# 2017 Annual Reflection & Leader College Application

## Instructions

The annual reflection process provides a structured way for Achieving the Dream institutions to consider their student success work over the past year and to plan for the coming year. It guides reflections that emphasize success with system changes, progress with integration of multiple reform efforts that may be operating on the campus, and student centric solutions aimed at improving student outcomes. ATD coaches and staff provide feedback on the reports to help colleges refine next steps and they distill common themes and lessons to build knowledge of the institutional change process and to improve ATD's support of the networks' transformational work. The 2017 Reflection Process includes four components: the annual reflection narrative and data template, an optional application for recognition as a new Leader College, a coach satisfaction survey, and an interventions showcase submission.

### Annual Reflection Report

The annual reflection is designed to facilitate the engagement of 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. Important topics include
efforts to achieve the scale and full adoption necessary for sustained success of the changes your
college seeks to implement.

### Leader College Application

Institutions submitting an annual reflection have the option of applying for initial Leader College status
by completing the Leader College application at the end of the annual reflection.

Please note that the
Leader College application includes a Achieving the dream Data Template which when completed will
capture your college's student outcomes over three or more years.

**Coach Satisfaction Feedback**

Institutions are requested to complete a short survey 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 and to submit one entry. Survey responses are confidential and will only be seen by Achieving the Dream non-coaching staff. The survey can be completed by visiting: https://achievingthedream.qualtrics.com/jfe/form/SV_9Akht4Z824CRoLr

**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 submitted via an online form, and each institution's individualized link will be sent to Core Team Leaders by June. The worksheet on page 3 of this document may be used to help colleges collaborate and draft responses before completing the online form. The annual reflection and Leader College Application is due **June 23**.

# Questions

Please send an email to programandpolicy@achievingthedream.org or call (240) 450-0075 if you have any questions.

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# Annual Reflection

Note that the period covered by this Annual Reflection is June

2016 - May 2017. Please reflect on activities during this time period throughout the narrative.

## Phillips Community College of the University of Arkansas

Is your institution currently a Leader College?

■ Yes

☐ No

Because your institution is currently a leader college, you are eligible for a recertification extension. You will not be asked to submit a Leader College application at this time.

# Annual Reflection

Note that the period covered by this Annual Reflection is June 2016 - May 2017. Please reflect on activities during this time period throughout the narrative.

# Contributors to the Annual Reflection

Please identify the stakeholders who contributed to the 2016 Annual Reflection by listing their name and title. (Ex: James Brown, Chief Academic Officer)

Contributor 1 (name and title)     Deborah King, Vice Chancellor for Instruction

Contributor 2 (name and title)     Scott Post, Vice Chancellor for Student Services

Contributor 3 (name and title)     Blake Cannon, Director of Institutional Research

Contributor 4 (name and title)     Robin Bryant, Chair of Arts and Sciences

Contributor 5 (name and title)     Debbie Hardy, Director of Institutional Effectiveness and Student Success

Contributor 6 (name and title)     Kim Rawls, Director of Career Pathways

Contributor 7 (name and title)     Deborah Gentry, Advisor

Contributor 8 (name and title)     Dr. Keith Pinchabak, Chancellor

Contributor 9 (name and title)

Contributor 10 (name and title)

# Student Success Vision

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.

*Suggested word count: 300-500 words*

PCCUA has a formal vision statement which is shared in the Catalog. This statement was developed by the entire College community, adapted from permission from the Center for Community College Student Engagement, and it is the ideal of what student success looks like to all of us at PCCUA.  The vision begins with the student's first connection to the College.  Once a student has decided to attend college or in some cases trying to decide to attend, the student is asked to complete an application, a FAFSA, and a placement assessment.  During this process, or during the mandatory orientation the student completes an informal intake from which asks questions about what the student might need in terms of assistance.  At first step an advisor is assigned and usually but not always that advisor stays with the student during his or her college experience. During the first meeting, the student is also encouraged to take a career assessment inventory if that student is uncertain about a major.  Later, the student is assigned a career coach who helps identify a major as early as possible.  In addition to career coaching the College has financial coaching, something very important for many of the poverty level students advisors serve. Once a program major is identified the advisor assists the student with developing an Individual Career Plan (ICP) and provides a program of study/guided pathway the student will follow to reach a career goal.

The College programs maintain high expectation of students and do all that is possible to meet student goals. In addition, advisors and coaches review and update the student's programs and pathway regularly. All student meet with an advisor at least three times during a semester. Student needing remediation have opportunities to gauge the pace of that process advancing quickly if necessary.  The College is frequently adding new options for quick and successful advancement through remedial and gateway course work. Learning by all students is facilitated by faculty, staff, and others.  Learning takes place in the classroom and outside of the classroom. Many of the processes in place are designed to help student learn to navigate academe and transfer that navigational skill to other bureaucracies.
PCCUA students are supported by a wide range of academic, social, career, and financial services. It is hoped that these supports assist student to meet graduation goals and be prepared to enter the workforce or to transfer to a college or university. We believe our graduates possess competency skills which we refer to as STACC skills (social and civic responsibility, technology utilization, analytical and critical thinking, communication, cultural awareness). Finally, because the college is responsible to the communities it serves, the College relies heavily on input from our schools, businesses and industry

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.

*Suggested word count: 300-500 words*

PCCUA's student success vision is an evolving and dynamic vision. It is almost similar to Jung's self-actualization, we are always striving for the ideal but you never actually reach it. This reality is remarkable because the College as a whole is always trying to improve the way we engage and interact with students. The best way for us to make these changes and ensure that everyone is on the same page, because everyone at the College does the work of student success, is to place that vision into a visual image or chart, one that can be tweaked, altered or even discarded.

The change vision has already occurred but in order to maintain it the College Data and Core Team will need to take the following actions:
Meet frequently.
Plan thoroughly
Evaluate often using both formative and summative processes.
Adjust and modify strategies when needed.
Establish a mechanism for discussions and input.
Share outcomes
Keep current in best practices related to specific strategies or change processes.
Think outside the box.
Don't be afraid to be innovative or try something new.
There are several student success priorities designated for 2017-18.
PCCUA will support students and learning through better recruitment, retention and graduation rates. Use of focused advising and support for student learning. Improved tutoring, learning labs, and other student physical, social, and emotional supports are made available to increase the chances for student success.
PCCUA will provide professional development for faculty and staff through on-going employee development and focused departmental and functional area development.
PCCUA will develop budgeting and planning processes and practices /protocols which will be established through comprehensive planning using measureable goals. The College will implement the use of division and area strategic planning including short, medium and long term goals.

PCCUA will increase distance learning opportunities through the development of more distance learning courses and offerings, support for distance learning options for faculty and adjunct faculty.
PCCUA will assist with the development and support of emerging technology through the development and implementation of a technology replacement plan. In addition the College will support new and emerging technology for teaching, learning, and institutional operations.
PCCUA will confirm and expand industry, business and community partnerships through affirmation of continued and ongoing community relationships including industry,

What key metric(s) are you using to measure progress on achieving your student success vision? Select all that apply.

- [ ] Aspen Prize for Community College Excellence
- [x] IPEDS
- [ ] National Community College Benchmarking Project
- [x] National Student Clearinghouse

- ☐ Predictive Analytics Reporting Framework
- ☐ Pathways Project (AACC)
- ☐ Student Achievement Measure
- ☐ Voluntary Framework of Accountability
- ☐ Other (please specify):

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*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 with building capacity in each of seven critical areas that contribute to improving student success over the past academic year. Consider both the positive factors and the challenges affecting the student success efforts at your institution. Note which areas will be priorities for further development in 2017-2018.

## 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*

Our Chancellor is committed to ATD and recognizes that this helped PCCUA develop tools which promoted institutional engagement and accountability. Through this work the College identified student success as a college priority. This process helped us shape specific success strategies with measureable outcomes. We increased our understanding and use of quantitative and qualitative data, developed a culture of evidence, and through much professional development and difficult conversations, we have been able to improve the quality of instruction and the kind of services and support we provide to students.  The new Chancellor supports this because he understands our success work. Our work with ATD is student centered, coaching driven, and sensitive to the needs of each student. In addition to the CEO, top administrators (vice chancellors, deans, department chairs) support ATD efforts and are engaged in the work.   Most important is the fact that PCCUA have faculty and staff champions for the student success work and these campus leaders play a very important role in the leadership and vision of ATD. There is no doubt that ATD today looks much different than the ATD efforts of 2007.

Under the new Chancellor's leadership, the College has taken some steps to improve student retention. PCCUA has adopted the use of college career maps (pathways, track student progress (persistence, and completion), and document the use of employability skills modules. Each map identifies skills needed for job placement and opportunities for advancement within the career. The capability to meet this goal exists but we need to develop user friendly plans and track student progress with using these resources.

In an effort to attract students the new Chancellor encouraged discussions related to new programs, as a result of those conversations four new programs have been added to the curriculum: criminal justice, CDL/Truck Driving, cyber security, and increased welding options.  In addition, the College has hired a Workforce Director who has established industry councils on all three campuses. The purpose of these councils is to create centers to inform curriculum changes, provide job opportunities for students, and provide training to incumbent workers when needed.  Students are taking advantage of these changes for example the welding program has doubled in size during this year probably because of these new program changes.

## Challenges

*Suggested maximum word count: 300 words*

> Access is not much of an issue for our students, many are Pell eligible and for those who are not the College has the Great River Promise scholarship for any high school graduate of a high school in Phillips and Arkansas Counties. In addition there are numerous state and local scholarships to support students with tuition and fees. The biggest challenge we face is retaining and graduation students. Without student success, access is worthless.

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## Do you have goals in this area for the 2016-2017 academic year?

■ Yes
☐ No

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

☐ Yes
■ No

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# 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.

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## 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.

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## 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 Zogotech LLC Student Navigator is used by the College to work with our Student Information System so that the general and specific student information can be collated in a more user friendly manner than in past years. Student demographical data, ID photos, transcript information, financial aid information, and student academic performance can be viewed from one location. This use of Student navigator is important because it helps the College identify at-risk students, as well as provides an opportunity for early interventions and help with tracking services the students are receiving through the contact portion of the software. The College continues to improve data usage to inform decision making. Reviewing existing data sources and small and large group discussions, interpretations, and potential actions based on data have been greatly improved since adding Zogotech. At both the departmental and institutional level, the College has integrated discussion focused on outcomes reflected in existing reports/program data, institutional data, and data reviews. These college team conversations have helped shape the ways data can drive programmatic refinements

## Challenges
*Suggested maximum word count: 300 words*

Although many people have been trained (all advisors) on the use of Zogotech, there is still a need for more training.  The most effective data outcomes require accurate information input to the system. Effective use of Zogotech by faculty and others engaged in the lives of the students will result in more accurate data outcomes.
The Data and Core Team tracks and examines data.  Data discussions are provided so that any faculty and staff member has the opportunity to ask questions or provide insights.  Data is shared frequently at faculty meetings and In-Service activities. The team is careful that the focus of the discussions does not highlight too much data otherwise it can be overwhelming for non data users.  The time devoted for discussions varies depending on the meeting. However, it is hard getting all faculty interested in data and there are still some who don't believe that data is a useful as the Team believes it is. Fortunately, there are not too many faculty like this. In spite of these challenges, there is an increased capacity to use and analyze data at the College.  In addition the sharing and discussion of data outcomes has made all faculty more curious about how they can use data to meet specific instructional goals.
The PCCUA Faculty Inquiry Groups have helped with the analysis and discussion of data, especially in the math, reading, and English areas and with gateway course success analysis.

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Do you have goals in this area for the 2017-2018 academic year?

■ Yes

☐ No

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

■ Yes

☐ No

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# 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.

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# 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.

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## Is this area part of your strategic plan?

■ Yes

☐ No

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## Did your college pursue any strategies in this area during the past academic year?

■ Yes

☐ No

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## Progress

*Suggested maximum word count: 300 words*

In the Spring of 2017 all employees at PCCUA took some subtests of the ICAT. This was done at the Faculty In-Service. The intention was to use the outcomes of the ICAT to plan the fall 2017 In-service providing the data to employees for honest and frank discussions about the ICAT outcomes. The College ICAT responders identified equity as the weakest capacity area for all functional areas. This was quite surprising to the Data and Core Team because the College has done so much work with the Working Student Success Network (WSSN). There was consensus for capacity rating with equity identified all across functional areas which will make it a work priority for the next year. During the Fall In-service the faculty and staff will engage in college-wide conversations about these outcomes.

There are several equity issues which could be identified by employees as problematic and prioritized for equity work (examples include faculty salaries, student attainment gaps, recruitment of minority faculty and administration). In addition the College should be able to develop a plan of action to further an equity agenda on campus (including the creation of an equity vision statement).

Recruitment of minority faculty and administrators continues to be a problem. However, some progress is being made in this area. Four of the last five administrative hires were filled by minority applicants.

## Challenges

*Suggested maximum word count: 300 words*

A Faculty Equity Committee was established to examine and make recommendations about salaries for faculty. PCCUA uses a Faculty Salary Placement Schedule which reflects all new faculty hires by degree, years of experience, and sets the appropriate salary for these factors.  There are division differences (Allied Health faculty receive an $8,000 differential and so do faculty teaching in hard to hire disciplines).  Because the College has no incremental raises, many of the faculty would earn a better salary if they quit working at the college and were rehired in the same position. The Equity Committee gained 70% of the equity estimate being requested. This provided salary adjustments for twenty-six full time faculty (over one-third). However, without an incremental schedule, faculty salary equity will continue to be an issue.
A second equity issue poses a challenge related to student learning. There is still a large gap for math gateway completion between students who are white and those who are African-American.  Reducing this will be a goal for next year's student success work. There is a performance gap between white students and African-American students enrolled in English but it is not as great a gap as seen with the completion of math gateway courses. PCCUA has increased retention rates for all groups. The Fall-to-Spring retention rates showed improvement for males and females and among whites, African-American students, and the very small number of students from other ethnic groups. The retention gap between African-American and white students has been greatly reduced. A positive outcome reflected in the data showed that Pell recipients were showing performance improvements in success with gateway courses and retention. This suggests that the College ATD/WSSN efforts are working

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Do you have goals in this area for the 2017-2018 academic year?

- ☒ Yes
- ☐ No

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

- ☐ Yes
- ☒ No

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# 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.

## 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*

PCCUA uses multiple characteristics for disaggregating and analyzing data which is very important to the teaching and learning process. Race, gender, and socio-economic level are factors which the College has discussed when identifying strategies to facilitate learning. Demographic characteristics are so important to student success and College data informs decision making. Student performance outcomes are critical to the self-assessment of student success progress but also for course and program assessment of student learning. In addition, the College also has numerous initiatives which require the reporting of specific outcomes using disaggregated data such as Career Pathways, Working Family Success Network CC, Guided Pathways, and Academy of College Excellence (ACE). All College initiatives are aligned and address goals within the Strategic Plan. All of these initiatives are tied to removing obstacles to student success. These goals include the following:

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 Phillips students often face multiple obstacles to success such as poverty, under-preparedness, under-representation. In an effort to remove the obstacles, the College has
multiple student support initiatives. PCCUA is composed of 49.5 percent white, 45 percent African-American, and 2.8 percent Hispanic, 1% other populations, and 1.5% unknown. Females comprise 61.7 percent of the student population and males comprise 38.9 percent of the student population.

## Challenges

*Suggested maximum word count: 300 words*

PCCUA's student population is bi-racial not really multicultural. This student demographic makes it very important to recruit and retain good African American role models in administrative, faculty, and staff positions. However, recruiting African-American applicants for jobs in the communities PCCUA serves is sometimes challenging. The student population is high needs and high risk, underprepared for college, first-generation college, low income, and many have other characteristics which are most common with the under-resourced students. The student population mirrors the communities' social demographics.

Another issue at PCCUA is related to flat funding making it difficult to offer competitive faculty salaries to those seeking employment at PCCUA. These low salaries make it less attractive to work at PCCUA than at colleges located in an urban area. One strength PCCUA has is its ability to retain those we do hire. In spite of these challenges PCCUA does face, the College makes every effort to advertise positions in newspapers, magazines, and on-line. In addition, we advertise in newspapers and magazines designed for African-American audiences. Perhaps our best infrastructure development has been to recruit employees who demonstrate advancement performances. The College has embraced professional development and on-going college education opportunities and most who are hired here know our advancement opportunities are excellent.

Along with recruiting minority faculty, PCCUA has dedicated much time and effort to reducing the performance gap among black and white students. Various strategies have been implemented to reduce this performance gap and the College is working to reduce the outcomes gap for completion of math gateway courses, English gateway courses, and retention. However, sustaining gap reductions in student performance outcomes is difficult.

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## Do you have goals in this area for the 2017-2018 academic year?

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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# 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.

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## 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.

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Is this area part of your strategic plan?

- ☒ Yes
- ☐ No

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Did your college pursue any strategies in this area during the past academic year?

- ☒ Yes
- ☐ No

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## Progress

*Suggested maximum word count: 300 words*

The College has already implemented specific best practices to improve student success and all are tied to frequent interaction and engagement with the student.  These practices include: ACCUPLACER test preparation, mandatory testing and placement, assigning an advisor and requiring the student meet with the advisor three times in the semester, registration before classes, mandatory orientation, Student Success I & II (learning community), Supplemental Instruction (all dev. ed.), tutoring, learning lab support. An Individual Career Plan which includes an intake form provides the advisors, faculty and coaches with much student information at registration. The College also assists students with accessing information about benefits, career counseling, and financial counseling.

Student communication and engagement is very important to the College and to our student success efforts. Social media has had the greatest impact on the way we interact, engage, and share information with our students. Although the college continues to use surveys, focus groups, and other venues to gain valuable input into college planning, we have begun to use a wide range of social media techniques to engage students. Student activities and intramurals have also served as a valuable vehicle for student engagement.

PCCUA has a variety of ways to communicate with our employees about our ATD work and other accomplishments or concerns.  Each fall when faculty return they receive the Academic Update, a newsletter which provides information about the assessment outcomes of each division and identifies division goals, annual plans, and much important academic information. Each CCSSE and SENSE cycle, the Director of Student Success prepares a pamphlet identifying outcomes and ties those to our institutional priorities and Strategic Plan.  This is shared in small discussion groups. The Strategic Plan requires meetings for updates on planning progress. The common reader provides opportunities to have open and sometimes difficult conversations about important life and learning issues.  The intent is to engage faculty, staff, and sometimes students in these conversations in an attempt to enlighten them or provide insight about other perspectives related to attitudes, values, and beliefs about life situations. In most cases these books are provided to faculty and staff. This year's book is entitled Mindset by Carol Dweck and the conversations occurred in three increments as either informal breakfast or lunch sessions. Faculty In-service provides a valuable opportunity for discussions and examination of concerns relevant to the College and student success.

## Challenges

*Suggested maximum word count: 300 words*

Through a Working Family Success Community College grant the College is addressing communication critical to student retention and completion. The student, instructor, advisor, secondary advisor, tutor, support staff need open communication about the student. Zogotech, and electronic support is helping us build that communication system. However, we still have much more work to do in this area.

Various faculty have been invited to lead data discussions. However, it is still faculty in the math and science area who have demonstrated skill in presenting data outcomes in an understandable and meaningful way. Although we are seeing some non-math faculty and staff leading discussions, it would be useful to have more from a variety of academic backgrounds.

Although the College has had student focus group sessions, it has have not actively engaged students to provide input and much needed information about instruction and services. In fact, the Data and Core Team believes it is important to gain information from students who have not succeeded and those who have left the College. Students who have not been persistent may be valuable resources for determining obstacles preventing success.

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Do you have goals in this area for the 2017-2018 academic year?

☒ Yes
☐ No

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

☒ Yes
☐ No

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# 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.

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# 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.

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## Is this area part of your strategic plan?

☒ Yes

☐ No

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## Did your college pursue any strategies in this area during the past academic year?

☒ Yes

☐ No

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## Progress

*Suggested maximum word count: 300 words*

The College is both an ATD Leader College and a Working Student Success college. Much work related to student success stems from the planning related to ATD and WSSN. Actually, the work related to both of these roles is about helping students succeed. The College is always seeking ways to increase linkages among existing support and to identify service gaps in order to bundle a package of student support that maximizes the probability of success for a student. The services include funds for tuition/fees and books, transportation assistance, childcare assistance, career assessment, advising, tutoring, job search skills, and job placement assistance. The College also serves as a facilitator for numerous other services provided by external agencies and makes sure that all student advisors and functional areas access the Community Resource Guides. In addition, the College now has a food pantry and clothes closet on each campus.

One of the primary sources of College planning is the Strategic Plan. Functional Areas are required to address changes in the plan and identify if certain goals set a year ago have been completed, need to be modified, or eliminated.

PCCUA uses both summative and formative data and a comprehensive evaluation process. The College continues to monitor and adjust the evaluation of our work to make sure that we incorporate qualitative outcomes with the quantitative (surveys, focus groups, interviews, anecdotal stories, etc.) so that a more comprehensive understanding of our college family and of the multiple realities which can enhance insight and inform planning and decision making.

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## Challenges

*Suggested maximum word count: 300 words*

The Data and Core Team meet regularly to discuss data and academic and support practices. Many nationally recognized best practices developed as part of ATD have been successful and have been institutionalized at the College such as supplemental instruction, student success courses, and early alert.

One challenge always facing the College is to increase our capacity to do a better job of working with students, to capture the practices which are most successful and determine the best way to reach more students with that service. In order for this to occur, the College needs to ensure that institutional planning includes ways to sustain the valuable work and discontinue practices which are not useful in helping students succeed. This is an ongoing process. As faculty and administrators retire, or as practices become institutionalized, sometimes the momentum which resulted in the successful implementation of what was considered a "best practice" is reduced. Or worse, sometimes as new faculty implement the practice, there is not the same connection as with faculty or staff who were engaged in the development of the practice. Some practices which have been institutionalized are taken for granted. While that can have a positive impact it can also have a negative impact if there is not continuous evaluation of the practice. As the College tries to develop new ways to move students though the developmental cycle more rapidly, faculty need to be engaged and willing to make changes. All the ATD work needs to be supported by services and instruction and must align with student needs. The College has established a review and analysis cycle for success practices. However, we have been complacent about some strategies which were implemented in the early ATD years and were innovative at that time but may no longer be as effective for reaching our persistence and completion goals. In addition, faculty get tied to those older practices (2007-2017) and are not as willing to try new strategies which could be better. This effort to build college capacity and sustain programs must begin at day one with the initial planning and continue. Review and analysis are critical to continuous improvement which is what the College and ATD is

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Do you have goals in this area for the 2016-2017 academic year?

- ■ Yes
- ☐ No

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

- ■ Yes
- ☐ No

# 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.

## 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 Chancellor is committed to Achieving the Dream and its work. Because of the serious declining enrollment concerns the College faces, an Enrollment Management person has just been hired. There are three standing committees to work with the new Director of Enrollment Management.  These three committees are recruitment, retention, and outreach and each one has the authority to lead the efforts toward increasing enrollment. They are charged with the following goals:
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.

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 toward this outcome. 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.

PCCUA has been on the AAUP censure list since 1976.  Recently, the College made some minimal changes to our due process practices and requested to have a hearing to be removed from the censure list. No employees who were here at the time of the censure were still working at the College. The administration and faculty engaged in conversations with AAUP about the possibility of being removed from the censure list, modified our existing due process policy, and hosted a visit by an AAUP representative. On Saturday, June 17, AAUP voted to remove PCCUA from the Academic Freedom Censure list.

## Challenges

*Suggested maximum word count: 300 words*

The amount of time, energy, resources and work required of the new committees to sustain the recruitment and retention work is overwhelming at times.
We know that student outcomes do not always match expectations. Some students doing well are not necessarily our high achievers.  During the fall, PCCUA implemented an open remedial math lab which required students attend math daily. The scheduling idea for this stemmed from WSSN work we are doing related to additional support. Several students were able to complete all of their math remediation in one semester. Based on student reflections, this is a very empowering opportunity and reduces student time to certificate and degree completion. Discussions about this taught us that a student's desire and belief in completion is very important to the completion process. Not all students are the same and some need less direction than others.  Sometimes this has nothing to do with basic skills because so many experiences shape our students attitudes about college. The College plans to carefully examine outcomes related student attitudes. It appears to be a very important characteristic for student success. Because 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, and writing). This academic unpreparedness can result in increasing the student completion time needed for a degree by as much as three semesters. So many of the students enrolled at PCCUA come from and live in poverty. Also, 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.  Often completing college for students with high remediation needs requires too much time and these students have trouble seeing an end goal. Also, the College has 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.

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## Do you have goals in this area for the 2017-2018 academic year?

- ☒ Yes
- ☐ No

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

- ☐ Yes
- ☒ No

If you would like to upload data with your reflection, please do so here.

PCCUA 2017_atd_data_template.xlsx
52.9KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

## Goals for 2017-2018 Academic Year

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*

The last priority of the student success vision statement is the main priority for leadership and vision. Now more than ever partnerships with schools, businesses, industry and the community are vital for the College and for our students.
PCCUA will confirm and expand industry, business and community partnerships through affirmation of continued and ongoing community relationships including industry, business, colleges, schools, and other agencies. In addition, the College will seek and develop new partnerships when opportunities emerge.

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

The Data and Core team finds attending the ATD Dream Conference the most valuable experience for teaching and learning. There will not be dollars to send the entire team this year. Would it be possible to have conference scholarships?

## Goals for 2017-2018 Academic Year

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*

PCCUA will increase its data analysis capacity, improve its ability to track student support and other variables.
PCCUA will develop alternative placement measures other than ACCUPLACER to determine appropriate placement for students.
The College will provide more data sharing opportunities and workshops to assist with the use of data. In addition, functional areas will be provided with development about how to use data to become more efficient and more student friendly.

The College will increase the use of data by faculty in each division and department.

The Data and Core Team will provide more opportunities for adjunct faculty to participate in data discussions.

The Data and Core Team will promote the use of data for instructional improvement by the career and technical faculty.

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

Any support for improving the capacity of the College to analyze and use data is helpful. The Data and Core team believe that we have had great workshops provided at the DREAM Conferences.

Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention).

*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.*

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.
All aspects of data collection examine the overall data in relation to race, gender, and socio economic level (measured by using Pell as the identifiable socio-economic characteristic). In addition, 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.

**Goals for 2017-2018 Academic Year**

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*

PCCUA will implement the following priorities:
Provide opportunities for the discussion and analysis of ICAT outcomes.
Develop an equity action plan.
Examine student attainment gaps.
Develop and implement strategies to address attainment gaps for the completion of math and English gateway courses.
Develop and implement strategies to address attainment gaps for the retention and completion.
Identify other equity issues which need to be considered for priority in the student success work

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

It is hoped that the ATD coaches will assist with this during the Fall visit. The plan is for the coaches to observe these discussion and provide suggestions related to work ahead after the conversations.

## Goals for 2016-2017 Academic Year

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*

PCCUA has set the following priorities for teaching and learning.
PCCUA will support students and learning through better recruitment, retention and graduation rates. Use of focused advising and support for student learning. Improved tutoring, learning labs, and other student physical, social, and emotional supports which increase the chances for student success.
PCCUA will provide professional development for faculty and staff through on-going employee development and focused departmental and functional area development.
PCCUA will increase distance learning opportunities through the development of more distance learning courses and offerings, support distance learning options for faculty and adjunct faculty.
PCCUA will assist with the development and support of emerging technology through the development and implementation of a technology replacement plan. In addition the College will support new and emerging technology for teaching, learning, and institutional operations.

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

Faculty development opportunities.

Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention).

*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.*

Instructors are asked to document early assessment within the third or fourth week of classes. This requires giving an authentic assessment of student work early in the semester. Students who have difficulty with the course content are provided with an academic intervention(s). The instructor identifies the kind of intervention(s) in the course syllabus and tells the students enrolled in the class the intervention is available. Each instructor identifies the methods used to help students succeed (tutoring, learning lab for tutoring, group study sessions led by the instructor or students, or any number of possible interventions) in his or her course. PCCUA faculty believe instructional intervention to support learning is critical to student course success. This intervention was developed by faculty and all faculty participate in this practice.

## Goals for 2017-2018 Academic Year

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*

PCCUA will refine and continue to improve the information systems approach to capturing student information.
Continue to work on the Zogotech faculty, advisor, and instructor communication.
Faculty use of Zogotech will be increased.

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

Share technology innovations.

Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention).

*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.*

PCCUA has identified areas which sometimes present obstacles to student success. These obstacles are academic, student support, administrative, disciplinary, or social in nature.  Through Zogotech, the College has been able to implement a process which identifies some of the issues related to obstacles which pose retention concerns and electronically flags these so advisors and success coaches will be able to assist and make recommendations about how to assist those students. Documenting student contacts, identifying resolution patterns, and closing cases are critical aspects for evaluating the success of a student(s). This kind of communication has allowed faculty and advisors to engage students in conversations about behaviors which impact success. Many times this kind of conversation can assist with success.

List of Typical Student Obstacles
Academic- No-shows, attendance, incomplete work, mid-term grades, final grades, withdrawal from class.
Student Support- Academic probation, financial aid, high risk, incomplete application.
Administrative- Financial hold, tuition and fees, parking ticket, library fine, shot record, incomplete application.
Discipline\Behavior-Disciplinary warning, disciplinary action.
Social Concerns-Living needs, child care, transportation, counseling, other.

The College flags behaviors which result in performance issues in the areas of academic performance, student support, administrative processes, discipline and behavior, and social concerns.

**Goals for 2016-2017 Academic Year**

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*

PCCUA will establish a strategy review cycle.

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

No assistance needed.

Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention).

*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.*

Individual Career Plan (ICP) and Coaching
All students entering PCCUA will complete an Individual Career Plan (ICP) which includes a clear and understandable map for advancing through the student selected certificate or degree program. Students are assisted in the career planning process through the support tools as part of the virtual Career Center. This Center includes much career information, an informal career interest assessment, and a career cluster information wheel. Additionally, students receive Career Coaching.  At first entry, students are assigned an academic advisor once these students enter Student Success I and or Student Success II, the student has a coach who assists with financial, academic, and career orientation related to the ICP. These student Success coaches do both career and financial coaching.

## Goals for 2017-2018 Academic Year
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*

PCCUA is adopting a new program called Fifteen to Finish. This is an Arkansas  policy promoted by Complete College America (CCA). CCA is working with states to significantly increase the number of college students with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. Through a series of practices which include structured schedules, co-requisite remediation, math pathways, and a push to encourage students to enroll in fifteen credit hours as a full time student (not twelve which many do). The program is designed to increase attainments received in 100% completion time or close to it.

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

No assistance needed. This is am Arkansas supported program and the Arkansas Department of Higher Education has requested colleges' volunteer to participate.

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