Achieving the Dream™

2016 Annual Reflection
& Leader College Application

Due June 1, 2016

Instructions

All Achieving the Dream institutions (except for the 2015 Cohort, which must submit an Implementation Plan) are required to submit an annual reflection. The annual reflection is an opportunity to consider your institution's student success work over the past year and to plan for the coming year with an emphasis on your success in system changes that will sustain and integrate your efforts into the student experience. Your institution's reflection helps inform Achieving the Dream's work as we collect data, identify common themes, and build our knowledge of the institutional change process.

Annual Reflection

To complete the annual reflection, your institution should engage a representative group of stakeholders to review and discuss the institution's student success and equity work including progress made, challenges faced, current priorities, and goals for the coming academic year. Your institution should emphasize your efforts to achieve the scale and full adoption necessary for sustained success of the changes you seek to implement.

Leader College Application (if applicable)

Institutions submitting an annual reflection have the option of applying for initial Leader College status or Leader College recertification by completing the Leader College application at the end of the annual reflection. Leader College applicants must also submit student success outcomes data using the ATD Data Template.

Coach Satisfaction Feedback

Institutions should complete this very short survey conducted by Achieving the Dream on their satisfaction with their assigned coaches. This feedback will help ATD provide better, more personalized coaching services. We encourage your institution to fill this survey out as a group so as to facilitate discussion about coach satisfaction, but multiple individual entries may be submitted. Survey responses

are confidential and will only be seen by Achieving the Dream staff. The survey can be completed by visiting http://bit.ly/ATDcss16.

Interventions Showcase

Each college should document their student success work by updating existing interventions or adding new interventions to the Interventions Showcase. This is an important aspect of participation in the Achieving the Dream Network and an important resource for other institutions. Interventions Showcase users can log into the Interventions Showcase at www.achievingthedream.org/user.

Submission

The annual reflection and Leader College application is an online form, and each institution's individualized link will be sent to Core Team Leaders by mid-April. You are encouraged to use this worksheet to collaborate and draft your responses before completing the online form. The annual reflection and Leader College Application must be submitted by the June 1 deadline.

Questions

For more information about the annual reflection, visit ATD Connect. Please send an email to programandpolicy@achievingthedream.org if you have any questions.

2016 Annual Reflection
Worksheet

Contributors

Please identify the stakeholders who contributed to the 2016 annual reflection with their name and title.

- Dr. Debby King-Vice Chancellor for Instruction (instruction and curriculum)
- Scott Post-Vice Chancellor for Student Services (Student service and support)
- Blake Cannon, Director of Institutional Research (data, analysis of data, evidence)
- Robin Bryant, Chair of Arts and Sciences (reading, math, writing, persistence and completion)
- Debbie Hardy, Director of Institutional Effectiveness (assessment, financial and career coaches)
- Kim Rawls, Director of Career Pathways (bundles services)
- Deborah Gentry, Academic Advisor (focused advising)

Student Success Vision

a) Briefly outline your institution's current student success vision. Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.

PCCUA has developed very specific steps for students from their point of enquiry, planning to enroll, and enrolling in a program. Once a student has entered a program of study, the College provides support to retain, sustain, and assist the students with completion of his or her identified goals. Evidence suggests this has helped college retention rates. The overall rate for term to term persistence has risen to 76.7% and to 55.5% for fall to fall persistence. (See Appendix B- Tables Fall to Spring and Fall to Fall). The College has never had such high persistence rates. PCCUA would like to see higher persistence and completion rates but we also want students to experience a connection to the college and engage in learning at the curricular and extracurricular level.

We envision a high level of responsibility by every employee at the college to ensure students have an opportunity to succeed. Advisors and career coaches are helping students identify career goals, and we want our students to understand that their success is a College priority. Through the Working Student Success Network (WSSN) and Guided Pathways, we are assisting students with identifying a career pathway. The College now provides concise and clear directions about steps along the pathway which a student must accomplish. Embedded in that effort is the college readiness feature designed to assist students and includes best practice based remediation for direct and time sensitive instruction. This is one reason the College has adopted numerous co-requisite opportunities in math and writing. The College has also integrated a fast paced math pathway which decreases semester time spent in remedial math. Through close alignment of initiatives such as WSSN, Guided Pathways, Student Support Services, Career Pathways, the implementation of the Individual Career Plan, intrusive advising, and multiple student supports, the College has been able to individualize and personalize the college experience for students.

b) Briefly describe your systemic change priorities that help your institution achieve its student success vision. We recommend you identify 2-3 priorities. Each priority is likely comprised of multiple student success efforts that work together to achieve systemic change.
Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students' progress and ultimate success in education and the labor market.

PCCUA has six systemic change priorities.

1) Stronger emphasis on the alignment of K-12 program opportunities.

2) More complementary support services which enhance student services and benefits.

3) Greater career focus encouraging early identification of a major.

4) Greater career exploration and assessment for student appropriate career focus.

5) Use of the Individual Career Plan to assist with identifying and assisting with accessing student needs.
6) Early assessment and intervention.

The ATD Team believes college connections are facilitated through intrusive advising which begins when a student completes the Individual Career Plan (ICP) and has the opportunity for career exploration. Faculty reinforce connectedness by engaging students in learning through an early assessment of work (first three weeks) followed by an intervention/academic support plan which is tailored to the student's needs. This enables faculty to provide direct academic support and increase the likelihood of course success. All academic divisions have adopted the early assessment and early intervention strategy.

Another very important aspect of PCCUA's work tied to creating systemic change is the use of guided pathways and an Individual Career Plan. As part of this work, and to emphasize the connection of college to a career, the ATD Team has initiated an aggressive career exploration experience for students. This includes an informal initial career assessment, access to a virtual Career Center using identifiable program/career clusters rather than academic divisions, and two mandatory career exploration modules. The College has also developed a career coaching process so that students have trained facilitators enabling them to identify majors based on career interests and aptitudes.

c) What key metric(s) are you using to measure progress on achieving your student success vision?

Data source(s)

Select all that apply:

☐ Aspen Prize for Community College Excellence

☐ Complete College America

☐ National Community College Benchmarking Project

☒ National Student Clearinghouse

☐ Predictive Analytics Reporting Framework

☒ State community college system data

☒ Student Achievement Measure

☐ Voluntary Framework of Accountability

Suggested word count: 300-500 words

The College recently purchased software from Zogotech LLC called *Student Navigator*. This software works with our Student Information System to bring almost all information about students into a user-friendly database. Advisors and other staff can view demographic data, ID photos, transcript information, and financial aid information in one location. In early March, representatives from Zogotech came to our Helena campus to provide training. Due to limited space, we invited faculty/staff to attend from all three campuses on a Friday morning for the 4-5 hour training. Over 30 PCCUA employees attended the training, and they were thrilled with the software. It should help us identify at-risk students, as well as provide an opportunity for early interventions.

The Faculty Inquiry Groups (FIG) provides program data focused on course completion, pre and post assessment, and advancement to higher courses in a sequence. PCCUA has two lead FIG instructors who provide this program information in math, writing, and reading. This data is discussed and analyzed by faculty to make academic decisions about courses in math, reading, and writing programming.

PCCUA has used the ATD/Lumina indicators related to course completion and success which moves students from remediation through gateway courses, fall to fall and term to term persistence, and certificate and degree completion. PCCUA files numerous kinds of reports such as IPEDS, HLC Annual Report, Arkansas Department of Higher Education Report, ATD Report, the WSSN Report, CCSSE, SENSE, FIG, STEM, etc. The College community recognizes that the power of data as evidence is in knowing which data sets need to be explored to resolve queries and problem solve in relation to student success in persistence, completion, and success after leaving the college. There is no one metric or set of data which the College uses because all of the varied kinds of data collected provide valuable information about some aspect of each student's experience.

As part of our research agreement with the National Student Clearinghouse, Achieving the Dream has access to your institution's NSC data and calculated outcomes. If you would like to share data from other sources, we encourage you to do so. There will be an opportunity to upload data at the end of the form.

Progress Update

Reflect with your group on your institution's progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Leadership & Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

PCCUA has a new Chancellor and we spent much of the year making him aware of the ATD efforts and scope of work. He has committed to the implementation of three College Teams dedicated to setting goals for recruitment, retention, and external program opportunities. These three committees were created in an effort to increase enrollment, improve retention and graduation rates, and identify training needs of area businesses and industries.

Action steps for the recruitment committee are: 1) create an enhanced college-wide recruiting process to increase inquiries and improve correspondence about those inquiries; 2) establish mechanisms to follow prospects through inquiry, application, enrollment, registration, graduation and alumni relations; and 3) improve relevant marketing and outreach activities.

Action steps for the retention committee are: 1) increase student enrollment to a 15 credit hour average using the Guided Pathways strategy to support retention (too many students enroll in 12-14 credit hours); 2) create mandatory online orientation for first-time online course registrants. Review online registration curriculum to include a mock class for students to access and practice navigating specific options in Blackboard; 3) develop a funding/scholarship specific to non-traditional students who may not qualify for Pell, Workforce, or Career Pathways, 4) increase the use of social media to remain competitive and utilize all sources of communication with students and the public, and 5) continue to utilize best practices shared through peer review of portfolios.

Actions steps for external/program committee opportunities are: 1) develop a short survey to be administered among businesses and industries in each of the three service areas, 2) compile and record information obtained from the surveys; and 3) share survey outcomes and develop training that supports the needs of businesses and industries.

Challenges

Suggested maximum word count: 300 words

PCCUA spends a significant amount of time ensuring that all college initiatives are aligned. The three committees (recruitment, retention, and outreach) are new, and some of the work being identified needs to be incorporated into existing work or vice versa. This is always a challenge when new leadership emerges, but it is extremely important. The College is a small institution with limited resources so it is critical to avoid duplication of work, and team efforts are important to the success of a program. PCCUA has focused its efforts on helping low-income students who have overcome multiple obstacles to achieve success understand that college is a pathway to a career. Through this college experience, students have a greater chance for financial stability and opportunities for economic advancement. The College has increased the wrap around services which provide opportunities to receive workforce and education services, promote career advancement, improve income and work supports, and include financial services and asset building. We want students to understand the scope of services, public benefits, and support available to them.

While the College is very proud of its student success work, we do recognize that we have much more work to do. Some aspects of our work almost feel like a "finger in the dike" approach. It is difficult to analyze data outcomes annually. For example, our student completion rates were steadily improving, increasing every year. Last year the College made several successful efforts to improve outcomes for persistence (term to term 76.7% and fall to fall 55.5%). (See Appendix B: Tables Fall to Spring and Fall to Fall).Unfortunately, last year's completion rate dropped by 6%. It is not clear if this drop in completion rates was just an outcome for last year or if we are going to begin to see a drop in rates. We are beginning to tackle these kinds of evidenced based observations more directly. Led by the Director of Institutional Research, the College is beginning to use projective analytics to gain a better understanding of our data and outcomes issues. We have just embarked on this journey but we believe it will improve strategic planning and resource allocation.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

Increase student completion rates by 5%.
Actively engage all employees in the completion effort.
Increase student enrollment by 10%.
Engage all employees in the recruitment effort.

Declining enrollment is the biggest challenge facing the College. Therefore, the main goals PCCUA has set are related to recruitment and retention of students. Three new committees have been developed to address college priorities: recruitment, retention, and external outreach for new opportunities. Each committee is working diligently to assure that PCCUA increases enrollment and reaches out to business and industry partners who need training which we could provide. Through IR, a new link has been devised so that any person at the College can track daily progress toward meeting our recruitment goals. This has been tremendously useful to faculty and staff working on this effort. In fact, the use of this tracker has been a positive boost for morale because employees see immediate evidence about the positive outcomes for recruitment work.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

The college is interested in assistance with identifying what other colleges have done to track bundled services, if any institutions have identified services which are more influential in the success outcome than others.

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes   ☐ No

[IF YES] Please describe the promising practice:

PCCUA has an effective process for integrated tracking, sharing, decision making, and intervention based on evidence and best practices. PCCUA through Zogotech and Student Navigator has been able to view data, track students and activity, share information and pull information from our student information system, individual career plan (ICP), and services utilized across our campuses. The discussions, reflection, decision making, interventions based on best practices, and best institutional adaptation of a practice is efficient, practical, and reasonable in terms of the College's resource allocation.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but

encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Data & Technology

The institution's capabilities to collect, access, analyze and use data to inform decisions, and to utilize and leverage technology to support student success.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

Never before has PCCUA been is such a good position to collect, access, analyze and use information to inform decisions which support student success. The ATD Team has opened data access so all employees can examine information. Not only the ATD Team but others engage in data discussions and at least twice a year data related to course success, term to term and fall to fall persistence, and completion is shared with all employees. In the fall, PCCUA conducted guided discussions about data to allow all employees to be part of a bigger data conversation related to enrollment management because declining enrollment has made the college so vulnerable. The employees received data related to the following groups.

1. High school verses college enrollment data was shared with employees to provide a better picture of the high school to college enrollment and its impact on full and part time enrollment and age trends.
2. Enrollment from counties in Arkansas, Mississippi and Tennessee.
3. Graduation rates of service area high schools (included Phillips, Arkansas Lee Clarendon, Monroe, Dumas)
4. The service area information for the adult population was shared.
5. High school graduation and college going information included for discussion purposes (number of high school graduates and graduates who selected PCCUA).

Facilitation of the Conversation

1. Facilitators were selected and trained.
2. Recorders were trained.
3. Small group conversations were held in both Phillips and Arkansas County (8-10 people).
4. Guided questions about the data were prepared, shared, and discussed with employees.
5. Responses were recorded on large poster paper.
6. The information was posted to the Web for all to read.
7. Employees had the opportunity to walk around the room and prioritize the most important actions (using colored dots).

The conversations related to enrollment and specific actions the College decided to take to improve recruitment, retention, and completion have been reflected in the 2016 summer and fall pre-enrollment numbers which is significantly higher than last year at this point of enrollment than it was at the same point in the previous year.

Challenges

Suggested maximum word count: 300 words

PCCUA faces three challenges related to data outcomes which impact funding and perceptions about the College. If we do not increase enrollment we will continue to have funding issues which impact the College's ability to address the needs of students with high remediation rates. Use of technology and being able to assess, discuss and inform decisions about students, services, and programming, at the College must be reliable data.

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 gateway courses.

Support for higher education by the Arkansas Department of Higher Education (ADHE) 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.

The Arkansas funding formula negatively impacts PCCUA. 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 this. 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.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for data and technology. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

> Publishing data discussion dates.
> Providing ongoing opportunities for training about use of data.
> Providing ongoing training for data use for faculty and advisors.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

> NONE

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes   ☐ No

[IF YES] Please describe the promising practice:

> N/A

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Equity

The commitment, capabilities, and experiences of an institution to equitably serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

PCCUA has made great strides toward improving the College's capacity to equitably serve low income students, students of color, and at risk students in terms of access, success, and campus climate. Three new innovations have been beneficial to students: implementing the use of an Individual Career Plan, integrating intrusive advising and career coaching in the early career exploration by students, and a college-wide effort to ensure that students receive any services needed for which they are eligible in the academic, social, and financial support areas.

Most students at the College need an array of services not just one service to experience academic success. This is why PCCUA implemented the use of an Individual Career Plan which enabled students to identity the kinds of services they need. Knowing early in the college experience the kind of assistance needed is most important to ensuring that services are received. The College is also proactive in helping students identify if they are eligible for certain external social benefits. Through processes implemented using the Working Student Success Network, the College has been able to better identify the impact of multiple supports on student success.

Students are placed early on a guided pathway and assisted with the use of intrusive advising, career coaching, and career/program exploration. Through the use of informal career assessment and assistance from advisors, and a more comprehensive career coaching offered through Student Success I & II, students gain an early awareness about what career options fit their interests and aptitudes.

Using a wrap-around service approach adapted from the Working Student Success Network (WSSN) model, the College has embedded opportunities for identifying, as early as possible, financial, academic, and support services needed by each student to ensure success.

Probably one of the most obvious examples of how the College's efforts are working is reflected in the data. Using ethnicity, gender, and socio-economic status, it is evident that several of the gaps for outcomes related to completion of developmental education and success through gateway courses have declined. In fact, there is a reverse gap in the completion of Composition I (white=67.7% and African-American=70.6%). (See Appendix B: Table Completion of Gateway Courses in Three Years-English). Much of this can be attributed to strides made by African-American females in all persistence and gateway completion measures.

Challenges

Suggested maximum word count: 300 words

PCCUA serves a unique student population. Many of the students enrolled at the College face multiple barriers to success and are academically underprepared in two or more skill areas (math, reading, writing). This academic unpreparedness can result in increasing the student completion time needed for a degree by as much as three semesters. Another challenge the college faces is that many of the students enrolled at PCCUA come from and live in poverty. This is the kind of poverty where a heat or air conditioning bill or deciding to buy food to feed children can wreak havoc with even the best budget. In addition, PCCUA has a high minority population and many of the students are the first generation in the family to attend college. Family and friends often lack the skills to support students' decision to return to college. This can result in a lack of understanding about support from family members. Finally, one of the greatest challenges is that of student self-efficacy. We have many students who lack the confidence and belief that they really do belong in college. Changing that perspective can make all the difference in the world to student success. This is why ATD has been such an important resource for PCCUA.

Most employees understand the difficulties many of our students face. Through the use of common readers, the College has engaged the college community in provocative discussions about poverty, race, gender, and lately self-efficacy. In order to achieve the dream students must believe it is possible. It is impossible to have anything but admiration for the way some of our students conquer the many obstacles they face. Encouraging individual students to share how they overcome those hardships has sometimes helped other students. The College has worked to develop numerous speaking opportunities for students to share stories.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for equity. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

Support for students and learning is one of the most important goals for PCCUA. This support is reflected in better recruitment, retention and graduation rates; focused advising and support for student learning; improved tutoring and other student supports. However, in order to accomplish this the College has had to move students through remediation courses and into college programs on a pathway to completion. To do this we have had to provide both tangible and intangible support.

In order to accomplish a high level of support for students and learning the College must implement a second goal which includes providing professional development for faculty, advisors, and staff. This development must be college-wide, and at the departmental and functional area level. Both of these goals have been taken very seriously this year. Advisors, financial and career coaches, and many faculty have engaged in several hours of training. All employees have engaged in conversations and planning for recruiting, retention, and completion efforts.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Identifying best practices and strategies which can be implemented to assist students in reaching their goals is very important to the College. In fact, PCCUA was first introduced to the Academy of College Excellence (ACE) at a DREAM Conference. This initiative is designed to assist students who need social and psychological support for their success. The College would appreciate any assistance related to finding programs focusing on student self-efficacy. In addition, the College is interested in any programs exploring and implementing best practices in math remediation.

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes   ☐ No

 [IF YES] Please describe the promising practice:

Many at PCCUA believe that support for students and learning means better recruitment, retention and graduation rates; more focused advising, improved tutoring, and a higher level of faculty early assessment using interventions. Additionally, the College must move students through remediation courses and into college coursework enrolling students on a pathway to completion. PCCUA is doing this through two new promising practices. One has data to support success, but the pilot numbers are quite small. This first practice is the new Mathways program. Although the College only adopted two math pathways, the design allowed the College to offer math on a daily basis, and students were able to complete two to three math remediation courses in a semester. The Mathways design has resulted in the co-requisite enrollment of some students in Intermediate Algebra and College Algebra. Both the open Mathway to completion and co-requisite student outcomes are very high. This may be expanded in the near future. The start to completion has been dramatically reduced for most students participating in Mathways.

There is not enough data to share about outcomes after the implementation of the Academy of College Excellence (ACE); however, the College believes this is an important new initiative which will reflect greater student success. Based on strategies developed by Diego Navarro, this program offers instructors, staff and administrators a toolbox for serving struggling but deserving students with an opportunity to succeed in college and change their lives through upward mobility opportunities.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Teaching & Learning

The variety of educational programs, learning experiences, instructional approaches, and academic and non-academic supports strategies designed to facilitate student learning and success

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

Guided Pathways and Early Assessment/Intervention are two new strategies which have been implemented at PCCUA which are difficult to measure but which the ATD Team believes have a positive impact on persistence and completion outcomes. In the past, PCCUA students had difficulty identifying majors and navigating the programs of study. A new Guided Pathway program has resulted in the College development of clear pathways. This has involved redesigning academic programs and support services to create more clearly structured and educationally coherent program pathways to students' goals. It requires monitoring progress and providing feedback and support at each step along the guided pathway. This process has led the College to rethink the academic experience from the student's perspective. Instead of divisions we are now using career clusters to identify areas related to programs of study. We use informal and formal career assessments embedded in early college experiences to help students identify their interests. The College implemented the use of an Individual Career Plan (ICP) which helps students choose and successfully enter a program of study as quickly as possible and allows them to indicate what kinds of support might be needed to succeed in college.

PCCUA has implemented a new faculty driven early assessment and early intervention strategy designed to assist faculty with identifying which students need extra help very early in the term. Early assessment is completed so students do not fall so far behind that they have little hope of catching up with the required student learning needed to pass the course. Faculty identify the intervention strategy which will be used for the student based on the course and the kind of need the student has.

PCCUA has actively engaged faculty in professional development activities which promote teaching and learning. Advisors have also engaged in professional development this year so that they are ready to implement these two new strategies adopted by the college.

Challenges
Suggested maximum word count: 300 words

The amount of time, energy, resources and work required to implement the Guided Pathways and Early Assessment/Intervention strategies has made the year very busy for all PCCUA employees. Challenges related to the implementation of these strategies were not as difficult as we believed or possibly we are just able to handle these.

Guided Pathways

The departments had to make sure that the programs of study were clear with few course choices for students. Fortunately, PCCUA recently reduced all degree plans to 60 credit hours, so we deleted many unnecessary courses.

The development of numerous career pathways has moved several college departments to rethink entry and exit points, especially in the Applied Sciences. Advisors received numerous hours of professional development to help them learn technology (Zogotech) incorporated with new approaches to assisting students.

Early Assessment/ Intervention

The main obstacle to the Early Assessment/Intervention strategy was the inability to engage all faculty. Most faculty immediately saw the benefit to this strategy but it is difficult to get everyone on board anytime there is this kind of curricular a change. Another challenge which we have not resolved related to this strategy is how to measure its impact. We are working on this and the ATD Team expects concrete measures to be in place next year.

Goals for 2016-2017 Academic Year [Optional]
Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for teaching and learning. What are some action steps your institution plans to take to achieve these goals?
Suggested word count: 150-300 words

A primary goal related to teaching and learning is to support student learning reflected in better recruitment efforts, and higher retention, and higher graduation rates. Part of this student learning effort will be supported with focused advising, improved tutoring, and continued use of the learning centers located on each campus.

A second goal related to teaching and learning is support for faculty and advisors through professional development. The College has already invested in advising development, but we recognize that this must be on-going for all employees, and it must be available at the departmental and functional area level.

The persistence and graduation of students is a primary goal for PCCUA. Persistence must be placed as a high priority because the college is facing serious declining enrollment issues. It is critical for the College to keep students enrolling in programs. Not only has the College suffered from declining enrollment, but all of the communities the College serves have lost population. Attracting new students and retaining those students is essential to enrollment management. First contact with potential students is very important to this effort, and we have employed several marketing and outreach tools to do this. In addition, we are adding or redesigning programs which potential students might find attractive. These include a redesign for welding and manufacturing and a Certificate of Proficiency in Truck Driving and an Associate of Applied Science in Criminal Justice.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

PCCUA was first introduced to the Academy of College Excellence (ACE) at a DREAM Conference. Identifying best practices and strategies which can be implemented to assist students with self-efficacy issues is important to the College. We also would appreciate any assistance with exploring and implementing best practices in math remediation and any program related to student self-efficacy.

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes   ☐ No

[IF YES] Please describe the promising practice:

PCCUA has engaged faculty in practicing early assessment best practices to assist students in need very early in the academic semester with direct interventions. Beginning Spring 2015, the Arts and Sciences division asked each faculty member to use at least one assessment within the first three weeks (test, exercise, essay, speech, etc.) Any student making below 70% on this first evaluation was required to use the instructor-prescribed intervention. The percentage required for intervention is not 70% in all divisions. The College envisioned faculty holding small group study sessions, assigning a course tutor, or sending students to the learning labs located on each campus. In Fall of 2015, all divisions at the College implemented this practice. Although the intervention is required for those students whose work is not satisfactory, any student is allowed to take part in the intervention. These interventions and students using them are monitored closely giving instructors the opportunity to see if one particular method or intervention is more effective with certain types of students. Because all students are allowed to participate in the intervention whether it is group tutoring or small group study sessions, all students benefit from this intervention.

A second best practice in the area of teaching and learning is the use of Guided Pathways. This program features several principles and practices which provide road maps/Individual Career Plans which assist with the following: ensuring these maps lead to further education and employment, simplifying choices with built-in defaults and customization, helping structure first year experiences, helping undecided students choose a major, monitoring student progress, providing frequent feedback, engaging faculty and staff in the work across silos to map pathways and integrated supports.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Engagement & Communication

The process of enabling key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Is this a high priority area for your institution? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

PCCUA has strengthened the role of external stakeholders at the College and built better alliances with K-12, colleges and universities, and the business and industry community. It has engaged its employees in an aggressive recruitment effort. This process has moved the College toward better communication with the high schools. It has involved college and high school advisors and faculty in work toward ensuring that high school students have more concurrent enrollment choices. Additionally, more high school students are recruited to enter college at PCCUA. Part of this process has involved stronger marketing of the courses and programs offered at the College. Every effort is made to make sure that students are aware of the numerous programs which lead to career options and this effort has taken place on all three campuses.

The transfer out efforts at PCCUA have been greatly improved. The College is actively seeking and receiving more MOU opportunities with four year colleges than ever before. In fact, in the Division of Business alone there are about 25 bachelor degree options which did not exist a year ago. The on-line degree options for PCCUA to attend the University of Arkansas colleges has increased by two programs. The College expects even more MOUs which transition students from the two year to four year college experience.

The College belongs to two College consortiums for business and industry. One is the University of Arkansas Workforce Alliance (UAWA) composed of all of the University of Arkansas System community colleges. This Alliance submitted and received a grant as part of Act 1131 of the 2015 Regional Workforce Planning Grant. The focus of this planning grant is to develop the welding/construction trades workforce in the state. Welding can serve as a foundation for the development of other kinds of industry skills programs. The second alliance is with the Arkansas Delta Training and Education Consortium (ADTEC) and is composed of five colleges in Eastern Arkansas. The Consortium submitted and received a grant as part of Act 1131 of the 2015 Regional Workforce Planning Grant. The focus of a new ADTEC initiative is to develop a manufacturing workforce and a career pathway for the transportation industry. The Career Readiness Certificate (CRC) will be promoted by the College through this alliance and the partnership has resulted in a new truck driving program.

Challenges

Suggested maximum word count: 300 words

The time, effort, and coordination required to strengthen the role of external stakeholders at the College and build better alliances with K-12, colleges and universities, and the business and industry community have been tremendous. It is important to note that all three of these efforts are very important, especially since the college faces serious declining enrollment.

In all three ventures faculty, advisors, staff, and students have engaged in the work. The challenges faced are related to the coordination and alignment of all efforts on all three campuses. Each campus had recruitment teams which developed activities designed to provide potential high school students with a taste of college right down to filing the FAFSA and completing schedules. The College is offering a "Take One on Us" approach that allows high school graduating seniors to enroll in one summer class for free.
The College and university MOU efforts are continuing but PCCUA has much more work to do in this area. The business and industry leaders all have different needs. May 31, 2016 numerous industry representative will come to campus to begin working with an external consultant to develop industry DACUMs (short for Developing a CurriculUM). This process will allow the College to determine if their student learning outcomes are in line with business and industry. This will be a challenge, but we believe the outcome will be mutually beneficial.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for engagement and communication. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

The main goal related to engagement and communication is confirmation and expansion of K-12, four year institutions, and industry, business and community partnerships. This goal is also motivating us to seek and develop new partnerships when opportunities emerge. The 2015-16 year the College put much effort in developing strategies for this goal and this needs to be a high priority for the 2016-17 year. These external partnerships are critical to improving relationships, sustaining programs, and attracting students to the College.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

> PCCUA could use any direction related to effective marketing strategies of programs. In addition, it has been difficult to attract nontraditional learners. That population has been declining at PCCUA.

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes   ☐ No

[IF YES] Please describe the promising practice:

> PCCUA has engaged all people employed at the College on active work teams. Although we have employed much social media to connect with potential students, the most effective strategy has been to bring seniors to campus for actual college experiences. These students go through a mock registration process, tour departments for very condensed lessons in the subject area, and eat lunch. By far, this face to face encounter appears to be making a difference. So far, the enrollment numbers for summer and fall are much higher than these have been in the previous three years.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Strategy & Planning

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

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
3. Implementation of Processes and Practices for Budgeting and Planning
4. Development of Distance Learning Opportunities
5. Development and Support of Emerging Technologies (responding to ever changing technology)
6. Confirmation and Expansion of Industry, Business, and Community Partnerships.

PCCUA established planning goals are supported by an evaluation matrix which documents accountability. This year, the College has had so much work advancing a variety of efforts and establishing some new leadership changes and processes that we have not been as actively engaged in measuring outcomes. This matrix is simple and easy to understand and it identifies work needed toward accomplishing strategic goals. The College intends to have the planning meeting to review work in June.

Challenges

Suggested maximum word count: 300 words

New Leadership has changed the emphasis at the College to enrollment management. However, this change in emphasis envisioned by the new chancellor, aligns perfectly with the PCCUA Strategic Plan 2014-19. Often, when there is a change in leadership there is a change in the College infrastructure and that has happened at PCCUA. However, many of us believe that the change is a good thing. A very large dysfunctional College Council has been disbanded by the new Chancellor. The new Chancellor has created a more diverse Chancellor's Cabinet. Additionally, three standing committees have been created: Recruitment, retention, and external outreach or opportunity. The committees have the authority to lead the efforts toward increasing enrollment.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for strategy and planning. What are some action steps your institution plans to achieve these goals?

Suggested word count: 150-300 words

Each of the new standing committees will establish clear and measureable goals which will result in increased enrollment.
New strategies adopted by the college will be measured and aligned with the Strategic Plan.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

NONE

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes   ☒ No

[IF YES] Please describe the promising practice:

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 what is needed to do to accomplish the strategic goals. The matrix is adaptable at the institutional, divisional, departmental, or functional area level.

The advantage of using 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 tool promotes a stronger buy-in by all stakeholders. The planning process helps the College identify resources available to meet a need or 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 Planning and Evaluation Matrix Template

Strategic Actions	Responsibility	Timetable	Resources	Measurable Outcome	Status/Results
Goal 1: Support for Student Learning					
Advising					
Goal 2: Professional Development for Faculty and Staff					
Goal 3: Budget and Planning Processes and Practices					
Understanding of the process and it should drive priorities					
Goal 4: Development of Distance Learning					
Develop new DL courses					
Goal 5: Development and Support of Emerging Technology (responding to ever changing technology)					
Replacement plan					
Goal 6: Confirmation and Expansion of Industry, Business, and Community					

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Policies & Practices

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

The major change in College practice this year has come with transitioning from COMPASS to ACCUPLACER. During the summer and fall all students will continue to be placed by COMPASS or ACT scores. Spring 2017 will be the first time students will be placed in developmental education courses using ACCUPLACER. The College is in the process of piloting ACCUPLACER to determine if the Arkansas Department of Higher Education (ADHE) scores adequately align with the test and the student performance at PCCUA. This pilot will help PCCUA determine if there are other variables which could be considered in the placement effort such as students' GPA in Algebra I or II in high school, overall GPA, informal writing assessments, and more. ADHE has suggested the following ACCUPLACER scores to be used for placement: Reading –78; Sentence Skills –83 (For placement in Composition I); Elementary Algebra—77 (For placement into Quantitative Literacy/Quantitative Reasoning); College-level Math—42 (This is the score recommended for college algebra placement, using the college level math exam. It is assumed that the student scoring below 77 on the Elementary Algebra exam will likely need a remedial placement.).

As part of the pilot, all PCCUA faculty are reviewing ACCUPLACER by taking the test in their area. Summer I, Summer II and Fall students will take ACCUPLACER. This will be administered on the first or second class meeting. Students will take the area test from ACCUPLACER for all writing and Composition I, reading, and developmental   education math courses through Algebra I. The Director of Institutional Research will collect data for faculty review and analysis. It is expected that the faculty discussions could lead toward adopting placement score ranges for PCCUA developmental course placement. As previously discussed, these discussions will also provide information to faculty examining other variables which could be considered for placement in developmental education or gateway courses (c or higher grade in high school algebra, GPA, etc.).

Challenges

Suggested maximum word count: 300 words

> The biggest challenge facing the College related to this pilot is time. But there are other challenges: Does the College need a general script for instructors so that students on each campus are hearing the same information about ACCUPLACER and the reason for testing? If so, we need to get it developed quickly. Will there be any repercussions for students who score lower on ACCUPLACER than they did on COMPASS? Will we continue to use the COMPASS through the Fall? There are no equivalent ACT to ACCUPLACER scores yet. This will pose problems with ACCUPLACER as a placement tool. If the College does decide to use alternative placement for students who have a high ACCUPLACER score, students will need to be tested the first day or very soon. The logistics related to this pilot are complicated too. However, the College is committed to trying to make the pilot meaningful so that we do arrive at some realistic view of what ACCUPLACER scores mean.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for policies and practices. What are some action steps your institution plans to achieve these goals?

Suggested word count: 150-300 words

ACCUPLACER Goals

Activity	Projected Date of Completion	Process
Faculty review of ACCUPLACER	April, 2016	We are asking faculty to take the ACCUPLACER test for the subject area you teach. This is to help you better understand how different this test is from COMPASS. Make an appointment with Vickie, Sonya, or Debbie to do this during the month of April. We do not care what your score is and have no intention of trying to discover that.
Summer pilot of ACCUPLACER	June & July, 2016	We are asking faculty to provide this testing during the first day of summer school class. We have not determined how this will be done just yet. It may require a two day option so that all classes can be scheduled in a lab which can accommodate students.
Fall pilot of ACCUPLACER	August, 2016	We are asking faculty to provide this testing the first day of fall classes. We have not determined how this will be done just yet. It may require a two day option so that all classes can be scheduled in a lab which can accommodate students
ACCUPLACER score review and analysis	Early September,2016	IR will gather scores, faculty will examine outcomes and discuss score ranges
Discussion of outcomes	September & October, 2016	Faculty within each area will discuss possible score ranges. The departments will also examine what ranges other colleges have set for ACCUPLACER.
Discussions examining other possible placement variables	September & October, 2016	Faculty within each area will discuss possible score ranges. The departments will also examine what ranges other colleges have set for ACCUPLACER.
Establishing a range	October-November, 2016	Set realistic ranges for course placement in math, reading, and writing.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

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NONE
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Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes   ☒ No

 [IF YES] Please describe the promising practice:

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NONE
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Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

2016 Leader College Application Worksheet

For more information or questions about the Leader College application, please contact Samaad Wes Keys at skeys@achievingthedream.org.

Selection & Review:

Each application for Leader College status will go through a blind-selection process and will be reviewed by a panel of experts both internal and external to Achieving the Dream.

Applications will be assessed on their ability to provide the following:

1. Evidence of growth or an upward trend for the metric your institution selected over the course of the last four years
2. Both qualitative and quantitative evidence to support the institution's success
3. A clear link between the impact of the specific intervention(s) and the success the institution has experienced.

Note: Colleges will not be granted Leader College status solely because they have exhibited growth over a period of time. Successful applications will incorporate each of the items above and applications will be reviewed holistically to determine if a college received leader college status.

Institutions applying for initial Leader College certification will apply on one measure; institutions applying for Leader College recertification will apply using two measures.

Section I

Student Success Measure

Of the measures below, please select the measure(s) for which you would like your institution to be considered for Leader College status (one for initial certification applicants, two for recertification applicants). Definitions for the measures are provided in Appendix A of this document.

☐ Successfully complete developmental courses and advance to credit-bearing courses
☐ Enroll in and successfully complete the initial college-level or gatekeway courses in subjects such as math and English

☐ Persistence from year-to-year or term-to-term
☐ Credential attainment within four years (degree or certificate)

☐ Institution-defined metric

Data Analysis

Describe the outcomes of the measure your institution has selected to be considered for Leader College status. This could be for the overall student population or for a specific target population (e.g., African American men, Latina women, first-generation, etc.) at any time within the past three academic years (2011-2012, 2012-2013, 2013-2014, and 2014-2015).

Evidence can include both quantitative and qualitative measures, but should include, at a minimum, metrics for the target population that shows improvement that can be reasonably explained by an intervention.

To demonstrate the impact of the interventions and the improvements achieved, data for periods before, during and after the implementation of the initiative(s)/ program(s) should be provided.

Colleges are encouraged to submit data from peer institutions or national data as points of comparisons. If the initiative(s) or program(s) targets a subset of students at the institution, also provide parallel metrics for all students at your institution.

In addition to the required data template, we encourage all institutions to include in an appendix any additional charts and figures that can support the explanation of their success in this section.

Section II

In this section, describe the initiative(s) or programs(s), which contributed to your institution's improvement in the measure selected any time in the last four academic years (2011-2012, 2012-2013, 2013-2014 and 2014-2015). Please include the following information:

Outline the future goals and objectives of the initiative(s)/program(s).

- What was the biggest challenge in implementing the initiative(s)/program(s), and how was the challenge overcome or mitigated?
- Do you believe the program(s)/initiative(s) can be successfully replicated or transferred to other institutions? Why or why not?
- What are the most important considerations for an institution wanting to replicate the initiative(s)/program(s)?

Section III

Please provide a letter of endorsement from your institution's President/Chancellor that further explains why your institution should receive Leader College status.

APPENDIX A
Student Success Measures & Definitions

General Student Success Data Specifications

Achieving the Dream requires:

- That each institution analyze **at least four years of disaggregated data** for its student success measure.

- That **data be disaggregated on at least three levels**:
  - Ethnicity/race
  - Gender
  - Income status (Pell recipient status)

Analyzing Your Data

Achieving the Dream has developed the [Achieving the Dream Data Template](#) to assist institutions with tracking student success data and presenting results.

Institutions applying for initial Leader College status or Leader College Recertification must submit a **completed ATD Data Template** along with the Leader College application and annual reflection.

Defining the Cohort

The **ATD Cohort** includes all students who are first-time degree- or certificate-seeking students new to your institution during the fall term, including full-time and part-time students.

Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses
Number and percentage of students successfully completing developmental course requirements in <u>two</u> years

Institution may report the developmental education course completion in one of three subject area:

(1) Math
(2) English
(3) Reading

Measure 2: Enroll in and successfully complete college-level or gateway courses (math and/or English)

Number and percentage of students successfully completing gateway courses within <u>three</u> years

Institution may report gateway course completion in one of three ways:

(1) Math
(2) English
(3) Math and English

Measure 3: Persistence from year-to-year or term-to-term

Number and percentage of students persisting from year-to-year (fall-to-fall) or term-to term (fall-spring).

Measure 4: Credential attainment

Number and percentage of students attaining a degree or certificate within <u>four years</u>

Measure 5: Institution-defined measure

Metric from national voluntary or state postsecondary data systems that provides evidence of institutional success

This measure is subject to the same guidelines as the other four measures (disaggregated on three levels, four years of data, etc.).
Example sources include but are not limited to:

- Aspen Prize for Community College Excellence
- Complete College America
- National Community College Benchmarking Project
- National Student Clearinghouse

- Predictive Analytics Reporting Framework
- State community college system data
- Student Achievement Measure
- Voluntary Framework of Accountability

APPENDIX B

Institution Name:	Phillips Community College of the University of Arkansas										
Persist from Term-to-Term or Year-to-Year											
Define the Persistence (Fall to fall, fall to spring, etc.)	**Fall to Spring**										
Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort											
All students in the ATD cohort											
2015-2016	**2012-2013**			**2013-2014**			**2014-2015**			**2015-2016**		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
All	268	181	67.5%	227	174	76.7%	200	157	78.5%	188	151	80.3%
African American	142	93	65.5%	118	95	80.5%	97	74	76.3%	97	71	73.2%
White	124	87	70.2%	97	71	73.2%	100	81	81.0%	84	74	88.1%
Ethnicity/Race (Optional)			NA			NA			NA			NA
Ethnicity/Race (Optional)			NA			NA			NA			NA
Male (Required)	88	59	67.0%	68	51	75.0%	52	35	67.3%	73	61	83.6%
Female (Required)	180	122	67.8%	159	123	77.4%	148	122	82.4%	115	90	78.3%
Pell (Required)	208	147	70.7%	170	137	80.6%	153	116	75.8%	145	115	79.3%
Non-Pell (Required)	60	34	56.7%	57	37	64.9%	47	41	87.2%	43	36	83.7%
Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education.
A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.

Cell B10 Represents 13.5% of total enrollment.
Cell E10 Represents 11.3% of total enrollment.
Cell H10 Represents 11.1% of total enrollment.
Cell K10 Represents 11.3% of total enrollment.

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Institution Name:			Phillips Community College of the University of Arkansas								

Persist from Term-to-Term or Year-to-Year											

Define the Persistence (Fall to fall, fall to spring, etc.)			**Fall to Fall**								

Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort

All students in the ATD cohort											
2014-2015	**2011-2012**			**2012-2013**			**2013-2014**			**2014-2015**		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
All	277	141	50.9%	268	124	46.3%	227	117	51.5%	200	111	55.5%
African American	151	68	45.0%	142	63	44.4%	118	67	56.8%	97	50	51.5%
White	121	72	59.5%	124	60	48.4%	97	46	47.4%	100	60	60.0%
Ethnicity/Race (Optional)			NA			NA			NA			NA
Ethnicity/Race (Optional)			NA			NA			NA			NA
Male (Required)	86	34	39.5%	88	35	39.8%	68	35	51.5%	52	29	55.8%
Female (Required)	191	107	56.0%	180	89	49.4%	159	82	51.6%	148	82	55.4%
Pell (Required)	229	123	53.7%	208	96	46.2%	170	91	53.5%	153	83	54.2%
Non-Pell (Required)	48	18	37.5%	60	28	46.7%	57	26	45.6%	47	28	59.6%
Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education.
A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.

Cell B10 Represents 12.5% of total enrollment.
Cell E10 Represents 13.5% of total enrollment.
Cell H10 Represents 11.3% of total enrollment.
Cell K10 Represents 11.1% of total enrollment.

Institution Name:	Phillips Community College of the University of Arkansas											

Successfully Complete Gateway Courses within Three Years

Note: Successful completion is defined as earning a C or better.

Note: Enter the most recent year that your college will submit data for in cell A6-8 and the header rows will pre-populate with the BEGINNING year of the cohort

	All Students in ATD Cohort that Start in Any Math Course									Math		
2015-2016	**2010-2011**			**2011-2012**			**2012-2013**			**2013-2014**		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
All	230	67	29.1%	201	61	30.3%	182	62	34.1%	159	64	40.3%
African American	115	24	20.9%	117	23	19.7%	102	22	21.6%	84	31	36.9%
White	109	40	36.7%	79	37	46.8%	78	39	50.0%	66	30	45.5%
Ethnicity/Race (Optional)			NA			NA			NA			NA
Ethnicity/Race (Optional)			NA			NA			NA			NA
Male (Required)	76	20	26.3%	61	10	16.4%	57	20	35.1%	51	17	33.3%
Female (Required)	154	47	30.5%	140	51	36.4%	125	42	33.6%	108	47	43.5%
Pell (Required)	199	53	26.6%	177	55	31.1%	151	44	29.1%	133	50	37.6%
Non-Pell (Required)	31	14	45.2%	24	6	25.0%	31	18	58.1%	26	14	53.8%
African American and Male	38	2	5.3%	35	0	0.0%	29	4	13.8%	25	9	36.0%
African American and Female	77	22	28.6%	82	23	28.0%	73	18	24.7%	59	22	37.3%
Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL credential

Cell B9 Represents 10.7% of total enrollment.
Cell E9 Represents 9.1% of total enrollment.
Cell H9 Represents 9.2% of total enrollment.
Cell K9 Represents 7.9% of total enrollment.

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| Institution Name: | | | Phillips Community College of the University of Arkansas | | | | | | | | | | |

| **Successfully Complete Gateway Courses within Three Years** | | | | | | | | | | | | | |

Note: Successful completion is defined as earning a C or better.

Note: Enter the most recent year that your college will submit data for in cell A6-8 and the header rows will pre-populate with the BEGINNING year of the cohort

All Students in ATD Cohort that Start in Any English Course										**English**			
2015-2016	**2010-2011**			**2011-2012**			**2012-2013**			**2013-2014**		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
All	220	129	58.6%	195	113	57.9%	163	99	60.7%	135	93	68.9%
African American	118	59	50.0%	110	59	53.6%	86	46	53.5%	68	48	70.6%
White	96	67	69.8%	81	54	66.7%	75	52	69.3%	62	42	67.7%
Ethnicity/Race (Optional)			NA			NA			NA			NA
Ethnicity/Race (Optional)			NA			NA			NA			NA
Male (Required)	72	34	47.2%	60	28	46.7%	55	33	60.0%	42	24	57.1%
Female (Required)	148	95	64.2%	135	85	63.0%	108	66	61.1%	93	69	74.2%
Pell (Required)	192	112	58.3%	174	101	58.0%	136	79	58.1%	113	77	68.1%
Non-Pell (Required)	28	17	60.7%	21	12	57.1%	27	20	74.1%	22	16	72.7%
African American and Male	36	13	36.1%	28	9	32.1%	24	11	45.8%	19	14	73.7%
African American and Female	82	46	56.1%	82	50	61.0%	62	35	56.5%	49	34	69.4%
Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA
Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL credential

Cell B9 Represents 10.2% of total enrollment.
Cell E9 Represents 8.8% of total enrollment.
Cell H9 Represents 8.2% of total enrollment.
Cell K9 Represents 6.7% of total enrollment.