How has your college used the ICAT findings and what have been the results

PCCUA had all faculty and staff complete the ICAT in the Spring of 2017. Afterward, we shared and the discussed findings of the ICAT. Integrating the ICAT outcomes into Strategic Planning was critical. Working toward that effort, in the Fall of 2017 the entire College engaged in a SWOT Analysis and discussion of needs. It is important to share that the Arkansas Funding Formula model and the PCCUA formula outcomes are a top priority for PCCUA this year. Institutional dollars are critical to the College, therefore, the two In-service meetings engaging faculty and staff focused on the following issues and concerns:

1) ICAT Outcomes, ATD Strategic Planning, and the Funding Formula were presented to faculty in three separate sessions at the Friday, October27, 2017 In-service. The PCCUA ICAT outcomes reflected the weakest area identified by responders was in the area of equity. This was quite surprising to the Team because we have done so much work with Equity and employees at the College and with the Working Student Success Network.

There was consensus for capacity rating across functional areas so this will be the work priority for the next year. PCCUA administered the ICAT so that we could reach all employees. It may be that our approach impacted the validity of the outcomes. We had employees respond to some of the survey but not all of it. Part of that was in the interest of time available to do the survey. PCCUA did this to allow small group sessions for discussion. The In-Service was located on the Helena and the Stuttgart campuses.

2) The College took the first step in planning for the new Strategic Plan for 2020-25 on Friday, February 16, 2018. This involved a SWOT Analysis. This analysis was helpful in establishing strengths on which we can build and weaknesses which need to be addressed. In addition, it identified external threats and opportunities. The outcome for this can be found at the following link http://www.pccua.edu/faculty-staff/academic-affairs/ (SWOT Outcomes, Agendas for In-service, ICAT Report).

The ICAT indicated a strong level of capacity in all areas: Leadership and Vision 3.4; Data and Technology 3.2; Equity 3.0; Teaching and Learning 3.2; Engagement and Communication 3.4; Strategy and Planning 3.5; Policies and Practices 3.2. Equity was listed as a 3.0 within the capacity framework which is within the "strong" level of functioning. Aspects of that domain which had a moderate rating were engagement and communication, teaching and learning, and data and technology. After discussion about this outcome, it was determined that the College had not had "college wide" equity discussions for a couple of years. A faculty Equity Study was conducted but all were not part of that Study. Equity means more than financial and salary adjustments and it is important to "hear" all voices and issues. The Teaching and Learning category received a moderate score. The areas noted are the faculty preparedness to work with diverse student populations, consideration of different cultural values, and embedding technology into co-curricular and academic learning. PCCUA will have Ruby Payne discuss "Bridges Out of Poverty" in August of this year.   In the 2018-19 year the College will engage in open sessions with student and faculty discussing poverty, race, and other important issues of inclusion. Monday, May 21, 2018 Faculty and staff received training for working with students with disabilities. The College recognizes we need much more work in this area.

The Teaching and Learning domain received a strong ranking; however, one category within that domain received a moderate score. The Committee believes this is an accurate reflection of the current status at PCCUA. In the Spring of 2018 the Faculty Senate requested more professional development in areas which would improve student success such as technology utilization and strategies for teaching students with disabilities. In discussions with faculty and staff, it was determined that a fixed

professional development schedule for the entire year was important in assuring that employee development needs are met.

ICAT outcomes reflected that Administrators tended to indicate lower scores for all domains compared other groups. When exploring functional areas, continuing education tended to provide the lowest scores; however, there were only two responders in this group. Interestingly, both responders responded to the survey in similar ways which could be because these employees tend to be less engaged in academic and support strategies.

Student Success Vision
a) Briefly outline your institution's current student success vision.

Note: 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.

Phillips Community College has a vision for students entering the College. It is focused on helping them identify and reach personal goals. At the same time, we have a keen awareness of what skills an ideal graduate will possess and we "own "our obligation to help students develop these core competencies which include the following: social and civic responsibility, technology utilization, analytical and critical thinking, communication, and cultural awareness and understandings. We refer to these as STACC Competencies.

In the PCCUA vision for students we work hard to ensure that every student will be connected to an individual person who feels responsible for that student's success. Expectations about performance are clear and standards are high. Students are architects for their own success but faculty and staff facilitate/enable the development of success tools. Through ATD, Working Student Success Network (WSSN), and Guided Pathways the College has developed specific student success goals designed for retention and completion. Students entering PCCUA have an Individual Career Plan which is the blueprint for attaining student identified goals (sometimes the blueprint is modified). In addition, the College revisit its planning and goals to refine and modify for student success. Most students attending PCCUA enter underprepared, under-represented, and under-resourced. PCCUA feels a responsibility to ensure that barriers to success are removed and supports which increase the likelihood for success are provided. Much work has been in the area of developmental education in an effort to accelerate movement through remedial coursework and complete gateway courses. Intrusive advising, and a faculty early intervention process has placed student engagement front and center of all that we do. Volunteerism has increased within the entire campus family through the Food Pantry, the Career Closet, and other supports in place. It is often a call for help is issued to students and faculty when the food truck comes in so that it can be unloaded quickly. All of this relates to ensuring that basic needs are met so students can focus on reaching their full academic potential.

PCCUA also sees the need for students to experience financial, career and academic success. As part of this we have developed a strong coaching system which is supportive of student needs, understanding that success in work or in transfer to a four year college or university is important. PCCUA knows its students but there is still much work to be done to improve our student success practices.

Ideally, every student will experience four stages of success before completing a certificate or degree: first contact, planning for success, enrolling for success, and sustaining success.

First contact is the initial time a student asks or is recruited to attend PCCUA. It is at this stage that the student is encouraged to look at programming and be made aware of advantages to attending PCCUA.

Planning for success involves completion of the application, placement test preparation and taking the placement test (Accuplacer). After testing, students are placed with an advisor who assists the student with completing an Individual Career Plan (ICP). If the student is uncertain of what they want to select as their major, the student is encouraged to visit the Virtual Career Center to explore career options and take an informal career inventory.

Enrolling for success involves using the Individual Career Plan. Faculty, advisors, and others can glean much from the Intake Form which accompanies the ICP. The Intake Form helps us understand if the student has personal or academic needs which we can address. In addition, a student may be referred for disabilities, Career Pathways, Student Support Services, Benefits Access, or some other service. Students placing in Basic Writing II are placed in Student Success I and students placing into Composition I are placed into Student Success II. A majority of PCCUA students place in one of these two courses at entry. The courses cover much college survival information. The Student Success coaches provide career, financial, and academic coaching and work closely with the student's ICP. Intrusive advising is provided to students at all phases of the college experience.

Sustaining success is one of the most important phases for students. It is during the ongoing enrollment of courses within a program where a student needs academic, emotional, and social support. Students are encouraged to attend class regularly. Faculty in all divisions have early intervention support for students. During the first three to five weeks faculty provide an authentic assessment of progress. All syllabi contain intervention strategies (tutoring, peer tutoring, learning lab assignments) to assist students with succeeding.

What are your college's student success goals for the 2018-2019 academic year?

As we enter 2018-19 our Strategic Goals have been reaffirmed by employees.

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.

The new Funding Formula has forced the college to examine some very important issues. Dealing with the ramifications of declining enrollment is the highest institutional priority. In addition, in order to increase that enrollment the College must address recruitment of non-traditional students. In that effort, the college has sought new programs which are attractive to non-traditional populations such as CDL/Truck Driving, EMT, welding, and more. Also, in the last two years the college has been aggressively adding new programs such as certificates in accounting, coding, general studies, cyber security, and HVAC.

Our institutional efforts have not changed and there is still much work to be accomplished in the following areas: reducing performance gaps based on ethnicity; consistency in the on-line course

delivery and support; sustaining tutoring, peer tutoring, or any form of student academic support; early detection of performance issues; addressing readiness for college course work at the same time we accelerate remediation; continued but ongoing improved and refined intrusive and intentional advising; and continuing to develop the College "One Stop" approach to serving students.

b) **Briefly describe your systemic change priorities that will help your institution achieve its student success goals. We recommend identifying two or three priorities. Each priority likely comprises 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 higher education and the labor market.

PCCUA documents evidence of performance about its operations and has several protocols in place for improvement. This Model for Systemic Change includes the alignment of work which means integrating initiatives, practices, and policies. At this time, the Institutional Priorities related to recruitment, retention, and completion aligns with the College student success focus. Planning and accountability are critical to the College operations and have been integral to the Strategic Plan. The Strategic Plan is the instrument which drives student success and within our plan indicators include (1) goals, (2) tasks to complete those goals, (3) identification of the time required to complete the goal or task (within the year, three years, five years), and (4) the person(s) responsible for the work. The scope of work is reviewed annually.

There are other protocols important to systemic change such as Faculty Inquiry Groups (FIG) and initiative alignment. FIGs are important to the College because these groups query instructional data. The Faculty Inquiry Group has identified very different outcomes for completion of developmental course work. The College began initiative alignment about ten years ago shortly after joining Achieving the Dream. A committee of all initiative leaders meets regularly with the intention of breaking down territorial work silos. This group determines whether an initiative fits institutional student success work.

During the 2018 Year the College wants to validate three Systemic Goals which will improve its effort to remove student barriers and these include the following:

1) Develop or refine a recruitment, retention, and completion action plan;

2) Clearly define programs of study pathways with steps and expectations about how to complete the pathways and incorporate academic, career and financial, and social supports for student success;

3) Review and provide additions, modifications, and deletions of written practices, policies, and procedures which are barriers to student success. These documents guide student interactions and need to be clear and operational. Established protocols will be aligned and reflected in the Catalog, Student Handbook, PCCUA Policy Manual, the Strategic Plan, and other official College written documents.

If the College could do these three things, it would be useful in ensuring that the work developed though Achieving the Dream, Working Student Success Network, Guided Pathways, Title III and other important initiatives are incorporated into the ongoing operations at the College.

The 2018-20 academic years are an ideal time to schedule this work because the College will be engaged in developing the 2020-2025 Strategic Plan. Therefore, these systemic goals can become a part of the plan. The Strategic Plan guides the scope of work for the next five years and is very important to acquiring the resources needed to achieve identified long term institutional goals. Unfortunately, much of the planning for this will occur during the next two years so it is not possible to state specific goals at this time. However, it is likely that addressing recruitment will be included as an institutional priority. Another event which makes incorporating the three systemic goals a logical focus of work is that the Higher Learning Commission Virtual Visit is in June 2020. This means that 2018-20 would be an ideal time to prepare for the visit.

What progress is your college making in improving outcomes through these priorities?

Recruitment, Retention, Completion
Three Systemic Institutional Learning Goals
I. Support for Student Learning
   A.   Better recruitment, retention, and completion strategies.
   B.   Focused advising and multi-faceted support for students
   C.   Improved tutoring and other student support.

1. Multiple Supports-Several strategies are in place to ensure the College achieves these student learning goals.

a. Assessment and placement of students (with a preparation for ACCUPLACER before taking the test).
b. Mandatory orientation
c. Supplemental Instruction for remedial math, reading, and English
d. Acceleration of remedial course work (co-course enrollment, daily course meetings, multiple delivery options)
e. Student Success I and II
f. Early Intervention-required by all classroom instructors
g. Coaching for career and financial concerns
h. Individual Career Plans (ICP) completed by all student
i. Learning Labs for students to receive tutoring, help, or other support
j. Food Pantries (all three campuses)
k. Career Closet (on two campuses)

2. Improved tracking of College data to ensure specific indicators are met. PCCUA uses indicators typical to ADT colleges.

a. Institutional reporting data (much of this is cohort driven but not all of it)
Course completion
Course success
Term to term retention
Fall to fall retention
Certificate and degree completion

Other student characteristics (gender, ethnicity, socio-economic level)

b. Test and course assessment data
Question success
Review success
Item analysis
Cross section assessment (writing)
Other

3. Development for faculty and staff
a. Ongoing employee development
b. Focused departmental and functional area development
c. Establishing Processes and Practices for Budget and Planning
d. Develop a comprehensive plan with measureable goals
e. Have in place a college, division, and functional area strategic plan including short term, medium and long term goals.

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 provides development for faculty focusing on support for student learning, technology, and communication. The College has engaged the Faculty Senate Faculty Development Committee in planning and developing a plan and schedule for professional development activities.

Other strategic goals are important to student learning and College operations.

4. Development of comprehensive planning tools.
Each spring the Business Office sends each budget director a budget template which allows every department and functional area to outline funding needed for operations and one time purchases. Other important tools are Bamboo and Zogotech which assists with the collection of enrollment management data.

5. 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 composed of PCCUA, University of Arkansas at Batesville, and the University of Arkansas at Hope. Students seeking an

6. Development and Support of Emerging Technologies
A. Develop and implement a technology replacement plan.
B. Support new and emerging technology for teaching, learning, and institutional operations.

7. Confirmation and Expansion of Industry, Business, and Community Partnerships.
A. Continue ongoing community partnerships including college, schools, industry, and other agents.
B. Develop partnerships whit new organizations and entities.

In conclusion, the College data reflects that PCCUA has experienced an upward trend which reflects that strategies are working. We are seeing higher completion of gateway courses in math and English, higher term to term persistence, higher Fall to Fall persistence, and increased completion of certificates and degrees. In addition, the College has established Food Pantries –supported through grants for the Food Bank of Arkansas, the Phillips County Foundation (Helena only) , and donations. In Helena an average of 55-60 students are served weekly, in DeWitt and average of 25-30 students

are served twice a month, and in Stuttgart an average of 40 students are served twice a month. All of the students served are getting much needed food to feed their families so the food pantries are reaching numerous people. The Career Closet has received support from a grant from the Phillips County Foundation on and donations of clothing on the Helena campus has proved to be a valuable resource for students looking for employment.

COMPLETE

What are your challenges in obtaining your goals? (4938 characters)

The Arkansas Delta, part of the Mississippi River Delta, is one of the poorest areas in the nation. It is also recognized for serious educational and economic challenges, which impact the underprepared workforce. Phillips County has the highest minority population in the state (64.4%). There are many challenges to providing educational services to this region because it has one of the highest poverty rates and one of the lowest high school attainment rates in the state and the nation. The needs of both the Phillips and Arkansas County populations are many. The PCCUA program is committed to providing access with success to students entering PCCUA. Understanding the geographic and financial limitations available to address student needs in the region, makes understanding that accessibility to services and support are critical for any student to succeed. Many students do not have transportation, have diverse learning needs, and face multiple barriers to succeeding in school.

The 2014-19 institutional priority was student success and PCCUA has shown remarkable improvement in that area. The persistence rate for term to term has continued to increase. Data reflects that the 2012 cohort was at 69% and the 2015 cohort is 82%. The Fall to fall persistence continues to increase and the data reflects an upward trend line from 2012 at 48% persistence 63% in 2015. Gateway completions also continue to show increases reflected in the data outcomes. The Math gateway has gone from 19% in the 2012 cohort to 40% in the 2015 cohort. The English Gateway shows a similar upward trend from 53% for the 2012 cohort to 61% for the 2015 cohort. Although the completion rate for the ATD cohort has gone slightly up and down, the improvement is remarkable considering the college had low performance outcomes prior to our entry into ATD.

Declining enrollment is forcing PCCUA to address a different threat and make it an institutional priority. Recruitment, retention, and completion, with Student Success embedded as a focus, will probably be part of the 2020-25 Strategic Plan. PCCUA will establish those priorities during the next year. However, all employees recognize that the recruitment and retention of students with an emphasis on recruiting and retaining non-traditional students is critical to the college functioning.

In the Fall 2017 In-Service, a SWOT analysis helped employees identify several PCCUA weaknesses, these are internal problems which the College has the power to change and improve. These include the following concerns: the under preparedness, not enough vocational programs, the need for better marketing, the need for better communication among campuses and with the communities we serve, a realistic plan to reach non-traditional students, more extra-curricular activities, and more options for the delivery of courses, budget concerns, and technology concerns.

Part of the SWOT Analysis focused on institutional threats. These are external factors which are beyond the College's control but the issues do have a negative impact on the College. If the College is not aware and has not planned to address these threats, the College outcomes and very existence will suffer. These threats include the following concerns: the Arkansas Funding Formula, declining population,

academic unpreparedness, lack of transportation, employee replacements as people retire, the inability to offer Adult Education in Arkansas County, and competition from other colleges.

c) **How can ATD assist your institution in reaching your goals in the coming year?**
The best support Achieving the Dream can provide is to continue to share new models and showcase "best practices" based on high impact outcomes. Community colleges learn best from each other. The webinars, special initiatives, and other student focused opportunities have made a tremendous difference to PCCUA. Achieving the Dream's administration of the Working Student Success Network was remarkable for PCCUA. It allowed us to develop new ways to engage with students and gave College employees a foundation for interacting with students and providing meaningful support for student success.

The PCCUA ATD Team thinks the Annual DREAM Conference is an exceptional conference for learning about best practices, innovative pilots, and new ways to work with students to help direct them toward becoming a more self-actualized person. Unfortunately, due to budget constraints the College may have to greatly reduce attendance to this conference. It would be useful if there were more scholarships available for attendees. One idea we had was to award a scholarship to presenters. If presenters received a scholarship, the number and quality of applications to attend may be enhanced and it would be a unique way to support attendance for colleges unable to fund registration and travel for attendees.