THE HIGHER LEARNING CONNECTION

OCTOBER 2019

"The best view comes after the hardest climb."

– Author Unknown

BlueRidge
COMMUNITY AND TECHNICAL COLLEGE

MESSAGE FROM THE PRESIDENT

Pictured Above: Annual Veterans Breakfast hosted by Dr. Checkovich

Dr. Gigi Fansler visited our college on Monday, September 23. Why is this significant? Because Dr. Fansler is Vice President for Accreditation Relations at the Higher Learning Commission (HLC). As we have noted many times before, the HLC is the institutional accrediting body for Blue Ridge, and in that role it is an extremely important organization. Dr. Fansler met with a number of groups and people at Blue Ridge to explain the purpose and importance of accreditation and to give us a brief overview of our institutional strengths and recommendations for further development. The visit went very well, and we thank Dr. Fansler for taking the time from her busy schedule to be with us.

She met with the Executive Staff, our HLC Internal Communications Committee, and members of the Assessment Committee. Her review of our previous Assurance Argument, which is still on display at the HLC website, was thorough and her recommendations for areas to concentrate on with our upcoming Argument were very helpful. The timing of her visit was fantastic as we are just now getting into high gear with writing the Argument for the March 30 and 31 visitation.

I thank all those involved in Dr. Fansler's visit for making her feel at home and well cared for. Our culinary team once again demonstrated superior hospitality and food. I also thank all the many faculty who participated in guiding Dr. Fansler on her tour of our tech center. Suffice it to say that Dr. Fansler was extremely impressed with the quality and depth of our educational programs and services for our students. I could not have felt more proud of our institution. Thank you for all you do each day. Our institution is a great economic engine for our region and touches many lives.

- Dr. Checkovich

THE HIGHER LEARNING CONNECTION OCTOBER 2019 BlueRidge COMMUNITY AND TECHNICAL COLLEGE

As BRCTC prepares for the HLC visit, one might compare it to preparing to climb a mountain. This newsletter will help the BRCTC community be aware each step of our journey.

An important step in climbing a mountain is to understand the challenges.

BOARD OF GOVERNORS MEETINGS

Criterion 2 addressees the integrity of the college. The governing board is a very important part of meeting that goal. The Governor is responsible for appointing nine community members to the Board who serve a four-year term. The other three members are voted in by their perspective peers. A faculty and a staff member serve a two-year term; a student representative serves a one year term.

The Board of Governors at Blue Ridge governs the day to day processes and policies set forth by the institution and ensures the best interest for all parties are considered. At each meeting the Board receives reports from Enrollment Management, Finance, Workforce Development, and the President. The main goal of the Board is to develop and update the institution's master plan, review programs, and suggest studies on economic impact.

As an example, during the August meeting, the Board approved the new Mission, Vision, and Core Values. The board members asked specific questions and discussed how these changes would directly affect the students and the college. One topic was to ensure that affordable tuition would continue to be a college goal.

Typically, department reports will update the Board members on current activities and provide a snapshot of the college:

- **Enrollment Management** explains the number and type of students. The Board asks questions to fully understand the student body demographics and how that affects the college resources.
- **The Finance Department** presents and explains the budget statements. The Board will ask questions to ensure the college remains fiscally secure.
- **Workforce Development** presents information on grants as well as curricular activities on campus.

BOARD MEETINGS ARE OPEN TO THE PUBLIC

and the agenda and meeting notes are published on the college website:
www.blueridgectc.edu

Pictured Above:
At the October Board meeting, culinary students presented three specialty soups as part of the luncheon.

MOST CITED CORE COMPONENTS AND COMMON PITFALLS

Dr. Fansler explained the most common pitfalls from 2016-17 reports. Keep in mind that while BRCTC had zero citations in 2015, BRCTC employees should be aware of common pitfalls and assess how each Core Component is met. The following are the top Core Components cited in academic year 2016-17.

43% 4.B. (Assessment)

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. **Pitfall examples:** lack of evidence of the co-curricular activity; lack of evidence/ documentation of data utilization to improve student learning; absence of comprehensive and systematic process.

25% 5.A. (Resource Base)

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
Pitfall examples: Financial stability/sustainability; decreasing enrollment trends; debt load/debt repayment; supplemental draws on endowment; extremely low reserves; deferred maintenance; staffing levels.

22% 4.A. (Program Quality)

The institution demonstrates responsibility for the quality of its educational programs.
Pitfall examples: No systematic cycle/schedule of program review; program review in nascent stages (too early to evaluate); data collection, analysis, and evidence of improvement based on reviews missing; alumni outcomes not defined and/or tracked.

19% 5.C. (Planning)

The institution engages in systematic and integrated planning.
Pitfall examples: No documentation of linkage between program review, strategic plan, assessment, budget and planning processes; lack of an institution-wide integrated approach to planning; non-existent systematic, continuous integration of strategic plan.

15% 4.C. (Persistence/Graduation/Retention)

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
Pitfall examples: Absence of analysis and utilization of data; goals for student retention, persistence, and completion are not defined; data are not disaggregated by relevant groups.

14.5%5.D. (Institutional Effectiveness)

The institution works systematically to improve its performance.
Pitfall examples: Absence of documentation of how data from assessment and evaluation are used to make improvements; lack of institution-wide performance data; plans to enhance operations were non-existent; lack of data dissemination.

11%3.c. (Faculty)

The institution has the faculty and staff needed for effective, high-quality programs and student services.
Pitfall examples: Faculty evaluations not conducted systematically; number of full-time faculty not adequate to perform non-instructional duties; unable to determine faculty qualifications for part-time and/or dual credit faculty; faculty are not appropriately qualified (FT/PT/dual credit); no review or evaluation of part-time faculty; faculty development for part-time is non-existent.

DR. FANSLER ADDRESSED CRITERION 4

Monday, September 23rd

Members of the executive staff and assessment committee met with Dr. Fansler to discuss aspects of Criterion 4, Teaching and Learning: Evaluation and Improvement. The meeting began with a brief presentation of the updated Program Assessment Forms and implementation goals.

The remaining part of the meeting revolved around two topics: collaboration efforts between GEAC (General Education Advisory Committee) and the Assessment Committee on course-level general education evaluation and assessment processes of co-curricular activities. For the past two years, the GEAC committee has diligently audited courses listed on the general education master list through the use of alignment tables. Assessment members aided the process by providing feedback to program coordinators before the submission of the alignment tables to GEAC.

Co-curricular activities include learning opportunities, which occur outside the classroom and align with the institution's mission and learning goals. Examples of co-curricular activities at Blue Ridge CTC include the workstudy program, Clubs and Organizations, and EM's Lunch and Learn series. HLC requires institutions to measure co-curricular outcomes through a direct measure. Our institution utilizes various evaluation methods to assess these opportunities. Dr. Fansler highlighted the exceptional work of faculty and staff, as well as provided helpful guidance to focus the completion of the Assurance Argument in preparation of our peer review in March.

DID YOU KNOW...?
FUN MOUNTAIN FACT!

Mountains occur more often in oceans than on land; some islands are the peaks of mountains coming out of the water!

THE ACCREDITATION TIMELINE

The Peer Review Team is a group of 4, 5 or 7 trained peer reviewers who come from member colleges and universities and are trained.

The spirit of the visit is to help BRCTC grow and become a better institution.

BlueRidge
COMMUNITY AND TECHNICAL COLLEGE

BEFORE THE VISIT

BRCTC submits the assurance argument with supporting data.

The Peer Review Team reviews the argument and the supporting documents.

Peer Review Team conducts 3 conference calls before the visit to determine 3 areas of focus. These can be strengths or weaknesses.

A student survey is conducted three months before the visit and results are shared with the Peer Review Team.

THE VISIT: MARCH 30 AND 31, 2020

The Committee will spend about 1.5 days at BRCTC to verify information. The agenda is developed by the Team with assistance from the institution.

Meet with students, faculty, staff and the Board.

Three open forum discussions cover Criterion 1 and 2, Criterion 3 and 4, and Criterion 5.

Review of pertinent records and data.

AFTER THE VISIT

Two weeks after the visit, BRCTC will receive a draft to fix factual errors (such as titles).

BRCTC writes a formal response (agree or disagree with the findings).

The Final draft is sent to the Institutional Actions Council (IAC) with BRCTC's formal response.

The IAC renders a decision concerning the re-affirmation.

Follow-up (if any) in the form of Interim Reports or Focused Visits is frequent.

UNDERSTANDING THE FINANCIAL PROCESS FOR CRITERION 5

The accreditation process considers the financial state of the college and the process for which the budget is determined, approved, and monitored. BRCTC uses a modified zero-based budgeting process, which requires substantiation for each dollar requested. Input is sought from all areas of the college. All employees receive and are able to contribute and make budget requests via the Faculty and Staff Budget Request form, which is submitted and discussed with the respective Vice President upon completion. Documentation is required on how the request supports the Strategic Plan and must be categorized by the requester with a budget priority code. The Vice President decides whether to include the request in his or her departmental budget request. All departmental budget requests are reviewed by a budget committee, which is comprised of several members of the Executive Staff and the President. Upon review and compilation of all requests, it is determined if revisions are needed in order to reach a balanced budget. The finalization of tuition increases and the state appropriation are essential in determining if departmental changes are required.

The budgeting process adheres to the following procedure once the state has completed their portion of the process:

1. New budget year forms are developed
2. Employees and org managers complete requests for budget needs, allowing input from all areas of the college
3. Payroll enters the projected payroll
4. Purchasing director enters fixed costs
5. Staff accountant enters grant estimates
6. Finance enters into org manager master
7. Finance enters institution master
8. Finance analyzes budget
9. Finance reviews budget with executive staff
10. Finance reviews budget with Board of Governors
11. Finance enters budget into Banner
12. Finance enters into WVOasis

Where does the revenue come from?

The revenue contributors, also referred to as the Resource Base, for BRCTC include tuition, fees, grants (federal, state, local), auxiliary components, state appropriation, financial aid, career advancement, and contracted training. In the Assurance Argument, each of these areas are explained to portray the financial status of BRCTC. The argument explains that BRCTC strategizes for changes in areas such as economy, student base, and expenditures. Many variables affect the financial viability, and BRCTC strives to achieve a delicate balance between change and stability through careful planning.

Monitoring

The College monitors the budget daily. In addition, the state monitors the budget in quarterly allotments.

Ethical Actions

Assessment of the Finance Office occurs at various points, including an annual financial audit conducted by an independent accounting firm, an A-133 audit conducted by an independent accounting firm, and program evaluations by state auditors. Every transaction is also assessed at the State Auditor's Office before it is approved. This includes all cash disbursements, transfers, deposits, procurement contracts, vendor maintenance, budget controls, and payroll changes. On campus, the Organization Manager must approve every purchase before it is made.

PROGRAM REVIEWS:

Program reviews are required of all degrees and certificates on a five-year cycle in accordance with WVCTCS Series 10: Policy Regarding Program Review. The Program Review template requires the following:

1. Name and degree level of program
2. Number of hours required for graduation
3. Synopses of significant findings, including findings of external reviewer(s)
4. Plans for program improvement, including timeline
5. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished
6. Five year trend data on graduates and majors enrolled
7. Summary of assessment model and how results are used for program improvement
8. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)
9. Final recommendations approved by governing board

Results of these regularly scheduled reviews are reported to the Executive Staff for evaluation and the College's Board of Governors for approval. Recommendations regarding each program are then submitted to the West Virginia Community and Technical College System (WVCTCS) for final approval.

FINANCIAL AID REMINDERS

FAFSA for 2019-2020 academic year is open until **June 30, 2020.**

FAFSA for 2020-2021 academic year opened **October 1, 2019.**

Financial Aid Office is open 2nd Saturday of each month to help students. The focus in October is FAFSA and the focus in November is application for WV Invests.

Please share information about WV Invests with students and the community. Information is available on BRCTC website. Please note that in October, students can apply for WV Invests for the spring semester; however, students who have WV Invests this fall do not need to reapply for the spring.

UNDERSTANDING FERPA

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA law applies to all schools who receive Federal funding. The U.S. Department of Education is charged with guiding institutions as well as investigating complaints regarding FERPA violations. Students have the right to choose when and to whom their educational records are disclosed. Written consent must be obtained from the student before any records are disclosed.

Why should I care about FERPA?

As an employee of Blue Ridge CTC, you have access to student education records; you're obligated to comply with FERPA and to protect those records according to the law.

What are "Education Records?"

Records, files, documents, and other materials that contain information directly related to the student. *Examples include:* Grades, class lists, student course schedules, disciplinary records, student financial records, etc.

Do parents have any rights under FERPA?

In primary and secondary educational institutions (i.e. K-12), all FERPA rights belong to the parent. However, when the student reaches the age of 18 *or* begins to attend a post-secondary institution *regardless of age*, all FERPA rights transfer to the student. For BRCTC students, the FERPA rights belong to the students, not the parents.

Examples:

A parent of a 17-year-old college student sends you an email asking you to provide them with the student's current grade and an explanation for the student's score on a recent assignment. Can you provide this parent with the information they have requested?

Answer: No. Unless you have record the student has completed a Release of Information granting permission to discuss academic records with the parent, you cannot discuss this with the parents. You should respond to the parent stating "I apologize that I am not able to provide you with that information due to FERPA regulations. You may contact the Enrollment Management Office if you have questions or concerns regarding this regulation."

An individual calls and states he/she is with HR at Macy's and wants to confirm that John Smith has been in class on Tuesdays from 3:30pm-5:00 pm. Can you release this information?

YOU SHOULD NOT RELEASE INFORMATION REGARDING A STUDENT TO ANYONE...

...without confirmation that a written release of information has been signed by the student.

WHEN IN DOUBT, STATE...

"I cannot verify that information" and transfer or refer them to Enrollment Management for further information.

Answer: No. You cannot release student's attendance record to any party without a signed Release of Information or a court order. You may respond with, "I apologize that I am not able to provide you with that information due to FERPA regulations. You may contact the Enrollment Management Office if you have questions or concerns regarding this regulation."

A colleague approaches you with concerns for a student each of you has in class. The colleague states the student is failing and has missed multiple classes. The instructor asks if you have had a similar experience with the student. Can you release this information?

Answer: No. While the colleague is an employee of BRCTC, like you, there is not a legitimate educational "need to know" how the student is performing in your class. If the colleague has concerns about a student, you can direct the colleague to contact the Office of Enrollment Management to express their concerns, and Enrollment Management will respond accordingly.

LEARN MORE ABOUT FERPA TODAY!

HTTPS://WWW2.ED.GOV/POLICY/GEN/GUID/FPCO/FERPA/INDEX.HTML

STUDENT SCHOLARSHIP STORIES

The BRCTC Foundation plays an integral role in meeting the institutional mission for traditional and non-traditional students, by increasing financial resources and expanding educational opportunities.

BlueRidge Community and Technical College FOUNDATION

foundation@blueridgectc.edu
304.260.4380 ext. 2410

Katherine Andrews plans to pay it forward and help others.

"My college and career goals are to become a pediatric/ psychiatric nurse practitioner. By accomplishing this goal, I will be able to do three things. I will be able to begin to bridge the gap between the mental health and nursing professions, so they can help each other rather than work against each other. I will also be able to help combat the opioid epidemic from the prevention aspect in at-risk youth before they begin their substance use, and I will also reduce the number of care professionals involved with children who have behavioral health and autism spectrum disorders. Consistency is what is best for them yet they have to see a psychiatrist, a therapist, a pediatrician, and sometimes other supportive professionals. My goal is to reduce those numbers.

I must work full time and attend school, and it still it is a struggle each month. The scholarship is helping to alleviate the added stress of paying for school out of pocket in addition to regular household responsibilities."
(Photo: Katherine with her daughter and her daughter's best friend.)

Jennifer Segerling is currently utilizing a WV Learn and Earn Grant by working for TSPI (Technology Solutions Provider) in the Morgan County Center as a student intern.

"My career goal is to obtain a job in the IT field, after -or during - my time in Blue Ridge. The scholarships have helped me save money that I would end up paying back in the future. With that being said, I can continue my education after obtaining my degree in the Cyber Security field and go for my Bachelors once I complete my current degree program. Thank you for this wonderful opportunity."

Ginger Seibel is able to attend school without going in debt.

"I plan on taking classes at Blue Ridge for another semester so that I can get my Associates in Agribusiness. I would like to work at the USDA as an animal health inspector, and I would go to different farms and make sure the livestock are in a healthy environment.

The scholarships I have received are helping me to achieve my goals without putting me/ my mother in debt. Having a college education has always been a goal of mine, but I never wanted to deal with the burden of student loans and being in debt for the rest of my life."

HLC INTERNAL COMMUNICATION COMMITTEE MEMBERS

The HLC Internal Communications Committee serves as ambassadors to the college. If you have any questions you can reach out to members of this committee for assistance!

Amber Butcher

Amanda Burnell

Alexis Dixon

Apryl McDonough

Christopher Cobian

Diana Crouse

Elizabeth Brautigan

Janet Branch

Jennifer Barrett Smith

Jessica Leake

Kathryn Moore

Lisha Burks

Sara Gordon

Kevin Cappello

Vickie Wiles

Committee Advisors

Laura Busey

Dr. Ann Shipway

QUESTIONS ABOUT THE HLC PROCESS?

For more information, please email: accreditation@blueridgectc.edu

Nathaniel Beaty considers completing school without debt a huge blessing.

"My goals are to complete my Associates in Cyber Security, then I will take a gap year or two working in the field before furthering my education.

The scholarships I have received have been a huge blessing. They are enabling me to get through school debt-free, and I can spend more time studying and less time working. After I complete my associates, instead of paying back student loans for a couple years, I will be able to save money to pay for my bachelors."

Elijah-David Grubb earned two scholarships, which has permitted him to focus on learning.

"My goal for college is to get my Associate's Degree in Culinary Arts and to gain a more in-depth knowledge into the complexity and inner workings of the culinary field. For my career, my goal is to potentially open up a cafe or to continue to work in environments where I enjoy working with the food and the people.

This semester, I received the Promise Scholarship and the Blue Ridge CTC Foundation High School Excellence Scholarship. Both of these scholarships have helped me to cover most of my fees and focus my attention on enjoying and learning more about my career field, rather than the economic costs of getting a degree. The scholarships have also impacted my future goals by allowing me to save money towards future expenses."

IN 2019, OVER $160,000 IN SCHOLARSHIPS WERE AWARDED TO 162 BRCTC STUDENTS, A 70% INCREASE FROM 2018!

DIVERSITY, EQUITY AND INCLUSION COMMUNITY

"Diversity is not how we differ. Diversity is about embracing one another's uniqueness." –Ola Joseph

The goal of the Diversity, Equity and Inclusion Committee for this academic year is to bring diverse speakers, trainings, and an overall awareness to promote a variety of perspectives across our changing campus community. One of the changes the committee has made is to add the word "Equity" in the name to express commitment to not only fairness, but also in developing ways to add value to the campus. In the coming months you will see speakers addressing special topics such as "Autism Spectrum" as well as trainings in "Mental Health First Aid."

As the college community continues to grow, the committee is dedicated to developing ways that support our faculty and staff to better navigate inside and outside the classroom. When looking at Criterion 5, the committee's goals coincide by initiating trainings and special topic presenters to promote and support collaborative processes that enables Blue Ridge to fulfill its mission.

UNDERSTANDING THE CORE COMPONENTS OF CRITERION 2

Integrity- Ethical and Responsible Conduct:
The institution acts with integrity; its conduct is ethical and responsible.

Examples of how BRCTC meets Criterion 2:

ANNUAL FINANCIAL AUDIT

FERPA

EVERY FINANCIAL TRANSACTION ASSESSED @ STATE AUDITOR'S OFFICE

2.A. Operates with integrity in its financial, academic, personnel, and auxiliary functions; Establishes and follows policies and processes for fair and ethical behavior

INFORMATION SHARED IN MULTIPLE WAYS

2.B. Presents itself clearly and completely to its students and to the public

2.C. Governing board is autonomous to make decisions in the best interest of the institution and to assure integrity.

BOARD DISCUSSES TOPICS IN MEETINGS

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

6 HRS OF TRAINING EVERY 2 YRS SUPPORTS AWARENESS OF ACTIONS THAT COULD CAUSE CONFLICT OF INTEREST

FACULTY COUNCIL MEETS 8 TIMES PER YEAR

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

FREEDOM ALLOWS FOR CREATIVITY IN CLASSROOM

TOPICS CAN REFLECT CURRENT TRENDS & REAL LIFE EXAMPLES

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

EQUAL ACCESS TO LEARNING REGARDLESS OF COURSE TAKEN

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

SYLLABUS TEMPLATE USED FOR UNIFORM INFORMATION

INSTRUCTION IN COURSE CITATIONS

ACADEMIC INTEGRITY POLICY IS PUBLISHED IN THE CATALOG

INFORMATION SHARED IN MULTIPLE WAYS

UNDERSTANDING THE CORE COMPONENTS OF CRITERION 5

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

Examples of how BRCTC meets Criterion 5:

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

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

INCLUDES STATE APPROPRIATION, TUITION, FEES, FINANCIAL AID, AUXILIARY COMPONENTS, GRANTS, CAREER ADVANCEMENT, & CONTRACTED TRAINING.

BUDGET INPUT IS SOUGHT FROM ALL AREAS OF THE COLLEGE

OPEN COMPUTER LABS AND WIFI

IT DEPARTMENT & IT HELP DESK FOR STUDENTS

MISSION STATEMENT IS SUPPORTED BY THE STRATEGIC PLAN

QUALIFIED FACULTY DETERMINATION FORMS ENSURE ALL STAFF ARE QUALIFIED

BUDGETS MONITORED DAILY

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

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

BOARD APPROVES NEW PROGRAMS, BUDGETS, TUITION INCREASES, COURSE FEES, ANNUAL EMPLOYEE SALARY INCREASES, AND MORE

COMMITTEES, COUNCILS, FACULTY COUNCIL, CLASSIFIED STAFF COUNCIL

EXAMPLES: TEACHING AND LEARNING COMMITTEE, EMPLOYEE RELATION COMMITTEE, SGA, ROTARACT CLUB

5.C. The institution engages in systematic and integrated planning.

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

WORKS CLOSELY WITH LOCAL CHAMBERS

PREPARES FOR CHANGES IN LOCAL ECONOMY AND STATE SUPPORT

ACADEMIC STRATEGIES EVALUATED ANNUALLY

BOOKSTORE SURVEYS USED TO IMPROVE SERVICE

PLAYS A MAJOR ROLE IN TRAINING FOR NEW COMPANIES SUCH AS P&G

5.D. The institution works systematically to improve its performance.

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

5-YEAR PROGRAM REVIEWS

PROVIDES EVENING AND SATURDAY CLASSES WHEN WORKING ADULTS CAN ATTEND.