

## The Action Project Commitment Form

<b>Institution</b>	<i>Southern Arkansas University Tech</i>
<b>Planned Project kickoff date</b>	<i>September, 2011</i>
<b>Target Project completion date</b>	<i>September 2013</i>
<b>Actual Project completion date</b>	<i>Date you retire the Action Project (when it's completed)</i>
<b>A. Give this Action Project a short title in 10 words or fewer.</b> <i>Use a descriptive name containing nouns and verbs that will enable people searching for Action Projects that interest them in yours.</i>	
Academic Program Review and Development to Sustain and Grow Traditional-Student and Adult-Learner Enrollment (Core Enrollment)	
<b>B. Describe this Action Project's goal in 100 words or fewer.</b> <i>You don't need to explain how you are going to accomplish the Project's goals, but the clearer and more explicit the purposes are to you, the more likely you are to mount a successful Action Project.</i>	
Review existing programs and investigate new programs with the expected outcome of an array of quality programs that prepare students for high demand jobs and that meet the needs of business and industry in the college's service area.	
<b>C. Identify the single AQIP Category that this Action Project will most affect or impact.</b> <i>Identifying the primary AQIP Category will allow colleagues from other institutions who are searching for Action Projects that interest them to find yours. Making clear which of the nine AQIP Categories is most related to the goals of your Action Project will help you and others with similar interests to communicate.</i>	
Helping Students Learn	
<b>D. Describe briefly your institution's reasons for taking on this Action Project now.</b> <i>Explain why this Action Project is vital for your institution at this time—why the Project and its goals are high among your current priorities.</i>	
Over the past several years, enrollment of core students has remained fairly level and in some cases has declined. With declining state support, tuition revenue is becoming an important factor in additional income. Offering programs that will attract more core students will increase the college's tuition revenue, providing additional funds to expand other services/programs that support enrollment. It will benefit area business and industry by providing skill-ready prospective employees.	
<b>E. List the organizational areas—institution departments, programs, divisions, or unit—most affected by or involved in this Action Project.</b> <i>List the academic units, departments, or organizational areas that will be directly or indirectly affected by the Action Project, or whose needs may influence the way the Action Project is conceived.</i>	
Academic Affairs; Faculty Senate; Student Services; Institutional Research; Business Affairs	

<p><b>F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve.</b>  <i>Some key processes (that exist in many institutions) have commonly used names (hiring, personnel evaluation, course preparation, program design, budgeting, planning, etc.) while others (that exist only in some institutions) may require unique designations and descriptions.</i></p>
<p>Program review processes and new program development processes.</p>
<p><b>G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion).</b>  <i>If you plan for this Action Project to last longer than one year, identify specific goals that you hope to reach at one or more interim phases while you work on the Action Project. These short-term “mileposts” should be objective measures or indicators that “stretch” your capacities and thereby increase your institution’s skills to tackle and address challenges. Establishing mileposts or goals that mark progress toward your ultimate goal is equally useful for Action Projects of shorter duration as well, but not required.</i></p>
<p>Two academic years would allow time to investigate means of program development and evaluation and improving current processes.</p>
<p><b>H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing.</b>  <i>Your Action Projects are important and deserve a central place in your institution’s attention. Explain how you plan to keep everyone informed of the progress you are making on the Project.</i></p>
<p>Regular progress reports to the AQIP Steering Committee and subsequently to the Chancellor’s Vice Chancellors Council.</p>
<p><b>I. Describe the overall “outcome” measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals.</b>  <i>Process measures tell you whether you are making progress toward accomplishing this Action Project’s goals and serve as “leading indicators” or predictors of a successful Action Project. Outcomes measures tell you whether the Action Project has actually accomplished the goals or purposes that lead you to undertake it, measuring, when the Project is completed, whether it was successful.</i></p>
<ol style="list-style-type: none"> <li>1. An array of quality programs that meet the needs of business and industry in the college’s service area.</li> <li>2. Increased core enrollment and increased revenue.</li> </ol>
<p><b>J. Other information (e.g., publicity, sponsor or champion, external partners, etc.)</b>  <i>Explain how you will keep your organization focused on this Action Project, or other interesting details.</i></p>
<p><b>K. Project Leader and contact person (First Name, Middle Initial, Last Name, Title, Email, Telephone).</b>  <i>Supply the name and contact information for the “project manager” or leader of the “project team” above, an employee of your institution who will be directly responsible for the work of doing this Action Project. Each of your Action Projects should have a different contact person. If the person with this responsibility changes, you should update the Action Project information on AQIP’s Action Project Directory.</i></p>

Robert Brown/Johnie Hall, Co-chairs  
Julia Smith  
Jenny Sanders  
David McLeane  
Barbara Hamilton