

Assessment Report

AYs 2016-2017, 2017-2018, and 2018-2019



Administrative Department - (ACAD) Adult Education

Mission: To provide adult learners with the mechanisms to improve and refine their academic skills, to attain the General Education Development diploma, and provide the employability and life skills that prepare citizens for self-sufficiency and improve quality of life.

Goal 1 - Provide individuals in Calhoun, Columbia, Dallas, and Ouachita Counties with basic academic skill preparation in reading, writing, and language

Outcomes	Measurements	Results	Actions
Outcome 1.1 - Instruct students in basic academic skill preparation to improve educational functioning level (EFL) in Levels I-V and ESL Levels I-V. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020	General Outcome Observations	Reporting Period: 2017 - 2018 Conclusion: Criteria Met ABE Level I-100% ABE Level II-70% ABE Level III-58% ABE Level IV-53% ABE Level V-66% Measurable Skill Gain (45%)-50% (02/04/2019) Reporting Period: 2016 - 2017 Conclusion: Criteria Met ABE Beginning Literacy-0% ABE Beginning Literacy-60% ABE Intermediate Low-52% ABE Intermediate High-53% ASE Low-62% ESL Low Beginning-100% ESL High Beginnin-100% ESL Low Intermediate-100% ESL High Intermediate-100% (01/23/2019)	
	Other - The number of enrolled students who made an Educational functioning level gain Criterion: ABE Beginning Literacy	Reporting Period: 2018 - 2019 Conclusion: Criteria Met ABE Beginning Literacy 56% ABE Beginning Basic 51%	Action: No action needed (11/14/2019)

Outcomes	Measurements	Results	Actions
	48% ABE Beginning Basic 43% ABE Intermediate Low 41% ABE Intermediate High 42% ASE Low 40% Other Measure Type: Effective and Efficient calculation and AERIS reports	ABE Intermediate Low 52% ABE Intermediate High 53% ASE Low 30% Met 4 out of 5 negotiated benchmarks, E&E 51% (11/14/2019)	
Outcome 1.2 - Teach basic academic skills needed to successfully pass the General Education Diploma (GED). Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020	General Outcome Observations	Reporting Period: 2017 - 2018 Conclusion: Criteria Met 49 students earned their GED (02/04/2019)	
		Reporting Period: 2016 - 2017 Conclusion: Criteria Met 52 students earned their GED (02/04/2019)	
	Other - The number of students who earned their GED Criterion: 97% Other Measure Type: Pearson Vue testing	Reporting Period: 2018 - 2019 Conclusion: Criteria Met 19 (11/14/2019)	Action: No action needed (11/18/2019)
Outcome 1.3 - Instruct students in basic academic skill preparation to help prepare for postsecondary education and/or training. Outcome Status: Archived Planned Assessment Cycle: 2015 - 2016	General Outcome Observations	Reporting Period: 2016 - 2017 Conclusion: Not Applicable Outcome not measured for 2016-17 by Arkansas Department of Career Ed, Adult Ed Division (02/04/2019)	
		Reporting Period: 2017 - 2018 Conclusion: Not Applicable Outcome not measured for 2017-18 by Arkansas Department of Career Ed, Adult Ed Division (02/04/2019)	
	Other - The number of enrolled students who entered postsecondary education and training Criterion: 29% Other Measure Type: Data match from Higher Education	Reporting Period: 2018 - 2019 Conclusion: Not Applicable 4 students who earned their GED entered postsecondary education and training (11/18/2019)	

Goal 2 - Provide employability skills to individuals in Calhoun, Columbia, Dallas, and Ouachita Counties to help prepare the residents to enter the workforce

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
Outcome 2.1 - Conduct employability and/or job readiness training classes to help individuals earn the Career Readiness Certificate (CRC) and/or WAGE Certificate. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020	General Outcome Observations Other - The number of students who earned the WAGE Certificate Criterion: No criterion Other Measure Type: The number of certificates earned and certified through the state	Reporting Period: 2016 - 2017 Conclusion: Criteria Met 45 students earned 118 WAGE Certificates (01/23/2019) Reporting Period: 2018 - 2019 Conclusion: Criteria Met 160 WAGE certificates were earned during 2018-19 Fiscal year (11/18/2019)	
Outcome 2.2 - Conduct employability and/or job readiness training to help individuals enter employment and/or retain or improve employment. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019	General Outcome Observations Other - The number of enrolled students who entered employment and/or retained employment Criterion: Enter Employment-67% Retain Employment-76% Other Measure Type: Data match through DWS	Reporting Period: 2016 - 2017 Conclusion: Not Applicable Outcome not measured for 2016-17 by Arkansas Department of Career Ed, Adult Ed Division. Data was not provided (02/04/2019) Reporting Period: 2017 - 2018 Conclusion: Not Applicable Outcome not measured for 2016-17 by Arkansas Department of Career Ed, Adult Ed Division. Data was not provided (02/04/2019) Reporting Period: 2018 - 2019 Conclusion: Not Applicable Data not available for this fiscal year until after December 2019 and June 2020 (11/18/2019)	
Outcome 2.3 - Develop and implement IET programs to help students earn local, state, or national certificates Outcome Status: Active Planned Assessment Cycle: 2019 - 2020	Other - 50% of students enrolled in IET program will earn a local, state, or national certificates.		

Assessment Report

AYs 2016-2017, 2017-2018, and 2018-2019



Administrative Department - (FA) Business Office and Human Resources

Mission: The mission of the SAU Tech Finance and Administrative office is to provide administrative and functional support to the College community in its overall mission of teaching, service, research, and economic development by supervising the functions of Accounting, Business Services, Budgeting, and Human Resources.

Goal 1 - Human Resources: To develop, implement, and continually improve employment and retention strategies.

Outcomes	Measurements	Results	Actions
Outcome 1.1 - The Human Resources Office provides thorough and helpful information through the Employee Orientation Program. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020	General Outcome Observations	Reporting Period: 2017 - 2018 Conclusion: Criteria Met New employees completed a survey based on his/her overall experience of the orientation process. The average overall rating of whether the orientation process is helpful was: Four categories were rated at 78% and three were rated at 67% as strongly agree. There were no ratings in the disagree and strongly disagree category. (01/21/2019) Appendices: Orientation survey results_1718.docx	
		Reporting Period: 2016 - 2017 Conclusion: Criteria Met New employees completed a survey based on his/her overall experience of the orientation process. The average overall rating of whether the orientation process is helpful was: 69% responded strongly agree 28% responded agree 3% responded neutral (01/25/2018)	
		Reporting Period: 2015 - 2016 Conclusion: Criteria Met The Human Resources Office implemented a survey to poll new employees on the Employee Orientation Program. The survey is designed to provide feedback on the information	

Outcomes	Measurements	Results	Actions
	<p>General Outcome Observations</p> <p>Log - New employees provide feedback on the orientation process through a survey. The information provided on the survey is compiled into an annual report.</p> <p>Criterion: Obtain a rating of 75% on employees who respond strongly agree with the information provided during the orientation process as helpful.</p> <p>Log - New employees provide feedback on the orientation process through a survey. The information provided on the survey is compiled into an annual report.</p> <p>Criterion: Of the new employees hired, 50% completed the new employee orientation survey. The results from the 2018-2019 survey were above average overall for the strongly agree category.</p> <p>Appendices: Orientation survey results_1819.docx</p>	that is provided to new employees. (06/26/2016)	
<p>Outcome 1.2 - The Human Resources link on MyCollege provides easy access to forms and useful information.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2019 - 2020</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Criteria Met</p> <p>The website is kept up-to-date with employment opportunities and information provided in MyCollege portal. Twenty-two employment opportunities were posted in the required time frame for 2017-18. (01/21/2019)</p> <p>Appendices: Positions.docx</p> <p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Criteria Met</p> <p>The website is kept up-to-date with employment opportunities and information provided in MyCollege portal. Twenty-six position openings were posted in 2016-17. (01/25/2018)</p>	

Outcomes	Measurements	Results	Actions
	<p>General Outcome Observations</p> <hr/> <p>Log - The Human Resources link in MyCollege and SAU Tech website is up-to-date and accurate. Criterion: Advertise vacancy notices and post to the website within 2 days of receipt of the personnel requisition. Update the information as needed and review quarterly to insure the information posted is correct.</p> <hr/> <p>Log - The website is kept up-to-date with employment opportunities and information provided in MyCollege portal. Thirty-one employment opportunities were posted in the required time frame for 2018-2019. Twenty-one positions were filled during this time period. Appendices: Positions.docx</p>	<p>Reporting Period: 2015 - 2016 Conclusion: Criteria Met The website is kept up-to-date with employment opportunities and information provided in MyCollege portal. Twenty position openings were posted in 2015-16. (06/26/2016)</p> <hr/>	
<p>Outcome 1.3 - The Human Resources staff are trusted and respected to handle sensitive employment and personnel matters. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Criteria Met Personnel matters have been handled in a timely manner and dealt with discreetly and confidentially. Eleven employees received promotion or moved to another position. Two employees received assistance through the Catastrophic Leave Bank Program and two students received assistance through the Student Benevolence Fund. All request were submitted and finalized within the required time frame. (01/21/2019) Appendices: Positions.docx</p> <hr/> <p>Reporting Period: 2016 - 2017 Conclusion: Criteria Met</p>	

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
	General Outcome Observations	<p>Personnel matters have been handled in a timely manner and dealt with discreetly and confidentially. Seven employees received promotion or moved to another position. Three employees received assistance through the Catastrophic Leave Bank Program. (01/25/2018)</p> <hr/> <p>Reporting Period: 2015 - 2016 Conclusion: Criteria Met Personnel matters have been handled in a timely manner and dealt with discreetly and confidentially. Nine employees received promotions or moved to another position. Two employees received assistance through the Catastrophic Leave Bank Program (06/26/2016)</p> <hr/> <p>Log - The HR Office provides support and feedback on personnel matters in a timely and discreet manner. The HR Director oversees the Catastrophic Leave Bank Program and the Student Benevolence Fund and serves as Title IX Deputy Coordinator. Criterion: Investigate, as needed, and assists in resolving personnel matters as needed. Submit catastrophic leave and student benevolence fund request within one week of request to the committee. Finalize request within two weeks from date request was received.</p> <hr/> <p>Log - Personnel matters have been handled in a timely manner and dealt with discreetly and confidentially. Three employees received promotion or moved to another position. Two employees received assistance through the Catastrophic Leave Bank Program and four students received assistance through the Student Benevolence Fund. All requests were submitted and finalized within the</p>	

Outcomes	Measurements	Results	Actions
	required time frame. Appendices: Positions.docx		
Outcome 1.4 - Through on-line training, professional development, and the annual evaluation process, the Human Resources staff provides support and oversight with respect to employee training and development. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2019 - 2020	General Outcome Observations	Reporting Period: 2017 - 2018 Conclusion: Criteria Met All employees receive up-to-date training biannually through SafeColleges on-line training. Additional training may be required and assigned by the supervisor. 100% of all full-time employees completed the mandated training courses. A total of 295 additional training courses were completed along with attendance to seminars, workshops, and conferences by employees. (01/21/2019) Appendices: Professional Development Activities_results.xlsx	Action: Beginning August 2018, employees will complete quarterly on-line training through SafeColleges. (01/21/2019)
		Reporting Period: 2016 - 2017 Conclusion: Criteria Met All employees receive up-to-date training biannually through SafeColleges on-line training. Additional training may be required and assigned by the supervisor. 100% of all full-time employees completed the mandated training courses. Seventy-eight additional courses were assigned and completed by employees. (01/25/2018)	
		Reporting Period: 2015 - 2016 Conclusion: Criteria Met All employees receive up-to-date training annually through New Media Learning. Training included Preventing Sexual Harassment Training and Employee Emergency Preparedness. (06/26/2016)	
	Log - Generate training report from SafeColleges on-line training software. The report reflects the number of employees who complete the training courses as well as additional courses assigned by the supervisor. Criterion: Completion rate of 100% of the mandated training courses and additional courses assigned by the supervisor for full-time employees.		

Outcomes	Measurements	Results	Actions
	<p>Survey - All employees receive up-to-date training quarterly through SafeColleges on-line training. Additional training may be required and assigned by the supervisor. 100% of all full-time employees completed the mandated training courses. A total of 390 additional training courses were completed which included attendance to seminars, workshops, and conferences by employees.</p> <p>Appendices: Professional Development 2018.docx</p>		
<p>Outcome 1.5 - The Human Resources Office provides professional development and training opportunities for employees. Outcome Status: Archived Planned Assessment Cycle: 2016 - 2017, 2017 - 2018</p>			
<p>Outcome 1.6 - The Human Resources Office will provide a yearly report on recruiting position sources. Outcome Status: Active Planned Assessment Cycle: 2017 - 2018, 2018 - 2019 Start Date: 07/01/2017</p>	<p>General Outcome Observations</p> <hr/> <p>Log - Report generated from the Prospera Human Resources Management Tool. The report contains information on the resources candidates reported of where they learned about employment opportunities. Criterion: To show the success of the recruiting process. Increase the number of candidates applying for positions by 5%. To reduce the cost of advertising by 5%. Seek out</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Criteria Met The Human Resources Office began advertising with the local Shoppers Guide and Inside Higher Ed in the fall of 2017. Inside Higher Ed is a publication that reaches out nationwide. (01/24/2019)</p>	

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
	<p>additional advertising sources.</p> <p>Log - The HR Office received 251 applications for 2018-2019. The highest percentage of candidates learned about the positions through other means of advertising and through the college. The advertising cost was reduced by 5% from the previous year.</p> <p>Criterion: To show the success of the recruiting process. Increase the number of candidates applying for positions by 5%. To reduce the cost of advertising by 5%. Seek out additional advertising sources.</p> <p>Appendices: candidates response to advertising position_1819.xlsx advertising_cost_1819.pdf</p>		

Goal 2 - Finance and Accounting: To efficiently manage the fiscal assets of the college through the proper internal controls, processes, and departmental relationships.

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
<p>Outcome 2.1 - The Business Office staff provides timely and effective financial and accounting services to college departments and college employees.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Criteria Met</p> <ol style="list-style-type: none"> 1. Grant reports were submitted for Career Coaches by the due dates stated in MOU. Detailed account information was sent to the Director of Adult Education before the 10th of each month with the exception of June due to EOY processing . (Criterion 1) 2. Monthly budget report were send to budget managers by the 7th of each month. Accounts receivable information was sent to Workforce Training by the 15th of each month with the exception of July due to EOY processing. (Criterion 2) 3. Career Pathways reimbursement requests and budget adjustments were approved on-line via the Career Pathways website and were uploaded by the 15th deadline of each month with the exception of June which was extended for accrual purposes. Transparency data is loaded by the 2nd working day each month so the the SAU Tech website shows expenditures by category or by payee. (Criterion 3) 4. Purchasing card & travel card training is provided to employees before they receive their cards, so they will know how to use the cards properly. All transactions on new Pcard was after training. (Criterion 4) 5. Payroll data was put on the SAU Tech website, available to employees with the use of usernames and passwords. They can see monthly pay detail and also W-2 information. (Criterion 5) <p>(01/18/2019)</p> <p>Appendices:</p> <p>Outcome 2 for 17-18.xlsx</p>	
		<p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Criteria Met</p> <ol style="list-style-type: none"> 1. Budget reports were emailed to budget managers each month. 2. Grant reimbursement request forms wee prepared and expense backup was gathered and sent for the Career 	

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
	General Outcome Observations	<p>Coaching Program.</p> <p>3. Quarterly grant reimbursement requests and quarterly financial reports were submitted on-line via the FEMA Payment & Reporting System (PARS) for the Fire Training Academy FEMA grant.</p> <p>4. Career Pathways reimbursement requests and budget adjustments were approved on-line via the Career Pathways website.</p> <p>5. Adult Education report totals were checked and adjustments to GL were made monthly upon request by the Adult Education Director.</p> <p>6. TAACCCT grant reimbursements requests were submitted monthly on-line via the Department of Human Services Payment Management System (PMS). Expense backup was also gathered monthly and sent to SouthArk Community College along with a monthly financial report. A financial report was also entered quarterly on-line at a Department of Labor website.</p> <p>7. Provided accounts receivable assistance to Business & Industry Program, by providing accounts receivable lists as reflected in Poise through an accounts receivable account.</p> <p>8. Transparency data is loaded each month so the the SAU Tech website shows expenditures by category or by payee.</p> <p>9. Purchasing card & travel card training is provided to employees before they receive their cards, so they will know how to use the cards properly.</p> <p>10. Purchasing agent helps employees with their purchasing so that they go through proper channels and stay within the law.</p> <p>11. Payroll data was put on the SAU Tech website, available to employees with the use of usernames and passwords. They can see monthly pay detail and also W-2 information. (01/25/2018)</p> <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Conclusion: Criteria Met</p> <p>1. Budget reports were emailed to budge managers each month. 2. Grant reimbursement request forms were prepared and expense backup was gathered and sent for the Career Coaching Program. 3. Quarterly grant reimbursement requests and quarterly financial reports were submitted on-line via the FEMA Payment & Reporting</p>	

Outcomes	Measurements	Results	Actions
	General Outcome Observations	<p>System (PARS) for the Fire Training Academy FEMA grant. 4. Career Pathways reimbursement requests and budget adjustments were approved on-line via the Career Pathways website. 5. Adult Education report totals were checked and adjustments to GL were made monthly upon request by the Adult Education Director. 6. TAACT grant reimbursements requests were submitted monthly on-line via the Department of Human Services Payment Management System (PMS). Expense backup was also gathered monthly and sent to Southark Community College along with a monthly financial report. A financial report was also entered quarterly on-line at a Department of Labor website. 7. Transparency data is loaded each month so that the SAU Tech website shows expenditures by category or by payee. 8. Purchasing card & travel card training is provided to employees before they receive their cards ,so they will know how to use the cards properly. 9. Purchasing agent helps employees with their purchasing so that they go through proper channels and stay within the law. 10. Payroll data was put on the SAU Tech website, available to employees with the use of usernames and passwords. They can see monthly pay detail and also W-2 information. (06/26/2016)</p>	
	<p>Log - Grant documents and MOUs are used to establish deadline dates for grant reporting, and emails are used to determine when reports were actually sent.</p> <p>Criterion: Grant reports should be prepared and submitted for Career Coaches, and FEMA Grant before stated deadlines in the grant documents and MOU. Detailed account information should be sent to the Director of Adult ED to enable her to prepare monthly expenditure report, which are due on the 10th of each month.</p>		
	<p>Log - Emails are used to determine the date reports were sent out to users.</p>		

Outcomes	Measurements	Results	Actions
	<p>Criterion: Monthly Budget Reports should be sent to budget managers by the 7th of each month. Account receivable information should be sent to Workforce Training by the 15th of each month.</p> <hr/> <p>Log - Websites are used to confirm Career Pathways approval dates and Transparency Load dates.</p> <p>Criterion: Career Pathways' requests for approval of monthly report should be approved on-line before the 15th deadline. Check information should be uploaded to the SAU Tech website by the 2nd working day of each month.</p> <hr/> <p>Log - Pcard contracts show the date training took place, Pcard statements show the dates that pcard charges occurred.</p> <p>Criterion: Pcard training should always occur before the pcards are given to new users.</p> <hr/> <p>Log - The Tech website show payroll information for employees that log in to their account.</p> <p>Criterion: Payroll stub information should be available to employees on the tech website by the time the payroll check hits the employees' bank account on payday.</p> <hr/> <p>Budget reports were emailed to budget managers each month by the 7th of each month.</p> <p>Appendices: 2.1 Criterion 2.docx</p> <hr/> <p>Grant reimbursement request forms were prepared and expense backup was gathered and sent for the Career Coaching Program by the</p>		

Outcomes	Measurements	Results	Actions
	<p>deadlines specified in the MOU with the Department of Career Education.</p> <p>Appendices: 2.1 Criterion 1.docx</p>		
	<p>Quarterly grant reimbursement requests and quarterly financial reports were submitted on-line via the FEMA Payment & Reporting System (PARS) for the Fire Training Academy grant by the deadlines specified in the grant documentation.</p> <p>Appendices: 2.1 Criterion 3.docx</p>		
	<p>Career Pathways reimbursement requests and budget adjustments were approved on-line via the Career Pathways website within 24 hours after receiving the email from the Director that approval is needed.</p> <p>Appendices: 2.1 Criterion 3.docx</p>		
	<p>Adult Education is provided with reports broken down by Adult Ed category by the 7th of each month so that they may prepare their monthly expenditure reports. Monthly Expenditure Report totals were checked to make sure they agree with Poise reports and adjustments to GL were made monthly upon request by the Adult Education director within 24 hours of request.</p> <p>Appendices: 2.1 Criterion 1.docx</p>		
	<p>Transparency data is loaded each month by the 2nd working day of each month, so that the SAU Tech website shoes expenditures by</p>		

Outcomes	Measurements	Results	Actions
	category or by payee. Appendices: 2.1 Criterion 3.docx		
	Purchasing card and travel card training is provided to employees before they receive their cards, so they will know how to use the cards properly. Appendices: 2.1 Criterion 4.docx		
	Purchasing agent helps employees with their purchasing so that they go through the proper channels and stay within the law. Appendices: 2.1 Criterion 4.docx		
	Payroll data was put on the SAU Tech website, available to employees with the use of usernames and passwords. They can see monthly pay detail and also W-2 information. Appendices: 2.1 Criterion 5.docx		
	Reimbursement requests for the Department of Justice-Violence against Women grant are put together along with backup and sent to SACC the month after expenses are incurred. Appendices: 2.1 Criterion 3.docx		

Outcome 2.2 - The Business Office staff provides timely and accurate revenue and expense data to facilitate decision-making, planning, and budgetary changes.
Outcome Status: Active
Planned Assessment Cycle: 2015 -

General Outcome Observations

Reporting Period: 2017 - 2018

Conclusion: Criteria Met

1. Budget reporter were emailed to budget managers by the 7th of each month. All request to setup a budget manager for Poise viewing was sent to IT within 24 hours. Ratio analysis should be sent to VC in time for the HLC reporting to meet the deadline. There were no request for

Outcomes	Measurements	Results	Actions
2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020	General Outcome Observations	<p>the 17/18 Ratios. (Criterion 1)</p> <p>2. There were no comment or supplemental comments in the 16/17 audit. (Criterion 2) (01/21/2019)</p> <hr/> <p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Criteria Met</p> <p>1. Budget reports were emailed to budget manager each month.</p> <p>2. Poise account inquiry was available to those that requested it.</p> <p>3. Ratio analysis was provided Higher Learning Commission reporting. (01/25/2018)</p> <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Conclusion: Criteria Met</p> <p>1. Budget reports were emailed to budget managers each month. 2. Poise account inquiry was available to those that requested it. 3. Ratio analysis was provided Higher Learning Commission reporting. (06/26/2016)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Criteria Met</p> <p>1. Budget reports were emailed to budget managers each month by the 7th of each month. 2. Poise account inquiry was available to those that requested it. An email was sent to IT within 24 hours of receiving the request. 3. Ratio analysis was provided for Higher Learning Commission reporting. (11/12/2019)</p> <hr/>	<p>Log - Emails were used to determine when budget reports were sent out to budget managers, when account inquiry request was made to IT on behalf of the budget manager, and when Ratio analysis was sent to the VC for HLC reporting.</p> <p>Criterion: Budget Reports should be emailed to budget managers by the 7th of each month. Email request to IT to set up a budget manager for POISE viewing should be sent within 24 hours of the request from the budget manager. Ration Analysis should be sent to VC in time for the HLC reporting to meet the deadline.</p> <hr/> <p>Log - Audit reports are used to determine accuracy of financial data.</p> <p>Criterion: Audit reports should show no auditing comments and no more than 2 supplemental comments.</p> <hr/> <p>Budget reports were emailed to budget managers each month by the</p>

Outcomes	Measurements	Results	Actions
	<p>7th of each month.</p> <p>Appendices: 2.2 Criterion 1.docx</p> <hr/> <p>Poise account inquiry was available to those that requested it. An email was sent to IT within 24 hours of receiving the request.</p> <p>Appendices: 2.2 Criterion 1.docx</p> <hr/> <p>Ratio analysis was provided for Higher Learning Commission reporting.</p> <p>Appendices: 2.2 Criterion 1.docx</p>		
<p>Outcome 2.3 - The Business Office staff members are proactive in professional development and are aware of emerging regulations and mandates on both the state and federal levels.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Criteria Met</p> <p>Business Office Personnel attended at least 5 professional development events. (Criterion 1) (01/21/2019)</p> <hr/> <p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Criteria Met</p> <ol style="list-style-type: none"> 1. Attended AACUBO Drive in workshop in Conway (GASB &CAFR update). 2. Attended 2 webinars for the TAACCCT Grant. 3. Attended 3 COBRA/Wageworks webinars. 4. Attended ARCUPA in Morrilton. 5. Attended 4 Purchasing related webinars on US Bank changes, Dell laptop ranges available, and the Amazon Business Account. 6. Completed 15 on-line training courses. (01/25/2018) <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Conclusion: Criteria Met</p> <ol style="list-style-type: none"> 1. Attended AACUBO Fall Conference in Heber Springs. 2. Attended AACUBO Drive in workshop in Little Rock (GASB & CAFR update). 3. Attended a Financial Reimbursement Training workshop for Career Coaches in Little Rock. 4. Attended an Adult Ed workshop in Little Rock. 5. Attended 2 webinars for the TAACCCT Grant. 6. Attended 2 webinars and 2 meetings in Little Rock on the Affordable Care Act. 7. Attended 2 meeting in Little Rock on Legislative updates for 	

Outcomes	Measurements	Results	Actions
	<p>General Outcome Observations</p> <hr/> <p>Log - POISE system and check backup is used to analyze the Business Office travel account to see what travel was incurred for the year.</p> <p>Criterion: Business Office personnel should attend at least 5 professional development events.</p> <hr/> <p>Business Office personnel should attend at least 5 professional development events.</p> <p>Criterion: Attended AACUBO Dive-in workshop in NLR (GASB & CAFR update). Attended training in Magnolia for DOJ VAW grant. Attended a NACUBO webinar on GASB new lease accounting. Attended 2 Retirement Seminars. Attended ARCUPA Conference in Hot Springs. Attended 5 Purchasing related webinars on US Bank charges, DF&A, and Cooperative Contracts. Online training.</p> <p>Appendices: 2.3 Criterion 1.docx</p>	<p>Human Resources. 8. Attended a Payroll Law Conference in Camden. 9. Attended webinars on cash management, Nelnet, 1098Ts. Microsoft Licensing, Adobe Acrobat changes, auto desk licensing. (06/26/2016)</p> <hr/> <p>Reporting Period: 2018 - 2019 Conclusion: Criteria Met</p> <p>1. Attended AACUBO Drive in workshop in NLR (GASB & CAFR update). 2. Attended training in Magnolia for DOJ VAW grant. 3. Attended a NACUBO webinar on GASB new lease accounting. 4. Attended 2 retirement seminars. 5. Attended ARCUPA Conference in Hot Springs. 6. Attended 5 purchasing related webinars on US Bank changes, DF&A, and Cooperative Contracts. 7. On-line training: see appendices (11/12/2019)</p> <hr/>	
<p>Outcome 2.4 - The College's 5 year average Composite Financial Index (CFI), which measures financial health and stability, is at or above the threshold of 3.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2015 - 2016, 2017 - 2018, 2018 - 2019, 2019 - 2020</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Criteria Not Met</p> <p>The 5 year average of the College's composite Financial Index, has been below the threshold of 3 in each of the last 3 fiscal years. However, the CFI has been improving in each of the past 3 years. (02/20/2019)</p> <hr/> <p>Reporting Period: 2015 - 2016 Conclusion: Criteria Not Met</p> <p>.44579 (06/26/2016)</p> <hr/>	

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
Start Date: 07/01/2017	<p>Log - HLC survey shows the calculation of the ratios.</p> <p>Criterion: The College's 5 year average Composite Financial Index (CFI) should be at 3 or above.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Criteria Not Met</p> <p>The Foundation financial statements aren't in yet and are needed to get the CFI. The CFI 5 year average without them int 18/19 is up to .084 as compared to -.16 last year. The CPI is typically a little higher when including the Foundation information. (11/12/2019)</p>	
	<p>The foundation financial statements aren't in yet, and are needed to get the CFI. The CFI 5 year average without them in for 2018-2019 is up to .084 as compared to -0.16 last year. The CPI is typically a little higher when including the Foundation information.</p> <p>Appendices:</p> <p>Outcome 2.4.xlsx</p>		

Goal 3 - Student Account Support: To provide student account and cashiering support so that students, faculty, and staff can accomplish their personal and organizational goals.

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
<p>Outcome 3.1 - The Business Office staff accurately receipt all payments to the College and effectively assist students, faculty and staff with tuition, refunds, and other depository questions.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Criteria Met</p> <p>The total Cash/short/over for the year was \$3.29 with none of it related to receipting. There were no discrepancies in the Cashier's Daily Checkouts. There were 6 journal entries that wee made to correct receipts out of 5,591 receipts processed in 2017/2018 year. (01/18/2019)</p>	
		<p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Criteria Met</p> <p>No discrepancies were found in the daily Deposits made by Cashiers. Students were assisted with all aspects of their student accounts. (01/25/2018)</p>	
		<p>Reporting Period: 2015 - 2016</p> <p>Conclusion: Criteria Met</p> <p>No discrepancies were found in the daily Deposits made by Cashiers. (06/26/2016)</p>	
		<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Criteria Met</p> <p>The Business Office staff were accurate in their receipting and handling of deposits. The total Cash Short/Over for the year was \$55.68 with none of it being related to receipting. There were no discrepancies in the daily checkouts. There were only 6 journal entries that were to correct receipts of of the 5228 receipts processed in the 2018/2019 year. The percentage of receipting errors continues to be lower than our maximum of 3%. (11/12/2019)</p>	
	<p>Log - Journal entries for correcting internal department errors in the receipt process.</p> <p>Criterion: Journal entries for correcting internal department errors should not exceed .3% of total receipts for the fiscal year.</p>		
	<p>The Business Office staff were accurate in their receipting and handling of deposits. The total Cash Short/Over for the year was \$55.68 with none of it being related to receipting. There were no discrepancies in the daily checkouts. There were only 6 journal entries that were to correct receipts out of 5228 receipts processed in the 2018-2019 year. The percentage of</p>		

Outcomes	Measurements	Results	Actions
	receipting errors continues to be lower than our maximum of 3%.		
Outcome 3.2 - The Business Office staff effectively processes student and financial aid refunds. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020	General Outcome Observations	Reporting Period: 2017 - 2018 Conclusion: Criteria Met Student loan refunds were efficiently processed each semester. The average number of days between the loan or Pell disbursement and the refund date via direct deposit was 4.8 days, which is well below the Federal requirement of 14 days. (Per SAU Tech Policy, refunds via paper check were available 1 week following the direct deposit refund date.) (01/18/2019) Appendices: Refund Disbursements and Refund dates for 17.docx	
		Reporting Period: 2016 - 2017 Conclusion: Criteria Met Student and financial aid refunds were efficiently processed each semester through direct deposit or paper checks. There has been a slight decrease in students signing up for direct deposit. (01/25/2018)	
		Reporting Period: 2015 - 2016 Conclusion: Criteria Met Student and financial aid refunded were efficiently processed each semester through direct deposit or paper checks. (06/26/2016)	
	Log - Refund Check Pre-Edit List/Check Register, Direct Deposit Pre-Edit List/Voucher Register, Loan Disbursement Roster, Student Account detail in POISE> Criterion: Student Account Loan refunds are processed within 7 days for direct deposit and within 14 days for paper checks from the loan disbursement date on the roster. Student account Pell, state grant and other scholarship refunds are processed within 6 weeks for direct deposit and 7 weeks for paper checks from the first day of class.	Reporting Period: 2018 - 2019 Conclusion: Criteria Met Student refunds including Pell grants and loans were efficiently processed each semester. The average number of days between the loan or Pell disbursement and the refund date via direct deposit was 6.5 days, which is well below the Federal requirement of 14 days. (11/12/2019)	

Outcomes	Measurements	Results	Actions
	<p>Student refunds including Pell grants and loans were efficiently processed each semester. The average number of days between the loan or Pell disbursement and the refund date via direct deposit was 6.5 days, which is well below the Federal requirement of 14 days.</p> <p>Appendices: Refund Disbursements and Refund dates 1819.docx</p>		
<p>Outcome 3.3 - The Business Office staff accurately review, reconcile and monitor all student and accounts receivable balances.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Criteria Met Notices for delinquent accounts receivables were sent timely and then submitted to collection agencies resulting in payment of \$15,869. Delinquent accounts turned over to State Setoff was \$285,285, which is \$16,664 lower than the previous year. A total of \$25,008 was collected from State Setoff. (01/18/2019)</p> <hr/> <p>Reporting Period: 2016 - 2017 Conclusion: Criteria Met Notices for delinquent accounts receivables were sent timely and then submitted to collection agencies. A lower commission was negotiated for RAB collection agency. Delinquent account of \$301,949 were turned over to State Setoff for 2016 resulting in \$27,121 payment being received. (01/25/2018)</p> <hr/> <p>Reporting Period: 2015 - 2016 Conclusion: Criteria Met New staff ensure more timely notices for delinquent accounts receivable. This resulted in accounts being sent for PreCollect Services sooner. Delinquent accounts of \$280,023 were turned over to State Setoff for 2015 resulting \$21,797 payments being received. Permission to not send mandatory Setoff notification letters to bad addresses reduced the cost of returned mail for the Setoff Process. (06/26/2016)</p> <hr/> <p>Log - Delinquent notices showing dates sent to students. Student account records showing account</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Criteria Met The Business Office staff managed student accounts</p>

Outcomes	Measurements	Results	Actions
	<p>balances and collection agency code. Monthly Collection Agency Reports.</p> <p>Criterion: Delinquent accounts have three notices sent every 30 days and a final notice notifying the student that the account will be turned over to collections. After the final notice, the account is turned over for pre-collect services with ICS Collection Agency. Then when the account is 1 year old, the delinquent account are turned over to RAB Collection Agency for full collections. In December of each year, all accounts 1 year old or older are turned over to the State Setoff Process. RAB returns uncollected account to SAU Tech after 1-2 years and the accounts are submitted to S&S Recovery. The delinquent accounts remain in collections with S&S for approximately 3 years.</p>	<p>efficiently to collect current balances and sent timely notices to delinquent accounts. The delinquent accounts were turned over to collection agencies resulting in payments of \$7262. Delinquent accounts totaling \$259,736 were turned over to the State Setoff program. This is \$25,549 lower than previous year. This is the second consecutive year in which our delinquent debt was lower. A total of \$27,688 was collected through the Setoff program. (11/12/2019)</p>	
	<p>The Business Office staff managed student accounts efficiently to collect current balances and sent timely notices to delinquent accounts. The delinquent accounts were turned over to collection agencies resulting in payments of \$7262. Delinquent accounts totaling \$259,736 were turned over to the State Setoff program. This is \$25,549 lower than the previous year. This is the second consecutive year in which our delinquent debt was lower. A total of \$27,688 was collected through the Setoff program.</p>		

Assessment Report

AYs 2016-2017, 2017-2018, and 2018-2019



Administrative Department - (SS) Enrollment Services

Mission: The Department of Enrollment Services staff will work as a team to serve students, support the academic mission of the College, and attain optimal enrollments. Comprised of the staff in Recruiting, Admissions, Academic Advising, Counseling, Disability Services, and Testing Services. Enrollment Services staff members strive to provide enrollment related services that are seamless, customer-friendly, and efficient. The fundamental goals are to provide services which will aid in the recruitment, retention and successful progression of students.

Goal 1: The goal of Admissions is to provide feedback to applicants regarding their admissions status and to provide information directly to prospective students.

Outcomes	Measurements	Results	Actions
Outcome 1.1 - Students will be provided necessary login information by email and letterflow . Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019	General Outcome Observations	Reporting Period: 2016 - 2017 Conclusion: Criteria Met The Admissions Office mailed 2099 acceptance letters in 2016-17 academic year. Each letter includes the student ID number and information to access student email, MyCollege, and Brightspace. Emails are also sent from the Admissions Office to each applicant with this information. (02/16/2018)	Action: Admissions will continue to mail and email acceptance letters to students. (02/16/2018)
	Log - Acceptance letters and emails sent to applicants that include log-in information Criterion: 100% of applicants will receive letter and/or email Appendices: Log in worksheet.docx	Reporting Period: 2018 - 2019 Conclusion: Criteria Met The Admissions Office mailed 2327 acceptance letters in 2018-19 academic year. Each letter includes the student ID number and information to access student email, MyCollege, and Brightspace. Emails are also sent from the Admissions Office to each applicant with this information. (11/14/2019)	
Outcome 1.2 - Students will be able to login to MyCollege successfully and independently. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017	General Outcome Observations	Reporting Period: 2016 - 2017 Conclusion: Criteria Met 100% of students in Student Success I who attempted to access their MyCollege account were able to do so. (02/16/2018) Appendices:	

Outcomes	Measurements	Results	Actions
	General Outcome Observations Other - Student Success course assignment that requires use of MyCollege Criterion: 70% of students in mandatory Student Success course complete the assignment that requires accessing My College. Other Measure Type: assignment completion Appendices: Ch6-1 Campus Connect.pdf	Ch6-1 Campus Connect.pdf Log in worksheet.docx	
Outcome 1.3 - Students will be able to access their SAU Tech student records through the student portal. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017	General Outcome Observations Other - Successful completion of assignment in Student Success course that requires access of student records in MyCollege Criterion: 70% of students in mandatory Student Success course complete the assignment that requires accessing My College. Other Measure Type: assignment in Student Success course Appendices: Ch6-1 Campus Connect.pdf	Reporting Period: 2016 - 2017 Conclusion: Criteria Met Students are provided log-in instructions with their acceptance letter to gain access to the student portal. In Student Success I, students are given an assignment to access their student records. By the end of the assignment, 100% of students are able to access their records in the student portal. (02/16/2018) Appendices: Ch6-1 Campus Connect.pdf Log in worksheet.docx	
Outcome 1.4 - Admissions office will be automated with the implementation of the online ESUME	General Outcome Observations	Reporting Period: 2016 - 2017 Conclusion: Criteria Met Esume applications have been full implemented. Paper	

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
application program. Outcome Status: Completed Planned Assessment Cycle: 2015 - 2016, 2016 - 2017	General Outcome Observations <hr/> Log - implementation of the ESUME application program Criterion: 70% of applications received will be completed via ESUME application Appendices: Application for Admission via ESUME	applications are only used for off site programs (fire, law, wildlife and fisheries) or for students who need to apply and register for classes immediately during walk-in registration. All others are done through esume. (02/16/2018) Appendices: AdmissionsLetters.xlsx	

Goal 2: The goal of academic advising and counseling is to facilitate student success by providing comprehensive academic advising and promoting student learning among SAU Tech students.

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
Outcome 2.1 - Implement programs such as SOAR, Student Success Course, and Early Alerts to empower students to be successful. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017	General Outcome Observations	Reporting Period: 2016 - 2017 Conclusion: Criteria Met In 2016, the institution changed campus policy to require all students to take Student Success I unless they were in an exempt program (aviation, nursing, welding, cosmetology). This allowed all state and federally mandated topics to be covered in this course. Students in exempt programs were provided the information in their orientation or through special presentations. Students who tested into developmental education courses were then required to take Student Success II their second semester in efforts to provided added support. (02/16/2018) Appendices: Student Success data.docx	Action: In the 2017-18 school year, Student Success will be taught by staff members outside Enrollment Services due to the number of sections needed to accommodate all students. (02/16/2018)
		Reporting Period: 2016 - 2017 Conclusion: Criteria Met 193 students attended SOAR during July 2016 and June 2017. That was an increase from the previous reporting period. (02/16/2018) Appendices: 2016-17 SOAR data.xlsx	
	Other - Attendance at SOAR Criterion: 150 students will attend SOAR in July 2015 and June 2016 Other Measure Type: attendance numbers Appendices: SCHEDULED APPOINTMENTS.docx Retention Vision Plan.doc		
	Log - Early Alerts sent to students identified as "high risk" by instructor due to attendance, academic performance, behavior, etc. Criterion: 100% of students identified as being "high risk" will receive information from an Early Alert via email or personal contact.		

Outcomes	Measurements	Results	Actions
	Appendices: Retention Vision Plan.doc Log - Student Success courses offered to students Criterion: Student Success courses were offered on campus and online to meet the needs of students.		
Outcome 2.2 - Provide educational, career, and personal counseling services. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019	General Outcome Observations Other - Student appointments with counselor to address educational, career, and personal counseling needs Criterion: 100% of students had the opportunity to schedule an appointment with a licensed counselor. Other Measure Type: website Appendices: SCHEDULED APPOINTMENTS.docx Acuity Scheduling System	Reporting Period: 2016 - 2017 Conclusion: Criteria Met Three students had weekly appointments for personal counseling for a period of time during the 2016-17 academic year. Ten students scheduled an appointment for counseling. At least 3 additional students were seen in crisis. These numbers do not reflect all of the career and educational counseling that occurs in the course of academic advising or the walk-in appointments for those who are in mild states of crisis. (02/16/2018)	Action: Better ways to track walk-in counseling will be explored to be able to provide a better reflection of the actual counseling services provided. (02/16/2018)
Outcome 2.3 - Provide academic advising to all students. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019	General Outcome Observations	Reporting Period: 2016 - 2017 Conclusion: Criteria Met Academic advising is available to all students. Students were able to schedule advising appointments through the SAU Tech website to meet with an advisor in person, on the phone, or via email. Beverly Ellis had 441 scheduled advising appointments during this time period. Jenny Sanders had 348 scheduled appointments. Hannah Dixon joined the department in January and began advising around March 2017. From March to June, she had 68 scheduled	Action: Advisors will continue to explore options including the use of AdviseUp through Upswing to make advising more accessible to all students, regardless of location or circumstances. (02/15/2018)

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
	General Outcome Observations Log - Student appointments with advisor Criterion: 100% of students have opportunity to schedule appointment with advisor Appendices: SCHEDULED APPOINTMENTS.docx Retention Vision Plan.doc Acuity Scheduling System AcademicAdvisingCustomerServiceSurvey_Data.xlsx	appointments. These figures do not include walk-in advising sessions, emailed requests or phone calls that were not scheduled, or the scheduled visits to various academic programs (aviation, welding, cosmetology, nursing, fire, law). (02/15/2018)	

Goal 3: The goal of the Testing Center is to provide testing services for placement, certification and exam proctoring.

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
<p>Outcome 3.1 - Provide an environment for students conducive to concentrating on testing.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2015 - 2016, 2016 - 2017</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Criteria Met</p> <p>The Testing Center provides a quiet, secluded testing environment that is used for placement testing, individual testing for students requiring private testing rooms, classes, and proctored final exams. Notices are posted regarding the necessity of a quiet environment. A customer satisfaction survey was created to assess this area. However, completion of the survey has been minimal. Of those who completed the survey, students appear to be satisfied with the testing atmosphere. Verbal feedback from students has been positive regarding the quiet environment in the Testing Center. Over 1100 exams were scheduled in the Testing Center in 2016-17. This does not include Accuplacer (which does not require an appointment) or WorkKeys (that are scheduled with the Dept of Workforce Services each Thursday). (02/15/2018)</p> <p>Appendices:</p> <p>2016-17 testing appts.xlsx</p>	<p>Action: To encourage more students to complete the survey, it will be available on an iPad that can be readily available for the students to use as they are leaving the Testing Center. (02/15/2018)</p>
	<p>Survey - results from Testing Customer Service Satisfaction Survey</p> <p>Criterion: 80% satisfaction rate based on survey results</p> <p>Appendices:</p> <p>Testing Satisfaction Survey</p>		
<p>Outcome 3.2 - Providing accurate placement testing and test prep services.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2015 - 2016, 2016 - 2017</p>	<p>General Outcome Observations</p>	<p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Criteria Met</p> <p>Compass was phased out in late 2016, and SAU Tech began offering the Accuplacer test. As a result, placement measures were set with assistance from faculty and resources from other institutions. From November 2016 to June 2017, 480 Accuplacer units were used. Each subtest (Sentence Skills, Reading, Elementary Algebra) accounts for one unit.</p> <p>ACT tests were given on each of the national test dates in 2016-17.</p>	

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
	General Outcome Observations Log - Number of students who completed placement testing and test prep in Testing Center Criterion: Average of 10 students per week taking placement test	<p>TEAS tests are given to all students who are applying to the Practical Nursing Program.</p> <p>Test Prep services are offered to all students. The Testing Coordinator provides students with test preparation resources as they contact the Testing Center to encourage them to prepare for the placement test. (02/15/2018)</p>	
Outcome 3.3 - Provide an effective service to the college. Outcome Status: Active Planned Assessment Cycle: 2015 - 2016, 2017 - 2018	Log - number of testing appointments within calendar year Criterion: Average 10 appointments per week in the testing center Appendices: testing appointment 2015-16.csv	Survey - student feedback Criterion: 80% satisfaction rate on Testing Center Customer Satisfaction Survey Appendices: Testing Satisfaction Survey	

Goal 4: The goal of Recruiting and Admissions is to develop prospects into SAU Tech students.

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
Outcome 4.1 - Recruiting will educate prospects about SAU Tech. Outcome Status: Active Planned Assessment Cycle: 2017 - 2018, 2018 - 2019			
Outcome 4.2 - Admissions will provide feedback to applicants regarding acceptance to the College and documents required to complete the Admission file. Outcome Status: Active Planned Assessment Cycle: 2017 - 2018, 2018 - 2019			

Goal 5: The goal of Enrollment Services is to create optimal enrollment for the College by enrolling new students and retaining current students.

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
Outcome 5.1 - Increased attendance at SOAR Outcome Status: Active Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020	Log - Sign-in sheets from SOAR will document attendance/participation. Criterion: 5% increase	Reporting Period: 2018 - 2019 Conclusion: Criteria Met In summer 2017, 178 students attended SOAR. In summer 2018, 228 students attended SOAR. That is an increase of 28%. (11/14/2019)	
Outcome 5.2 - Academic advising will be available for all students. Outcome Status: Active Planned Assessment Cycle: 2017 - 2018, 2018 - 2019			
Outcome 5.3 - Placement testing will be provided for students. Outcome Status: Active Planned Assessment Cycle: 2017 - 2018, 2018 - 2019			
Outcome 5.4 - Advisors will assist the Student Success, Retention, and Placement Coordinator in contacting students with Early Alerts. Outcome Status: Active Planned Assessment Cycle: 2017 - 2018, 2018 - 2019			

Goal 6: The goal of Enrollment Services is to provide both academic and non-academic supports to students to help them achieve their academic and personal goals.

<i>Outcomes</i>	<i>Measurements</i>	<i>Results</i>	<i>Actions</i>
<p>Outcome 6.1 - Counseling will be available to all students to address personal, career, and academic needs.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2017 - 2018, 2018 - 2019</p>			
<p>Outcome 6.2 - The Office of Disability Services will work with students who have self-identified as having a disability to implement appropriate accommodations to reduce barriers to educational access and to increase success.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2017 - 2018, 2018 - 2019</p>	<p>Log - Number of students who self-identified as having a disability.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Criteria Met</p> <p>In fall 2018, 28 students identified as having a disability and in need of disability services. In spring 2019, 28 students requested accommodations. (11/14/2019)</p>	
<p>Outcome 6.3 - The Testing Center will provide testing such as Pearson, WorkKeys, and course exams.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Cycle: 2017 - 2018, 2018 - 2019</p>			