Arkansas State University-Beebe

Conducted by the Faculty, Staff, and Administration of the University under the Direction of the Higher Learning Commission Steering Committee

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

Transforming Lives

2012 Self-Study Report

Conducted by the Faculty, Staff, and Administration of the University under the Direction of the Higher Learning Commission Steering Committee
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Preface

Welcome from the Chancellor

As Chancellor of Arkansas State University-Beebe, I am pleased to welcome the consultant evaluators for the Higher Learning Commission to our campuses on February 13-15, 2012, for our next regular accreditation visit.

This self-study is the result of a multi-year collaborative effort, involving a large number of ASU-Beebe employees from our campuses at Beebe, Searcy, Heber Springs, and programs at the Little Rock Air Force Base. We all work hard for continuous improvement of our system, processes, and services. We seek re-accreditation to certify to the world that we meet or exceed expected standards and outcomes. The re-accreditation process has re-energized our employees to work to make ASU-Beebe one of the best two-year colleges in the nation. We are using the self-study process to find new ways to improve our campuses.

We welcome the evaluators to ASU-Beebe because we believe this self-study, their visit to our campuses, and their interactions with our employees, students, and those we serve, will convince them that ASU-Beebe deserves re-accreditation. We pledge to do all we can to make their visit effective, efficient, and pleasant.
University Mission, Vision, and Core Values

Mission
Transforming lives through quality learning experiences

With 10,000 credit and 5,000 non-credit students, Arkansas State University–Beebe will become a comprehensive university of choice that enriches lives and equips students to become life-long learners capable of achieving excellence within an ever-changing global society.

Vision
While strengthening our practice of being student-centered, we will guide our internal conduct as well as our relationships with those we serve by applying the values of access, diversity and global awareness, integrity, and excellence.

Core Values

Integrity
We value integrity by having honesty and truthfulness in the consistency of our actions, methods, and principles.

Diversity and Global Awareness
We value diversity and global awareness by assisting our students and employees to increase their exposure to and understanding of our diverse local, state and global societies and their impact on cultural and economic well-being.

Excellence
We value continuous improvement and strive for excellence by accomplishing our tasks with distinction.

Access
We value access to educational opportunities by providing multiple locations and diverse programs and delivery methods.

Student-centered
We value a student-centered culture by focusing on the needs, abilities, interests and education of our students as our highest priority.
## Abbreviations

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<td>AAS</td>
<td>Associate of Applied Science</td>
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<td>AS</td>
<td>Associate of Science</td>
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<td>AATYC</td>
<td>Arkansas Association of Two-Year Colleges</td>
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<td>AAUP</td>
<td>American Association of University Professors</td>
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<td>ACG</td>
<td>Academic Competitiveness Grant</td>
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<td>ACT</td>
<td>American Collegiate Testing</td>
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<td>ACT Collegiate Assessment of Academic Proficiency</td>
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<td>Arkansas Department of Higher Education</td>
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<td>Arkansas Higher Education Coordinating Board</td>
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<td>ASSET</td>
<td>Assessment of Skills for Successful Entry and Transfer</td>
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<td>Arkansas State Technical Institute</td>
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<td>ASU</td>
<td>Arkansas State University System</td>
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<td>ASU-Beebe</td>
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<td>Institutional Effectiveness Committee</td>
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<td>Institutional Effectiveness Plan</td>
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<td>IPEDS</td>
<td>Integrated Postsecondary Educational Data System</td>
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<td>LEAD</td>
<td>Leading Employees toward Advancement and Development</td>
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<td>LRAFB</td>
<td>Little Rock Air Force Base</td>
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<td>NACADA</td>
<td>National Academic Advising Association</td>
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<td>National Association of Concurrent Enrollment Partnerships</td>
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<td>NCA</td>
<td>North Central Association of Colleges and Schools</td>
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<td>Occupational Safety and Health Administration</td>
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<td>Quality Improvement Fund</td>
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<td>Scholastic Assessment Test</td>
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<td>Student Educational Visiting Information System</td>
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<td>SSC</td>
<td>Student Success Center</td>
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<td>SSCH</td>
<td>Student Semester Credit Hour</td>
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<td>SSS</td>
<td>Student Support Services</td>
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<td>USDE</td>
<td>United States Department of Education</td>
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<td>VA</td>
<td>Veterans Administration</td>
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<tr>
<td>VC</td>
<td>Vice Chancellor</td>
</tr>
<tr>
<td>VCAA</td>
<td>Vice Chancellor for Academic Affairs</td>
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<tr>
<td>WCITC</td>
<td>White Country Industrial Training Council</td>
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### Board of Trustees and Executive Officers

#### Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Term Expires</th>
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<tbody>
<tr>
<td>Howard Slinkard</td>
<td>January 2012</td>
</tr>
<tr>
<td>Ron Rhodes</td>
<td>January 2013</td>
</tr>
<tr>
<td>Mike Gibson</td>
<td>January 2014</td>
</tr>
<tr>
<td>Dan Pierce</td>
<td>January 2015</td>
</tr>
<tr>
<td>Charles Luter</td>
<td>January 2016</td>
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#### Officers of the Board

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<tr>
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<tbody>
<tr>
<td>Howard Slinkard</td>
<td>Chair</td>
</tr>
<tr>
<td>Ron Rhodes</td>
<td>Vice Chair</td>
</tr>
<tr>
<td>Mike Gibson</td>
<td>Secretary</td>
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#### Administrative Staff

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Charles Welch</td>
<td>President, Arkansas State University System</td>
</tr>
<tr>
<td>Eugene McKay</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Stephanie Nichols</td>
<td>Assistant to the Chancellor</td>
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#### Vice Chancellors

<table>
<thead>
<tr>
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<th>Division</th>
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<tbody>
<tr>
<td>Theodore J. Kalthoff</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Barry Farris</td>
<td>External and Advanced Programs</td>
</tr>
<tr>
<td>Jerry Carlisle</td>
<td>Finance and Administration</td>
</tr>
<tr>
<td>Deborah Garrett</td>
<td>Student Services</td>
</tr>
<tr>
<td>James C. Boyett</td>
<td>ASU-Heber Springs</td>
</tr>
<tr>
<td>Don Harlan</td>
<td>ASU-Searcy and Workforce and Economic Development</td>
</tr>
<tr>
<td>Keith Pinchback</td>
<td>Institutional Advancement</td>
</tr>
</tbody>
</table>
ASU System 2010-11 Organizational Structure
ASU-Beebe Multiple Campus/Location Organization

The University includes three campuses and one location. The Beebe campus was established in 1927 and later became part of the Arkansas State University System in 1967. The Little Rock Air Force Base (LRAFB) location was created in 1965. In recent years, the University developed campuses at Heber Springs in 1999 and at Searcy in 2003.

Each campus and location is integrated together under the multiple campus designation of ASU-Beebe. However, individually, the campuses and location include the ASU System term.

- ASU-Beebe
- ASU-Heber Springs, a Center of ASU-Beebe
- ASU-Searcy, a Technical Campus of ASU-Beebe
- ASU-LRAFB, ASU-Beebe Programs at LRAFB

In the Self-study, the term ASU-Beebe is a reference to the multiple campus/location institution. The term Beebe Campus refers specifically to the Beebe campus.
ASU-Beebe Organizational Chart

Chancellor
Dr. Eugene McKay

Asst. to the Chancellor
Dr. Stephanie Nichols

Administrative Specialist III
Addie Banks

Administrative Specialist II
Sarah Beadle

VC-ASU-Heber Springs
Dr. Chris Boyett

VC-Academic Affairs
Dr. Ted Kalthoff

VC-Finance and Administration
Jerry Carlisle

VC-Student Services
Dr. Deborah Garrett

VC-External and Advanced Programs
Barry Farris

VC-Institutional Advancement
Dr. Keith Pinchback

VC-ASU-Searcy and Workforce & Economic Development
Don Harlan

* Academic Affairs
** Student Services
Finance and Adm.
Advancement
Workforce Education
Concurrent Education Programs

Academic Support Programs
ASU-HS Academic Programs
Advanced Technology and Allied Health
Business and Agriculture
Distance Learning
Education and Social Sciences
English and Fine Arts
Math and Science
Occupational Technology
Bookstore
Business Office
Controller
Human Resources
Information Technology
Physical Plant
Purchasing/Central Stores
ASU-HS Finance and Adm.
Campus Police
Student Success and Retention
Enrollment Management
Student Life
TRIO Programs
ASU-HS Student Services
ASU-LRAFB Student Services
ASU-S Student Services
Advanced Studies Adm.
Distance Learning (shared with VCAA)
College and Career Links
Concurrent Enrollment Management
Advancement
Public Information
Web Services
Grants
Marketing and Community Relations

Key
ASU-HS ASU-Heber Springs
ASU-LRAFB ASU-Little Rock Air Force Base
ASU-S ASU-Searcy
VC Vice Chancellor

* On a day-to-day basis, all academic programs and faculty report to the Vice Chancellor for Academic Affairs.

** On a day-to-day basis, all student services report to the Vice Chancellor for Student Services.
Committees of the Self-study

Steering Committee

- Richard Counts, Co-chair
- Connie Nowell, Co-chair
- Dennis Humphrey
- Teddy Davis
- Rhonda Durham
- Carol Johnson
- Michael Kelly
- Ketta Murray
- Nancy Shefflette
- Bonnie Smyth-McGaha

Sub-committees

Introduction

- Ketta Murray, Facilitator
- Steve Manning, Chair
- David Jones
- Clay McCastlain
- Phil Petray

Response to Past Visits

- Teddy Davis
- Richard Counts
- Michael Kelly

Criterion 1

- Ketta Murray, Facilitator
- Janet McGregor-Liles, Chair
- Joe Berry
- Nancy Shefflette
- Michael Troop

Criterion 2

- Nancy Shefflette, Facilitator
- Sharon Been, Chair
- Natasha Richards

---

1 Final List 2011
2 Co-chair 2009-2010, deployed to Iraq
Transforming Lives through Quality Learning Experiences

Criterion 3
- Bonnie Smyth-McGaha, Facilitator
- Reggie Williams, Chair
- Karen Barger
- Sheila Chase
- Kae Chatman
- Margo Humphrey
- Cherri Kuchel

Criterion 4
- Rhonda Durham, Facilitator
- Jim Brent, Chair
- Richard Counts
- Mary Comstock

Criterion 5
- Carol Johnson, Facilitator
- Leslie Thurman, Chair
- Sheila Chase
- Todd Hunter
- Rose Mary Jackson
- Connie Nowell

Institutional Snapshot
- Bonnie Smyth-McGaha

Federal Compliance
- Amy Mahan

Editing Committee
- Michael Kelly, editor
- Richard Counts, content editor
- Teddy Davis, content editor
- Mary Comstock, proofreader
## History of ASU-Beebe Leadership

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929-31*</td>
<td>William R. Curry</td>
<td>Supervisor of the Junior Agricultural School of Central Arkansas</td>
</tr>
<tr>
<td>1931-38*</td>
<td>J. T. McGill</td>
<td>Superintendent of the Junior Agricultural College of Central Arkansas &amp; the Beebe Schools</td>
</tr>
<tr>
<td>1939-50</td>
<td>Dr. A. Loyd Collins</td>
<td>President of the Beebe Junior Agricultural College</td>
</tr>
<tr>
<td>1950-53</td>
<td>Boyd Johnson</td>
<td>President of the Beebe Junior Agricultural College</td>
</tr>
<tr>
<td>1953-55</td>
<td>B. E. Whitmore</td>
<td>President of the Beebe Junior Agricultural College</td>
</tr>
<tr>
<td>1955-56</td>
<td>B. E. Whitmore</td>
<td>Dean of Arkansas State College - Beebe Branch</td>
</tr>
<tr>
<td>1956-64</td>
<td>J. Ernest Howell</td>
<td>Dean of Arkansas State College - Beebe Branch</td>
</tr>
<tr>
<td>1964-66</td>
<td>Walter England</td>
<td>Dean of Arkansas State College - Beebe Branch</td>
</tr>
<tr>
<td>1967-77</td>
<td>Walter England</td>
<td>Dean of Arkansas State University - Beebe Branch</td>
</tr>
<tr>
<td>1977-81</td>
<td>William Echols</td>
<td>Chancellor of Arkansas State University - Beebe Branch</td>
</tr>
<tr>
<td>1981-94</td>
<td>W. H. “Bill” Owen</td>
<td>Chancellor of Arkansas State University - Beebe Branch</td>
</tr>
<tr>
<td>1994-95</td>
<td>Dr. Eugene McKay</td>
<td>Interim Chancellor of Arkansas State University - Beebe Branch</td>
</tr>
<tr>
<td>1995-Present</td>
<td>Dr. Eugene McKay</td>
<td>Chancellor of Arkansas State University-Beebe Branch</td>
</tr>
</tbody>
</table>

* The dates are approximate due to the lack of available documentation.
Accepting the Challenge

ASU-Beebe pursues quality transformation of its services by engaging in an extensive self-study.

The faculty and staff of Arkansas State University-Beebe accept the challenge to engage in an extensive self-study for review by the Higher Learning Commission of the North Central Association of Colleges and Schools. Because students and student learning are the institution’s priorities, ASU-Beebe welcomes continual improvements that enhance the institution’s ability to transform the lives of its students and the communities it serves.

The review process has provided the opportunity to assess ASU-Beebe’s educational and personal impact on student learning as well as the institution’s role in the communities it serves. Since 2002, ASU-Beebe has made significant improvements in its physical, human, and technological resources, and, most importantly, its academic programs, which provide the foundation for students to advance their education at baccalaureate institutions or enter the workforce as well-qualified competitors in the global economy.

Who We Are

ASU-Beebe operates under the policies of the Board of Trustees and President of the Arkansas State University System. Programs at ASU-Beebe function separately under the leadership of the Chancellor. As an operationally separate institution of the ASU System, ASU-Beebe consists of campuses at Beebe, Heber Springs, Searcy, and a location at the Little Rock Air Force Base in Jacksonville.

As the oldest two-year institution of higher learning in the state, ASU-Beebe was also one of the first two-year schools to become a branch within a state university system.1 Except for ASU-Newport, ASU-Beebe remains the only two-year institution in the state with a faculty that is afforded rank and tenure. Although primarily attended by commuters, it is also the only two-year institution in the state with residence housing. ASU-Beebe was one of the first institutions in the state to offer online courses and today offers the Associate of Arts in Liberal Arts and the Associate of General Studies degrees completely online. ASU-Beebe continues to strive to be a leader in educational advancements in the State of Arkansas.

1 Website, Encyclopedia of Arkansas History and Culture
Where We Are

ASU-Beebe’s campuses reside in east-central Arkansas. Both the Beebe and Searcy campus are located along Highway 67/167 in White County. The Heber Springs campus is located in adjacent Cleburne County. ASU-Little Rock Air Force Base is located in Jacksonville, Arkansas on Highway 67/167, just north of Little Rock.

ASU-Beebe serves students from the Delta, the Ozark foothills, and the Little Rock metropolitan area (Pulaski County). ASU-Beebe provides recent high school graduates and non-traditional students opportunities to obtain skills and training useful for immediate employment, and to take advanced coursework leading to an associate’s degree or transfer credit to a four-year institution.
Historical Transformations

ASU-Beebe has transformed from a 1927 agricultural school into a vibrant institution of higher learning for the 21st century.

Ever since Hernando De Soto explored Arkansas in 1541,¹ the natural beauty, the fertile soil, and varied landscape of the state predisposed it to a rich life of agriculture. During the next few hundred years, European explorers and settlers would join Native Americans in discovering the potential of the land. However, it was not until after Arkansas became a U.S. territory in 1819 that agriculture began to flourish.²

Drawn by the promise of a good living, more people came to the Arkansas territory, and schools opened their doors as early as 1822.³ There were private tutors, private schools, and even—for a time—public schools. However, even after Arkansas was granted statehood in 1836, it would take several decades before the State of Arkansas began a path toward higher education.

With Act 100 in 1909 of the Arkansas General Assembly, Arkansas Governor George Washington Donaghey proposed the establishment of four Agricultural High Schools in the four quarters of Arkansas. All of the schools eventually became junior colleges, then four-year colleges and, finally, the universities they are today:

- Arkansas State University (ASU) in Jonesboro (Craighead County)
- Arkansas Tech University (ATU) in Russellville (Pope County)
- Southern Arkansas University (SAU) in Magnolia (Columbia County)
- University of Arkansas at Monticello (UAM) in Monticello (Drew County)

The success of these institutions would pave the way for further educational institutions in Arkansas. Other factors, it seems, were at work as well. Throughout the 1920's and by the influence of Governor Thomas McRae, Arkansas experienced tremendous educational reforms. Different forms of funding were established, and more high schools were constructed, especially in the rural areas of the state.⁴ Thus, interest in developing an agricultural school—which was initially prohibited from becoming a college—was carefully considered for Arkansas.⁵

¹ Website, European Exploration and Settlement, 1541 through 1802
² Website, Louisiana Purchase through Early Statehood, 1803 through 1860
³ Website, Encyclopedia of Arkansas: Elementary and Secondary Education
⁴ Public Schools in the Ozarks, 1920-40
⁵ History of ASU-Beebe by Chancellor Eugene McKay
Transforming Lives through Quality Learning Experiences

Founding of the School (1927)

In 1927, State Senator William H. Abington, a medical doctor and a prominent member of the Beebe community, proposed and successfully lobbied for legislation to establish an agricultural school in the center of the State of Arkansas. The legislation was written specifically to set up such a school in Beebe, the only town that met the act’s criteria and that made a bid for the institution. Arkansas General Assembly Act 132 stated that the school should be within 50 miles from the center of the state and at least 70 miles from another agricultural school. In addition, the town gaining the school had to donate at least 320 acres of land near a hard-surfaced road within two miles of a railroad. The road at the time was the Des Arc Road (now Highway 31), and the St. Louis, Iron Mountain, and Southern Railroad Company had created the Beebe station in 1872. Two brothers, William and Eugene Abington, and others donated the land.

Signed into law March 8, 1927, Act 132 also stipulated that courses would include experiments and lectures on agriculture, horticulture, poultry, dairying, truck farming, small fruit growing, and marketing of farm products. The principal of the school would be a graduate of an agricultural school.

Junior Agricultural School of Central Arkansas (1927)

Act 282 of the 1927 Arkansas General Assembly established the institution as the Junior Agricultural School of Central Arkansas. After the first building was completed, the following buildings would be constructed by the students, and no tuition would be charged. The first classes were held in October 1929 with 38 students enrolled. Curiously, none were from the Beebe school district.

Junior Agricultural College of Central Arkansas (1931)

Act 68 of 1931 expanded the institution’s mission by changing the name to Junior Agricultural College of Central Arkansas and by enlarging the curriculum to meet the requirements of a junior college. The first graduating class was in 1933. With the need for funding beyond that provided by the legislature, the college began charging tuition. The tuition was set at $7 per semester with room and board set at $11 per month.

Through the Great Depression, the college and the local high school shared facilities and faculty. In 1939, State Hall was completed as a depression era...
Transforming Lives through Quality Learning Experiences

public works project (the building still serves as the administration center to this day). During this time, students received leather bound diplomas saying, *Graduate of Beebe High School and Junior Agricultural College of Central Arkansas.*

In the late 1930s and early 1940s, the college began running buses to pick up students who could not afford to live on campus. One bus went to Bradford (36 miles), one to Romance (14 miles), and another to Hickory Plains (12 miles). The bus system was discontinued in 1955 when the college at Beebe became a part of the Arkansas State College system.

In 1951, with the death of Senator Abington, a central figure in the development of the college, the future of the institution became uncertain. Boyd Johnson (1950-53), President of the college in Beebe, worked hard to maintain state financial support, and a merger with a four-year state institution was at this time first considered. In 1952, some state legislators considered abolishing the school and formed a committee to investigate. Committee Chairman State Representative Williams reported that not only should the school remain open but that state government funding should be increased. Positive relationships with various governmental entities and a central Arkansas college identity began. The institution operated as an independent state-supported junior college until September of 1955.

To secure the future of the college, the college board began looking for a senior institution with which to become associated. The board approached several college presidents without success, including those at the University of Arkansas at Fayetteville and State Teacher’s College (now the University of Central Arkansas).

B. E. Whitmore (1953-56) and members of the board visited Dr. Carl Reng, president of Arkansas State College in Jonesboro, to discuss a possible merger. Reng asked for a few days to think about the proposition, and through a friend in Little Rock, Reng discovered that Senator Abington, before his death, had been

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6 1953-55, President of the Beebe Junior Agricultural College
1955-56, Dean of ASU-Beebe – Branch University
able to secure the passage of a wine tax that could be used only by the college in Beebe. With such funding established for Beebe, Jonesboro agreed to the merger.

**Arkansas State College - Beebe Branch (1955)**

On July 1, 1955, Junior Agricultural College of Central Arkansas became a branch campus of Arkansas State College in Jonesboro (Craighead County), now Arkansas State University. The Arkansas General Assembly, by Legislative Act 84, abolished the institution as an independent organization and its administrative functions were assigned to Arkansas State College - Beebe Branch, which now operated under the authority of the president and board of trustees of Arkansas State College but ran its programs independently. Also in 1955, the title of chief administrator was changed from president to dean in keeping with the titles of administrators on the Jonesboro campus. B. E. Whitmore was the first to serve as dean of the college during his last year at the school.

The college’s affiliation with Arkansas State College enhanced the institution’s ability to combine the openness and flexibility of a community college with the stability and tradition of a state college system. The merger required the separation of facilities between the college and the high school.

**ASU-Little Rock Air Force Base (1965)**

During the late sixties and seventies, ASU-Beebe bloomed under the leadership of Dean Walter England (1964-1977). People, places, and things came together in a remarkable way. The Vietnam War doubled enrollment from 184 in 1964 to 445 in 1966 because college students were not being drafted. Returning Vietnam veterans took advantage of liberal and well-funded GI Bill programs, which further enhanced enrollment. Along with these, the whole concept of non-traditional students was maturing; veterans, spouses, and others were looking to advance their education.

The college began teaching classes at the Little Rock Air Force Base (LRAFB) in 1965. Growth there was substantial, expanding the future security of the college. ASU-Beebe programs at the LRAFB, then as now, operate under a *Memorandum of Understanding with the United States Air Force*. The Memorandum provides facilities used by ASU-Beebe and other higher education institutions to operate programs as a part of the LRAFB Education Center.
Arkansas State University - Beebe Branch (1967)

By Act 3 of the 1967 Arkansas General Assembly, Arkansas State College became Arkansas State University on July 1, 1967. The Beebe unit became Arkansas State University - Beebe Branch.

During this decade, the English and Fine Arts division began one of the longest running Shakespeare Festivals in the south—with continuous production for nearly 50 years.

From Dean to Chancellor (1977)

In 1977 the title of the top leadership position was once again changed, and William Echols (1977-81) became the first to hold the title of Chancellor.

Early in the decade, federal grants produced Title III funding for four years, which financed a variety of campus initiatives.

Arkansas State Technical Institute (1985)

In 1985, the Arkansas State Technical Institute (ASTI) was created by ACT 496 of the Arkansas General Assembly, in response to a proposal submitted by ASU-Beebe seeking to establish a state technical institute to provide one and two-year training and short courses in the "Hi-Tech" fields. It was charged with providing meaningful educational opportunities appropriate to the needs of individuals (training and retraining) that related to their futures in business, industrial, and technology areas. ASTI was also charged with providing workforce training on a statewide basis. Through its inclusion as part of ASU-Beebe, ASTI was set up as the only technical institute in Arkansas whose programs lead to Associate of Applied Science degrees and Technical Certificates. ASTI had a separate organizational structure and funding through the state legislative process similar to other state agencies in Arkansas. In the fall of 1986, the first pilot classes were offered in quality assurance technology.

The Miss ASU-Beebe pageant served as a preliminary for the Miss Arkansas beauty pageant in 1988, a distinction that lasted until 1998.


As the campus at Beebe continued to experience growth and change, this included the addition of other campuses and curricula, which expanded ASU-Beebe’s mission. Act 1244, enacted by the Arkansas General Assembly in 1991, established the merger of White River Vocational Technical School with ASU-
Beebe. The school was re-named ASU-Beebe/Newport and provided both entities opportunities for positive growth and change.

During Spring 2000, the ASU Board of Trustees, the Arkansas Department of Higher Education, and the Arkansas Higher Education Coordinating Board approved the status of ASU-Newport as a stand-alone campus pending completion of stated milestones. ASU-Newport met all the stand-alone requirements and now reports directly to the ASU-System President and Board of Trustees.

A Sudden Change (1994)

Chancellor William H. Owen, Jr. (1981-1994) had brought to the college a strong commitment from the community. He was a native of Beebe, a graduate of ASU-Beebe, a teacher for ASU-Beebe, and had worked as the University’s Registrar/Dean of Students. Chancellor Owen had ushered into ASU-Beebe not only the technology programs of ASTI but also the University’s first additional campus (located at Newport). Sadly, Chancellor Owen died suddenly in 1994. In honor of his contributions to ASU-Beebe, the University Center was re-named the Owen Center. Dr. Eugene McKay, the Vice Chancellor for Academic Affairs, was appointed Interim Chancellor before becoming Chancellor—a position he continues to hold today.

ASU-Heber Springs, a Center of ASU-Beebe (1999)

In Fall 1997, ASU-Beebe agreed to offer courses at Heber Springs using classrooms at the Heber Springs High School. Higher education classes had been offered at Heber Springs by ASU-Jonesboro, but due to the high cost of tuition, enrollment was low. After discussions between the President of ASU-Jonesboro and the Chancellor of ASU-Beebe, responsibility for offering classes at Heber Springs was transferred to ASU-Beebe. The University conducted a Needs Assessment among several entities in the community and the surrounding areas. It was concluded that Cleburne County would benefit from a two-year college due to the geographic area and local support.

Arkansas General Assembly Act 426 of 1999 officially established ASU-Heber Springs, a center of ASU-Beebe in response to the community’s desire to have a two-year college presence in Cleburne County.
As time progressed, classes were held in the Courthouse Annex on Main Street, using part-time faculty as well as compressed or interactive video courses. The community continued to show support for the ASU-Heber Springs campus, and in 2000, the constituents of Cleburne County voted to support the campus with a sales tax revenue. As the school grew, a search began in earnest to find a suitable site for the campus that would allow growth to continue. The need for a permanent home became apparent as student demand was unabated, and in 2000, the first ASU-Heber Springs facility was built in the Cleburne County Industrial Park on Highway 210 East. Known as the John L. Latimer Skills Training Center, the building was a 25,000 square foot multi-functional facility, which was used at that time for ten classrooms, two computer labs, and a large industrial-type training room that could be converted for classes to meet the training needs of local industry.

**Online Classes (1999)**

ASU-Beebe began delivering courses via the Internet in 1999 with one course. Since then the demand for this alternative form of educational delivery has grown substantially. Eighty-seven courses have been developed as online offerings with 40 of those offered every semester, including summer sessions.

**ASU-Beebe (2001)**

Act 90 of 2001 by the Arkansas General Assembly removed the term “branch” from legislation affecting ASU-Beebe. The institution, with its campuses in Beebe, Heber Springs, Searcy, and at the LRAFB, is now referred to as ASU-Beebe, and continues to function as an operationally separate institution in the ASU System.

**Concurrent Classes (2001)**

ASU-Beebe began the concurrent enrollment program in the Fall 2001. The total concurrent fall enrollment was 295 students. High schools that participated the first year were as follows:

- Beebe High School
- Des Arc High School
- Hazen High School
- Lonoke High School
- Pangburn High School
- Riverview High School
- Searcy High School
- Vilonia High School
Act 1097 of 1991 and Act 936 of 2007 of the Arkansas General Assembly provided for students who have completed the eighth grade, are enrolled in an accredited high school, and meet the admission standards of ASU-Beebe can concurrently enroll for academic courses. Qualified students can earn college credit prior to high school graduation. Act 936 also distinguished between students taking college courses at high schools (Endorsed Concurrent Enrollment) and those students taking college courses at the University (Concurrent Enrollment).

**ASU-Searcy, a Technical Campus of ASU-Beebe (2003)**

Foothills Vocational Technical School was established in 1965 and has operated at its present location in Searcy, Arkansas, fifteen miles north of Beebe, since its inception. In 1991 the school’s name changed to Foothills Technical Institute due to Arkansas legislation. Effective July 1, 2003, Foothills Technical Institute in Searcy merged with ASU-Beebe to become ASU-Searcy, A Technical Campus of ASU-Beebe. It was understood that the campus would maintain its technical emphasis, offering occupational training in a variety of technical fields.

**Happy 80th Anniversary, ASU-Beebe (2007)**

In 2007, ASU-Beebe celebrated its 80-year anniversary as the oldest two-year institution in the state of Arkansas with a week full of activities. The festivities included: a charity golf tournament, piano concert, a variety of alumni receptions, an alumni basketball game, an annual 5k race, a family picnic, and an alumni dinner and awards ceremony.

**Cabot Classes (2009)**

Cabot High School and civic leaders approached ASU-Beebe about providing classes to the local community. With an initial offering of nine classes and an enrollment of 59 students, ASU-Beebe began offering evening classes at Cabot High School in Fall 2009. ASU-Beebe part-time and full-time faculty provide students the opportunity to earn credits toward a degree.

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10 Website, ASU-Beebe (About ASU-Searcy)
ASU-Beebe has remained true to its convictions as a provider of education and as a friend to the community. Since the early days, the University had—as its primary focus—a great tradition for creating positive learning experiences for its students. Faculty and staff then, as now, are encouraged to concentrate their teaching skills to inspire students toward higher education. Also, community relationships have been developed, and they enjoy a long-standing association with the University. In a June 2011 letter to the Chancellor, the Mayor of Beebe thanked the Beebe campus for “the many ways ASU-Beebe is an asset not only to the Beebe community but also the surrounding areas as well.” Furthermore, Mayor Robertson noted that the Beebe campus is the city of Beebe’s second largest employer.¹ According to Ruth Couch, Chair of Beebe Economic Development Commission, ASU-Beebe “provides an economic benefit of over $300 million to this part of central Arkansas each year.” Furthermore, the Commission “heartily supports ASU-Beebe and appreciates the broad range of opportunities it provides for the area.”² ASU-Beebe continues to grow and develop its facilities, program offerings, personnel and services.

Transforming Facilities

The University’s facilities are carefully considered for their capacity to carry forward ASU-Beebe’s efforts to provide quality learning experiences and to share its resources for the benefit of its communities. All four of its primary learning environments have been improved through the construction of new buildings and the renovation of existing facilities.

Beebe Campus

State Hall represents the nerve center for the Beebe campus, often being the first or primary contact for students new to the campus. The entire structure was renovated in 2003 to expand and improve its capabilities to meet the needs of students. Offices were improved for all areas, most notably for Student Support Services and Upward Bound. In 2005, the offices of Institutional Advancement were moved into a newly renovated building named the Ruth Couch Center, and

¹ Letter from Michael G. Robertson to Dr. Eugene McKay, June 6, 2011.
² Letter from Dr. Ruth Couch to Dr. Eugene McKay, May 31, 2011
in 2009, the Math and Science Annex was renovated to house the Admissions’ offices. In 2001, a portion of Princess Hall, the former women’s residence hall, was renovated to house the Music Department. As enrollment increased, the University committed to the construction of a new academic classroom building. Thus, a new science building opened for use in Fall 2007. The 59,900 square foot building included eight labs, seven lab preparation rooms, 13 classrooms, 21 faculty offices, and a 50 station computer lab—all of which remain state-of-the-art. In Fall 2010 the England Center, previously the home of the Math and Science division, was completely renovated to house both the Fine Arts and Criminology departments. There is a new art gallery, along with a new ceramics classroom, drawing labs and a graphic arts lab, utilizing the most current Macintosh computers and the most current graphic design software. Finally, in Fall 2011, the University opened two new residence halls on the Beebe campus. Construction began May 2010 for two multi-story residence housing with 248 total beds. The buildings’ location provides safer and easier access to on-campus services available in the Student Center.

Heber Springs Campus

In 2005, ASU-Heber Springs procured $1 million in General Improvement Funds from the Arkansas General Assembly with the help of Arkansas Speaker of the House Bill Stovall. Stovall, a Cleburne County native, also helped ASU-Heber Springs to garner state funding for the first time in 2005. In 2006, ASU-Beebe purchased 249 acres containing Sugarloaf Mountain on the east side of the city of Heber Springs. ASU-Heber Springs broke ground for the new campus on April 7, 2006, and its dedication was held December 7, 2006. The new campus consisted of three buildings: Student Services/Administration, Academic Center, and Physical Plant. The Academic Building was finished in time for students to begin classes in Fall 2007. The Latimer Center, ASU-Heber Springs’ original location, was remodeled to improve handling of programs such as Welding, Hospitality Administration, Licensed Practical Nursing, Adult Education, and Art.
Searcy Campus

At ASU-Searcy, extensive renovations of facilities have been ongoing, and an additional 17 acres of property adjacent to the Searcy campus were acquired. Construction of new buildings began in 2008 and completed in 2011. The new Technology East and West buildings include additional classroom space, expanded areas for student services, lab space, and new community meeting spaces. Additional renovation included a new building façade, enclosed walkways, storage area, and new parking lots. Other additions include a new Diesel building and Physical Plant building.

Little Rock Air Force Base Location

In Spring 2011, with the completion of a new building, ASU-Beebe’s LRAFB location officially moved outside the security gates of the base. The Jacksonville-Little Rock Air Force Base Education Center was financed by the city of Jacksonville and federal funds. The building serves as the primary educational center for six colleges and universities, including ASU-Beebe. This is a positive move for the site as it allows for improved accessibility for non-military personnel. A new classroom environment with increased technological abilities allows ASU-Beebe to better serve military personnel. ASU-Beebe’s Memorandum of Understanding with the United States Air Force provides the University rent-free facilities in which to offer the University’s classes. Furthermore, ASU-Beebe is required to give enrollment priority to military personnel. Non-military students can take courses if seats in a classroom are available. Students may pursue a variety of ASU-Beebe degrees and certificates at this location. Also, the University provides a variety of services at the LRAFB, including financial aid, testing, Registrar, Business Office, and advising.

Transforming Programs

As facilities have improved, so too have the University’s program offerings. ASU-Beebe has pursued innovative ways with which to respond to the needs of its constituents. By carefully considering the populations it serves, the University has
produced valuable programs and opportunities for academics, occupational technology, continuing education, support services for financially challenged students, and regional economic development.

**Associate of Fine Arts**

In 2008, ASU-Beebe began offering the Associate of Fine Arts degree with specializations in Music and Theater. As performance-oriented areas of study, it was understood that students needed additional courses that were special to these disciplines. With these additional courses, students would be able to compete successfully for entry into four-year programs at other Universities as well as entry-level jobs in the disciplines. With its articulation agreements in place, students can fulfill their core requirements for both the state and four-year institutions, entering these institutions with the classification of junior.

**Creative Arts Enterprise**

In 2007, ASU-Beebe began offering an Associate of Applied Science in Creative Arts Enterprise. All students in the program complete a curriculum of core courses in general education and business. This coursework culminates in a Capstone course in which students display not only their works but also their business skills by putting together a gallery show to market their creative work. Practicing artists, artisans, and crafts persons may present portfolios of existing works to receive credit for some or all of the art courses required. Students without an existing portfolio of work take courses to help them produce one in studio art classes, design, welding, auto body, or any offered course in which the student can practice the elements of their craft.

**Criminal Justice**

In 2006, the Department of Criminal Justice began offering the Associate of Applied Science in Criminal Justice degree and courses leading to a Technical Certificate in law enforcement, corrections, wildlife enforcement, and science of criminal investigations. An Associate of Science degree, established in 2011, prepares students for entry into a baccalaureate program in Criminal Justice—available on the Beebe campus through ASU-Jonesboro.

**Hospitality Management**

Also in 2006, an Associate of Applied Science in Hospitality Administration and a Technical Certificate were offered on the ASU-Heber Springs campus. The degree was constructed in part because of the growth in hospitality jobs in Arkansas. Students are prepared for management positions within the hospitality industry such as lodging, resorts, conference and convention centers, restaurants, contract services, theme parks and travel/tourism-related operations.
Arkansas State Technical Institute

In 2005, Arkansas State Technical Institute (ASTI) transformed from a technical institute to Advanced Technology and Allied Health, an academic division of ASU-Beebe. The title change integrated ASTI more closely with the academic division structure of ASU-Beebe. The mission of ASTI has not changed in regards to providing individual training and retraining in degree and certificate areas. The workforce training aspect, however, has moved to ASU-Searcy due to the merger of Foothills Technical Institute with ASU-Beebe.

Associate of Applied Science in Veterinary Technology

In Fall 2007, ASU-Beebe began offering an Associate of Applied Science in Veterinary Technology, making it the only university in the state to offer the program. The Veterinary Technology program provides hands-on education and veterinary technology operations. Graduates have entry-level skills to assist licensed veterinarians in providing health care to patients, with the exception of diagnosing or prescribing drugs or performing surgery. The program gained accreditation on June 10, 2009.3 To house this new program, a Veterinary Technology building was constructed and opened in Fall 2007. The Veterinary Technology building was furnished with state-of-the-art diagnostic and research tools.

Regional Career Center

During Spring 2007, the ASU-Searcy Area Career Center became the ASU-Searcy Regional Career Center.4,5 This designation was given by the Department of Workforce Education and provided the opportunity for programs to be placed anywhere within the bounds of the region covered by ASU-Beebe without having to go through the development of a formal satellite campus. There are currently 24 centers, and 15 of the centers are controlled by colleges. The ASU-Searcy Regional Career Center is eighth in overall number and the second largest of the college-based centers. High school students from the University’s region may enroll in the ASU-Searcy Regional Career Center in order to train for a specific career in the local region. All of these students receive high school credit. Students, who fill out the appropriate forms, can receive scholarships and college credit for qualifying programs. Enrollment for the 2010-2011 school year was 426 students.

3 Website, Programs accredited by the AVMA Committee on Veterinary Technician Education and Activities (CVTEA)
4 Website, Arkansas Department of Career Education
5 Website, ASU-Beebe (ASU-Searcy Regional Career Center)
Pharmacy Technology

Prior to 2003, a needs survey was conducted by a public consultant and determined that statewide support existed for training in pharmacy technology. Initially, the training was approved as part of continuing education programming for approximately three years. At that time, the University proposed to the Department of Higher Education Coordinating Board that ASU-Beebe transform the continuing education program into a Pharmacy Technology degree program. In 2008, the program received accreditation from the American Society of Health System Pharmacy (ASHP), making it the first and only such program in the State of Arkansas.6 The Pharmacy Technology program provides students with a certificate and essential skills, enabling them to assist licensed pharmacists. Graduates are also prepared to succeed on the Pharmacy Technician Certification Exam (PTCB) or the Institute for the Certification of Pharmacy Technicians Exam (ICPT). National certification helps to distinguish graduates in obtaining employment in numerous pharmacy settings.

Petroleum Technology

Since its merger with ASU-Beebe in 2003, ASU-Searcy has continued to grow and expand its services to its constituencies. Most programs at ASU-Searcy lead to a Certificate of Proficiency or a Technical Certificate within that discipline; however, all technical certificates can lead to an associate’s degree for those wishing to pursue that level of education. The emphasis on the campus has continued its robust tradition of technical programs; however, in recent years, the ASU-Searcy has greatly developed its occupational technology offerings and programs for workforce and economic development.

In April 2008, a Petroleum Technology program emphasizing floorhand training for the gas and oil industry began on the Searcy campus in partnership with High Plains Technology Center in Woodward, Oklahoma. Then, in 2008, ASU-Beebe was awarded a $280,000 Economic Development grant to start its own program. This training continues to include certifications in CPR, medic first aid, fork lift, and International Association of Drilling Contractors Rig Pass. The week-long floorhand training program is designed to accept 12 students each week of operation. The week contains three days of class time and two days of hands-on training on the rig simulator, which is located on the Searcy campus. In March 2009, Chesapeake Energy announced that ASU-Searcy would become the National Training Center for Chesapeake Energy. In 2011, BHP Billiton bought the Arkansas shale gas assets of Chesapeake Energy; however, the national training center was not affected. Training continues to be provided.

6 Website, ASU-Beebe (Program Accreditations and Certifications)
Computerized Machining

ASU-Beebe Economic Development Center met with executives from Eaton Hydraulics in Searcy to discuss training needs. Eaton executives described a lack of knowledge existing employees had in terms of the new computerized equipment recently purchased. Their needs were taken back to campus and shared with the Director of Occupational Technology to develop a program of study that would enable the employees to achieve the goals outlined by Eaton. The program was presented to Eaton, and a degree outline was developed for existing workers to obtain a Technical Certificate in Computerized Machining. Each participating employee takes one course during an eight-week term. The program began in the fall of 2010 with just over fifty students.

Adult Education

ASU-Searcy includes various non-credit, continuing education classes offered throughout the year. The classes offered by the ASU-Searcy Adult Education Center are available on the campuses in Beebe, Heber Springs, and Searcy. The adult education centers provide free testing and instruction to students 18 years of age or older who are seeking to obtain their GED diploma or who are looking to improve their basic skills.

Career Pathways

ASU-Beebe is one of 25 Arkansas two-year colleges and universities that participate in the Career Pathways program.7 Having received renewed funding on September 1, 2011, the program’s $13 million grant continues to assist qualifying parents and caretakers to overcome financial barriers that may be preventing them from achieving academic success or success in the workplace.8 Initiated in December 2005, the program began serving students by Spring 2006. The Career Pathways’ support system provides money for transportation, childcare, tuition, and books. As more and more parents and caretakers seek college services, programs such as Career Pathways offer the means for these students to be successful. The Career Pathways program at ASU-Beebe provided services to 461 students in 2010-11.

Economic Development Center

The Economic Development Center, located on the Searcy campus, delivers quality, market-responsive training specifically designed to meet the changing technical requirements for employers through workforce training. Work-related

7 Website, Career Pathways
8 $13M Grant Renewed for Low Income AR Students with Families
training programs range from one-day trainings to two-year professional-technical associate degrees. Related support services include internship coordination, job fairs, and grants throughout the year to help local employers. For the business community, the University offers customized training, business advising, job postings, conference facilities, and the opportunity to support the University’s training programs through its industry advisory committees as well as local consortia activities.

**Military Science and Leadership**

In Fall 2005, in partnership with the Department of Military Science and Leadership at ASU-Jonesboro, the Military Science and Leadership Basic Courses were made available at the Beebe campus. Students register for the courses, as with other ASU-Beebe courses, through an advisor. ASU-Jonesboro instructors from the Department of Military Science and Leadership teach the courses. The Reserve Officer Training Corps program augments the University's objectives by emphasizing academic excellence and the development of personal integrity, honor, and responsibility. Upon commissioning, graduates will serve in the active Army, the United States Army Reserve, or the Army National Guard. All textbooks are provided at no charge to the student.

**Transforming Academic Advising**

ASU-Beebe has always considered academic advising as a significant influence upon students’ persistence through course work. From times before the Internet, when registration and academic counseling were held in the basketball gym of State Hall before its renovation, faculty and staff worked intently to guide students toward academic success. All faculty and student support offices remained open late into the evenings during registrations, often working late into the night to take care of students’ needs. All students were cared for in a personal, organic way that helped to create strong, supportive connections among faculty, staff, and students.

During the rise of the Internet, ASU-Beebe has struggled to understand how best to integrate its academic advising services with the student of the 21st century. A period of time, wherein faculty and staff grew familiar with the Internet technology, had to occur so that academic advising opportunities could be better understood. Notable efforts included an Academic Advising Website, which was constructed in 2003 and served the University well—often garnering more website hits than any section on the ASU-Beebe website (except for the homepage). However, the effort was before its time due to personnel constraints, and updates could not be maintained. The site was removed for its
out-of-date information. Despite the loss of the advising website, advisors continued to receive training in distance advising, and over the years, they have greatly improved their ability to take care of advisees. In addition, many student services offices now stay open late during the entire semester. Once again, ASU-Beebe seeks to retain and improve its personal way of providing for students.

From a renewed emphasis upon retention, in 2009, ASU-Beebe’s Counseling Center was re-invented as the Student Success Center. The name-change aligned the program’s services with the University’s mission by providing a testing center, disability services, career services, counseling and advising for undecided majors. Training for advising continues to be organized from this office, as are other advising activities for the University.

Later, in 2010, the Academic Advising Committee was reformed with clearly stated tasks—initially to formally establish its mission, vision, and goals and later to reform advising for the University. The committee was guided by assessment recommendations from the Council for the Advancement of Standards in Higher Education and foundational documents from the National Academic Advising Association (NACADA). In addition, committee members have visited a number of universities and colleges in the region to study their advising programs. Because of this primary and secondary research, the Academic Advising Committee has drafted a proposal for the restructuring of ASU-Beebe’s academic advising, which calls for the creation of an advising center. Review of the proposal continues to ensure that its implementation is coordinated with the University’s mission. Advising training continues as well, with regular, focused workshops held since 2009. In addition to the advising workshops, there have been three advising webinars for those involved in advising.

**Transforming Faculty and Staff**

Along with increased enrollment and program expansion, the University has paid careful attention to the faculty and staff necessary to run these efforts smoothly. Since 2002, the Beebe and Heber Springs faculty and staff have grown significantly.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Beebe</td>
<td>+30%</td>
<td>+25%</td>
</tr>
<tr>
<td>Heber Springs</td>
<td>+27%</td>
<td>+367%</td>
</tr>
<tr>
<td>Searcy</td>
<td>-7%</td>
<td>-60%</td>
</tr>
</tbody>
</table>

**Transforming for the Future**
The decrease in faculty at the Searcy campus was a result of the integration of the Searcy campus into ASU-Beebe, when programs were shifted to other campuses.

In addition, since 2002, a greater effort has been made to hire full-time faculty with doctorates. Presently, approximately 20% of ASU-Beebe faculty hold a doctorate. Also, at the Searcy campus, an effort has been made to upgrade the credentials of full-time faculty.

**Transforming Learning Environments**

ASU-Beebe has continued to develop innovative environments in which to provide positive learning experiences for its constituents. By expanding its learning services, the University provides greater higher education pathways for the increasingly mobile population of Arkansas in the 21st Century. The University’s online program, along with its endorsed concurrent program, provides students with innovative access to college-level instruction. In addition, the courses offered at the Cabot High School are providing a convenient doorway for students living in the outlying suburbs north of the state’s capitol in Little Rock.

**Online Learning**

Since its inception in 1999, the Distance Learning program has expanded significantly. In the past eleven years, 87 courses have been developed as online offerings with 40 of those offered every semester, including the accelerated eight-week terms and the five-week summer sessions. All online classes and instructors are approved by the appropriate academic division, and each instructor participates in assessment activities. Students can earn two degrees completely online, including an Associate of Arts in Liberal Arts and an Associate of General Studies. Additionally, there are 26 other degrees where more than 50% of the course work is delivered through distance education (online or internet-assisted). ASU-Beebe uses Blackboard Campus Edition/WebCT software by Blackboard, Inc., as the learning management system for all online classes. Students are required to take at least one proctored exam, and in some courses, two proctored exams are required.

In Spring 2011, there were 185 online and internet-assisted sections, and approximately 1,700 students (unduplicated) took an online class, representing 36% of ASU-Beebe’s students. The University is committed to upholding the integrity of its online courses with careful monitoring of instruction and the grade results. For the past five years, the institution’s online and traditional setting courses have maintained comparable grade distributions. Based on grade

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9 Faculty Headcounts, Fall 2011
10 Employee Payroll Growth Numbers
distributions for the last three years, 2008/2009 through 2010/2011, grades in online classes overall run about 5% below traditional classes, with a 10% higher withdrawal rate.¹¹

Endorsed Concurrent Enrollment

In 2001, ASU-Beebe began offering concurrent enrollment classes. Act 936 of 2007 of the Arkansas General Assembly changed the identification of the program from concurrent enrollment to endorsed concurrent enrollment. National Alliance of Concurrent Enrollment Partnerships (NACEP)¹² defines an endorsed concurrent enrollment program as one that offers college courses to high school students who are 1) in the high school, 2) during the regular school day, and 3) taught by high school teachers. Such programs provide a direct connection between secondary and postsecondary institutions and an opportunity for collegial collaboration.¹³ ASU-Beebe is an accredited member of NACEP since 2009.

Students must complete an online application for admission, have proper ACT/testing or other scores, must have completed the eighth grade, have a 2.5/4.0 GPA, and must have a signature of a school official and parent on the application for endorsed concurrent enrollment. Registration occurs in the fall and spring of each academic year. Personalized visits include time set aside to enroll the students from that particular high school. Student costs are set at half the normal tuition rate. Enrollment typically will be completed by the eleventh day of class at ASU-Beebe so that a census picture can be made.

Today, the program has expanded significantly. One additional site has begun to offer compressed video feeds. Endorsed concurrent enrollment for the spring of 2011 was 543 students. High schools that are active in the program include the following:

- Beebe High School
- Bradford High School
- Cabot High School
- Hazen High School
- Heber Springs High School
- Lonoke High School
- Mt. Vernon/Enola High School
- Riverview High School
- Quitman High School
- Searcy High School
- Shirley High School
- White County Central High School

¹¹ E-mail: Director of Distance Learning
¹² Website, National Alliance of Concurrent Enrollment Partnerships
¹³ Concurrent Enrollment Policy (Revised)
**Cabot Classes**

Class offerings at Cabot, Arkansas (approximately 15 miles south of Beebe and 25 miles north of Little Rock) provide additional access for students working during the daytime. Beginning in 2009 with eight-week course terms, the program evolved significantly in Fall 2010 when the University reorganized the terms into a single 16-week term. As a result, the program grew approximately 160% during its first 16-week term. Enrollment numbers strongly suggest that this shift better serves the needs of the constituents.

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Classes</th>
<th>Number of Students</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term I</td>
<td>9</td>
<td>66</td>
</tr>
<tr>
<td>Term II</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term III</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Term IV</td>
<td>5</td>
<td>43</td>
</tr>
<tr>
<td>Fall Semester</td>
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</tr>
<tr>
<td>Spring Semester</td>
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<td>147</td>
</tr>
<tr>
<td>2011</td>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>135</td>
</tr>
</tbody>
</table>

**Transforming through Accreditation**

ASU-Beebe is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA), which assures recognition by institutions of higher education and facilitates transfer of academic credit. With Association standards to meet or exceed, the faculty and staff are constantly challenged to seek excellence and remain responsive to the needs of the students and the community. ASU-Beebe also holds membership in the Council of North Central Two-Year Colleges.

On June 30, 1971, the NCA voted to grant accreditation to the ASU - Beebe Branch as an "operationally separate" campus of ASU with freshman and sophomore classes offering transfer and terminal programs. Continued accreditation was granted in 1976 for a five-year period, and for ten-year periods each in 1982, 1992, and 2002.

Although the self-study process in 1991 and the NCA Team Report in 1992 resulted in continued accreditation for a ten-year period, the institution was
required to submit follow-up reports in the areas of student outcomes assessment and long-range planning. Reports were produced for both areas as required and, subsequently, approved by the NCA. The report on assessment was approved July 20, 1994, and the report on long-range planning was approved on June 1, 1995.

In 2002 ASU-Beebe was approved for continued accreditation for another ten years along with the submission of follow-up reports. Subsequently, in the 2003 Report of a Focused Visit: ASU-Beebe/Searcy Merger and Online Degree Program, the recommendation that:

... the college undergo a focused visit in 2005-2006 relating to the merger and successful integration of ASU-Searcy (Foothills Technical Institute) into ASU-Beebe as its newest campus. Additionally, the team recommends that the college continue in its current accreditation cycle with the next regularly scheduled comprehensive visit to take place in 2011-2012. The team recommends approval of the institution’s request to deliver any of its associate degrees online.\(^{14}\)

In the April 5, 2006 Report of a Commission-Mandated Focused Visit: Advancement of ASU-Beebe/Searcy Merger & Online Degree, the team wrote:

In three short years the Searcy and the Beebe Campuses have worked tirelessly to assimilate the two dramatically different cultures of an associate degree granting transfer institution and a successful postsecondary technical institute awarding diploma and certificate programs into a single, cohesive institution focused on providing comprehensive, high-quality, affordable and accessible education to students.\(^{15}\)

Subsequently, in the April 10-11, 2006 Report of a Commission-Mandated Focused Visit: Assurance of ASU-Beebe/Searcy Merger & Online Degree, the team wrote:

The visitation team has determined that substantial progress has been made in the integration of the two campuses and recommends that the timing for the next comprehensive visit

\(^{14}\) 2003 Searcy Merger and Online Degree: Recommendation and Rationale  
\(^{15}\) 2006 Merger Advancement
remain in Academic year 2011-2012 with no additional Commission follow-up.¹⁶

Since then, ASU-Beebe has continued to strive for improvement. This includes, but is not limited to, addressing concerns stated in the last accreditation as well as focus visits.

¹⁶ 2006 Merger Assurance: Rationale for the Team Recommendation
Institutional Effectiveness Plan

ASU-Beebe strives for continuous improvement.

The Institutional Effectiveness Plan (IE Plan) integrates ASU-Beebe’s assessment of its Strategic Plan, Functional Areas, and Student Learning. These components establish the operational structure of the University: Strategic Plan—guidance, Functional Performance—support, and Student Learning—instruction. By unifying these components under a single assessment plan, the University pursues continuous and cohesive improvement.

Essentially, there are two unifying functions throughout the IE Plan: Components and Continuous Improvement. Components serve as organizational structures from which are drawn three significant principles: strategy, performance, and learning. Strategy guides the institution as it performs, on a daily basis, the activities designed to cultivate student learning. In this way, positive transformation occurs for both the student and the University. It is the duty of University personnel to assess the effectiveness of this transformation.

To ensure that such transformative effectiveness adapts as needed, the institution also engages in Continuous Improvement. As an unending cycle, Continuous Improvement is a step-by-step process that is embedded into the assessment of each Component of the IE Plan. Not only is a Component assessed for effectiveness, it is also analyzed for its continued effectiveness. In other words, through planning, action, assessment, and adjustment, the Continuous Improvement cycle ensures that each Component maintains its timely and positive impact for transformation.

This process will require continual effort as it is by definition an ongoing endeavor. It will require each University member to take a clear and honest look at the evidence and act accordingly with courage to affect change. The reward for this effort will be the satisfaction of knowing that students’ lives are transformed as a direct result of the deliberately planned learning experiences that ASU-Beebe provides.

The Institutional Effectiveness Committee

To ensure that the IE Plan is carried out, the Chancellor appointed members to a special oversight team called the Institutional Effectiveness Committee (IEC).
committee ensures that the IE Plan is functioning, that assessment is being carried out, and that adjustments are made based upon assessment data.

The IEC reviews the improvement plans for each functional area and forwards any concerns or recommendations to the functional area’s Vice Chancellor for consideration. Specifically, the committee ensures the following:

1. Each functional area has a continuous improvement plan.
2. Assessment is being implemented as scheduled.
3. Adjustments are being made based upon assessment data.
4. Improvement processes are implemented for Student Learning and the Strategic Plan.

The IEC works with other groups to ensure the continuation of the assessment process. The Institutional Planning Team monitors the continuous improvement cycle for Component 1: Strategic Plan, and the Assessment of Student Learning Committee monitors the continuous improvement cycle for Component 3: Student Learning—both report their findings to the IEC. As for the second component, Functional Performance, the IEC actively monitors this area’s continuous improvement cycle.

Members of the IEC are appointed by the Chancellor, including one Chancellor’s Council Liaison. The role of the liaison is to convey direction and information from the Chancellor’s Council to the IEC and, likewise, to convey information from the IEC to the Chancellor’s Council.

Plan Components

To measure and improve the institution’s effectiveness, 3 significant components have been identified. Each component must connect to the University’s mission and must have a document that outlines its goals and/or objectives. Each of these
components measures a unique aspect of the University’s efforts to achieve the mission:

- Component 1—Strategic Plan
- Component 2—Functional Performance
- Component 3—Student Learning

**Continuous Improvement**

Continuous improvement is a cyclical process designed to ensure that the University plans, acts, assesses, and adjusts. To discuss continuous improvement, a common vocabulary must be adopted for each step of the improvement cycle.

**Continuous Improvement Cycle**

- **Step 1: Planning**
  - Defining clear and measureable objectives
- **Step 2: Action**
  - Implementing strategies and/or actions as planned
- **Step 3: Assessment**
  - Measuring the extent to which the actions taken have contributed toward achieving the objective
- **Step 4: Adjustment**
  - Adapting efforts based upon assessment measurements

**Component One—Strategic Plan**

The University is committed to carrying out its mission and, in doing so, defines a vision statement to describe what it aspires to become. The ASU-Beebe Strategic Plan, approved by the ASU Board on September 17, 2009, provides six goals designed to enable the University to achieve the University’s Vision. Each of these goals includes several objectives that are assessed to determine the extent to which each goal is achieved. Strategic objective committees are made up from instructional and non-instructional personnel.

Each strategic plan committee is tasked with first developing an Operational Plan for their corresponding strategic objective. These operational plans are then submitted for approval to the Planning Team. Upon approval, the committees are empowered to take appropriate action to assess the strategic objective. After assessment, the committees report their findings and recommendations to the Planning Team before the beginning of the next improvement cycle. The Planning Team then reports recommendations to the Chancellor’s Council.
Component Two—Functional Performance

All University activities performed on a daily basis are in direct accordance with the University’s mission but are not directly linked to instructional areas. These non-instructional areas, referred to as Functional Performance areas, pursue continuous improvement for the services they provide. Areas such as Admissions, Registrar, Fiscal Affairs, and many others are essential elements for the successful operation of the University and for the achievement of the University’s mission.

Some of these areas can be examined externally through external audits from the State of Arkansas. Other areas can be assessed through an external review team, such as the Council for the Advancement of Standards in Higher Education (CAS). All areas can be examined through internal assessment activities.

Each organizational unit within the University is responsible for defining functional areas to be included in the continuous improvement process and for developing a clearly defined set of measureable goals and/or objectives for these areas. These areas will be determined by the Chancellor’s Council. It is each functional area’s responsibility to plan, act, assess, and adjust annually.

Component Three—Student Learning

To transform student lives, the institution must ensure that student learning takes place as intended. The standards set for student learning by the University for degrees and certificates are defined as the General Education Outcomes. Additionally, each University course and/or instructional program has a defined set of learning outcomes. Instructional units are responsible for maintaining the continuous improvement of student learning within these frameworks.

Each academic program and/or course is part of the University’s Assessment of Student Learning process. That is, for each course and/or program, there is a defined responsible instructional unit, which is responsible for defining learning objectives, conducting learning activities, assessing student learning, and adjusting instruction accordingly. These assessment plans are coordinated by the Office of Academic Affairs and follow that organizational structure. The improvement cycle will follow the same timetable that program/course level assessment uses.
Response to Past Visits

Responding to the Past to Transform for the Future

By responding to the past, ASU-Beebe transforms itself for the future to serve its students with quality learning experiences, to engage positively in community affairs, and to serve all of its constituents with integrity.

Recognition of ASU-Beebe’s Efforts

During the past decade, ASU-Beebe has earned numerous awards and recognitions for its continued effort to provide students with quality learning experiences. These distinctions, awarded at national and state levels, demonstrate that the University pursues continuous improvement in all of its activities.

In 2002, the University was recognized for excellence in enrollment and education. ASU-Beebe was recognized by Community College Weekly as being among the top 50 fastest growing two-year colleges in the nation in the 2,500-4,999 range during the past five years. Also, the ASU-Beebe Department of Agriculture and its programs were recognized by the National Association of Agriculture Educators as one of the outstanding postsecondary education programs in the nation with the Postsecondary All-Star Team Award.¹

At the 2004 Volunteer Employee Recognition event, held at the Governor’s Mansion, ASU-Beebe was honored for volunteerism by the Spirit of 110 Council and the State of Arkansas.² Despite reduced enrollment due to the Iraq War, in 2005, Arkansas Business listed ASU-Beebe as 10th in enrollment among the state’s 48 public and private colleges.

For the period of 2002-07, the Practical Nursing program was recognized by the Arkansas State Board of Nursing for a 100 percent pass rate on the licensure exams and was recognized as the only program with this success rate in the state.³

In 2009, the Arkansas Department of Higher Education recognized ASU-Beebe as having the second highest graduation rate among two-year colleges.⁴

In 2010, the Aspen Institute ranked ASU-Beebe among the top 10% of “two-year colleges” in the U.S.—the only two-year university in Arkansas so listed. The ranking was based on a study requested by the executive branch of the U. S. Government that focused upon “graduation rates, retention rates, and the total number of

¹ Meeting the Challenge, 2002
² Meeting the Challenge, 2005
³ Meeting the Challenge, Fall 2007
⁴ Meeting the Challenge, Fall 2009
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degrees/certificates awarded relative to total enrollment, taking into account part-time students as well as full-time students.” The rankings also considered “consistent improvement in outcomes over time and equity in outcomes for students of all racial/ethnic and socioeconomic backgrounds.”

For the past two years, StateUniversity.com ranked ASU-Beebe as the safest university in the country based on the lack of severity and frequency of crimes on campus. In 2010, G.I. Jobs magazine listed ASU-Beebe as one of “15% of the country’s colleges and universities that do the most to welcome military veterans and enhance their experience as students.”

Responding to Past Concerns

To respond to past concerns, the committee reviewed four essential Higher Learning Commission (HLC) documents, paying special attention to concerns, challenges, and suggestions:

- 2002 Comprehensive Visit Report
- 2003 Report of a Focused Visit for the ASU-Beebe/Searcy Merger and Online Degree Program
- 2006 Report of a Commission-Mandated Focused Visit on the Advancement of ASU-Beebe/Searcy Merger & Online Degree
- 2006 Report of a Commission-Mandated Focused Visit on Assurance of ASU-Beebe/Searcy Merger & Online Degree

The information gleaned from these reports was organized both by topic and by criterion. Subsequently, administrators, faculty, and staff with knowledge of these topics were asked to write a brief response to address the concerns, challenges, and suggestions. Finally, all data were collated into eight concerns and were then organized into the following areas:

- Assessment
- Long Range Planning
- Student Services

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5 Website, ASU-Beebe Selected in Top 120 of Community Colleges in Nation, May 16, 2011
6 Website, Military Online College: 2010 Military Friendly Schools List
Past Visit Concerns: Assessment

- The Institution’s plan for student academic assessment is not linked to its mission, goals, and objectives.
- The institution’s plan for student academic assessment does not appear to have an articulated conceptual framework.
- The institution’s plan for student academic assessment does not demonstrate evidence of institution-wide faculty responsibility for its development.
- Institutional efforts are still needed to provide for a more shared responsibility among faculty, administration, and students for the assessment of student learning.
- Further efforts are needed to bring the assessment activities to a mature level.
- Continued efforts are needed to integrate the assessment plan into the continuous improvement loop.

ASU-Beebe’s Response

The University has transformed its assessment efforts over the past ten years to refine the assessment process, to create better credibility with faculty, and to improve student learning. During this time, the University streamlined its mission statement, replaced University Goals with Strategic Plan Goals and Objectives, and revised its Outcomes Assessment Plans. A new, more concise mission statement was created to better guide all of the institution’s endeavors. A new set of ten Mission Components were written to direct ASU-Beebe’s efforts to fulfill its mission. In February 2010, the University adopted an Institutional Effectiveness Plan (IE Plan), which incorporated the previous Outcomes Assessment Plans for Student Learning. The IE Plan established a cohesive organization for the University’s guiding documents and assessment activities, linking all aspects for the continued improvement of the University.

ASU-Beebe’s IE Plan directs the means for measuring how well the University pursues its mission. From the IE Plan, assessment is conducted at multiple levels called components: Strategic Plan, Functional Performance, and Student Learning. The Strategic Plan Component directs the assessment activities for measuring the effectiveness of the institution’s effort to meet its mission and vision. From Component Two of the IE Plan, Functional Performance measures primarily the programs and services of non-instructional units. Student Learning, the third component of the IE Plan, assesses the effectiveness of instructional degrees, programs, and courses. By pursuing continuous improvement for each component, the University ensures that all institutional activities strive to meet the mission of providing quality learning experiences.

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7 Outcomes Assessment Plans
8 Institutional Effectiveness Plan
Student Learning, as the third component of the IE Plan, seeks to ensure that student learning takes place as intended. General Education Outcomes (GEO’s) are the cornerstone of all subsequent learning activities. Each academic program and course is part of the University’s assessment of the student learning process. Faculty lead the Assessment of Student Learning Committee (ASLC), which is tasked with ensuring the continuous improvement cycle for student learning. The assessment cycle is continuous because student learning is dynamic. The University must continuously assess and adapt its instructional methods to fit the ever-changing learning styles of students. Therefore, the University has incorporated a continuous improvement cycle for student learning in its IE Plan. The following steps guide the University’s effort toward continuous improvement of student learning:

Step 1.  *Planning*  
Set course/program objectives

Step 2.  *Action*  
Carry out learning activities

Step 3.  *Assessment*  
Measure the impact on student learning

Step 4.  *Adjustment*  
Adjust learning activities

Lead Instructors collaborate with other faculty to create all course-level and program-level learning objectives. The results of assessment activities are organized into the University’s assessment software and monitored by the ASLC and Institutional Effectiveness Committee (IE Committee). Because of updated University mission documents and an emphasis on an integrated assessment model, ASU-Beebe searched for the best software to serve the institution’s assessment needs. The administration recognized that, in order to implement continuous improvement, the results of assessment must be tracked and analyzed in an effective manner. Therefore, the University invested funds in January 2009 to purchase TracDat, an online assessment management program.

To assist faculty in the use of the new software as well as to provide assessment instructional support, the IE Committee and ASLC organize assessment training days. Held multiple times a year, the days provide faculty with the opportunity to receive continued TracDat training and support for creating effective assessment plans and tools. The training also provides time for faculty to discuss and coordinate assessment activities—bringing the University’s assessment of student learning to a mature level.
Past Visit Concern: Long-Range Planning

The institution lacks an effective long-range planning process.

ASU-Beebe’s Response

An effective long-range planning process relies upon the annual review and modification of the University’s guiding documents. Though ASU-Beebe has had long-range planning for many years, it became firmly integrated in 2010 with the adoption of the University’s IE Plan. This plan integrates all aspects of the University’s endeavors, linking mission, vision, and core values to the long-range planning process of continuous improvement. In addition, ASU-Beebe has established methods for ensuring that its internal and external constituents have access to up-to-date technology resources. A special oversight team, the Information Technology Committee (IT Committee), monitors the condition of technology resources while funding is provided in a variety of ways.

Strategic Plan

As the first component of the IE Plan, the Strategic Plan provides goals designed to enable the University to achieve its Mission and Vision. Each of these goals requires multiple University units for completion and, thus, requires that cross-functional teams facilitate the continuous improvement process. By involving faculty and staff as partners in the assessment of the Strategic Plan objectives, ASU-Beebe now shares ownership of the institution’s long-range planning process. In addition, the Institutional Planning Team and the Chancellor’s Council have expanded their role in addressing long-range plans. Both groups have annual retreats where documents such as the Strategic Plan are discussed and reviewed. Each year the Institutional Planning Team receives reports from the Strategic Plan Objective Committees. These reports are then discussed and the progress rated; recommendations are sent to the Chancellor’s Council for further discussion and implementation.

During the Summer 2011 annual retreat, the Chancellor’s Council, taking into consideration the reports from the strategic objective committees and the current self-study, determined that the Strategic Plan goals and objectives needed modification. As a result, a new 2011-16 Strategic Plan was drafted to reflect the achievement of previous strategic goals and to adopt newly identified goals and objectives.

Information Technology

A specific area of concern identified in the previous self-study also focused on the need for information technology oversight and funding. In 2004, an IT Committee was organized to develop a five-year plan to ensure the University was meeting the IT needs for instruction, student services, and institutional support. The plan addresses
equipment, software, and network bandwidth needs. The committee has wide representation from all areas and campuses of ASU-Beebe, and meetings are held occasionally to address specific needs and annually to update the plan.

The University has addressed funding needs for technology through a number of sources. There are funds available within the Education and General (E & G) budget to address bandwidth and software needs. The University has a Quality Improvement Funds (QIF) fee, which provides enough funding to address a large percentage of the technology equipment needed for the classroom and for student services. Additionally, the University responds to large-item needs by dedicating one-time sources of funds to technology needs. For instance, the University has just completed the replacement and upgrading of network switches at a cost of $193,000 on all of the campuses from the federal stimulus funds (American Recovery and Reinvestment Act).

**Past Visit Concern: Student Services**

*Student services are inadequate for its increasing population of commuting and non-traditional students.*

**ASU-Beebe’s Response**

Access to student services has been expanded and extended to all campuses, including services for distance learning students. The increased use of the Internet has enabled the University to provide online services for students. This is especially helpful for the distance learning student who may live in another state or foreign country. In addition, services originally only offered at the Beebe campus have been expanded to Heber Springs, Searcy, and the Little Rock Air Force Base (LRAFB). Furthermore, the University has made a financial commitment to add space and personnel on all campuses, improving student services. Finally, the University has engaged in a variety of ways to solicit feedback from students, faculty, and staff.

**New Web Services**

Students can access needed information and services through the University’s website and the web portal called CampusConnect. The ASU-Beebe website provides students with the ability to apply for admission, purchase textbooks through the online bookstore, and view the schedule of classes and required textbooks. For new student orientation, online registration is available for the Beebe campus but not for Heber Springs, Searcy, or the LRAFB—where enrollment numbers are much smaller. The University also provides an online version of its Beebe campus new student orientation. In Fall 2011, the University presented its first online orientation for new and transfer students on the Beebe campus. Of the 285 students who participated in the online orientation, 81
completed an Online Orientation Survey. Approximately 85% of the students believed the experience was good to excellent.\(^9\) To improve the next online orientation, the University is considering how to improve the professional quality of the presentation and how to expand the orientation to the other campuses. For further academic support, the Learning Centers offer an Early Intervention referral system. Available on the University’s website, faculty can refer students who would benefit from additional academic support. The Learning Center staff contacts the student to discuss tutoring options and/or study skills. Using the learning management system WebCT, students have online access to tutoring services provided by the Learning Center. Through CampusConnect, students register and drop/add/withdraw classes, pay their tuition and fees, see grades, view degree audits, make corrections to personal information, as well as take student surveys. Also, CampusConnect serves as the primary advisor tool for assisting students, providing advisor and advisee alike access to pertinent records and information. Financial aid recipients rely upon CampusConnect to receive important information for documents needed, as well as the financial aid award notice.

**New Facilities**

ASU-Beebe has improved its facilities to enhance its student services. In Fall 2011, the Beebe campus opened a new testing center, which allowed the campus to increase its number of testing computers from 10 to 55. Placement testing is available five days a week, and the center supports distance learning testing as well. The LRAFB provides testing five days a week by appointment in a dedicated room for COMPASS testing and a dedicated room for credit testing that also provides CLEP and DANTES testing. At both the Heber Springs and Searcy campuses, placement testing is also available. In Fall 2011, ASU-Searcy opened a designated testing room with 11 computers.

ASU-Beebe is the only two-year school in Arkansas with on-campus residence housing. In Fall 2011, the University opened two new residence halls to serve 248 students. At present, the halls are at 96% capacity. With a total cost to date of $8.6 million, the halls represent a significant investment by the University in serving its students. Also, at the time of their construction, a “footprint” was laid out for a third residence hall. For the first time, these halls will serve students year-round, including summers and holidays.

**Expanded Services**

All ASU-Beebe student service areas have expanded their office hours until 6:00 p.m. Monday-Thursday. This allows better access for students who work full-time and/or take evening and online classes. Dining services have been expanded at all three campuses as well.

\(^9\) Survey: Online Orientation for New and Transfer Students, 2011
In 2009, the Beebe campus’s Counseling Center became the Student Success Center. The name-change was to align the program’s services with the University’s mission. The office provides services for testing, disabilities, career, transfer, counseling and offers advising for undecided majors. In 2010, the Heber Springs campus was awarded a TRIO grant for Student Support Services, making ASU-Beebe one of the few universities in the nation with two separate federally-funded TRIO grants. Twice a month, a financial aid officer and an academic advisor provide services at the LRAFB.

Throughout the year, each campus hosts a number of activities to generate fun and camaraderie among students, faculty, and staff. Many of these events involve local businesses and civic groups, who help to provide a variety of food, fun, and activities. Holiday luncheons are provided for students, faculty, staff, and community members each fall. While the student emphasis of these events is the same for each campus, unique activities are held on each campus and location:

- **Beebe**: Spring Fling, Back to Beebe Bash, Harvest Fest, Coffee Houses
- **Heber Springs**: Fire on the Mountain, Student Appreciation Days, Annual World Championship Cardboard Boat Race
- **Searcy**: Back to School Bash, Welcome Week, End of Year Bash, Red Ribbon Week
- **Little Rock Air Force Base**: Annual Base Education Fair at the Jacksonville-Little Rock AFB University Center

**New Personnel**

At the Beebe campus Financial Aid office, a full-time position supports veterans’ financial aid issues. Also, the Financial Aid office partners with the Student Veteran Outreach Program to provide services to Student Veterans aimed at promoting healthy transitions to civilian and student life.\(^{10,11}\) Services include:

- On-campus screening and assessment
- Direct therapeutic services
- Referrals to VA and community mental health resources
- Faculty/staff/student education
- Collaboration with campus Student Veteran Association

ASU-Beebe has made significant strides to provide personnel for student services.

- A full-time Financial Aid Officer has been added to each campus. In 2010, an Assistant Director of Financial Aid was added on the Beebe campus.

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\(^{10}\) Website, ASU-Beebe (Veterans Affairs)
\(^{11}\) Website, Student Veteran Outreach Program (CAVHS)
• In 2011, a ½ Administrative Assistant position was added to the Beebe campus’s Financial Aid office.
• International Students now have a mentor from the Admissions Office who supports their needs.
• Admissions staff has been added to the Heber Springs campus to increase efficiency.
• All campuses have appointed a liaison to the Disability Coordinator at ASU-Beebe, who visits each campus by appointment.
• To support testing, a full-time Testing Coordinator was added to the LRAFB, a part-time counselor was added to the Heber Springs campus, and at Searcy a full-time counselor provides COMPASS placement testing.
• Because of the new residence halls, in Fall 2011 ASU-Beebe added three part-time University Police officers, in addition to the three full-time officers. At Heber Springs, a full-time certified police officer is on campus during the day, and a part-time officer is on campus in the evenings. Two part-time officers serve on the Searcy campus.
• Advising and counseling referral services are available at all campuses. At Heber Springs, three part-time counselors were added to assist the faculty with advising. At Searcy, a full-time counselor assists with advising.

Tutoring is provided on all campuses by full- and part-time Learning Center personnel dedicated to each respective campus. Students at the LRAFB have access to online and phone tutoring from the Beebe campus Learning Center. To that end, the University has increased funding to include the following positions.

• Beebe campus, FYE 2006: four part-time faculty tutor positions
• Beebe campus, FYE2007: one half-time Student Development Specialist
• Searcy campus, FYE 2007: one part-time faculty tutor position
• Heber Springs campus, FYE 2009: Two part-time faculty positions
• Heber Springs campus, FYE 2010: One full-time Student Development Specialist, two part-time faculty tutor positions

Making Connections: Listening to Students, Faculty, and Staff

ASU-Beebe recognizes the value of input from its students, faculty, and staff. Whether received formally from surveys or informally in person-to-person contact, the University seeks to organize the information to produce and improve services that are valuable to all of its constituents.

All students who apply for graduation with ASU-Beebe are asked to complete the Graduating Class Exit Opinion Survey. For academic year 2010-2011, 1,053 graduating students completed the survey. Overall, these students report having been satisfied with student and academic support services and ranked the Learning Center with the highest
Transforming Lives through Quality Learning Experiences

rating of 4.45 out 5 on a Likert-type scale. In 2010-11, the ASU-Beebe Learning Centers on all three campuses served 4,513 students (who made 47,513 visits) by providing more than 40,813 hours of learning assistance. Regardless of academic ability, tutoring services are provided to all students at no charge through the Learning Center. These services are provided on campus, to online students, and over the phone. A variety of workshops, such as calculator use and general study skills, are also offered by the Learning Centers at no charge.

The area with the lowest rating in the 2010-2011 Graduating Class Exit Opinion Survey was Financial Aid with 3.64; however, the University has taken steps to address this concern. Many students depend upon the timely receipt of financial aid to remain engaged in classes. As reported in the Institutional Snapshot, in Fall 2010, 58% of ASU-Beebe’s students received some form of financial assistance. Working under federal and state requirements, the University’s Office of Financial Aid attempts to process applications quickly and efficiently. According to the Graduating Class Exit Opinion Survey in 2006-07, students rated the Financial Aid Office’s service at 4.25 on a 1 to 5 Likert-type scale. However, student perception of the Office’s service has fallen to 3.64 in 2010-11. While it is not entirely clear as to the cause, the University cannot ignore the influence of increased federal regulation from the 2008 reauthorization of the Higher Education Act. As noted by the American Council on Education, “...the act includes burdensome new reporting, disclosure, and other requirements.” Almost immediately, student perceptions of the Office of Financial Aid dropped from 4.25 to 3.86 during the 2007-08 academic year. Furthermore, the regulatory increase has taken its toll as indicated in a recent September 2011 external assessment performed by N. Raisman & Associates. In response to the drop in student perceptions and the external assessment, the Vice Chancellor for Student Services has been working with the Director of Financial Aid to implement strategies for improvement, including:

- Employing ASU-Jonesboro’s Director of Financial Aid as a consultant for financial aid issues,
- Planning for student service training in Spring 2012 for all employees,
- Appointing full-time financial aid officers at the Heber Springs and Searcy campuses,
- Hiring an Assistant Director of Financial Aid, and
- Hiring a ½ time administrative assistant at the Beebe campus.

While the University has had in place the internal Graduating Class Exit Opinion Survey assessment for some time, ASU-Beebe recognized the importance of having an external assessment means as well. Beginning in 2009, the University began participating with

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12 Graduating Class Exit Opinion Survey 2010-11
13 Learning Center Usage Statistics
14 American Council on Education, Analysis of Higher Education Act Reauthorization
15 N. Raisman & Associates, Mini-Audit Report for Arkansas State University-Beebe
the Community College Survey of Student Engagement (CCSSE)\textsuperscript{16} as a way to gather information on student engagement, including student perceptions of support for learners offered at ASU-Beebe. When asked to rate the University for “Providing the support you need to help you succeed at this college,” 79.4% of students responded with “Quite a bit” or “Very much”—which was higher than the State of Arkansas average and higher than the CCSSE-established cohort of universities.\textsuperscript{17}

In Fall 2008, the new Vice Chancellor for Student Services began visiting each ASU-Beebe campus and location on a regular basis to meet with faculty and staff to assess their needs for support services. In addition, the Student Services Leadership Team, which includes membership from all campuses and the LRAFB location, meets monthly to discuss important issues concerning student services. Twice a semester, all student support staff from all campuses meet to address student services issues. Because of those conversations, core services have been extended beyond the Beebe campus to serve students at Heber Springs, Searcy, and the LRAFB. Also, the Vice Chancellor conducted Strength/Weaknesses/Opportunities/Threats analyses and focus groups to gather further information for improving services.\textsuperscript{18}

To facilitate cross-functional support for students, the offices of Academic Affairs and Students Services attend a three-day, off-site retreat to discuss issues pertaining to student learning and student success. This function provides opportunities for individuals from academics and student services to relate and share concerns and issues that affect both areas.

\textit{Conclusion}

Since the last NCA visit in 2002, ASU-Beebe and its campuses have experienced a great deal of change, including:

- 14 new buildings have been constructed.
- Seven buildings have been renovated.
- New faculty and staff have been hired.
- New programs have been implemented.
- New accreditation standards have been implemented for some programs.
- A new long-range plan has been developed.
- The Counseling Center has been restructured into the Student Success Center.
- The University’s guiding documents have been reimagined.

\textsuperscript{16} Website, Center for Community College Student Engagement
\textsuperscript{17} Community College Survey of Student Engagement (2010 Benchmark Summary Report)
\textsuperscript{18} Minutes: Student Services Leadership Team
By addressing the concerns regarding assessment, long-range planning, and student services, ASU-Beebe strives to serve its students better and to meet the challenges of the future.
Criterion 1

Transforming Our Mission and Integrity

ASU-Beebe operates with integrity to ensure the fulfillment of its mission. To transform lives, the University creates, supports, and promotes lifelong learning with processes and structures involving ASU-Beebe’s constituents and employees.

During the late 1990’s, ASU-Beebe relied upon its student-centered philosophy as the inspiration for a series of slogans, such as Where Learning Is a Personal Experience. While not officially branded as mission statements, the phrases acted as guides for placing students squarely in the center of the University’s focus.

A more formal statement, however, was considered carefully early in the first decade of the 21st century. The University, having opened partnerships to a broader service area, sought wording to encompass its expansion. Created from discussion at the administrative level and serving from 2001-2009, ASU-Beebe’s mission statement explained the institution’s intentions in detail:

Arkansas State University-Beebe is a public, open access, operationally separate campus of the Arkansas State University System. The major purpose of this institution is to provide high quality, affordable instruction and service programs. University transfer and technical programs are available to students at the associate degree and certificate levels. Instruction is also available at education centers at Little Rock Air Force Base and ASU-Heber Springs and through other off-campus locations. Instruction programs beyond the associate degree are available on the Beebe campus from ASU-Jonesboro.

An open admission policy encourages the enrollment of both traditional and nontraditional students. ASU-Beebe recognizes the uniqueness of each student and provides support programs designed to assist students in determining and achieving their educational, personal, and occupational goals. The institution contributes to the economic development of Arkansas by providing comprehensive training and technical support for business and industry. Cultural enrichment activities are provided to enhance the quality of life for the citizens of the community.
It was more than a mission yet less than a vision statement, and in 2009, the University revised the wording to be more clear, concise, and understandable:

Transforming lives through quality learning experiences

In addition, the mission gathered support from a declaration of vision and values. The vision statement directed the University toward enrollment goals and continued the University’s student-centered focus. Moreover, a set of values articulated the institution’s core ideals, which guided the University’s conduct with all of its constituents.

The University has made major efforts to ensure the mission statement is publicized, understood by its internal constituencies, and pervades the institution. Furthermore, ASU-Beebe has also ensured that all actions and activities align with the University’s mission.
Core Component 1a
—Mission Documents

ASU-Beebe’s mission documents are clear and articulate publicly the organization’s commitments.

Evidence

- Mission, Vision, and Core Values
- Website, ASU-Beebe
- Viewbooks
- Handbook, Faculty
- Handbook, Staff
- Handbook, Student Planner and
- Handbook, Higher Learning Commission
- Public Information Office Advertising Materials
- Strategic Plan
- Institutional Effectiveness Plan
- Catalog
- *Meeting the Challenge* Newsletter
- Minutes: ASU Board of Trustees, September 25, 2009
- Marketing and Recruitment Plan, Spring 2011
- Survey: Mission and Integrity Support, Spring 2011
- Faculty and Staff Institutional Effectiveness Training, Fall 2010

Through its Mission, the University speaks to the transformation of lives through quality learning experiences. Such teachable moments include all learning experiences—whether in the classroom or as part of a co-curricular activity. Thus, the Mission provides the philosophical guidance needed to focus ASU-Beebe’s student-centered approach. Through its Vision, the University recognizes its powerful role in higher education. ASU-Beebe envisions itself as the “comprehensive university of choice” for the students and communities it serves. As an encourager of life-long learning, the University leads individuals toward “excellence within an ever-changing global society.” To direct the University’s activities, the Institutional Effectiveness Plan (IE Plan) is ASU-Beebe’s roadmap for continuous improvement through the assessment of its Strategic Plan, Functional Areas, and Student Learning components. Therefore, it is the singular foundation for the University’s articulation of its mission, vision, and core values from which all other goals and objectives stem.
Mission

Every ASU-Beebe endeavor, objective, and strategy flows from the mission statement, *Transforming lives through quality learning experiences*, which was adopted formally by the ASU Board of Trustees on September 25, 2009. Its deliberately clear and precise language recognizes the student-centered focus that remains a significant part of the University’s heritage. The mission’s wording signals to internal and external communities what they can expect from the University—ASU-Beebe transforms the lives of its students, constituencies, and communities through quality learning experiences.

Vision

The vision statement declares the University’s intention to increase enrollment as it continues its mission for the transformative nature of learning at ASU-Beebe.

*With 10,000 credit and 5,000 non-credit students, Arkansas State University-Beebe will become a comprehensive university of choice that enriches lives and equips students to become life-long learners capable of achieving excellence within an ever-changing global society.*

The vision further communicates ASU-Beebe’s commitment to its mission and core values. It acknowledges the promise to transform lives with excellence and integrity by providing equitable access to all students in our diverse communities and world.
Core Values

The University’s core values—Integrity, Diversity and Global Awareness, Excellence, Access, Student-Centered—serve as guidelines in planning and decision-making. By stating the values as inseparable from the mission, the University presents its priorities as guiding principles for all work across campuses. Furthermore, they were developed to align with and help accomplish the University’s mission.

Institutional Effectiveness Plan

Through the IE Plan, ASU-Beebe demonstrates its commitment to a well-designed structure that involves internal and external constituents—working in concert for the improvement of the University’s capacity to serve its students. The creation and application of the IE Plan also represents a convergence of dedicated efforts involving the entire University community. After focus groups, group discussion (both formal and informal), surveys, and shared governance (through the Faculty and Staff Senates), the institution’s organizational priorities have been written in a clear, concise manner—and shared with external constituents via the University’s website and with employees through meetings and by e-mail.

1a/Strengths

- The University recognized that its 2001 mission statement needed revision to increase awareness and buy-in from its students, employees, and communities. Now, the 2009 mission statement, core values, and vision of ASU-Beebe are clear, concise, and well-articulated.
- Internally, recent discussions and meetings with employees and employee groups demonstrate the administration, faculty, and staff understand and support the mission, core values, and vision. A recent survey of all full-time employees shows that 100% of respondents correctly identified the mission statement. Moreover, 91% of respondents of the same survey indicated they believed the University’s mission documents are clear and articulate publicly its commitments.¹
- Externally, the mission documents are well documented and clearly presented in college publications and employee documents. All mission documents are also present on the University’s website.

¹ Survey: Mission and Integrity Support, Spring 2011
1a/Areas for Improvement

- While the mission documents are well published and advertised, more efforts (such as surveys, focus groups, and marketing analysis) need to be made to ensure that the message of ASU-Beebe’s new mission is received and understood by students and external communities. The *Spring 2011 Marketing and Recruitment Plan* contains a “University Image Campaign” which seeks to address these issues.

1a/Transforming for the Future

- Because the well-being of a university is affected by a variety of variables, planning efforts need to be fluid. And so, the University should remain fully aware of changes at the federal, state, and local levels in order to respond efficiently. Thus, ASU-Beebe recognizes that its Strategic Plan is a dynamic document to be transformed as the University’s environment experiences change.
Core Component 1b
—Diversity

In its mission documents, ASU-Beebe recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Evidence

- Minority Recruitment and Retention Annual Report, 2009-2010
- Minority Recruitment and Retention Annual Report, 2010-2011
- Strategic Plan
- Website, U.S. Census Bureau White County Factsheet, 2009
- Arkansas State University Factbooks, 2002-2011
- Catalog
- IPEDS Report
- Student Enrollment Data Since 2002
- Marketing and Recruitment Plan, Spring 2011
- Minutes: Diversity Committee
- Bylaws: International Students Club
- Survey: Mission and Integrity Support, Spring 2011

ASU-Beebe’s Strategic Plan incorporates diversity as a significant factor in its goals and objectives. Furthermore, the University recognizes through its Vision Statement that students should be equipped to engage in “...an ever-changing global society.” School-sponsored travel, both international and domestic, encourages students to embrace diverse populations, cultures, and ways of life. The inclusion of Diversity and Global Awareness in the University’s Core Values indicates that ASU-Beebe recognizes the diversity of internal and external constituents. Administratively, the institution adheres to federal laws such as Equal Employment Opportunity Act (EEOA)\(^1\) and Americans with Disabilities Act (ADA)\(^2\). Further, through actions of the Global Awareness Committee and the International Students Club, ASU-Beebe works constantly to promote a culture of inclusion.

Strategic Plan

There are at least three sections of ASU-Beebe’s Strategic Plan relating to diversity as a key component of its mission. First, Strategic Goal 1 states the University should “provide learning experiences designed to support the diversity

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1 Website, U.S. Equal Employment Opportunity Commission
2 Website, U.S. Department of Justice Americans with Disabilities Act
of our students’ needs and aspirations.” More specifically, Strategic Objective 1.1 directs the University to “determine the educational needs of our constituent communities.” To this end, the University has continued supporting successful programs in demand and has created new programs to serve the needs of its constituents. Some of the new programs include the Nursing Program on the Heber Springs campus, the Veterinary Technology Program on the Beebe campus, the Pharmacy Technology Program on the Searcy campus, and Petroleum Technology Program on the Searcy campus. To further meet the diverse needs of its learners and other constituencies while serving the greater society, ASU-Beebe offers online course work, endorsed and non-endorsed concurrent classes, continuing education, adult education, specialized business training, tuition discounts for senior citizens, and course offerings at the Little Rock Air Force Base (LRAFB).

Second, Strategic Objective 2.2 states the University should “develop and implement a comprehensive marketing/student recruitment plan including attempts to increase local, state, and global diversity.” This was implemented during the 2009-2010 academic year. In Spring 2011, a Marketing and Recruitment Plan was developed to address issues such as improving communication, increasing responsiveness, enhancing the University’s external image, and strengthening community support for the University. Finally, Strategic Objective 5.2 states the University should “develop and implement strategies to recruit and retain minority faculty, staff, and administrators.”

Diversity of the Service Area

In 1991, the service area for ASU-Beebe was assigned by the Arkansas Department of Higher Education through Act 1244 of the Arkansas General Assembly, which created the “Arkansas Technical and Community College System.” This act expanded the Arkansas community and technical college system to include several institutions that had previously been technical institutes and required implementation of statewide assignment of specified counties.

Counties assigned to ASU-Beebe/Newport as a result of this act included White, Jackson, and Prairie as primary counties—with Woodruff, Lonoke, Craighead, Poinsett, and Faulkner as secondary counties shared with other colleges. While this act defined the counties the University had a responsibility to serve, student recruitment efforts can be extended state-wide.

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3 Endorsed Concurrent Enrollment indicates students who take courses for college-credit at their high school. Concurrent Enrollment indicates students who take college course on one of the University’s campuses or location.

Criterion 1b
ASU-Beebe continues to serve a large rural population as well as many urban commuters. And, in the last decade, the University’s enrollment has continued to increase, recording a growth of approximately 2,000 students since 2002. Although the Beebe campus has on-campus student housing, the majority of students are commuters, coming from various population centers in the central region of the state. As a result, the diversity of the student body has begun to increase as well. Furthermore, with the addition of the ASU-Jonesboro degree center on the Beebe campus, academically diverse students are also increasing. The degree center provides access to bachelor and master level degrees and offers a strong incentive for students who can attend programs at ASU-Beebe and then transfer to baccalaureate or master level programs without leaving the local area.

**Student Diversity**

ASU-Beebe has welcomed students with an “open-door” campus since the institution’s beginning and has a tradition of being friendly and student-centered. At the University, all constituents have an equal and fair opportunity for learning. ASU-Beebe benefits from a diverse student body representing differences in race, age groups, cultures, beliefs, and ideas. The sharing of culture and background in a classroom, in a residence hall or in a student event enriches lives by its very diversity. In support of diversity, the University’s admissions policy provides an equal opportunity for students to benefit from a higher education. Students from diverse backgrounds are also attracted to the University’s many programs.

Within Arkansas, the majority of students are from White, Lonoke, and Cleburne Counties, with consistent secondary centers of origin from Faulkner and Prairie counties, tertiary centers from Van Buren, Independence, and Woodruff counties, and significant but lesser numbers from other counties in Arkansas. County-by-county student numbers are compiled and can be useful as a recruiting tool. In 2010-11, 98 (almost 1.5%) of our students came to ASU-Beebe from 19 states. For 2010-11, there were also 41 international students.

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4 Student Enrollment Data Since 2002
In FY 2010-11, ASU-Beebe served a student population of 6,973 students and had more than 100 full-time faculty on its campuses. During academic year 2010-11,

- 47% of the credit hours taken were on the Beebe Campus,
- 21% were online classes,
- 12% were at the Searcy campus,
- 10% were at the Heber Springs campus,
- 4% were at LRAFB,
- 4% were endorsed concurrent classes in selected high schools, and
- 1% were off-campus evening classes taught by ASU-Beebe faculty at neighboring high schools.

In Fall 2010, the average age of an ASU-Beebe student was 28.2, which has remained relatively stable over the past several years. However, the largest group remains the 18-19 age category with 26.5% for the same semester, which has also remained relatively stable over the past several years. Furthermore, nearly 60% of students were female.

In 2008-2009, approximately 10% of the student body were minorities, and in 2009-10, the number was approximately 12%. In 2010-11, there were 1,032 minority students representing 14.8% of the student population. There is an apparent trend toward increasing numbers of Hispanic students. For 2000-2001, there were 75 (1.4%). In 2008-09 there were 151 (2.3%), and in 2009-2010, using the new reporting categories, there were 182 (2.7%). For 2010-2011, there were 218 Hispanic students representing 3% of the University’s total enrollment. Accurate comparisons of race are difficult, however, because of required changes in reporting categories that occurred between 2008 and 2010. For example, the new category “two or more races” and other choices are not mutually exclusive in some cases, such as “nonresident alien” and “Asian” or “Black.”

ASU-Beebe has a more ethnically diverse student population than the immediate area the institution serves. In 2010-11, ASU-Beebe served nearly twice the number of students defining themselves as “other” than reside in White, Cleburne, and Lonoke Counties—5.0% of ASU-Beebe students compared to an average of 2.7% of residents in those counties. “Other” is defined as American Indian/Alaskan Native, Asian American, Hawaiian Native/Pacific Islander, those
reporting two or more races, International, and students whose ethnicity is unknown. For the same period, the University’s Black and Hispanic student population were 6.0% and 3.0% respectively—compared to 3.4% and 3.0% for the same three counties.

2010-11 Student Diversity

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>218</td>
<td>3%</td>
</tr>
<tr>
<td>Non-Hispanic “Other”*</td>
<td>356</td>
<td>5%</td>
</tr>
<tr>
<td>Non-Hispanic Black</td>
<td>394</td>
<td>6%</td>
</tr>
<tr>
<td>Non-Hispanic White</td>
<td>6006</td>
<td>86%</td>
</tr>
<tr>
<td>Total Students</td>
<td>6973</td>
<td></td>
</tr>
</tbody>
</table>

* includes non-resident aliens, non-Hispanic Asians, American Indians, Native Hawaiians, and multi-racial students

To meet the diverse academic needs of its student body, ASU-Beebe offers a variety of programs. The University provides 29 distinct Associate Degrees, 29 Technical Certificates, and 29 Certificates of Proficiency. The University offers approximately 650 credit courses, including approximately 90 online courses to meet the needs of distance learners, developmental courses for students needing remediation, and concurrent courses to serve 12 area high schools and their students.

ASU-Beebe’s “open-door” admission policy means that the University serves a large number of remedial students. In 2010-11, 7.0% of the total credit hours taken were remedial credit hours. In the same academic year, 65% of the University’s first-time associate degree-seeking students tested into at least one developmental course. To serve the additional needs of secondary-level students, ASU-Beebe has TRIO’s Upward Bound programs on the Beebe and Heber Springs campuses.

The University also houses the ASU-Jonesboro Degree Center, which offers 11 bachelor’s degrees and three master’s degrees through ASU-Jonesboro, allowing students to complete four-year and graduate degrees on the ASU-Beebe campus. In Spring 2012, the University of Arkansas at Little Rock will begin offering 2 reading classes in the Degree Center to ensure compliance with Arkansas General Assembly Act 704, a state mandate for non-traditional teacher certification.5

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5 Arkansas Department of Education Non-Traditional Licensure Program Act 704 (SB305) - The act requires that the Department of Education make courses required for alternative teaching licensure available at all two-year colleges in the state, and in semester blocks or online.
The University also ensures that it is an accessible and equitable environment for students with disabilities. A full-time Coordinator of Disabilities, in the Student Success Center, serves students with a variety of disabilities ranging from learning disability, hearing/visual impairment, and/or physical disability. In 2010-11, 215 students received accommodation support from the Coordinator of Disability services. Adult Education Centers on the Beebe, Heber Springs, and Searcy campuses allow constituents to pursue a GED. Once this degree is conferred, they become eligible for enrollment in the University. In its Continuing Education program, the University offers non-credit courses and workforce education courses to serve the needs of the community and local businesses, respectively. These courses are currently offered as needed or as requested. In recent years, ASU-Beebe and its campuses have served a number of dislocated workers receiving federal assistance through the Trade Adjustment Assistance Program.

**Employee Diversity**

ASU-Beebe welcomes and encourages diversity, not only among students but also among faculty and other employees. In November 2010, of 342 full-time employees, 8.8% were minorities of which 15 (4.4%) were identified as Black, 13 (3.8%) as “Other” and 2 (0.6%) as Hispanic. When these numbers are compared to the minority populations of the three-county service area (White, Cleburne and Lonoke), only the Hispanic population is under-represented. One challenge, of course, is the relatively low salary range compared to national standards. In addition to following standard non-discriminatory policies, ASU-Beebe has actively increased efforts to increase employee diversity by advertising positions in publications targeting largely Black and Hispanic audiences such as *Diversity Issues*, *Holá Arkansas*, and *Minority Times* and making recruiting visits to Universities with high minority populations.

Minority recruitment is also an area of emphasis addressed in the University’s Core Values and Strategic Plan. The Core Value of “Diversity and Global Awareness” and the Strategic Objective 5.2 specifically address increasing minority representation of students, faculty, staff, and administrators. The University’s *Minority Recruitment and Retention Annual Report, 2010-2011* informs the institution of its current minority environment in order to better address increasing minority representation. The *Minority Recruitment and Retention 5 Year Plan 2012-17* has specific strategies for the recruitment of students and employees. The plan “target[s] at least 10 minority-majority school districts each year for recruitment visits, promotional item distributions, and additional recruiting efforts.” Also, the plan calls for the University to “conduct minority/diversity training on at least an annual basis” for employees.
ASU-Beebe’s support of EEOA and ADA principles encompasses both the letter and the spirit of the laws that prohibit discrimination in employment. As a public institution of higher learning, the University complies with all non-discrimination and Affirmative Action laws, with the Director of Human Resources serving as Compliance Officer. There is a strong commitment to affirmative action in hiring minorities, women, disabled persons, and veterans. For example, ASU-Beebe abides by the Arkansas Code for the recruitment and hiring of veterans, ASU-Beebe § 21-3-302 - Veterans Preference Law. In accordance with these practices since 2002, ASU-Beebe has become slightly more diverse.6

1b/Strengths

- Diversity is a core value of ASU-Beebe, and the University has well-articulated policies and procedures supporting a culture of diversity and inclusion.
- The student and employee populations are more diverse than the immediate areas ASU-Beebe serves. Multiple campuses and a wide variety of delivery methods serve the diverse needs of students, local communities, and businesses.
- The University has completed a Minority Recruitment and Retention 5 Year Plan 2012-17 to guide the institution’s minority recruitment efforts.
- Co-curricular services, such as Career Pathways and TRIO, help serve the needs of under-represented students.
- The University has doubled its residence housing capacity, which will now be open all year to better serve the needs of local, regional, state, and international students.
- ASU-Beebe provides a variety of student organizations, activities, degree programs, and course offerings supporting the diversity of its learners.

1b/ Areas for Improvement

- The University should develop an easily accessible intranet location for collecting and sharing diversity information.
- While the University is more diverse than its immediate service area, more efforts need to be made to attract more minority students. Minority students need to be made aware of ASU-Beebe and to feel comfortable and welcome on its campuses.
- In order to meet the Vision Statement of 5,000 non-credit students, the Continuing Education program represents an area of continual growth

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6 Arkansas State University Factbooks, 2002-2011
potential. The program course offerings should be expanded based upon needs-assessment and, subsequently, advertised more effectively.

1b/Transforming for the Future

- In the future, ASU-Beebe should be mindful of changing demographics in its service area. This should include, but not be limited to: recruiting practices, marketing strategies, use of technology, course offerings, student service offerings, community needs, and business training.
- Marketing and recruitment need proper allocations, budgetary and otherwise, to be fully implemented. Upon implementation, a mandatory continuous cycle of improvement of these plans needs to be put into place.
Core Component 1c
—Mission Support

Understanding of and support for the mission pervade ASU-Beebe.

Evidence

- Institutional Effectiveness Plan
- Handbook, Faculty
- Handbook, Staff
- Handbook, Student Planner and Website, ASU-Beebe
- Employee Orientation Packet
- Pre-Session Packet, Fall 2010
- Minutes: Division/Department
- Departmental Budget Request Forms
- Travel Request Forms (TR-1, TA-1)
- Employee Development Funding Request Forms
- Quality Improvement Funds Request Form
- Perkins Request Forms
- Banners
- Mission, Vision, and Core Values Presentation Video
- Survey: Mission and Integrity Support, Spring 2011
- Syllabus Template
- E-mail Signature (Chancellor’s Council Minutes, July 12, 2010)

ASU-Beebe has established the University’s mission as the primary stimulus that drives all activities. Whether through planning or by improving recognition and articulation of the mission into all functions and learning efforts, the University seeks to develop innovative ways of fulfilling the University’s mission. To produce greater awareness among employees, a media campaign successfully communicated the mission. In addition, new employees are introduced to the mission at their initial orientation to the University. Furthermore, University strategic objectives require that all expenditures be related to the mission. With such efforts, ASU-Beebe demonstrates its commitment to the heart and soul of its mission to transform lives.

2010 Media Campaign

To increase mission awareness to students, employees, and other constituencies, a media campaign was launched in 2010. The mission statement and core values are required elements in all syllabi. Administration, faculty, and staff are
encouraged to include the mission statement as a signature on email correspondence.1 Banners with the mission statement are on each of the campuses. Framed posters with the mission, vision, and core values are posted in many buildings on all campuses. Further support for the mission is found in various publications such as the website, promotional materials, t-shirts, business cards, view books, the faculty handbook, the staff handbook, the student handbook, and the University catalog. As a result of the media campaign to raise awareness and support of the mission statement, a recent survey of employees showed that 99% of respondents understand and support the University’s mission.2

Employee Awareness

In addition to the media campaign, further awareness is developed among faculty and staff through assessment activities. All such activities are directed from the University’s Institutional Effectiveness Plan (IE Plan), so a thorough understanding of the IE Plan correlates to a solid understanding of ASU-Beebe’s mission. All employees have attended meetings explaining how the IE Plan fulfills the University’s mission. Presentation of this information to faculty during pre-session activities and dissemination to staff during campus meetings provided clarification of the mission. Furthermore, a video of this presentation is available to all employees through the Office of Academic Affairs.

New Employees

Regularly scheduled new employee orientation sessions afford new hires the understanding of the University's mission. The new employee orientation consists of a session filled with ASU-Beebe policies and procedures, the Employee Handbook, employee benefits, disability resources, information systems, business office procedures, and payroll processes. New faculty orientation adds additional information from the division chair, including departmental processes, an overview of the University’s mission documents, whom to contact for needs and issues, and further technology training. Also, Student Services supports understanding the University’s mission by holding additional employee orientation sessions twice a year.

Expenditures

All non-grant expenditures directly or indirectly relate to the University’s mission statement. New monetary requests from departmental budgets, travel,

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1 E-mail Signature (Chancellor’s Council Minutes, July 12, 2010)
2 Survey: Mission and Integrity Support, Spring 2011
employee development funds, quality improvement funds, advertising, and Perkins must all directly relate to the IE Plan, thus serving the University’s mission. Other expenditures that indirectly relate to the mission include, but are not limited to, non-professional development travel requests, utility costs, auxiliary resale expenditures, and grant monies. By connecting expenditures to the mission, employees reinforce their understanding of the mission in their activities.

1c/Strengths

- The media campaign has raised strong awareness and support of the mission statement.
- In contrast to the 2001 mission statement, the 2009 mission statement has buy-in from the administration, faculty, and staff, increasing the level of understanding and support of the mission.
- The University’s planning documents and activities demonstrate a strong commitment to the mission statement and the philosophy it embodies.

1c/Areas for Improvement

- There is a lack of longitudinal data of employee understanding and support of the mission as well as input from students and external constituents, such as local businesses and the communities at large. The University should consider using surveys, focus groups, exit interviews, and other means of assessment.
- All constituents would benefit from posting the IE Plan video presentation upon the University’s website.
- Easier access to the University’s mission and planning documents could be created on the University’s website to enhance their visibility for all constituents. The difficulty in locating these documents is at least partially due to the website being redesigned and reconstructed recently. A centralized location for all such documents needs to be communicated to all constituents.

1c/ Transforming for the Future

- Regarding internal constituencies, it must also continue to ensure new employees understand and support the mission through orientation programs and throughout their daily activities as well. The University should seek ways to encourage all employees to consider the mission as they accomplish their daily work and activities of transforming lives.
Core Component 1d
—Leadership and Collaboration

ASU-Beebe's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Evidence

- Organizational Chart
- Standing Committees List
- Minutes: Institutional Planning Team
- Bylaws: Faculty Senate
- Bylaws: Staff Senate
- Bylaws: Student Leadership Council
- Survey: Mission and Integrity Support, Spring 2011
- Employee Payroll Growth Numbers

ASU-Beebe is a regional state university that is an operationally separate, two-year institution of the Arkansas State University System. The University operates campuses located in Beebe, Heber Springs, Searcy, and a location at the Little Rock Air Force Base (LRAFB). Administrative structure has been designed and implemented to maintain consistency yet individuality among its campuses and location. The University makes a concerted effort to ensure that all campuses and the LRAFB location are represented within the administrative and governance structures. ASU-Beebe utilizes the following mechanisms to promote effective leadership and collaboration in order to fulfill its mission.

Governance

ASU-Beebe's administrative structure promotes the cohesion of functional units across campuses while affording involvement of campus constituents. The highest governing body of ASU-Beebe is the Board of Trustees, which is composed of five members appointed by the Governor and confirmed by the Arkansas Senate for five-year terms. Staggered terms assure that no more than one board member per year is appointed. The Board holds quarterly meetings, which are open to the public and all employees. It is responsible for approving and evaluating the policies, procedures, budgets, and hires at ASU-Beebe, including the ASU System President.

The Chancellor provides leadership in both daily operations and the long-term planning of the University. He meets regularly with his immediate subordinates.
on a formal and informal basis to ensure that the University’s mission is carried out in all campus operations. All final decisions rest with the Chancellor, which include but are not limited to: budget, personnel decisions, long-term planning, capital expenditures, and standing committee assignments. The Chancellor represents the University to its external constituents by serving on various boards, attending local and state chambers of commerce, working with Arkansas Department of Higher Education (ADHE) and the state legislature, and participating in higher education associations and organizations such as the Arkansas Association of Two-Year Colleges. The Chancellor reports directly to the ASU System President.

**Administrative Leadership**

The institutional administrative structure of ASU-Beebe has changed since 2001, responding to the growth of student population, campus locations, and course delivery methods. Perhaps, after considering all areas of study, computer technologies have experienced the greatest and fastest changes in the past two decades. In order to maintain its efficacy and timeliness, the primary computer technology-training unit of ASU-Beebe needed to evolve.

Arkansas State Technical Institute (ASTI) has trained students in the technologies of computer applications since it began in 1985. It was, however, still somewhat functionally separate from the University. So, in September 2001, ASTI was reorganized to improve integration with the University’s academic units. The Applied Arts division, which encompassed the business and agricultural courses, was added to the responsibilities of the Vice Chancellor for ASTI.

However, factors prompted a restructuring in July 2005. Not only was technology continuing to change more quickly, allied health rose in prominence nation-wide with its fields of study becoming increasingly technical and its job outlook becoming stronger. Also, the endorsed concurrent student program began to increase enrollment. So, ASTI was re-organized under the leadership of a director of Advanced Technology and Allied Health—and the unit was placed under the responsibility of the Vice Chancellor for Academic Affairs (VCAA). The Applied Arts division was re-titled as the Business and Agriculture division and placed under the guidance of the VCAA. A Vice Chancellor for External and Advanced Programs was created to provide leadership for the expanding areas of four-year degree programs with ASU-Jonesboro, endorsed concurrent classes, and distance learning opportunities other than the University’s online courses.

In July 2007, the director of Institutional Advancement was changed to a Vice Chancellor for Institutional Advancement. This brought together the outreach to
ASU-Beebe alumni, community relations, and fund-raising under a united leadership for all campuses.

Additionally, the campus located at Heber Springs continued to grow in enrollment and enjoyed strong community support, so in September 2001, the leadership position was changed to a director position. In July 2003, the director position was promoted to the level of Vice Chancellor for Heber Springs.

In July 2003, due to the merger of Foothills Technical School, a Vice Chancellor position was created for ASU-Searcy. This appointment ensured that administrative oversight would be in step with the overall mission of ASU-Beebe.

The organizational structure allows each instructional and non-instructional unit to maintain integrity and consistency of operations across the University’s campuses and location. In addition, the arrangement encourages the leadership of each campus and location the latitude to tailor operations, services, and curriculum to meet the needs of its local constituents and communities. Academic division chairs, including the directors of Distance Learning and Advanced Technology, coordinate their division activities at Beebe, Heber Springs, Searcy, and the LRAFB. However, the distance between campuses often means division chairs spend a significant amount of time traveling for meetings. To improve communication, time management and University resources, ASU-Beebe should explore alternative meeting options, such as compressed video and Skype.

**Administrative Collaboration**

The Chancellor's Council reviews University policies and procedures to determine if they are clearly stated, clearly interpreted, and fair when considering the rights and responsibilities of each internal and external constituency. The Council ensures that the integrity of the University’s mission is maintained through these activities. Each University functional unit is represented on this Council through the appropriate Vice Chancellor. The Council serves as an advisory board to the Chancellor.

The Institutional Planning Team (IP Team) assesses the University's Strategic Plan and recommends allocations of financial resources according to the University’s mission documents. By design, this team includes various internal constituents: the Assistant to the Chancellor, all Vice Chancellors, the Director of ASU-LRAFB, the Director of Human Resources, and the Director of the Advanced Technology and Allied Health Division. However, during an IP Team meeting on December 10, 2001, the chair of the ASU-Beebe IP Team shared a Faculty Association request to allow a Faculty representative to join the team. The
committee discussed the issue and decided to allow one representative each from both the Faculty Senate and the Staff Senate to become full, participating, voting members of the IP Team beginning January 2002. Their recommendation was then passed on to Chancellor Dr. McKay, whereby, he approved the recommendation during the month of December 2001. The team serves as an advisory board to the Chancellor.

The Institutional Effectiveness Committee (IEC) ensures that each functional area has a continuous improvement plan, assessment is implemented as scheduled, and that adjustments are being made based upon assessment data—as outlined by the Institutional Effectiveness Plan for Functional Performance. The committee monitors the macro-level assessment efforts made by the University. It also is responsible for ensuring that an improvement process is implemented for the Strategic Plan and Student Learning. To that end, it coordinates with the IP Team to assess the Strategic Plan. It also monitors the continuous improvement cycle of student learning, led by the Assessment of Student Learning Committee, who reports to the IEC. More recently, the IEC has taken on the task of coordinating assessment training for all staff members. Members of this committee are appointed by the Chancellor. The committee serves as an advisory board for the Chancellor’s Council and the Chancellor.

**Academic Leadership**

The academic structure consists of seven divisions: Advanced Technology and Allied Health, Business and Agriculture, Distance Learning, Education and Social Sciences, English and Fine Arts, Math and Science, and Occupational Technology. A division chair heads each academic division while Distance Learning, Advanced Technology and Allied Health, and Occupational Technology have directors. The division chairs and academic program directors report directly to the Vice Chancellor for Academic Affairs and oversee the daily operations in their area. The division chairs are responsible for administrative functions overseeing the faculty (full-time and part-time) and classes at all campuses, including distance learning, endorsed concurrent classes, and off-campus evening classes. Since 2002, there has been a 22% increase in full-time faculty and a 16% increase in part-time faculty, constituting an overall 18% increase in teachers. In addition, the number of sections has increased approximately 50% since 2002.

1 Employee Payroll Growth Numbers
Increase in Total Number of Classes and Faculty

<table>
<thead>
<tr>
<th></th>
<th>Fall 2002</th>
<th>Fall 2010</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Classes</td>
<td>637</td>
<td>954</td>
<td>50%</td>
</tr>
<tr>
<td>Total Number of Teachers (Full-time and Part-time)</td>
<td>224</td>
<td>265</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Academic Governance**

The University has three committees pertaining to academic governance: the University Curriculum Committee, the Academic Advisory Council, and the Assessment of Student Learning Committee. Each campus and location has equal representation on these committees.

The University Curriculum Committee reviews and discusses all curriculum matters and subjects. This committee reviews and approves all requests for the following: new curriculum, significant changes in existing curriculum, and general academic standards. All academic and technical units, division chairs/directors, Student Services, Distance Learning, Learning Center, Library, Registrar, and each campus are represented on this body, as appointed by the Chancellor. The Vice Chancellor for Academic Affairs serves as the chair of the Curriculum Committee. This committee sends its recommendations to the Chancellor. After the Chancellor’s approval, any changes in curriculum are reviewed by the Board of Trustees. However, the Arkansas Department of Higher Education has final approval for new degrees.

The Academic Advisory Council makes recommendations for policies and procedures pertaining to non-curriculum academic issues. Such issues include, but are not limited to, minimum class enrollment and compliance with various state laws, rules, and regulations (such as compliance with exit testing for developmental courses). Members are appointed by the Vice Chancellor for Academic Affairs, who serves as the Chair. This committee serves as a recommending body to the Chancellor.

The Assessment of Student Learning Committee coordinates and develops course- and program-level assessment practices. Members are appointed by the chancellor to represent all academic and technical divisions, distance learning, and institutional research. The committee monitors the assessment of student learning and learning outcomes at the course, program, and institutional levels.
Members discuss best practices among their respective divisions, serve as a resource for assessment related questions, and coordinate assessment training for the University. The committee reports to the Institutional Effectiveness Committee.

**Collaborative Leadership**

ASU-Beebe recognizes the importance of faculty and staff representation at the University level. A Faculty Senate and Staff Senate act as the voice for individuals to communicate their concerns with the University. Both groups meet regularly to discuss policies, procedures, and other issues relevant to their members and to students. The Faculty Senate’s mission is to provide faculty an appropriate venue for shared governance. By design, each campus with full-time faculty and each academic division is represented. The Staff Senate's mission is to represent all non-faculty employees of the University, with the exception of the Chancellor’s Council members and Human Resources staff, and to serve in an advisory capacity to the Chancellor. By design, representation is directly proportional to staff classification as defined by the U.S. Economic Employment Opportunity Commission. Job classifications include: Professional Non-Faculty, Para-Professional/Technical, Secretarial/Clerical, Service/Maintenance, and Skilled Craftsmen.

Both senates follow the same path when concerns are identified. Generally, the senate consults with the leader of the appropriate University division and/or department. On occasion, however, the senate will refer items directly to the Chancellor’s Council or the Chancellor for consideration. Additionally, both the Faculty Senate and Staff Senate hold seats on the Institutional Planning Team. Through this representation, faculty and staff have input over the budgetary matters and other issues brought before the Institutional Planning Team.

In 2008, the Chancellor’s Council approved the creation of the Leading Employees toward Advancement and Development (LEAD) Program. This program was designed to provide an opportunity for emerging leaders within the University to gain professional development pertaining to leadership and management skills. The first group went through a comprehensive program in the 2009-2010 academic year with a second group beginning in the 2011-2012 academic year. LEAD participants are exposed to a wide variety of activities pertaining to higher education and its future through group/panel discussions, presentations from current ASU-Beebe administration, and reading current literature about higher education and state-related legislation. Also, the LEAD program emphasizes the University’s effort to embrace its mission and core values.
Students have a number of organizations in which they can participate and further develop their leadership skills outside of the classroom. Such organizations include, but are not limited to: Gamma Beta Phi, International Students Club, Agriculture Club, Phi Beta Lambda, Debate Club, Rotaract, SkillsUSA, and Residence Hall Council. All student organizations are represented through student leadership organizations, which serve to perform three primary functions for the students: provide leadership activities and training, provide input and feedback on policies and procedures to the University’s administration, and to provide University and community service.

**Educational Connections**

Through the Arkansas Department of Higher Education (ADHE), existing and new educational programming are reviewed and examined for performance and adherence to statewide policy on a continual basis. Furthermore, ASU-Beebe complies with policies, rules, regulations, and reporting requirements of the ADHE, the Arkansas Department of Finance and Administration, and all other relevant state and federal agencies. Examples of information and/or data reported to various governmental agencies include, but are not limited to: Equal Employment Opportunity, new hire data, Medicare Coordination of Benefits Report, enrollment data, student records and grades, and various financial reports.

**1d/Strengths**

- ASU-Beebe’s administration is a balanced combination of long-tenured administrators and recently-hired administrators. This combination allows new ideas to emerge within the frameworks of institutional memory and knowledge and encourages the organizational structure and governance to evolve to meet the demands of 21st century employees, students, and communities.
- The University has a well-defined shared governance structure in place with a variety of committees and their respective missions and structures, while final authority rests in the Chancellor.
- The Faculty Senate, Staff Senate, and student leadership organizations collaborate with the administration to provide feedback regarding policies and procedures.
- Leadership skills are promoted through programs for employees, such as the LEAD Program, and for students, through student leadership organizations. Wide varieties of student organizations have grown over the past ten years.
Committees were restructured to decrease the number of standing and ad hoc committees\(^2\) and decrease the size of committees to become more manageable.

**1d/Areas for Improvement**

- When committee assignments are made, many of the same employees are designated to serve, thus overloading key individuals such as division chairs. The committee structure would benefit from a broader representation of faculty and staff.
- Due to the energy, distance, and time required to travel between campuses and locations, an innovative approach for video conferencing should be pursued to facilitate meetings across ASU-Beebe.
- Significant enrollment growth and increased course offerings—added to the increasing managerial demands of additional teachers on multiple campuses—has drastically increased the responsibilities of division chairs. Increasing release-time has been insufficient relative to the increased administrative duties. On June 25, 2008, a proposal for the creation of deans and individual department heads was considered but, ultimately, not implemented. It is strongly recommended that the proposal be revisited and implemented in some form.

**1d/Transforming for the Future**

- As ASU-Beebe continues its growth on three campuses, a location, and many endorsed concurrent classrooms, the University should consider the use of the website more carefully. The web publication of bylaws, policies, procedures, and minutes would effectively use technology to increase communication, understanding, and productivity in a cost-efficient and timely manner. Such an effort could enhance productivity between committees with similar goals and objectives. One person on each committee could be designated to record this information.
- If the University is to continue its mission of transforming lives through quality learning experiences, the administrative responsibilities of division chairs need to be restructured and/or assisted.

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\(^2\) Standing Committees List
Core Component 1e

—Integrity

ASU-Beebe upholds and protects its integrity.

Evidence

- Mission, Vision, and Core Values
- Institutional Effectiveness Plan
- Catalog
- Degree Plans
- Organizational Chart
- Operating Budget
- Financial Audits
- Program Accreditations and Certifications
- Handbook, Student Planner and
- Handbook, Staff
- Handbook, Faculty
- Viewbooks
- Meeting the Challenge Newsletter
- Survey: Mission and Integrity Support, Spring 2011
- Conflict of Commitment and Interest Form

As espoused formally in ASU-Beebe’s Institutional Effectiveness Plan (IE Plan) and informally in daily actions and interactions, integrity is one of five core values that employees use to “guide our internal conduct as well as our relationships with those we serve.” Integrity, along with the other four core values, serves as a cornerstone for the University’s Mission Statement, Vision Statement, and Strategic Plan. ASU-Beebe represents itself accurately and honestly through various publications made available to all constituencies: the Mission Statement, the Vision Statement, the Core Values, the Strategic Plan, the University Catalog, degree plans, the organizational chart, the budget, the Student Handbook and Planner, the Staff Handbook, and the Faculty Handbook. These publications all accurately describe the practices, policies, programs, and services available at ASU-Beebe.

Policy and Procedure

Federal and state laws, rules, and regulations pertaining to public institutions of higher education influence internal policy and procedure for the University. ASU-Beebe’s administration makes certain that all internal policies and procedures comply with state and federal laws, rules, and regulations. All such policies and
procedures are published and adhered to, reflecting the full integrity of the University. Such regulations provide the means for the Chancellor and Vice-Chancellors to manage and/or delegate the University’s day-to-day operations. Administrative regulations pertain to fiscal management, providing student services, auxiliary service management, and nondiscrimination policy. The adoption of new administrative regulations, or the amendment or deletion of existing ones, can be initiated by any employee or group. Upon review by the appropriate Vice Chancellor, the proposal is subject to a series of reviews and comment by internal groups and the Chancellor’s Council and/or Institutional Planning Team. Final approval of a proposed administrative regulation rests with the Chancellor.

The ASU System has a clear policy detailing conflicts of interests and commitment to maintain institutional integrity. Annually, employees are required to sign and submit a Conflict of Interest and Commitment Form. Forms are reviewed by their respective supervisors, their respective Vice-Chancellors, and the Office of Human Resources. This policy was designed to help protect the integrity of the institution and the services that it provides.

**Finance and Administration**

Through its budgeting process, the University demonstrates a healthy transparency that reflects the spirit of integrity. ASU-Beebe’s Office of Finance and Administration publishes a detailed annual budget at the beginning of each fiscal year. Copies for the public and/or other interested parties are made available at the libraries on the Beebe, Heber Springs, and Searcy campuses. However, due to frequent changes in personnel and funding fluctuations, the most up-to-date budgetary information is available at all times through the Office of Finance and Administration. A department-specific, line-item budget is available online for employees who have direct access to current account information via internal computer systems POISE and/or Campus Connect.

Furthermore, the University has a two-step auditing process. First, internal auditors from the ASU System Office perform annual risk-assessment audits of cash and inventory offices (i.e., Abington Library, theatre ticket sales, the University Café, the campus bookstore, etc.) for each of the two-year campuses within the ASU System. Second, external auditors from the Arkansas Division of Legislative Audit perform annual financial audits at the end of each fiscal year. This audit is usually a six week process that looks at all financial records including, but not limited to, cash, investments, construction, fixed assets, grant accounts, accounts receivable and payable, various inventories (i.e., bookstore, central stores, livestock), and some student records. ASU-Beebe consistently receives a “clean” audit.
Federal Compliance

ASU-Beebe complies with all international, federal, state, and local laws. At the federal level, ASU-Beebe also complies with regulations espoused in PELL, FERPA, ADA, OSHA, TRIO grants, etc. At the state and local levels, the University complies with the criminal, fire, health, building, and zoning statutes and codes of the State of Arkansas, White County, Cleburne County, Pulaski County, the City of Beebe, the City of Searcy, the City of Heber Springs, the City of Jacksonville, and other applicable fire and special districts. ASU-Beebe also complies with other governmental policies such as Equal Employment Opportunity (EEO), Affirmative Action, various fiscal and purchasing regulations, and other rules, regulations, and laws.

When appropriate and/or necessary, University employees are educated about laws and regulations relevant to their assigned duties. Such topics include, but are not limited to, FERPA, harassment, unlawful discrimination, and the responsible use of public records. University employees attend annual seminars, meetings, and presentations led by speakers from the University and from other organizations.

ASU-Beebe’s support of EEO principles encompasses both the letter and the spirit of the laws that prohibit discrimination in employment. As a public institution of higher learning, the University complies with all non-discrimination and Affirmative Action laws, with the Director of Human Resources serving as Compliance Officer. There is a strong commitment to affirmative action in hiring minorities, women, disabled persons, and veterans. Administrative regulations are in place to address issues such as harassment, equal employment opportunity, grievance procedures, and confidentiality.

ASU-Beebe complies with policies, rules, regulations, and reporting requirements of the ASU Board of Trustees, the Arkansas Department of Higher Education (ADHE), the Arkansas Department of Finance and Administration, and all other relevant state and federal agencies. Examples of information and/or data reported to various governmental agencies include, but are not limited to: EEO, new hire data, Medicare Coordination of Benefits Report, enrollment data, student records and grades, and various financial reports.

Student Grievance

As stated in the Student Handbook & Planner (2011-12), ASU-Beebe is an interdependent learning community consisting of students, faculty, and staff. The community’s expectation is that conduct is marked by integrity. Any student who chooses to enroll at ASU-Beebe also chooses to become part of this community
and to contribute constructively to its culture. In terms of personal conduct, students are encouraged to follow the ideals of civility, ethical behavior, morality, and respect. In addition, ASU-Beebe holds its students to high standards of academic integrity and includes these standards as Codes of Conduct.\(^1\) With clear expectations for appropriate behavior, the University community can operate effectively to pursue its mission.

In the classroom setting, faculty also include an academic honesty policy and can penalize or fail a student caught committing an act of academic misconduct. The University also reserves the right to expel any student caught committing an act of academic misconduct. These procedures begin as informal complaints, which is where most student grievances at ASU-Beebe are resolved. However, if no resolution can be reached, a more formal grievance procedure is in place.

Students are guaranteed due process and the right to a fair hearing with the Academic Hearing Committee. Moreover, they have a formal grievance appeals process they may follow if they disagree with the Academic Hearing Committee’s ruling.

**Faculty Grievance**

The faculty grievance procedure has two components: informal complaint and formal grievance. The informal complaint procedure is designed to resolve complaints at the division or University level whenever possible. Faculty are encouraged to discuss and resolve the complaint at the level closest to the faculty member, regardless of the nature of the complaint. If the complaint remains unresolved after initial discussions, the faculty member may file a formal grievance. Any grievance not related to promotion, retention, or tenure must be filed in writing within 90 days from the time the events leading to the complaint occurred. The Director of Human Resources will review all complaints to determine if the issue is grievable. Faculty can then discuss their formal grievance through a committee, which will hear the complaint. All discrimination complaints are monitored by the Director of Human Resources, who serves as ASU-Beebe’s Coordinator of Affirmative Action.\(^2\)

**Staff Grievance**

The staff grievance procedure has two components: informal complaint and formal grievance. Initially, a staff person having a complaint should discuss the complaint with the immediate supervisor. It is the supervisor’s responsibility to give an impartial, informal hearing; to make a complete investigation; and, if

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1. Handbook, Student Planner and
2. Handbook: Faculty
possible, to arrive at an answer or settlement which is mutually agreeable. The supervisor is expected to reply orally to the staff member within 10 working days. The complaint becomes a formal grievance if a mutually agreeable settlement is not reached within 10 working days after presentation of the grievance to the supervisor. The employee may submit a written complaint to the head of the department. If the grievance involves the immediate supervisor and the employee does not feel comfortable discussing the situation with the supervisor, the employee may contact the Department of Human Resources. A written grievance should be submitted to the head of the department within 10 working days after a response is received from the supervisor. A grievance should be activated within a 60-day period from the time the events leading to the complaint occurred or were discovered, or the grievance will be rendered moot. Any staff person who files a grievance is entitled to representation of their choice. A grievance may be filed in the Department of Human Resources and, upon request, a staff person there will assist in the preparation of a grievance and explain the steps involved in the grievance procedure. Human Resources maintains files on all grievances and monitors their outcome once they have reached this level.\textsuperscript{3}

**Publications**

ASU-Beebe represents itself accurately and honestly through various publications made available to the public: University Catalog, Viewbooks, Student Handbook and Planner, course schedules, and program brochures. These publications all accurately describe the programs and services available at ASU-Beebe. Other publications such as the Strategic Plan, the *Meeting the Challenge* Newsletter, the Mission Statement, and the Vision Statement are also used to represent the college to external constituencies and are fair and accurate representations of ASU-Beebe’s practices, policies, programs, and services.

Internally, the University represents itself accurately and remains flexible in its procedures to facilitate continuous improvement. Faculty have online access to important policies and information from the Faculty Handbook, which articulates a wide variety of personnel policies and provides information about the University.

**ASU-Beebe Website**

ASU-Beebe has been sincere in its effort to publish accurate and timely information on its website, thereby maintaining its integrity on the web. Having evolved over the years, the site utilizes a strong student-centered approach,
which is in line with the University’s ideals. Students are able to access a variety of tools and information that supports their learning capabilities and educational experience. In addition, all ASU-Beebe employees have access to many tools, such as CampusConnect and WorldClient e-mail, as well as easy access to information. Also, external constituents, such as alumni and community members, have access to the University’s programs and news.

Integrity, moreover, involves the presentation of up-to-date information on the University’s website. While there are delays for updating pages of information, it is incumbent upon the University to respond with accurate revisions in a reasonable and timely manner. The University recognizes, however, that not all information presented on the website is current and accurate. In early 2010, ASU-Beebe’s website was reconstructed with a new content management system. While this provided secure and unprecedented access for instructional and functional areas to create and edit content, the University has struggled to determine the most effective structure for such work.

All areas are tasked with updating their part of the website, but two factors have inhibited this plan. Namely, both training and release-time are the primary obstacles. Learning how to operate the content management system, called dotCMS, requires more hands-on and one-to-one training than the University can currently support. Release-time becomes a factor in areas where workers may be tasked extensively so that web publishing is left undone. Though ASU-Beebe recognizes its website as a valuable tool and certainly makes effective use of it, there is still much progress to be made. In 2011, the University’s Strategic Plan for 2012-2016 was revised to include strategic objective 5.6, which addresses the assessment and continuous improvement of the website. A committee has been formed to analyze the needs of the website’s users and to make adjustments based upon information collected.

**Environmental Integrity**

The very environment of integrity is also impacted by the way in which the University operates. In this case, the University strives to be environmentally friendly and to be a "green" leader to the communities it serves. Over the past several years, various offices have made efforts to go "paperless." For example, admissions, financial aid, course registration, class schedules, grades, payroll, catalogs, and many other documents and publications are all now available online. Furthermore, the University complies with state laws that call for the

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4 On April 14, 2009, Arkansas Gov. Mike Beebe signed Act No. 1494 into law. It promotes the conservation of energy and natural resources in buildings owned by the state or institutions of higher education. It establishes performance criteria and goals for sustainable and energy-efficient new and majorly renovated public buildings based on American Society of Heating, Refrigerating & Air-
reduction of energy use and consumption. Utility costs are being reduced among all state agencies by using more energy efficient appliances, light bulbs, climate settings, and other such measures. ASU-Beebe is also involved in recycling programs on its campuses.

1e/Strengths

- The fact that integrity is one of the five core values of the University speaks well of its commitment to ensuring its practices are conducted with integrity.
- ASU-Beebe has clearly defined policies and procedures in place to make certain employees operate with integrity, including well-defined grievance procedures.
- The University has historically prided itself by going above and beyond simple legal compliance and reporting in its daily actions and interactions, both on and off campus.
- ASU-Beebe's efforts to "go green" and become more environmentally friendly should be applauded. While these efforts will never truly be complete, any efforts made in this area are certainly steps in the right direction.

1e/Areas for Improvement

- As a result of "paperless" efforts, the University has become more reliant on its website for communicating with employees, students, and the communities it serves. Therefore, it is imperative that the information must be available and accurate.
- Functional units have been tasked to maintain their area’s portion of the website. While training sessions have been helpful and have been made available, the complexity of the web work is difficult for many to grasp in a session format. One-on-one training offers the best possible assistance and assurance that information will be posted in a timely and accurate manner.
- Creating and maintaining web pages is time-consuming; therefore, each functional unit must provide the time necessary for its web person to do this work. This could entail a re-distribution of duties in a functional unit.
- Some instructional and functional units have yet to begin creating materials for the website.

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5 Website, Status of State Energy Codes Arkansas as of 2010-04-08
6 Website, Arkansas Economic Commission Energy Office
• In line with the University’s student-centered approach, the website design caters to students. However, the website needs to be viewed as a broader tool that all constituents can use equally well. By integrating the approach for all constituents using the website, the University can better fulfill its mission.

• Minutes of committee meetings should be posted on the University’s website for internal constituents to view. This could enhance awareness of campus activities.

1e/Transforming for the Future

• Internet-related services will likely continue expanding in the years to come, which will greatly influence the workload and time required for website tasks. As a result, the University should consider revising its current model of website maintenance. Instead of its reliance upon functional units, the University should seriously consider the development of a website team to manage all aspects of web design, content creation, and updates.

• As support for web services becomes more pronounced, the University should consider other ways to utilize the website besides advertising. Establishing a central location on the University’s website for planning documents and committee minutes would improve access and awareness of the institution’s mission and planning efforts.
ASU-Beebe responds to social and economic trends with funding, quality planning, and continuous improvement through self-assessment. The University remains committed to equality for its diverse populations, encouraging all constituents to participate in lifelong learning activities. In addition, strategic planning takes into consideration the short-term and long-term needs of the University’s constituents. Whether by developing new programs or by improving the University’s infrastructure, all of ASU-Beebe’s efforts align with the institution’s mission. Finally, through the University’s Institutional Effectiveness Plan (IE Plan), assessment practices ensure the process of continuous improvement. All aspects of the University undergo assessment for continued effectiveness and for adaptability to changing conditions.

As the regional, state, and national economic needs continue to diversify, the University has paid attention to the changing needs of its constituents. The economic concerns of the time are reflected in the University’s efforts to provide high-quality and cost-effective programs that develop effective workforce skills. The University’s Economic Development Center seeks input from industry leaders in order to provide necessary instruction to produce skilled workers. Additional program initiatives from a variety of sources seek to provide a strong foundation with which to serve the communities of the University.

The University has maintained financial stability through difficult times, and as a result, has been able to respond to economic and environmental changes as needed. With effective planning processes, quality degree programs and job readiness training, ASU-Beebe looks forward to meeting the educational needs of its service areas for generations to come.

ASU-Beebe continuously evaluates its capacity to serve its constituents through quality educational programs. The IE Plan employs the process of planning, action, assessment, and adjustment to guide the University toward effective allocation of its resources. By aligning its planning and funding, the University positions its resources effectively to respond positively to future opportunities.
Core Component 2a
—Social and Economic Trends

ASU-Beebe realistically prepares for a future shaped by multiple societal and economic trends.

Evidence

- Website, U.S. Census Bureau: State and County Quick Facts
- Minority Recruitment and Retention Five Year Plan, 2012-2017
- Minority Recruitment and Retention Annual Report, 2010-2011
- Minority Recruitment and Retention Annual Report, 2009-2010
- Arkansas State University Factbooks, 2002-2011
- Mission, Vision, and Core Values
- Organizational Chart
- Minutes: Institutional Planning Team
- Minutes: Global Awareness Committee
- Strategic Plan
- Catalog
- Website, ASU-Beebe
- Program Accreditations and Certifications
- Distance Learning Enrollment Data

ASU-Beebe offers learning environments that are sensitive to the multicultural society that it serves. To facilitate diversity, strategic planning positions the University to respond accurately and efficiently, focusing its resources in a combined effort to transform lives amid changing environments. As Chancellor McKay wrote in the Minority Recruitment and Retention Annual Report (2009-2010), the University feels that "diversity is an essential element of the educational process, and we strive to foster an environment . . . where everyone will be an integral part of our university family.” And, to this end, ASU-Beebe is accepting of all nationalities and cultures among its students, employees, and communities. To be accepting and encouraging is good, but to be responsive also to the economic needs of the region—both state and local—is to demonstrate an authentic desire to serve the well-being of people. ASU-Beebe responds to the economic needs of the people with innovative programs and course offerings, providing important services, such as re-training laid-off workers, preparing workers for career readiness, and working with industry leaders to establish job opportunities.

1 Minority Recruitment and Retention Annual Report, 2009-10, Chancellor’s Statement
Strategic Planning

ASU-Beebe’s previous strategic plans contained discussion and analysis of changes in the University’s service area since its inception, recognition of the impact of competition from neighboring institutions, and examples of growth and adaptation of the college in order to continue to provide access to local as well as commuting students. Some of the steps taken in response to demographic shifts outlined in the previous strategic plans included:

- The addition of the ASU-Jonesboro degree center on the Beebe campus to provide bachelor and master’s level degrees
- The addition of the campus in Heber Springs
- The merger of the technical campus in Searcy
- The role played by the Little Rock Air Force Base Location
- The availability of courses and degree programs through its various campuses and locations
- Online learning and programs

Annual reviews of the strategic plans were undertaken to provide for necessary alterations. However, as the University’s identity had developed into a three-campus system, the Chancellor believed it was time for a major revamping of the strategic plan. The Chancellor’s Council met in a three-day retreat to develop the primary goals and objectives of a transformative Strategic Plan 2010-14. Faculty and staff were tasked to assess the specific objectives of the plan and determine courses of action to lead the University to successful implementation of its strategic plan.

Emerging factors in a multicultural, global, and technology driven society are also addressed throughout the Strategic Plan 2010-14 as shown by the following excerpts:

- Core Values. While strengthening our practice of being student centered, we will guide our internal conduct as well as our relationships with those we serve by applying the values of access, diversity and global awareness, integrity, and excellence.
- Student-Centered. We value a student-centered culture by focusing on the needs, abilities, interests, and education of our students as our highest priority.
- Access. We value access to educational opportunities by providing multiple locations and diverse programs and delivery methods.
- Diversity and Global Awareness. ASU-Beebe values diversity and global awareness. We assist our students and employees by increasing their exposure and understanding of our diverse local, state, and global
societies and the impact on cultural and economic well-being by diverse course offerings, diversity training for employees, global travel opportunities, and through our Concert Lecture Series, which brings various stage performances from around the world.

The strategic goals and objectives found in ASU-Beebe’s Strategic Plan 2010-14 demonstrate the University’s realization that the demographic, global, and technological environment around them is changing. The University is committed to provide learning experiences designed to meet the needs of its diverse student population. Providing access to new technologies and information may help to improve student awareness of an ever-changing global society.

**Student Diversity**

As the populations ASU-Beebe serves become more diverse, the University is committed to making the necessary changes to meet the needs of its ever-changing student population. The 2010 census results for White County in Arkansas demonstrate a 4.0% African-American population and a 3.7% Hispanic population. In addition, ASU-Beebe students who specified “other” for ethnicity show a marked increase from 3.9% in 2002 and 7.6% in 2010.

A number of University resources work together to present life in a diverse, global society. With encouragement from the Global Awareness Committee, the University’s curriculum helps to address the issues of diversity with specific courses, such as American Minorities, Cultural Anthropology, and Social Problems. An Associate of Arts in Liberal Arts degree with an emphasis in International Studies is available to students who wish to develop a global perspective as the foundation for a career. The degree also provides for greater familiarity with the global forces at work that are affecting their everyday lives. Students also have access to the Learning Center, which provides free tutoring as well as computers and school materials to all students. Abington Library has many multicultural materials available for student and faculty use, including the African American Cinema collection, Black History Month 1992, and Cinco de Mayo in its video collection.

In Fall 2011, the Global Awareness Committee entered into a partnership with the Condorcet High School in Saint Quentin, France, to exchange faculty members for approximately ten days during the 2011-2012 academic year. In the first stage of the partnership, a representative from France visited ASU-Beebe

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2 Website, U.S. Census Bureau: State and County Quick Facts
3 Arkansas State University Factbooks, 2002-2011
4 *Minority Recruitment and Retention Annual Report, 2009-2010*
5 Minutes: Global Awareness Committee
in Fall 2011. In 2012, a faculty member from ASU-Beebe will visit a technical school in France for ten days to experience the educational expectations and teaching methods in a different country. By expanding course offerings as well as specific degree plans, the University is providing students with the tools they will need to be active participants in a global society.

ASU-Beebe also encourages learning about diversity in other ways. The 2009-2010 Concert Series offered *Legends of Motown and More*, a musical production which recalled the sounds of Motown, as well as *Out of the Mist*, a romantic Japanese drama. The 2010-2011 Concert Series offered *Scratch Track*—a sonic gumbo of hip hop, jazz, soul and blues, *Afrique Aya*—celebrating the music and culture of West Africa, *AnnaMaria: A Musical Journey*—a classical and flamenco guitarist. In addition, the Global Awareness Committee sponsors a film series that focuses upon issues of the world.

The Student Activities program includes an International Club, which allows students to share the culture and customs of their native countries with the campus community. Faculty-led trips to European countries have also helped to expand students’ global awareness. The University is an active SEVIS member\(^6\), which is an online database to facilitate the flow of information from schools with the U.S. Immigration and Customs Enforcement Agency. In 2010-11, the University had 46 students with a race/ethnicity of non-resident alien.

Technology is a useful tool with which to address diversity needs. Online database and catalog searches reveal information on many multi-cultural topics, and books containing cultural history are accessible, as well as 58 printed materials available in foreign languages, 27 of which are Spanish.\(^7\) Consistent technological updates across campuses continuously improve the “capability and speed of access” of data.\(^8\) ASU-Beebe’s Wide Area Network (WAN) enables information to flow among the campuses, as well as provides access to the Internet. With 1,144 computers available for student use and wireless internet strategically placed throughout areas of the campuses, information from around the world is available to all students.

### Employee Diversity

ASU-Beebe is also committed to providing a diversified staff and faculty for its students. As an Equal Opportunity Employer, the University developed a Diversity Action Plan in 2008-2009 to increase diversity among the faculty. As of

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\(^6\) Website, Student and Exchange Visitors Information System  
\(^7\) E-mail 06-30-2011, Electronic and Public Services Librarian, Abington Library  
\(^8\) *Minority Recruitment and Retention Annual Report, 2009-2010*
November 1, 2009, the University had 35 minority employees (6 part-time and 29 full-time). ASU-Beebe not only seeks to increase the diversity of its students but has a “clear commitment to the value of diversity for all members of the University family.”

ASU-Beebe is dedicated to the value of diversity among its employees and students. It has expanded recruitment and targeted some advertising to reach higher minority areas. It encourages minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities for those students to acquire leadership skills. It also supports a diverse academic faculty and staff in order to assure sensitivity to all cultures.

**Economic Trends and Responses**

With a vision of one day serving 10,000 credit students and 5,000 non-credit students, ASU-Beebe remains aware that it must stay attentive to the ever-changing society around it. Economic and workforce factors play a major role in decision-making at the University, as well as upgrading technology tools in order to provide students with the latest advancements.

According to the Bureau of Labor Statistics, the unemployment rates for Cleburne and White Counties for March 2010-April 2011 were 7.9% and 9.1%, respectively. ASU-Beebe realizes that the economic recession has left many without a job and with the need for skills to make them more competitive in today’s job market. The University works to provide in-demand job training for its constituents.

ASU-Beebe’s Economic Development Center is a member of the White County Industrial Training Council (WCITC). The council consists of local industry leaders around the White County area. Training opportunities are provided for these members, and the council meetings provide time for members to discuss issues affecting the workforce in the county.

Announced in January 2008, the Career Readiness Certificate program was established by Governor Mike Beebe for the state of Arkansas. The program is overseen by the Department of Workforce Services, and ASU-Beebe campuses and locations provide testing and instruction sites for enrollees through the

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9 This information is from the 2009-2010 Human Resources IPEDS. This information was not required on the 2010-11 Human Resources IPEDS, so this is the most current information we have available to us.
10 *Minority Recruitment and Retention Annual Report, 2009-2010*
11 Website, U.S. Census Bureau: State and County Quick Facts
12 Website, Arkansas Department of Workforce Services: Career Readiness Certification
Career Pathways and Adult Education departments. Clients that sign up for the program are pretested on the KeyTrain exam in the areas of Reading for Information, Mathematics, and Locating for Information. If successful, they are referred on to take the WorkKeys test, which consists of the same three areas of testing as the KeyTrain. Upon completion, the student receives a Bronze, Silver, or Gold certificate, which highlights the skill levels with which he or she is equipped.

The Career Pathways program was initiated on the ASU-Beebe campuses in December 2005 and began serving students in Spring 2006. This program has given students a support system by providing money for transportation, childcare, tuition, and books. As more and more non-traditional students seek college services, programs such as Career Pathways provide the means for these students to be successful. The Career Pathways program provided services to 461 students in 2010-11.

ASU-Beebe offers several programs as a result of changes in its service areas’ needs. In April 2008, a floorhand training program for the gas and oil industry began on the Searcy campus in partnership with High Plains Technology Center in Woodward, Oklahoma. Then, in 2008 ASU-Beebe was awarded a $280,000 Economic Development grant to start its own program. This training includes certifications in CPR, medic first aid, fork lift, and International Association of Drilling Contractors Rig Pass. The floorhand training program is designed to accept 12 students each week of operation. The week contains three days of class time and two days of hands-on training on the rig simulator, which is located on the campus at ASU-Searcy. In March 2009, Chesapeake Energy announced that ASU-Searcy would become the National Training Center for Chesapeake Energy. In 2011, BHP Billiton bought the Arkansas shale gas assets of Chesapeake Energy; however, the national training center was not affected. Training continues to be provided. The donations and grant funds have provided training for 603 students as of Spring 2010, who will have average earnings of about $19 per hour after successful completion of the program.

In response to state and local needs, the Veterinary Technology program was established in 2007, making ASU-Beebe the only university in the state to offer the program. Graduates receive an Associate of Applied Science degree that will give them the entry-level skills to assist licensed veterinarians. Being a highly agricultural state, Arkansas has a strong demand for large and small animal veterinary skills—with approximately 20 veterinary clinics in the ASU-Beebe service area alone.

Prior to 2003, a needs survey was conducted by a public consultant and determined that statewide support existed for training in pharmacy technology.
Initially, the training was approved as part of continuing education programming for approximately three years. At that time, the University proposed to the Department of Higher Education Coordinating Board that ASU-Beebe transform its continuing education program into a Pharmacy Technology degree program. In 2008, the program received accreditation from the American Society of Health System Pharmacy (ASHP), making it the first and only such program in the State of Arkansas. The Pharmacy Technology program provides students with a certificate and essential skills, enabling them to assist licensed pharmacists. Graduates are also prepared to succeed on the Pharmacy Technician Certification Exam (PTCB) or the Institute for the Certification of Pharmacy Technicians Exam (ICPT). National certification helps to distinguish graduates in obtaining employment in numerous pharmacy settings.

ASU-Beebe has also addressed the needs of innovation and change due to technology. The University provides access to many services online, including completion of student applications, enrollment, and orientations. In Spring 2011, there were 185 online and internet-assisted sections with an enrollment of 3,500. From a headcount view, this is approximately 1600 students (unduplicated) annually taking online classes. This represents 38% of ASU-Beebe’s combined enrollment. Abington Library provides students with access to its catalogue of books, videos, magazines and online databases. Students in the bachelor’s and master’s programs may take courses at ASU-Beebe through the Jonesboro campus. These students can register for classes online and receive instruction via compressed video connection from Jonesboro.

ASU-Beebe also works with local area high schools to provide endorsed concurrent enrollment classes. In Spring 2011, there were approximately 543 students from 12 high schools. ASU-Beebe is committed to helping these students get a head start on their college education by enrolling in college level courses while still in high school. All of the teachers are approved and monitored by ASU-Beebe division chairs and meet the qualifications and standards required by the University.

Concurrent enrollment is also offered in technical education areas including: Auto Body Repair, Automotive Technology, Computerized Machining Technology, Petroleum Technology, Pharmacy Technician, and Welding. Instruction is available at the Beebe campus, ASU-Searcy, ASU-Heber Springs, and off-campus at Lonoke High School and Bald Knob High School. These programs help students complete their technical training in a timely manner for entering the job market within a few months after graduating from high school.

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13 Program Accreditations and Certifications
14 Distance Learning Student Enrollment Data
2a/Strengths

- ASU-Beebe is committed to recruitment and retention of the best faculty, staff, and students.
- Solid planning ensures funding for the latest technology in academics, student services, and the library so that Faculty, staff, and students are well informed of cultural diversity throughout the world.
- The University provides access to two-year degree programs, prepares students for transfer to a four-year university, and provides employability skills training.
- ASU-Beebe has three campuses, one location, endorsed concurrent classes, evening classes, and online offerings that allow students easy access to college coursework.

2a/Areas for Improvement

- While ASU-Beebe is proud of its accomplishments in the area of diversity, the University realizes that there is still room for improvement, particularly in the recruitment of minority faculty, which is below both the student and county minority populations.

2a/Transforming for the Future

- The Strategic Plan addresses the need for learning experiences that are of a global and diverse nature. Budget dollars need to be committed to new technology and training that will provide access for students, faculty, and staff, ensuring student success and allowing greater access to the global community.
- Both employee and student recruitment must continue to advertise in minority publications to improve visibility of employment and academic opportunities within ASU-Beebe.
- ASU-Beebe must stay attuned to service area needs and develop programs that offer education and training to address the ever-changing environment.
Core Component 2b  
—Resources, Programs, and Plans

ASU-Beebe’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Evidence

- Strategic Plan
- Operating Budget
- Buildings and Renovations List
- Campuses’ Master Plans
- Inventory of Campus Computers
- Website, ASU-Beebe (Usage Data)
- Graduating Class Exit Opinion Survey
- Handbook, Faculty
- Southern Regional Education Board: Arkansas Featured Facts, 2009

ASU-Beebe continues to allocate its budget based upon the Strategic Plan, which calls for continuous improvement. As economic and environmental changes occur, the University has responded with quality leadership for its constituencies. Facilities have also been a significant part of the University’s effort to organize its resources for the improvement of student learning. Funding from grants have also played an important role for ensuring quality educational programs. In addition, Instruction, Academic Support, and Student Services have always spent the greatest portion of the budgets. Since 2003, Instruction has averaged 33%, Academic Support 5%, and Student Services 6% for a combined total of 44% of the operating budgets. ASU-Beebe has continued its dedication to the financial support of its academic programs to provide quality education and services to its students. The University provides compensation, benefits, and development opportunities for its employees. In terms of technology, ASU-Beebe has continued to improve its network capabilities and computer access. Furthermore, the University’s website provides essential access to a variety of programs and information and is a valuable communications resource.
Facilities

ASU-Beebe’s physical resources are allocated in such a way that student learning is positively impacted. ASU-Beebe takes great pride in maintenance of its buildings and grounds. Outstanding facilities are provided for students, staff, faculty, and the surrounding communities.

ASU-Beebe currently has 39 buildings on the Beebe campus, four on the Heber Springs campus, and 19 on the Searcy campus for a total of 707,187 square feet. The University has a total of 706 acres of which 105 are beautifully maintained and used daily. From 2003-09, the University renovated or added 20 buildings for additional square footage of 140,579.

Beebe Campus

Renovation of existing facilities in State Hall during 2003 provided additional office space, which improved access to student services. An elevator was added, and the entire structure was made accessible for individuals with disabilities. State Hall is the primary administrative building on the Beebe campus.

The Veterinary Technology building was completed in the Fall of 2007. ASU-Beebe is the only university in the State of Arkansas to offer the Veterinary Technology Associate of Applied Science degree. The Veterinary Technology building is 6,000 square feet with staff offices, reception area, study hall, exam and x-ray rooms, classroom and laboratory, surgery room, animal holding rooms, laundry, food prep and storage room, and staff break room. The total cost of the Veterinary Technology building is approximately $1.3 million. The Veterinary Technology building was furnished with state of the art diagnostic and research tools that will enable the students to have real world experiences before entering their chosen profession. Students will train on the exact equipment currently being utilized in technologically advanced veterinary offices across the country, as well as some of the older equipment they may encounter.

The new Math and Science Building opened in Summer 2007. With 60,000 square feet at a cost of $13.4 million, the building contains state-of-the art science labs along with the most technologically current teaching systems. All classrooms have custom built and designed symposiums that consist of on-board power, DVD players, Elmo teaching projectors, and on-board computers. These systems give the instructors the ability to use the latest technology to engage students. The Math and Science building also contains a computer lab available for student use, as well as two mobile computer labs.
Completed in the summer of 2010 at a cost of approximately $1.65 million, the England Center was renovated to house the Fine Arts Department and Criminology classes. There is a new art gallery along with a new pottery classroom with six individual pottery wheel stations, drawing labs, and a graphic arts lab utilizing the most current Macintosh computers and the most current graphic design software.

ASU-Beebe is the only two-year school in Arkansas with on-campus residence housing. Given the age of these Beebe campus buildings, however, significant improvements were needed. Rather than renovate the existing structures, ASU-Beebe built two new residence buildings. These two multi-story buildings with 248 total beds were opened for the Fall 2011 semester. They are centrally located on the Beebe campus and close to the Student Center with a total of 57,440 square feet at a cost of approximately $10.2 million. For the first time, the Beebe campus will have residence housing open to students year-round.

For several years, graduation surveys have made reference to the desire for more parking on the Beebe campus. In response, the University has added approximately seven parking lots on the Beebe campus, greatly improving access to the buildings.

**Heber Springs Campus**

Dedicated in 2007, ASU-Heber Springs constructed new buildings, consisting of administrative, academic, and physical plant buildings—in conjunction with the purchase of 249 acres of land, known as Sugarloaf Mountain. The academic building (approximately 45,000 square feet) contains 12 classrooms, three science labs, three computer labs, and 20 offices. The administration building (approximately 30,000 square feet) contains offices, conference rooms, a bookstore, and a dining room.

In addition, the John L. Latimer Skills Training Center, which sits on five acres, was renovated to accommodate better classroom space for the welding, art, hospitality, and nursing programs. This project also included a gym as well as space for Adult Education for use by students, faculty, and staff. The cost of this renovation was approximately $700,000. The Sugarloaf Mountain Summit Trail renovation project was completed in the summer of 2011 at a cost of $38,000. A $29,000 grant was received, and the Sugarloaf Heritage Council raised funds to cover the additional cost.
**Searcy Campus**

In 2008, ASU-Searcy completed Phase I of its renovation to the main building at a cost of approximately $550,000. This renovation added a new façade to the building and enclosed walkways to the Student Services Offices. Currently, the Career Pathways program is operating a Learning Lab in the new space of this building.

A portion of Phase II added new classroom space for Auto Technology, Workforce Development, and Diesel Technology—accommodating tractor trailers for diesel engine training. In the summer of 2009, ASU-Searcy received a new maintenance building, storage area, new parking lots, lab space, and new community meeting spaces. Also during Phase II, existing shop building space of 16,854 square feet was renovated to accommodate Welding Technology, Heating Ventilation and Air Conditioning Technology, and Auto Body/Collision repair. The additional space added is almost 40,000 square feet at a cost of approximately $5.9 million. Governor Beebe provided $550,000 General Improvement Funds and another $2.7 million from Higher Education Bonds for the Phase II project.

The ASU-Searcy Phase II project was continued in the Fall 2010 and was completed in Fall 2011 with a budget of $1.0 million. This renovation project provides better student service space for Admissions, Student Records, Counseling, Testing, Financial Aid, and the Director of Student Services. In addition, the Bookstore was renovated, and the Automotive shop building received a new exterior skin to include a roof, metal siding, and new exterior doors.

**Little Rock Air Force Base Location**

In 2011, construction was completed for a new 47,000 square foot education center, which replaced the 1955-vintage facilities at Little Rock Air Force Base (LRAFB) location in Jacksonville, Arkansas. ASU-Beebe is one of six universities offering classes at the education center that moved into the new facilities in January 2011. The education center sits on federal property adjacent to Highway 67/167 and is accessible to base and community members. The $14.9 million project was funded with $9.9 million in federal funds and $5 million in local sales tax revenue from the City of Jacksonville. The new center, with a capacity of 800 students, has 30 classrooms, including computer and science labs.

**Program Funding**

Historically, ASU-Beebe has had several grant programs operating on its campuses. The TRIO Upward Bound program began in 1995 at Beebe, and the
TRIO Student Support Services began in 2001 at Beebe. At Heber Springs, the TRIO Upward Bound program began in 2007, and the TRIO Student Support Services began in 2011. In FY 2010, ASU-Beebe received $1,062,505 for these programs. There were 415 students who received tutoring, scholarships, or some other form of help from these programs during the year.

Other funding that ASU-Beebe receives is Carl Perkins of approximately $183,000 and Pell in excess of $5.9 million. College Workstudy, SEOG, and ACG total just over $100,000. Career Pathways, which is a pass-thru grant from the Department of Health and Human Services, provides approximately $840,000, which served over 432 students in FY 2010. Of those 432, there were 341 who received certificates and/or degrees. Various other smaller federal grants totaled approximately $218,000.

State-funded Grants

Many state-funded programs were also obtained, totaling just over $2.6 million in 2009-10. For example, one grant provided funding to familiarize students with trades that they might not otherwise experience. Approximately $1.04 million was used by the High School Center on the Bald Knob High School and ASU-Searcy campus and served approximately 475 students in the 2009-10 school year. In 2010-11, approximately 828 high school students were served while receiving $950,000 for the programs.

The Adult Education programs received approximately $437,000 and served more than 400 students in FY 2010-11. Of that number, there were 59 graduates and 362 non-graduates who were taking refresher courses to help them with their new careers. Other state grant funds were for scholarships and various smaller grants for such areas as art, economic development, and drug prevention programs.

Grants from the U.S. Department of Labor

ASU-Searcy received three U.S. Department of Labor (DOL) grants recently. The Arkansas Association of Two-Year Colleges (AATYC) Aerospace Training Consortium received a three-year training grant of which ASU-Searcy was a partner and was awarded $453,413 that is used to prepare students for a career in the aerospace industry. As a result, ASU-Beebe now offers a Technical Certificate in Aerospace and a Certificate of Proficiency in either aerospace upholstery or cabinetry.

In December 2010, ASU-Searcy, in cooperation with the AATYC, received another DOL grant, the American Recovery and Reinvestment Act (ARRA) High Growth
and Emerging Industries Grant, also known as the Arkansas Energy Sector Partnership. The purpose of this grant was to provide training for the future of “green” jobs, such as energy conservation, and cost reduction for manufacturing and metal fabrication and computer aided drafting; solar and wind technology; and compressed natural gas technology. ASU-Searcy received $189,003 of this three-year grant.

On March 1, 2011, ASU-Searcy received yet another DOL grant: Educating Explorers of Natural Resources. This grant is a $200,000, three-year program that will provide occupational training skills and on-the-job training to individuals seeking employment in the gas and oil industry. The primary purpose is to train individuals in skills that will enable them to be placed or advanced in occupations from floorhand assistants to production managers in the natural gas industry.

In September 2011, ASU-Beebe received a U.S. DOL grant through the State of Arkansas’s submission: The Path to Accelerated Completion and Employment (PACE) Initiative. The grant, shared between 22 two-year universities in Arkansas, will supplement the University’s developmental education program as well as accelerate students’ time degree completion towards employment in occupational technology areas.¹ In addition, the initiative calls for improvements in student services for advising, career planning, and the Early Intervention program.

Complete College America Grant

In August 2011, with the Office of Arkansas Governor Mike Beebe in partnership with the Arkansas Department of Higher Education, the state was awarded a grant from Complete College America (CCA) after submitting its Completion Innovation Challenge document.² The grant allows Arkansas universities to capitalize on the opportunity to improve the delivery of higher education. ASU-Beebe is one of nine colleges and universities (five four-year and four two-year institutions) that are participating in the initiative, which addresses two of CCA’s focus areas: 1) Transforming remediation, and 2) Reducing time-to-degree and accelerating success.

Through its participation, ASU-Beebe’s remediation will be transformed by redesigning the delivery of developmental math. A reduction in time-to-degree and accelerating success will be accomplished through the following activities:

- Redesigning developmental math

¹ The Path to Accelerated Completion and Employment (PACE) Initiative
² Completion Innovation Challenge
• Accelerating select career-technical (CTE) certificate programs so that high-school students can complete 50% of an associate’s degree and earn a marketable credential through dual enrollment at Secondary Career Centers located on two-year college campuses
• Systemically adopting the use of Prior Learning Assessments (PLA) to award college credit for students’ knowledge and experiences

Employee Compensation, Benefits, and Development

The University has established funding to provide for the compensation of its employees. In 2010-11, ASU-Beebe employed 786 full- and part-time employees. The payroll budget was over $14 million, representing nearly 48% of the total University operating budget of approximately $30 million. From 1998-2008, however, Arkansas two-year university faculty salaries rose only 3%, and the State had the lowest salary average among the 16 states that comprise the Southern Regional Education Board region. According to 2008 averages, Arkansas was nearly $15,000 below the average two-year school faculty salary in the United States.

In addition to compensation, a variety of benefits are available for faculty and staff, including a 75% tuition/fee discount to all full-time employees and their immediate families. This discount is offered throughout the ASU System.

ASU-Beebe has an established budget of approximately $30,000 for training programs for faculty and staff. This is requested on an as-needed basis and submitted to the Employee Development Committee that is appointed by the Chancellor to oversee spending of this budget. The committee approves requests based on documentation submitted and if the request supports the mission and/or strategic plan of the University. In addition, department budgets are used to supplement the professional development of its employees.

2010-11 Number of ASU-Beebe Employees (786 Total Employees)

- Student Workers, 108
- Full-time Staff, 221
- Part-time Faculty, 189
- Part-time Staff, 145
- Full-time Faculty, 123

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3 Completion Innovation Challenge
4 The number and classification of employees fluctuates, depending upon the reporting requirements. Some employees are distinguished differently for payroll purposes than for the Arkansas Department of Higher Education. The numbers cited here reflect the payroll from the fiscal year 2010-11.
5 Southern Regional Education Board: Arkansas Featured Facts, 2009
ASU Beebe’s Leading Employees for Advancement and Development (LEAD) program began its first cohort of eight participants during 2009-10. The program is designed to take approximately eight candidates per cohort either by self-nomination or nomination by another party. Candidates are solicited from all job classifications, and minority employees are especially encouraged to apply. Candidates are reviewed and selected on several areas, including resume, letter of recommendation by supervisor, essay, campus and community or professional involvement. Currently, the second cohort (2011-12) of seven employees have been meeting since May 2011. The program involves a minimum of one afternoon per month for program attendance and an additional two field trips. Candidates are exposed to different program areas of leadership, legislative processes, self-study projects, and a team assignment project to enhance and broaden their scope and knowledge of leadership in higher education. Also, candidates perform assessments of their capabilities to improve their ability to contribute to the University.

Further compensation can be acquired for completing additional degrees and/or certifications for Occupational Technology faculty and ASU-Beebe staff. The University encourages its employees to improve their education because of the benefit to the individual and the University. Full-time staff are eligible for a Professional Development Award upon completion of a degree or certificate that is higher than their current educational level.

For faculty, pay increases based on rank should be substantial enough to merit the effort put forth in achieving that ranking. The following increases in annual base salary will apply when promotions are awarded.
Educational Track

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic Transfer (Master’s and Above) Rank</th>
<th>Technical/Occupational (Below Master’s) Rank</th>
<th>Promotion Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (Beginning)</td>
<td>Instructor</td>
<td>Instructor</td>
<td>Entry</td>
</tr>
<tr>
<td>Level 2</td>
<td>Assistant Professor</td>
<td>Advanced Instructor</td>
<td>$1,500</td>
</tr>
<tr>
<td>Level 3</td>
<td>Associate Professor</td>
<td>Senior Instructor</td>
<td>$2,000</td>
</tr>
<tr>
<td>Level 4</td>
<td>Professor</td>
<td>Master Instructor</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

NOTE: A person may be granted pay increases for only three promotions during that person’s period of employment at ASU-Beebe. Pay increases are not awarded with granting of tenure.

Network and Computers

Quality infrastructure is important to the success of ASU-Beebe students, staff, and faculty. Beneficial changes and upgrades have been made to the ASU-Beebe network infrastructure in the last five years, building a bandwidth from 1.5 MB to the current level of 20.0 MB.

In January 2010, six main network switches were upgraded with another six upgraded during the summer 2010. In the fall of 2005, Purchasing, the Farm, and Physical Plant were all connected to the main campus by wireless access. In the fall of 2010, fiber optics connected the Purchasing, the Farm, Physical Plant, and the Veterinary Technology building with main campus. In the summer of 2006 wireless access was added to the ASU-Beebe campus. During 2007, the DAX (Poise) system was upgraded from 1GB to 4GB memory and an Itanium Server was added. In 2008 wireless access was added for residence housing.

ASU-Beebe strives to have the most current technology available for students and staff. The Information Technology Committee consists of 27 members from across all campuses and includes a student representative. Currently, there are 1,144 computers available for student use (686—Beebe, 162—Heber Springs, 250—Searcy, 46—LRAFB). The rotation for these computers is now on an as-

 Criterion 2b
needed basis because they are easily upgraded, and PC specifications are not changing as drastically as they did in years past.

**ASU-Beebe Website**

In early 2010, ASU-Beebe’s website was reconstructed with a new content management system (CMS). While this provided secure and unprecedented access for instructional and functional areas to create and edit content, the University has struggled to determine the most effective structure for such work.

Prior to 2010, the website was developed and maintained by the Website Coordinator (WC), who worked under the direction of the Vice Chancellor for Institutional Advancement. The WC posted updates for all of the University’s areas. As the website expanded and the tasks of the WC increased beyond the website, such updates were no longer possible for one person. When the University adopted a new CMS in 2010, the responsibility of updating information was shifted to each academic and functional area. Final approval for publishing a web page still rested with the WC. The WC’s on-going task was to construct the University’s web “curb appeal,” as well as to develop the operational capacity of the website for use with online forms and applications. The WC continues to work under Institutional Advancement and to be the person who posts critical announcements, such as school closings for inclement weather.

However, with only the Website Coordinator available for training faculty and staff across 3 campuses and the LRAFB location, many areas fell behind either with updates or with even the cross-over to the new CMS. Training in groups was simply not sufficient given the complexities of the CMS. Furthermore, because the University opted for the free version of the CMS, even Help files and FAQ’s were not available. Until funds are approved for additional website support, Institutional Advancement’s efforts to update the information on the website will be hindered.

It is important to note that the ASU-Beebe website functions well despite the setbacks. In 2010-11, the WC recorded over 119,000 visits during the year, including 95,000 unique visitors. Essentially, this constitutes an advertising medium that reaches a very large population of people. It also suggests that the University’s constituents are making strong use of the website.

**2b/Strengths**

- ASU-Beebe is proud of the recent construction and renovation projects that provide better learning experiences for the students and a more efficient work environment for the employees.
ASU-Beebe has a healthy fund balance each fiscal year.
Facilities are adequate with state-of-the-art equipment.
Infrastructure is upgraded regularly to keep up with the ever-changing technology demands.
ASU-Beebe has new residence housing on the Beebe campus and adequate parking on all campuses.
In 2009-10, Adult Education programs served almost 500 students. During the 2010-11 year, there were approximately 631 Continuing Education students and 83 Workforce Education students.
Length of employment for staff and faculty is strong, lending strength and continuity to the institution—with many serving more than 30 years.

2b/Areas for Improvement

The oldest building on the Beebe campus that has not been renovated—the Owen Center—is a major classroom facility that would greatly benefit from general renovation and technology upgrades.
The University should consider improving employee compensation to the region’s average as measured by the Southern Regional Education Board.
The current staff in support of the University’s website—one person—is insufficient for the task. The website staff should be increased to improve updating and maintaining the website.
All areas—academic and functional—have been assigned the task of editing content for their pages on the ASU-Beebe website. However, such content remains unevenly updated across the website. Even though all areas have acknowledged their responsibilities, most have yet to produce and update their content (despite numerous training opportunities). All areas should actively engage their web content as the Internet has become an indispensable tool for communicating pertinent information.
Human Resources should continue searching for relevant training programs on supervisory skills and professional development for faculty and staff.

2b/Transforming for the Future

Even though ASU-Beebe attempts to maintain quality infrastructure, it is becoming more and more difficult with the budget constraints at the state level. Infrastructure will be upgraded as needed if budget allows. This is a continuing area of need and constant change.
Because of the recent economic downturn and reduced state funding, ASU-Beebe should aggressively seek out new grant programs that will provide funding for better service to the university community.
Core Component 2c
—Institutional Effectiveness

ASU-Beebe’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evidence

- Institutional Effectiveness Plan
- Strategic Plan
- Mission, Vision, and Core Values
- General Education Outcomes
- Minutes: Institutional Planning Team
- Minutes: Institutional Effectiveness Committee
- Minutes: Assessment of Student Learning Committee
- Minutes: Chancellor’s Council

ASU-Beebe’s Institutional Effectiveness Plan (IE Plan) integrates the assessment of the University’s Strategic Plan, Functional Areas, and Student Learning. As such, the IE Plan is the primary planning document from which all institutional assessment initiatives are derived. Detailing continuous improvement, the IE Plan directs the University to enhance its capabilities to transform lives through quality learning experiences and to provide quality services for all constituencies.

Institutional Effectiveness Plan

ASU-Beebe has implemented an IE Plan to act as a roadmap for guiding continuous improvement. The IE Plan is a means of measuring how well the University pursues its mission. This plan contains four steps.

- Step 1—Planning
- Step 2—Action
- Step 3—Assessment
- Step 4—Adjustment

Continuous improvement is a cyclical process by which an organizational unit plans, acts, assesses, and adjusts. To measure and improve the institution’s effectiveness, three significant avenues have been identified. Each of these avenues measures a unique component of the University’s efforts to achieve its mission. Each component must connect to the mission and must have a document, which outlines its goals and/or objectives.
• Component 1—Strategic Plan
• Component 2—Functional Performance
• Component 3—Student Learning

The Institutional Effectiveness Committee (IEC) was created to monitor the institutional effectiveness process. Members of the IEC are appointed by the Chancellor and include one Chancellor’s Council liaison. The role of the liaison is to convey information between the Chancellor’s Council and the IEC. The IEC is responsible for ensuring the following:

1. Each functional area has a continuous improvement plan.
2. Assessment is being implemented as scheduled.
3. Adjustments are being made based upon assessment data.

The IEC has sponsored several Assessment/Functional Performance workshops for faculty and staff. These mandatory sessions reinforce among faculty and staff the understanding and comprehension of their role in the continuous improvement process.

Strategic Plan

ASU-Beebe’s Strategic Plan, approved by the ASU Board on September 17th, 2009, provides six goals designed to enable the University to achieve the University’s mission.

Goal 1. Provide learning experiences designed to support the diversity of our students’ needs and aspirations.
Goal 2. Increase enrollment, retention rates, and graduation rates.
Goal 3. Advance the economic development efforts of our region.
Goal 4. Develop and maintain a culture of assessment to improve student success.
Goal 5. Recruit and retain outstanding university employees.
Goal 6. Develop and manage our funding resources.

Each strategic goal has several objectives that must be completed in order to fulfill the strategic goal. Because each strategic objective committee is comprised of faculty and staff, the teams have cross-functional representation. It is understood that continuously improving institutional effectiveness requires a concerted effort within the University. Each committee has an Institutional Planning Team liaison to maintain consistency.
Each committee works to perform the actions needed to achieve the Strategic Plan’s objectives, to measure the actual effect of these actions, and to determine what adjustments are needed for improvement.

The strategic objective committees develop an operational plan for their corresponding strategic objective and then submit the plan to the Institutional Planning Team. The committees then take appropriate action to assess the plan’s effectiveness. After the assessment, committees report their findings and recommendations to the Institutional Planning Team.

**Continuous Improvement Cycle for the Strategic Plan Component**

- **Step 1.** *Planning*—Operational Plan
- **Step 2.** *Action*—Performing actions approved in accordance with the Operational Plan
- **Step 3.** *Assessment*—Measurement of effects of actions taken
- **Step 4.** *Adjustment*—Recommendations to Chancellor’s Council for adjustments to be made

The Institutional Planning Team examines the progress made for each objective. Some revisions can be made at this point, and an action plan is then created to re-direct work on the objective. After the objective is considered complete, the Institutional Planning Team then considers the evidence from the findings to make budgetary decisions in line with the University’s mission.

On December 2, 2011, the Board of Trustees approved a new strategic plan for 2011-2016. The new plan, produced by the Chancellor’s Council in cooperation with the Institutional Planning Team, identified concerns from the 2012 Self-study and addressed current issues such as accreditation and federal compliance. The Chancellor’s Council reviewed the previous strategic plan, reorganizing its goals. Some goals were revised, some were retired, and some were transferred to specific functional areas.

**Functional Performance**

Determined by the Chancellor’s Council, functional performance describes non-instructional University areas. To facilitate continuous improvement, each area develops a clearly defined set of measureable goals and or objectives and then plans, acts, assesses, and adjusts its efforts. In addition, there is a regularly scheduled summary from each functional performance area, which is submitted to the IEC. The committee reviews these summaries, and if it is determined that more work is to be done, the appropriate Vice Chancellor is notified.
Continuous Improvement Cycle
for the Functional Performance Component

Step 1. Planning—(Re)Define functional areas and objectives
Step 2. Action—Staff in functional areas perform necessary tasks
Step 3. Assessment—Measurement of the effectiveness of actions
Step 4. Adjustment—Functional areas make changes based upon assessment data

Because assessment is critical to providing evidence for the continuous improvement cycle, Assessment Training Days—May 18 and May 25, 2011—were conducted for functional performance areas in order to reinforce comprehension of assessment as a process. These days included informative presentations as well as interactive workshops—all designed to further develop a culture of assessment. TracDat training is also provided on a regular basis to ensure that assessment data is properly recorded through the University’s assessment database software.

Student Learning

To transform student lives, the institution must ensure that student learning takes place as intended. Therefore, each instructional program and course is part of the University’s Student Learning component of the IE Plan. Instructional divisions develop learning objectives, conduct learning activities, assess student learning and adjust instruction accordingly. Coordinated through the Assessment of Student Learning Committee (ASLC), each program and course is assessed at regularly scheduled intervals.

To determine learning objectives for programs and courses, instructional divisions begin with the University’s General Education Outcomes (GEO’s). These outcomes are the foundational standards for student learning, culminating in the achievement of ASU-Beebe degrees and certificates.
Instructional divisions are also responsible for maintaining the continuous improvement for student learning within these levels. From planning to adjustment, the process relies upon developing a meaningful assessment culture. Faculty train annually to improve their assessment skills and, thereby, to improve the programs and courses they teach. Thus, the continuous improvement cycle renews faculty efforts to improve their instruction.

**Continuous Improvement Cycle for the Student Learning Component**

- **Step 1.** *Planning*—Set course/program objectives
- **Step 2.** *Action*—Carry out learning activities
- **Step 3.** *Assessment*—Measure the impact on student learning
- **Step 4.** *Adjustment*—Adjust learning activities

All instructional divisions receive guidance from the ASLC, which monitors the continuous improvement cycle for the Student Learning component. Appointed by the Chancellor, committee members include faculty from all instructional divisions and one student. Representatives from each campus and the Little Rock Air Force Base (LRAFB) location are also on the committee. The ASLC reports to the IEC to ensure compliance among all instructional divisions.

The ASLC has provided several Assessment Training Days—most recently on January 5 and May 9, 2011. The training was conducted for faculty to reinforce comprehension of assessment as a meaningful process and to develop a mature assessment culture. These days include informative presentations as well as interactive sessions for the lead instructors to meet with the faculty in their areas. Additionally, all lead instructors were provided assistance in entering their data into TracDat, the University’s assessment database software.
In sum, the IE Plan organizes all ASU-Beebe assessment activities, guiding personnel toward a cohesive approach for the continuous improvement of the University. In addition, committees such as the IEC, the Institutional Planning Team, and the ASLC provide quality leadership and training to cultivate a progressive culture of assessment.

2c/Strengths

- The effectiveness of the University is continuously measured and improved while guided by the IE Plan, a process that integrates assessment activities at all levels of the University.
- The four-step cycle of Planning, Action, Assessment, and Adjustment allows for implementation, review, and redefinition of objectives as needed.
- The process offers a system of checks and balances between the Institutional Planning Team and various other committees involved in the evaluation and assessment process.
- The assessment processes encourage collaboration and involvement from administration, faculty, and staff, providing them with insight into how well the University is meeting its strategic goals, as well as informing them on changes that need to be made for improvement of the University.

2c/Areas for Improvement

- After reviewing assessment data and determining a course of action for improvement, some areas may encounter issues with budgeting, personnel, and feasibility for implementation of the adjusted action.
- To construct greater awareness and build stronger participation, communication of assessment data results and their interpretation could be improved among instructional and non-instructional areas. Currently, TracDat is primarily effective for the storage of assessment results.

2c/Transforming for the Future

- The continuous improvement cycle is a lengthy process that may occur over a semester, an entire program year, or even longer. Therefore, the University should continue a vigilant effort to cultivate a culture of continuous improvement.
- Adjustments will have to be made as changes occur in the demographic area, economic status of the area, program offerings, and technological advancements. For efficient and effective responses, the University
should continue to monitor and to adjust the various cycles of continuous improvement for its student learning and functional areas.

- The Institutional Planning Team and Enrollment Management should continue engaging in the evaluation of social, political, and economic trends so that the University may respond rapidly and effectively to needs of its constituents.
Core Component 2d
—Mission and Planning

All levels of planning align with ASU-Beebe’s mission, thereby enhancing its capacity to fulfill that mission.

Evidence

- Mission, Vision, and Core Values
- Strategic Plan
- Minutes: Institutional Planning Team
- Departmental Budget Request Forms
- Handbook, Faculty
- Quality Improvement Funds Request Form
- Employee Development Funding Request Forms

ASU-Beebe aligns all planning activities with its mission to ensure quality, strategic responses to a continuously changing environment. Such responses are essential for the fulfillment of the University’s mission because the needs of its constituencies change as well. From the Board of Trustees to the individual teacher in the classroom, all ASU-Beebe personnel engage in planning. University committees also contribute to the planning processes that organize the University’s capabilities into a cohesive effort. Naturally, budgeting is a central function in all planning activities, and ASU-Beebe exerts fiscal responsibility for success. All actions regarding planning and spending are derived from the University’s mission.

The Planning Process

As stated in the Faculty Handbook, ASU-Beebe has implemented a planning process, which allows focused direction in allocating resources while providing a structure to plan for future growth and expansion. The Strategic Plan provides the focus that will guide the institution in fulfilling the vision. Strategic goals are intended to reflect what the institution is doing and where it will be in the future. Thus, the planning process evolves from the mission and results in establishing long-range institutional goals that provide focus and direction for future growth. Specifically, Strategic Objective 6.1 stipulates that the allocation of resources must be based on priorities identified through the Strategic Plan 2008-2012.
Institutional Planning Team

Essentially, all planning converges with the Institutional Planning Team (IP Team), which is responsible for the University’s planning and resource allocation. The team represents the entire University with members from instructional and non-instructional areas as well as faculty and staff representatives. Having a broad representation ensures that all planning activities will consider a variety of viewpoints. The team’s main functions are annual/biennial budget planning, long-range institutional planning, facilities planning, and assessment of the institution’s Strategic Plan.

To move from the traditional long-range planning process to the development of a strategic plan for 2008-2012, the IP Team provided an opportunity for the University community to participate in an analysis of strengths, weaknesses, opportunities, and challenges. Input was solicited from faculty and staff. Additionally, input was solicited from focus groups that included students, staff, alumni, and community leaders through the ASU-Beebe Development Council.

From this input and from previous long-range planning and assessment actions, the Chancellor’s Council developed the Vision Statement and Core Values, reviewed the Mission, and formulated the Strategic Goals. The Chancellor endorsed the Mission, Vision, Core Values, and Strategic Goals. Previously formulated long-range goals and institutional goals were then embedded into one of the five strategic goals. By merging the long-range planning process with the institutional planning and assessment process, the resulting strategic plan synthesizes all planning efforts into a centrally focused plan. This approach provided a transitional continuity from the established methods and also provides a direct link to the institution’s assessment process. A process has been developed to assess the strategic plan during the annual planning retreat. Action plans are developed for areas identified as needing additional improvement. During the annual review, goals are added or revised consistent with current or anticipated needs.

Budgets, QIF and Employee Development

Budgets for each functional unit originate at that level with any increase in funding tied to a specific strategic goal or mission component. These requests are then reviewed by the appropriate Vice Chancellor and their leadership teams, who justify these expenditures before they are passed on to the IP Team for final approval.

Budget requests, requests for Quality Improvement Funds (QIF), and requests for Employee Development have all been modified so that the person requesting
the funds must specify how the expenditure supports the mission statement, strategic plan, and/or student learning.

All QIF requests are developed at the functional unit level and must be tied to the Strategic Plan Mission Components. QIF are special one-time expenditures with regulations that specify that 80% be used for the student learning environment and 20% for administrative technology. The IP Team reviews and/or adjusts the request before its presentation to the Chancellor for final approval.

Employee Development requests must also be tied to the Strategic Plan or Mission Components. All requests must first be approved by the appropriate supervisor before submission to the Employee Development Committee, which monitors and dispenses the funds. Any employee requesting such funds must have an Employee Development Plan that ties to the request and is linked back to the Strategic Plan or Mission Components. A follow-up report must be submitted to the Employee Development Committee. In certain cases, a presentation of findings may also be requested to benefit other employees.

2d/Strengths

- ASU-Beebe’s planning activities have evolved to provide a solid foundation for future educational and occupational pursuits.
- Financial spending of the University has become more focused by linking expenditures with ASU-Beebe’s Strategic Plan and its Mission Components.

2d/Areas for Improvement

- While planning occurs at the institutional level, instructional and non-instructional areas would benefit from creating their own strategic plans aligned with the University’s Strategic Plan.
- During uncertain economic times, some budgets may seem unrealistically low in relation to the services with which they are tasked. In many cases, the situation could be improved if individual areas had their own strategic plans.

2d/Transforming for the Future

- To continue serving the needs of the University’s constituencies, the institution’s planning processes would benefit from exploring alternative
funding opportunities. This would allow the University to continue to meet its mission in an environment of decreasing state and federal funding.

- As federal, state, and accrediting agency mandates increase, ASU-Beebe should consider how these unfunded mandates will affect the budgeting process.
Transforming Student Learning and Effective Teaching

ASU-Beebe provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

ASU-Beebe’s organizational documents demonstrate a renewed vitality towards a culture of student learning. All new budgetary expenditures must be tied to the Strategic Plan, mission components, and learning objectives. These fiscal practices help to ensure that assessment remains a well-funded and integral process of the University. As suggested in the mission, the University is committed to measuring how effectively it is providing “quality learning experiences.” In addition, one of the University’s core values is being student-centered, “focusing on the needs, abilities, interests, and education of our students as our highest priority.”

Being student-centered and committed to transforming student lives, ASU-Beebe has developed a number of resources with which to assist students. State-of-the-art facilities at each campus and location are equipped with learning technology for vocational and instructional programs. Expanded educational resources are available on site and online through the Abington Library and Learning Centers. Teachers undergo training to improve their professional capabilities and to perform meaningful assessment activities. Integrated under the Institutional Effectiveness Plan (IE Plan), assessment plans measure not only the usefulness of facilities and resources but also their effectiveness on student learning.

Since the 2002 comprehensive site visit, the University has made significant efforts to improve its assessment activities. Some of these initiatives were not as fruitful as hoped; however, all attempts provided a significant base for the future development of a faculty-initiated culture of learning assessment. Initial training focused upon creating credibility for assessment among faculty and staff, emphasizing its potential for improving student learning and student success. As employee attitudes became more receptive, training concentrated on cultivating the basic assessment skills of establishing meaningful learning objectives and creating assessment instruments. Employees were also trained to record their assessment data into TracDat, the University’s online assessment management program.
Core Component 3a
—Student Learning Outcomes

ASU-Beebe’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Evidence

- Institutional Effectiveness Plan
- Strategic Plan
- Course Philosophies
- Assessment: Functional Performance Area Schedule
- Assessment: Program Level Chairs
- Assessment: Course Level Schedule
- Assessment of Student Learning Committee, 2010 Charge
- Assessment Day Surveys, January and May 2011
- General Education Outcomes
- TracDat Reports
- Outcomes Assessment Plans
- Standing Committees List
- Strategic Plan Objective 4.3, 2010 Presentation
- Assessment of Student Learning Committee, 2010 Charge

When ASU-Beebe began the assessment of student learning, two resources were primarily relied on for determining student success—ACT CAAP test scores and student data from major four-year transfer institutions. While these sources provided beneficial information, weaknesses were identified that needed to be addressed. The ACT CAAP scores demonstrated that ASU-Beebe students were performing successfully, yet it did not provide any diagnostic information as to specific areas of needed improvement. Information received on the success of ASU-Beebe students at the major four-year transfer institutions was also positive. However, such information was often difficult to obtain and document.

Furthermore, although ASU-Beebe had implemented assessment at the program level, annual reviews revealed that a number of courses were not being assessed. In 1999, to overcome this shortfall, it was decided that an institution-wide course-level assessment program could fill this gap and provide another level of beneficial assessment. The process continued to improve over the years after many refinements. Ultimately, however, the University established a consistent and comprehensive means by which all courses were to be assessed. The University has transformed its assessment efforts over
the past ten years to improve the process, to create better credibility with faculty, and to enhance student learning and success.

**Efforts toward Effective Assessment**

Following the comprehensive accreditation visit of 2002 and follow-up reports, ASU-Beebe made strides to address the Higher Learning Commission’s recommendations for improving the assessment of student learning. As suggested by the Higher Learning Commission, an Assessment of Student Learning Committee (ASLC) was formed in November 2002. A committee chair was chosen from the faculty and was provided release time to allow for adequate time to focus on assessment of student learning activities. The ASLC included members from all areas of the academic disciplines and was responsible for overseeing all program-level and course-level assessment activities. The committee also assisted other faculty in the development and implementation of assessment instruments and plans. In addition to expanding the efforts concerning course-level assessment, the ASLC adapted WebCT, a course management system for online learning, to house assessment results for the course level assessment plans. As this process was implemented and refined, it was available for use by all employees.

In 2003, the goal was set that all general education core curriculum courses would be reporting assessment results by Spring 2005. It was also decided that general education core curriculum courses would be assessed on no less than an annual basis. To this end, in Spring 2004, twenty-four courses submitted a report for a completed cycle of annual assessment. This reflected the participation of 66 instructors sampling 116 sections for a total of 1,788 students, demonstrating strong involvement of all ASU-Beebe campuses. Instructors participating in the assessment process were both full-time employees and part-time instructors. In addition to the courses reporting a complete cycle of assessment, 13 had already completed their initial assessment for the next cycle of reporting.

However, a variety of factors led to the loss of this information and all other assessment data input into WebCT. The WebCT brand was bought out by Blackboard, and the program was changed at a fundamental level. This created a conflict between the old WebCT software and the updated version. During this time, no effort was made to preserve the assessment data. As a result, by 2008-09 the University was unable to access even the back-ups because the new software would not communicate with the older version. Recognizing its loss, the University re-doubled its efforts to improve all assessment activities across all of its campuses.

With the retirement of the ASLC chair and the loss of data, it was clear that the University needed to revitalize the University’s assessment documents and to commit funds for a dedicated assessment software. The awareness of assessment and its relation to evaluative practices among faculty were, for the most part, not well
understood. While faculty knew very well how to perform evaluation within their courses, expanding that practice toward an institution-wide effort posed a challenge.

**Institutional Effectiveness Plan**

With the 2009-10 revision of the University’s guiding documents, ASU-Beebe’s assessment practices were also re-invented. Under the Institutional Effectiveness Plan (IE Plan) from February 2010, all assessment efforts were designed to flow together through three components: the Strategic Plan, Functional Performance, and Student Learning. The result was a cohesive assessment plan, which was the culmination of years of effort. To maintain continuity, the Outcomes Assessment Council was changed to the Institutional Effectiveness Committee (IEC), which continues to oversee all University assessment activities.

Even though ASU-Beebe had produced new general education outcomes (GEO’s) in 2007, it was the IE Plan that connected the outcomes and learning objectives. Essentially, GEO’s clarify into measurable terms the knowledge, skills, and attitudes that students will achieve through the successful pursuit of an associate degree. Specific learning objectives, then, are developed for programs and courses. Fulfillment of the learning objectives indicates progress toward the achievement of the GEO’s. In turn, by satisfying its GEO’s, the University pursues its mission to transform lives through quality learning experiences. Assessment of learning objectives and the GEO’s is designed to ensure that, as an educational institution, ASU-Beebe continually improves student success and attainment of the knowledge, skills, and attitudes specific to the chosen vocation.

**ASU-Beebe General Education Outcomes**

- Communication
- Critical Thinking (all courses)
- Mathematical Concepts and Application
- Scientific Inquiry and Methodology
- Society and Self
Faculty Leadership

During this time, the University’s administration, faculty, and staff made strong gains in understanding the need, the practice, and the application of assessment as an institutional culture committed to student-centered outcomes. The ASLC was re-organized with the 2010 IE Plan to increase faculty membership and to appoint two faculty as co-chairs of the committee. Each instructional unit has at least one faculty representative on the committee.¹ The ASLC co-chairs began working with program coordinators and faculty to assist them in developing three to four appropriate and measureable learning objectives for each program or course. The ASLC continued to emphasize faculty as the leaders in University student learning assessment practices. In doing so, ASU-Beebe strove to convert from a compliance-driven model for assessment into a faculty and staff grassroots effort for continuous improvement.

According to the 2010 IE Plan, the ASLC was tasked with the review of learning objectives, means of assessment, and assessment results of the programs and courses to ensure that the assessment activities result in improvements in student learning. The ASLC then reports the general status of student learning assessment activities to the IEC. As a result, the University has transformed its assessment focus to more accurately reflect ASU-Beebe’s commitment to providing quality learning experiences.

In September 2010, the 2008-2012 Strategic Plan Objective 4.3 team surveyed faculty regarding assessment activities. The team reported to the IEC that the results of their survey indicated a need for institution-wide assessment training.² In January 2011, the IEC in conjunction with the ASLC held the first Assessment Day for faculty. At this training, 59% of faculty rated themselves as “Somewhat Experienced” with assessment practices/strategies, and 47% indicated that they were “Very Likely” to use what they learned at the Assessment Day.³ The agenda for the initial Assessment Day contained general sessions on the University’s assessment activities, panel discussions, and numerous breakout sessions led by members of the IEC, ASLC, and the faculty at large. Sessions included topics such as “Assessing Critical Thinking,” “What Do I Do with My Data,” “Writing Action Plans” and “Closing the Loop.” The second Assessment Day was held in May 2011 with an agenda that allowed for significant time for lead instructors to meet with faculty teaching the same course to discuss course learning objectives and assessment data. A follow-up survey found this allotted time to be “Useful” to “Very Useful” by 64% faculty respondents.⁴

¹ Standing Committees List
² Strategic Plan Objective 4.3, 2010 Presentation
³ Assessment Day Survey, January 2011
⁴ Assessment Day Survey, May 2011
Assessment, Learning and Budgets

In addition, assessment results began to influence budgetary expenditures. All departmental budgetary enhancements must describe how they will help ASU-Beebe or the individual department to accomplish the University’s mission, vision, strategic goals, and/or learning objectives. Additionally, funds may be requested to address learning outcomes from assessment, which require additional funding for improvements. Quality Improvement Funds (QIF) are special one-time expenditures with regulations specifying that 80% be designated for the enhancement of student learning environments. These funds may be requested by specific instructional units at any time throughout the year and, like new budgetary enhancements, must be tied to the University’s Mission, Vision, and the goals and objectives of the strategic plan or learning outcomes.

TracDat, An Assessment Tool

Because of updated University mission documents and an emphasis on an integrated assessment model, ASU-Beebe searched for the best software to serve the institution’s assessment needs. The original software, WebCT, was actually designed for online teaching and not assessment reporting. Also, the assessment reports were not readily available for all constituents. In January 2009, ASU-Beebe installed and implemented TracDat, an online assessment management program. TracDat allows users to record and easily compare past and present assessment results so they can longitudinally track improvements in student learning within their programs and courses. TracDat also allows units to provide follow-ups to action plans to fully document efforts made to improve student learning. With the implementation of TracDat, division chairs/directors, the Vice Chancellor for Academic Affairs, and the Chancellor all have the ability to view the academic assessment units, enabling them to supervise and direct the assessment activities. TracDat users are also strongly encouraged to run a report detailing their assessment plans and results each time they make changes, add results, or update action plans in TracDat. This report is then shared with the appropriate supervisor(s) as well as all employees that contributed to the assessment results. This method of communicating assessment objectives, results, and action plans and follow-ups provides valuable information to everyone responsible for assessment of a particular program, course, or functional performance unit.

Program and Course Assessment Process

All courses—including those taught by adjunct faculty, concurrent, and online—are assessed either through program assessment or course-level assessment. However, courses that are tied to a specific program, such as the course Introduction to Criminal Justice in the Criminal Justice program, are assessed at the program-level. Instructional programs lead to a degree or certificate; however, if there is any combination of
certificate of proficiency, technical certificate, or degree, it is classified as one program. For example, the Early Childhood (Daycare) Program includes a certificate of proficiency, a technical certificate, and an associate of applied science degree—as such, all three levels are assessed as one program.

Program-level assessments must include direct measures of learning. Indirect measures of learning, such as graduation rates, passage rates on licensing exams, placement rates, technical and allied health employer satisfaction, and transfer rates, are used not only in program assessment but also used for program reviews required by the Arkansas Department of Higher Education. Some of the ASU-Beebe programs that utilize indirect measures of learning include: teaching, veterinary technology, advanced technology, and allied health. All program-level learning objectives are linked to both the GEO’s and the mission components. All academic programs are scheduled for assessment annually.

Course-level assessment is conducted for all general education core courses and courses not tied to a specific program. Since many ASU-Beebe students attend to complete general education courses designed to transfer to other institutions, general education learning must be assessed at the course level. Direct measures of learning for course-level assessment is encouraged by the ASLC. Course-level assessment is performed on a rotating schedule with some courses being assessed annually while others are assessed less frequently. Like its program-level counterpart, all course-level learning objectives must be linked to both the GEO’s and the mission components.

Learning objectives have always been shared with adjunct and concurrent instructors. To further improve learning objective visibility, lead instructors for ASU-Beebe courses have developed written Course Philosophies\(^5\) to share with all instructors for those courses. The course philosophies clarify the expectations of the scope of the course, instructor objectives, types of assignments to reach these objectives, and assessment criteria. This encourages all faculty, including full-time and part-time faculty, access to the course learning objectives and an opportunity to become active participants in the assessment process.

During the summer of 2009, ASU-Beebe’s Director of Economic Development began assessing all non-credit courses by administering a survey to students who completed those courses. Non-credit courses are assessed through end-of-course evaluations that look at course content, facilities, and satisfaction with the level of instruction. Courses are randomly selected for evaluation to seek ways for improvement.

\(^5\) Course Philosophies
Analysis of the Assessment Process

All faculty actively participate in the assessment process. Whether they are helping to create learning objectives, to write the assessment tools, to give the assessment—all of these activities help faculty to believe in the assessment process. However, it is in the gathering and sharing of assessment data where such hands-on participation validates the credibility of assessment results with faculty. Strategies for improving student learning based upon discussions of collected data often lead to meaningful course improvements.

Several important changes to curriculum have been made based upon assessment data. For example, during the assessment cycle of College Algebra, it was determined that students were having problems solving logarithmic functions, which is a significant aspect for the course. The previous section’s material did not adequately prepare the students for solving these types of problems. As a result, teachers emphasized this preparatory information for dealing with logarithmic functions.

ASU-Beebe faculty perform essential roles in the assessment process, including program coordinators and lead instructors. More than half of faculty serve as lead instructors for one or more courses, and all instructors, including full-time, adjunct, online, and concurrent, are responsible for administering the assessment tools. Program coordinators and lead instructors are selected by division chairs. The responsibilities differ slightly between program coordinators and lead instructors in the development and dissemination of the assessment tools. All activities are performed in cooperation with appropriate faculty. While no official duties exist for program coordinators and lead instructors, division chairs have identified the following primary responsibilities.

- Writing measureable learning objectives
- Linking learning objectives to GEOs and Mission Components
- Developing the assessment tools
- Disseminating the assessment tool to all sections
- Collecting the data using a standardized form
- Inputting data into TracDat
- Analyzing the results of assessment
- Developing action plans
- Generating summary reports of analysis and action plans using a standardized form
- Sharing reports with division chairs and other relevant constituents

In the 2010 Charge to the ASL Committee, the University relies upon the ASLC “for ensuring that the continuous improvement cycle for student learning is functioning.”

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6 Assessment of Student Learning Committee, 2010 Charge
The ASLC is tasked with reviewing each improvement plan and producing periodic reports to the IEC. It is important to note that the University’s assessment software allows the committee to track assessment data but not analyze for quality improvement. Currently, there are 330 courses and 31 programs that are being assessed. For a committee of faculty whose primary job duty is teaching 15-18 credit hours per semester as well as other committee assignments, the task of manually analyzing each improvement plan from TracDat is not feasible. As a result, the ASLC ends up focusing upon compliance rather than quality improvements in the assessment process. In some cases, ASLC members are also program coordinators and/or lead instructors. For example, the Science department representative to the ASLC is responsible for ensuring the existence of a continuous improvement plan, that assessment is being implemented as scheduled, and that adjustments are being made based upon assessment data—for over 20 courses.

ASU-Beebe needs to make its assessment data results more accessible at all levels, including faculty, division, and University. The faculty may benefit from greater access to TracDat results. In addition, the assessment newsletters need to be produced more frequently. While ASU-Beebe has made significant efforts to develop awareness of assessment for faculty and staff, students have not been adequately informed of the process. While there is student representation on certain committees, ASU-Beebe should include students in the assessment process by holding focus group sessions and town-hall meetings. Syllabi can be updated to include information about assessment on a program and/or course-level basis. Campus Update, the University’s general newsletter, could include information about the assessment activities of ASU-Beebe. Furthermore, the Meeting the Challenge Newsletter could include a summary of assessment results and activities to inform external constituents. Division websites may also be a logical location to display assessment results on a semester-by-semester basis.

3a/Strengths

- ASU-Beebe demonstrates its commitment to the improvement of student learning by conducting Assessment Days each semester.
- ASU-Beebe’s Institutional Effectiveness Plan integrates assessment for all areas of the University.
- The University’s new assessment software has resulted in a living documentation of its plans, results, and efforts to improve student learning.

3a/Areas for Improvement

- ASU-Beebe should strive to share assessment results with the institution’s constituencies, especially students.
• ASU-Beebe should consider a full-time coordinator/director of assessment. Having a single source for assessment information as well as someone to analyze TracDat data results would benefit the University’s assessment process.

• ASU-Beebe needs to improve its sharing of assessment information with faculty, staff, and students. In some cases, data results are not shared with others, possibly because the process lacks established communication pathways. The Institutional Effectiveness Committee should produce an annual assessment newsletter describing the University’s assessment results.

3a/Transforming for the Future

• The University should produce a comprehensive assessment training program on CD or as a video link on the website as a support for all employees, including adjunct, online, and concurrent faculty.

• As funding becomes more challenging, the University needs to make decisions based upon sound data results. ASU-Beebe needs concrete analytical data that provides a meaningful summary of student learning at all University levels to make well-informed fiscal decisions.
Core Component 3b

—Teaching

ASU-Beebe values and supports effective teaching.

Evidence

- Strategic Plan
- Institutional Effectiveness Plan
- Faculty Transcripts and Curriculum Vitae/Résumés
- Staff Development Committee Fiscal Reports 1998-2010
- Employee Development Committee Fiscal Reports 2010-11
- Mission, Vision, and Core Values
- Institutional Memberships List
- Faculty Professional Organization Memberships
- Minutes: Assessment of Student Learning Committee
- Operating Budget
- Student Activities Assessment Notebook
- Website, ASU-Beebe
- Catalog
- Course Philosophies
- Campus Update
- Handbook, Faculty

ASU-Beebe strives to transform lives by providing quality, learning experiences. The University prides itself in the care with which it selects its faculty and the support that it provides for faculty and staff. The University’s faculty and staff participate in numerous professional organizations, attend a multitude of professional conferences, and are the origin for any curricular changes. Through these actions, ASU-Beebe attempts to provide faculty with the newest technology and most up-to-date information in order to better serve its students.

Credentials

One of the ways that ASU-Beebe seeks to accomplish its mission is by providing students with qualified faculty to enhance their learning environments. ASU-Beebe employs qualified faculty with the credentials appropriate to their subject area. All academic faculty members will have a Master’s degree or equivalent academic or professional experience appropriate to the discipline to teach the appropriate courses. All technical/occupational faculty members will have degrees or professional experience appropriate to the discipline to teach the appropriate courses. Other faculty are

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1 Handbook, Faculty
required to have at least one degree higher than any degree that they teach. In addition, the University requires that academic instructors have at least 18 graduate hours in their selected discipline in order to teach in that field. Instructors are required to maintain current curriculum vitae (CV)/résumés on file with the Office of Academic Affairs.

**Hiring Process**

ASU-Beebe’s hiring process relies upon qualified experienced faculty, who analyze transcripts, resumes, and applications—as well as conduct the interviews, ensuring the future of effective teaching at the University. Also, faculty hiring committees work with the Human Resources department to ensure compliance with federal and state hiring requirements. Human Resources screens applicants for faculty positions and removes those who do not meet the advanced degree or appropriate credentials for each academic area. The Faculty Senate selects one member to serve on each search committee along with appropriate faculty members from that field. An effort is made to choose committee members that reflect racial, ethnic, and gender diversity. The appropriate division chair recommends the top candidates for consideration by the Vice Chancellor for Academic Affairs (VCAA). The Chancellor makes the final selection pending approval by the Board of Trustees, who makes the final decision for hiring faculty. The collaboration between faculty, staff, administration, and the board helps to ensure that quality faculty are selected.

**Curriculum Review**

Given the excellence that is expected of the University’s faculty and staff, the same high standards are expected throughout ASU-Beebe’s curriculum. Faculty members have the responsibility of making curricular decisions that are in the student’s best learning interests. This is accomplished by involving faculty in all levels of curricular decision-making. Any new curricula is first approved by the faculty at the department level and is, subsequently, submitted to the University’s Curriculum Committee by the appropriate division chair. The Curriculum Committee is comprised of division chairs, faculty representatives from each division, and other appropriate representatives. The committee, chaired by the VCAA, reviews the proposed changes/additions to the curricula. Votes on any changes/additions are typically taken the month after changes are proposed to give time for the division chairs and faculty representatives to solicit opinions from other faculty and ensure that all faculty are aware of any changes to the University’s curriculum.

**Strategies for Instruction**

In an effort to maintain consistency and promote effective curriculum and instruction, lead instructors with the assistance of other faculty construct student learning objectives
for each course, write course philosophies, and create course assessment materials. The course philosophies provide the foundation for course syllabi, providing the course learning objectives. Individual instructors prepare the syllabi accordingly for their courses and file their syllabi with the division chair for approval. All syllabi are then sent to the Office of Academic Affairs. Division chairs, program coordinators, and lead instructors supervise assessments for courses and programs and review results to ensure that learning objectives are relevant and measurable, that useful and timely data are recorded, and that information is interpreted with an eye for improving methods of instruction to strengthen retention and student learning. All faculty participate with their lead instructors in all assessment activities. Furthermore, the Assessment of Student Learning Committee (ASLC), which is faculty-led, reviews the assessment results and makes recommendations to division chairs.

**Teaching Performance**

The University values outstanding teaching and has several means in place to evaluate faculty and reward them for outstanding performance in the classroom. Each faculty member undergoes two peer reviews by their colleagues annually; classroom visits are required for these evaluations. One reviewer is chosen at the discretion of the faculty member, not to be duplicated in the subsequent year, and the other is chosen by the VCAA. Faculty can also request additional peer reviews. Faculty members also receive an evaluation from their division chair on a yearly basis. These evaluations are discussed with the division chair and then sent on to the VCAA. Students also evaluate individual faculty members as well as courses, programs, and University services. Faculty members receive student evaluations in the fall semesters in at least two of the courses that they taught over the course of that semester. For the 2010-11 academic year, the average score for the student evaluation of faculty across all campuses was 4.59 on a 5.00 scale. To ensure fair treatment of all faculty members, a Faculty Evaluation Review Committee is appointed to review the student evaluations of all faculty who fall below 3.85, the cutoff for consideration for merit pay. The Faculty Evaluation Review Committee conducts the review and provides a recommendation to the VCAA.

Awards and recognitions are other ways in which ASU-Beebe constituencies recognize excellent teaching performance. The administration selects an outstanding instructor who is honored at the Arkansas Association of Two-Year Colleges annual conference. At the Beebe campus, students involved in student organizations and the Leadership Council elect the recipient of the Positive Teacher Award. This faculty member is recognized at the annual student awards banquet and again at graduation. At the Heber Springs campus, the honors organization Gamma Beta Phi awards the Positive Teacher Award, Adjunct Teacher Award, and the Positive Staff Award. On the Searcy campus, an Outstanding Faculty Award and a Community Service Award are determined by an awards committee based upon nominations from faculty, staff, and students. Finally, the Chancellor hosts a Service Awards Banquet each spring to honor faculty and staff.
In addition to these specific awards, other special faculty privileges such as merit pay and the promotion/tenure process depend upon excellent performance in the classroom. In order for a faculty member to be considered for merit pay, the faculty member must have received a student evaluation rating of at least 3.85 on a 5.00 scale, two excellent ratings by peers during the current year, and an exceptional rating by the Chair for the current year. Any faculty member seeking promotion/tenure must address each of the seven desired “Characteristics, Traits, Qualities, and Expectations of a Tenured Faculty Member” to move forward in the process. The first of these is “Consistent, quality teaching performance over a six-year period in a tenure track based on supervisor, peer, and student evaluations.”

**Faculty Training**

ASU-Beebe is committed to providing training for faculty and staff to ensure they are prepared for technological advances. Divisions fund the majority of professional development though the amount of support and range of opportunities reflect budgetary constraints. For additional support, the Employee Development Committee utilizes its annual funds to assist faculty and staff with professional development. This additional source of funding allows faculty and staff to attend conferences and workshops, or to take courses. The Employee Development Committee provides funding only for professional development not previously funded through the committee. Funds are typically restricted to first-time attendance at conferences and tied to the professional development plans faculty submit each fall. As a result, ongoing participation at annual meetings or conferences is not supported by the committee but may be covered in division and department budgets. ASU-Beebe also supports faculty and staff by paying institutional memberships for over 50 professional organizations. In addition to these University-supported memberships, many ASU-Beebe faculty and staff hold individual professional memberships.

A variety of other training opportunities are presented throughout an academic year. During 2008 Fall pre-session activities, ASU-Beebe initiated break-out programs for faculty and staff that addressed assessment, technology, FERPA, accreditation, advising, and learning styles. During every pre-session week, a Principles of Academic Success workshop is conducted to orient instructors who teach the course. Throughout the semesters, other opportunities for training occur, including advising webinars and workshops. In addition to the training received at conferences, workshops, and courses, in-service training is provided for faculty and staff to build greater familiarity with any new equipment installed on campus, such as Smart Boards and Sympodium technology used in the newly remodeled buildings.

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2 Handbook, Faculty  
3 Institutional Memberships List  
4 Faculty Professional Organization Memberships
Technology and Learning

ASU-Beebe also continues its commitment to technology by upgrading its services to a wider broadband and continued updates of software. Due to the expansion of the learning environments at ASU-Beebe, faculty and staff have attended training to stay informed and effectively utilize new technologies. The Distance Learning Program provides online courses year-round via the WebCT Learning Management System. WebCT is also used as supplemental support for on-campus classes for many courses. Due, in part, to training received, approximately 75% of ASU-Beebe’s instructors use the WebCT/Blackboard online course management system as a course supplement, with over 140 supplemental shells in use each semester. Computer lab facilities, technologies, and personnel are provided for developmental course exit exams and proctoring for online courses.

Instructional support for students has been improved, establishing easy, technological access to a wide variety of learning assistance. Abington Library’s online databases provide access to academic journals, which in turn provide faculty information on current educational practices, content specific research, workshops, and new websites. Abington Library makes available a variety of ebooks, videos, DVDs, and over 60 online databases for student and faculty use. Students, faculty, staff, and administration can access these databases either on or off campus. Furthermore, library staff provides instruction for students in library research skills and accommodates faculty and staff requests for books, DVDS, journals, and other materials. Learning Centers offer tutoring in English, math, natural sciences, and many other subjects. In addition, the staff reports annually to faculty about the types of assistance students request most regularly.

Real-life Learning

ASU-Beebe pursues innovative teaching practices that extend beyond the traditional classroom. By engaging students in these activities, it is the University’s hope that students will recognize that not all learning occurs in a formal setting. Participation in these real-life experiences supports the University’s vision of encouraging life-long learning. Students in the Music and Theatre departments present a Madrigal Feast each holiday season that is open to the public. Attendees enjoy a traditional medieval feast as well as musical and theatrical entertainment. The Student Activities department offers a variety of student opportunities for experiential learning through the on-campus Coffee House the first Thursday of each month. Artists, musicians, speakers, and entertainers engage students in the campus community while encouraging student interest in the arts. The Agriculture Department hosts garden parties, evening events, and brown bag luncheons to share horticultural information and provide hands-on activities with attendees. ASU-Beebe faculty have forged relationships with area employers and

Criterion 3b
professionals to offer students opportunities for an array of internships and preceptorships, including observing early childhood classes, assisting in veterinarians’ offices and medical facilities, working part-time in area police agencies, and participating in similar pre-professional learning experiences. ASU-Beebe instructors have organized book and magazine donations for students, cultural film series, guest lectures, and travel opportunities to expand students’ intellectual horizons. The scope and variety of these activities provide additional learning opportunities for the college community.

3b/Strengths

- ASU-Beebe seeks out quality faculty, values excellence in the classroom, and recognizes exceptional teaching performance.
- ASU-Beebe is committed to keeping abreast of and implementing new technology in the classroom.
- The school supports faculty and staff by offering professional development opportunities through the Employee Development Committee, departmental budgets, and functional area budgets.

3b/Areas for Improvement

- Even though ASU-Beebe has made major efforts to increase the University’s network bandwidth, greater expansion would make more online educational resources available. Some Internet applications require extensive bandwidth to be effective in the classroom, such as video and interactive programs like MyMathLab and Google Earth.
- ASU-Beebe should consider expanding and/or restoring its innovative learning opportunities. For example, the Amateur Radio Club, which operated for a few years, provided amateur radio enthusiasts a chance to experiment with the building and use of radio equipment, antennas, and computer systems.

3b/Transforming for the Future

- The campus community should continue awareness of the newest methodologies to keep ASU-Beebe at the forefront of the academic world. The Information Technology department should continually strive to increase bandwidth to keep up with the growing needs of the University community.
Core Component 3c
—Learning Environments

ASU-Beebe creates effective learning environments.

Evidence

- Strategic Plan
- Institutional Effectiveness Plan
- Minutes: Assessment of Student Learning Committee
- Assessment of Student Learning Committee, 2010 Charge
- Operating Budget
- Student Activities Assessment Notebook
- Buildings and Renovations List
- Website, ASU-Beebe
- Campus Update
- Course Philosophies
- Placement Scores for Developmental Courses
- Catalog
- AHECB Approved Degree Programs (Academic Year 2012)

ASU-Beebe seeks to create and maintain a variety of effective learning environments for its students, faculty, and staff. The University realizes that not all students will be receptive to the same teaching styles and class formats. ASU-Beebe makes use of its Institutional Effectiveness Plan (IE Plan) to evaluate all areas of the University that affect student learning. The outcomes of the various assessment practices are then used to develop strategies for improving the University’s ability to provide learning services to its constituents. When appropriate, changes to curriculum, the utilization of new technologies and the offering of new student services may all be employed to ensure that the University’s students are exposed to the type of learning environment that will best serve them. ASU-Beebe strives to keep abreast of current trends and technological advances for providing students with adequate learning environments. The University then focuses on which of these learning styles/environments is best suited for a particular student during advising activities to ensure that each student has access to the environment that is likely to produce academic success.

Assessment as Continuous Improvement

ASU-Beebe, in developing its IE Plan, has implemented new procedures for assessing all areas of learning and the learning environments available at ASU-Beebe. The Institutional Effectiveness Committee (IEC) oversees all assessment activities on each campus. These include course, program, and degree-level assessment as well as
functional performance areas. The IEC meets monthly to monitor the progress of the Assessment of Student Learning Committee (ASLC) as well as the Institutional Planning Team’s progress with the Strategic Plan. The IEC is also responsible for monitoring the assessment of all functional performance areas. The University uses its assessment software, TracDat, to compile and present information concerning outcomes of these assessments. Through the consistent assessment of these three areas, the University is able to perpetuate a continuous improvement cycle for each that allows ASU-Beebe to monitor effectively all areas that contribute to student learning. The results of these assessment activities are then used to ultimately focus change in meaningful ways.

ASU-Beebe’s ASLC is charged with organizing and evaluating faculty efforts at gauging student achievement of course-, program- and degree-specific learning objectives. In following the Chancellor’s charge of monitoring the assessment cycle, the ASLC meets monthly to examine the entry of course, program, and degree objectives as well as the assessment results in the University’s assessment software. The committee then advises division chairs about the progress of assessment endeavors in their division and if any issues/discrepancies should be addressed. Assessment days, sponsored by the ASLC and IEC, are held on a regular basis and provide division chairs, lead instructors, and faculty the opportunity to discuss how changes in courses have affected student learning and if further changes are required.

**Course Philosophies**

The lead instructors appointed by ASU-Beebe division chairs are also tasked with developing and maintaining course philosophies for each course. These documents ensure that students are learning an equal body of information within a course, taught by various instructors and across the various campuses. These course philosophy guidelines allow full-time and adjunct instructors to have a degree of academic freedom in methodology, while assuring that students acquire the same body of knowledge regardless of the instructor or campus. The divisions of English and Fine Arts and Math and Science administer CAAP tests in general education core courses to provide a benchmark assessment of its students’ educational achievement in comparison to a broad national sample. These scores are also used for program assessments of the Associate of Arts in Liberal Arts and Associate of Science in Health Sciences degrees.

**Functional Performance Areas**

As called for in the institution’s new IE Plan, all non-instructional areas must also undergo routine assessment as functional performance areas. These functional performance areas were determined by the Chancellor’s Council with input from the various offices and divisions across campuses. The Functional Performance Area Objectives are linked to the Mission Components, a connection which ensures that assessment activities are relevant to the improvement of the institution and student
learning and success. Summaries of each area’s assessment plans and results are recorded in the University’s assessment software and reported to the IEC. By ensuring that functional areas such as student services, library services, continuing education, and concurrent admission are each undertaking assessment activities, the University is able to monitor the success of the various services and support that ASU-Beebe provides to its students. The ability to have in place a continuous improvement loop for the service and support activities that are a direct supplement to the learning environment provided by the faculty in the classroom is essential to serving the needs of the University’s students.

**Documenting Assessment**

The University’s assessment software, TracDat, provides ASU-Beebe with a means to track the action plans and follow-up plans derived from the assessment results in course, program, and degree-level instructional assessment as well as functional level performance. Lead instructors and program leaders suggest changes in curriculum, pedagogy, and textbook choices based on their assessment results, and the action plans document these changes. Similarly, functional performance supervisors suggest changes in their areas based on assessment results and document their action plans to improve services to students and the University’s communities. All Employee Development Committee requests and new budgetary expenditures are based on these assessment results and action plans, which are ultimately linked back to the University’s Strategic Plan, Mission Components, and General Education Outcomes.

**Effective Learning Environments**

ASU-Beebe realizes that not all learners achieve academic success in the same environment and makes significant efforts to provide environments conducive to the success of all its learners. ASU-Beebe offers 83 degree and certificate programs to its constituents, allowing the University to meet a diverse range of educational needs. The University provides instruction in a variety of different formats and times to meet the needs of its diverse constituents. Numerous courses are provided by the University to address the needs of students who need additional preparation for college work. The University’s new Principles of Academic Success III class serves as a freshman seminar type of environment, where incoming students who need remedial work are provided with an introduction to the many services that ASU-Beebe provides students to help them succeed academically. The newly revamped Student Success Center, the Learning Centers, and Disability Services all provide valuable assistance to the University’s learners.
Degrees and Certificates

ASU-Beebe has experienced profound growth in its degree and certificate offerings over the past decade. Students may now choose from over 80 degrees and certificates to meet their specific educational needs, whether transferring to a four-year institution, completing the prerequisites for a pre-professional program, or gaining work-ready skills.1

Students with distinct career goals can enroll in one of ASU-Beebe’s many certificate programs. These areas of study provide the background needed to fulfill those goals and develop specific skills needed in various technical areas for immediate job placement, such as those provided by the University’s Early Childhood program. Students in the Early Childhood program can receive a 10-hour certificate of proficiency, a 39-hour technical certificate, and/or a two-year Associate of Applied Science degree—any of which increases their credentials for working in a daycare facility. Certificates are available in business, agriculture, occupational technology, advanced technology, allied health, education, and social sciences.

Learning Formats/Environments

The University provides academic instruction to its learners in several unique formats that meet the diverse needs of its constituents. In addition to the traditional classroom setting, online and Internet-assisted courses on the various campuses provide more flexibility in the time requirements for students who have jobs and family obligations. The University also offers instruction using the compressed video network technology for several programs. Students doing internships can receive credit for classes in some instances. In Spring 2012, a self-paced computer-based modulated learning environment will be piloted for some remedial math courses on many campuses.

Non-traditional credit may be awarded to students in some instances for training, certificates, or life-experience that they received outside the University. For example, based upon their law enforcement training and experience, active law enforcement personnel may receive credit for a number of Criminal Justice courses that are necessary for the Associate of Science and Associate of Applied Science degrees in Criminal Justice. The Registrar coordinates with the American Council on Education (ACE) to determine course credits awarded to students. ACE is particularly helpful for the University’s military students by providing “a collaborative link between the U. S. Department of Defense and higher education through the review of military training and experiences for the award of equivalent college credits for members of the Armed Forces.”2

1 AHECB Approved Degree Programs (Academic Year 2012)
2 Website, American Council on Education: Military Programs
The ASU-Beebe catalog describes the University’s Credit by Examination policy, which enables students to accelerate their academic progress by earning college credit hours through examination programs. Credit by examination allows students who already possess a college-level understanding of general education subjects to begin with courses appropriate to their level of educational achievement. Leading ASU-Beebe’s efforts, ASU-Little Rock Air Force Base (ASU-LRAFB) began offering internet-based examinations for credit in March 2007. A full-time testing coordinator was assigned to manage the testing center. Two types of examinations for credit are offered: College Level Examination Program (CLEP) and Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs).

Initially located in Little Rock AFB Building 842, the testing facility relocated to the new Jacksonville-Little Rock Air Force Base Education Center in January 2011. The new location provides open access to CLEP and DSST examinations for military members and civilians alike. The testing facility has 16 computer stations and multiple daily examination periods, including morning, afternoon, and early evening sessions designed to foster a student-oriented, military-friendly testing environment.

Since examination for credit operations began at ASU-LRAFB, more than 7,000 CLEP and DSST examinations have been administered through September 15, 2011. From 2009-2010, the ASU-LRAFB testing center recorded the highest number of online examinations administered at military installations worldwide. During 2010-2011, the ASU-LRAFB testing center was recognized by CLEP as one of the top 50 test centers administering examinations to military personnel.3

In addition to providing many different courses of study and varied learning environments, ASU-Beebe also schedules classes to accommodate the needs of students during the regular daytime hours, as well as nights and weekends. ASU-Beebe enlists Cabot High School to provide a location for students in core courses who might have difficulty traveling to the University’s main campuses during the evening hours. Concurrent programs at various high schools in the area allow students to earn college credits while they are still in high school. The ASU-LRAFB program provides access to college courses and advising for area civilians and military personnel who might require alternative course accessibility. The University’s Honors Program offers classes to challenge advanced students. Additionally, efforts to support student learning include access to faculty outside of class times through WebCT, email, telephones, and regularly scheduled office hours (posted outside each instructor’s office). Special appointments are also available for students on request.

3 E-mail: ASU-LRAFB CLEP/DSST exams-for-credit program
Developmental Student Support

For those students enrolling in college for the first time, who may have varied skill levels or need extra help in order to be successful, developmental courses in English, reading, and math are provided. Remedial course work prepares students for entry into courses for college credit. Students who test into one or more developmental courses are required to enroll in the University’s new Principles of Academic Success III course. The Principles of Academic Success III course provides students with the tools to develop necessary study skills for successful academic progress, plan their career goals, develop a college plan to meet their goals, and engage in college life. ASU-Beebe also has Adult Education Centers on all of its campuses to help those students 18 years or older to receive their GED or to improve their basic skills prior to entering the University.

The University provides a nurturing environment for its learners in the Student Success Center (SSC). The SSC staff develops a caring rapport in a safe environment with those in need of assistance for success in college. The SSC advises many of the University’s students who have undecided majors and works with them to discover their individual interest and to develop college and career goals that coincide with that interest. Students in need of long-term professional counseling receive appropriate referrals. The SSC office is located on the Beebe campus and coordinates services for Heber Springs, Searcy, and the LRAFB.

Learning Centers

Other important areas serving the diverse needs of students are the Learning Centers. The Learning Centers have extended hours of service in order to be available for students that may be unable to come to the campuses during regular business hours. Tutoring services may also be accessed via the phone or over the Internet. Services offered include peer tutors and professional student development specialists; access to computers for research, communication, and WebCT courses; and study areas for small groups working on projects, presentations, etc. There are workshops provided for those who need help in working with scientific calculators, WebCT, research methods, writing skills, etc.

Disability Services

Serving each ASU-Beebe campus and location, the Coordinator of Disability Services serves as a liaison between administrators, faculty, and students. The Coordinator arranges reasonable academic and non-academic accommodations for eligible students with disabilities. At the Beebe campus, disability services has expanded its space for testing accommodations. ASU-Beebe makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for people with disabilities. Students with disabilities are required to meet the same academic standards and code of conduct as all other students at ASU-Beebe.
Learning and Student Diversity

ASU-Beebe recognizes cultural diversity on campus by providing organizations that support veterans, international students, women, single parents, and nontraditional students. There are also courses designed to expose students to diverse cultures and cultural issues not inherent to the local area such as International Studies, Comparative Religion, Spanish and French courses, and Yoga. The University’s International Club provides a forum for students from outside the USA to interact with American students, giving both groups the benefit of their interaction. Events on campus celebrate a variety of nationalities and heritages and life experiences and backgrounds. These include Veterans Day ceremonies, Black History month, Cinco de Mayo, and Day of the Dead displays in the Abington Library. Ladies Who Lunch and the Single Parent Organization provide encouragement to female faculty, staff, and students.

Learning Environment Technology

ASU-Beebe is also cognizant that in today’s atmosphere of constant change that the University must remain at the forefront of technological advances in learning environments. The campuses are equipped with computer labs and wireless internet abilities to assist students, faculty, and staff with access to Internet-related learning tools. Students have access to research materials from online databases to which Abington Library subscribes. Abington Library has access to a vast selection of E-books making resources available to students that might otherwise be cost or space prohibitive. The campus network also allows students, faculty, and administration the equipment to communicate with each other efficiently. The University is also stepping up its use of Facebook and YouTube to expand its learning environments into the technologies used often by students.

AlertXpress, the University’s emergency notification system, allows students, faculty, and staff to register their cell phone and to receive instant alerts to improve safety in all learning environments. In 2009 the University installed an IP telephone system to enhance communication across the campuses. The University is currently seeking an additional grant from the Federal Emergency Management Agency to install IP telephones in all classrooms, which will allow for further immediate emergency notification.

ASU-Beebe classroom areas have recently received technology upgrades, including computers, projectors, video players, and SMART technology to aid instructors in presenting material to students in formats that address various learning styles. Instructors use PowerPoint presentations, Word documents, videos, internet resources, Sympodiums, and Smart Boards to broaden their course presentation options. Many instructors are also using WebCT, the University’s online learning management system, to supplement course work between instructors and students in regular classes. This
allows instructors to publish syllabi and other handouts, post grades, post assignments for students who may have been absent or for those who need to revisit the assignment for clarity, and maintain a calendar of past and upcoming due dates for assignments. In the event of inclement weather, widespread illness, or absence by students or the teacher, courses can stay on track with supplemental WebCT access. Internet-assisted courses with limited classroom meetings during a semester implement the same technology.

Learning Facilities

ASU-Beebe completed a new Science Building in 2008, implementing state-of-the-art technology in the laboratories individually designed for the various sciences. The building also has a computer lab, providing students access to technology for research, composition, and communication. The England Center underwent remodeling in 2010 that includes the installation of technology to bring that building up to the same technological standards as other classrooms on campus. The federal government erected a new building that opened in 2011 outside the entrance to Little Rock Air Force Base. The building houses the LRAFB campus of ASU-Beebe and has access to updated technology for students, faculty, and staff. On the Heber Springs campus, the University constructed an Academic Center and Student Services Building in 2007 that include the classroom technology described above. Heber Springs also has the Latimer Technical Center with welding shops, a kitchen for student training, nursing training facilities, art studios, and various other programs that use current technology to train students. The Searcy campus added two buildings in 2008, Technology East and Technology West, and other buildings were renovated.

Academic Advising

Academic advising is an integral part of the learning process because students must be informed of learning resources, guided in developing an academic plan, and placed in appropriate classes. Advisors are accessible to students on each ASU-Beebe campus and location. Online students have advising available to them via phone or Internet. New faculty receive training in advising from faculty mentors. In addition, annual Advising Training Days are held, sponsored by the University’s Advising Committee and the Student Success Center, in which faculty are made aware of any changes in degree plans and other pertinent information relating to the advisement of students. The level and quality of advising is a significant factor for assisting students in their efforts toward academic success. In 2011 the University’s Advising Committee sent a team to the National Academic Advising Association (NACADA) Summer Institute to gain input about the restructuring of academic advising. ASU-Beebe screens students for proper placement at the beginning of their college experience. The University uses Compass and/or Access, ACT and SAT scores to place students in the beginning courses best.
matching their skill levels at that time.\textsuperscript{4} Passing standardized tests is mandated for promotion out of remedial education in English, reading, and math. Advisors counsel students to register for courses for which they meet requisite test scores or prerequisite course work to ensure proper placement in remedial and college-level courses.

**3c/Strengths**

- ASU-Beebe has a strong system of support services, including the Learning Center, Student Support Services, Student Success Center, and Abington Library.
- ASU-Beebe offers many learning environments, including traditional day and night classes, weekend classes, online courses, online-assisted courses, Compressed Video Network, internships, concurrent courses, honors classes, non-traditional credit, non-credit courses. There are also a variety of academic terms, including: eight-week terms, and 16-week semesters, summer five-week terms, and a two-week Intersession.
- The Math and Science Division website makes effective use of the Internet, offering students access to individual faculty syllabi and course materials.

**3c/Areas for Improvement**

- All academic divisions should make an effort to utilize their websites more effectively and in a similar manner as the Math and Science Division.
- The level and quality of advising that students receive is inconsistent. ASU-Beebe needs to restructure its advising process, taking into consideration what the advising team learned at the 2011 NACADA Summer Institute.
- The University needs to improve its effort to identify special populations of students to support their unique needs.
- Completed in 1982, the Owen Center is a major classroom building on the Beebe campus and needs renovation of its learning facilities.
- In the past, ASU-Beebe had an academic advising website, which included advising information for students, parents, faculty, and staff. The degrees and certificate check sheets were also available. The advising website should be reinstated along with sufficient support to maintain updates.

\textsuperscript{4} Placement Scores for Developmental Courses
3c/Transforming for the Future

- Retention, persistence, and graduation rates are of increasing focus for funding purposes. ASU-Beebe should consider exploring new methods of training advisors, obtaining advising software, and establishing an advising center.

- ASU-Beebe should incorporate innovative ways of integrating the natural environment with the student learning environment. For example, the Heber Springs campus is utilizing its natural environment in developing an environmental science program. The Heber Springs campus environment is being enhanced with nature trails on Sugar Loaf Mountain on campus and a wetlands area that is being considered for a wildlife sanctuary. Similar opportunities are available for the Beebe campus with its Lake Barnett property.
Core Component 3d
—Learning Resources

ASU-Beebe’s learning resources support student learning and effective teaching.

Evidence

- Graduating Class Exit Opinion Survey
- Community College Survey of Student Engagement, 2009-Present
- Community College Faculty Survey of Student Engagement, 2009
- Student Support Services Annual Performance Reports, 2002-2010
- Learning Center Usage Statistics
- Syllabus: Principles of Academic Success III
- Survey: Assessing Student Support Services
- Survey: Assessing Abington Library
- Survey: Assessing Learning Center
- Mission, Vision, and Core Values
- Institutional Effectiveness Plan
- Minutes: Chancellor’s Council
- Operating Budget
- Website, ASU-Beebe

ASU-Beebe works diligently to provide the learning resources necessary for effective learning collaboration among its faculty, staff, and students. While it is not feasible to provide all of the learning resources necessary for every class, program, or department on site, the University works to ensure that its constituents have the ability to access what they require to be successful. As called for in its Institutional Effectiveness Plan, ASU-Beebe also evaluates and assesses the effectiveness of its resources to its constituents and prioritizes new budgetary expenditures accordingly.

Learning Facilities

ASU-Beebe offers students extensive learning facilities. With the completion of major construction at all University locations, state-of-the-art facilities now represent the norm across ASU-Beebe. New science laboratories at Beebe, Heber Springs, and the Little Rock Air Force Base (LRAFB) provide both faculty and students with safe, clean, and open spaces in which to interact. The Organic Laboratory of the Math and Science building houses one of the few undergraduate teaching laboratories in the state with individually vented hoods for every student. The newly renovated England Center on the Beebe campus houses a new art exhibition studio as well as new ceramic kilns and graphic design space. New construction and renovation on the Heber Springs and Searcy
campuses have added much needed shop space for the University’s occupational/technical programs. Through the Jacksonville-Little Rock Air Force Base University Center, the ASU-LRAFB location provides classroom, testing, and laboratory space with easier access for both military and civilian students. Replacing the previous testing center located in the Student Success Center’s office, a new University Testing Center located in the Owen Center on the Beebe campus provides expanded services for students and faculty. Numerous new open-use computer labs have also resulted from the new construction and renovation across ASU-Beebe.

**Libraries**

The University’s library provides learning and teaching resources for all of ASU-Beebe. The mission of Abington Library is to provide a center of academic support services for ASU–Beebe and the communities they serve. Abington Library contains over 63,000 volumes, 4,000 audio/visual items, and subscriptions to 175 periodicals. Access is provided to over 38,000 eBooks and nearly 30,000 online journal titles. Group and individual study rooms are available for private study. Computers with individual printers are available for use by patrons at no charge. Circulation privileges are available for students, faculty, staff, and community members. In addition, Abington Library is a member of the Arkansas Library Link consortium and participates in their reciprocal borrowing program.¹ Thus, ASU-Beebe’s students, faculty, and staff can borrow items at other participating universities using the ARKLink card. Reference services are provided in the traditional person-to-person format, by phone, and online via e-mail or WebCT.²

**Tutoring**

In ASU-Beebe’s Learning Centers, professional and student tutors are available to support students. At the Beebe campus, the Learning Center is open 12 hours a day, Monday through Friday. By Fall 2011, the Beebe campus Learning Center had nine professional tutors holding bachelor’s, master’s and doctorate degrees in various subjects including biology, chemistry, physics, English, business, mathematics, and education. Completing the staff were five student tutors, who were trained by professional tutors. ASU-Heber Springs hired a second full-time student development specialist in the Learning Center on that campus. Their tutors include students in the University and graduates with associate’s, bachelor’s, and master’s degrees. Tutoring is available on the Searcy campus up to nine hours a day during the week. A full-time coordinator with 22 years’ experience and part-time tutors assist students in the nursing program, technical programs, and general education courses. The University also added one part-time faculty tutor position to support general education classes, plus 20 hours per week for additional student tutors in support of the nursing and technical programs.

¹ Website, Arkansas Library Link Consortium
² Website, ASU-Beebe (Abington Library)
at the Searcy campus. Tutoring for LRAFB students is currently available on the Beebe campus or through online and telephone tutoring. Active duty personnel and their families can also access tutoring 24/7 through tutor.com, a free service provided by the Air Force.

To maintain readiness and flexibility, tutors are cross-trained to tutor in other subjects by attending courses that have a high demand for tutoring. Professional tutors are experienced teachers/instructors and have as much as 16 years’ experience collectively in the Learning Centers. The University supports student learning for success with online activities, telephone, and tutoring services. In addition, the Learning Centers support students in using technology and software.

Student Support Services

Considered a unique situation for a university, ASU-Beebe has federally funded TRIO programs (SSS and Upward Bound) on both the Beebe and Heber Springs campuses. According to the requirements of the 2010-2015 TRIO federal grant on the Beebe campus, there is a director, two full-time Student Development Specialists, and one half-time transfer specialist to assist participants. The specialists hold bachelor’s and master’s degrees in chemistry and biology and are well-versed in English and literature. SSS also employs peer tutors, totaling up to 85 hours per week of available tutoring appointments. All peer tutors must have completed College Algebra and Freshman English II with a grade of “B” or higher in all math and English subjects to be considered for employment. SSS offers tutoring to program-eligible students on a drop-in or by-appointment basis.

In 2010 the ASU-Heber Springs campus received a similar grant to fund a Student Support Services program. The Heber Springs staff includes a director, two full-time professional staff, and a full-time administrative assistant. The program is funded for 140 students for the current grant cycle. Requirements for tutors at the ASU-Heber Springs campus are the same as for tutors at the Beebe campus, according to the SSS grant written for the ASU-Heber Springs campus.

Learning Technologies

As a student-centered University, ASU-Beebe continues to update its technology resources for students, faculty, and staff. Many faculty and staff utilize WebCT, the University’s online learning management system, as a supplement for traditional classes and groups to ensure access to information, to distribute learning materials, and to provide ease of communication. In addition, students, faculty, and staff may now use Facebook as an alternative method of communication. With ever-changing technology, ASU-Beebe strives to provide students, staff, and faculty with the latest software. Previous to 2011, ASU-Beebe students were able to check out and install the latest
Microsoft Office software for free due to an arrangement with Jonesboro. However, due to changes in licensing on the Jonesboro campus, ASU-Beebe began offering Microsoft Office® 2010 for all students, faculty, and staff at the University Bookstore for $10. The Principles of Academic Success III course is now mandatory for all students required to take a developmental course(s) in an effort to promote student success and retention. One important aspect of the course is that it orients students in using WebCT, Campus Connect, campus email, and various other computer applications. In addition, students who attend new student orientation train to use campus email and Campus Connect. In 2011 ASU-Beebe implemented the Quick Response code, an application designed to be read by hand-held devices. The University has placed this code on a variety of publications to provide easy access to texts, URL’s, or other data of value to the University’s constituents. Also, the Abington Library has built into its website the capacity for hand-held devices to easily access all information and services.

**Disability Access**

Throughout its buildings on the Beebe, Searcy, and Heber Springs campuses, the University seeks to ensure that students with disabilities have access throughout the campuses. Students with learning disabilities are encouraged to contact Disability Services, where they may receive additional support. The Coordinator for Disability Services has verified that all areas on the campuses have Braille labels for the blind. Additionally, deaf or hard-of-hearing students may register with disability services, which will ensure they are provided with note-takers, interpreters, FM receivers, CART (a video relay system that can be used with classroom computers), or other accommodations they may require. All areas of the campuses are wheelchair accessible, including the bathrooms. At the Beebe campus farm, there are concrete sidewalks around the arena and pens. The Jacksonville-Little Rock Air Force Base University Center, completed in 2011, is fully ADA-compliant. The University continues to provide the accessibility and educational resources for students with disabilities to succeed.

**Learning Partners**

ASU-Beebe has experienced substantial growth, climbing from 4,987 students in 2002 to 6,867 students in 2010, and has implemented programs offering traditional internship, preceptorship, or clinical training. These programs include Practical Nursing, Health Information Assistant, Emergency Medical Technician/Paramedic, Veterinary Technology, and Hospitality Administration. The Agricultural Equipment program partners with John Deere to provide training in agricultural equipment maintenance and repair. The Ecology Club, the Sugar Loaf Heritage Council, and life sciences faculty are partnering to enhance the Heber Springs campus, making use of the natural environment and the
public use of the mountain that serves as the centerpiece for the campus. The Chemistry Department at ASU-Beebe partnered in the writing of a National Science Foundation grant in Fall 2010 with Hendrix College for a new 400 MHz Nuclear Magnetic Resonance Spectrometer. ASU-Beebe students will have the ability to send samples to Hendrix and view the results in an online database accessible from the ASU-Beebe campus. ASU-Beebe continues to seek avenues for partnerships in the community and elsewhere to enhance student learning and effective teaching.

**Evaluation of Learning Resources**

ASU-Beebe is committed to the evaluation and assessment of all aspects of its campuses, including its resources that support faculty, staff, and students. The University asks students to evaluate the University’s learning resources and teaching practices in a number of ways. Student Satisfaction Surveys are administered through Campus Connect, WebCT, and Select Survey (the University’s online survey software) at various times throughout the academic year over a variety of different topics. Students evaluate individual instructors and courses every fall. Graduating students have the opportunity to participate in the *Graduating Class Exit Opinion Survey*. When students withdraw from the University, they complete a Withdrawal Survey to provide helpful feedback with which to improve ASU-Beebe’s performance. ASU-Beebe has also participated in the Community College Survey of Student Engagement since 2009. Faculty were also given the opportunity to participate in the Community College Faculty Survey of Student Engagement in 2009. In doing so, the University examined how the perceptions of faculty and students differ and work on alleviating discrepancies in student engagement.

ASU-Beebe Learning Centers, Student Support Services, and the Abington Library assess and correlate student usage and student benefits, using in-house surveys given to the students they serve. The *Graduating Class Exit Opinion Survey* also offers students an opportunity to evaluate the Learning Centers and the Abington Library. The Abington Library regularly assesses its online resources to ensure it is meeting the needs of all users. In addition to in-house surveys, the Learning Centers also use Accutrack Student Data Tracking System to track student usage of their facilities. The data enables staff to check grades in algebra and English classes, as well as the GPAs of all students using their services for 15 hours or more. Success is measured by determining whether 70% or more of those students earn a grade of “C” or higher in algebra and English classes. Retention/graduation success is measured by determining if the rate of students who spend 30+ hours in a Learning Center is the same or higher as that of the general population.

Student Support Services checks grades in each subject tutored for all students using their services and compares the grades to that of the general population. Success is measured by determining whether 80% or more students in SSS earn a grade of “C” or
higher. Retention/graduation success is measured by determining if the rate of students who participate in SSS is 60% or higher. SSS maintains contact records in Student Access software to track the amount of time students spend at SSS.

In an effort to ensure the effectiveness of its learning resources, assessment is performed on a regular schedule for all instructional units and non-instructional areas. SSS submits an annual performance report to the United States Department of Education (USDE). The USDE examines the report to determine if SSS has met its objectives. At the end of the current grant cycle, extra experience points may be granted by the USDE to the institution based upon meeting the institution’s objectives. The extra points can be used for obtaining the next SSS grant. SSS assesses a variety of other areas, such as tutors, each semester and submits their functional performance assessment every five years. Both the Abington Library and the Learning Centers assess their effectiveness each semester and compile those results into an annual functional performance report.

**Fiscal Commitment to Learning**

ASU-Beebe aspires to become a comprehensive university that provides students, faculty, and staff with the best facilities for learning and teaching. The effort requires continuous improvement strategies as well as fiscal commitment. The University includes money in the budget for renovating buildings as needed, for hiring new employees, and for development of new programs, such as the Veterinary Technology Program. In the past, budget priorities did not necessarily reflect a focus on improvements in teaching and learning. In the last few years, however, the planning and budgeting processes have been transformed to make improvements in teaching and learning a budgeting priority. Budget increases, travel requests, and Quality Improvement Funds requests now must be tied to the Strategic Plan, Mission Components, assessment of student learning, or assessment of functional performance areas. This illustrates the dedication that the Chancellor's Council and Institutional Planning Team have for an improvement-driven budgetary allocation process.

**3d/Strengths**

- For many years, ASU-Beebe has provided and continues to provide the latest Microsoft software either for free or for a minimal cost for all students, faculty, and staff.
- ASU-Beebe’s improvement-driven allocation of the budget provides for developing new programs, renovating buildings, and updating technology.
- ASU-Beebe employs qualified and competent staff for its Learning Centers and SSS. Tutors are well-trained, and many have extensive experience.
3d/Areas for Improvement

- While access to the Abington Library resources is available through all hand-held devices, much of ASU-Beebe’s website is not formatted for this access. Students and many of the faculty and staff are connected to internet access through their hand-held devices, but many of these devices will not connect to the system or are not fully functional when logged into the system.
- With the University’s ever-growing population and infrastructure, all campuses, divisions, and functional units need more technical support.
- Students at ASU-LRAFB and ASU-Searcy would benefit from additional on-site tutoring resources and staff.

3d/Transforming for the Future

- ASU-Beebe should continue to explore advances in learning technology and to train faculty and staff in their uses.
- As the University continues to grow, additional learning and teaching resources will be necessary to ensure the quality learning experiences called for in its mission. To supplement its learning resources, ASU-Beebe should consider engaging in more partnerships with other higher education institutions as well as local business and industry.
Criterion 4

Transforming ASU-Beebe’s Learning Environment through Acquisition, Discovery and Application of Knowledge

*ASU-Beebe promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.*

Central and vital to the mission and core values of the University are its efforts to transform lives through quality learning experiences. Such experiences occur in the University’s learning environments, whether inside or outside the classroom. With its student-centered focus, ASU-Beebe emphasizes the dynamic of learning between faculty and students, recognizing that academic freedom and professional development positively affect the learning environment. Instructors are encouraged to focus upon their students above all other duties, developing suitable learning strategies, opportunities, and materials.

In addition, the University understands that the act of acquiring, discovering, and applying knowledge requires multiple areas working to support student learning. Students are provided with extensive access to degrees and programs and are supported by the efforts of academic advising and a variety of student services. Extracurricular activities provide social environments for student interaction and foster important connections with the University.

To transform lives further, students are encouraged to consider themselves in relation to the world, which presents a much larger learning environment. As one of the University’s General Education Outcomes, Self and Society directs constituents to understand themselves within a global context. Curriculum, programs, and University policies provide opportunities for developing a healthy awareness of global diversity.

The University, through those policies and practices, makes clear that it values learning within the classroom, beyond the classroom, and beyond graduation. Administrative and faculty components within budget constraints promote the development of the campus and the classroom through the construction and renovation of campus buildings and through making available new technologies for the enhancement of teaching strategies.
Core Component 4a
—Life of Learning

The institution shall, through the actions of its Board, administration, students, faculty, and staff demonstrate that it values a life of learning.

Evidence

- Institutional Effectiveness Plan
- Mission, Vision, and Core Values
- Faculty Transcripts and Curriculum Vitae/Résumés
- Syllabus Template
- General Education Outcomes
- Handbook, Faculty
- Handbook, Staff
- Handbook, Student Planner and
- Catalog
- Arkansas Course Transfer System
- Meeting The Challenge Newsletter
- Staff Development Committee Fiscal Reports 1998-2010
- Employee Development Committee Fiscal Reports 2010-11
- Standing Committees List
- Minutes: Leading Employees to Advancement and Development Committee
- Professional Development Award Policy, 2008
- Office of the Vice Chancellor for Academic Affairs Promotion/Tenure Recommendation Form
- ASU-Beebe Graduates Since 1995 (as of 7/21/2010)
- AHECB Approved Degree Programs (Academic Year 2012)
- Advisee List, Fall 2011
- Website, ASU-Beebe

At all levels, ASU-Beebe contributes toward the transformation of the lives of its students by providing them with access to quality educational experiences. The University’s Mission, Vision, and Core Values declare the significance of transforming lives through quality learning experiences. The mission is clarified with a vision statement that makes explicit ASU-Beebe’s ultimate goal of producing individuals who will “become life-long learners” as they go beyond their undergraduate coursework into more advanced educational programs or directly into the workforce. The Core Values—of being Student-Centered, providing Access, promoting Diversity and Global Awareness, exhibiting Integrity
and Excellence—provide the philosophical framework for the Institutional Effectiveness Plan (IE Plan). Aside from economic development (Strategic Goal 3) and funding (Strategic Goal 6), all other strategic goals address the quality of instruction and institutional support for student learning.

Strategic Goal 1
Provide learning experiences designed to support the diversity of our students’ needs and aspirations

Strategic Goal 2
Increase enrollment, retention rates, and graduation rates

Strategic Goal 4
Develop and maintain a culture of assessment to improve student success

Strategic Goal 5
Recruit and retain outstanding university employees

Since the implementation of the IE Plan in January 2010, ASU-Beebe has taken steps to achieve these goals. All policies and actions are continuously refined to stem from the strategic goals that promote a life of learning among the University’s students. Furthermore, ASU-Beebe engages in continuous improvement to produce flexible and effective learning environments that support student achievement in a dynamic and diverse world.

**Respect for Academic Freedom and Integrity**

The Chancellor of ASU-Beebe is responsible, through the Vice Chancellors, for implementing the policies of the University’s Board of Trustees as they apply to ASU-Beebe. According to the ASU-Beebe Faculty Handbook, the Board of Trustees and administrators have adopted policies indicating their respect for basic academic freedom for members of the University community. The statement of Academic Freedom and Responsibility accepts principles of the 1940 AAUP statement of academic freedom, “which includes a firm commitment to intellectual honesty, freedom of inquiry and expression, respect for the dignity of each individual, and receptiveness to constructive change.”¹ It continues by declaring that ASU-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors.

¹ Website, American Association of University Professors
Responsibilities include the requirements to be accurate, forthright, dignified, civil, and honest to reflect well upon themselves and the institution. The institution also specifically protects freedom of expression and assembly for students through provisions in the 2011-12 Student Planner & Handbook. Scholarly integrity is likewise required of students through a statement of policy in the ASU-Beebe Catalog and through the 2011-12 Student Planner & Handbook. It is also a mandatory component of all instructional syllabi. Policies regarding academic freedom and responsibility for faculty are within the jurisdiction of the Office of Academic Affairs. Those concerning students fall under the Office of Student Services, administered by the Vice Chancellor for Student Services.

ASU-Beebe is committed to its integrity when the institution may be at fault. Two University standing committees, Academic Hearing Committee and Non-Academic Hearing Committee, address violations or grievances of faculty and staff rights and privileges in cases where institutional error is alleged. The Academic Hearing Committee addresses concerns for faculty and students regarding instructional issues while non-instructional concerns are handled by the Non-Academic Hearing Committee. Student violations and grievances may be addressed administratively under the authority of a Judicial Officer appointed by the Vice Chancellor for Student Services (if suspension or expulsion is not contemplated). Student integrity is further addressed through a discipline committee hearing in cases where a possible suspension or expulsion may result. Student disciplinary action is noted in Article III of the Student Code of Conduct. The existence of policies relating to academic freedom and integrity and ASU-Beebe’s adherence to those policies demonstrate the institution’s commitment to the value of learning and the fundamental mission of the University to expand knowledge.

Professional Development

ASU-Beebe continues its tradition of encouraging professional development among its faculty and staff. The University values a life of learning for its employees and recognizes that the institution will benefit from professional development that leads to creative ways to fulfill its mission. Strategic Goal 5.1 calls for the University to “implement a comprehensive professional development program to prepare employees for advancement opportunities.” The institution seeks to create opportunities for development through such programs as

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2 Handbook, Student Planner and
3 Catalog
4 Handbook, Student Planner and
5 Website, ASU-Beebe (Academic Affairs)
6 Handbook, Student Planner and
Employee Development and Leading Employees to Advancement and Development (LEAD).

For many years, the University funded professional development through a variety of sources, including the Staff Development and departmental budgets. The Staff Development Committee processed requests for staff and faculty professional funding for travel and attendance at workshops and conferences that were relevant to the employee’s position. Approval for funding was based upon the activity’s relevance to the employee’s position. Also, an employee could receive funding only once for the same activity through staff development funds. A follow-up report to the Staff Development Committee was required. However, on September 1, 2010, the University restructured the Staff Development Committee and replaced it with a new Employee Development Committee with the director of Human Resources as its chair. The committee processes requests for professional development from the Beebe and Searcy campuses. On the Heber Springs campus, however, due to the unique manner in which the campus is funded by the State of Arkansas, employee professional development is funded through their departmental budgets.

In 2009-10, ASU-Beebe developed the LEAD program to provide an opportunity to nurture emerging leaders and help produce the next generation of leaders. Participants have the opportunity to learn directly from the University’s administrators about policies, procedures, budgets—and the realities associated with all campus operations. The fact that even the Chancellor has chosen to be directly involved shows the level of support for this program. ASU-Beebe is committed to a system for encouraging employee professional development.

ASU-Beebe encourages the professional development of its employees. Therefore, in an attempt to recognize the professional development efforts of its non-faculty staff and technical/occupational faculty for such efforts, one-time rewards are given for attainment of the stated professional development accomplishment. Financial bonuses are awarded to technical/occupational faculty and non-faculty for completion of higher academic levels.7 Furthermore, technical/occupational faculty can receive an additional financial bonus for promotion. Academic Transfer faculty, however, may only receive a financial bonus for promotion.8

Compensated Faculty Leave, often called Sabbaticals, and tuition discounts for employees are also available in order to assist in professional development.9 The

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7 Professional Development Award Policy, 2008
8 Handbook, Faculty
9 Handbook, Faculty
purpose of the compensated leave program is to provide opportunities for eligible faculty members to engage in professional activities that enhance their career at ASU-Beebe while receiving regular salary. Compensated leave may be granted for research, writing, other professional creative activities, graduate study leading to advanced degrees, travel for study/research, retraining tenured faculty members who teach in programs being phased out, or for further study to upgrade specific program(s).

In addition, eligible staff may enroll for undergraduate studies for credit or for audit on a space-available basis at a 75% discount of tuition. For graduate level studies, these persons are eligible for a waiver of one-half tuition. Persons who receive the tuition discount will receive any University-sponsored scholarships adjusted accordingly. With the approval of the supervisor, an employee may enroll in one course for up to three hours per week for credit or audit during the fall and/or spring semester. The leave occurs during their regular workday, including the lunch hour.

**Promotion and Tenure**

ASU-Beebe is one of two community colleges in Arkansas that grants tenure. The Board of Trustees approved the Promotion, Retention, and Tenure Policy as found in the Faculty Handbook for ASU-Beebe. Adopted in March 2007, the policy has given faculty members and library staff considerable incentive to undertake professional development activities. This change was made to provide for a clear and equitable promotion and tenure process. Prior to this change, promotion and tenure had been based primarily upon longevity of service rather than clearly defined guidelines. Faculty candidates sent letters of request and supporting letters from division chairs to the Chancellor, who would then, after reviewing the applicant’s record, make a recommendation to the ASU President and Board of Trustees. The new system is designed to create clear expectations for promotion and tenure.

During the summer of 2007, an implementation committee meeting established the practical steps involved for an ASU-Beebe instructor to achieve tenure and/or to attain promotion under the new policy. Promotion is a competitive process among faculty seeking the same academic rank. Tenure, on the other hand, is a culmination of a six-year pre-tenure process based solely upon the faculty’s individual portfolios. To maintain tenure, Arkansas General Assembly Act 1330 of the 1997 Arkansas General Assembly stipulates that faculty undergo a post-tenure review. Along with fulfilling “the seven basic expectations of a tenured

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10 Handbook, Faculty
11 Handbook, Faculty
faculty member” and documenting these in a portfolio, instructors in either the Academic Transfer track or the Technical/Occupational track would be required to document professional accomplishments that are above and beyond the minimum requirements in order to reach higher rank.\(^{12}\) Promotion and tenure committees were formed for each of these tracks. Each was composed of faculty and charged with evaluating and rating faculty performance based solely on the portfolios provided to document a member’s achievements.

As part of the documentation process, the portfolios would incorporate an employee’s Professional Development Plan as well as standard evaluation instruments such as division, peer, and student evaluation results. Fundamental expectations included demonstration of effective teaching, advising, assessment, and service. A faculty member or library staff member would necessarily show attendance at workshops and conferences, leadership in professional organizations, or completion of other superior professional accomplishments for purposes of promotion. Traditionally, research and publication have not been a primary part of ASU-Beebe’s institutional mission as a two-year public institution, but the tenure-promotion policy as it now stands encourages such activity for eligible employees seeking advancement. Keeping up with current literature in one’s field and integrating the knowledge into the classroom is required for fulfilling the teaching expectation in seeking tenure or in retaining tenure during a five-year post-tenure review.\(^{13}\)

Beginning in Fall 2007, the Academic Transfer and Technical/Occupational Promotion/Tenure committees developed and implemented orientations, which explained operational practices. Instructors who applied for promotion were ranked by the committee and sent to the Vice Chancellor for Academic Affairs, then to the Chancellor, then to the ASU System President, and then to the Board of Trustees for final approval. The overall decrease of applicants since 2007 is due to a backlog of faculty candidates who were waiting for the finalization of the new promotion process.

### Application and Granting of Faculty Promotion

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\(^{12}\) Office of the Vice Chancellor for Academic Affairs Promotion/Tenure Recommendation Form  
\(^{13}\) Handbook, Faculty
Transforming Lives through Quality Learning Experiences

The system has functioned as planned over the last five years; however, some challenges remain. Creating a post-tenure review cycle to maintain tenure is in line with the University’s Institutional Effectiveness Plan (IE Plan); however, some faculty tenured prior to this new policy have expressed concern. Creating a culture of faculty-assessment is a process that will take time and communication. In particular, Technical/Occupational faculty would benefit from workshops devoted to the development of sound portfolios in order to compete for promotion and to complete the rigorous tenure process.

Access to Degrees and Programs

ASU-Beebe demonstrates that it values a life of learning by providing access and support for a wide variety of academic degrees and programs for its students. As an “open admission” University, ASU-Beebe welcomes students with a vast range of skills and relative preparedness to enroll and to further their educational goals. Courses are offered at a variety of locations and online, open availability which increases access to many location-bound students.

ASU-Beebe is committed to helping students to meet the requirements for acceptance into college, striving to ensure equal and fair access among all students. Not only does the University work with students to help them attain a GED, the institution continues its support with a developmental program. For those students who do not meet the minimum state requirements for academic placement, developmental courses continue to be offered on a non-credit basis as prerequisites for degree coursework. A Pre-Algebra course has been added to provide essential preparation for college-level math skills. And, in 2009, the one-credit Freshman Seminar course, required for students taking at least one developmental course, has been expanded into a three-credit Principles of Academic Success III course in response to feedback from students and faculty.

Transfer to Four-year Degrees and Programs

Program assessment and Curriculum Committee policies seek to ensure that ASU-Beebe degree coursework is current and transferable to four-year degree programs in the state. Articulation and partnership agreements with a number of baccalaureate-granting universities are in place.\(^{14}\) The Arkansas Department of Higher Education created the Arkansas Course Transfer System (ACTS) to assist the coordination of the transfer process between institutions. Act 672 of the 2005 Arkansas General Assembly specified that all freshman and sophomore general education courses must be accepted for full transfer credit in the appropriate subject area and that the criteria for course transferability would be determined

\(^{14}\) Catalog
by faculty teams grouped by discipline. Phase II of ACTS added courses from accredited Arkansas private institutions that wanted to participate.\textsuperscript{15} ASU-Beebe’s partnership and participation with ACTS ensures that students will have completed appropriate courses for transfer into a four-year degree program.

Distance Learning has continued to gain in terms of enrollment and course offerings. In 2003, the Distance Learning program earned accreditation to offer an online Associate of Arts in Liberal Arts degree program. However, not all developmental courses are available online. Work is still in progress for adding online developmental Math and English courses. New state and grant funding initiatives call for combining Developmental Algebra and Intermediate Algebra classes into a single modulated, self-paced format.\textsuperscript{16} New formats for Developmental English and Reading Improvement have also been proposed. In Spring 2011, approximately 1,600 students took online classes.

The University recognizes that not all students can attend classes during the traditional workday, and some may not feel comfortable in an online environment. Night and weekend classes provide access opportunities for students who have full-time jobs and/or other commitments. Night classes are offered on each campus as well as in centers at the Little Rock Air Force Base (LRAFB) and Cabot High School. The University offers night classes in both eight-week terms and 16-week semesters to meet the varying needs of its students. Saturday classes are also available on a limited basis.

**Academic Advising**

ASU-Beebe considers advising to be synonymous with teaching life-long learning skills. The ideal of the advising/teaching approach informs all aspects of academic advising to provide essential, foundational support for student academic achievement. Annual advising workshops are held for new and experienced faculty at pre-session conferences. All students admitted to the University are assigned an advisor who will work with them in developing their academic programs and helping them to make progress through those programs to the goals they wish to achieve. An effort is made at the earliest date possible to have students declare an area of concentration within a degree program, and then have an advisor specific to that area work with them to complete their program in a timely and successful manner. For all three campuses and the LRAFB location, returning students are required to meet with their assigned advisors prior to registration at the beginning of each term. If these advisors are

\textsuperscript{15} Arkansas Course Transfer System
\textsuperscript{16} Grants for Improving Developmental Programs: Complete College America’s Completion Innovation Challenge (to improve remediation persistence), Path to Accelerated Completion and Employment (to improve graduation and job placement rates)
not available, a division chair or other specialist provides the assistance they need; then, the paperwork is forwarded to their advisor.

On the Beebe campus, where 47% of all ASU-Beebe credit hours are taken, faculty are the primary advisors for students. The University holds regularly scheduled orientations throughout the summer for new and transfer students, and remains open all year for further advising. In addition, the Office of Admissions now works with transient students. In the past, there were advisors appointed within each division for undecided students; however, with the restructuring of the Counseling Center into a Student Success Center in 2010, undecided students are being shifted over to the Student Success Center for advising.

At the Heber Springs campus, new first-time entering students and transfer students are referred to advisors through the Office of Admissions. Students who have indicated a major/specific degree are paired with a faculty advisor in that area. Undecided students are referred to one of the academic advisors on staff in the Student Success Center. These staff members also work during the summer and occasionally advise students with specific degree plans. They will then assign students to advisors within their area and forward the advising paperwork to the appropriate faculty member for any necessary follow-up.

The Searcy campus’ Department of Student Services directs orientation days and assigns advisors for students, who then visit with their faculty advisor. Due to the technical program nature of ASU-Searcy’s environment, there are very few undecided students at this campus. However, these students are advised at Searcy by the Director of Student Services, the Director of Occupational Technology, or a counselor.

At LRAFB, advising is necessarily prioritized where military personnel receive first preference. This is due to a Memorandum of Agreement with the United States Air Force, which allows ASU-Beebe to offer classes at this location. With limited but dedicated staff, students receive one-on-one assistance on an as-needed basis. In some cases, students are referred to faculty at the Beebe campus for further advising support.

Based upon the University’s student-centered tradition, ASU-Beebe has an open advising process, giving students “anytime” access to advising and registration. However, students tend to seek advising during times when faculty and staff are not always available to assist students, such as the summer and finals week. In ASU-Beebe’s distant past, academic division chairs were tasked to provide advising year-round. The model continued to work well until Internet technology revolutionized the advising and registration process. A greater number of
students now have immediate access to advising, which has increased advising workloads in the summer. Furthermore, ASU-Beebe’s number of graduates has dramatically increased during the past ten years—from 318 graduates in 1999-2000 to 1,021 graduates in 2009-10.\footnote{17 ASU-Beebe Graduates Since 1995 (as of 7/21/2010)}

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In 2001, ASU-Beebe had only 16 degrees and certificates—by 2012, on the other hand, the University had 83 degrees and certificates, representing a significant increase.\footnote{18 AHECB Approved Degree Programs (Academic Year 2012)} In addition, Division Chair responsibilities have increased from previous years due to the additional programs and enrollment. Division chairs are now responsible for on-campus classes, night classes, online classes, concurrent classes, as well as classes at three campuses and one location—along with full- and part-time teachers for these courses.

As a result, students would be better served with an advising center on all three campuses that would provide greater access than the University’s current advising system. With specially trained advisors, students would receive accurate information for degree requirements, course transferability, and career-related information.

The equitable distribution of advisees among advisors has been a persistent challenge for ASU-Beebe.\footnote{19 Advisee List, Fall 2011} The root causes have been difficult to determine because the advising process is, by design, a qualitative learning behavior, thereby not lending itself well for quantitative analysis. An advisor with an excessive number of advisees may find it difficult to provide quality advising. In
other words, the partnership between advisor and advisee may become less productive.

One of the factors that may have contributed to the imbalanced advising loads may be associated with the number of students per program but also the number of University degree and certificate programs. The Office of Institutional Research produces an annual list of advisees by areas of emphasis. While these numbers do not indicate unduplicated headcount, they can provide insight into the distribution of the University’s advisees. The majority of advisees from the non-degree seeking category, approximately 13%, need to understand that they would benefit from obtaining a two-year degree to ease the four-year school transfer process. The University recognizes that such students need to be encouraged to specify a degree.

**Student Advisees by Area of Emphasis**

- Associate of Arts - Liberal Arts, 27%
- Associate of Science - Health Sciences, 12%
- Associate in General Education/Pre-Majors/Undeclared, 7%
- Associate of Arts in Teaching, 8%
- Non-Degree Seeking, 13%
- 79 additional degrees/certificates, 20%
- High School Students, 12%
- Non-Degree Seeking, 13%

**External and Advanced Programs**

ASU-Beebe’s division of External and Advanced Programs offers two Associate in Applied Science degrees in Nursing. One program leads toward the Registered Nurse, and the other is a Licensed Practical Nurse to Registered Nurse program through ASU-Jonesboro. Eleven bachelor’s degrees and three master’s degrees are offered through ASU-Jonesboro at the Beebe Degree Center.²⁰ Nine full-time Jonesboro professors, two secretaries, and a financial aid officer are located on the Beebe campus, with other instructors commuting. In Fall 2011, 50% of these classes were taught in a traditional classroom setting, 25% were online courses,

²⁰ Website, ASU-Beebe (ASU-Jonesboro Degree Programs)
and 25% were Compressed Video Network. Enrollment in Advanced Studies has been consistent over the past few years. In 2009-10, there were 410 students enrolled with 160 graduates, and in 2010-11 there were 431 enrolled with 156 graduates. Jonesboro and Beebe provide equipment, and Jonesboro is billed for supplies. The ASU-Jonesboro Degree Center at ASU-Beebe receives $5.00 per student semester credit hour (SSCH) from ASU-Jonesboro to be used for technology and library support.

**Other Educational Opportunities**

Support for learning beyond the traditional, post-secondary academic track is also provided through a variety of adult educational opportunities. Tuition waivers\(^{21}\) for Arkansas citizens over 60 years of age are provided, along with a Veterans Benefits program.\(^{22}\) ASU-Beebe Adult Education Centers offer free classes on all campuses in preparation for the G.E.D. and administer the G.E.D. itself free of charge. The courses offered include G.E.D. Preparation, Basic Skills Refresher, and Basic Computer Literacy. All teachers are licensed, and classes are offered on a flexible schedule, which may involve individualized instruction.

During Spring 2007, the ASU-Searcy Area Career Center became the ASU-Searcy Regional Career Center.\(^ {23,24}\) This designation was given by the Department of Workforce Education and provided the opportunity for programs to be placed anywhere within the bounds of the region covered by ASU-Beebe without having to go through the development of a formal satellite campus. Arkansas currently has 24 centers, and 15 of the centers are controlled by colleges. The ASU-Searcy Regional Career Center is 8\(^{th}\) in overall number and the 2\(^{nd}\) largest of the college-based centers. High school students from the University’s region may enroll in the ASU-Searcy Regional Career Center in order to train for a specific career in the local region. All of these students receive high school credit. Students who fill out the appropriate forms can receive scholarships and college credit for qualifying programs. Enrollment for the 2010-2011 school year was 426 students.

The Economic Development Center, headquarter on the campus of ASU-Searcy, includes apprenticeship programs in Electricity, Air Conditioning, Industrial Electronics, and Plumbing. These programs are for those who are already working in one of those fields and are seeking licensure. It also administers the Employment and Training Program for food stamp recipients, Workforce Training, Career Pathways, and Continuing Education. Most of these

\(^{21}\) Website, ASU-Beebe (Academic Affairs)
\(^{22}\) Website, ASU-Beebe (Veterans Affairs)
\(^{23}\) Website, Arkansas Department of Career Education
\(^{24}\) Website, ASU-Beebe (ASU-Searcy Regional Career Center)
programs are focused on providing employable skills. Continuing Education courses are not for-credit courses and generally constitute only personal enrichment activities.

ASU-Beebe provides other learning opportunities for students, including access to academic tutors and library assistance. The Learning Centers on the Beebe, Heber Springs, and Searcy campuses offer academic support in most subjects through one or more of the following methods: Individual Tutoring, Small Group Tutoring, Workshops, Collaborative Learning, Educational Technology, Computer Lab with Internet access, and course-specific materials, including Audio/Video Tutorials, Online tutoring Monday–Friday through WebCT for select classes. The Searcy campus coordinates Learning Center activities through its Media Center, and the LRAFB has access to online and phone tutoring with the Beebe campus Learning Center.

The mission of Abington Library is to provide a center of academic support for the ASU–Beebe campuses and the communities they serve. The facility, located on the Beebe campus, provides access to current information technologies for learning support as well as a strong print collection. The reference librarian provides individualized and class training sessions for use of its resources. Participation in the Interlibrary Loan system and the Arkansas Library Link Statewide Card program further extends the ability of ASU-Beebe faculty, staff, and students to acquire and discover new knowledge.

Of special note, the Abington Library staff provide an outreach to the Heber Springs and Searcy campus students, providing access to most of the Abington Library services. Students have access to hard-copy books and audio/visual materials through circulation via the online catalog. Students request, receive, and return materials from Abington Library via the Learning Center on the Heber Springs campus, where the materials have a travel time (through a courier) of one to two business days between Abington Library and the Heber Springs campus. The same service is also available for students on the Searcy campus through its Media Center. Abington Library has a WebCT course module as a method to provide online students from all campuses library instruction. Through the Abington Library Facebook page, links and new information are posted to provide another avenue for students on all campuses to connect and ask questions. The LRAFB students have the same online and phone service with the Abington Library. Also, the LRAFB students have access to the United States Air Force Base Library, which has won Best Library in the United States Air Force three times (2004, 2006, 2009). Students need only ask for a base pass to have access to the base library.

25 Website, ASU-Beebe (Abington Library)
Recognition of Achievement

Excellence is an institutional core value that the University seeks to instill within its students, faculty, and staff. ASU-Beebe encourages students to realize that life-long learning requires the consistent application of knowledge gained from the classroom and extra-curricular activities. Thus, the University recognizes and rewards its outstanding students for a variety of achievements. Whether by GPA, service, or by organizational membership, students distinguish themselves as leaders in their communities.

Student academic distinctions are recognized in the following ways:

- Chancellor’s List: students with a 4.0 GPA and at least 15 credit hours at the end of a semester
- Academic Vice Chancellor’s List: students with a 3.5 to 3.99 after 15 hours in a semester
- recognition at commencement for graduates at or above a 3.75 cumulative GPA
- an “honors” designation on their transcript after graduation if they have completed the Honors Program

In addition to GPA, students are recognized for outstanding dedication to their field, character, and service to others. Such recognitions include:

- Division awards at Spring Commencement for two sophomores from each division
- Arkansas Association of Two-Year Colleges Student Award
- Who’s Who Among Students in American Junior Colleges
- Citizenship Awards recognizes one male and one female student from the University, the highest honor—given by the Chancellor—for campus and community service
- Occupational Technology Awards
- ASU-Searcy Outstanding Student of the Year

Faculty, staff, and students may be recognized for special achievements in the Campus Update, a weekly publication of the Public Information Office, in division or committee meetings with recognition through their minutes, or through mention in the Meeting the Challenge Newsletter, published annually by the Institutional Advancement Office for University alumni.

Special recognition may also be given to faculty and staff at pre-session conferences, holiday or end-of-semester awards ceremonies. At the Beebe campus, the Student Leadership Council awards the Positive Teacher Award and
the Positive Staff Award. At the Heber Springs campus, the honors organization Gamma Beta Phi awards the Positive Teacher Award, Adjunct Teacher Award, and the Positive Staff Award. On the Searcy campus, an Outstanding Faculty Award and a Community Service Award are determined by an awards committee based upon nominations from faculty, staff, and students. Chancellor’s Awards are presented at the end of the academic year during the Faculty/Staff Banquet, recognizing outstanding service to the University. Outstanding staff members are recognized quarterly through the Staff Senate’s Shining Star recognition program for exceptional service.

4a/Strengths

- The University has developed a procedure for faculty participation in decision-making regarding promotion and tenure, and in the process has pushed onward from being an institution that supports teaching and learning to one that also supports faculty and staff professional development.
- Support services have created innovative solutions for students, extending to each campus and location. The Abington Library has constructed a version of its website for mobile cell phones.
- The University’s outreach to high school students has been augmented by the ASU-Searcy Regional Career Center.
- The External and Advanced Programs area has created significant academic partnerships with which to support students toward four-year and master’s degrees.

4a/Areas for Improvement

- Students would be better served with an advising center on all three campuses that would provide greater access than the University’s current advising system. With specially trained advisors, students would receive accurate information for degree requirements, course transferability, and career-related information. Greater support could also be extended to the LRAFB location through phone and internet communications.
- Though efforts at systematic advisor training have been introduced, along with new technologies and policies regarding advisor-advisee responsibilities, problems remain relating primarily to inequitable distribution of advisees within divisions.
- Communication among advisors is essential for assisting students. To that end, when students change advisors, programs, or degrees, their previous advisor should be notified.
A workable assessment procedure for advising is needed, especially due to the fact that quality academic advising is one of the seven components for successful promotion/tenure achievement.

The non-degree seeking category—at 25% in 2009-10—proves there is a communication challenge between the University and students. The University should make changes on the website—and in its admissions forms. Student should be engaged with intrusive advising to determine their educational goals.

The procedures and feedback of the Promotion/Tenure Committees remain uneven and somewhat confusing to some faculty. Comments from committee assessors generally lack consistent suggestions. Also, communication throughout the entire process between the committees and those seeking promotion/tenure needs to be improved, especially among faculty from the campuses at Heber Springs and Searcy.

In the past, Staff Development requests were typically fully funded. However, the new Employee Development Committee’s current policy of funding only a portion of a professional development request has created a new problem—depleting other budgets. Heads of divisions and departments may become reluctant to approve requests for professional development because of the financial impact on their budgets.

4a/Transforming for the Future

Academic advising will become increasingly more important as state and federal alterations to degree programs occur. The University must stay informed of these changes and communicate them to advisees. As such, advising then becomes a critical component of integrity to the University.
Core Component 4b
—Knowledge, Skill, Inquiry

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Evidence

- Strategic Plan
- General Education Outcomes
- Institutional Effectiveness Plan
- Website, ASU-Beebe
- Continuing Education Course List, 2012 Spring
- Catalog
- Graduating Class Exit Opinion Survey
- Honors Program Application and Brochure
- Distance Learning Enrollment Data
- AHECB Approved Degree Programs (Academic Year 2012)
- Arkansas Course Transfer System
- Handbook, Student Planner and

To achieve the transformation of lives, ASU-Beebe ensures that its intellectual pathways to knowledge and skills are fully supported, assessed, and continuously improved. Through the Institutional Effectiveness Plan (IE Plan), the University integrates its Strategic Goals, Mission Components, and General Education Outcomes. According to the Strategic Plan’s Mission Component 1, ASU-Beebe offers a core curriculum of courses in which students will acquire the basic foundations of learning.

Over the past decade, the curriculum has been expanded in a variety of interconnected ways. The University has developed new courses and formed new academic partnerships with which to provide students effective support for educational development. In addition, a continuous effort has been made to add new degree and certificate programs to respond to industrial and social trends and influences. According to the Arkansas Higher Education Coordinating Board, ASU-Beebe has added a tremendous number of degrees and certificates. Since 2002, the University has gained approval for the addition of 12 degrees, 26 technical certificates, and 29 certificates of proficiency.\(^1\) This growth represents a significant increase in the number of degrees and certificates offered by the University.

\(^1\) AHECB Approved Degree Programs (Academic Year 2012)
In the broadest sense, educational programs encompass both instructional and non-instructional efforts and, therefore, facilitate the University’s Vision for “students to become life-long learners.” Non-credit courses offer opportunities for broadening knowledge and experiences, and student organizations provide for social interaction. Finally, new program initiatives such as the Student Success Center and the Early Intervention program enable timely support for students. The Early Intervention program is a retention initiative of the Learning Center that is designed to assist with retaining students who may be at risk for failure in the classroom.

**Curriculum**

Core courses provide basic content in their subject areas, and in doing so introduce students to necessary skills and concepts as outlined in ASU-Beebe’s General Education Outcomes. The institution goes beyond the state-mandated 35-hour core of general education courses with its own core of 43-hours for the Associate of Arts in Liberal Arts degree. Other degrees include variations of the 43-hour core that are established to serve the needs of students in those areas.

To supplement the transfer of core courses, the Arkansas Course Transfer System (ACTS) was created by the General Assembly Act 672 in 2005. Designed primarily for Arkansas public colleges and universities, some private universities have also participated. The goal has been to establish a central database of course compatibility between colleges and universities in Arkansas. Courses beyond the state core, however, are not typically included in this database; therefore, a course’s transferability must be developed by each college or university.

In addition to core course work, ASU-Beebe requires electives to provide an even broader base of fundamental knowledge, which will encourage students to continue learning as they advance their education, seek employment, or otherwise engage in responsibilities of adult citizens. During the past 10 years, many new courses were added to the curriculum, and others were modified to better serve the needs of students.

The Curriculum Committee approves the addition or modification of courses to expand new and existing programs based upon student need and the documented expectation of transferability. In addition, some courses are deleted as means of focusing the University’s ability to serve its students.

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2 Arkansas Course Transfer System
Honors Program

ASU-Beebe expands knowledge through its curriculum not only through creating new degree programs and courses but also through its Honors Program. Courses already in the curriculum, for instance, have been re-developed as honors sections and placed within the curriculum through the framework of a revamped Honors Program. Under the administration of a faculty-driven Honors Committee, these sections are devoted primarily to honors students, who meet the standard 24 composite ACT or have met the grade point and other criteria for inclusion and who are offered the possibility of an honors scholarship to encourage enrollment in the program. These sections do not require the full enrollment necessary for most courses (15 students). Honors courses are offered on a rotation basis, two per semester, with Honors students required to enroll in at least one per semester. As this rotation has only been available since 2009, it is unclear whether it will be sustainable, especially as regular classes may still earn “honors” credit upon approval by the committee. Moreover, there is some suggestion that students may not yet be clear about requirements for honors courses or the availability of scholarships.

Academic Partnerships

In addition to the added degrees and certificates, partnerships have been formed to improve educational opportunities. Many students are drawn to the student-centered, two-year environment of ASU-Beebe, which is designed to foster lifelong learning. To this end, the University has partnered with other entities to provide accessibility to programs that it could not offer on its own. Thus, the University enables these students to continue to transform their lives in the ASU-Beebe environment. These partnerships empower the University to extend its mission beyond its traditional two-year scope.

Over the past ten years, the External and Advanced Programs division has developed 2+2 programs in conjunction with ASU-Jonesboro. These programs offer students the opportunity to pursue a four-year degree in Agriculture, Education, Business, Criminal Justice, and Nursing. Students who complete 2+2 programs at ASU-Beebe may choose to pursue ASU-Jonesboro master’s degrees in Educational Leadership, Curriculum and Instruction, and Business Administration at the Beebe campus.3

In 1997, the Criminal Justice Institute (CJI) was established as a separate educational division of the University of Arkansas System. Its goal was to meet the unfulfilled advanced educational needs of Arkansas law enforcement. CJI’s 3 Website, ASU-Beebe (External and Advanced Program Degrees)
Higher Education Certificate and Degree Programs provide unique and deserved opportunities for Arkansas law enforcement personnel to obtain valuable practitioner-oriented certifications and degrees while still maintaining full-time employment. ASU-Beebe is one of 21 colleges and universities across the State that collaborates with CJI in this initiative in support of the officers in their communities. Through this cooperation, ASU-Beebe offers classes leading to two associate’s degrees and several certificates related to law enforcement. These courses and degrees are only available to currently licensed law enforcement officers. Through the Institute, law enforcement professionals can receive advanced education and training, technical support, and research assistance at no cost to their agency.\(^4\)

In partnership with the Department of Military Science and Leadership at ASU-Jonesboro, the Military Science and Leadership basic courses are offered at ASU-Beebe but taught by ASU-Jonesboro faculty. Students who take these courses are enrolled in the Army Reserve Officer Training Corps (ROTC) program. ROTC augments the University’s objectives by emphasizing academic excellence and the development of personal integrity, honor, and responsibility. The program solicited and obtained approval for an American Military History survey course to be taught by an instructor in the Education and Social Sciences Division at ASU-Beebe.

**Enrichment Activities**

ASU-Beebe promotes a breadth of knowledge in ways not limited to its degree and certificate programs. Adult education courses are offered by the University focused on employment skills development. Non-credit Continuing Education courses are offered for general educational value. Fine arts activities offer students, faculty, staff, and community members the opportunity to engage in cultural activities that reflect a broadening of knowledge and experiences. These activities include concerts, lectures, art exhibits, choir concerts, and student plays. Also, these constituencies are able to participate in summer travel tours under faculty guidance, broadening their global awareness.

A wide range of active student organizations\(^5\) participate in cultural, scholarly, and charitable activities. Participation in these organizations can have a positive impact on students by cultivating a sense of volunteerism. Each of the campuses has organizations that engage their students into a variety of activities. “Fun” school activities help to improve social interactions among students. While a major rationale for these organizations and events is to provide a means for

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4 Website, Criminal Justice Institute  
5 Handbook, Student Planner and
socializing, they also have provided opportunities for students to expand their knowledge and experience beyond the classroom.

**Educational Program Support**

Central to ASU-Beebe’s student-centered focus, the exercise of knowledge and skills is fully bolstered by an array of support frameworks. The University recognizes the significance of providing for diverse learning styles and needs, helping students to fulfill their educational objectives. Efforts have been made, and continue to be made, to achieve a consistent level of quality for all academic courses offered by ASU-Beebe, regardless of program or campus. Monitoring student achievement has been a prominent feature of the institution. For example, in 2010 ASU-Beebe developed a post-test for developmental students to ascertain the quality of developmental courses and the quality of student learning. The Counseling Center was turned into the Student Success Center with a broader mandate to help students. An Early Intervention program referral system was established to identify students struggling with their classes as soon as possible within a term, while something might be done to improve the situation. The Early Intervention program exceeds the standards set forth by the Arkansas Department of Higher Education.

**4b/Strengths**

- ASU-Beebe offers a core curriculum in its degree programs that is broader in its course offerings than that required by the state.
- An ongoing effort has been made within the past decade in particular to add new degree and certificate programs in both academic and occupational areas.
- The Honors Program has been revamped and specific honors sections have been added on a rotating basis to the course schedule, deepening as well as widening the classroom experience to meet higher expectations than those of a normal survey course.

**4b/Areas for Improvement**

- ASU-Beebe’s programs would benefit from developing mission statements and clearly defined objectives.
- The Honors Program should be more visibly active in its efforts to recruit and retain students and further develop its course offerings.
- The University has not completed the process of introducing all developmental courses online.
4b/Transforming for the Future

- Given recent developments in Arkansas higher education, a greater emphasis has been placed upon providing effective and efficient pathways toward transfer to a four-year university or job placement. ASU-Beebe should maintain its readiness for changes in higher education at the state level.
- As universities weather the economic difficulties of the time, ASU-Beebe should continue its vigilance of transferability for its courses. Therefore, curriculum changes should be accompanied by an on-going dialogue with other universities using ACTS.
Core Component 4c
—Global, Diverse, Technological Society

ASU-Beebe regularly assesses the usefulness of curricula to students who will live and work in a global, diverse, and technological society.

Evidence

- Minutes: Curriculum Committee
- Minutes: Global Awareness Committee
- Program Accreditations and Certifications
- Minutes: Assessment of Student Learning Committee
- Minutes: Institutional Effectiveness Committee
- General Education Outcomes
- Graduating Class Exit Opinion Survey
- Community College Survey of Student Engagement, 2009-Present
- Strategic Plan
- Institutional Effectiveness Plan
- Catalog

Mindful of its mission, the University assists students in preparing for careers and roles influenced by changes in national and global culture and society. With many of its students coming from rural backgrounds, the University provides many opportunities with which to expand students’ awareness and to encourage them to think globally. Essential features of ASU-Beebe’s academic programs include support for diversity, the ability to think critically, the ability to communicate effectively, and the ability to use new technologies.

ASU-Beebe’s course offerings are carefully considered for their effectiveness in promoting a diverse outlook on both national and international issues and how these courses can impact students’ daily lives. This is consistent with ASU-Beebe’s Core Value of Diversity and Global Awareness in which “we value the opportunity to assist our students in their exposure to and understanding of global society and its impact on their societal and economic well-being.”

In addition, the institution’s curriculum is centered upon teaching students the skill sets that they will need to function in an ever more technologically advanced society. The college has in place official review and evaluation procedures at the course, program, and institutional level to ensure that these goals are met. The University offers a wide range of educational opportunities and employs a variety of means to measure the integrity and relevancy of the academic programs.
offered. ASU-Beebe also offers a wide range of extracurricular activities and programs that are designed to broaden the awareness of its faculty and students to diverse cultural and ideological experiences.

A Global Curriculum

Through joint endeavors with both the Curriculum Committee and the Global Awareness Committee, the ASU-Beebe’s curriculum has been expanded to meet the demands of an ever-changing global environment. The Global Awareness Committee was initiated in February of 1999 to determine how best to prepare students, faculty, and staff for life in a global society. Through their efforts, classes such as American Minorities, Cultural Anthropology, Principles of International Relations, and Russian History among many others are now available to students. An Associate of Arts in Liberal Arts degree with an emphasis in International Studies is available to students who wish to develop a global perspective as the foundation for a career. The degree also provides for greater familiarity with the global forces at work that are affecting their everyday lives. In addition, the Global Awareness Committee has entered into a partnership with the Condorcet High School in Saint Quentin, France, exchanging faculty members for approximately ten days in the upcoming year. In the first stage of the partnership, a representative from France visited ASU-Beebe in Fall 2011. In the next stage, a faculty member from ASU-Beebe will visit a technical school in France for ten days to experience the educational expectations and teaching methods in a different country. By expanding course offerings as well as specific degree plans, the University is providing students with the tools they will need to be active participants in a global society.

External Accreditation and Review

The University relies on external accreditation for several of its programs to ensure that the curricula meet with the expectations of those accrediting boards. ASU-Beebe currently holds accreditation for 11 programs. Current accreditation indicates that the course offerings provided by ASU-Beebe are adequately preparing the enrollees in those programs with the standard of education deemed appropriate by their respective governing bodies.

ASU-Beebe involves the surrounding community and employers in decisions pertaining to the workforce needs of these local employers and small businesses. A number of programs—such as Criminal Justice, Veterinary Technology, and Early Childhood—meet with professionals in their field to ensure that the

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1 Minutes: Global Awareness Committee
2 Program Accreditations and Certifications
curriculum meets the needs for their areas. The Criminal Justice program meets with law enforcement agencies to discuss ASU-Beebe’s curriculum, ensuring that students have the skills they need for jobs in law enforcement. For Veterinary Technology, Early Childhood, and John Deere, students must complete an on-site portion of their program, gaining hands-on training through local businesses. Communication between these businesses and programs collaborate to improve curriculum and training for the students.

ASU-Beebe also employs external accreditation through its apprenticeship programs, which are based on the Heber Springs campus. Apprenticeships are provided in Electrical and Plumbing. The apprenticeship programs supply the classroom hours required by the state in order for that apprentice to take a certification license test in the desired field. Each program is monitored by a local committee and is made up of business and industry representatives from that specific field.

As a component of the Economic Development Center (EDC), workforce training is heavily involved in relations with local chambers of commerce, small business owners, manufacturing, businesses, local workforce offices, and State Departments. The EDC works closely with both business and industry by partnering with the White County Industrial Training Council and the Little Red Industrial Training Council. Both councils represent manufacturers and businesses in White and Cleburne counties. As a result, the EDC has opportunities to provide training for small business owners, establishing multiple partnerships between ASU-Beebe and industry. For example, in 2008, ASU-Searcy became a National Training Center for Chesapeake Energy in the natural gas industry. While Chesapeake Energy is no longer active in Arkansas, national training continues at the Searcy campus. In addition, Bryce Corporation in partnership with ASU-Beebe’s Regional Career Center offers Flexography training for high school students in the drafting career pathway.

**Student Satisfaction**

ASU-Beebe uses two student surveys to ensure that continuous improvement efforts are having the desired results. Students who apply for graduation at ASU-Beebe are asked to complete the *Graduating Class Exit Opinion Survey* as part of registering online for graduation. In addition, the University also uses the Community College Survey of Student Engagement (CCSSE). CCSSE results help colleges focus on effective educational practice—defined as practice that promotes high levels of student learning and engagement—and identify areas in which community colleges can improve their programs and services for students.

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3 Website, Center for Community College Student Engagement
The *Graduating Class Exit Opinion Survey* asks students to rate their courses and studies at ASU-Beebe in ten areas, using a 5-point Likert-type scale ranging from very poor (1) to very good (5). Over the past five years in each of the ten categories, students rated their satisfaction with the academics at the University with an average over 4.0 (considered good) in every section. Students were also asked to rate their satisfaction with their overall educational experience at ASU-Beebe on the same scale. From 2006-10, students consistently awarded the University an average rating over 4.0, indicating an overall satisfaction with their educational experience.

While the University has had in place the internal *Graduating Class Exit Opinion Survey* assessment for some time, ASU-Beebe recognized the importance of having an external assessment means as well. Beginning in 2009, the University began participating with CCSSE as a way to gather information on student engagement, a key indicator of learning and, therefore, of the quality of the curricula at ASU-Beebe. In each of the five benchmarks used in the survey, ASU-Beebe scored slightly below those of its Arkansas peer institutions in both 2009 and 2010.\(^4\) However, the CCSSE data has been difficult to interpret in a functional way, but it appears that the University scores near the 50th percentile ranking.\(^5\)

**Student Organizations**

ASU-Beebe also promotes a global, diverse, and technological society by providing numerous opportunities for extracurricular activities. Students have access to a wide variety of student activities and organizations. Involvement in student organizations teaches skills transferable to the world of work and provides a network with faculty and staff advisors. The International Club on the Beebe campus provides opportunities to share the culture and customs of students' native countries with the larger campus community. In this way, the club encourages students to learn about other countries and cultures from other students or faculty. In conjunction with the International Club as well as separately, faculty and staff members in the English Department and the Social Sciences department have taken groups of students and employees to Europe with the objective of expanding their global awareness. Obtaining class credit for these trips is also being explored in conjunction with a final assignment. In the summer of 2010, faculty and students went to New York to experience not only its rich history but also its significant global ties to the world. In other ways of supporting diversity, the Global Awareness Committee sponsors a film series each semester that typically runs weekly for six to eight weeks. Previous film

\(^4\) Community College Survey of Student Engagement, 2009-Present  
\(^5\) Website, Community College Survey of Student Engagement, College Profile
selections have included: *A Man for All Seasons—The Story of Sir Thomas Moore, An Inconvenient Truth, The Most Important 100 People in the Last 100 Years*, and many others.

The University also offers its annual Concert/Lecture Series with the support of Centennial Bank, enabling students and staff to attend these high quality programs at no cost. The funding also creates reduced prices for community residents in comparison to similar programs at other institutions. The series attempts to select some shows and activities each year that expand awareness of diversity.

The 2009-2010 Concert/Lecture season began with a performance by the Musical Group HORIZON, performing *Legends of Motown and More*—with many musical selections originally performed by the Motown groups of the 1960s, who brought African Americans to the forefront of the popular music explosion of that era. The Series also hosted Artistree Theater, a puppet-based performing arts troupe that specializes in retelling classic folklore. The artists put on the production, *Out of the Mist, a Dragon*, for a multi-generational audience. The production was a retelling of a traditional Japanese tale of a world-traveling dragon. The 2010-2011 Concert Series offered *Scratch Track*—a “sonic gumbo" of hip hop, jazz, soul and blues, *Afrique Aya*—celebrating the music and culture of West Africa, and *AnnaMaria: A Musical Journey*—a classical and flamenco guitarist.

**4c/Strengths**

- The University has made exceptional efforts to ensure that its curriculum is transferable and pertinent to the needs of students. Course and program modifications are continuously reviewed.
- All University courses and programs are assessed on a regular basis and are meeting the requirements that constituents will require to function in a diverse global society.
- The University provides a wide range of extracurricular activities for its constituents, both on and off-campus, in which to participate.

**4c/Areas for Improvement**

- While the University makes efforts to involve its external constituency through the Economic Development Center and its programs, such as the apprenticeship training and the industrial training councils, the extent to which these constituents directly evaluate the curriculum is unclear.
• The University should consider increasing its promotion of activities and programs that might be of interest to its external constituents, such as the Concert/Lecture series.

4c/Transforming for the Future

• The job of preparing students to live and work in today’s diverse, global and technical society is one of constant attention. The institution has in place the framework that will allow it to provide the type of instruction that its constituents will demand to keep up with an ever-changing society. Continuing to examine the type and content of courses the University offers by encouraging participation from constituents both on and off-campus will be important for the relevancy of the curriculum.

• It will also be important to maintain the advances that have been made in the University’s environment of assessment that encourage all parties to buy in to the importance of assessing at the course, program, and degree level.
Core Component 4d
—Application of Knowledge

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Evidence

- Placement Scores for Developmental Courses
- Syllabus Template
- Syllabi, Course
- Course Philosophies
- Handbook, Faculty
- Handbook, Staff
- Handbook, Student Planner and
- Catalog
- Website, ASU-Beebe
- Distance Learning Test Proctoring Policy
- Inventory of Campus Computers
- Computer and Network Policy
- Appropriate Use of Information and Technology Resources Policy (ASU System-wide)
- E-mail, Institutional Research, Developmental Students
- Learning Center Usage Statistics
- Faculty Senate Constitution Preamble

ASU-Beebe’s mission and core values provide an essential framework for the responsible acquisition and application of knowledge. To support this, ASU-Beebe has policies, procedures, and programs to ensure that the University’s mission and core values are realized. Programs and services—such as placement testing, developmental courses, and tutoring—support student learning, persistence, and completion. Students and faculty are made aware of their academic responsibilities in course syllabi, course philosophies, and University policies and procedures.

Academic Services

As an “open admission” University, ASU-Beebe must meet the needs of a variety of learners, whose previous academic preparedness varies. Students must take a placement exam, such as the ACT or COMPASS, to ensure they enroll in the appropriate courses. By taking courses commiserate with their educational
background, students can achieve initial academic success, gain confidence, and persist in their education.

As state law requires, ASU-Beebe places students in remedial or non-remedial courses, depending upon a student’s score on the ACT, SAT, COMPASS, or ASSET tests. A Placement Scores Guide for Developmental Courses helps advisors to interpret test scores and to place those students whose test scores indicate a need for remedial work. Developmental courses serve those students whose academic preparedness is lower than that required for college-level work. Any student required to take at least one developmental course is also required to take a Principles of Academic Success course, which assists students in obtaining information and skills necessary to persist in their course work. In 2010-11, 65% of the University’s first-time associate degree-seeking students tested into at least one developmental course.\(^1\) Because such a large percentage of ASU-Beebe students require some developmental course work, the University provides a number of support services.

In 2010-11, the ASU-Beebe Learning Centers on all three campuses served 4,513 students (who made 47,513 visits) by providing more than 40,813 hours of learning assistance.\(^2\) Regardless of academic ability, tutoring services are provided to all students at no charge through the Learning Center. These services are provided on campus, to online students, and over the phone. A variety of workshops, such as calculator use and general study skills, are also offered by the Learning Centers at no charge.

Federal TRIO programs are designed specifically to assist limited income, first generation college students, and/or students with a disability. In addition, a student must meet the following ASU-Beebe criteria: 1) a need for academic support and 2) a demonstrated motivation to persist and complete a college degree. Participants are expected to participate in the program until they graduate from ASU-Beebe and transfer to a four-year institution. Students enrolled in the TRIO programs are able to receive tutoring at no charge. Research workshops are provided to students by the Abington Library staff on an individual or group basis.

**Syllabi and Course Philosophies**

ASU-Beebe revised its syllabus template in 2007 to ensure students had better access to course and campus information. As essential roadmaps for a course, syllabi include the University’s General Education Outcomes, learning objectives,

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1. E-mail, Institutional Research, Developmental Students
2. Learning Center Usage Statistics
the mission and core values, as well as information on important support programs.

Learning objectives are clearly stated on current course syllabi to inform students of that course’s academic expectations. In 2009, the Mission Statement and Core Values were added to the syllabus template to ensure students were aware of the University’s focus. Program information about the Abington Library, Learning Center, and Disability Services are also available in the syllabus.

Course philosophies³ have been written for each course by that course’s lead instructor. The purpose of these is to provide all instructors (on-campus, online, and concurrent) with the basic course content that needs to be taught. These philosophies ensure consistency and maintain integrity of the courses.

**Student Policies**

ASU-Beebe is an interdependent learning community consisting of students, faculty, and staff. The community’s expectation is that conduct is marked by integrity. Any student who chooses to enroll at ASU-Beebe also chooses to become part of the community and constructively contribute to its culture. This choice is accompanied by an obligation to conduct oneself in such a way as to facilitate the mission of the University. This includes a responsibility to other members of the academic community, including refraining from the interference with the rights of others that are equally essential to the purposes and processes of ASU-Beebe. As such, ASU-Beebe has identified a variety of policies pertaining to student behavior, academic or otherwise.

The University recognizes its role in teaching appropriate civil conduct, including the responsible use of knowledge. The University outlines policies and procedures for how ASU-Beebe students are to act while on campus or representing the University off-campus. Thus, the University has established a Code of Conduct⁴ that specifically defines breaches of conduct, such as dishonesty, cheating, and plagiarism. The rest of the code covers the Violation of Law, University Discipline, Judicial Procedures, and Hearings.⁵ Additionally, it provides information on Disciplinary Sanctions, Suspension, and Appeals.

ASU-Beebe has a class attendance policy,⁶ which requires each student to meet a prescribed number of classes during each course. Failure to do so may affect grades and may result in the student being dropped from the class with a failing

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³ Course Philosophies
⁴ Handbook, Student Planner and
⁵ Handbook, Student Planner and
⁶ Catalog
grade recorded immediately. Students are encouraged to recognize that attendance is essential for success in the classroom as well as the workplace. In addition, ASU-Beebe has an Academic Integrity Policy with which to instruct students on ethical behavior in the classroom.⁷

Cheating in any form may result in the student being dropped from the class with an "F" and/or being suspended from the University. This includes, but is not limited to plagiarism, turning in assignments prepared by others, or unauthorized possession of exams.

Faculty Policies

The freedom and effectiveness of the educational process depends upon the provision of satisfactory conditions and opportunities for learning. The responsibilities to secure, respect, and protect such opportunities and conditions must be shared by all members of the academic community. Faculty have the central role in the educational process and, therefore, have the primary responsibility for the intellectual content and integrity of the University. It is the faculty’s role to encourage discussion, inquiry, and expression among students and to act as an intellectual guide and counselor. They foster honest academic conduct and evaluate students fairly and accurately.

The Faculty Handbook outlines faculty rights in terms of academic freedom in Section IV. This policy was modified in 2007 by adding the opening sentence concerning the 1940 AAUP⁸ statement.

Arkansas State University – Beebe acknowledges the principles set out in the 1940 AAUP statement of academic freedom which includes a firm commitment to intellectual honesty, freedom of inquiry and expression, respect for the dignity of each individual, and receptiveness to constructive change. Arkansas State University-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and encourages and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors. Faculty members are expected to recognize that accuracy, forthrightness, integrity, dignity, and civility befit their association with the University and their position as men and women of

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⁷ Catalog
⁸ Website, American Association of University Professors
Faculty must also adhere to the Family Educational Rights and Privacy Act (FERPA). This is included within Section IV of the Faculty Handbook as well as in the Academic Policies posted on the website. Additionally, the registrar does a brief presentation on FERPA at fall and spring faculty pre-sessions. A handout on FERPA is included in faculty/adjunct packets distributed during the pre-session and/or adjunct orientations. For those adjuncts teaching online, a copy is posted in the home page of the Faculty Forum WebCT shell.

University policies involving workplace violence, harassment, and sexual harassment are outlined in Section III of the handbook. Processes for mediation and the filing of formal complaints are also addressed in this section. Section VI within this same handbook covers Faculty Grievance Procedures, defines what is considered to be a grievable issue, and then outlines the steps in filing a grievance.

In 2003 the Faculty Association transitioned into a Faculty Senate. The Faculty Senate provides a unified voice for interaction with the administration with respect to matters associated with faculty rights, freedoms, and responsibilities. The Senate’s calling on behalf of all faculty is to promote:

. . . more effective communication with the academic and administrative community of the institution, [in order] to bring about closer cooperation with other elements of this community, and to provide a means for individual faculty members to make significant contributions to the life and culture of this institution.

There are three officers and 13 senators, two from each of the academic divisions, one from the Heber Springs campus, and two from the Searcy campus. The Little Rock Air Force Base (LRAFB) location does not employ full-time faculty and, therefore, does not have a representative. The Senate appoints an Institutional Planning Team representative in order to provide all faculty a voice on this committee.

**Staff Policies**

In 2003, an ASU-Beebe Staff Senate was formed for the purpose of representing ASU-Beebe non-faculty employees and to serve in an advisory capacity to the
Chancellor concerning staff issues and concerns. The Staff Senate endeavors to participate constructively in matters that benefit the University and the staff it represents. There are four officers and 12 senators serving as representatives from five categories across the ASU-Beebe campuses: Professional, Clerical/Secretarial, Service Maintenance, Para-Professional/Technical, and Skilled Craftsman. ASU-Beebe staff are governed by staff policies outlined in the ASU System Staff Handbook. In regards to rights and responsibilities, there are sections on employment policies and procedures, employment status, employment benefits and services, and grievance procedures.

University Policies

In 2002, the Distance Learning office developed an Exam Proctoring Policy for all online classes. This policy required that at least one major exam be proctored. The purpose was to emphasize the importance of academic honesty and to maintain integrity in our online program. This also provided an opportunity for identity authentication to ensure the student taking the course was the student enrolled. In 2004, the policy was updated to include a second proctored exam (the midterm) for those instructors and/or divisions that believed their subject/course required as much. In Spring 2011, the policy was reviewed with several modifications, such as tighter restrictions applied to the choice of proctors and limitations to proctor settings. Additionally, more controls have been added during the proctoring process to improve academic honesty. These include sign-in sheets with an initial identity check, a second identity check when the password is typed in for the assessment, and the use of color paper for proctor-given handouts.

As technology continues to grow, the Institutional Technology department found it necessary to implement a few changes in order to protect those using computers and the network within ASU-Beebe. In July 2008, all computers were reconfigured on an ASU-Beebe active directory system to establish greater security measures, to allow for uniform computer updates, and to improve networked antivirus and firewall protection.

In Fall 2010, a Computer and Network Policy was implemented to emphasize support for academics, research, and functional areas. The policy details the employee’s rights and responsibilities, the enforcement of the policy, and the standards of what is considered to be a violation of usage. Faculty and staff are required to sign a form stating they have received a hard-copy of the policy and

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11 Website, ASU-Beebe (Staff Senate)
12 Handbook, Staff
13 Distance Learning Exam Proctoring Policy
14 Computer and Network Use Policy
understand their rights and responsibilities. These forms are kept on file in the Human Resources department. A copy of the policy is posted on the Faculty/Staff and Student portions of the University’s website. Students are not required to sign a form concerning the policy, but their usage is monitored while using computers on the ASU-Beebe campuses. On March 4, 2011, the ASU Board of Trustees adopted an ASU system-wide Appropriate Use of Information and Technology Resources Policy.\textsuperscript{15}

In the past ten years, there has been a stronger focus on training faculty and staff in the proper uses of copyrighted materials. On several occasions, speakers were invited to the campus to conduct presentations. In Spring 2011, the ASU System General Counsel presented information on copyright laws as they relate to fair use. In Fall 2010, an announcement was added to all computers via the ASU-Beebe network that automatically pops up when the user logs in. This announcement provides basic information concerning copyright infringement, disciplinary action that will occur if there are infringements as well as federal penalties associated with such infringements.

\textbf{4d/Strengths}

- ASU-Beebe has extensive experience with developmental students and employs resources to serve these constituents.
- The Learning Centers of ASU-Beebe provide extensive services for all students, providing substantial support both in-person and online.
- ASU-Beebe has developed and posted course philosophies to the website to assist adjunct teachers with course content and assessment goals.

\textbf{4d/Areas for Improvement}

- Concerning academic honesty, a system to track repeat offenders would further ensure the learning integrity of the University. CampusConnect should be considered as a possible method for this tracking.
- The University should consider creating a Coordinator of Developmental Education and Academic Success. At the least, an employee should be given release time to coordinate developmental activities. The tracking, monitoring, assessing, and reporting of these programs could be done more efficiently with a unified governance.

\textsuperscript{15} Appropriate Use of Information and Technology Resources Policy (ASU System-wide)
The State of Arkansas is trending toward greater oversight of higher education, specifically in developmental programs where an increase in state regulation is expected. The University should be prepared to respond effectively to new state mandates regarding developmental education.

The amount of electronic data is increasing with each passing year. The University should explore better means for collecting, organizing, and analyzing the information.
Transforming Lives through Quality Learning Experiences

Criterion 5

Transforming Our Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

ASU-Beebe identifies its constituents as any individual, group, or organization that the University serves and assists. Specifically, internal constituents include students, University employees, and the greater ASU System. These are individuals with whom the University interacts on a daily basis, working together for the greater good. On the other hand, external constituents comprise the State of Arkansas and local communities. These constituents exist outside the University but are fundamentally tied to the way in which the institution provides its services. The University also recognizes its Internet constituencies, which are sometimes both internal and external, serving students and communities beyond the physical boundaries of the University.

The University sees itself as an intermediary between its constituent groups. When the University gauges the needs and expectations of its external constituents, it ensures that its internal constituents are provided with the resources they require to meet those needs. Instructional and non-instructional programs are created, modified, or removed based upon the changing conditions of regional and even global economies. As a two-year university, ASU-Beebe has developed ties with four-year institutions in the state to ensure the proper transfer of courses. In addition, cultural enrichment activities support community involvement of all constituencies.

ASU-Beebe is committed to serving its constituents and plans for effective and efficient interaction to promote life-long learning. The University’s Mission of Transforming lives through quality learning experiences guides all University activities. In addition, Vision and Core Values represent the ideals by which the University strives to conduct its activities, guiding its “internal conduct as well as our relationships with those we serve.” By its integrity and commitment to the welfare of others, ASU-Beebe pursues an ongoing dialogue with its constituents so that it may contribute to the improvement of lives. Thus, ASU-Beebe recognizes its capability to transform lives and realizes that, by serving the needs of its internal constituents, its external constituencies are affected in ways that are beneficial to all. The University engages in regular communication with its external constituents in order to be attuned to their changing needs and expectations. By keeping the lines of communication open, the University links the needs of its external constituents with the resources of its internal constituents.
Core Component 5a
—Capacity to Serve

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Evidence

- Institutional Effectiveness Plan
- Mission, Vision, and Core Values
- Strategic Plan
- Survey: Business and Industry 2010-11
- *Graduating Class Exit Opinion Survey*
- Community College Survey of Student Engagement, 2009-Present
- Community College Faculty Survey of Student Engagement, 2009
- *Meeting the Challenge* Newsletter
- Minutes: Advisory Councils
- Minutes: Beebe Campus Student Leadership Council
- Minutes: Heber Springs Campus Student Leadership Council
- Minutes: Searcy Campus Student Voice
- Minutes: Faculty Senate
- Minutes: Staff Senate
- Minutes: Staff Senate Town Hall
- Minutes: International Club
- Minutes: Global Awareness Committee

By fulfilling its mission, ASU-Beebe transforms lives through quality learning experiences—activities that are both instructional and non-instructional. To achieve this goal, all of the University’s planning documents are directly related to the development of its constituents. Through its Institutional Effectiveness Plan (IE Plan), the University analyzes its capacity to meet the needs of its constituents, organizing its resources to be effective and efficient. In sum, ASU-Beebe plans, assesses, receives feedback, and responds to the needs of its constituents.

In addition, the University recognizes the essential need for learning from its internal and external constituencies and does so in a variety of ways. The University has external connections with public agencies, businesses, and non-profit organizations as well as internal connections with students, staff, and faculty. These contacts empower the University to determine the needs of its constituencies and to consider if and how the institution can respond to these needs.
Planning and Assessment

ASU-Beebe demonstrates its commitment to engagement and service by the Mission’s declaration: *Transforming lives through quality learning experiences*. The statement is also guided by the University's Vision and Core Values, both of which inform institutional decision-making. Above all, the University is not merely student-centered but also people-centered for both internal and external constituents. Balancing its capacity to serve these constituencies requires careful practices and clear planning.

The IE Plan organizes the University’s efforts into a single document, assessing the Strategic Plan, Functional Performance, and Student Learning. In this way, the University ensures that the capacity to serve its constituents will undergo continuous improvement. In addition, the IE Plan provides for analysis of the University’s services to its constituents. Whether through internal assessment tools and/or assessment by external agencies, the capacity and effectiveness of the University’s services are examined.

In addition, the University’s planning documents require ASU-Beebe to pursue feedback from internal and external constituents. Specifically, Strategic Goals 1 and 3 speak to the concept of engaging constituents. For example, Strategic Goal Objective 1.1 addresses concerns of diversity—to determine the educational needs of the University’s constituent communities. Strategic Goal 3 broadens the focus to the economic development efforts of the University’s region. To achieve these goals, the University must listen and learn through regular contact with constituents, continue to assess its capacity to serve, and remain vigilant of diverse cultural and economic influences.

Learning from External Constituencies

ASU-Beebe seeks feedback from professional community members about the effectiveness and content of its programs. Advisory councils, made up of individuals from professional fields, provide valuable guidance and feedback on curriculum and the preparedness of students entering the work force. The Veterinary Technology Program Advisory Board consists of area individuals who have earned the Doctor of Veterinary Medicine degree and those who are Certified Veterinary Technicians. These individuals provide professional guidance for the program. The Criminal Justice Advisory Council is made up of local law enforcement professionals, who provide feedback about whether the curricula prepares students for the field. Other programs employ advisory councils in a similar manner to gain feedback about their curriculum, including Agriculture, John Deere, Advanced Technology, Allied Health, Health Information Assistant, and Office Occupations.

Many programs of the Division of Occupational Technology have advisory committees ranging from 4 to 12 members each. Each advisory committee advises the programs in

Criterion 5a
current trends and changes in the career field, helps in developing curriculum changes as needed, and makes the instructors aware of the latest equipment used in the workplace. Each department has a separate advisory meeting each fall semester, and there is a combined advisory committee meeting held in the spring semester. At the spring combined meeting, there are usually about 60 members present.

In addition, the University’s development councils at the Beebe and Heber Springs campuses provide valuable community feedback/input about the University’s activities. The members of these councils include local business and community leaders that meet with a University representative several times a year. The development councils also aid the University with fund-raising efforts.

As an example of ASU-Beebe’s collaboration with the community, the University’s Economic Development Center (EDC) met with executives from Eaton Hydraulics in Searcy to discuss training needs. Eaton executives described a lack of knowledge existing employees had in terms of the new computerized equipment recently purchased. Their needs were taken back to campus and shared with the Director of Occupational Technology to develop a program of study that would enable the employees to achieve the goals outlined by Eaton. The program was presented to Eaton, and a degree outline was developed for existing workers to obtain a Technical Certificate in Computerized Machining. Each participating employee takes one course during an eight-week term. The program began in the fall of 2010 with just over fifty students.

The Arkansas Economic Development Commission\(^1\) (AEDC) provides community-based workforce training programs to assist area industry and business with training needs in efforts of boosting employee job performance and productivity. The AEDC, in cooperation with members of the Arkansas Association of Two-Year Colleges (AATYC), utilize “their own resources to create/expand these high-demand economic development service arenas.”\(^2\) The ASU-Beebe EDC governs the workforce training and continuing education that takes place on all its campuses. Employers can utilize workforce training primarily through partnerships with two local consortia: The White County Industrial Training Council and the Little Red Industrial Training Council. Both consortia are non-profit organizations that represent the largest manufacturing employers in their respective areas.

Strategic Plan Sub-committee for Objective 1.1 was tasked to determine the educational needs of our constituent communities. The sub-committee identified and surveyed the top 100 employers in the University’s service area. The survey assessed these employers’ perceptions of the University’s capacity to serve the needs of the labor

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\(^1\) Website, Arkansas Economic Development Commission

\(^2\) Website, AATYC WorkForce Training Consortium
market by producing students with effective skills.\(^3\) The University’s EDC also makes training available for those outside the consortia membership or service area. Advertisement for such training activities come through individual contacts the training coordinator makes or through media channels such as Internet email “blasts.” The University’s EDC administers continuing education separately for the communities of Beebe, Searcy, and Heber Springs. The Vice Chancellor for ASU-Searcy coordinates the training calendar for these activities. Most classes on these campuses serve as direct responses to community needs.

The University’s Continuing Education (CE) department sponsors numerous non-credit CE classes designed to meet the needs of the general public. The University offers these short-term classes at night, on weekends, or online to accommodate the special interests of constituents.\(^4\) Such courses work toward enhancing personal or professional skills and connecting with the needs of constituencies in the surrounding communities. The University decides which classes to offer based on the request of surrounding businesses and the general public. These CE courses are offered at Searcy, Beebe, and Heber Springs.

ASU-Beebe also responds to external constituencies through programs customized for a particular industry. For instance, the John Deere program, an Agriculture Equipment Technology program, works in partnership with the John Deere Company to develop qualified personnel for the John Deere dealerships. These dealerships provide scholarship monies and internship opportunities for students as well as supply equipment for the University’s use in student training. John Deere’s contributions to the program have been invaluable in providing equipment, dealer internships, and scholarships. John Deere dealers participate in the program by helping with recruiting and by serving on the program’s advisory board.

In 2008 the University partnered with Chesapeake Energy to conduct weekly training for the shale gas industry, including OSHA 10-hour, IADC\(^5\) Rig Pass, and hands-on training through the use of a simulated drilling rig. Since then, ASU-Beebe’s National Training Center expanded its services to provide training for the natural gas industry.

In response to Governor Beebe’s request, the Aerospace Training Consortium was formed in 2008 by the AATYC with 11 two-year colleges. The consortium learned the needs of central Arkansas aerospace companies and then organized the universities to provide training to meet these needs. Each university contributes unique training opportunities for students to support the aerospace industry. In addition, the University is one of two colleges that are active trainers in Computer Aided Three-dimensional

\(^3\) Survey: Business and Industry 2010-11
\(^4\) Website, ed2go
\(^5\) Website, International Association of Drilling Contractors
Interactive Application (CATIA), a preferred aviation Computer Aided Drafting and Design software.\(^6\)

In 2009, two-year colleges serving central Arkansas organized the Heart of Arkansas Regional Training (HART) Consortium. The Consortium has a mandate to provide new "green" industry training and to inject "green" methods/concepts into existing technical programs. In 2010, the Arkansas Energy Sector Partnership (AESP) began providing funding to enable Arkansas workers statewide to be trained in the skills required to succeed in green jobs. The Industries of Focus include Energy efficient building, Construction, Retrofitting, Renewable electric power, and Energy efficiency assessment. AESP will enable the development and deployment of materials and programs that will be used by Arkansas’ 22 two-year colleges and 7 apprenticeship programs to prepare participants for careers in the targeted industries. On the Searcy campus, students focus on the conservation of energy and resources through "green" Computer Aided Drafting and Design, taking into consideration the environmental impacts of selected materials and manufacturing in terms of carbon footprint, energy consumption, air acidification, and water eutrophication. Energy conservation and cost reduction is also an area of focus for manufacturing and metal fabricators. New specifications for welding equipment and training have also been identified.\(^7\)

**Learning from Internal Constituencies**

The University calls for meaningful, responsible student input and feedback on campus issues and promotes understanding among students, faculty, and administration through the student leadership councils on each campus. The councils lend opportunities for student leadership activities and leadership training. They also provide the University an opportunity to listen and learn about the needs of the student body. In addition, ASU-Beebe has participated in the Community College Survey of Student Engagement (CCSSE) to learn more about the student perceptions of university services. Starting in Spring 2012, all Arkansas two-year universities have agreed to participate in the survey in order to gather statewide data on student engagement. The *Graduating Class Exit Opinion Survey* provides useful feedback regarding their overall satisfaction with their educational experience at ASU-Beebe.

The ASU-Beebe Alumni Association was chartered in 2000 to retain close ties with students, former students, and friends of the University. The Association engages with alumni to reunite with old friends and to make new friends who share the common interest of supporting ASU-Beebe and higher education. Also, the Association established the ASU-Beebe Alumni Book Scholarship to assist students in purchasing their books. Surrounding businesses acknowledge the importance of the University’s

\(^6\) Website, AATYC Aerospace Training Consortium  
\(^7\) Website, AATYC Heart of Arkansas Regional Training (HART) Consortium
alumni by extending discounts to this group. The Office of Institutional Advancement engages the alumni and community by keeping constituents informed of the institution's impact on its communities through the annual newsletter: *Meeting the Challenge*. At present, there is a growing need to improve contact with ASU-Beebe’s alumni. The effort, however, is hampered by the nature of two-year college students, who go on to a four-year university.

The University also seeks input from its employees through the Faculty and Staff Senates as well as surveys and functional assessment. ASU-Beebe’s Faculty Senate promotes effective communication among the academic and administrative communities. The senate encourages cooperation between these two areas by providing a dialogue for the administration to learn about the needs of the faculty. In 2009, the University participated in the Community College Faculty Survey of Student Engagement (CCFSSE) to assess the faculty’s perception regarding students’ educational experience. Non-faculty employees also have the opportunity to participate constructively in a dialogue with the University through a Staff Senate. The senate serves in an advisory capacity to the Chancellor with respect to all matters concerning staff. In addition, the Staff Senate sponsors town hall meetings in which questions from employees are addressed by the Chancellor and Vice Chancellors.

**Diversity of Constituents**

ASU-Beebe recognizes the cultural, economic, gender, and social diversity of its constituencies and seeks to identify and meet their needs. At ASU-Beebe, the student diversity exceeds that of its service area, indicating that the University values diversity and attempts to meet the needs of this population. The University provides for the high percentage of both low-income and first-generation college students which it serves. Student Support Services (SSS), a function of the federally-funded TRIO, helps this group succeed in college. The program exists on the Beebe campus and the Heber Springs Campus and strives specifically to improve college retention and graduation rates for eligible students and to increase the transfer rates of eligible students from ASU-Beebe to four-year institutions. Through the TRIO program, ASU-Beebe also serves area high-school students who qualify as low-income and/or first generation in its Upward Bound program.

The University also serves international students who have unique and disparate needs from other groups on campus. As of 2002, ASU-Beebe was certified/registered with Student Educational Visiting Information System (SEVIS) in order to serve this demographic. While the University does not actively recruit international students, in 2010-11, there were 41 international students enrolled in ASU-Beebe, an increase over previous years. The year-round availability of the new residence halls, during summers and holidays, will accommodate the unique needs of international students. These students are provided with a mentor from the Office of Admissions. Students attend a
special international orientation session to the campuses as well as unique cultural activities throughout the year. The International Club, an active student organization, seeks to engage all students and build contacts with international students through their meetings. The committee also holds cultural celebrations, such as Cinco de Mayo, Dia de los Muertos, and Black History Month, throughout the year. The Global Awareness Committee seeks to improve international cultural awareness of students, faculty, and staff offering a weekly film series, increasing curricula with an international focus, and sponsoring trips both domestic and international. Through its Concert/Lecture Series, the University attempts to provide at least one event annually with an emphasis on diversity.

The University is committed to serving its students who are military veterans, active duty personnel, or their dependents. The ASU-Beebe Veterans Affairs office (VA) supports these students by helping participants complete necessary forms for all education benefits, such as the GI Bill, Transfer of Benefits, and financial aid. In Fall 2010, the Central Arkansas Veterans Healthcare System and ASU-Beebe began collaborating to bring specialized services to student veterans. The VA is accredited by the State Approving Agency for Veterans Training, an agency of the Arkansas Department of Career Education. The VA provides electronic common access card readers for access to military accounts online with printing access. The VA also provides veterans with information on services available outside the VA office. ASU-Beebe has an active Veterans Club to serve these unique needs of these students.

5a/Strengths

- ASU-Beebe seeks out community professionals as members of advisory boards for these programs, such as Veterinary Technology and Criminal Justice.
- ASU-Beebe offers many unique programs, such as Veterinary Technology, John Deere, and shale gas training, which demonstrate the University’s responsiveness to the needs of local and state constituencies.
- The opening of the new residence halls creates the potential for ASU-Beebe to serve its students year-round. Students who are unable to return home during summers and holidays will benefit from this expanded service.

5a/Areas for Improvement

- The CCSSE is a sophisticated tool for measuring student feedback; however, its complexity has made its interpretation difficult. The University needs to learn how to use the student engagement survey data results in order to improve the services provided to its students.
The University would benefit from a full-time position focused entirely upon alumni relations, constructing reliable contact information, tapping into fund raising opportunities, and coordinating alumni events.

5a/Transforming for the Future

- ASU-Beebe should consider including in its long-range planning greater efforts to learn more from its student and alumni constituents. This may include the use of focus groups and other forms of gathering important feedback.
- Adapting curriculum and developing programs to meet the needs of constituencies has been one of the essential factors for ASU-Beebe’s growth. The University should continue its tradition of listening to and addressing the needs of its constituencies.
Core Component 5b
—Engaging Constituencies

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Evidence

- Facilities Use at the Beebe Campus
- Website, ASU-Beebe (Usage Data)
- Website, ASU-Beebe
- *Meeting the Challenge* Newsletter
- Ag Day Data
- Minutes: Beebe Campus Student Leadership Council
- Minutes: Heber Springs Campus Student Leadership Council
- Minutes: Searcy Campus Student Voice
- Syllabus, Course (Service Learning Examples)
- Student Citizenship Award List
- Catalog
- Veterinary Technology 2009 Self-study

ASU-Beebe has increased its capacity to serve its constituents. New buildings, locations, faculty, staff, programs, and technology—all have been expanded for the University to engage and connect with its region. ASU-Beebe is committed to community engagement and encourages interconnected activities. The University works with local civic groups, offers co-curricular activities, participates in community events, and fosters a sense of community engagement in students, faculty, and staff. Since its inception in 1927, ASU-Beebe has maintained a long-standing relationship with its community. Each of the University’s campuses and locations have come about because the communities recognized the value of higher education. Through the many decades of its expansion, the University has not lost sight of its responsibilities to serve those communities.

Civic Engagement

ASU-Beebe allows its facilities to be used by community groups and service organizations, including public schools, Lion’s Club, Kiwanis, Chambers of Commerce, Rotary Clubs, and local businesses. By welcoming these groups to the campuses, ASU-Beebe demonstrates a commitment to be a part of the greater community. In addition, many of the University’s faculty, staff, and students are active members in these
organizations. At the Beebe campus during 2010-2011, the University hosted 407 events from 59 community groups.¹

Over the past ten years, ASU-Beebe’s use of its website has expanded its ability to communicate with its constituencies. The website will likely be the initial source of information and the source of many people’s first impression of the University. As such, ASU-Beebe seeks to use its website to inform and engage the community. Furthermore, the University has begun using social networking, such as Facebook, to connect with its students, alumni, and community. As the technology continues to evolve, ASU-Beebe will strive to incorporate these avenues of communication in the most efficient way.

ASU-Beebe engages the community, creates ongoing support for the campuses and students, and keeps constituents informed of the institution’s impact on its communities. Institutional Advancement (IA) personnel—as well as faculty, staff, and student ambassadors—attend the Beebe and Cabot Fall Fests, the Heber Springs Spring Fest, and the annual White County Fair in Searcy—events that bring together people from each community. At these events, University representatives interact with the community, sharing updated information about the University and creating positive relations with the community. The IA staff works closely with both the Beebe and Cabot Chambers of Commerce to welcome new businesses and new residents to the areas by providing helpful information about ASU-Beebe. Donors to the University are visited regularly to maintain good relations.

The IA office is the primary connection between ASU-Beebe and its alumni, informing them of events and serving their needs. In conjunction with the University’s 80th Anniversary in 2007, the IA office helped to organize a reunion for 1950-56 graduates, which drew together approximately 90 alumni. An alumnus, who wanted to renew his connection with his fellow students, inspired the IA office to host the reunion. During the event, the IA office hosted an Alumni Awards Banquet that honored past and current contributors to ASU-Beebe’s success over the years.²

**Co-curricular Activities**

The ASU-Beebe Concert/Lecture series was enhanced in 2004 after Community Bank provided significant funding to help the program and provide the Beebe community with quality, affordable cultural programming. Community Bank, becoming Centennial Bank in 2010, has generously supported student scholarships with donations to the endowment fund at ASU-Beebe. They were the lead sponsor for the 80th Anniversary Golf Tournament and provided the volunteer labor to staff the entire event and raise the

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¹ Facilities Use at the Beebe Campus
² Website, ASU-Beebe (University’s 80th Anniversary)
money needed to be a success. The Theatre and Music Departments present a number of plays and musical performances both on and off campus. The Theatre Department holds open auditions for plays, and many local community members have participated. The Music Department students perform concerts for local groups, such as the Beebe Retirement Center.

Throughout the year, each campus hosts a number of activities to generate fun and camaraderie among students, faculty, and staff. Many of these events involve local businesses and civic groups, who help to provide a variety of food, fun, and activities. Holiday luncheons are provided for students, faculty, staff, and community members each fall. While the student-emphasis of these events is the same for each campus, unique activities are held on each campus:

- Beebe: Spring Fling, Back to Beebe Bash, Harvest Fest, Coffee Houses
- Heber Springs: Fire on the Mountain, Student Appreciation Days, Annual World Championship Cardboard Boat Race
- Searcy: Back to School Bash, Welcome Week, End of Year Bash, Red Ribbon Week

A number of events are held throughout the year, which bring public school students to the campuses. In 2010, with the renovation of the England Center, an art gallery provided a secure way to include exhibits by local artists. The Art Department continued its sponsorship of an annual high school exhibit and an annual junior high school exhibit. These events are judged by the Art Department, as well as other community art activities. For local high school agricultural students, ASU-Beebe sponsors Ag Day, a long-running event held every spring for the past 55 years. In Spring 2011, 1,288 students and 62 schools arrived at the Beebe campus to practice for district FFA (Future Farmers of America) career development events. The event is run and sponsored by the University’s Agriculture Department and the Agriculture Club.

**Service Learning**

ASU-Beebe develops good citizenship skills in students through service learning activities. By involving students in volunteerism, the University hopes students will engage in life-long learning as well as life-long service to their communities. A number of classes include a service learning component, including Principles of Academic Success III and the honors section of U.S. Government. Students in these courses volunteer for a community service activity, such as an animal shelter or nursing home, and then they write a reflection paper or do a presentation of the experience.

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3 Website, ASU-Beebe (University’s 80th Anniversary)
Many student organizations participate in community service activities. The Beebe campus Student Leadership Council in conjunction with other campus organizations, including academic divisions and individual faculty and staff, sponsors Angel Tree recipients. Angel Tree provides gifts to low income families in the community during the holiday seasons. The Future Educators Club on the Heber Springs campus hold fund raisers for Cleburne County Cares, an organization that offers programs to help those in need. They also participate in programs to buy backpacks and school supplies for those in need in the local school district. The degree to which the University values service learning is demonstrated by the number and variety of activities that involve engagement and service to the community. As such, the highest award the University hands out to students is its Student Citizenship Award. This award is presented to the one male and one female student who have demonstrated the highest level of service to the University and their community.

**Connecting with the Community**

ASU-Beebe values hands-on educational activities and considers its communities to be active partners in developing student skills. Many University courses and programs place students in local businesses in order to gain valuable experience. The education department’s Introduction to Teaching course requires 30 hours of observation and directed experiences in a public school. Medical Laboratory Technology requires students to engage in six months of internship in local hospitals, clinics, independent labs, or crime labs. The John Deere program places their students into summer internships with John Deere dealerships, where they use the knowledge learned from the classroom and apply it in the field. The Certified Nursing Assistant program requires 16 hours of supervised training in a facility, performing tasks on an individual under the direct supervision of the instructor. The Veterinary Technology program includes, in its final semester, a preceptorship, which is held off campus. Approved preceptorships are required to have a licensed veterinarian and are highly encouraged to have a Certified Veterinary Technologist within the practice.

**5b/Strengths**

- ASU-Beebe has quality facilities that are open and available to the community.
- ASU-Beebe provides a great many activities that connect its students, faculty, staff, and communities.
- ASU-Beebe encourages volunteering and life-long service through its service learning activities.
- The University partners with local businesses to engage students in valuable learning experiences through internships and observation activities.
5b/Areas for Improvement

- ASU-Beebe needs to improve gathering input from all constituencies about the services provided by the University. In particular, stronger relationships with the University’s alumni should be cultivated.
- The University should improve its use of social networking as a tool to communicate with its students, alumni, and community.

5b/Transforming for the Future

- ASU-Beebe should recognize that use of social networking and the website will become increasingly more important for communicating with its constituencies.
- The University should continue engaging its constituents through creative opportunities, such as more service learning. Increased student involvement with local communities would benefit all constituents.
- As the economy and funding improves, ASU-Beebe should consider developing a concert/lecture series at the Heber Springs campus. Such co-curricular activities in this community would develop greater opportunities for the University to serve its constituents.
Core Component 5c
—Response to Constituencies

ASU-Beebe demonstrates its responsiveness to constituencies that depend on it for service.

Evidence

- Website, ASU-Beebe (ASU-Searcy Regional Career Center)
- Concurrent Enrollment Data, 2011
- Upward Bound Enrollment Data, 2011
- Catalog
- Website, ASU-Beebe
- Arkansas Course Transfer System
- Survey: Concert/Lecture Series
- Veterinary Technology 2009 Self-study

ASU-Beebe works diligently to meet the needs of those who depend upon the University to achieve their education goals. The University has developed a multitude of partnerships with a variety of different educational entities within the region and state. Through these collaborative efforts, ASU-Beebe enables its constituents to achieve credit for college before entering the University, to transfer credits earned at the University to other institutions of higher education, and to build upon the degrees that are earned at the University. The University also makes use of partnerships within the local communities to aid in the services it provides to its constituents.

Veterinary Technology

The Arkansas Veterinary Medical Association appointed a task force in 2004 to assess the career opportunities for veterinary technicians in the State of Arkansas. As a result, the task force worked with the Board of Higher Education to select the appropriate school. They asked for proposals and received one from 10 Arkansas colleges and universities. Since Veterinary Technology programs are typically associate programs, it was determined that a two-year university would be a best fit. Because ASU-Beebe was a centrally located two-year university and the only two-year school with residence halls, ASU-Beebe was selected for the Veterinary Technology Program. The Arkansas Veterinary Medical Association (ArVMA) has been highly supportive of the program. They also give five scholarships to deserving students, as well as discounts to the Arkansas Veterinary Medical Association’s Winter Meeting.\(^1\)

\(^1\) Veterinary Technology 2009 Self-study
ASU-Searcy Regional Career Center

ASU-Searcy Regional Career Center serves as one of 24 Career Centers funded by the state to provide vocational or career education for high schools within the University’s region. High school students from the University’s region may enroll in the center in order to train for a specific career in the local region. All of these students receive high school credit, and those who fill out the appropriate forms can receive scholarships and college credit for qualifying programs. The sponsoring high schools are charged a training fee for their students and then are reimbursed the next year for that cost by the Department of Career Education.

Endorsed and Concurrent Enrollment Students

ASU-Beebe reaches out to public high schools within its service area through the Endorsed Concurrent Enrollment Program (ECEP) and the Concurrent Enrollment Program (CEP). ECEP allows high school students to acquire college credit in approved high school classes—taught by high school teachers on the high school campus. The University regularly monitors this program to ensure that area high schools meet the requirements set by the National Alliance of Concurrent Enrollment Partnerships by which the University has been accredited since 2009. In Spring 2011, there were 543 students from 12 high schools enrolled in endorsed concurrent classes. CEP high school students take college courses on an ASU-Beebe campus—but also attend high school classes. In this way, the program not only serves students’ immediate educational needs but also helps the University to learn more from its high school constituents. The University also accepts advanced placement test scores from high school students who take classes that meet the AP standards. If a student makes an acceptable score on the AP exam, the University will grant college credit for that course.

Upward Bound

As part of the federally-funded TRIO programs, Upward Bound serves as a pre-college program for students in grades 9-12 who qualify as low-income and/or first generation college students. Upward Bound aims to generate the skills and motivation necessary for success in education beyond secondary school, providing academic tutoring that enables Upward Bound students to complete secondary or postsecondary courses. Upward Bound also delivers assistance in the following areas: secondary and postsecondary course selection, preparation for college entrance examinations, and completion of college admission applications. Upward Bound delivers information on federal student financial aid programs and information on education or counseling services designed to improve the financial literacy and economic literacy of students or the students’ parents. Upward Bound is a year-round program, which meets one afternoon during the week, on selected Saturdays during the academic year, and for six weeks during the summer.
Upward Bound students live in the residence halls on the ASU-Beebe campus with tutors/mentors and residence hall staff for the first five weeks of the summer, and then the students return home on weekends. Upward Bound students participate in an educational/cultural enrichment trip during the sixth week of the summer program. Students attend classes and tutoring sessions during the academic year and during the summer program. The students participate in a variety of other activities designed to prepare them for enrollment in postsecondary institutions. ASU-Beebe’s Upward Bound program is located on the Beebe and Heber Springs campuses. In 2010, Upward Bound served 65 students on the Beebe campus and 50 students on the Heber Springs campus.

**Academic Partnership Agreements**

ASU-Beebe has developed agreements, both formal and informal, with a number of other institutions of higher education within the state to accept the University’s core curriculum. ASU-Beebe works with the Arkansas Department of Higher Education (ADHE) to maintain consistency in core course offerings among colleges and universities in Arkansas. With the development of the Arkansas Course Transfer System (ACTS), students are assured of core course transfers to colleges and universities in the ACTS. With the passage of Act 182 in 2009 by the Arkansas General Assembly, a statewide system was created to enable successful transfer of credit hours among public institutions of higher education.

As outlined in the University’s catalog, ASU-Beebe has formal agreements with the following four-year institutions: ASU-Jonesboro, University of Arkansas at Little Rock, Arkansas Technical University, and Southern Arkansas University—Magnolia. In these agreements, the partnering institutions have formally agreed to accept ASU-Beebe’s 43-hour core curriculum as meeting their general education core. The student must earn an Associate of Arts degree with all grades of "C" or better. Any student who meets these classifications will be admitted with a junior classification. In general, any grades of "D," which are earned as part of the Associate of Arts degree at ASU-Beebe, will transfer for credit at ASU-Jonesboro because ASU-Beebe is part of the ASU System. ASU-Beebe also works closely with the University of Central Arkansas, Harding University, and other Arkansas higher education institutions to facilitate the transfer process.

ACTS\(^2\) contains information about the transferability of core courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Course transferability is not guaranteed for courses listed in ACTS

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\(^2\) Arkansas Course Transfer System
as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary.

Also known as the Roger Phillips Transfer Policy Act, Act 182 in 2009 provides for a "seamless transfer of academic credits from a completed designated transfer degree program to a baccalaureate degree program." Furthermore, the act established a system for fully transferable credit hours from degrees in Associate of Arts, Associate of Science, and Associate of Arts in Teaching among public institutions of higher education. It requires all four-year public institutions of higher education to accept all hours completed and to admit a transfer student with junior status in a baccalaureate degree program. This act also develops transfer guidelines for each two-year public institution within 50 miles of the four-year institution. In response, ASU-Beebe has developed a number of new associate of science degrees and is working with the ADHE to modify its Associate of Arts in Liberal Arts degree.

**Helping Students Transfer**

ASU-Beebe recognizes the mobility of its learners and facilitates the transfer process—not merely with course transfer agreements but also with the personal contact of transfer fairs and college visits. The Student Success Center helps students transfer to four-year colleges by regularly hosting transfer fairs, providing helpful material regarding the transfer process, and counseling individual students in the transfer process. Annual transfer fairs are held each spring, which are attended by many private and public four-year institutions. Students can talk to representatives and receive materials from schools in Arkansas and surrounding states. In addition, there are several times throughout the year when the regional four-year universities come to the Beebe campus to recruit students. For those students who qualify for the Student Support Services program, special transfer services are available. SSS funds trips to four-year colleges to help students with the transfer decision-making process. In addition, SSS makes the contacts with the colleges and schedules tours for specific dates and times before visiting. Such trips provide students opportunities to visit with departmental, financial, and housing advisors of the colleges the group visits.

**2+2 and Graduate Programs**

ASU-Beebe in collaboration with ASU-Jonesboro offers several 2+2 transfer programs to its students. These programs allow students from ASU-Beebe’s various campuses to complete the necessary coursework to enter into one of ASU-Jonesboro’s four-year degree plans. Under the 2+2 Transfer Agreement, students are encouraged to complete an Associate degree with ASU-Beebe, which provides students with a seamless transfer to ASU-Jonesboro. On the Beebe campus, ASU-Jonesboro established a degree center

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3 Website, ASU-Beebe (External and Advanced Program Degrees)
that is jointly run by ASU-Beebe and ASU-Jonesboro staff. ASU-Jonesboro faculty teach the courses. The ASU-Jonesboro Degree Center offers several bachelor degree programs as well as two master programs in education and one master of business administration. The degree center allows students to work on some Jonesboro degrees without leaving the Beebe campus.

**Community Involvement**

Financial support from community leaders serves as strong testimony regarding the usefulness of the institution’s programs of engagement. Many certificates and thank-you notes from various community leaders help the institution know it is serving community needs. Centennial Bank helps the University achieve its social goals by funding cultural and community programs that enhance the diversity awareness for the citizens of the community. The University schedules at least two cultural/special event programs each academic semester, recording an average of at least 250 people in attendance during the 2009-10 academic school year. Program surveys indicated at least a 70%-level of satisfaction with the diversity of the events the University offers. First Security Bank of Heber Springs sponsors the ASU-Heber Springs pre-session activities that include full-time, adjunct, and concurrent instructors.

**5c/Strengths**

- ASU-Beebe offers numerous collaborative ventures to meet its constituents’ educational needs.
- The University’s SSS program and Student Success Center assist in the mobility of its learners by providing support for transfer.
- ASU-Beebe hosts a number of ASU-Jonesboro bachelor’s and master’s degrees on its campus, enabling students the opportunity to continue their education on the Beebe campus.

**5c/Areas for Improvement**

- While the University provides many transfer services for students, ASU-Beebe needs to improve its advertising for transfer fairs as well as individual visits from four-year institutions.

**5c/Transforming for the Future**

- ASU-Beebe needs to remain sensitive to the changing economic climate in order to best meet the needs of its constituencies. The University may need to become more flexible and creative in the way it delivers educational services.

**Criterion 5c**
Core Component 5d
Value of Services

Internal and external constituencies value the services the organization provides.

Evidence

- Catalog
- Child Maltreatment Reporting Workshop Website
- Strategic Plan
- Letter, Beebe Mayor Mike Robertson, June 6, 2011
- Letter, Dr. Ruth Couch, Beebe Economic Development Commission Chair, May 31, 2011
- Advancing White County Strategic Plan 2010-2015
- Advancing White County Discovery Report
- Meeting the Challenges newsletter
- Community Service List
- Facilities Use at the Beebe Campus
- Campus Update, 2008 October 13-17
- Campus Update, 2009 October 12-16

The local communities served by ASU-Beebe benefit from the variety of services the University provides. For example, the institution provides educational opportunities for licensed professionals to upgrade their certifications in their field. As for business and industry, ASU-Beebe partners with the Chamber of Commerce in both White and Cleburne counties to improve the economic future of these regions. To support awareness of diversity, the University provides programming throughout the year that increases cultural enrichment opportunities. For life-long learning skills, ASU-Beebe encourages its students, faculty, and staff to engage in volunteer work in their communities. Also, the University’s facilities are open to and used by local communities on a regular basis.

Educational Opportunities

ASU-Beebe offers opportunities for licensed professionals to expand their credentials through workshops, Certificates of Proficiency, Technical Certificates, and degrees. Individuals who work in education, social work, and criminal justice are required by law to report issues of child maltreatment. ASU-Beebe periodically offers a one-day Child Maltreatment Reporting Workshop,\(^1\) offering the latest guidelines for lawful reporting of child maltreatment. A certificate is awarded for participation. In addition, the University

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\(^1\) Website, Arkansas Commission on Child Abuse, Rape and Domestic Violence
offers the Child Development Associate (CDA), providing the minimum certification for working in a daycare facility. CDA recipients can then pursue a Technical Certificate and a two-year Associate of Applied Science degree in Early Childhood Education. For law enforcement officers, ASU-Beebe—in conjunction with the Criminal Justice Institute—offers Certificates of Proficiency, Technical Certificates, and an Associate degree. Through a partnership between ASU-Beebe and the ASU-Jonesboro Degree Center, health care professionals may upgrade their professional skills. Programs include the Associate of Applied Science and the bachelors of science in nursing degrees, allowing Certified Nursing Assistants, Licensed Practical Nurses, and Registered Nurses to advance their certifications. In addition, the Advanced Technology and Allied Health division offers certifications and re-certification testing for CISCO, Microsoft, and CompTIA.

**Economic Futures**

ASU-Beebe strives to advance the economic development efforts of its regions in cooperation with local civic organizations, as well as business and industry. In its Strategic Plan, the University commits itself to playing a pivotal role in economic development by identifying and meeting the educational and training needs of local business and industry. Civic leaders recognize and value the on-going role of the University’s positive influence on local economies. Specifically, in a 2011 letter to Chancellor McKay, Beebe Mayor Mike Robertson noted, “ASU-Beebe provides an economic impact on the regional economy of more than $316 million annually.”

Advancing White County is a comprehensive community and economic development strategic planning project for White County, Arkansas. In the *Advancing White County Strategic Plan 2010-2015*, the University has been identified as a vital partner for improving the economic future for the region. According to the county’s 2010 *Advancing White County Discovery Report*, residents view ASU-Beebe and ASU-Searcy as two of three universities that are “critical to the economic, educational, and cultural success of the county and there appear[s] to be strong, mutually beneficial relationships between the institutions and the communities surrounding them.” Furthermore, “ASU is seen not only as a good provider of education, but also customized training for industry.”

ASU-Beebe makes a conscientious effort to collaborate with several community organizations regarding regional economic development. As a member in several chambers of commerce and economic development commissions, the University makes its resources available to support each community’s economic initiatives. In a 2011 letter to Chancellor McKay, Dr. Ruth Couch, chair of the Beebe Economic Development

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2 Letter, Beebe Mayor Mike Robertson, June 6, 2011  
3 *Advancing White County Strategic Plan 2010-2015*  
4 *Advancing White County Discovery Report*, March 19, 2010 (page 27)
Commission (BEDC), stated, the “BEDC heartily supports ASU-Beebe and appreciates the broad range of opportunities it provides for the area.” Many of ASU-Beebe’s students, faculty, and staff are members of local civic organizations, such as Lion’s Club, Kiwanis, and Rotary Club.

**Cultural Enrichment**

ASU-Beebe is committed to sharing cultural and community awareness with students, employees, and community members. For many years, ASU-Beebe has provided cultural and community programming. Since 2004-05, donations from Community Bank, later named Centennial Bank, have made the University’s Concert/Lecture series possible, providing a broad-spectrum of culturally diverse performances. ASU-Beebe offers a variety of cultural/special events programming each academic semester, including concerts, lectures, films, art exhibits, musical performances, and theatre productions. Surveys during 2009-10 of such events indicate at least a 70% level of satisfaction in the category of diversity of events.

**Life-long Service Learning**

University volunteer activities support special needs within the local communities served by ASU-Beebe. For the past three years, the University Police have coordinated ASU-Beebe’s participation in the Marine Toys for Tots Foundation to benefit children during the Christmas holiday season. New toys are donated by students, faculty, staff, and community members. Through the Summer Cereal Drive in 2010, the University helped feed approximately 158 children. The annual Angel Tree program has provided Christmas gifts for a total of 361 children from 2001 to 2010. Other programs to benefit local families and children in need include the Judsonia Youth Home, United Way, and Rice Depot Food Drive. Also, each year the American Red Cross sets up a mobile unit on the University’s campuses, where students, faculty, and staff may donate blood. Student Support Services is actively involved with the Beebe Retirement Center, giving Easter baskets, Valentine’s Day candy, Christmas cards, and Christmas caroling. The University’s Agriculture Club participates annually in the Sunshine Rodeo hosted by Brewer Farms. At the rodeo, developmentally-challenged children and youth from Cabot, Beebe, and the Searcy Sunshine School have the opportunity to enjoy rodeo events such as barrel racing, roping, goat decorating, and bronc riding. Participants also enjoy horseback and wagon rides, a hay ride, games, food, and prizes.

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5 Letter, Dr. Ruth Couch, BEDC Chair, May 31, 2011
6 *Campus Update*, 2008 October 12-16 and *Campus Update*, 2009 October 13-17
Facility Use

All three campuses of ASU-Beebe routinely make its facilities available to a variety of community civic and business organizations. In a 2011 letter to Chancellor McKay, Dr. Ruth Couch, chair of the Beebe Economic Development Commission, noted that “one of the most obvious ways [that ASU-Beebe supports the community] is the willingness of the institution to provide meeting places for organizations and workshops when needed.”

Some of the community groups who routinely use the University’s facilities include: service organizations (Rotary, Kiwanis, and Lion’s), local banks, Red Cross, Master Gardeners, 4-H, and numerous other organizations.

During the past decade, ASU-Beebe has completed a number of new building constructions and upgrades to existing structures. Some of the refinements have included fiber optic connections to the Internet and meeting rooms that facilitate community groups. At the Beebe campus, the Student Center offers dining services and meeting rooms that accommodate group sizes from a dozen to 200. The Science Building’s auditorium and the Owen Center gym are also used by the community. In 2010-11, the Beebe campus hosted 407 events held by 59 non-University entities. At the Heber Springs campus, the new facilities completed in 2007 have conference rooms and dining services to host several community groups. The Searcy campus serves over a dozen community groups, and for large groups, the Technology East Building Workforce Room holds up to 80 people.

5d/Strengths

- The University has strong partnerships in continuing educational programs to meet the changing needs of licensed professionals.
- ASU-Beebe is actively involved in the economic development of the communities it serves.
- ASU-Beebe has a strong history of volunteerism through service learning opportunities, student organizations, and a general culture of service.
- ASU-Beebe offers a wide variety of programs for the community and opens its facilities for their use.

5d/Areas for Improvement

- ASU-Beebe gathers data pertaining to the services it provides for its internal and external constituents; however, the University should regularly track, share, and use such data to serve its constituents in the most efficient manner.

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7 Letter, Dr. Ruth Couch, Beebe Economic Development Commission Chair, May 31, 2011
• ASU-Beebe should consider a method for reporting community feedback to the institution’s internal constituents.
• ASU-Beebe should implement an on-going means for measuring constituents’ satisfaction with the University’s services and volunteer activities.

5d/Transforming for the Future

• ASU-Beebe needs to remain vigilant of economic and workforce needs of its local communities in order to continue providing useful programming.
• In order to continue offering its cultural enrichment activities, ASU-Beebe may need to consider seeking more external funding.
• As the economic downturn continues, ASU-Beebe should continue to cultivate a culture of service
Federal Compliance

Transforming Lives through Quality Learning Experiences

**Credits, Program Length and Tuition**

ASU-Beebe measures course completion in semester hours with traditional fall and spring semesters consisting of sixteen weeks each. The University also has five eight-week terms during an academic year and summer sessions with classes running five to ten weeks, depending upon how frequently they meet. ASU-Beebe also offers limited classes in an intensive two-week session between spring and summer semesters.

ASU-Beebe offers courses and programs that adhere to the Arkansas Department of Higher Education policies and procedures. The length and degree programs (AA, AS, AAS, AAT, AFA, AGS) and certificates are within the norm for two year college programs of their type regionally and nationally. Specific program information can be found on the ASU-Beebe website and in the University Catalog, curriculum guides, and marketing materials for each program.

The Arkansas State University System Board of Trustees sets tuition, fees, and related policies. These are available http://www.asusystem.edu/. ASU-Beebe publishes its tuition and fee rates in recruitment materials, in news releases, in the University Catalog, and on the website.

ASU-Beebe differentiates between resident and non-resident tuition. There are fees related to different campuses, distance learners, Cleburne county residents, etc. as detailed in Table 1 below.

ASU-Beebe does not differentiate tuition and fees by program, so there is no justification needed.
Tuition Rates or Fees (2011-12)

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<th>ASUS</th>
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</table>

Student Complaints

The ASU-Beebe Complaint and Grievance Procedures are explained in the Student Handbook and Planner, which is available in printed form or online. The procedures are approved by the Chancellor’s Council, and the procedures comply with the Higher Learning Commission’s requirements in the area of student complaints.

The informal student complaint procedure encourages the student first to attempt to resolve the concern with the person involved. If the complaint is not resolved at this level, the student should meet with the faculty’s or staff member’s supervisor in an attempt to resolve the complaint before continuing on to the formal student grievance procedure.

To initiate the formal student grievance procedure, the student must submit a written grievance to the Office of the Vice Chancellor for Student Services. The Vice Chancellor for Student Services will send the grievance to the appropriate Vice Chancellor who is obligated to investigate. To attempt to resolve the
grievance, the appropriate Vice Chancellor will then consult informally with the student and the appropriate University personnel, including the individual against whom the grievance has been made.

If a mutually agreeable resolution is not reached, the appropriate Vice Chancellor will send the grievance to the University Hearing Committee (Academic or Non-Academic). The University Hearing Committee will review the written grievance and will either determine that there are no grounds for the grievance or schedule a hearing.

If a hearing should be held, the student shall meet with the University Hearing Committee in the presence of the faculty/staff member concerned. The decision of the University Hearing Committee shall be final. The University shall retain the written records of the process for five calendar years in the Office of the Vice Chancellor for Student Services.

**Transfer Policies**

ASU-Beebe maintains several policies to ensure smooth and consistent transfer of credit earned at another institution. These policies include granting credit to students articulating from appropriate high school courses, college courses, business and industry training programs, and 2+2 post-secondary agreements leading to a bachelor's degree.

To transfer credit from another institution, applicants must submit an official transcript from the previously attended institution for official evaluation by the University Registrar. Transfer coursework will be evaluated and then posted to the ASU-Beebe transcript after the student has completed one or more credit hours at ASU-Beebe. Credit will be granted only for courses in which a grade of "C" or better has been earned. Grades of "D" or better will be accepted from other ASU system schools. Courses that are evaluated to be equivalent to courses offered at ASU-Beebe are posted on the transcript as equivalent to the ASU-Beebe course, while courses evaluated as college-level but not equivalent to a particular ASU-Beebe course are posted as elective credit. The evaluation and acceptance of transfer credit is governed by the accreditation of the institution issuing the credit. Credit from institutions not recognized by the Council for Higher Education Accreditation will not be evaluated for transfer to ASU-Beebe. The college’s policy on credit for prior learning non-traditional credit also allows students to receive equivalent college credit for learning experiences outside the traditional classroom, such as work experience, previous training, or other prior documented learning.

The Arkansas General Assembly passed ACT 672 of 2005 to ensure smooth transfer. The Arkansas Course Transfer System (ACTS) is a postsecondary education resource service that provides comparable course information to

Federal Compliance
facilitate student transfer within Arkansas public colleges and universities. The ACTS database contains faculty-generated comparable course information for a number of courses offered at public institutions in Arkansas. Comparable courses within ACTS are guaranteed to transfer for full credit to any Arkansas public institution.

Policies on transfer of credit earned at another institution are disclosed in the University Catalog, as well as on the ASU-Beebe website.

**Verification of Student Identity**

ASU-Beebe’s Online College uses Blackboard CE/WebCT (Bb/WebCT) software by Blackboard, Inc., as the learning management system for all online delivered classes. As of Fall 2011, 87 courses have been developed as online offerings with 40 of those offered every semester, including summer sessions. Students can earn two degrees completely online—an Associate of Arts in Liberal Arts and/or an Associate of General Studies. Additionally, there are 26 other degrees where more than 50 percent of the course work is delivered through distance education (online or internet-assisted).

There are two methods in place to verify the identity of online students. First, students must log on to the secure Bb/WebCT log-in page (http://webct6.asub.edu/webct/entryPageIns.dowebct) with their ASU-Beebe issued ID (username) and six-digit birth date (password). Second, every student is required to take a proctored final, which carries a substantial weight of the course grade. Depending on division and/or instructor requirements, students may also be required to take a proctored midterm.

Students can access their student ID by either looking it up within their secure Campus Connect (online registration/records) account or by using their campus issued student ID card. They must use their username/password each time they log in. Once logged into Bb/WebCT, they can change their password and are encouraged to do so to protect their privacy.

It is noted as a general statement within each course syllabi what will happen if students do not comply with the Bb/WebCT log-in process:

**Academic Honesty Policy:** Dishonesty in any form—including plagiarism, turning in assignments prepared by others, cheating on exams—may result in the student being dropped from the class with an "F" and/or being suspended from the University. For online courses, this includes students who allow others to log into their Bb/WebCT courses with their ID/password with intentions of completing assignments and/or online assessments.
As for proctored exams, identity is checked twice, once as the student enters the testing center and signs in and a second time as they are logged into their exam. The first check is to ensure that the student signing in is the person on the official ID presented (ASU-Beebe ID, state issued ID, or Military ID). The proctor checks the student’s name, signature, and picture. The second check is to ensure the student logged into the exam is the student enrolled in the course. The proctor is required to enter a password for the exam, then compares the name on the official ID with the name on the exam, and again compares the official ID picture to the student. These procedures are in place for students using ASU-Beebe testing centers and for those who secure proctors outside of the system. Log-in records for ASU-Beebe and verification forms requested for proctors outside of the system are archived in the distance learning office.

The requirement for proctored exams is noted within each course syllabi as a standard statement:

**Proctoring Information**: Online students are required to take a proctored final exam. Some courses may also require students to take a proctored midterm. Exams are proctored free of charge within ASU-Beebe. Students who live outside of this system area will be required to arrange for an approved proctor at an approved proctoring location. For specific information review the proctoring policy at http://www.asub.edu/distance-learning/dl-testproctoring.dot.

**Proctoring arrangements must be completed by the Distance Learning Office posted deadline** (this deadline will always be at least a week before the testing period). Failure to meet this deadline may result in the denial of your proctor request.

The requirement for proctored exams is also defined on the Distance Learning website and is included as part of the orientation material within the online student orientation Bb/WebCT module. A document from the Office of Distance Learning outlining the rules/procedures for proctoring is emailed to each student within their Bb/WebCT course by their instructor a month prior to the scheduled proctored testing time.

Proctoring services within ASU-Beebe are free to students enrolled in an ASU-Beebe online course. It is noted within the Proctoring Policy (http://www.asub.edu/distance-learning/dl-testproctoring.dot) that students using proctoring services outside of ASU-Beebe will be responsible for any institutional proctor related fees.

Students enrolled in the hybrid, Internet-assisted (IA) courses must also use the secure login procedures. However, they will take their major exams, the midterm and final, in the presence of their instructor, so identity verification is not required.
As for the protection of student privacy, the Bb/WebCT log-in page is an encrypted login that cannot be captured in cyberspace. Additionally, student ID numbers are never given to students over the phone or through email. If a student does not have their ID number, they are given instructions on how to access it within Campus Connect. Outside proctoring requests are initially handled through the Office of Distance Learning. Once approved, they are then passed on to the instructors, so they can make contact with the proctor to provide testing rules/procedures and necessary passwords.

**Title IV Material**

ASU-Beebe is in full compliance with the requirements of the Higher Education Reauthorization Act of 2008. ASU-Beebe is not under a letter of credit or a heightened monitoring requirement. There have been no findings from reviews of the University’s A-133 audits or the University’s default rates. The last compliance audit was conducted in 2011. Documentation of the University’s approval to participate in and comply with the Title IV programs includes the Program Participation Agreement (PPA) that will expire in 2015 (five-year approval at last recertification), Eligibility and Certification Approval Report (ECAR), and official default rates. As stated in the current Program Participation Agreement, ASU-Beebe is authorized to participate in the following programs:

- Federal Pell Grant Program
- Federal Direct Loan Program
- Federal Supplemental Educational Opportunity Grant Program (SEOG)
- Federal Work Study Program
- Academic Competitiveness Grant (ACG)

The University awarded Pell grants as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$3,444,466.82</td>
<td>1,411</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$3,722,864.14</td>
<td>1,447</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$3,976,840.58</td>
<td>1,367</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$5,960,286.03</td>
<td>1,615</td>
</tr>
</tbody>
</table>

The University awarded Direct Loans as follows:

2009-2010 $24,497 (subsidized) + $51,349 (unsubsidized) = $75,846.00 (92 Students)
The University awarded Academic Competitiveness grants as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$52,085.00</td>
<td>118</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$74,475.00</td>
<td>96</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$57,500.00</td>
<td>73</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$44,275.00</td>
<td>55</td>
</tr>
</tbody>
</table>

In addition, the University was granted on average $24,717 in Work Study and $29,982 in Federal Supplemental Opportunity Grant funds for each of the last three years.

The Office of Financial Aid monitors the University’s default rate and ensures adherence to policies and procedures. Loan default rates on Federal Loans were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Borrowers in Repayment</th>
<th>In Default</th>
<th>Default Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>589</td>
<td>53</td>
<td>8.9%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>633</td>
<td>75</td>
<td>11.8%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Data is unavailable until Fall 2011. Expected default rate 14.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASU-Beebe began awarding Direct Loan monies in Summer 2010. The college does not have any default data on these loans.

ASU-Beebe’s Standards of Satisfactory Academic Progress Policy (SAP) is reviewed annually to ensure compliance with federal regulations. A copy of the policy is found on the ASU-Beebe website.

The 2010-2011 University Catalog, page 34, articulates the University’s attendance policy:

Arkansas State University-Beebe has a class attendance policy which requires each student to meet a prescribed number of classes during each course. Failure to do so may affect grades and may result in the student being dropped from the class with a failing grade recorded immediately. This policy is explained in detail in the current student handbook and should be explained in each course syllabus. Once a student has registered for courses at ASU-Beebe, failure to attend class does not constitute withdrawal. Students must follow the proper procedures for withdrawing from the semester.

In Chapter 3 of the Student Handbook, an entire page is devoted to class attendance, which includes information about excused absences, unexcused absences, and being dropped for non-attendance. It also references information about attendance, which is included in each course syllabus.
Campus Security

In 2010 and 2011, StateUniversity.com ranked ASU-Beebe as the safest University in the nation.\(^1\) ASU-Beebe adheres to the Clery ACT and publishes a yearly report on campus security in the Student Handbook and Planner and on the University's website. Additionally, an entire chapter of the Student Handbook and Planner is devoted to emergency procedures, the AlertXpress notification system, traffic and parking regulations, the Campus Sex Crimes Prevention Act, and the University’s campus crime report. AlertXpress is a communications system via cell phone, land phone, or e-mail that provides immediate communication regarding emergencies such as school closings, inclement weather or violent crime threats.

Due to the on-campus residence halls, ASU-Beebe adheres to the federal regulations on fire safety and missing student notifications. That information is provided to every student living on-campus in the Residence Hall Handbook as part of the check-in process.

ASU-Beebe employs full-time and part-time certified police officers, assigned to the Beebe, Heber Springs, and Searcy campuses. The Educational Center at Little Rock Air Force Base is patrolled by members of the military security force and the City of Jacksonville Police Department. ASU-Beebe’s University Police Department is certified by the Commission on Law Enforcement Standards and Training. The University Police Department maintains memorandums of understanding with all the law enforcement agencies that serve the area of ASU-Beebe campuses.

Institutional Disclosures and Advertising and Recruitment Materials

The ASU-Beebe accreditation by the Higher Learning Commission (HLC), a member of the North Central Association, is clearly identified in the Student Handbook and Planner, University Catalogs and on the University’s website. The website also contains information related to HLC’s approaching comprehensive reaccreditation visit, along with a link to the HLC’s website.

Information related to other accrediting agencies is also listed in the Student Handbook and Planner, University Catalogs, as well as on the ASU-Beebe website. Documentation pertaining to accreditation, approval, or licensure may be viewed or copies may be obtained by a written request to the Office of the Chancellor.

\(^1\) Website, StateUniversity.com - Highest Safety Rating
Accurate information regarding programs is provided to students, employees, and the community in ASU-Beebe’s advertising and recruitment material and brochures.

**Relationship with Other Accrediting Agencies and with State Regulatory Bodies**

Many of ASU-Beebe’s academic programs hold program-specific professional accreditation; all programs are in good standing. Professional accreditation for specific programs is identified in the University Catalog and on the program websites. No accrediting body has taken adverse action against ASU-Beebe’s programs.

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>National Automotive Technicians Education Foundation (NATEF)</td>
</tr>
<tr>
<td>Auto Body Repair</td>
<td></td>
</tr>
<tr>
<td>Endorsed and Concurrent</td>
<td>National Alliance of Concurrent Enrollment Partnerships (NACEP)</td>
</tr>
<tr>
<td>Emergency Medical</td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) and is certified by the Arkansas Office of Emergency Medical Services</td>
</tr>
<tr>
<td>Technician/Paramedic</td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Technology</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
</tr>
<tr>
<td>Pharmacy Technology</td>
<td>American Society of Health-System Pharmacists</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Arkansas State Board of Nursing</td>
</tr>
<tr>
<td>Veterinary Technician</td>
<td>American Veterinary Medical Association (AVMA) and Committee on Veterinary Technician Education and Activities (CVTEA)</td>
</tr>
</tbody>
</table>

The University is also approved by the Arkansas State Approving Agency for Veterans Training. Re-evaluations are conducted by the respective accrediting agencies periodically. Documentation pertaining to accreditation, approval, or licensure may be viewed or copies may be obtained by a written request to the Chancellor’s Office.
Public Notification of Comprehensive Evaluation Visit and Third Party Comment

November 9, 2011

NEWS RELEASE

Contact:

Colbie Falwell, J.D.
Public Information Coordinator
501-882-8824
ASU-Beebe Seeks Public Comments for Higher Learning Commission

BEEBE, Ark.-Arkansas State University-Beebe will undergo a comprehensive evaluation visit February 13-15, 2012, by a team representing the Higher Learning Commission of the North Central Association of Colleges and Schools. In preparation for its visit, ASU-Beebe is seeking comments from the public about the University. ASU-Beebe has been accredited by the Commission since 1971. Its accreditation is at the associate level and includes campuses at Beebe, Heber Springs and Searcy and a location at the Little Rock Air Force Base.

For the past two years, ASU-Beebe has been engaged in a process of self-study which addresses the Commission’s requirements and criteria for accreditation. The evaluation team will visit the institution to gather evidence that the self-study is comprehensive and accurate. The team will recommend a status to the Commission for ASU-Beebe and the Commission will take the final action.

The public is invited to submit online comments regarding the University directly to the HLC. Comments may also be sent by mail to:

Public Comment on Arkansas State University-Beebe
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago IL, 60604-1411

Comments must address substantive matters related to the quality of the institution or its academic programs. All comments must be received by January 13, 2012. The Commission cannot guarantee that comments received after the due date will be considered. Comments should include the name, address, and phone number of the person providing them. Comments cannot be treated as confidential.
Institutional Snapshot

A Moment of Transformation

1. **Student Demography Headcounts**

1A. *Undergraduate Enrollments by Class Levels*

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclassified Undergraduate</td>
<td>254</td>
</tr>
<tr>
<td>Freshman</td>
<td>2646</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1281</td>
</tr>
<tr>
<td>Unclassified post-baccalaureate</td>
<td>18</td>
</tr>
<tr>
<td>High school student</td>
<td>664</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4863</td>
</tr>
</tbody>
</table>

1B. *Undergraduate Students by Degree Seeking and Non-degree Seeking Status*

<table>
<thead>
<tr>
<th>Fall 2011*</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Black</th>
<th>American Indian</th>
<th>White</th>
<th>Nat Hawaiian</th>
<th>Two or more</th>
<th>Non-res alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree seeking</td>
<td>Male</td>
<td>42</td>
<td>18</td>
<td>80</td>
<td>8</td>
<td>1235</td>
<td>6</td>
<td>44</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>71</td>
<td>15</td>
<td>120</td>
<td>12</td>
<td>1912</td>
<td>2</td>
<td>74</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Non-degree seeking</td>
<td>Male</td>
<td>27</td>
<td>2</td>
<td>16</td>
<td>2</td>
<td>347</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>14</td>
<td>4</td>
<td>25</td>
<td>3</td>
<td>482</td>
<td>0</td>
<td>15</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

* Does not include Term II enrollments

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Black</th>
<th>American Indian</th>
<th>White</th>
<th>Nat Hawaiian</th>
<th>Two or more</th>
<th>Non-res alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree seeking</td>
<td>Male</td>
<td>52</td>
<td>17</td>
<td>76</td>
<td>5</td>
<td>1269</td>
<td>1</td>
<td>37</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>65</td>
<td>20</td>
<td>129</td>
<td>9</td>
<td>2032</td>
<td>2</td>
<td>76</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Non-degree seeking</td>
<td>Male</td>
<td>18</td>
<td>3</td>
<td>24</td>
<td>2</td>
<td>457</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>13</td>
<td>3</td>
<td>18</td>
<td>4</td>
<td>474</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
1D. Age Range of Undergraduate Students

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2011*</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td>3167</td>
<td>3198</td>
</tr>
<tr>
<td>25 and older</td>
<td>1531</td>
<td>1665</td>
</tr>
</tbody>
</table>

* Does not include Term II enrollments

1E. Numbers of Students by Residency Status

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>Fall 2011*</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Resident</td>
<td>4596</td>
<td>4804</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>41</td>
<td>23</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>61</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>4698</td>
<td>4863</td>
</tr>
</tbody>
</table>

* Does not include Term II enrollments

2. Student Recruitment and Admissions

2A. Number of Applications, Acceptances, and Matriculations

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011*</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications</td>
<td>Acceptances</td>
<td>Matriculations</td>
</tr>
<tr>
<td>Freshman</td>
<td>2791</td>
<td>1409</td>
<td>1010</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>1304</td>
<td>635</td>
<td>342</td>
</tr>
</tbody>
</table>

* Does not include Term II enrollments

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications</td>
<td>Acceptances</td>
<td>Matriculations</td>
</tr>
<tr>
<td>Freshman</td>
<td>2593</td>
<td>1487</td>
<td>927</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>1287</td>
<td>865</td>
<td>389</td>
</tr>
</tbody>
</table>
3. Financial Assistance for Students

3A. Percentage of Students Who Applied for Financial Assistance

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55%</td>
<td>52%</td>
</tr>
</tbody>
</table>

3B. Percentage of Students Who Received Financial Assistance

<table>
<thead>
<tr>
<th></th>
<th>Any Assistance</th>
<th>Loans</th>
<th>Work-Study</th>
<th>Scholarship/Grants</th>
<th>Academic Based Merit Based Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>58%</td>
<td>17%</td>
<td>1%</td>
<td>55%</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>52%</td>
<td>20%</td>
<td>2%</td>
<td>49%</td>
<td>8%</td>
</tr>
</tbody>
</table>

3C. Tuition Discount Rate (TDR)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>14.87%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>16.41%</td>
</tr>
</tbody>
</table>

TDR = total institutional financial aid dollars as a percentage of income that would result from all students paying tuition.

4. Student Retention and Program Productivity

4A. First-Time, Full-Time Retention by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Hispanic</th>
<th>Asian</th>
<th>Black</th>
<th>American Indian</th>
<th>White</th>
<th>Nat Hawaiian</th>
<th>Two or more</th>
<th>Non-res alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>35</td>
<td>8</td>
<td>42</td>
<td>5</td>
<td>692</td>
<td>1</td>
<td>26</td>
<td>1</td>
<td>0</td>
<td>810</td>
</tr>
<tr>
<td>Number returning</td>
<td>18</td>
<td>4</td>
<td>17</td>
<td>1</td>
<td>368</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>424</td>
</tr>
<tr>
<td>NR/NE %</td>
<td>51.43%</td>
<td>50.00%</td>
<td>40.48%</td>
<td>20.00%</td>
<td>53.18%</td>
<td>100.00%</td>
<td>53.85%</td>
<td>100.00%</td>
<td>52.35%</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>21</td>
<td>4</td>
<td>44</td>
<td>5</td>
<td>842</td>
<td>1</td>
<td>28</td>
<td>6</td>
<td>0</td>
<td>951</td>
</tr>
<tr>
<td>Number returning</td>
<td>17</td>
<td>3</td>
<td>18</td>
<td>4</td>
<td>456</td>
<td>1</td>
<td>16</td>
<td>6</td>
<td>0</td>
<td>521</td>
</tr>
<tr>
<td>NR/NE %</td>
<td>80.95%</td>
<td>75.00%</td>
<td>40.91%</td>
<td>80.00%</td>
<td>54.16%</td>
<td>100.00%</td>
<td>57.14%</td>
<td>100.00%</td>
<td>54.78%</td>
<td></td>
</tr>
</tbody>
</table>

* Does not include Term II enrollments
4C. **Number of Graduates in 2010-11 by College/Program**

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>1</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>112</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td></td>
</tr>
<tr>
<td>Business (52)</td>
<td>27</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>5</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>42</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>381</td>
</tr>
<tr>
<td>Health (51)</td>
<td>268</td>
</tr>
<tr>
<td>Law (22)</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td></td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>31</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>26</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td></td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>247</td>
</tr>
</tbody>
</table>

**2009-10**

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>2</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>85</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td></td>
</tr>
<tr>
<td>Business (52)</td>
<td>42</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>2</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>41</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>383</td>
</tr>
<tr>
<td>Health (51)</td>
<td>291</td>
</tr>
<tr>
<td>Law (22)</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td></td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>48</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>16</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td></td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>255</td>
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</tbody>
</table>

4D. **Licensure Examination Pass Rates**

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Test Name</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Conditioning</td>
<td>Section 608 Air Conditioning and Refrigeration Exam</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>National Registry of EMT</td>
<td>73%</td>
<td>57%</td>
</tr>
<tr>
<td>Medical Laboratory Technology</td>
<td>American Society for Clinical Pathology Board of Registry</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>Nurse Assistance Exam</td>
<td>100%</td>
<td>**</td>
</tr>
<tr>
<td>Paramedics</td>
<td>National Registry of EMT</td>
<td>100%</td>
<td>57%</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>National Pharmacy Technician Certification Exam</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>National Council Licensure Exam for Licensed Practical/Vocational Nurses (NCLEX-PN)</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>Veterinary Technician</td>
<td>National Veterinary Technician Exam</td>
<td>36%</td>
<td>80%</td>
</tr>
</tbody>
</table>

*Pass rates are unavailable to the public in accordance with ASCP policy.

**The Nurse Assistance Exam pass rate for 2010-11 is not yet available. The pass rate for 2008-09 was 91%.
5. Faculty Demography

5A. Faculty by Degree

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>First Professional</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Master's</td>
<td>57</td>
<td>123</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Associate's</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Technical Certificate</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>4</td>
</tr>
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</table>

* Does not include Term II-only faculty

5B. Faculty: Ethnicity, Gender, Rank

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2011*</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Hawaiian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Two or more</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Nonres alien</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2011*</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>Hawaiian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Two or more</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Nonres alien</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2011*</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2011*</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>97</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Fall 2011*</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Associate Professors</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

* Does not include Term II-only faculty
### Fall 2010

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-time</th>
<th>Race/Ethnicity</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>Hispanic</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>Asian</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>Black</td>
<td>2</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>American Indian</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>104</td>
<td>White</td>
<td>152</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>0</td>
<td>Hawaiian</td>
<td>0</td>
</tr>
<tr>
<td>Two or more</td>
<td>2</td>
<td>Two or more</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>Unknown</td>
<td>2</td>
</tr>
<tr>
<td>Nonres alien</td>
<td>0</td>
<td>Nonres alien</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>63</td>
<td>Male</td>
<td>63</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
<td>Female</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th></th>
<th>Rank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>5</td>
<td>Instructors</td>
<td>159</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5C. Faculty by College/Program (CIP Codes)

<table>
<thead>
<tr>
<th>College/Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>2</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>7</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>25</td>
</tr>
<tr>
<td>Business (52)</td>
<td>24</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>16</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>17</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>67</td>
</tr>
<tr>
<td>Health (51)</td>
<td>19</td>
</tr>
<tr>
<td>Law (22)</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>12</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>1</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>25</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>21</td>
</tr>
<tr>
<td>Remedial Education (32)</td>
<td>37</td>
</tr>
</tbody>
</table>

* Does not include Term II-only faculty
6. Availability of Instructional Resources and Information Technology

6A. Technology Resources for Student Learning

Residence Halls

The two new residence halls each have a computer lab consisting of ten Dell Optiplex 970 all-in-one computers and two HP Laserjet printers. The internet connectivity is through CoBridge Communications with cable modems. Since the labs are available 24-7 to the residents without sign-in, there is no way to monitor the level of usage of the computer labs.

Internet Cafes (wireless connectivity)

Internet Cafes (wireless connections) are available in all Beebe campus academic buildings and the student center. All currently enrolled students have access to the wireless connections. No monitoring of usage is in place at this time. On the Heber Springs campus, wireless internet is available in both the Academic Center and the Administration Building. Currently, there is no wireless connectivity available in the Latimer Center, located one mile from the main Heber Springs campus. On the Searcy campus, two wireless internet connections are available. One wireless connection is a wireless controller with five access points that cover areas where the technology is needed most—areas where students gather to socialize or study. The other wireless connection is provided by Clear Wireless which enables additional free bandwidth. Students may connect to one of five hot spots placed on campus for a faster connection to the internet.
**Learning Centers**

The Learning Center on the Beebe campus hosts a computer lab with 40 Dell OptiPlex computers and one Apple IMac. Internet access is available on all computers, as well as through Wi-Fi for students utilizing their own personal computers. Software includes the Microsoft Office 2010, WordPerfect, Art History, Computer Aided Drafting and Design, Hyperstudio, Keyboarding Pro, Kid Pix, Jaws, Ease Reader, WYNN Wizard, and Zoom Text. In addition to computers, students can scan documents with the HP 5550 Scanner and they have access to printing free of charge on the two HP 4250n laser printers or the HP Deskjet 5650 color printer. Usage is monitored through AccuTrack Student Data Tracking software.

The following technology resources are available at the Heber Springs campus Learning Center: 26 desktop computers with Internet access and Wi-Fi, 1 scanner, 2 laser printers, 1 photocopy machine, 1 digital camera, 1 Topaz Freedom Scientific Visual Enhancement Machine. The following software is available to students: Microsoft Office 2010, WYNN Wizard, Solid Works, Quick Books, Keyboarding Pro, Zoom Text, Study Skills for Success, and Lockdown Browser. Usage is tracked through AccuTrack Student Data Tracking software.

On the Searcy campus, the Learning Center computer lab is equipped with 8 Dell OptiPlex computers. All computers offer Internet access and students also have access to Wi-Fi. Software includes the Microsoft Office 2010, Keyboarding Pro, Quick Books, Calculating Drug Dosages, and WYNN Wizard. In addition to computers, students can scan documents with the HP Scanjet 8250, and they have access to printing free of charge on the one HP LaserJet P2055dn, one HP Office Jet 6310 All-in-one, one HP Color LaserJet 3550, and can make copies on the one HP Office Jet G55 printer/copier. Usage is monitored through sign-in sheets upon entry and exit.

**Abington Library**

The Abington Library on the Beebe campus has 39 public computers total. Twelve computers can be reserved for library instruction and classroom teaching. Wireless access is also provided to students bringing their own wireless devices. Subscription products are available through these as well as any computer hooked up to the Internet. In addition, ASUB subscribes to 57 online databases which provide access to the full text of over 30,000 eJournal titles. Access is also provided to over 61,000 eBook titles through either online databases or through the library catalog. All of these products are accessible on all ASU-Beebe campus, as well as off-campus. A full list of items can be found at http://www.asub.edu/library/azresource. Abington Library also provides online
instruction guides for a variety of subject areas that usually include these subscription products. In addition, ASU-Beebe currently has 21 online database search guides, with guides added as the need arises. The URL for the guides is http://libguides.asub.edu/.

Abington Library collects statistics on all of the online subscription products, usually through vendor supplied COUNTER reports. In addition, Google Analytics is used to track Library Catalog use and to generate reports from the vendor of the integrated library system. Library Instruction and Class Use statistics are kept by the Electronic and Public Services Librarian. Student, faculty, and staff use of computers is not tracked. Non-student usage is tracked and compiled through a sign-up sheet.

**Other Computer Labs**

Various computer labs are available for student use across ASU-Beebe’s campuses. Usage levels in the labs are not tracked since students use assigned logins. Computers and printers are available for student use in the Abington Library and the media centers of our campuses. There are open computer labs available for student use in addition to various computer lab/classrooms that are available when not being used for class. Student Support Services on the Beebe and the Heber Springs campuses also have computers for students participating in those programs. At the Little Rock Air Force Base, eighteen computers are available for student use in the Computer Information Systems lab. In all, over 600 computers are available for student use in either classroom or open computer labs across the ASU-Beebe campuses.
### 7. Financial Data

#### 7A. Actual Unrestricted Revenues

<table>
<thead>
<tr>
<th></th>
<th>FY 10-11</th>
<th>FY 09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$ 10,522,693</td>
<td>$ 9,852,826</td>
</tr>
<tr>
<td>State/Local Appropriations (if applicable)</td>
<td>$ 14,140,378</td>
<td>$ 13,835,555</td>
</tr>
<tr>
<td>Denominational Income (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment and Annuity Income</td>
<td>$ 118,961</td>
<td>$ 131,516</td>
</tr>
<tr>
<td>Contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary</td>
<td>$ 2,860,131</td>
<td>$ 2,991,268</td>
</tr>
<tr>
<td>Other</td>
<td>$ 588,676</td>
<td>$ 481,313</td>
</tr>
<tr>
<td>Total</td>
<td>$ 28,230,839</td>
<td>$ 27,292,478</td>
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</tbody>
</table>

#### 7B. Actual Unrestricted Expense

<table>
<thead>
<tr>
<th></th>
<th>FY 10-11</th>
<th>FY 09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/Departmental/Library</td>
<td>$ 12,157,232</td>
<td>$ 11,640,210</td>
</tr>
<tr>
<td>Student Services</td>
<td>$ 2,087,440</td>
<td>$ 1,954,228</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>$ 2,933,511</td>
<td>$ 2,931,411</td>
</tr>
<tr>
<td>Administration</td>
<td>$ 4,598,811</td>
<td>$ 4,330,868</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$ 201,396</td>
<td>$ 190,985</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>$ 2,545,677</td>
<td>$ 2,653,691</td>
</tr>
<tr>
<td>Other</td>
<td>$ 287,569</td>
<td>$ 279,988</td>
</tr>
<tr>
<td>Total</td>
<td>$ 24,811,636</td>
<td>$ 23,981,381</td>
</tr>
</tbody>
</table>
Appendix

Transformative Information

2010-11 ASU-Beebe Headcount by County
## Buildings and Renovations

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934</td>
<td>Beebe</td>
<td>Admissions</td>
</tr>
<tr>
<td>1938</td>
<td>Beebe</td>
<td>Ruth L. Couch Bldg.</td>
</tr>
<tr>
<td>1938</td>
<td>Beebe</td>
<td>State Hall</td>
</tr>
<tr>
<td>1947</td>
<td>Beebe</td>
<td>Grounds Shop</td>
</tr>
<tr>
<td>1951</td>
<td>Beebe</td>
<td>Rent House #4 Center St.</td>
</tr>
<tr>
<td>1956</td>
<td>Beebe</td>
<td>Center Street Storage</td>
</tr>
<tr>
<td>1962</td>
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<tr>
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<tr>
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<td>Princess Hall</td>
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<tr>
<td>1965</td>
<td>Searcy</td>
<td>Automotive</td>
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<td>1965</td>
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<td>Main Building Phase I</td>
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<td>1966</td>
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<td>Storage</td>
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<td></td>
<td></td>
<td>Heating Ventilation and Air Conditioning Shop</td>
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<td>1991</td>
<td>Beebe</td>
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<tr>
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<td>Advanced Tech Center Addition</td>
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<td>1995</td>
<td>Searcy</td>
<td>Bloodworth Nursing I</td>
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1996  Beebe  John Deere Ag Tech
1996  Searcy  Main Building Phase IV
1999  Beebe  University Center Phase I
2000  Beebe  Student Center
2000  Beebe  University Center Phase II
2000  Searcy  Bloodworth Nursing II
2001  Beebe  Howell Music Center
2001  Beebe  Farm Classroom/Arena
2001  Beebe  Farm Storage/Shop
2001  Beebe  Purchasing/Physical Plant
2001  Heber Springs  Latimer Building
2003  Beebe  Hay Barn
2003  Beebe  Shurley Greenhouse
2005  Beebe  Ruth Couch Center
2007  Beebe  Science Building
2007  Heber Springs  Academic Building
2007  Heber Springs  Administration/Student
2007  Heber Springs  Central Plant
2007  Searcy  Main Building Phase V
2008  Beebe  Vet-Tech
2008  Searcy  Diesel Shop
2008  Searcy  Maintenance Shop
2008  Searcy  Technology East
2008  Searcy  Technology West
2009  Beebe  Admissions

2011  Beebe  Horizon Residence Hall
2011  Beebe  Legacy Residence Hall
### Residence Hall Occupancy Rates

#### 2002-03

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<tr>
<td>Fall</td>
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<td>54</td>
<td>100%</td>
</tr>
<tr>
<td>2002</td>
<td>Quapaw</td>
<td>76</td>
<td>87%</td>
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<tr>
<td>Spring</td>
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<td>47</td>
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<td>2003</td>
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#### 2003-04

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</thead>
<tbody>
<tr>
<td>Fall</td>
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<td>48</td>
<td>89%</td>
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<tr>
<td>2003</td>
<td>Quapaw</td>
<td>63</td>
<td>72%</td>
</tr>
<tr>
<td>Spring</td>
<td>Princess Hall</td>
<td>35</td>
<td>65%</td>
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<td>2004</td>
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<td>47</td>
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#### 2004-05

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<tr>
<td>Fall</td>
<td>Princess Hall</td>
<td>53</td>
<td>98%</td>
</tr>
<tr>
<td>2004</td>
<td>Quapaw</td>
<td>57</td>
<td>66%</td>
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<tr>
<td>Spring</td>
<td>Princess Hall</td>
<td>42</td>
<td>78%</td>
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<td>2005</td>
<td>Quapaw</td>
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<td>55%</td>
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#### 2005-06

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<td>Fall</td>
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<td>54</td>
<td>100%</td>
</tr>
<tr>
<td>2005</td>
<td>Quapaw</td>
<td>77</td>
<td>89%</td>
</tr>
<tr>
<td>Spring</td>
<td>Princess Hall</td>
<td>48</td>
<td>89%</td>
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<tr>
<td>2006</td>
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#### 2006-07

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<td>100%</td>
</tr>
<tr>
<td>2006</td>
<td>Quapaw</td>
<td>77</td>
<td>89%</td>
</tr>
<tr>
<td>Spring</td>
<td>Princess Hall</td>
<td>49</td>
<td>91%</td>
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<td>2007</td>
<td>Quapaw</td>
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<td>80%</td>
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## 2007-08

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<tbody>
<tr>
<td>Fall</td>
<td>Princess Hall</td>
<td>51</td>
<td>94%</td>
</tr>
<tr>
<td>2007</td>
<td>Quapaw</td>
<td>79</td>
<td>91%</td>
</tr>
<tr>
<td>Spring</td>
<td>Princess Hall</td>
<td>43</td>
<td>80%</td>
</tr>
<tr>
<td>2008</td>
<td>Quapaw</td>
<td>69</td>
<td>79%</td>
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</table>

## 2008-09

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</thead>
<tbody>
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<td>Princess Hall</td>
<td>54</td>
<td>100%</td>
</tr>
<tr>
<td>2008</td>
<td>Quapaw</td>
<td>82</td>
<td>94%</td>
</tr>
<tr>
<td>Spring</td>
<td>Princess Hall</td>
<td>46</td>
<td>85%</td>
</tr>
<tr>
<td>2009</td>
<td>Quapaw</td>
<td>66</td>
<td>76%</td>
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## 2009-10

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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Princess Hall</td>
<td>54</td>
<td>100%</td>
</tr>
<tr>
<td>2009</td>
<td>Quapaw</td>
<td>83</td>
<td>95%</td>
</tr>
<tr>
<td>Spring</td>
<td>Princess Hall</td>
<td>49</td>
<td>91%</td>
</tr>
<tr>
<td>2010</td>
<td>Quapaw</td>
<td>63</td>
<td>72%</td>
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## 2010-11

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<tbody>
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<td>54</td>
<td>100%</td>
</tr>
<tr>
<td>2010</td>
<td>Quapaw</td>
<td>87</td>
<td>100%</td>
</tr>
<tr>
<td>Spring</td>
<td>Princess Hall</td>
<td>46</td>
<td>85%</td>
</tr>
<tr>
<td>2011</td>
<td>Quapaw</td>
<td>72</td>
<td>83%</td>
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</table>

## 2011

<table>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Horizon Hall</td>
<td>122</td>
<td>98%</td>
</tr>
<tr>
<td>2011</td>
<td>Legacy Hall</td>
<td>116</td>
<td>94%</td>
</tr>
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</table>
Placement Scores for Developmental Courses

ENG 0003 DEVELOPMENTAL ENGLISH

ACT <19
SAT Verbal <470
ASSET <45
COMPASS <75

READ 0003 DEVELOPMENTAL READING

ACT <19
SAT Verbal <470
ASSET <43
COMPASS <82

MATH 0503 PRE-ALGEBRA

COMPASS Pre-Algebra Score <20 or Algebra Score <13

MATH 0013 DEVELOPMENTAL ALGEBRA

ACT <19
SAT <460
ASSET <39
COMPASS Pre-Algebra Score >19 or Algebra Score Range 13 to 25

MATH 1003 INTERMEDIATE ALGEBRA

ACT = 17 or 18 and the Pre-Algebra Subscale ≥11
COMPASS Algebra Score Range 26 to 40
Survey of Courses and Studies

The Graduating Class Exit Opinion Survey asks students to rate their courses and studies at ASU-Beebe in ten areas, using a 5-point Likert-type scale ranging from very poor (1) to very good (5). Over the past five years in each of the ten categories, students rated their satisfaction with the academics at the University on average over 4.0 in every section. Students indicate that they are well-pleased with the quality of academics at ASU-Beebe.

Student Perceptions of ASU-Beebe Courses and Studies

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<th></th>
<th></th>
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<th></th>
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<td>Quality of instruction—general</td>
<td>4.46</td>
<td>4.27</td>
<td>4.40</td>
<td>4.29</td>
<td>4.38</td>
</tr>
<tr>
<td>Quality of instruction—major field</td>
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<td>4.29</td>
<td>4.42</td>
<td>4.31</td>
<td>4.43</td>
</tr>
<tr>
<td>Instructors’ interest in students</td>
<td>4.54</td>
<td>4.28</td>
<td>4.43</td>
<td>4.34</td>
<td>4.42</td>
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<tr>
<td>Academic advising</td>
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<td>4.41</td>
<td>4.26</td>
<td>4.20</td>
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<td>Course content</td>
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<td>4.36</td>
<td>4.29</td>
<td>4.38</td>
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<tr>
<td>Class availability</td>
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<td>4.15</td>
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<td>4.20</td>
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<td>Class size</td>
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<tr>
<td>Total academic program</td>
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<td>4.41</td>
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<td>Preparation for continuing education</td>
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<td>4.16</td>
<td>4.43</td>
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<tr>
<td>Preparation for employment</td>
<td>4.30</td>
<td>4.00</td>
<td>4.17</td>
<td>4.07</td>
<td>4.24</td>
</tr>
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</table>
Survey of Student Support Services

Utilization and Level of Satisfaction of Support Services

The *Graduating Class Exit Opinion Survey* asks students to rate their courses and studies at ASU-Beebe in ten areas, using a 5-point Likert-type scale ranging from very poor (1) to very good (5). Students were asked to evaluate support services they had accessed using the same Likert-type scale (very poor=1 to very good=5). With the opening of two new Residence Halls in August 2011, the satisfaction with Campus Housing should improve. For the past five years, students have indicated on average that they are satisfied with ASU-Beebe's services.

<table>
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<td>Bookstore</td>
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<td>3.89</td>
<td>4.13</td>
<td>3.93</td>
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<td>Business Office</td>
<td>4.40</td>
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<td>Campus Housing</td>
<td>3.87</td>
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<td>3.92</td>
<td>3.58</td>
<td>3.86</td>
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<tr>
<td>Counseling Center</td>
<td>4.36</td>
<td>4.11</td>
<td>4.26</td>
<td>4.02</td>
<td>See Student Success Center</td>
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<td>Disability Services</td>
<td>4.28</td>
<td>3.96</td>
<td>4.22</td>
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<td>Facilities and Grounds</td>
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<td>4.21</td>
<td>4.39</td>
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<td>4.17</td>
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<td>Service</td>
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<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
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<td>----------------------------------------</td>
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<td>-----------</td>
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<td>-----------</td>
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<td>Intramural Recreational Sports</td>
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<td>4.39</td>
<td>4.21</td>
<td>4.32</td>
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<td>Student Success Center</td>
<td>See</td>
<td>See</td>
<td>See</td>
<td>See</td>
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<td>4.05</td>
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<td>N/A</td>
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### Survey of Overall Student Satisfaction Level

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<td>Overall experience</td>
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<td>4.43</td>
<td>4.34</td>
<td>4.46</td>
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Appendix

Beebe Campus Map (Main)
Beebe Campus Map (South)
Heber Springs Campus Map
Appendix

Searcy Campus Map

Transforming Lives through Quality Learning Experiences

HELPFUL PHONE NUMBERS:
Admissions/Student Services: 501-207-6200
Adult Education Searcy Center: 501-207-6290
Advanced Tech/Allied Health Office: 501-207-6256
Bookstore/Media: 501-207-6294
Human Resources Office: 501-982-8967
University Police: 501-207-6240
Workforce Training: 501-207-6230
## Degrees and Certificates

### AHECB Approved Degree Programs (2012)

**Arkansas State University-Beebe**

<table>
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<th>Degree</th>
<th>Offered via Distance</th>
<th>Program Name</th>
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<td>3</td>
<td>AA</td>
<td>Y</td>
<td>General Education; also at Grimes, McPherson Corr Fac</td>
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<tr>
<td>3</td>
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