this growing program needs more consistent planning. Therefore, it has been included in the Platform for the 90's.

Human Resources

Staff Development
LT -- Establish a philosophy and program to provide for education/training/retraining of all employed staff.

ST -- Increase funding and support for a staff development program.
- 89-93 Develop a wellness program appropriate for all employees.
- 89-91 Explore the feasibility of one one-semester competitive sabbatical per year valued at one-half of annual pay.
- 89-91 Review PD expenditures from 1986 for all staff to determine strong and weak areas.
- 91-93 Develop plan for cross training in basic college functions so that functions will continue when specific staff are unable to report to work.

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Chapter X - *Financial Resources*

Introduction

The purpose of financial management at Southern Arkansas University Tech is to insure the wise and most effective use of resources for achieving educational goals. The fiscal management is as vitally important. It is the management of budget preparation, budgetary accounting, internal control and audit, and resources management. It is essential that both fiscal and financial management show conformity in order that institutional planning and budgeting can be accomplished.

The Financial Resources committee developed the following objectives to guide their study, based upon the purposes of financial management.

Financial Resources

a. To define and distinguish the purposes of Financial Management and Fiscal Management.
b. Characterize the management functions which represent Fiscal Division.
c. To explain the process in Financial Planning.
d. To identify the different stages involved in the budget process.
e. To provide information and procedures regarding equipment management.

Fiscal Management

The Board of Trustees is responsible for approval of long-range plans, determination of all major policies, approval of the operating and capital changes, and acting as final authority on institutional matters.

The Chancellor is responsible to the Board of Trustees for the administration of all affairs of the institution.

Reporting directly to the Chancellor is the Vice-Chancellor for Administrative Services, who is responsible for the business and financial affairs of the college. Other personnel are the comptroller, accountant, payroll, accounting assistant, and purchasing agent. The comptroller is responsible for the development and maintenance of the basic financial accounting and records system and preparation of financial reports.

The Vice-Chancellor and comptroller are members of the National Association of College and University Business Officers. All financial personnel are actively involved in professional development workshops and seminars.

Many changes have occurred within the business affairs' personnel since 1985. The position Assistant Chancellor for Business Affairs was changed to Comptroller and the Assistant Purchasing Agent was upgraded to Purchasing Agent. All functions in the business office have been reorganized and assigned additional responsibilities.

SAU Tech's financial condition is much more stable and in much better condition than four years ago. Our assets have increased approximately 74% since 1984. Also, a policy was established and implemented in 1987 for collection of student accounts receivable.

Personal computers were placed at each workstation in the business office. Now vouchers, special billings and reports can be processed with much greater accuracy and efficiency.

Strengths: The college's financial status is currently very strong and stable as noted in Figures X-1 through X-4. This security has allowed us to place several contingencies in our operating budget. Audit findings for the

past few years have been very favorable with only minor adjustments.

| Figure X-1 | Comparison of Operating Budget Revenue Sources FY 1983/84 and FY 1987/88 | | | |

Revenue Source	FY 1983/84 Actual	%	FY 1987/88 Actual	%
State Funding	$2,191,785	76%	3,035,797	80%
Student Fees	349,521	12%	416,968	11%
Local Sales, Contracts	352,318	12%	354,826	9%

Comparison of Operating Budget Expenditures FY 1983/84 And FY 1987/88

Expenditures	1983/84	1987/88
Instruction	$ 700,930	$1,268,214
Academic Support	124,952	163,806
Student Services	77,405	213,424
Institutional Support	1,292,793	745,051
Plant Operations & Maintenance	330,020	435,129
Scholarships & Fellowships	21,093	28,249
Staff Benefits	289,407	438,978
Activities Related to Ed Depts		82,291
Public Service		49,726
Transfers		89,189
TOTAL	$2,836,600	$3,514,057

Figure X-2   Fund Balances - General Revenue and Cash
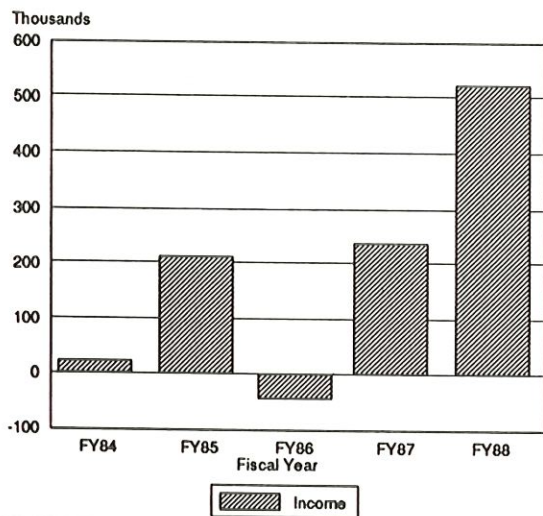
Figure X-3   General Revenue - Income
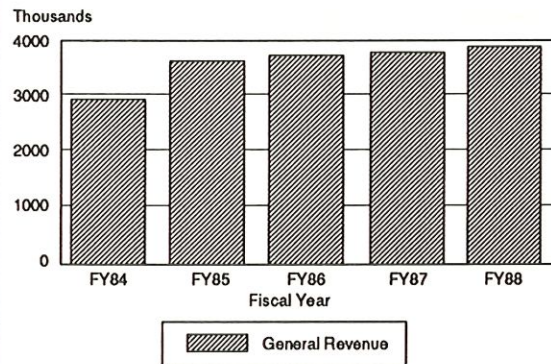
Figure X-4   Tuition - Income
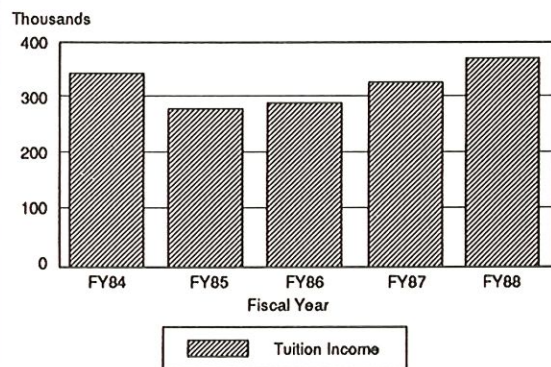
Concerns: All channels of communication are not utilized effectively. A communication system needs to be developed to inform all college personnel of changes and decisions made.

Long-Range Objective
To install a campus-wide networking system which is a truly relational database. This will improve communications as well as effectiveness and efficiency.

Financial Planning
The key to effective planning is involvement at all levels, which encourage commitment to achievement.

A number of factors combined have great influence on financial planning at Southern Arkansas University Tech. Among these are the effect of inflation, substantial enrollment changes, growth and proliferation of federal and state programs and the projection of available state funding.

The first stage in the planning process consists of the development of individual "action plans" for each of the areas of the college. Action plans include specific goals for the area target groups and techniques to be used with a monthly schedule of activities designed to reach the goals.

The college also submits a biennial budget request and a capital improvement request every two years of the Arkansas Department of Higher Education. These requests are normally required in the spring semester. Until the new fiscal year actually begins many changes can occur with state funding; therefore, modifications may be required.

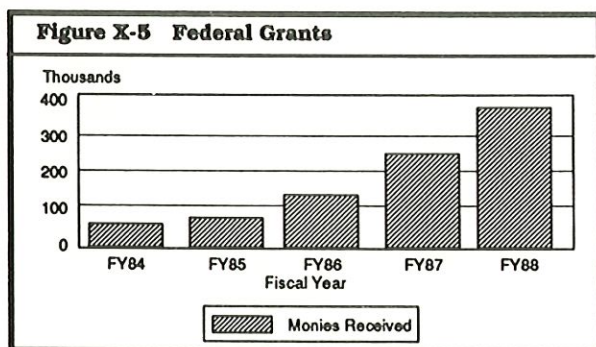The college has had a number of personnel changes in the past four years. Three employees took advantage of the early retirement incentive offered for state employees in FY'87. Two of these employees were not replaced. Some faculty positions have not been filled due to program changes. This has caused additional money to be available for hiring full or part-time faculty in programs with heavier enrollment.

Strengths: The college has been very successful in securing funding from alternative sources, such as federal, state and private grants. See Figure X-5.

Figure X-5 Federal Grants

Thousands

400
300
200
100
0

FY84 FY85 FY86 FY87 FY88
Fiscal Year

Monies Received

The Budget Process

The purpose of the operating budget at SAU Tech is to provide an opportunity to examine the composition and viability of the college's resource base for each program and activity. The operating budget is specific and detailed and presents the plan to finance approved academic and support services for one fiscal year.

The budget attempts to project income and expenditures. Further, it separates the items in object expense classification based on how easily each can be projected.

After institutional funding has been approved by the legislative process, the administration is responsible for developing an operating budget for each academic and support unit on the campus. This budget is then submitted to the Board of Trustees for approval. The administrator or supervisor for each unit serves as Fiscal Agent for the unit and is responsible for maintaining overall institutional operations within projected income and expenditure levels. The budget system should accomplish the following:

a. Provide administration and fiscal agents with an effective means to develop both long-term and short-term measurable objectives.
b. Distribute available resources to provide for achievement of measurable objectives.
c. Provide the means of evaluating the institution's progress toward achieving the measurable objectives.

Budget control is implemented at the institutional level through the use of budget reports. There are two levels of budget reporting. Reports comparing actual results with budget projections are prepared monthly and sent to individual budget units. A report of operations and variance analysis is also prepared monthly. This report reveals the difference between planned and actual performance.

Strength: Financial and fiscal management staff members work carefully as a team to monitor and evaluate their activities.

Concern: The college should try to involve more people in establishing budget goals. This would allow everyone to be aware of the college's funding and financial status.

Equipment Inventory

Equipment maintenance and inventory control has been a major concern for the campus for the past three years. In 1987, the Purchasing Agent was given the responsibility of inventory control and reconciling all equipment purchases to the general ledger. Since this time, outstanding progress has been made in locating, tagging and balancing all equipment. Inventory procedures and justifications were also written as guidelines.

There were several questions on the employee survey about the equipment at the college. Although most persons felt the existing equipment was satisfactory, there still was concern that additional equipment was needed for instructional purposes.

Concern: The inventory procedures and communications for individual departments on equipment questions need quicker response times.

The Future

The new administrative computer, software, and networking will increase access to information and increase efficiency of inventory efforts.

Summary

The college has made great progress in monitoring and restructuring financial and fiscal areas since 1985. These processes and careful use of resources will continue to help SAU Tech accomplish its purposes.

Alternative resources must continually be sought in light of the current state funding formula.

Chapter XI - *Physical Resources*

Introduction

One of the major strengths of Southern Arkansas University Tech is the quality of its buildings. These excellent facilities were made available by the Brown Foundation of Houston, Texas in a gift to the state of Arkansas. The administration area, composed of six buildings and 70 acres of land of the former Shumaker Naval Ammunition Depot, was renovated in early 1968 for use by the Institute. Financing of the renovation and equipping the facility was done with the aid of a grant from the Economic Development Administration. These buildings continue to serve as the core of buildings on campus.

The objectives which guided this section of the self-study are:
    a. To provide a brief description of the facilities in terms of square feet, number of classrooms, laboratories, etc.
    b. To review the institutional capital request for FY89-91.
    c. To characterize the management functions which represent Facilities.
    d. To provide a brief overview of Facilities Utilization.

Description of Facilities

The SAU Tech campus, including both academies, has 13 buildings with a total of 176,819 square feet. Administration offices for student affairs, business office, academic affairs, chancellor's office, extended education, data center, deans and the learning resource center and computer centers are all located in the administration building. The administration building also contains classrooms and the classroom/laboratory for Red River Vo-Tech's practical nursing program. This building also has a 9,778 square foot basement, some of which is used for photography and printing. This building was originally constructed in 1946 and has been renovated regularly over the years as space needs have developed and changed.

The science building is used for classrooms, laboratories, post office, student center, and conference rooms. It was originally constructed in 1949. It was partially renovated in 1981 and again in 1987, with continuing upgrades in 1989-90. The gymnasium is used for a recreation hall, classroom, and practice gym. It was constructed in 1945. Renovations have been made over the years as a bowling alley became a weight room and the game room became a multi-purpose room.

The manufacturing building, which was built in 1950, now houses the CIM Center, machine shop, welding laboratory, art/graphics department, classrooms and a student study lounge. Major renovations have occurred since 1987 to obtain better use of the facility.

The hangar was constructed in 1970 for the aviation program. It contains classrooms and laboratories. Minor renovations have been made over the years. Several outside storage areas have been built since 1985. There are also outside booths for engine start-ups. Directly in front of the hangar is the maintenance shop which was also constructed in 1970. The van pool storage area is next to the maintenance shop.

The Fire Training Academy's training site is located on state route 203 five miles north of the main campus. It consists of six buildings. The office/administration building was constructed in 1947. Major renovations were made in 1976. The classroom building was constructed in 1976 as were the smoke building and the two-story burn building. The other two buildings are the drill tower and a storage building.

The Arkansas Environmental Academy is located on the main campus and is the

newest of the campus buildings having been constructed in 1983. It contains offices, classrooms, and laboratories. It has approximately 3500 square feet.

In 1986, the college added a new program to the Extended Education division called "Single Parent/Homemakers Program." In order to provide the facilities and the accessibility needed for the program, the college leased office space in Uptown Camden. This building contains 2,000 square feet and has two offices, two classrooms and a large community room. Community Service and credit classes are also held there. Figure XI-1 is a summary of college physical facilities.

Figure XI-1	Facilities Summary	1987-88	
Building Type	Building Function	Total Sq. Ft.	Replace Value
Main Campus			
Administration	Adm/Class	46,666	3,500,000
Manufacturing	Labs/Class	23,480	1,700,000
Science	Labs/Class/ Student Center	23,480	3,500,000
Hanger	Labs/Class	12,240	245,000
Gymnasium	RecHall/ Gym	20,553	1,500,000
FTA Office	Adm/Office	3,718	185,000
EA Building	Adm/Class /Lab	3,500	250,000
Maintenance Shop	Maint.	1,800	36,000
Fire Training Site			
FTA Classroom	Classroom	1,700	51,000
Smoke Building	Training	1,400	35,000
Burn Building	Training	9,898	300,000
Equip.Building	Storage	3,157	150,000
FTA Drill Tower	Training	2,240	78,000
TOTAL		176,819	11,530,000

Institutional Capital Plan

Capital funds are requested for new construction, major renovations, and safety preventions. Each year a small portion of funds from the general operating budget is allocated for minor repairs and projects. The 1989-91 capital request for the college includes five project items. Listed in order by priority are (1) buildings - Tech Engineering Building and Learning Resources Center; (2)

renovations - Science building (enclosing porches and H/AC); and (3) safety - asbestos abatement plan and installation of fire alarms.

The bookstore is an auxiliary enterprise, but it shares space with the central stores, purchasing, and receiving. The bookstore was moved from the administration building to its own quarters at the north side of the Science building in 1986. The campus contracts with Superior Management, Inc. for food service. Terms of the contract require that the college provide the building and sanitation of the facility. The majority of equipment needs are funded through Superior Management's resources.

In 1986, elevator lifts were added in the administration and science buildings to make all campus buildings barrier-free.

In 1986 and 1987 renovations were made to the Library/Learning Center. Approximately 210 square feet were added by extending glass walls. Another 350 square feet was added by tearing out walls between restrooms in the library to make a video classroom and a workroom. A computer lab was also created outside the reading/study area. A door was added at the side of the old navy vault for better access to the audio-visual equipment. Central heat and air were installed in addition to other minor repairs.

A good example of capital management involves the Student Center. In the summer of 1986, major renovations were made in the cafeteria. From the space, a large multi-use area was created. The student center consists of a multi-use room that contains a stage. It is used for such varied activities as student dining, banquets, Monday night football viewing, student organization activities, and assemblies. It seats approximately 100 for dining and larger numbers for assemblies. Adjacent to the Center are two private dining/meeting rooms which hold 20 people. Students, staff, and industry employees enjoy quality meals and snacks which are offered from Superior Management, Inc. and

through vending machines located at one end of the Center. By utilizing existing space in a more imaginative manner, SAU Tech students now have a true Student Center in which to study, eat, play, and meet.

Strengths: Due to careful planning and projections on future needs, all of the original buildings have either been upgraded to meet the needs of the college or target dates have been set for improvements.

Annual clean-ups have assisted in turning many storage areas into classrooms, labs, and offices.

Heating and air conditioning systems have been installed in the administration and manufacturing buildings and the gym in spite of scarce resources. This has replaced costly and out-dated boiler systems and the cost of boiler operators. The science building has had partial units added with the remainder scheduled in the early 1990's as funding is available.

Figure XI-2 shows the priority renovation projects for 1988-90 as funding is available.

Figure XI-2   Priority Listing of Renovation Projects 1988-1990

✓ Complete the Manufacturing Building renovation project by adding new classrooms with heating and air conditioning.

✓ Move Art Department to Manufacturing Building and convert space in Administration Building to an open computer lab.

✓ Move Architectural Drafting Department to Manufacturing Building and convert space in Administration Building to house the Red River Practical Nursing Program.

✓ Complete the campus lighting project by installing remaining poles and fixtures in locations identified on the original plan.

✓ Re-roof major campus buildings including Administration, Science Classroom, Physical Education.

✓ Working with an engineer, design and install a comprehensive heating/air conditioning system in Science Classroom Building. This is the only major building still served by the original steam boiler.

✓ Design and install glass panels in openings at Science Classroom Building. This project could be designed in conjunction with the heating/AC system since it would result in additional energy savings.

✓ Enclose remaining dock area on east side of Manufacturing Building to provide additional storage for the building.

✓ Construct pole barn Motor Pool to serve as vehicle storage, including space for the mobile labs.

Concerns: The college should install more signs to help people find their way around the campus.

The college should make every effort to consult with faculty and staff when developing facility plans.

The college should make every effort to provide a breakroom or lounge for all employees.

Several concerns have been made that the women's restrooms in the administration building need heat and air.

The college should continue to improve the physical environment of the campus by providing more emphasis on landscaping and appearance.

Platform for the 90's

LT -- Improve the Appearance of the Campus

89-97 Review and continue the thrust of a landscape plan to improve the appearance.

89-91 Establish an action plan for a signage of the campus

89-90 Complete the lighting project

89-92 Establish a campus appearance committee to develop an action plan for landscaping the campus, and to seek cooperative efforts of local clubs and other groups in an effort to achieve this objective

89-92 Name buildings and campus facilities to provide for better identification

Improving the Physical Facilities

ST -- Survey the Level of Need for Facility Repair

89-90 Establish a priority list of maintenance projects

Facilities Management

The physical plant at SAU Tech is managed by the Director of Physical Facilities who reports to the Vice Chancellor for Administrative Services. He has overall responsibility for providing repairs and maintenance of the college buildings and grounds. The maintenance department is made up of four custodians, three maintenance repairmen, one storeroom supervisor, one journeyman painter, and one maintenance supervisor. The department also hires College Work Study students during the school year.

The scheduling of maintenance work has improved over the past two years due to a workorder system that was implemented. Now designated individuals request service on a work order which is processed by the Data Center, with exceptions for emergencies. The Data Center is responsible for recordkeeping on each project from start to finish. This system also prioritizes the tasks according to the necessity or emergency of the work.

Strength: The work order system has assisted communications by clarifying responsibilities and by providing an evaluation system for facilities management.

Concern: Additional people are needed in the Maintenance Department to fulfill the school's goals.

89-90 Establish a priority list of renovation projects

ST -- Reassignment of Space
89-91 Review the use of the available space and reassign were profitable

ST -- Plan for New Construction
89-90 Promote the need to fund the Engineering Tech building
89-92 Prepare the presentation document for a new Library Learning Resources Center and promote the possible approval and funding

Facilities Utilization

Southern Arkansas University Tech believes that part of its community responsibility is to provide a place for college and community/industry groups to meet. In order to keep up with all of the requests and to provide good service, all conference rooms, centers, and the gym are reserved by each division or department head. Facility reservation forms are used as documentation for user, set-up, and times. Copies of these forms are sent to the Chancellor, all Vice-Chancellors, Security, and other parties such as the food service.

Classrooms and laboratories are scheduled by the Academic Affairs' office in accordance with the facilities and equipment needed for the particular class. Figure XI-3 summarizes the science conference room usage for Fall 1988.

Figure XI-3 Science Conference Use for Special Activities Fall 1988

Testing	9
Community/Industries	17
Student Clubs	8
College Seminars/Clubs	11
TOTAL	44

Strength: The college maintains approximately 90% occupancy rate during the major hours of the week.

A downlink added in 1987 has expanded the service for use of the science conference room.

Local industries and groups use conference facilities and meeting rooms on a regular basis which helps us serve our mission.

Concern: It is sometimes difficult to find space for all the various activities which groups want to schedule.

Fixed Asset Management

Assets of the investment-in-plant consist of land, buildings, improvements, library

holdings, construction in progress and equipment. The basis of valuation for assets purchased or constructed is cost; for assets acquired by gift, it is fair market vale at the date of the gift. Liabilities consists of capital leases. The net investment in plant is the fund balance account representing the excess of investment-in-plant assets over liabilities. Since 1984, net plant investment has increased from $5,993,460.58 to $6,706,681.42.

Facilities Safety

The Department of Public Safety has the responsibility for providing for the safety and security of the members of the college community and state property. The Safety Officer is also notified in advance through the work order system of any authorized use of facilities outside the normally scheduled activities. Any person authorizing use of a facility is responsible for any damage of equipment, reimbursement of supplies, liability for personal injury and general conduct of the person(s) engaged in the activity.

Concern: A criticism in surveys and discussions about physical resources has been the college image in relation to landscaping and ease of movement around the campus. This issue is addressed in the Platform for the 90's.

Summary

The steady improvement of facilities to support institutional activities and a continued well-planned program for renovation will assist the college in accomplishing its purposes now and into the 1990's.

�□□□□□□□

Chapter XII - *Accomplishments*

Introduction

Southern Arkansas University Tech is proud of its progress since the 1984-85 North Central Self-Study and Evaluation. Human, physical, and financial resources have been carefully reviewed at all levels. Needs have been prioritized. Long-range plans have been developed, implemented, and evaluated. The accomplishments have been many.

This chapter is divided into two parts. The first part reviews student assessment and achievements, the primary function of the institution. The second reviews human, physical, and financial accomplishments which have made student achievement possible.

Student assessment is divided into student characteristics, entering competencies, student achievement issues, student progress, and exiting issues.

Student Characteristics

A review of the enrollment data for SAU Tech indicates the following:
- ❑ continuing rise in part-time enrollment
- ❑ slight decline in full-time enrollment
- ❑ stable minority population
- ❑ increased enrollment of females

The largest source of students is from the adult population in the five-county area and the Highland Park industries. The average age of students in 1988-89 was 27. Figures XII-1 through 5 profile student characteristics.

Figure XII-1   Total Headcount 1970 - 1988

Figure XII-2 Percent Male/Female 1983-1988

Figure XII-3 Percent Full-time/Part-time 1983-1988
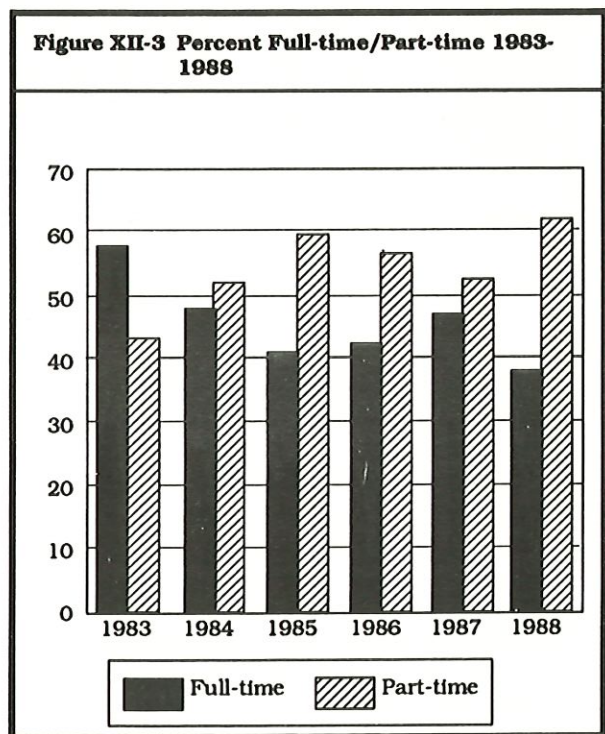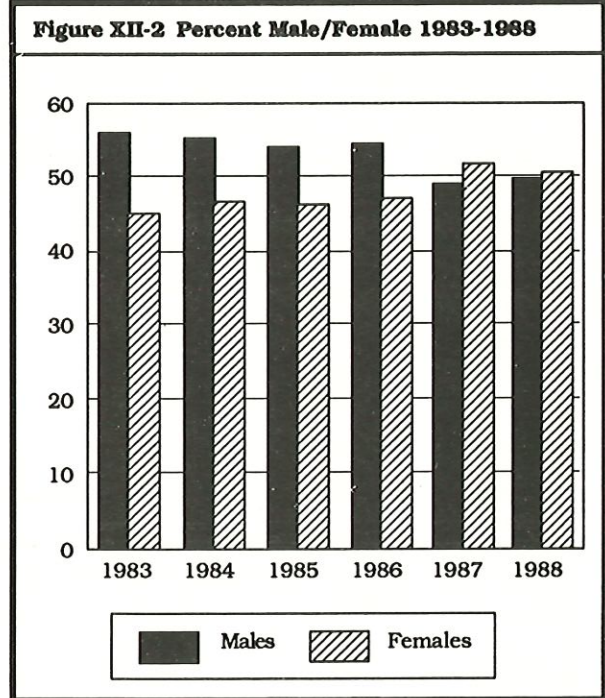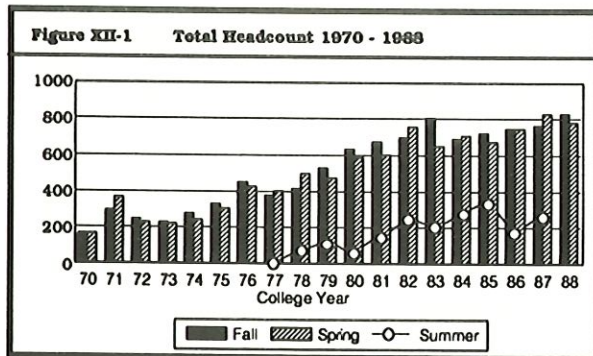
Figure XII-4 Student Makeup by Counties 1988 Spring Semester
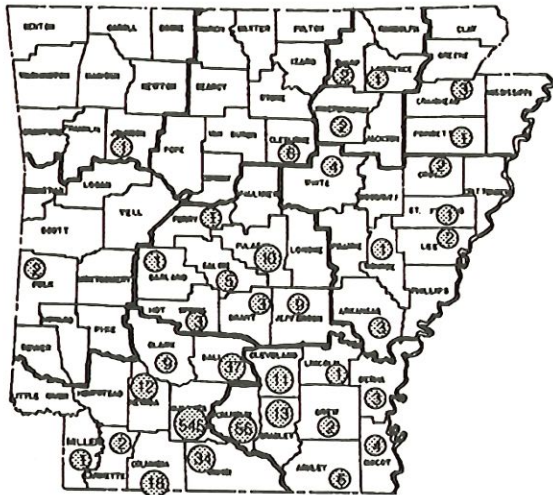
Figure XII-5 Summary of Student Data -- Spring 1989

| | Part-Time | | | Full-Time | | | |
Student Age	M	F	Tot	M	F	Tot	Tot
No Information	12	7	19	0	0	0	19
Less than 18	8	9	17	2	0	2	19
18 thru 21	33	36	69	95	74	169	238
22 thru 29	63	81	144	40	24	64	208
30 thru 39	71	90	161	12	25	37	198
40 thru 49	24	46	70	5	3	8	78
50 thru 59	5	16	21	1	0	1	22
60 plus	1	2	3	0	0	0	3
Totals	**217**	**287**		**155**	**126**		
			504			**281**	**785**

Entering Competencies

Since 1983, SAU Tech has been assessing basic skills in the areas of math, English, and reading. In 1986, all state-supported colleges were required to test all full-time freshmen who were entering transfer degree programs. The college administers the ASSET test for those who do not have ACT or SAT scores. Presently, the college tests all first time, full-time freshmen and any other student who needs testing prior to enrolling in Composition I or a math course.

Students who do not meet the state requirements on one of the approved tests enroll in a developmental program of study. SAU Tech offers developmental courses in reading, writing, math, and study skills. A diagnostic instrument is used in reading (Nelson-Denny); in writing a sample essay is written to confirm placement; and in math a challenge exam is available. Figures XII-6 through 10 indicate entering competencies of students.

Figure XII-6 Summary of ACT Test Results First-time Entering Freshmen -- Fall 1988

English			Total
0-15	16-17	18-36	
34 (52%)	11 (16%)	21 (24%)	66
Math			
0-14	15-16	17-36	
41 (62%)	7 (14%)	18 (24%)	66
Social Sciences			
0-15	16-17	18-36	
43 (65%)	6 (9%)	17 (26%)	66
Natural Sciences			
0-15	16-17	18-36	
21 (32%)	11 (16%)	34 (52%)	66
Composite			
0-15	16-17	18-36	
37 (56%)	13 (20%)	16 (24%)	66

Observations:
For the entering freshmen class of 1989
✔ 63% will need developmental
✔ 76% will need math foundations or elementary algebra
✔ 76% will need reading and study skills
The ACT results differ from the ASSET. The ASSET indicates a small percentage needing a reading course.

Figure XII-7 ASSET Test Results First-time Entering Freshmen Fall 1988

Score Range Number of Students in Score Ranges				Total
English Language Usage Test				
0-26	27-44	45-46	47-62	
2 (3%)	30 (43%)	13 (19%)	25 (36%)	70
Reading Test				
0-15	16-24	25-26	27-40	
18 (26%)	23 (34%)	8 (12%)	19 (28%)	68
Numerical Skills				
0-17	18-32			
30 (46%)	36 (54%)			66
Elementary Algebra				
0-12	13-15	16-25		
44 (88%)	5	1		50
Intermediate Algebra				
0-11	12-25			
9 (100%)	0			9
College Algebra				
0-11	12-25			
3 (100%)				3

Figure XII-8 ASSET Testing Report Fall 1988

Score Ranges
Number of Students Scores within Ranges   Total

English Language Usage Test

0-25	26-44	45-46	47-62	
4 (4%)	46 (41%)	20 (18%)	41 (37%)	111

Reading Test

0-15	16-24	25-26	27-40	
21 (19%)	38 (35%)	15 (14%)	36 (32%)	110

Numerical Skills

0-17	18-32	
52 (52%)	49 (48%)	101

Elementary Algebra

0-12	13-15	16-25	
74 (87%)	5 (6%)	6 (7%)	85

Intermediate Algebra

0-11	12-25	
14 (100%)		14

Observations:
If the scores continue to reflect student academic performance by
Fall 1989 with the increased standard scores
✔ 63% will need a degvelopmental writing course
✔ 58% will need a reading course
✔ 52% will need a developmental math course
✔ 7% of the students will be eligible for intermediate algebra
✔ no students will be eligible for college algebra.

Nine students who took the ASSET test did not enroll. A profile of
these students revealed
3   needed dev. writing
4   needed devel. reading
5   needed devel. math
9   had scores of 1-10 on the elementary algebra
4   indicated they planned to attend part-time
3   lived in Camden
3   lived in Bearden
all nine lived in a 50-mile radius of Camden

Figure XII-9 ASSET Test Report Spring 1989

English

	0-44	45-46	47-62	Total
	22(49%)	8 (18%)	15 (33%)	45

Reading

	0-24	25-26	27-32	
	24 (51%)	6 (13%)	17 (36%)	47

Numerical Skills

	0-17	18-19	20-25	
	26 (51%)	4 (8%)	21 (41%)	51

Elementary Algebra

	0-11	12-15	16-25	
	30 (77%)	8 (21%)	1 (2%)	39

Intermediate Algebra

	0-11	12-15	16-25	
	6 (86%)	0	1 (14%)	7

Figure XII-10   Summary of Developmental Courses Fall 1988

Part I: Enrollment

Course	Retention	Begin Semester	End Semester
AS1012 Orient/Study Skills	94%	32	30
DE1013 Reading Improvement	87%	30	26
DE1033 Fundamentals of Writing	86%	37	32
DE1103 Fundamentals of Math	89%	27	24
MA1023 Elementary Algebra	69%	88	61
MA1033 Intermediate Algebra	85%	72	61
CO1103 Composition I	93%	95	88

Student Achievement Issues

The concept of institutional fit or matching
college programs and services to student
needs is important to student achievement.
In addition to entry level assessment and
placement of students, other related issues
are retention, student progress, exit issues,
e.g. transfer and/or placement of graduates.

Retention

Factors which influence student persistence
are many and vary. Information from the
1986-89 ACT profile indicates that following
degree aspirations of students. (See Figure
XII-11.)

Figure XII-11   ACT Analysis of Educational Degree Aspirations 1988-89

Voc. or Tech Program (Less than 2 years)	
Local	4%
State	2%
National	1%
Two-Year College Degree	
Local	20%
State	84%
National	77%
Bachelor's Degree	
Local	22%
State	45%
National	45%
One or Two Years Grad. Study (MA,MBA, etc.)	
Local	4%
State	15%
National	19%
Professional Level Degree (PhD,MD,LLB,JD, etc.)	
Local	6%
State	27%
National	26%
Other	
Local	0
State	3%
National	2%

Additional ACT analysis indicated that 57% of the Fall 1987 students returned for the Fall 1988 semester. Regarding semester attrition rates, 17% of the Fall 1986 and Fall 1988 students did not return for the Spring 1987 and Spring 1989 semesters. From the Spring 1989 enrollment, 56% returned for the Fall 1989 semester.

Student Progress

The majority of the degree-seeking students are enrolled in three majors-electronics, business administration, and computer programming technology, or they are undecided. Figure XII-12 reviews programs by number of majors for Fall 1989.

Figure XII-12 Programs by Majors for Fall 1989	
Major	**# Students**
No Degree	413
Architecture	15
Arts and Science	40
Aviation	14
Professional	17
Computer Science	58
Electronics	64
Computer/Com Maintenance	14
Computer Ins Contr	2
Hotel/Restaurant Mgt	9
Computer Int Manufacturing	5
Office Management	23
Business Administration	97
Fine Arts	0
Professional Photography	1
Adm. Assistant	2
Marketing & Distribution	1
Pre-Business Education	0
Graphic Design	10
Technology	3
Pre-Art Education	0
Pre-Professional	0
Industrial Main. Tech	8
Certificates	
Data Processing	0
Food Preparation	0
Small Business Mgt.	0
Day Care Assistant	1
Electronics	3
Word Processing	2
Adv Certificate Avionics	5
Adv Certificate Robotics/CAM	2
Computer Aided Design	1

The partnership of Academic Affairs and Enrollment Management causes better service to students and better understanding of degree programs. Following review of all student degree plans in 1988-89, all plans were updated in Academic Affairs and student progress on the degree plans was shared individually with all currently enrolled students through Enrollment Management. This formal review process occurs on an annual basis.

Other intervention strategies used to monitor student progress include the academic alert process. During the fourth week of classes, faculty complete an academic alert notice for each student who needs additional assistance or counseling. The counselor then completes a follow-up report on these students. Similarly, probation and Guided Enrollment students are monitored through the counselor's office. Students on Guided Enrollment are required to meet the counselor weekly. These students may be suspended if they do not meet the terms of their academic contracts.

Exiting Issues

Probably one of the best criterion for measuring quality of services and curriculum is evaluation by students. In a 1988 survey the following statements were rated "agree" or "strongly agree" by a majority of the respondents:

- ❑ in general, faculty, staff and administration are sensitive to the needs of students
- ❑ these services provided by the college are adequate advising/registration, job placement, financial aid, library services, computer services, business office, and postal service

The Job Placement seminar is required as of the Spring 1989 for all students completing the AAS degree. The college has also hired a Special Programs Director through extended education who is building the cooperative education program and is also responsible for working closely with industry to design specialized training courses for credit and non-credit purposes. Placement of graduates from Technology programs has been high throughout the college's history. Of those responding to graduates surveys annually, over 95% find employment within three months of graduation. The Student Affairs' office completes a graduation brochure plus

the excellent contacts developed over the years with the technology division find a majority of students placed by graduation.

A second group of students transfer to a number of different institutions. The Enrollment Management Center works closely with each student who commits to a specific transfer college or university. Existing degree plans can be modified for substitutions to make the associate degree plan more compatible with the declared transfer institution degree plan. The Dean of the Junior College has surveyed graduates annually. Most the responses indicate that their programs of study were adequate and that most students experienced very little difficulty in transferring their records or courses. The graduates also relayed a positive feeling toward key faculty, especially in the business programs.

Students Who Withdraw or Are Suspended

A January 1989 survey of 51 students who withdrew after the Fall 1988 semester indicated that students left the institution for work-related, personal, financial, and academic reasons respectively.

The college has, through its Guided Enrollment program, been successful in assisting students who would have otherwise been suspended. Specific performance contracting and reduced course loads has worked well with this group of students.

Graduation Rates

One test of two-year colleges is graduation rates, even though the majority of students at SAU Tech are non-degree seeking students. May 1989 graduation showed the results of efforts to raise the graduation rate with an increase from 60 graduates in 1988 to 103 in 1989. Figure XII-13 is a review of the number of graduates since 1984.

Figure XII-13 Degrees and Certificates Conferred 1984-85 to 1988-89

Program Title	84-85	85-86	86-87	87-88	88-89
Associate Degrees					
Bus. Admin	11	13	20	8	21
Computer Prog.	21	12	12	2	8
Admin.Asst.	2	2	2	1	1
Sec'y science	2	2	1	0	6
Mark/Dist.	0	0	0	1	2
Hotel/Rest.	6	2	1	2	1
Electronics	31	28	12	21	18
Electromech	16	4	5	3	(CIC) 7
Mech. Des.	5	0	1	0	(CIM) 4
CompCommMaint	-	-	-	-	11
AviationMaint	5	5	5	5	3
Arch/BC	8	3	10	5	9
CommArt	5	3	6 GrDs	5	2
ProfPhotog	3	0	2	3	1
GenStudies	6	4	6	4	6
Technology	-	-	-	0	2
TOTAL	122	78	83	60	103
Certificates					
Data Proc	3	0	0	0	0
Secretarial	-	-	2	3	0
Word Proc	-	-	-	-	5
Electronics	2	0	3	0	0
Robotics/CAM	4	5	3	4	6
CAD	0	0	0	0	0
Food Prep	1	0	0	0	0
TOTAL	10	5	8	7	11

Student assessment and achievement have improved since 1985 in numbers. Perhaps more important is the fact that graduation requirements have also increased since 1984-85. More general education requirements, more developmental education requirements, more computer courses, updated coursework often requiring a better high school background and more laboratory hours on campus, more credit hours in degree programs, the English proficiency exam required for graduation -- all could have taken a toll on the number of graduates at the institution. Instead, the graduation rate dramatically increased in 1988-89. Better assessment and counseling and high quality programs have combined to increase student achievement.

Other Indicators of Institutional Quality

The planning process has matured and is, therefore, a major factor in improving institutional quality. All facets of the college are involved in planning and in the accountability of annual action plans. All resources at the college function at high level, partially due to the low state funding levels which keep all areas cognizant of the needs to keep quality high with very limited resources.

Up-grading staff to better serve the college mission has been a major accomplishment. Faculty/staff evaluation systems are conducted annually. Faculty and staff as needed have been reassigned/retrained/or cross-trained to better serve the mission. The selection process for new hires is carefully designed and monitored by the personnel office and supervisors.

The campus has never looked better. A very small maintenance crew has worked effectively to continue routine maintenance as well as build and renovate new laboratories, classrooms, a student center, and office in order to better carry out the mission of the institution. Again, their work is prioritized according to needs and resources as outlined in the annual action plans. Efforts toward the new Tech-Engineering building and Learning Resource Center continue expanding.

Financial resources from the state alone could cause the college to falter. Therefore, outside sources have been sought to provide basic and advanced equipment and training for academic and administrative improvement. Almost $2,000,000 in gifts and grants in the academic area alone since 1985 has kept us in the lead in the state. The challenge now is to continue the gift/grant programs while working diligently to increase state funding.

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Chapter XIII - *Summary Assessment*

Southern Arkansas University Tech's Self-Study and Platform for the 90's indicate that the College meets the criteria for accreditation of the North Central Association of Colleges and Schools through the Commission on Institutions of Higher Education as indicated in the following summary.

Criteria for Accreditation

Southern Arkansas University Tech has a clear and publicly stated purpose consistent with its mission and appropriate to a postsecondary educational institution.

The role and mission of the college outlined in Chapter II of the study clearly reflect the purposes of the college and the general understanding of those purposes among the college community.

Southern Arkansas University Tech has effectively organized human, financial, and physical resources into educational and other programs to accomplish its purposes.

The college has a network of competent, knowledgeable, and student-oriented faculty, staff, and administrators who work together to effectively accomplish its purposes. It has proven to be a leader in computer aided technologies among two-year colleges in Arkansas and the nation. It provides three types of associate degrees: associate of arts, associate of science, and associate of applied science.

General Institutional Requirements

Southern Arkansas University Tech fulfills the obligation of membership in NCA through the Commission on Institutions of Higher Education. All of the general institutional requirements for membership are satisfied:

❑ The college has formally adopted a statement of mission appropriate to a postsecondary institution.

❑ The college offers both technical and university parallel degrees and certificates that are consistent with the mission. The programs, including the general education requirements, are contained in the college catalog.

❑ The college has identified the students it wishes to serve and admits students to its programs under admissions' policies that are compatible with its mission.

❑ The college offers associate degrees and certificate programs as well as numerous special training programs.

❑ The college awards to each student successfully completing an educational program a certificate of completion or an associate degree of arts, science, or applied science.

❑ The college is organized as a branch campus of the Southern Arkansas University system with which it shares a board appointed by the Governor.

❑ The college has authority to operate within the State of Arkansas.

❑ The Chancellor is the chief executive officer of the institution.

In summary, Southern Arkansas University Tech exemplifies an institution that is prepared to meet its future challenges and is equipped to continue to achieve its mission. The college's self-study and Platform for the 90's have resulted from an ongoing process of self-analysis of institutional strengths and

concerns and evaluation of the needs of students, faculty, staff, and the community. The planning and self-study processes have given the college an opportunity to reflect on its significant achievements and those values upon which the college was founded and continues to grow: access, excellence, opportunity, quality, personal commitment and community leadership. This self-study document and long-range plan will serve as a guide for meeting future challenges. The task that lies ahead is challenging but attainable. It will call for renewed commitments on the part of the college, its trustees, and its people. The challenge will be accepted in the spirit of SAU Tech's founding and the strengths the college has developed over the past twenty years.

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North Central Accreditation Committees

Steering Committee

Gail Kettlewell	Vice Chancellor for Academic Affairs/Self-Study Coordinator
Juanita Cook	Coordinator of Learning Center/Associate Self-Study Coordinator
Bob Dempsey	Vice-Chancellor for Administrative Services
Judy Harrison	Dean of Junior college Division
Charlotte Hobgood	Associate Dean Enrollment Management Center
James Bailey	Director of Environmental Academy
Sheldon Richardson	Director of Fire Academy
Larry Morrison	Associate Professor
Bonita Stinnett	Assistant Professor
Gaye Hooper	Comptroller

Committee on Mission and Purpose

Chairperson

Judy Harrison	Dean, Junior College Division

Committee Members

Pam Sutton	Assistant Professor
Charles Moore	Professor

Committee on Institutional Organization and Governance

Chairperson

Gail Kettlewell	Vice Chancellor Academic Affairs

Committee Members
Chancellor's Cabinet

Committee on Internal Programs and Curricula

Chairperson
Bonita Stinnett
Committee Members

Bernice Clary	Assistant Professor Hotel Restaurant
Jim Cook	Associate Professor Architecture
Tom Dalton	Associate Professor Aviation
Jodi Eppinette	Assistant Professor Business
Linda Mashaw	Assistant Professor Composition/Journalism
Bob Marion	Assistant Professor Computer Science
Chris Nadaskay	Assistant Professor Fine Arts

Committee on Institutional Support Services

Chairperson

Larry Morrison	Associate Professor, History

Committee Members

Laura Paschal	Director of Computer Center
Vickie Hughes	Purchasing Agent/Bookstore Manager
Carol Parmley	Registrar
Juanita Cook	Coordinator of Learning Center

Committee on Financial and Physical Resources

Chairperson
Gaye Hooper   Comptroller

Committee Members
Kelley Cummings   Accounting Supervisor
Vickie Hughes   Purchasing Agent/
                     Bookstore Manager
Marylen Smith   Accountant
Raye Carroll   Accounting Assistant
John Rhodes   Director of Physical
                     Plant
Bob Dempsey   Vice Chancellor for
                     Administrative Services

Committee on Human Resources

Chairperson
Bob Dempsey Vice Chancellor Administrative
                     Services

Committee Members
Gaye Hooper   Comptroller
Kelley Cummings   Accounting Supervisor
Vickie Hughes   Purchasing Agent/
                     Bookstore Manager
Marylen Smith   Accountant
Raye Carroll   Accounting Assistant
John Rhodes   Director of Physical
                     Plant

Committee on Student Services & Enrollment Management

Chairperson
Charlotte Hobgood   Associate Dean Enroll-
                     ment Management

Committee Members
Robert White   Coordinator Student
                     Activities
Pat Cowart   Program Coordinator
                     for Financial Aid
Bill Crumpler   Coordinator Develop-
                     mental Education
Elaine Sullivan   Student

College of the Ouachitas