STRATEGIC PLAN 2014-2019
Phillips Community College of the University of Arkansas
Strategic Planning Committee

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CHANCELLOR’S INTRODUCTION

The document that you have in your possession is the 2014-2019 strategic plan of Phillips Community College of the University of Arkansas (PCCUA). It is the work of not only the 35 people who form the Strategic Planning Committee but also of many other employees who have had input. It will guide our work for the next five years.

The 2014 strategic plan builds on the success that the College has experienced in the last five years, a period of much progress. We have over the past five years revised our mission statement to emphasize a commitment to student success and an understanding that students succeed within the context of family and community. We have committed to core values that we believe are central to our work: a commitment to the success of every student, a belief that education can transform people and build productive communities, an affirmation of diversity. We have envisioned not the college that we are but the one we are becoming and have begun the hard work of turning that vision into reality. We have engaged and continue to engage as a college in courageous conversations about cultural barriers to success that our students face and, as a result of those conversations, changed the way we see and do our work.

PCCUA has over the last five years not only made much progress but has also been recognized for that progress, perhaps more so than at any other time in the College’s history. The college received special recognition from Achieving the Dream for our efforts to change institutional culture and address the obstacles of class and racism. It was one of five finalists for the American Association of Community Colleges’ Award of Excellence competition in the category of student success. It was identified by Bankrate.com as one of the 25 best values among two-year colleges nationwide. Our faculty and staff have been asked to make dozens of presentations at regional and national conferences.

The 2014-19 strategic plan identifies six strategic goals, all of which grow out of and build on the good work of the past five years, all of which are tied to our commitment to student success. We want to provide additional support for learning so that students will succeed. We want to provide professional development for faculty and staff to enable them to develop strategies and processes that will facilitate student success. We want to implement improved budget and planning processes so that we can invest our limited resources in ways that create maximum student success. We want to provide additional distance learning opportunities so that students will be able to access our curricula in flexible ways that encourage student success. We want to support emerging technologies that will facilitate student success. We want to strengthen industry, business, and community partnerships because students succeed in the context of community. There is simply nothing in our strategic plan that is not related, directly or indirectly, to our commitment to student success.

To see and participate in the good work of our faculty and staff over the last five years has been rewarding. I look forward to the next five years as we continue that good work through the implementation of this strategic plan.
Mission, Vision, and Enduring Values

The PCCUA Strategic Plan is driven by the mission, vision and values.

Mission

PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The college is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students.

Vision

Imagine a college at which every student is intentionally connected to an individual person who feels responsible for that student’s success.

Imagine a college at which every student is clear about the college’s high expectations for performance — and every student has high aspirations for his or her success.

Imagine a college at which every student defines his or her educational goals, develops a plan for attaining them, and with guidance updates it regularly.

Imagine a college at which all academically underprepared students have an effective, efficient path to completing developmental education and beginning college-level work.

Imagine a college at which engaged learning is intentional, inescapable, and the norm for all students.

Imagine a college at which every student is met with a personalized network of financial, academic, and social support.

Imagine a college at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.

Imagine a college fully engaged in the communities it serves, listening to their voices, responding to their needs.

You have imagined the college we seek to be.

In addition, the College is guided by three enduring values.

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

We respect the inherent worth and dignity of every person.
I. FOUNDATION FOR THE STRATEGIC PLAN

Introduction to the Strategic Planning Process
PCCUA has four administrative units: academic and instruction, student services, physical plant and finances, and planning and advancement. Within each unit there are divisions, departments, and functional areas which move work for the specific unit forward. In the process of developing the 2014-19 Strategic Plan, a committee of 35 representatives from various stakeholders set six strategic goals. Once the goals were established an evaluation matrix was adapted from a prior Strategic Plan to help identify which goals were most appropriate to each functional area, department, or division. The planning and evaluation matrix ensures that each area is accountable for completing the work. In addition, it enables divisions, departments, and functional areas to share work outcomes with the Strategic Planning Committee twice a year: once in late August to set the direction of the goals for the next year, and in late April to review progress and accomplishments for the year. (See Strategic Planning and Evaluation Matrix, Pp. 36).

The six strategic goals identified by the Strategic Planning Committee for 2014-2019 are clear and manageable. All focus on the College priority of student success.

Strategic Goals

1. Support for Student Learning
2. Development for Faculty and Staff
4. Development of Distance Learning Opportunities
5. Development and Support of Emerging Technologies (responding to ever changing technology)

A full description of goals and actions is provided on Pp.26-35 and in the chart on Page 4.
### PCCUA STRATEGIC INITIATIVES  2014-2019

**Review and Renew (September/April)**

- Written Policies and Procedures
- Documentation and Accountability

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<table>
<thead>
<tr>
<th>Support for Students &amp; Learning</th>
<th>Professional Development For Faculty &amp; Staff</th>
<th>Budgeting &amp; Planning Processes and Practices /Protocols</th>
<th>Development of Distance Learning Opportunities</th>
<th>Development &amp; Support of Emerging Technology</th>
<th>Confirmation &amp; Expansion of Industry, Business and Community Partnerships</th>
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</thead>
<tbody>
<tr>
<td>A. Better recruitment, retention and graduation rates</td>
<td>A. On-going employee development</td>
<td>A. Comprehensive planning with measurable goals</td>
<td>A. Develop more distance learning courses and offerings</td>
<td>A. Develop and implement a technology replacement plan</td>
<td>A. Continue ongoing community partnerships including industry, business, colleges, schools, and other agencies.</td>
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<tr>
<td>B. Focused advising and support for student learning</td>
<td>B. Focused departmental and functional area development</td>
<td>B. College, division, and area strategic plan including short, medium and long term goals.</td>
<td>B. Support distance learning options for faculty and adjunct faculty</td>
<td>B. Support new and emerging technology for teaching, learning, and institutional operations</td>
<td>B. Seek and develop new partnerships when opportunities emerge.</td>
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<td>C. Improved tutoring and other student support</td>
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**PCCUA Mission**

*PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The college is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students.*
Summary of Work

PCCUA’s purpose in developing the strategic plan is to address improved student learning outcomes and retention and completion by students. A special focus has been placed on success of students in developmental education because over 70% of our students entering place into a remediation course when enrolling the college. In addition, the college wants students to move successfully through remedial and gateway courses because these students are more likely to complete a degree. PCCUA defines “gateway” courses as Freshman English I and College Algebra or its equivalent.

The plan relies on broad based participation and the use of data to inform decision-making. PCCUA is organizing and expanding its research capacity, and providing discussion and development opportunities to elevate data analysis and problem solving. Discussions have resulted in an increased campus-wide awareness of the challenges facing disadvantaged students, the importance of retaining students, a greater interest in student success, and improved collaboration among academic services and student services. There has been significant faculty buy-in for the priorities and strategies resulting in improved faculty morale. The Achieving the Dream (ATD) priorities along with priorities set with Pathways for Accelerated Completion and Employment (PACE), the Higher Learning Commission-Quality Improvement Project (HLC-QIP) have been directly linked to institutional strategic planning. A new Title III Science, Technology, Engineering and Math (STEM) Grant will help promote an emphasis on student success in the science and math courses at PCCUA for the next five years.

One of the most important changes is PCCUA’s emphasis on student success and completion and the shifting paradigm from “recruit and enroll” to one which promotes interaction with our students making “connect and engage” integral to all aspects of college work. We changed our vision, mission, and values statements engaging all employees in the process.

In an effort to make every aspect of what we believe about student success and completion a reality, the college has spent the 2012-13 academic year redesigning our strategic plan. Based on outcomes from a college designed Community College Survey of Student Engagement (CCSSE) Institute, we began developing a dynamic plan driven by the desire to see student success at the forefront of all work we do and making this happen by frequently revisiting the plan for review and modification. This plan is driven by three simple practices: connect to our students, engage our students, and engage in the lives of our students.

This effort is transforming the way our students experience college on many levels. It means that every person on the college campus plays a role in shaping positive connections for our students. Knowing that connecting to students is a critical part of student success, the college has refined existing strategies. In the 2012-13 year we implemented several new practices which we believe are changing the lives of all stakeholders at the college. PCCUA continues to improve its supplemental instruction and this year is redesigning the curriculum. Several faculty engaged in Achieving the Dream (ATD) work, one of the driving forces of change at PCCUA, have retired so the redesign has been an important element in making new faculty connected to the initial ATD strategies. Early Alert continues to reinforce our emphasis on attendance and the early detection of students demonstrating difficulty with learning in the classroom, although we need
to do more to develop this strategy. It also addresses the need for faculty and advisors to intervene as early as possible to address students’ academic success. PCCUA is continuing to refine and improve the two Student Success courses tied to Developmental Writing II and Freshman English I. Both evaluations and student comments continue to reflect the importance of the financial literacy piece in Student Success classes. Students report that these classes are beneficial to them.

Realizing that the initial ATD strategies have been institutionalized, we have focused on new strategies to continue improving success and completion by students. The new strategies include: mandatory student orientation; cooperative learning training for faculty; a learning center which incorporates tutoring and other kinds of academic assistance; and more accurate test preparation, placement and advising. In addition to this we have offered faculty much professional development, and we will continue to provide opportunities related to inquiry about assessment of student learning and cooperative learning techniques.

PCCUA began the 2012 academic year with its first mandatory, college-wide orientation. All new and returning students were involved in orientation activities prior to the fall semester. All faculty, staff and administrators were required to participate. We knew the orientation would be a valuable experience for students but were surprised by how meaningful this experience was for our employees.

Funded in part by Carl Perkins monies and the Winthrop Rockefeller Foundation, approximately two-thirds of the college faculty have received Cooperative Learning training (including a workshop offered in April 2013). This approach emphasizes student engagement in learning. This strategy has been well received by faculty, and the college believes it is tied to student learning outcomes and assessment.

PCCUA implemented a student learning center on the Helena campus. As part of the PACE Grant, PCCUA has opened a new lab to enhance student success. The STAR (Students Taking Action with Resources) Center offers a welcoming environment which provides individual and small group tutoring with emphasis on the developmental area skills (math, reading, writing) where so many of our students struggle. PCCUA has aligned its Student Success work with funding tied to other college initiatives doing similar work -- improving student learning, success, and completion. The PACE Grant has provided funds which have been used for work related to improving the success of students in developmental education through “gateway” courses, improving course placement and advising, and providing resources to increase professional development. Once PCCUA was invited to participate in the Higher Learning Commission’s Open Pathway accreditation process, we chose to connect the QIP to our ATD work, and later once we received PACE tied the work of all three initiatives to focusing on student progress from the developmental classes through the gatekeeper classes of math and English.

PCCUA is participating in a Faculty Inquiry Initiative funded by the Arkansas Association of Two-Year Colleges (AATYC) with a small grant from the Kresge Foundation. This grant provided stipends for faculty engagement in the project. The Phillips Team meets frequently and designed a survey based on CCSSE questions which have been used in focus groups. English and math faculty have developed rubrics for instructional consistency.
PCCUA’s ability to use evidence to improve policies, programs and services is increasing. The IR and IT departments do a good job of collecting and collating data based on multiple variables including race, gender and full and part-time status. However, the IR Director has recently resigned; therefore the College is actively searching for a replacement. The college hopes to continue educating college personnel about the use of data through discussions, newsletters, websites and data sharing. In addition the College is moving to Zogotech, a data warehouse and analysis tool which will facilitate data extraction without having to rely on only one or two people to do that work. During the last five years with ATD, the college has focused on gaps among subgroups based on ethnicity and gender. This year we are including disaggregation based on PELL distribution as requested by ATD. We understand this measure was included to capture the performance outcomes based on a low socio-economic level indicator; however, we believe it is important to remember that many of our student population do not necessarily receive PELL grants yet are below the poverty level.

The college is improving the identification of achievement gaps using cohort data from IPEDS, ADHE, ATD, and course and instructor data. We are also using CCSSE and SENSE outcomes as a student information source for decision making. Interviews and focus groups also provide much valuable data, especially with the FIG Groups; however, the college needs to provide more professional development of faculty and staff in using the data outcomes.

We realize that we have more work to do toward the improvement of systemic institutional change. Our Strategic Plan is vital to gauging improvement outcomes. This plan incorporates evaluation of the college at all levels: academics, student services, budget and finance priorities, alignment of grants with student success, and sustaining new strategies and programs. We envision much of this on-going work being completed by our college divisions, departments, and functional areas.

Orientation of new faculty and staff is a top priority. We are in the process of developing a program to assure that new employees understand that student success is our primary focus. In addition, PCCUA is establishing the training schedule for the 2014-2015 professional development schedule for faculty and staff. PCCUA will have faculty data discussions four times a year.

While working on the new mission, values, and vision, the college engaged in an exercise using a process referred to as “the hedgehog”. The PCCUA planning group identified what it is passionate about, what it does best in the world, and what drives the resource engine. Later, all employees completed the same exercise in small groups. Finally, at a college-wide In-service, employees were asked to write possible mission statements for the college. The inclusive process will be modeled for future change activities.

PCCUA has adopted the five Achieving the Dream/Lumina goals as our institutional goals. These include increasing course retention and course success, increasing term to term and fall to fall retention, and increasing graduation rates.

We are engaging in this strategic planning process and are aligning all grants and initiatives, describing and sharing all functional area responsibilities so each area of the college accountable. This process is cyclical and does not end. Each year the plan is revisited.
twice to document what has been accomplished and what work needs to be completed. The new strategic plan is to be evaluated at the beginning of each year to firmly establish the Areas of work and at the end of each year to gauge accomplishments and reexamine the work needed for the next year. The timeline for re-examination of the plan is every five years. The College Council, a large College committee composed of representatives from every division and functional work area will review the Strategic Plan. It has the same membership as the Strategic Planning Committee. The strategic planning effort will allow for allocation and in some cases reallocation of resources. As previously mentioned, there is a five-year action plan outlining personnel responsibility, resources required, and a timeline for the implementation of each institutional goal and the priorities.

Institutional priority will be given to budget requests which address work promoting student success. PCCUA has several initiatives focused on improving student learning outcomes and retention of students in the developmental education and gateway courses. The plan relies on broad based participation and the use of data to inform decision-making. PCCUA is organizing and expanding its research capacity, and providing discussions and development opportunities for faculty and staff to elevate data analysis and problem solving. Discussions have resulted in an increased campus-wide awareness of the challenges facing disadvantaged students, the importance of retaining students. The most important request from these conversations has been to reorganize the college strategic plan.

**Initiatives Supporting Work: PCCUA Accomplishments**

Every initiative the college embraces strengthens its ability to collect, analyze and use multiple forms of data; to plan and evaluate effectiveness, and improve student learning and service.

**Vital Focus 2004**

Through the vital focus process the college was able to identify three areas of focus for the past strategic plan. These were recruitment, retention, and communication.

**Foundations of Excellence 2007**

Foundations of Excellence was comprehensive, guided self-study and improvement process for the first year that enhanced PCCUA’s ability to realize its goals for student learning, success, and persistence. The centerpiece of Foundations of Excellence is a model for first-year excellence.

The engine of The Foundations of Excellence process was a campus-based task force - a group with broad representation from across the campus. The work of the task force began with a campus audit of the first year (the "Current Practices Inventory") and continued with a twelve-month process of evaluation using the FOE Foundational Dimensions and related performance indicators, and culminated in the development of an action plan for college improvement.

First Steps in Establishing FOE Practices at PCCUA included the following:

- Creating a Pattern of Evidence
- Using the FoE Process for Self Study
- Use of external Consultation and Direction Clearly Defined Action Plans Based on Need
- Measurable Outcomes of Action Plans
- Assurance of Departmental/Divisional and Institutional Accountability
Achieving the Dream 2008-Present

Achieving the Dream is a national initiative to help community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. Through ATD several actions have been implemented. Mandatory supplemental labs have been linked to pre-college classes: two reading courses, two writing courses, and three math courses. PCCUA has created a second reading level so that the College can more easily address the wide range of reading levels of the entering students needing reading remediation. These actions and the Early Alert System are making an impact on learning outcomes. In addition, PCCUA requires a mandatory Student Success class for students enrolled in Basic Writing II, EH 1023, and Freshman English, EH 113. Working with an ATD coach and a data coach PCCUA began an ongoing process of data collection and analysis to inform and improve decision making.

Through ATD PCCUA established five institutional markers to measure student success.
1. Course completion
2. Course success
3. Term to term retention
4. Fall to fall retention
5. Certificate and degree completion

Student Support Services (SSS) Program
Students accepted for enrollment at Phillips Community College are eligible to apply for SSS. It is designed for first generation or low-income students. The term low income means from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census. The term first generation college student means a student both of whose parents did not complete a baccalaureate degree or, in the case of any student who regularly resided with and received support from only one parent, a student whose only such parent did not complete a baccalaureate degree. Services provided to SSS students include academic advising and course selection, financial aid counseling and assistance, transfer information and assistance, including college trips, instruction in study skills, career exploration, peer and computer assisted tutoring, peer mentoring, advocacy with staff and faculty, direct financial assistance (grant aid) to current SSS participants who are receiving Federal Pell Grants, open computer lab. These services are provided free of charge to SSS participants.

Career Pathways - Center for Working Families
The Arkansas Career Pathways Initiative is a comprehensive project designed to improve the earnings and postsecondary education attainment of Arkansas’s low-income Temporary Assistance for Needy Families (TANF) eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. The initiative emphasizes such program components as job readiness skills, basic academic skills
preparation/remediation, and post-secondary credentials tied to high wage, high demand occupations. Intensive student services are provided for students in the program. The initiative fosters strong connections among two-year colleges, students, community organizations, state agencies, and employers. Each student enters a pathway at his/her point of need and completes specific educational or employment goals. Some of the services provided through Career Pathways’ Center for Working Families are listed: assessment, career exploration, peer and computer assisted tutoring, academic advising, academic skills support, direct financial assistance for tuition, transportation, child care, open computer lab, social skills support. The CPCWF can serve a variety of students who are not Career pathways identified. We ask all faculty to encourage students to visit the center located on each of the three campuses.

Carl Perkins
Perkins funds are used for the purpose of assisting PCCUA in the development of academic and technical skills of our College students who elect to enroll in career and technical education programs. Not only does it fund numerous activities in technical programs but it contributes toward faculty development funding, including cooperative learning training used for faculty development. This year’s development focus is on cooperative learning and serving students with disabilities.

PACE
Under the Pathways to Accelerated Completion and Employment initiative (PACE), PCCUA is Implementing several new strategies in an effort to improve retention and accelerate completion among the student population targeted within the grant. Targeted students include those seeking technical and associate degrees in the areas of allied health and allied health related fields. Many of the PACE activities are also part of the higher Learning Commission Quality Improvement Project activities. The college will focus on three strategies in order to achieve the goals of the HLC and the PACE grant: (1) transforming developmental education, (2) streamlining certificate and degree pathways, and (3) enhancing student advisement and job placement technology. Furthermore, the College of Arts and Sciences has implemented more specific strategies and course redesigns in accomplishing the goals of the grant. They include:

1) Combining EH 1013 (Basic Writing I) and DS 103 (Introduction to College Reading), thereby reducing the credit hours by two, and the seat time by three hours.

2) Combining EH 1023 (Basic Writing II) the highest level developmental English course and EH 113 (Freshman English I), thereby reducing the credit hours by one and the course completion time by one semester.

3) Combining MS 1123 (Intermediate Algebra) the highest level developmental math course and MS 123 (College Algebra), thereby reducing the course completion time by one semester

4) Adding MS 143 (Technical Math), a course designed to provide mathematical tools needed by students enrolled in selected technical and occupational (AAS) programs.
5) Redesigning all developmental math courses through the modularization of lessons and the inclusion of diagnostic tools to provide more efficient placement and progression.
In addition to the aforementioned transformations which directly impact student retention and completion, other grant outcomes which will be beneficial to students include the enhancement of student advisement technology and the creation of a new multi-purpose learning center called the STARS Center.

GEAR-UP
The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant is a program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides services at high-poverty middle and high schools. GEAR UP serves a cohort of students who begin the program no later than seventh grade and continue in the cohort through high school (in some schools, the program will begin earlier than 7th grade). GEAR UP funds have been used to provide college scholarships to low-income students.

Title III 2013-2018
To improve success and increase enrollments in key STEM courses, Title III is a multi-faceted project that targets individual fields in each project year. Key elements are:

1) STEM direction summits;
2) Instructional technology;
3) Lab instrumentation;
4) Course revision;
5) Academic support;
6) Advising services;
7) Pilots of new capabilities;
8) STEM summer academies;
9) Academic year student research projects;
10) Learning inquiries;
11) Facilities renovation

Higher Learning Commission (HLC) Assessment Academy 2010
PCCUA participated in the Assessment Academy. This experience helped shape student success work at the “gateway” level. Using previous ATD work as the foundation, an emphasis on success in College Algebra and Freshman English I became important success priorities. The work needed to accomplish this became “Bridges to Success” modified for the Higher Learning Commission Quality Improvement Project (HLC-QIP)

Higher Learning Commission Open Pathways 2011
The Higher Learning Commission has invited PCCUA to participate in a new kind of accreditation process called an Open Pathway. It is composed of two components: the Assurance Process and a Quality Improvement Plan. PCCUA accreditation rests with this work,
but no funds are available to do the work. No funding is attached to this work but it is part of the Open Pathways accreditation process.

**Higher Learning Commission-QIP**

PCCUA identified Bridges to Success as the goal to increase the success rate of students moving from the highest remediation class through two “gateway” classes. Student success for African-American males was emphasized. The efforts were designed to bridge the movement of students from remediation coursework through Freshman English I and College Algebra (MS 143 for some students).

**Faculty Inquiry Group (FIG)**

Faculty inquiry is a form of professional development in which teachers identify and investigate questions about the students’ learning. The inquiry process is ongoing, informed by evidence of student learning, and undertaken in a collaborative setting. Findings from the process come back to the classroom in the form of new curricula, new assessments, and new pedagogies. The student information is gathered from student surveys and focus groups.
<table>
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<tr>
<th>INITIATIVES ALIGNMENT</th>
<th>Phillips Community College of the University of Arkansas</th>
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<tr>
<td>Achieving the Dream (ATD)</td>
<td>2007-Continuing</td>
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<tr>
<td>• Achieving the Dream is a national initiative to help more community college students succeed and focuses on student groups that traditionally have faced significant barriers to success, including students of color and low-income students.</td>
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<td>• Funded by the Winthrop Rockefeller Foundation.</td>
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<tr>
<td>• No funding attached—part of the accreditation process.</td>
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<tr>
<td>Career Pathways Center for Working Families</td>
<td>2005-Present--CP 2008 Added CWF</td>
</tr>
<tr>
<td>• The expanding of existing employment/education, income and work support opportunities offered through the Career Pathways Center for Working Families. The Center is available on all three campuses and expands existing employment education opportunities available. The CP-CWF has increased the number of students served. A mandatory Financial Education Program for students enrolled in Basic Writing II and Freshman English I classes</td>
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<tr>
<td>• Funded through the Arkansas Career Pathways and the Annie E. Casey Foundation.</td>
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<tr>
<td>Title III Science, Technology, Engineering, and Mathematics (STEM)</td>
<td>2013-2018</td>
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<td>• To improve success and increase enrollments in key STEM courses, Title III is a multi-faceted project that targets individual fields in each project year. Key elements are: 1) STEM direction summits; 2) Instructional technology; 3) Lab instrumentation; 4) Course revision; 5) Academic support; 6) Advising services; 7) Pilots of new capabilities; 8) STEM summer academies; 9) Academic year student research projects; 10) Learning inquiries; 11) Facilities renovation</td>
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<tr>
<td>• Funded through Title III.</td>
<td></td>
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<tr>
<td>Student Support Services</td>
<td>Continuing</td>
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<tr>
<td>• Serves low-income, first-generation college students, and individuals with disabilities evidencing academic need.</td>
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<tr>
<td>• Designed to increase retention, graduation, and transfer (to 4-year institutions) rates of eligible students.</td>
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<tr>
<td>• Services include instruction in study skills, tutoring, transfer assistance, campus visits, advice and assistance in course selection, career exploration, and financial literacy.</td>
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<tr>
<td>• Funded through DOE, TRIO.</td>
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<tr>
<td>GEAR-UP Gaining Early Awareness and Readiness for Undergraduate Programs</td>
<td>2011-2018</td>
</tr>
<tr>
<td>• Partnership among PCCUA and eight school districts (Helena-West Helena, Barton-Lexa, Marvell-Elaine, Lee County, Stuttgart, DeWitt, Dumas, and Lakeside (Lake Village), as well as other community partners.</td>
<td></td>
</tr>
<tr>
<td>• Services include: after school programs; mentoring; college/career planning; summer programs; college campus experiences; professional development for school staff; resources to support the delivery of a rigorous and academic curriculum; and parent programming. Services are provided both on PCCUA’s campuses and at the school sites.</td>
<td></td>
</tr>
<tr>
<td>Priority—Success in remedial education.</td>
<td></td>
</tr>
<tr>
<td>Supplemental instruction</td>
<td></td>
</tr>
<tr>
<td>Early Alert</td>
<td></td>
</tr>
<tr>
<td>Student Success I and II</td>
<td></td>
</tr>
<tr>
<td>Priority—Moving students from highest level of remediation in English and math through “gateway courses” in order to increase the likelihood of graduation.</td>
<td></td>
</tr>
<tr>
<td>Priority—For the student population which includes TANF eligible adults and those who fall at or below 250% of the federal poverty level. Casey funding allowed Career Pathways to expand its reach and offer services to more students.</td>
<td></td>
</tr>
<tr>
<td>Priority—Strengthen STEM Programs</td>
<td></td>
</tr>
<tr>
<td>Year 1 – math</td>
<td></td>
</tr>
<tr>
<td>Year 2 – life and physical sciences</td>
<td></td>
</tr>
<tr>
<td>Year 3 – chemistry</td>
<td></td>
</tr>
<tr>
<td>Year 4 – computer technology</td>
<td></td>
</tr>
<tr>
<td>Year 5 – summative evaluation</td>
<td></td>
</tr>
<tr>
<td>Priority—Success for the student population which includes TANF eligible adults and those who fall at or below 250% of the federal poverty level. Casey funding allowed Career Pathways to expand its reach and offer services to more students.</td>
<td></td>
</tr>
<tr>
<td>Priority—Student success for low-income, first-generation college students, and individuals with disabilities.</td>
<td></td>
</tr>
<tr>
<td>Priority—Provides services to students in underserved, low-income communities to ensure they develop the academic and personal skills needed for postsecondary success.</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Time Period</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Carl Perkins</td>
<td>2010-Present</td>
</tr>
<tr>
<td>PACE Path to Accelerated Completion and Employment</td>
<td>2011-2014</td>
</tr>
<tr>
<td>FIG Faculty Inquiry Group</td>
<td>2012-2014</td>
</tr>
</tbody>
</table>

**Tools and Indicators**

**Success Indicators**
- Course completion
- Course success
- Term to term persistence
- Year to year persistence
- Degree completion
- Acceleration of movement in degree program

**Tools**
- Surveys and inventories (SENSE, CCSSE, CFSSE and others)
- Rubrics (writing)
- Interviews/focus groups
- Focused discussions
- Logic models
- Conceptual models
- Outcomes
- Evaluations
- Anecdotal notes and stories

**Outcomes**
- Quantitative Data
- Qualitative Data

**Mission:** PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The College is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our community.

**Core Values** (Summarized)
- Student Success
- Diversity

**Core Competencies (STACC)**
- Social and Civic Responsibility
- Technology Utilization
- Analytical and Critical Thinking
- Communication
- Cultural Awareness

**Common Readers:**
- Bridges Out of Poverty
- Understanding and Engaging the Under-resourced
- Student, Them, The Heart Is a Lonely Hunter
- The Warmth of Other Sons

**Student**
- Supplemental instruction labs (ATD)
- Early alert (ATD)
- Student Success I & II (ATD-CWF-CP)
- Focused advising (ATD, HLC-QIP,CWF-CP, SSS, PACE, Title III)
- Financial literacy (CWF)
- Accelerated courses in math and English (HLC-QIP, PACE, ATD, Title III)
- Combined reading and writing for lowest remediation (HLC-QIP)
- Writing embedded instruction in five selected non-English courses (HLC-QIP, PACE)
- Mandatory orientation (HLC-QIP, ATD)
- Student success learning labs for gateway courses (HLC-QIP, ATD)
- Employability skills training (CWF-CP)
- African-American male mentoring (2013 HLC-QIP, ATD, CWF-CP)

**Faculty**
- Professional Development, Supplemental Instruction, Cooperative Learning Strategies, Technology Utilization, Tutoring, Virtual Support Strategies, Increasing Research Capacity, Use of Rubrics, Cooperative Learning, Curriculum Revisions
Grants and Resources

PCCUA has a variety of grants which help the college provide quality programming and services. All of these are tied to student success and embrace the PCCUA enduring values. The College actively seeks grants which support our mission, vision, values. The College has twenty-one active grants with that number changing annually. Each grant has a different focus but all address some institutional and program need. Title III and GEAR UP are the largest grants the college has at this time.

The support of the Chancellor and Cabinet for seeking grants has helped with the success of private and public funding to support college work. The administration is nonintrusive about the grant seeking process but also provides support in the form of a grants officer who helps assist with grant seeking efforts. While PCCUA has been successful in seeking grants, many written with the assistance of external professional grant writers, we have also become more careful in the grant priorities. Many grants have real costs related to administration and accountability measures which require much work from the Institutional Technology and Institutional Research area. This work often diverts faculty and staff from other kinds of activities. As a result of this, the College has become more careful about the kind of grants we seek. We want all grant work to align with our institutional priorities. We have established a Grants administrative Administrator separate from our grant writer. While seed funds needed to pilot new programs and strategies is often a good thing, the actual grants sometimes requires administrators for operating the grant and these personnel positions are no longer needed after the grant closes.

Establishing the Grants Coordinator has been a step in the right direction. We are in the process of establishing processes for grant requests and tracking employee time and effort, even those not directly connected to a grant. The college does rely on external grants and we know that these grants help us accomplish student success work. A list of PCCUA grants is provided on Pp.16-19. (See Appendix A: Time and Effort Reporting Policy)
<table>
<thead>
<tr>
<th>NAME OF GRANT</th>
<th>DURATION/AMOUNT</th>
<th>TYPE/PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl D. Perkins</td>
<td>July 1, 2013 – June 30, 2014 awarded $38,430.00 (varies annually)</td>
<td>Perkins (IV) is a Federal Funded grant which provides an increased focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic achievement of career and technical education students</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>Performance Period 9-26-11 / 9-25-18 Budget $1,019,199.00 9-26-13 / 9-25-14</td>
<td>Gaining Awareness and Readiness for Undergraduate Programs</td>
</tr>
<tr>
<td>NASA (GEAR UP)</td>
<td>5-1-13 / 9-1-13 Budget $11,000.00 Reapply</td>
<td>Summer of Innovation STEM Program</td>
</tr>
<tr>
<td>Career Pathways</td>
<td>7-1-12 / 6-30-14 Budget $341,862.00</td>
<td>Temporary Assistance for Needy Families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To provide a workforce ready population</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For the communities we serve</td>
</tr>
<tr>
<td>PACE</td>
<td>Award period 10-1-2011 / 09-30-2014 Budget $516,407.00 over 3 yr. period</td>
<td>Paths to Accelerated Completion and Employment</td>
</tr>
<tr>
<td>Delta Regional Authority</td>
<td>11-14-12 / 11-13-13 $40,000.00</td>
<td>Rural Business Opportunity Grant</td>
</tr>
<tr>
<td>Helena Entrepreneur Center</td>
<td>1-1-12 / 12-31-14 $45,000.00</td>
<td>Rural Innovation Fund</td>
</tr>
<tr>
<td>Business Incubator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME OF GRANT</td>
<td>DURATION/AMOUNT</td>
<td>TYPE/PURPOSE</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Arkansas Partnership for Nursing’s Future</td>
<td>4-1-12 / 4-1-16 $38,571.00</td>
<td>H-1B Job Training Grant</td>
</tr>
<tr>
<td>DRA Mfg. Grant</td>
<td>11-14-12 / 11-13-13 $40,000.00</td>
<td>Train a minimum of 20 workers in Mfg. and Renewable energy sectors in Eastern Arkansas</td>
</tr>
<tr>
<td>Delta Regional Authority (ADTEC Colleges)</td>
<td>Performance Period 9-1-10 / 8-31-15 $1,567,065.00 for 5 yr. period Budget 9-1-13 / 8-31/14 $298,233.00</td>
<td>Federal funded program by the U.S Dept. of Ed. that serves low-income and first generation college students and individuals disabilities evidencing academic need</td>
</tr>
<tr>
<td>SSS Student Support Services</td>
<td>1-1-13 / 12-31-15 $59,900.00</td>
<td>Capacity building for Bioenergy Research and outreach in East Arkansas and the Delta Region</td>
</tr>
<tr>
<td>ASU – Jonesboro Sub-award</td>
<td></td>
<td>Paths to Accelerated Completion and Employment</td>
</tr>
<tr>
<td>PACE</td>
<td>Award period 10-1-2011 / 09-30-2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget $516,407.00 over 3 yr. period</td>
<td></td>
</tr>
<tr>
<td>Title III Part F</td>
<td>Award Period 10-1-13 / 9-30-14 $1,096,519.00 Year 1 $1,096,519.00 Year 1</td>
<td>Strengthening Institutions Program – Increasing STEM Success &amp; Enrollment</td>
</tr>
<tr>
<td>NAME OF GRANT</td>
<td>DURATION/AMOUNT</td>
<td>TYPE/PURPOSE</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDA – University Center</td>
<td>Award Period 8-1-13 / 7-31-18</td>
<td>To advance business expansion in a regional cluster to support regional</td>
</tr>
<tr>
<td>Economic Development Admin.</td>
<td>$2,000,000.00 Total</td>
<td>Commercialization of micro-bio-refinery</td>
</tr>
<tr>
<td>Dept. of Commerce</td>
<td>$1,000,000 Federal, $600,000 Applicant, $400,000 Other</td>
<td>Supported through a web-based</td>
</tr>
<tr>
<td></td>
<td>1st Yr. 8-1-13 / 7-31-14 Total cost</td>
<td>Curriculum exploring ideas in the Renewable energy sector</td>
</tr>
<tr>
<td></td>
<td>$205,180, Federal $102,590 Non-Federal Matching $102,590</td>
<td></td>
</tr>
<tr>
<td>Career Coach</td>
<td>7-1-13 / 6-30-14 Budget $81,435.00</td>
<td>High school career coaches promoting graduation to college enrollment</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Award Period: Renewed Annually</td>
<td>Adult Education (ABE and GAE)</td>
</tr>
<tr>
<td></td>
<td>GAE Phillips County (Helena &amp; Marvell) $177, 432.27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GAE Arkansas County (Stuttgart &amp; Dewitt) $107, 260.89</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ABE Arkansas County (Stuttgart &amp; Dewitt) $32, 293.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sp. Project Arkansas County (Stuttgart &amp; Dewitt) $45, 656.44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D&amp;E Federal (Both Counties) $56, 383.39</td>
<td></td>
</tr>
<tr>
<td>NSF UAPB Stem Grant</td>
<td>Award Period: 9/13/13-8/31/18</td>
<td>Recruit and graduate more STEM</td>
</tr>
<tr>
<td>Arkansas Alliance for</td>
<td>$29,234 Sub-grantee</td>
<td>High School Alignment</td>
</tr>
<tr>
<td>Minority Participation/LAMPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME OF GRANT</td>
<td>DURATION/AMOUNT</td>
<td>TYPE/PURPOSE</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EAF Stem</td>
<td>Award Period: Not awarded at this time</td>
<td>Purchase 11 Automated External Defibrillators (AEDs) for placement in the following buildings on the Helena-West Helena PCCUA campus: T &amp; I, Administration, Nursing, Fine Arts, C, L, Bonner Center, Gym, Adult Education, Maintenance, and Pillow Thompson House.</td>
</tr>
<tr>
<td>Helena Health Foundation</td>
<td>Amount granted: $14,327.00 (full amount requested). HHF funds in Phillips County only</td>
<td></td>
</tr>
<tr>
<td>Annie E. Casey</td>
<td>Award Period: 1/1/13-1/1/14 $10,000</td>
<td>2 Generation Network Activities</td>
</tr>
<tr>
<td>CWF Expansion</td>
<td>Award Period: 2013-14 $10,000</td>
<td>CWF Expansion Meetings</td>
</tr>
<tr>
<td>AATYC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-America Arts Alliance</td>
<td>$5,000 (requested) March 29, 2014</td>
<td>GPC support performance of Sleeping Beauty by Houston Ballet II</td>
</tr>
</tbody>
</table>
II. INTERNAL AUDIT
In the Strategic Planning process the College wanted an inclusive way to gauge strengths, weakness, opportunities and threats. In the summer of 2009 and 2013 the Strategic Planning Committee conducted an internal scan using the SWOT Analysis process. This process has been used in the past and the College always finds it useful. Much information gathered from this process is used for decision making.

SWOT Analysis
The College has been aggressive in identifying obstacles which have a negative impact on student success. External factors which the college cannot change include legislation and attitudes in Arkansas about remediation and limited remediation at the college level. Thus far, PCCUA remains an “open door” college with a high remediation rate of its incoming students. In addition, the Arkansas funding formula is based on improvement. During the last four years the college has seen a great deal of improvement in course retention and program completion. It is our desire to continue improving success and completion for our students, but doing this requires continuing faculty and staff momentum toward student success.

Many faculty and administrators engaged in the early ATD work have retired. Replacing the engaged faculty and committed administration is difficult but possible. Three key leaders have been lost. Two deans very involved with ATD retired last year, and the Vice Chancellor for Students Services who has also been a key player retired this year. Several new faculty and staff members have been engaged in ATD work during the 2012-13 year, and we know that these new stakeholders, some of whom are new to the college, must be fully involved with the planning and implementation of ATD work.

Institutional Scan - SWOT 2009 and SWOT 2013
In June of 2013 employees gathered to examine strengths, weaknesses, opportunities and threats facing the college (SWOT Analysis). Experiences and caring employees, low cost tuition, and good student support were identified as institutional strengths. It is interesting that in 2009 employees saw involvement in national initiatives, an experienced and talented faculty, and flexible scheduling as the most important priorities. Clearly, by 2013 the employee outcomes reflect a change in the value of students and supporting student needs. Weaknesses in 2013 were salaries, communication among campuses, and outdated technology. In 2009 employees saw the need for better customer service, more cross training, open door admission. The outcomes of 2013 reflect a changed campus which accepted students with barriers and probably also show an increased use of technology in teaching (compressed video, on-line instruction, computer-based instruction). In 2013 employees identified opportunities as new technologies and the expansion of distance education, marketing ourselves better, and developing a new budgeting process which might redirect any saved dollars. In 2009 employees identified opportunities as more innovative class scheduling/flexible scheduling, more delivery options, and more student assistance programs. An examination of the grants and initiatives documents show by 2013 there was great improvement in on-line instruction and numerous initiatives in place to improve student success. The threats identified by employees in 2013 were declining population and
decreased funding. In 2009 the threats employees saw facing the college were similar to the threats in 2013: no prospects of increased funding; and base equity per FTE, Career and Technical Center and threat of concurrent enrollment being subject to change. (See 2009 and 2013 SWOT Analysis Outcome on Pp. 22-23)
**Strengths**

- Involvement in national projects such as Achieving the Dream, Foundations of Excellence, Title III and Vital Focus
- A faculty, staff and administration that is experienced and talented
- Flexible schedule scheduling
- Fundraising
- University of Arkansas System association
- Caring atmosphere
- Facilities – used by students and the community
- Leadership in outreach projects

**Weaknesses**

- Customer service
- Need more cross training
- Open door admission policy – both a strength and a weakness/do not have a variety of programs for special-needs students
- Lack of counselors
- Do not always communicate about who does what on each campus
- Technology infrastructure, including training
- Still operate in silos – need better communication
- Salaries are not competitive
- Lack of accountability for making things work
- Do not always “close the loop” – who is responsible for what by what date”
- Aging faculty

**Opportunities**

- Innovative class scheduling/flexible scheduling, delivery and marketing
- Expand delivery options
- More student assistance programs
- Expand Foundation possibilities for additional funding
- Increase on-line degrees
- Additional hybrid courses
- Make community education a profit center
- High Schools – developmental/remedial centers
- Training for needed employment areas, especially short-term training for local businesses
- More 4-year degree program agreements
- More training in the area of customer service
- Improve recruitment efforts
- Job placement
- Provide more opportunities for the senior population
- Reach high school students earlier with information about admissions, financial aid, etc.
- Use current students in a particular degree plan as active recruiters
- Develop a tuition forgiveness program
- Create a life-long learning agreement (every graduate can take a free class after classes are filled)

**Threats**

- No prospects of increased funding
- Base equity, per FTE, Career and Technical Center and concurrent enrollment areas are subject to change
- Out-migration
- Declining high school enrollment
- Accountability
- Declining population
- Lottery scholarships – low cost colleges become less important as more funds are plugged into 4-year institutions
- Public schools pay higher salaries than the community college
- Program viability standards – new standards require more graduates
- The Higher Education Coordinating Board wants to be a governing boards
### SWOT Analysis 2013 Outcomes

#### Strengths
- Experienced/caring employees – 13
- Low cost – tuition and fees – 12
- Good support system (IT) – 6
- High quality education at low cost – 4
- All focused on student success - 3
- On-line program - 1
- Move to data-informed decisions – 1
- Willingness to examine/self-study/accept new recommendations – 1
- Gather evidence for change – 1
- New student orientation and student success class – 1
- Computer and technical center on each campus – 1
- Personal attention (not just in the classroom) – 1

#### Weaknesses
- Salaries – 15
- Communication between departments and campuses – 16
- Outdated technology (CV labs)/underuse – Little or no cross-training in departments – 4
- Budgets (transparency, training, planning, counseling) – 3
- Image – 2
- Old buildings/classrooms – 1
- Dependence on grants – 1

#### Opportunities
- New technologies, expand distance education, “think outside the box” – 10
- Marketing ourselves better – 9
- New budgeting process and redirect any saved dollars – 5
- Expand partnerships within the UA System – 5
- New logo/image (reinvent ourselves) - 3
- Renewal and reorganization due to retirements/loss of grant-funded jobs – 2
- Local interest in including the college in community planning – 2
- Changes in lottery scholarship allotments may be to our advantage – 2
- Interagency outreach reshaping how we see ourselves – 1

#### Threats
- Declining population – 17
- Decreased funding – 13
- Infrastructure (aging buildings) – 4
- People don’t want to relocate to rural areas – 2
- Underprepared HS graduates – 2
- Not allowed to count concurrent enrollment as part of funding – 2
- Political atmosphere and not understanding – 2
- Competition for pool of students (tech centers and online programs) – 2
- Changing teaching technology – 1
III. COLLEGE REALITIES

PCCUA has several realities we must address in the Strategic Plan because of federal and state emphasis on enrollment and completion. Declining enrollment, high remediation rates of entering students, support for higher education, the negative impact of the Arkansas Funding Formula, and accountability are concerns which we must understand and include in the Strategic Plan.

Declining Enrollment

An examination of the table provided shows a downward trend in annual enrollment and FTE. This is a serious threat to college funding.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>1,342</td>
<td>1,418</td>
<td>1,318</td>
<td>1,706</td>
<td>1,273</td>
<td>1,458</td>
<td>1,471</td>
<td>1,538</td>
</tr>
<tr>
<td>Full Time (fall)</td>
<td>847</td>
<td>891</td>
<td>964</td>
<td>832</td>
<td>820</td>
<td>783</td>
<td>947</td>
<td>907</td>
</tr>
<tr>
<td>Part Time (fall)</td>
<td>1,366</td>
<td>1,264</td>
<td>1,318</td>
<td>1,565</td>
<td>1,517</td>
<td>1,430</td>
<td>1,440</td>
<td>1,443</td>
</tr>
</tbody>
</table>

The best hope of focusing on this problem is to increase college retention rates. The Strategic Plan addresses this need to improve retention with direct and indirect interventions.

IPEDS Reporting Data on Retention and Transfer

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</thead>
<tbody>
<tr>
<td>100%</td>
<td>14%</td>
<td>12%</td>
<td>10%</td>
<td>05%</td>
<td>15%</td>
<td>05%</td>
<td>04%</td>
<td>08%</td>
<td>07%</td>
</tr>
<tr>
<td>150%</td>
<td>25%</td>
<td>25%</td>
<td>20%</td>
<td>20%</td>
<td>21%</td>
<td>21%</td>
<td>16%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>200%</td>
<td>29%</td>
<td>30%</td>
<td>29%</td>
<td>24%</td>
<td>24%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Transfer out</td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
<td>67%</td>
<td>14%</td>
<td>17%</td>
<td>15%</td>
<td>19%</td>
<td>N/A</td>
</tr>
<tr>
<td>Retention FT</td>
<td>N/A</td>
<td>53%</td>
<td>58%</td>
<td>60%</td>
<td>53%</td>
<td>58%</td>
<td>52%</td>
<td>65%</td>
<td>50%</td>
</tr>
<tr>
<td>Retention PT</td>
<td>N/A</td>
<td>12%</td>
<td>34%</td>
<td>49%</td>
<td>37%</td>
<td>24%</td>
<td>47%</td>
<td>46%</td>
<td>43%</td>
</tr>
</tbody>
</table>

High Remediation Rates

PCCUA has high remediation rates. In addition, students needing remediation have a more difficult time and require more time to graduate. The most difficult area of remediation is math. There are three levels of math remediation and some students require almost three semesters before they are allowed to exit remedial math. PCCUA reports remediation rates to ADHE and tracks the progress of students through remediation.

Support for Higher Education

The Arkansas Department of Higher Education is reliant on IPEDS data for reporting. In many cases, IPEDS data is mismatched with outcomes measures for student success at community colleges because it focuses on first time, full time students. ADHE and some reporting agencies lack understanding about small rural colleges and program productivity. In addition there is less
understanding about ethnicity and socio economic impacts on student completion of remediation and completion of degrees and certificates. ADHE has the same productivity for all colleges no matter what size the college is. There seems to be an even more serious lack of understanding about remediation. More Arkansas colleges are imposing admission standards rather than grappling with how to help students remediate so that college success can be a reality for individuals who are underprepared. Further exacerbating the issue is the fact that there is a changing attitude about college access by Arkansas legislators.

Arkansas Funding Formula Negatively Impacts PCCUA
The funding formula for two-year colleges in Arkansas is an enrollment-based model that calculates a funding need for each institution. Both headcount and full-time equivalents (FTE) are used to determine. In addition, to enrollment, the size and age of the college’s physical plant are used in the calculation. Since the funding formula’s inception, the state has never fully funded the formula. That is, it has never provided sufficient funding to fund every two-year college at 100 percent of its need. As a result, colleges that have grown rapidly since the formula’s inception, such as Northwest Arkansas Community College and Pulaski Technical College, are funded at much less than their need as determined by the formula, while colleges which have had stable or declining enrollment, such as Arkansas Northeast College and Phillips Community College of the University of Arkansas, are funded at 100 percent or close to 100 percent of their need. Because of this funding inequity, almost all new state revenue over the last five or six years has gone to two-year colleges that are funded at less than 75 percent of their need. That will, in all likelihood, continue until the state brings all two-year colleges up to at least 75 percent of their need.

For the past two years, a portion of each college’s funding has been determined by a performance-based funding model. Ten percent of each college’s state revenue, as determined by the enrollment-based funding formula, is withheld. Each college has the opportunity to earn back or lose that funding based upon whether or not it demonstrates improvement over a range of performance measures. These measure include the following mandatory measures: (1) course completion (both remedial and non-remedial), (2) student progression as measured by successful completion of 12, 24, and 36 credits, (3) credentials including the number of certificates of proficiency, technical certificates, and associate degrees awarded and the graduation rate, (4) success of low-income and academically underprepared students. Colleges may choose from among seven optional measures: (1) STEM graduates, (2) graduates in high-demand occupations, (3) workforce training hours, (4) transfer, (5) adult graduates, (6) minority graduates, and (7) employment upon graduation. The performance-funding model does not generate new revenue. It simply enables a college to keep the funding that the enrollment-based funding formula has determined it needs.

Accountability
PCCUA is an open access college. We are committed to helping the community make dreams come true. The Great River Promise provides area high school graduates who makes a 2.0 GPA a scholarship to PCCUA. Our commitment is reflected by the scope of programs on all three campuses:
1) Adult Education-ABE & GAE; GED Preparation and Testing (See Appendix B)
2) Concurrent Enrollment (See Appendix C High School Relations-Concurrent Enrollment and the Career and technical Center)
3) Conditional Admission (See Appendix D-Conditional Admissions Policy)
4) Remedial Education to Address Under-preparedness (See Appendix E)
5) Transfer preparation through the AA degree (See Programs of Study http://www.pccua.edu/programs_of_study/programs_of_study.htm)
6) Work readiness in the CP, TC, and AAS degrees. (See Programs of Study http://www.pccua.edu/programs_of_study/programs_of_study.htm)

PCCUA closely monitors the success of our student in remediation and gateway courses. We are providing pilot courses which accelerate the speed of movement through remediation course work. We track student completion, course success, term to term retention, persistence in sequenced courses, fall to fall retention, graduation, and placement in the workforce. These measures are reflected in assessment outcomes. Finally, we track external licensure of students including ADN, PN, MLT, phlebotomy, CNA, CDA and other programs.

IV. STRATEGIC PLAN FOR STUDENT SUCCESS

Six Strategic Goals
PCCUA employees identified strategic areas of focus. It was determined by the Strategic Planning Committee that the college and each functional area or department at the institution will discuss and implement a five year plan to address strategies which provide support for students, professional development, budget practices, and planning.

Goal I. Support for Student Learning
A. Better recruitment, retention, and graduation rates.
B. Focused advising and support for students
C. Improved tutoring and other student support.

During the last four to five years PCCUA implemented several strategies in our efforts to address student retention. These are listed.

1. Assessment and placement (PACE)
2. Orientation(HLC-Bridge to Success, FOE, ATD)
3. Supplemental Instruction (ATD, Title III)
4. Student Success (ATD, Career Pathways Center for Working Families-Annie E. Casey)
5. Early Alert (Carl Perkins, ATD)

Four of the five strategies have been successful and institutionalized. Only Early Alert has proven to be less successful than we would like. During the next four to five years, we would like to develop and implement five high impact strategies that would increase student success measured by retention and completion. In fact, we will measure the impact of these strategies through IPEDS, ATD and other institutional data. Our goal is that all collected data reflect an 8-
10 percentage point increase by 2018-19. This would equate to retaining and graduation 16-20 more FFTE students over a five year period.

We believe these five high impact strategies, which are student support in nature, can help us realize an improvement in retention and completion outcomes through our student success work. Early Alert has been a strategy that we believe needs redesigning. So we plan to keep this strategy in the list of the five high impact strategies. We also believe Early Alert, Class Attendance, Tutoring, and even Academic Goal Setting can be tied to a comprehensive Early Alert Program. The list includes the following strategies.

1. Early Alert
2. Class Attendance
3. Academic Goal Setting
4. Tutoring
5. Accelerated or Fast-track Developmental Education (we have already begun work on this strategy through ATD, PACE, and HLC-QUIP but there is much more work to be done to develop this strategy.

PCCUA uses multiple indicators to assess student learning. Examples of persistence and completion indicators used at PCCUA include institutional reporting data, program reporting data, course data, and test and course assessment.

Institutional Reporting Data (much of this is cohort driven but not all of it) usually measures course completion, course success, term to term retention, fall to fall retention, certificate and degree completion, and other institutional characteristics (gender, ethnicity, Pell, student loans and default, etc.). Examples of this kind of data are frequently shared. Examples are provided in the table below and the Degree and Certificate Completion Table of page 28.

**ATD Success and Retention Indicators**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Success</td>
<td>(650/1183) 55%</td>
<td>(240/320) 75%</td>
<td>(265/422) 63%</td>
<td>(270/428) 63%</td>
<td>(219/381) 57%</td>
<td>(274/441) 62%</td>
<td>(1268/1992) 64%</td>
</tr>
<tr>
<td>Course Retention</td>
<td>(966/1183) 82%</td>
<td>(290/320) 91%</td>
<td>(326/422) 77%</td>
<td>(343/428) 80%</td>
<td>(291/381) 76%</td>
<td>(376/441) 85%</td>
<td>(1626/1992) 82%</td>
</tr>
<tr>
<td>1st Yr. Retention Term-to-Term</td>
<td>(563/836) 67%</td>
<td>(201/264) 76%</td>
<td>(232/301) 77%</td>
<td>(213/313) 68%</td>
<td>(200/276) 72%</td>
<td>(183/268) 68%</td>
<td>(1029/1442) 71%</td>
</tr>
<tr>
<td>1st Yr. Retention Year-to-Year</td>
<td>(293/836) 35%</td>
<td>(106/264) 40%</td>
<td>(130/301) 43%</td>
<td>(95/313) 30%</td>
<td>(114/276) 41%</td>
<td>NA</td>
<td>(445/1154) 39%</td>
</tr>
</tbody>
</table>
ATD Reporting on Degree and Certificate Completion

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>100%</td>
<td>150%</td>
<td>200%</td>
<td>100%</td>
<td>150%</td>
<td>200%</td>
</tr>
<tr>
<td>Associates of Arts or Science Technical Certificates</td>
<td>(9/272) 3%</td>
<td>(26/272) 10%</td>
<td>(30/272) 11%</td>
<td>(16/306) 5%</td>
<td>(33/306) 11%</td>
<td>(36/306) 12%</td>
</tr>
<tr>
<td>Total</td>
<td>(10/272) 4%</td>
<td>(29/272) 11%</td>
<td>(38/272) 14%</td>
<td>(27/306) 9%</td>
<td>(49/306) 16%</td>
<td>(54/306) 18%</td>
</tr>
<tr>
<td>Associates of Arts or Science Technical Certificates</td>
<td>(11/258) 4%</td>
<td>(25/258) 10%</td>
<td>(39/258) 15%</td>
<td>(5/258) 2%</td>
<td>(10/258) 4%</td>
<td>(17/258) 7%</td>
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<tr>
<td>Total</td>
<td>(16/258) 6%</td>
<td>(35/258) 14%</td>
<td>(56/258) 22%</td>
<td>(29/293) 10%</td>
<td>(57/293) 19%</td>
<td>(82/293) 28%</td>
</tr>
<tr>
<td>Associates of Arts or Science Technical Certificates</td>
<td>(21/293) 7%</td>
<td>(48/293) 16%</td>
<td>(56/293) 19%</td>
<td>(8/293) 3%</td>
<td>(9/293) 3%</td>
<td>(26/293) 9%</td>
</tr>
<tr>
<td>Total</td>
<td>(29/293) 10%</td>
<td>(57/293) 19%</td>
<td>(82/293) 28%</td>
<td>(26/264) 10%</td>
<td>(58/264) 22%</td>
<td>(67/264) 25%</td>
</tr>
<tr>
<td>Associates of Arts or Science Technical Certificates</td>
<td>(7/264) 3%</td>
<td>(16/264) 6%</td>
<td>(20/264) 8%</td>
<td>(33/264) 13%</td>
<td>(74/264) 28%</td>
<td>(87/264) 33%</td>
</tr>
<tr>
<td>Total</td>
<td>(33/264) 13%</td>
<td>(74/264) 28%</td>
<td>(87/264) 33%</td>
<td>(33/301) 11%</td>
<td>(44/301) 14%</td>
<td>(49/301) 16%</td>
</tr>
<tr>
<td>Associates of Arts or Science Technical Certificates</td>
<td>(9/301) 3%</td>
<td>(14/301) 5%</td>
<td>(25/301) 8%</td>
<td>(42/301) 14%</td>
<td>(58/301) 19%</td>
<td>(74/301) 25%</td>
</tr>
<tr>
<td>Total</td>
<td>(42/301) 14%</td>
<td>(58/301) 19%</td>
<td>(74/301) 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Reporting Data (ADHE-productivity) is also part of the data gathering, analyzing, and dissemination process used for decision making. It usually focuses on enrollment, grade distribution, “W” and “EW” rates, success in the next course in a sequence, course and program completion, course repeating, success with transfer or job placement. All programs provide assessments for student learning. These are submitted annually and posted to the Assessment and Institutional Effectiveness page.

http://www.pccua.edu/assessment/

One important priority has been in improving the performance outcomes of students in remedial education courses. Examples of certain data which might be included in this reporting are provided in the Course Success and Course Completion Tables for Developmental Education listed below. (DS-reading courses, EH-Writing Courses, MS-math courses).
Progress in Remedial Courses through Gateway (EH 113 and MS 123)

<table>
<thead>
<tr>
<th>COURSE SUCCESS</th>
<th>Benchmark</th>
<th>DS 103</th>
<th>DS 123</th>
<th>EH 1013</th>
<th>EH 113</th>
<th>MS 1013</th>
<th>MS 1023</th>
<th>MS 1123</th>
<th>MS 123</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td></td>
<td>128/18</td>
<td>95/181</td>
<td>152/21</td>
<td>269/398</td>
<td>184/34</td>
<td>172/29</td>
<td>161/24</td>
<td>168/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>68%</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70%</td>
<td>15%</td>
<td>53%</td>
<td>58%</td>
<td>7%</td>
<td>65%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>121/16</td>
<td>83/118</td>
<td>131/20</td>
<td>274/398</td>
<td>128/29</td>
<td>152/31</td>
<td>148/26</td>
<td>184/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>69%</td>
<td>4</td>
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<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>73%</td>
<td>69%</td>
<td>69%</td>
<td>68%</td>
<td>49%</td>
<td>49%</td>
<td>55%</td>
<td>77%</td>
</tr>
<tr>
<td>2011-12*</td>
<td></td>
<td>38/82</td>
<td>71/113</td>
<td>167/245</td>
<td>96/189</td>
<td>56/126</td>
<td>79/134</td>
<td>67/116</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>46%</td>
<td>63%</td>
<td>68%</td>
<td>51%</td>
<td>44%</td>
<td>59%</td>
<td>58%</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>216/38</td>
<td>354/54</td>
<td>710/104</td>
<td>408/83</td>
<td>380/73</td>
<td>388/64</td>
<td>419/58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>1</td>
<td>68%</td>
<td>49%</td>
<td>3</td>
<td>7</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>69%</td>
<td>65.5%</td>
<td></td>
<td>51.8%</td>
<td></td>
<td></td>
<td>71.5%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Success requires a “C” or better except in EH 113 and MS 123.

Progress in Course Completion

<table>
<thead>
<tr>
<th>COURSE COMPLETION</th>
<th>Benchmark</th>
<th>DS103</th>
<th>DS123</th>
<th>EH1013</th>
<th>EH1023</th>
<th>EH113</th>
<th>MS1013</th>
<th>MS1023</th>
<th>MS1123</th>
<th>MS123</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td></td>
<td>103/14</td>
<td>150/18</td>
<td>117/18</td>
<td>169/21</td>
<td>338/39</td>
<td>261/34</td>
<td>262/29</td>
<td>206/24</td>
<td>196/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69%</td>
<td>82%</td>
<td>64%</td>
<td>78%</td>
<td>85%</td>
<td>75%</td>
<td>88%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>104/14</td>
<td>138/16</td>
<td>116/16</td>
<td>174/20</td>
<td>353/39</td>
<td>211/29</td>
<td>254/31</td>
<td>225/26</td>
<td>201/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>72%</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>74%</td>
<td>83%</td>
<td>69%</td>
<td>89%</td>
<td>89%</td>
<td>82%</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>2011-12*</td>
<td></td>
<td>63/90</td>
<td>65/88</td>
<td>44/82</td>
<td>91/113</td>
<td>200/24</td>
<td>144/18</td>
<td>105/12</td>
<td>115/13</td>
<td>86/116</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70%</td>
<td>74%</td>
<td>54%</td>
<td>81%</td>
<td>82%</td>
<td>76%</td>
<td>68%</td>
<td>4</td>
<td>74%</td>
</tr>
</tbody>
</table>

Subtotal           |           | 201/3 | 302/43| 216/38 | 354/54 | 710/104| 380/73 | 388/64 | 419/58 |        |
|                   |           | 79%   | 60%   | 65.6%  | 51.8%  | 68%    | 51.8%  | 59.9%  | 71.5%  |        |

Note: Completion includes students with a “D” or “F” grade.

3. PCCUA also tracks course and assessment data. This includes question success, test and course review success, test item analysis, cross section writing analysis (used in the English Department), and other methods.
Goal 2: Development for Faculty and Staff

A. Ongoing employee development
B. Focused departmental and functional area development

The PCCUA Strategic Planning Committee decided that the ongoing professional development of faculty and staff was critical to ongoing student success efforts. We believe that everyone at the College contributes to the success of students. In addition, we strive for continuous improvement in the work which we do. Based on this assumption, PCCUA will provide development for faculty focusing on support for student learning, technology, and communication. The College will engage the Faculty Senate Faculty Development Committee in planning and developing a plan for at least one development activity for all faculty. At least one day per year will be devoted to faculty development within the specific discipline in which they teach. The remaining two development days will be used for College discussions and training.

Another area of development focuses on the difficult conversations related to open and honest race relations.

It is difficult to recruit minority faculty and administrators. We have far more African-American staff than faculty. We do have an annual and five year plan for recruiting and retaining African-American students and employees but it is difficult to get any applicant to relocate to Phillips County. Most people seem to prefer to work in urban areas. (See Appendix F and Appendix G-Minority Recruitment and Retention Reports).

<table>
<thead>
<tr>
<th>Year</th>
<th>Minority Faculty</th>
<th>Total Faculty</th>
<th>Minority Staff</th>
<th>Total Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>13</td>
<td>79</td>
<td>55</td>
<td>147</td>
<td>228</td>
</tr>
<tr>
<td>2009-2010</td>
<td>14</td>
<td>79</td>
<td>57</td>
<td>150</td>
<td>229</td>
</tr>
<tr>
<td>2010-2011</td>
<td>12</td>
<td>79</td>
<td>57</td>
<td>148</td>
<td>227</td>
</tr>
<tr>
<td>2011-2012</td>
<td>12</td>
<td>73</td>
<td>60</td>
<td>154</td>
<td>227</td>
</tr>
<tr>
<td>2012-13</td>
<td>12</td>
<td>73</td>
<td>56</td>
<td>149</td>
<td>222</td>
</tr>
</tbody>
</table>

In addition, the college has committed to engage in ongoing discussion about race, gender and socio-economic status in order to challenge us to explore and gain insight about our attitudes, values and beliefs and how this affects faculty, staff and student interaction. The best vehicle for this is the Common Reader and so far we have read a variety of books including *Bridges Out of Poverty* by Payne, de Vols, Smith, *Understanding and Engaging the Under-Resourced Student* by Becker, Krodel, and Tucker, *Them* by Nathan McCall, *The Heart Is the Lonely Hunter* by Carson McCullers, and *Warmth of Other Suns* by Isabel Wilkerson. We plan to continue these conversations and expand these to include students.
Finally, PCCUA has requested that each department at the college plan and implement a professional development schedule.


A. Establishing Processes and Practices for Budget and Planning
B. Develop a comprehensive plan with measurable goals
C. Have in place a college, division, and functional area strategic plan including short term, medium term, and long term goals.

PCCUA has not had comprehensive planning tools. Each functional area has been asked to address the planning and protocol process in work areas. There will now be a review rotation cycle or policies and procedures, budgeting, equipment, facilities usage, and the Strategic Plan. It is critical to define the planning and budget process using some form of workflow so faculty and staff can understand the process. Having clearly defined goals or objectives with identification of resources needed and a timeframe to complete the work is very important.

PCCUA is currently investing in new software to provide tools to assist with some of the planning issues. Bamboo HR is being implemented to address HR issues related to leave, requests for compensation for school business, and more. Zogotech is being implemented to assist with the collection of enrollment management data.

Establishing budgeting projections and tying these two key performance indicators both fiscal and non-fiscal will allow us to prioritize needs. PCCUA has become more attuned to making this a collaborative process and we plan connect funding requests to the Strategic Plan and institutional priorities related to Student Success.

Budget Planning Process is in Progress
Facilities Plan
Technology Plan
Data Collection and Utilization Plan

The data chart has been designed and will be implemented. This process is formalizing what we already do in terms of data collection and analysis.

The PCCUA Data Plan is identified in the Data Plan Chart on page 33. It reflects the kind of data collected at the course, program and institutional level.

Course data: collected by instructors and Deans and Dept. Chai
PCCUA DATA PLAN

Course Data
- Dev Ed Pre and Post Test Results
  - Collected by instructor and reported to Dean/Dept. chair.
  - Disseminated to and discussed by dev ed faculty during departmental meetings; academic chancellor via email; outcomes are forwarded to IR.

- Course Retention, Success, W's and EW's
  - Gathered by IR for developmental and gatekeeper courses.
  - Disseminated to and discussed by all faculty during departmental meetings, in-service, brown bag discussions, data carousels, email, and college website.

- Other College Course Data Collection
  - Program specific courses; ACTS--Gen Ed Core--course completion and success.
  - Disseminated to and discussed by all faculty during departmental meetings, in-service, brown bag discussions, data carousels, and college website.

Program Data
- Final Assessment of Student Learning
  - Collected by deans/chairs and forwarded to director of assessment.
  - Disseminated to and discussed by faculty at departmental meetings; filed and posted on PCCUA’s assessment web page; accessible to the public.

Institutional Data
- Functional Area Data
  - CCSSE, SENSE, and CCFSE surveys; focus groups, interviews, costs, and other data.
  - Disseminated during committee and departmental meetings. Shared with faculty and employees during in-service, brown bag discussions, data carousels, and college website.

- Overall Institutional Data
  - IPEDS, ADHE, HLC, ATD, Clearing House, other; Collected by IR.
Goal 4: Development of Distance Learning Opportunities
   A. Develop more distance learning courses and offerings.
   B. Support distance learning options for faculty and adjunct faculty.

PCCUA is part of a three college University of Arkansas On-line Consortium which enables students seeking an AA Degree to earn the entire degree on-line. The three colleges comprising this Consortium: PCCUA, University of Arkansas at Batesville, and the University of Arkansas at Hope. Each college registers students from their college as their student, each college provided a third of the teaching faculty.

During 2014-19 PCCUA will expand our distance learning offerings. We will be concentrating on increasing the kind of courses offered in several areas including developmental education. Currently (Spring 2014) we have seven different developmental courses at the college (three math, two reading, and two writing). We are offering intermediate algebra online and will be piloting other developmental courses on-line. In addition, we plan to offer more STEM related online courses in conjunction with a Title III STEM grant we have received.

PCCUA will also offer additional online courses in a “fast track” delivery method. We currently offer a couple of targeted courses in an abbreviated time frame and our students have had success with this schedule.

PCCUA will offer additional online courses to students seeking specialized courses, such as out of state teachers seeking certification in AR and needing Arkansas History to complete certification requirements. In addition to developing more on-line courses and providing more “fast track” opportunities for our students taking on-line courses, PCCUA will provide faculty more development in areas of distance learning including technology training and instructional development. Once we do this, we expect the College to transition courses currently offered via compressed interactive video which relies on expensive equipment and monthly scheduling charges, to using web based technologies.

Current PCCUA Enrollment and Goal Enrollment (Fall & Spring)

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U of A Consortium

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Goal 5: Development and Support of Emerging Technologies (responding to ever changing technology)

A. Develop and implement a technology replacement plan.
B. Support new and emerging technology for teaching, learning, and institutional operations.

PCCUA will identify and describe emerging technologies likely to have an impact on teaching, learning and inquiry at the College. The biggest change facing faculty is the “Bring your own device” (BYOD) or “bring your own technology” (BYOT) trends we are seeing with the extensive use of cell phones and personally owned mobile devices (laptops, tablets, and smartphones). These trends are appearing in the business world and marketing and whether we like it or not, in the classroom.

Issues related to this new technology trend are numerous. How do we train and cultivate this in the instructional environment. How do we assure sustainability of our technology and the students technology. Realistically, we can’t stop this trend, it is how students are receiving information so we need to be responsive to it and use it if we want to connect to students and potential students, many of whom are far more technologically savvy than our instructors. PCCUA is competing for students with on-line programs which accept the students’ choice of technology.

PCCUA provides some technology training but it has largely been in the use of Blackboard. Faculty need much more training to assist with hybrid course development. Other technologies which interest faculty are Starfish Early Alert, Camtasia Relay, Blackboard IM, Blackboard Connect, Blackboard Voice Tools, Mobile Learning, and a wide assortment of other technologies related to teaching and learning.

The College plans to develop a Web training schedule and a series of Web trainings for helping faculty develop more technology skills.

Not only are faculty in need of technology training, all employees need to be able to use technology tools which make the work more efficient. PCCUA does want to offer more on-line options for students and employees but in order to do this there needs to be a planning and implementation plan.

The Distance Learning Committee oversees much of the development in emerging technology but that Committee is largely devoted to supporting faculty and assisting in providing students with online learning opportunities through distance learning, and some instructional technologies that help faculty improve student success. In the next five years PCCUA plans to develop more student resources for online learning.

Social networking is also increasing the importance of teaching technology at PCCUA. Using social networking to connect to students at the institutional level (recruiting, registration, college wide announcements) and using it to keep student engaged in learning and their progress in learning can be useful in retention and completion.

A. Continue ongoing community partnerships including college, schools, industry, and other agents.

B. Develop new partnerships when opportunities emerge.

PCCUA will align instruction with business and industry needs, with a special emphasis on career pathways. Build strong relationships with business and industry relying on MOUs and formal partnership agreements. PCCUA is increasing its outreach to business and industry and working with economic leaders through the Chambers of Commerce (Arkansas and Phillips County communities). The College recognize the importance of the College mission in forging industry and business partnerships. We also realize the importance of making sure that the partnerships are mutually beneficial to all stakeholders, especially students. Several practices need to be put in place to continue developing these business and industry partnerships. The College must engage leaders in conversations that result in clear directions related to training and job placement for graduates. There must be a level of accountability from all stakeholders.

During the last three years the college has begun several efforts to tailor instruction to industry needs. The Agriculture farm Equipment program was offered on a flexible and accelerated schedule in winter months when farmers were in the field. In order to do this the program curriculum had to be redesigned, offered in curriculum modules which were appropriate to the farmers/students.

Curriculum and Instructional Transformation – partnerships cause meaningful changes to traditional curriculum and instructional practices at participating community colleges. The instruction was contextualized and relied on competency based instruction tied to demonstrations which included traditional testing but also demonstrations of proficiency much different from the lecture course. Several elements are important to the curriculum development, it needs to be contextualized, modularized and competency based. In addition, accelerated degree completion options are important to working adults.

During the next five years, PCCUA want to build more partnerships patterned after the Ag Mechanics program. We want to assist students who work in industry and business and we want to prepare students to enter the workforce. In order to do this we have had to make sure that faculty receive professional development training and at times we have had to invite specialist to the college to teach specific skills.

CORE Competencies

In 2003 PCCUA established CORE Competencies which define skills graduates possess, or at least we hope they possess. These competencies are central to the student learning of those acquiring a degree and are central to the common teaching core used at PCCUA.

The PCCUA Core competencies were modified in 2011. The current competencies include Social and Civic Responsibility, Technology Utilization, Analytical and Critical Thinking, Communication, and Cultural Awareness. We refer to these competencies as STACC Skills.

PCCUA reexamined and modified its CORE Competencies in the 2012 Academic Year. These newly named STACC Skills stand for Social and Civic Responsibility, Technology Utilization, Analytical and Critical Thinking, Communication, and Cultural Awareness.
STACC Skills
Social and Civic Responsibility - behavior that demonstrates adherence to legal/ethical standards established by society.
An individual engaged in social and civic responsibility demonstrate

Degree graduates will demonstrate the ability to
1.1 develop and/or refine social interaction skills
1.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.
1.3 develop knowledge and skills to act responsibly and engage in civic and community life.

Technology Utilization - use of tools of the trade to achieve a specific outcome.
A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

Degree graduates will demonstrate the ability to
2.1 determine the nature and extent of the information needed;
2.2 access needed information effectively and efficiently;
2.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
2.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
2.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally
2.6 use field specific technology (graphing, calculators, thermometers, plotters, etc.)

Analytical and Critical Thinking - modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Degree graduates will demonstrate the ability to
3.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
3.2 recognize parallels, assumptions, or presuppositions in any given source of information;
3.3 evaluate the strengths and relevance of arguments on a particular question or issue;
3.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
3.5 determine whether certain conclusions or consequences are supported by the information provided; and
3.6 use problem solving skills.

**Communication** - the interactive process through which there is an exchange of verbal and/or nonverbal information.
A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Degree graduates will demonstrate the ability to

- **4.1** understand and interpret complex materials;
- **4.2** assimilate, organize, develop, and present an idea formally and informally;
- **4.3** use standard English in speaking and writing;
- **4.4** use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
- **4.5** use listening skills; and
- **4.6** recognize the role of culture in communication.

**Cultural Awareness** - acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

Degree graduates will demonstrate the ability to

- **5.1** assess the impact that social institutions have on individuals and culture—past, present, and future;
- **5.2** describe their own as well as others’ personal ethical systems and values within social institutions; and
- **5.3** recognize the impact that arts and humanities have upon individuals and cultures.
- **5.4** recognize the role of language in social and cultural contexts.
- **5.5** recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural system.
Evaluation and Planning

PCCUA has established planning goals and the next step in the planning and implementation of these goals is to determine how we accomplish these outcomes, how we measure success, how we move the work forward. The Strategic Planning Committee modified an evaluation matrix used in the last strategic plan. This matrix is simple and easy to understand and it identifies work needed toward accomplishing strategic goals. The matrix is adaptable at the institutional, divisional, departmental, or functional area level. See Institutional, division, departmental, and functional area evaluation and planning matrices. An example of the Matrix Template is provided below.

Strategic Planning and Evaluation Matrix Template

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Responsibility</th>
<th>Timetable</th>
<th>Resources</th>
<th>Measurable Outcome</th>
<th>Status/Results</th>
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<tbody>
<tr>
<td><strong>Goal 1: Support for Student Learning</strong></td>
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<td><strong>Goal 2: Professional Development for Faculty and Staff</strong></td>
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<td><strong>Goal 3: Budget and Planning Processes and Practices</strong></td>
<td>Understanding of the process and it should drive priorities</td>
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<td><strong>Goal 5: Development and Support of Emerging Technology (responding to ever changing technology)</strong></td>
<td>Replacement plan</td>
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<tr>
<td><strong>Goal 6: Confirmation and Expansion of Industry, Business, and Community</strong></td>
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The advantage of the Planning and Evaluation matrix is that it provides the college with a tool which enables shared understandings of the planning and evaluation purpose. It provides transparency by all staff and faculty because they can see what has been accomplished and what work still needs to be completed. This promotes a stronger buy-in by all stakeholders. The planning helps us identify if there are resources available to meet a need and if there are scarce resources, it encourages us to prioritize our needs. This process helps assist us with transitions related to implementing or ending new programs, grants, and initiatives, and the collective
matrices address the entire college not just one program or division. There are several key factors which make the matrix important to the process:

1) It is collaborative in nature.
2) It allows the planning and implementation of the Strategic Plan to be responsive to change and shifts in priorities.
3) It allows for short term and long term goals which may span several years.
4) It is holistic and focuses on both program and college improvement.

**Strategic Plan Logic Model**

In the development process the Strategic Planning Committee was able to articulate the process we are using in the vision of a simple logic model. It incorporates the process and the goals. The work plan will be reviewed, progress will be documented and modified each year. The table will be completed in June of each year and revisited in September. Functional areas will be held accountable for work related to the plan.
Phillips Community College of the University of Arkansas Strategic Plan

The PCCUA Strategic Plan is driven by the mission. **PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The college is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students.**

It is guided by three enduring values. Phillips Community College respects the diversity of its student body and community. The college also recognizes the worth and potential of each student. Therefore, the college affirms the following beliefs and values: we are committed to student success, the power of education, and diversity.

<table>
<thead>
<tr>
<th>Priority of Focus/Goals</th>
<th>Short Term Goals 1 Year</th>
<th>3-4 Years Goals</th>
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<td>Development of Distance Learning Opportunities</td>
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<td>Development and Support of Emerging Technology (responding to change)</td>
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<tr>
<td>Confirmation and Expansion of Industry, Business, and Community Partnerships</td>
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</tbody>
</table>

**Strengths:** Experienced/caring employees; Low cost – tuition and fees; Good support system (IT); High quality education at low cost; On-line program; All focused on student success

**Challenges:** Declining population; Decreased funding; Infrastructure (aging facilities and equipment); People don’t want to relocate to rural areas; Underprepared HS graduates; Concurrent enrollment

**Opportunities:** New technologies, expand distance education, “think outside the box”; Marketing ourselves better; New budgeting process and redirect any saved dollars; Expand partnerships, Title III

Review and Renew-work themes and goals each year to establish and confirm direction of the year’s work.

Establish audit, maintenance and review for improvement themes and goals for equipment, buildings, and programs.

Hold departments and functional areas accountable for work and document progress and achievement of goals (September and May/June)
SEE FUNCTIONAL AREA WORK TABLES FOR ACCOUNTABILITY OF STRATEGIC GOALS/
WORK TABLE