

## THE HIGHER LEARNING COMMISSION

Higher Learning Commission (HLC) visited the College in the spring of 2015 as a part of the HLC continuing accreditation process. The outcome of the visit report is a reaffirmation of the good work we do. The entire Assurance Argument was accepted without any changes.

### Things the Team Found

**Mission:** During a meeting with various constituencies from the community, the Team found that there was a broad understanding of the mission of the College. The Team learned that there is an undeniable connection and support for the College across all segments of the community.

**Integrity:** The Team found that PCCUA has a system of checks and balances that uses external and internal reviews, audits, and accreditations to ensure that financial, academic, personnel and auxiliary functions operate with integrity. No instances of non-compliance have been noted in the most recent annual external reviews. The College regularly publishes completion and transfer-out data, detailed breakdowns of revenue and expenditures, and data required by the Federal Government dealing with crime statistics and financial aid default rates. Increased transparency and accountability of the College is evident on PCCUA's website where data pages and reports submitted to the Arkansas Department of Higher Education, and data required by the Federal Government dealing with crime statistics and financial aid default rates were posted.

**Teaching and Learning:** The Team recognized the emphasis the College places on human and cultural diversity of the world and believed this was demonstrated through instruction. The Team was impressed by the instructors' commitment to student success and the depth of academic support services available to students. A newly created STEM lab, the STAR Center, Career Pathways, and the Student Support Services (grant funded for many, many years) all provide academic support to PCCUA students.

### Academic Leaders:

**Dr. Keith Pinchback, Chancellor**  
**Dr. Debby King, VC for Instruction**  
**Scott Post, Communication Leader**  
**Carolyn Turner, VC for DeWitt**  
**Kim Kirby, Interim VC for Stuttgart**  
**Dean Amy Hudson**  
**Dean Linda Killion**  
**Robin Bryant, Arts and Sci. Ch., ATD Core Team**  
**Jerrie Townsend, Librarian**  
**Shaun Anderson, Director of STEM, Data Team**  
**Debbie Hardy, Director of Institutional Effectiveness, Student Success Coordinator (SENSE/CCSSE)**  
**Blake Cannon, Director of Institutional Research (STEM), ATD Data Team Leader**  
**Kim Rawls, Director of Career Pathways**  
**Glenda Sykes, Director of Student Support Services**  
**Anthony Cunningham, Director of Gear-Up**  
**Aaron Germany, Director of the Career and Technical Center**  
**Kim Rawls, Director of Career Pathways**

### Teaching and Learning –Evaluation

The Team found the College is clearly focused on using data to make decisions. The Team learned in meeting with college personnel and through a review of the evidence filing, for example, that there is an achievement deficit for African-American males with regard to certificate and degree completion. They were impressed by the College response to this by establishing META, a male mentoring program.

### Planning and Institutional Effectiveness

The Team found that the College has developed a process it uses to determine whether initiatives align with its institutional student success work. While assuring greater coordination of efforts, the alignment has reportedly had the added benefit of reducing territorial work silos.

**PCCUA Career and Tech Centers-Aaron Germany**

Phillips Community College Career and Technical Center identified three specific goals for the 2014-2015 academic year. These include the following three goals: 1) to examine end-of-course test score analyses for all classes that were administered exam tests to determine areas of weakness in the curriculum and use that information to strengthen the coursework, 2) to provide professional development in the area of classroom management for all instructors in the C&TC, 3) to examine the structure of each of the advisory boards (college-wide, local, and occupational) to determine if all areas are represented appropriately.

In the 2015-2016 academic year, the C&TC will implement adjustments to policies and procedures based on an analysis from the previous year. An evaluation of the data from the first objective revealed the necessity to revise internal testing practices. Students were not provided the same amount of time to complete C&TC testing that they are allowed to complete other state mandated end-of-course testing and quarterly testing. The result was inconsistent testing scores that undermined our ability to gauge program effectiveness. The C&TC will coordinate with the local school districts to ensure that students are provided with an alternate schedule during testing timeframes. In doing so, staff can better assess the effectiveness of curriculum and instructional techniques.

In response to the second objective, the C&TC director will coordinate and facilitate professional development for instructors. In the past, C&TC instructors have not been afforded the opportunity to participate in traditional in-service training because the start date for our high school partners is not aligned with the start date for the college. As such, instructors are in class with students when traditional in-service occurs. The C&TC director will consolidate pertinent information from this training along with updated information from the Arkansas Department of Career Education to provide professional development opportunities that are specific to the C&TC needs and time restraints. The C&TC currently offers nine STEM based programs on the three campuses and will increase our capacity to better service our students by partnering with Gear Up and Title III.

Lastly, in response to the third objective, the C&TC will establish a collaboration with the newly appointed Director of Workforce Investment, Arnell Willis. Mr. Willis' expertise and familiarity with our community will be invaluable as we strengthen our relationships with local businesses and occupational leaders.

**Student Support Services-Glenda Sykes**

Congratulations to Student Support Services for receiving a 2015-2020 grant from the US DOE to continue their work. This funding will allow the program to continue to assist low-income [and] first generation college students, and college students with disabilities to successfully complete a program of study at the postsecondary level of education. Student Support Services will be providing tutoring in developmental and college-level courses; academic advising; financial aid information, resources, and support in completing FAFSA and other financial aid application documents; financial literacy skill-building and counseling; assistance in applying for admission to and obtaining financial support for transfer into four-year programs. Student Support Services will also be providing individual personal, career, transfer, and academic counseling, and exposure to cultural events.

**GEAR UP-Anthony Cunningham**

Within the next academic year the GEAR UP program will continue initiatives to prepare the top of its cohort for their first year college experience. In order to become more in-depth in this process, the after school programs for high school students will be housed on the PCCUA campuses, opportunity permitted. Concentration for these programs will include entrance exam test preparation, career readiness, financial aid and literacy workshops, and essay development to name a few. GEAR UP will also continue serving its entire cohort with STEM workshops, professional developments for teachers, students and parents, and onsite academic programs at all partner schools. Students will be asked to compete in the state and national Real World Design challenges and GULA (GEAR UP Leadership Academy) for academic recognition. Several other initiatives are currently under consideration to bring college faculty and department services to students.

**CARL PERKING GRANT-Kim Kirby**

The Carl Perkins grant will be enhancing Career and Technical programs at PCCUA in a number of ways. The grant will provide professional development for faculty in the areas of business and nursing. Additional professional development will be provided for some of the faculty participating in the Academic of College Excellence (ACE) program. A week long training to prepare faculty to teach the Foundations Course to students enrolled in the ACE program was held in July. Finally, in order to assist students in making more informed career choices as well as assist with career placement, an online Career Services website will be developed using Perkins grant

funds. Students will have access to a variety of services including career inventories, links to career support services websites as well as utilization of a career services management system (such as NACELink, Simplicity, etc.). Fall 2015 will be the development phase of the Online Career Services and the website should be available in January.

### **Career Pathways by Kim Rawls**

The Career Pathway goal for fall 2016 will be to increase the current new TEA students by 50% which will mean enrolling twelve new current TEA participants. We will continue to partner with DWS staff in Phillips, Lee, Arkansas, Monroe, and Desha counties with site visits and meetings with all CPI staff in attendance. These visits will be made as many times as needed to make sure that all agencies in our service area are aware of the partnership between programs. We will continue to share our DWS “notebook” for each DWS case manager which contains:

- a. A List of all short-term training programs PCCUA has to offer with cost and duration
- b. CPI staff contact information
- c. CPI brochures and applications
- d. A list of employability workshops available about the following topics: Application Process, Resume Writing, Interview Process and Tips, Business Communication, Telephone Etiquette, Budgeting, Understanding your Paycheck, and Life Skills.

We will be working with PCCUA advisors to enroll students in the short term programs (PCCUA currently offers sixteen CP programs with eleven of those programs consisting of 10-15 credit hours which make it possible for students to receive a credential in one semester. The remaining five CP programs are 16-18 credit hours and two TC programs require two semesters for completion) while also working with students who are pursuing an AA or AAS. Students will also be completing the CRC before leaving the program. CPI will continue to work with local businesses to promote the CPI program and maintain a collaborative relationship and continue to provide employment opportunity information up to date and available to CPI students

### **DEPARTMENTAL NEWS**

#### **Allied Health-Amy Hudson**

**NA** -Often after graduates complete the Nursing Assistant (NA) program, they lack the fiscal resources and support necessary to take and pass the Certification Exam. To increase the number of graduates that take and pass the Certification Exam on the first attempt, the NA faculty implemented two strategies, First, APNF

grant funds were used to pay for all NA graduates to take the Certification Exam. Second, the NA faculty will transport the graduates to the exam site and stay with them during testing. Results of these strategies will be monitored.

**ADN** -The ADN faculty implemented a new, contemporary curriculum in the fall of 2014. To improve program completion and readiness for the NCLEX-RN licensure exam, Associate Degree Nursing (ADN) faculty retired the high stakes HESI Exit Exam policy and implemented a new remediation and testing policy. In each nursing course, all students will take one or more customized or standardized ATI exams to assess knowledge. Early in each semester, students will take a practice, customized or standardized exam followed by mandatory, developed online remediation. Midway through the semester, a proctored assessment exam will be administered and mandatory, developed online remediation will follow. The faculty believe early assessment will allow students to remediate and build a solid foundation of knowledge that will increase students' likelihood of program completion. At the end of the final capstone course, students will take an ATI NCLEX-RN Predictor Exam. Any student failing to achieve the benchmark score on this exam will receive a course grade of “I” until he/she completes a formal NCLEX-RN Exam to maintain a pass rate that meets or exceeds the national mean NCLEX-RN pass rate.

**PN** -PN graduates continue to achieve a 100% pass rate on the NCLEX-PN licensure exam. During the Arkansas State Board of Nursing Survey visit in the spring of 2015, the Associate Director of Nursing Education from the Arkansas State Board of Nursing commended the practical nursing faculty for their ongoing success in preparing “high risk” students to become licensed practical nurses. This past year, the faculty have continued to develop a new curriculum that will be implemented in the fall of 2016.

**MLT/PLB**-To foster graduate success on the Registry Exam, Medical Laboratory Technology (MLT) faculty have implemented several strategies. First MLT students are required to spend a prescribed amount of time in Media Lab. This program provides students with opportunities to take practice MLT questions. Second, MLT faculty are analyzing all faculty developed exams to ensure that all exam items mirror the style and difficulty level of items included on the Registry Exam. Third, in the final capstone course. MLT students are required to take an online ASCP Practice Registry Exam. This policy was implemented for the first time in the Spring. This policy was

implemented for the first time in the spring 2014. The faculty are continuing to aggregate and trend data to determine a benchmark score on this exam that correlates with the score required to pass the Registry Exam on the first attempt.

#### **Arts and Sciences-Robin Bryant and Kim Kirby**

The Arts and Sciences Division will experience a lot of changes this semester. Dr. Sandy Keough and Carolyn Willingham have both retired, and we will miss them.

On the Helena Campus, we are excited about the opportunities afforded to students through our STAR Center and our STEM Center. We are hoping with the addition of Zogotech that we will be able to document student and faculty use more accurately. Faculty members continue to use these centers as interventions to require of students after their early assessments. The STEM grant is also allowing us to completely renovate the physical science/physics lab. We believe it will be ready for students in the fall. Beginning in the spring, the chemistry lab will be renovated. In Arkansas County, the STEM grant funded a classroom set of microscopes to allow students greater visibility of concepts. Projection microscopes and large flat screen monitors were also purchased to allow faculty to better demonstrate a variety of topics to students.

Both Gary Torelli and Natacia Davis have continued their work as data coaches in math and English sharing results of their work within the department and with administration. Assessment of student learning will again be a focus for our history and social science areas. Beginning in the spring of 2015, all faculty members were required to have both an early assessment and a planned intervention highlighted in their syllabi. While faculty members usually assessed their students during the first three weeks, this is now written into the syllabi and an intervention is required.

The Faculty Experiential Learning Institute (FELI) was held in May. This workshop allowed faculty to experience the Academy of College Excellence (ACE) Foundation Course and gain a better understanding of the ACE program. In July, a group of 10 students from Arkansas County participated in the Leadership Academy. This allowed five faculty and staff to be trained to teach the ACE Foundations Course. Participants included: Carol Birth, Sylvia Boyd, Deborah Gentry, Kim Kirby and Sonya Ward.

#### **Business and Information Systems Division (BISD)**

The BISD has hired Meghan Fielder as the Faculty/Computer Lab Assistant on the Helena campus. Business faculty have engaged in extensive professional

growth and development this past year. Martha Brothers, Cindy Grove, Tracie Karkur, and Monica Quattlebaum attended the Cengage Learning Computer Conference to learn the latest tools from Microsoft and Adobe and best teaching practices. In fall 2015, instructors will be attending the Teaching Professor Technology Conference to learn best practices for incorporating technology into the classroom. This training is being funded through Carl Perkins. Through the Cyber Security Education Consortium, (CSEC), Cindy Grove has attended nine workshops during the past two summers to obtain extensive training in digital forensics and cyber security and also earned certifications in Linux Essentials and Linux +. Excel workshops were conducted with local industries with a total enrollment of 35 participants. The assessment of students' academic achievement and program effectiveness is an ongoing process. In spring 2015, the Division revisited the assessment process and after many meetings and discussions, made some revisions and several curriculum changes which will be implemented in the fall of 2015. The Accreditation Council for Business Schools and Programs (ACBSP) Quality Assurance Report is due September 30.

#### **Applied Technology Division**

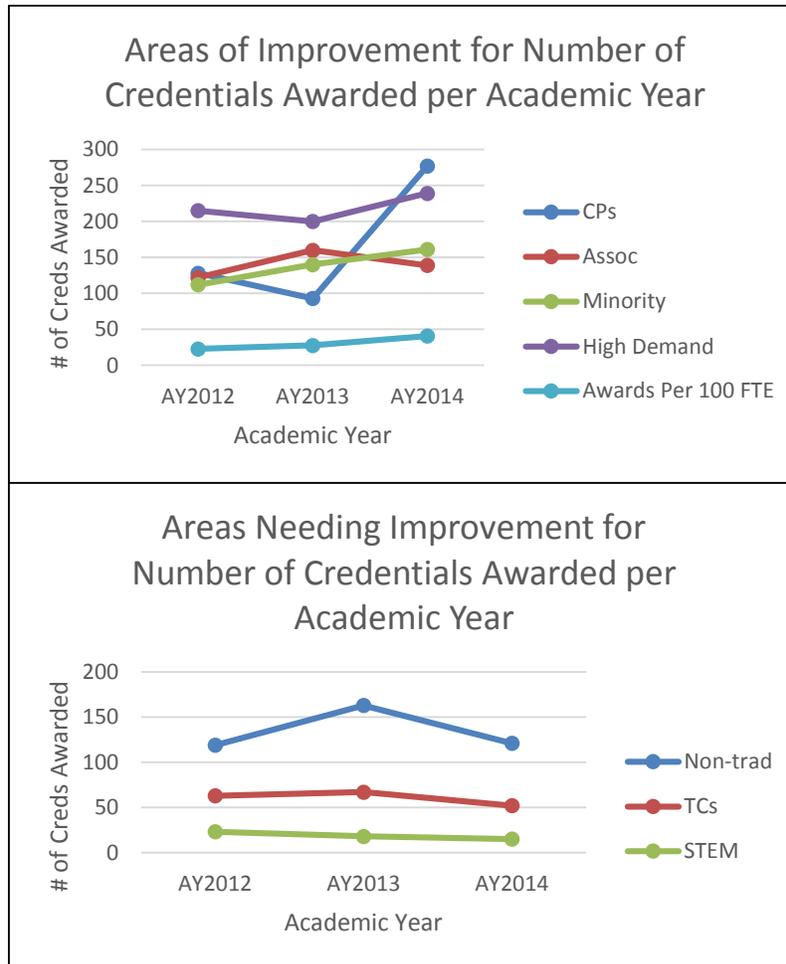
Applied Technology faculty members have attended several workshops this past year to upgrade skills and stay abreast of new technology. In October 2014, Brian Brown and Mike Shaw attended the National Center for Construction Education and Research (NCCER) Craft Certification Training and became certified NCCER trainers. Daniel Whitted also earned NCCER certification last fall, and the DeWitt campus welding program became NCCER accredited. Through a Carl Perkins Grant, Brian Brown and Arthur Gentry had the opportunity to attend an Allen Bradley Programmable Logic Controller workshop in June.

PCCUA, as part of the Arkansas Delta Training and Education Consortium (ADTEC), is submitting a Workforce Initiative Act of 2015 Planning Grant which will focus on career readiness and manufacturing skills. The Advanced Manufacturing and Renewable Energy Technology Program Review will be submitted to ADHE in September 2015. Assessment data has been reviewed to improve program offerings. As a result of the assessment data and program review findings, the Advanced Manufacturing and Renewable Energy Technology degrees are being integrated into a General Technology with a Manufacturing Emphasis degree. The proposed degree has been forwarded to the University of Arkansas system Board of Trustees and ADHE for approval.

## Data from the Data Team-Blake Cannon

### Performance Funding

Performance funding became a major focus this year. At one point we were looking at losing a chunk of the funding because we were not meeting enough of the goals set by the Arkansas Government. After careful review, it was found that some data had been reported incorrectly to ADHE. Once all the data was reviewed and corrected, we were ultimately rewarded our full funding. While that's great news, this experience has shown the importance of our data quality. The Data Team will be coming to each campus this semester to discuss both the performance funding measures and the importance of having quality data in our system. We hope to offer ideas for improving our data quality along with getting your input on ways to make inputting data easier. Below are some graphs to show what we got out of the performance funding analysis. They show both areas where we made improvement over the last 3 years and areas that are needing improvement.



### IPEDS Data

AY	2014	2013	2012	2011	2010
100%	14%	16%	17%	12%	10%
150%	25%	25%	17%	25%	20%
200%	35%	29%	23%	30%	29%
Transfer out	18%	14%	21%	15%	14%
Retention FT	56%	56%	54%	53%	58%
Retention PT	31%	21%	40%	12%	34%

This data was obtained from IPEDS data feedback reports and current survey submissions to IPEDS. The transfer out rate does not include students obtaining an AA, AS, or AAS because of the IPEDS definition for

## PCCUA Degrees and Certificates

Certificate of Proficiency					
Campus	2015	2014	2013	2012	2011
Dewitt	55	140	86	56	60
Helena	86	92	56	45	45
Stuttgart	52	45	37	30	59
<b>TOTAL</b>	<b>193</b>	<b>277</b>	<b>179</b>	<b>131</b>	<b>164</b>

Degree and Technical Certificates					
Campus	2015	2014	2013	2012	2011
DeWitt	30	27	33	40	37
Helena	137	122	134	108	163
Stuttgart	55	43	67	41	57
<b>TOTAL</b>	<b>222</b>	<b>192</b>	<b>234</b>	<b>189</b>	<b>257</b>

### ADVISING-Scott Post

Compass 5.0 will be discontinued by ACT in January of 2016. The e-Compass will be available until November 2016. It is uncertain how this will affect PCCUA's placement process. Arkansas requires mandatory placement so PCCUA will be changing the placement exam and preparation process. What that change will be has not been decided. The current placement table will continue to be used until a decision has been made.

Placement Scores in English, Reading, and Mathematics, Effective Summer 2014

PLACEMENT	COMPASS	ACT	ASSET	SAT
<b>EH 1013</b> (Basic Writing I) and <b>EH 1011</b> (Basic Writing I Lab)	0 – 37 on Writing Skills		0 – 34 on Writing Skills	
<b>EH 1023</b> (Basic Writing II) and <b>EH 1021</b> (Basic Writing II Lab)	38 – 79 on Writing Skills		35 – 44 on Writing Skills	
<b>EH 113</b> (Composition I)	80 or above on Writing	19 or above on English	45 or above on Writing Skills	470 or above on Verbal
<b>MS 1013</b> (Fundamental Math)	0 – 48 on Pre-algebra		34 – 41 on Numerical Skills	
<b>MS 1023</b> (Elementary Algebra)	49 – 100 on Pre-algebra and 0 – 29 on algebra		42 or above on Numerical Skills and 0 – 34 on Intermediate Algebra	
<b>MS 1123</b> (Intermediate Algebra)	49 – 100 on Pre-algebra and 30 – 40 on Algebra 2 years of HS Algebra recommended, but not required		42 or above on Numerical Skills and 35 – 38 on Intermediate Algebra	
<b>MS 123</b> (College Algebra)	41 or above on Algebra 2 years of HS Algebra recommended, but not required	19 or above on Math 2 years of HS Algebra recommended, but not required	39 or above on Intermediate Algebra	460 or above on Quantitative
<b>MS 143</b> (Technical Math)	21 or above on Algebra	16 or above on Math	42 or above on Numerical Skills and 35 – 38 on Intermediate Algebra	
<b>MS 173</b> (Geometry)	49 – 100 on Pre-algebra		42 or above on Numerical Skills	
<b>MS 183</b> (College Mathematics)	49 – 100 on Pre-algebra and 36 or above on Algebra	19 or above on Math	39 or above on Intermediate Algebra	
<b>DS 103</b> (Introduction to College Reading Skills) and <b>DS 1031</b> (Reading Lab I)	0 – 65 on Reading		0 – 42 on Reading Skills	0 – 469 on Verbal



### CLASSROOM MANAGEMENT AND DISCIPLINE

The Vice Chancellor for Instruction and the Vice Chancellor for Student Services will be gathering information about classroom discipline issues. There will be at least one campus meeting this semester and faculty will be requested to volunteer to serve on a task force to examine strategies which are effective in redirecting unwanted student behavior. Please e-mail [dking@pccua.edu](mailto:dking@pccua.edu) if you wish to be part of this task force.



Congratulations to the following employees for receiving a degree during the last academic year: Valerie Bloesch received a BSN from UAMS, Heather Funk received a BAS from UAFS, Vickie Gregory received a BSE from UAF, and Pam Pittman received an MSN from UAF. PCCUA is proud of your accomplishment!