

PCCUA STRATEGIC PLAN 2020-2025

Student Success Through Recruitment, Retention, and Completion

SPRING 2020
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

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CHANCELLOR'S INTRODUCTION

Employees and other stakeholders have engaged in developing the PCCUA 2020-25 Strategic Plan. All employees were given an opportunity to provide input into its development. The PCCUA Strategic Plan is driven by the College mission.

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

This Plan is also guided by three enduring values. Phillips Community College respects the diversity of its student body and community, and it also recognizes the worth and potential of each student. Therefore, the college affirms the following beliefs and values: we are committed to student success, the power of education to transform lives, and embracing diversity. Based on these enduring values, the institutional priority is student success through the use of high impact strategies focused on recruitment, retention, and program completion. The college stakeholders are committed to student success and have an understanding that students succeed within the context of family and community. Through hard work and collective planning, the 2020-25 Strategic Plan has emerged. It is likely that during the next five years much within this Plan will be accomplished, modified or added to goals to this Plan. It is a dynamic document designed to evolve and change as the college community changes.

As we face the 2020-25 years ahead the biggest threat facing the College is student enrollment. Declining populations in the college service area have resulted in serious enrollment threats. As a College we must identify ways to engage difficult to reach students. The college service area serves an underprepared, underrepresented, and under-resourced population. Because of declining enrollment, retention and completion of students has never been more important. Using holistic strategies to address student needs related to hunger, clothing and transportation are more critical than ever. Food pantries, career closets, intrusive advising, and making students welcome at our College are very important strategies. Recognizing the challenges our students and the College face, employees and other stakeholders identified five goals as critical to college planning: Support for Instruction and Learning, Development and Learning for Staff and Faculty

(professional development): Review and Revise Policies, Procedures, Support (planning, budgets, protocols), Improve Campus Connections (internal infrastructure, communication, alignments, consistency, in-service delivery), Develop and Support External Partnerships.

The next five years will be exciting as every part of the Colleges reaches to meet outcomes for each goal included in the Strategic Plan. I thank the faculty and staff for their hard work and know that the outcome has resulted in a powerful planning document which will lead to positive change at Phillips Community College of the University of Arkansas. This outline for work ahead identifies threats and challenges that the College will be prepared to overcome.

Role and Scope Statement

The College implements its mission, vision, and values through a clearly defined set of programs and services that include:

College-level Credit Programs

The College offers credit courses leading to associate degrees, diplomas, and certificates in technical, occupational fields and designed-to-transfer majors.

Continuing Education Programs

The College provides professional and occupational development for individuals, businesses, industries, and governmental and health agencies. A variety of self-supporting non-credit activities for personal enhancement are also available.

Student Development Programs and Services

The College offers developmental programs and services to enrolled and prospective students to increase their chances for success and enhance their potential for personal, educational, and professional growth.

Economic Development Programs

The College promotes the economic development of the region by providing work force training for new and expanding businesses and industries. The College also supports economic development agencies by assisting in the recruitment of businesses and industry to the area.

Access Programs and Services

The College provides special recruitment, counseling and evaluation services that increase access for students not traditionally served by higher education.

Mission, Vision, and Enduring Values

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

Mission

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

Vision

- Imagine a college at which every student is intentionally connected to an individual person who feels responsible for that student's success.
- Imagine a college at which every student is clear about the college's high expectations for performance and every student has high aspirations for his or her success.
- Imagine a college at which every student defines his or her educational goals, develops a plan for attaining them, and with guidance updates it regularly.
- Imagine a college at which all academically underprepared students have an effective, efficient path to completing developmental education and beginning college-level work.
- Imagine a college at which engaged learning is intentional, inescapable, and the norm for all students.
- Imagine a college at which every student is met with a personalized network of financial, academic, and social support.
- Imagine a college at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.
- Imagine a college fully engaged in the communities it serves, listening to their voices, responding to their needs.

You have imagined the college we seek to be.

Enduring Values

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

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

We respect the inherent worth and dignity of every person.

I. FOUNDATION FOR THE STRATEGIC PLAN Introduction to the Strategic Planning Process

Recognizing the institutional priority of student success tied to recruitment, retention, and completion, the College stakeholders engaged in a series of planning sessions during the 2018-19 and 2019-20 academic years. Five strategic goals were identified by College stakeholders.

Strategic Goals

- 1. Support for Instruction and Learning,
- 2. Development and Learning for Staff and Faculty (professional development),
- 3. Review and Revise Policies, Procedures, Support (planning, budgets, protocols),
- 4. Improve Campus Connections (internal infrastructure, communication, alignments, consistency, in-service delivery),
- 5. Develop and Support External Partnerships.

These goals are outlined in detail on page 5 and 6.

These institutional goals will impact college division, department and functional area work by all stakeholders. Therefore, each of these units will address a strategic plan which complements the institutional goals. It is possible that some functional areas may not need to address all five goals and some units will need to do so. All goals and outcomes will be recorded using a Strategic Planning Matrix which is reviewed at the end of each year. The use of a planning matrix ensures that work completed is documented, allows members to share the work completed and work ahead, and provides the institution with a record of accomplishments. One of the most important aspects of the metric is it provides an opportunity for modification of the plan when needed. The essence of the work is that times change and change is inevitable. Identifying and planning for change is important and allows for a more fluid and flexible plan. It allows the College to be proactive rather than reactive to change.

PCCUA STRATEG				
Development & Learning for Staff and Faculty (professional development)	Reviews & Revisions of Policies & Procedures (planning, budgets, protocols)	Improvement of Campus Connections (internal infrastructure, communication, alignments, consistency, in-service delivery)	Development & Support of External Partnerships	
A. Provide more opportunities for division, departments, and functional area development	A. Improve communication of policy changes (information shared with all and policies applied equitably)	A. Provide consistent communication and more frequent meetings among campuses	A. Increase business and industry partnerships and utilize these partnerships for recruitment and graduate job placement	
B. Provide (share) "in- house" best practices embedded in training related to faculty and staff specific jobs	B. Develop transparency related to budgeting and allocation of funds	B. Establish a college-wide calendar	B. Increase 2 + 2 agreements or MOUs strengthening existing agreements	
C. Develop and implement an incentive for faculty and staff to choose to pursue an appropriate terminal degree	C. Provide opportunities for questions, answers, and input	C. Identify and share by campus, listings of employees and specific job responsibilities	C. Increase the number of campus jobs for students	
D. Offer a variety of professional development activities on varied topics E. Share professional development information learned from training provided among departments and campuses F. Explore and develop incentives to encourage continued education for employees	D. Promote pro-action rather than reaction to policies, procedures, and budgeting E. Evaluate policies and procedures to ensure there are no conflicts with UA System, merge policies where appropriate	D. Provide job specific cross training for employees E. Provide on-going communication about diverse functional areas, departments, and divisions serving students F. Ensure that all campuses are safe and have security G. Provide orientation for new students, faculty, and staff	D. Obtain more resources to respond to college and student needs E. Enhance community and school relationships and increase the number of people engaged in the process F. Develop partnerships which promote more accessibility for students	
	Development & Learning for Staff and Faculty (professional development) A. Provide more opportunities for division, departments, and functional area development B. Provide (share) "in- house" best practices embedded in training related to faculty and staff specific jobs C. Develop and implement an incentive for faculty and staff to choose to pursue an appropriate terminal degree D. Offer a variety of professional development activities on varied topics E. Share professional development information learned from training provided among departments and campuses F. Explore and develop incentives to encourage continued education for	Development & Learning for Staff and Faculty (professional development) A. Provide more opportunities for division, departments, and functional area development B. Provide (share) "inhouse" best practices embedded in training related to faculty and staff specific jobs C. Develop and implement an incentive for faculty and staff to choose to pursue an appropriate terminal degree D. Offer a variety of professional development information learned from training provided among departments and campuses F. Explore and develop incentives to encourage continued education for A. Improve communication of policy changes (information shared with all and policies applied equitably) B. Develop transparency related to budgeting and allocation of funds C. Provide opportunities for questions, answers, and input D. Promote pro-action rather than reaction to policies, procedures, and budgeting E. Evaluate policies and procedures to ensure there are no conflicts with UA System, merge policies where appropriate	Development & Learning for Staff and Faculty (professional development) A. Provide more opportunities for division, departments, and functional area development B. Provide (share) "inhouse" best practices embedded in training related to faculty and staff specific jobs B. Provide for faculty and staff to choose to pursue an appropriate terminal degree D. Offer a variety of professional development information learned from training provided among departments and campuses F. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explore and develop incentives to encourage continued education for employees P. Explor	



2020-25 Strategic Planning Priority and Goal Sheet

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

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Review and Renewwork themes and goals each year to establish and confirm direction of the year's work.

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

Hold departments and functional areas accountable for work and document progress and achievement of goals (September and May/June)

Priority of Focus/Goals	Short Term Goals 1 Year	Medium Range 3 Year	Long Term Goals 5 Years
Goal 1: Support for Instruction and Learning	Examine and set	Review and modify	Increase courses &
	goals	goals	programs
Goal 2: Development and Learning for Staff and	Develop short	Implement a	Long term
Faculty (professional development)	term	manageable faculty	professional
	development plan	and staff plan	development plan
Goal 3: Review and Revise Policies, Procedures,	Review and	Review and update	Long term planning
Support (planning, budgets, protocols.	update policies	procedures	for policies and
			procedures review
Goal 4: Improve Campus Connections (internal	Address	Implement three-	Develop and
infrastructure, communication, alignments,	Immediate	five communication	implement long
consistency, in-service delivery)	intercampus	strategies	term strategies
	connections		
Goal 5: Develop and Support External	Identify and	Increase	Sustain and
Partnerships	implement	partnerships tied to	increase
	partnership plan	programming	partnerships

Strengths: Affordability/cost/low tuition, academic support/student support, staff and faculty commitment, approachable faculty and staff, facilities, teacher-student ratio.

Challenges: Declining population, academic unpreparedness, transportation, not having staff replaced, removal of programs, GED access on all campuses.

Opportunities: More course offerings-extended day/evenings, on-line, hybrid, even new programs; creation of vocational skills programming-example construction, electrical, recruitment of non-traditional students, strong business and industry partnerships.

Summary of College Work

PCCUA began working on the Strategic Plan to be implemented in 2020 in the Fall of 2016. The Strategic Planning Team realized that a review of past strategic goals, identification about whether those goals had been met, and a comprehensive but flexible and dynamic plan would be a blueprint for college work. The work began with several internal and external scans to determine perceptions of the College in relation to policies and procedures, infrastructure-IT, distance learning, governance, communication, alignment of initiatives, capacity building, and professional development. Additionally, the effort required an audit of our capacity to provide space, equipment, IT equipment, and meet student needs.

The first college scan preparing for the 2020-25 Strategic Plan was administering the Institutional Capacity Assessment Tool which will be described in detail on pages 21-24. A team of employees composed of deans/chairs, instructors, directors, and the Vice Chancellor for Instruction began a comprehensive review of existing policies and procedures found in the Board Policies and Procedural Manual. It was decided that all Board Policies and Procedures would be reviewed and those which needed to be modified, deleted, or added would be forwarded to the Board of Visitors. Second, all equipment and IT technology equipment were audited. All initiatives were aligned to ensure that these met the focus of the 2020-25 planning efforts. In the Spring of 2018 the campuses conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis. The SWOT Analysis provided areas of interest which would become the framework for the Plan. In the Fall the campus was asked to participate in a focused discussion related to specifying areas where improvement was needed. This is described in detail on Pp 24-25.

Once background work was completed, college stakeholders were given opportunities to identify goals, set outcomes, and establish processes to review, document, and modify or add new outcomes. **Chart 1: Institutional Strategic Timeline** on page 8 reflects the efforts made by employees to methodically plan the design of the Strategic Plan for 2020-25. Many voices were included in the planning and time was taken to include a variety of tools to gain a more comprehensive, dynamic, and flexible plan. Much of this was based on an understanding that times change and the plan may need to be amended. There may be unforeseen challenges, threats and opportunities so the plan needs to be reviewed frequently and modified when needed.

Chart 1: Institutional Strategic Timeline

TIMELINE	Internal and External Scans	PRODUCTS				
Fall 2016	Initiative Alignment (1st of many)	Faculty Planning for				
		ICAT				
Spring 2017	ICAT Coaches Instruction	ICAT Administration				
Fall 2017	ICAT Discussion	Planning				
Spring 2018	SWOT by Campuses	SWOT Outcomes				
Fall 2018	In-Service	Direction and Outcomes				
	All Employees					
	Strategic Planning					
Spring 2019	Strategic Planning	Strategic Statements				
Spring 2019 (BOV)	BOV Strategic Planning	BOV Outcomes				
Fall 2019 (August)	Strategic Planning	Agenda				
Fall 2019	Approval of Strategic Initiatives	Strategic Initiatives				
Spring 2020	Strategic Plan Launched-See Strategic Plan					
	https://www.pccua.edu/about/strategic-plan/					

II. ONE COLLEGE FOR THREE COMMUNITIES: REGIONAL BACKGROUND

All communities served by the College have had serious population loss. The largest campus is located in Phillips County and that region has suffered the most significant loss but Arkansas County has had serious population loss as well. This is reflected in **Table 3: County Census Count from 1970-2018**.

Table 1: County Census Count from 1970-2018.

COUNTY	1970	1980	1990	2000	2010	2015	2018
Phillips County, Arkansas	39,835	34,772	28,768	26,268	21,668	19,534	18,054
Arkansas County, Arkansas	23,347	24,175	21,653	19,019	15,011	18,325	17,769

Source: US Census Bureau, Population Division

Social and Economic Risk Indicators

The communities served have numerous characteristics which make educating a challenge. The per capita income of residents in this region is lower than that found in 98.2% of the

neighborhoods in America. Approximately 73.4% of the children in Phillips County live in poverty (below the poverty level) reflecting that the community has a higher rate of childhood poverty than 98.6% of U.S. neighborhoods. Single mother households are more likely to be found in Helena-West Helena; the rate is higher than 97.4% of the neighborhoods in the U.S. Often high concentrations of single mother homes can be a strong indicator of family and social issues such as poverty, high rates of school dropouts, crime, and other societal problems. There is a serious building vacancy problem in the community; the rate here is 33.4%, which is higher than 95.5% of all U.S. neighborhoods. Vacant buildings make it so much more difficult for law enforcement and protection because these are often attractive to drug traffickers and other criminal elements. On the other hand, PCCUA offers the most hope for our students to experience social mobility and escape poverty. Both DeWitt and Arkansas Counties are more affluent than Phillips County, however, affluent is a relative description because many of our Arkansas County students face the same risk factors as our Phillips County students.

The overall population of communities in the college service area is not multicultural but biracial. African-American residents living in the Delta face more pronounced obstacles. **Table 3: Poverty and Income Table for Arkansas, Phillips, and Lee Counties** on page 10 demonstrates the differences in poverty, medium family income and per capita income.

Table 2: Community Risk Indicators in Service Area Counties (Census Quick Facts, 2018)

Arkansas, Chicot, Desha, Lee, Monroe, Phillips	Minority	Poverty	High School Graduation	Bachelor's Degree	Unemployment Rate
Total/Average	50%	28.32%	77.15%	11.5%	4.93%
State of Arkansas	20.6%	17.2%	85.2%	21.5%	3.8%
USA	23.1%	12.7%	87%	30.3%	3.9%

The main campus of PCCUA is located 60 miles south of Memphis, TN, in Helena-West Helena, AR, a town rich in culture, history and located on the Mississippi River. However, it is also one of the poorest communities in the region and the nation. The Helena-West Helena community is 74.5% minority with 39.3% of persons living below the poverty level compared to 14.9% in the US (Census Bureau). Phillips County is one of the poorest counties in the nation, with a

median household income of \$26,844 and 37.3% people living below the poverty level. Not only does the community have one of the highest poverty rates but it also has one of the lowest high school attainment rates in the state and the nation. The barriers to college success our students face reflect what one might expect from this demographic. Although Arkansas County has a higher median household income, it is still lower than the state of Arkansas. If you are African American and living in Phillips, Arkansas, or Lee Counties, poverty is higher, median household incomes are lower and the per capita income is much lower. PCCUA serves students living in Arkansas, Chicot, Desha, Lee, Monroe, and Phillips County. These counties have the highest number of African Americans in the state and much of that population lives in poverty; that poverty reflects all the challenges faced by so many of our students.

Educational Risk Indicators

PCCUA has an increasing number of high school students with high risk indicators.

Table 4: Summary of PCCUA Service Area Schools' Risk Indicators reflects the high-risk student population entering PCCUA (See P.12). Educational outcome indicators for the regions PCCUA serves are grim. Collectively, PCCUA attracts students from Arkansas, Chicot, Desha, Lee, Monroe, and Phillips Counties, and all reflect serious community risk indicators. The rate of free/reduced lunch, percentage of students meeting literacy and math expectations, graduation rate, drop-out rate, ACT composite scores, college entry rates, and the college remediation rate show that students in this region are high risk, underprepared, and under-resourced when compared with other Arkansas schools.

An examination of enrollment trends at PCCUA reveals declining enrollment over a period of years. Fortunately, many of the retention strategies in place help combat this trend. Headcount shows a steady decline in numbers. Initiatives such as Fifteen to Finish have helped sustain Student Semester Credit Hour (SSCH) and Full Time Equivalent (FTEs) and promote awarding more than one certificate and degree when possible to support the current funding formula outcomes. The reality is that without students entering the program, there will be fewer students completing certificates and degrees. The 2011 headcount was 2,213 and dipped to 1,522 in 2018. See Table 5: Enrollment Trends by Headcount and FTE on P. 11. All counties served by the College have lost population as reflected in Table 1: County Census Count on page 8.

Table 3: Poverty and Income Table for Arkansas, Phillips, and Lee Counties

Income	Population		Poverty		Med. Family Po			er Capita	
Table		Total	African- American	% of AA out of total pov. pop.	Total	Total	Total	African- American	
National	321,418,820 (36,312,908)	13.5% (43,391,541)	25.2% (9,180,061)	21.2% <u>9,180,061</u> 43,391,541	\$58,889		\$18,257		
Arkansas	2,978,204 (425,162)	19.1% (568,837)	33.9% 144,339 425,162	25% 144,339 568,837	\$41,371		\$13,551		
Arkansas									
Phillips	19,513 (14,027)	37.3% (3,278)	43.9% (6,152)	84.5% 6,152 7,278	\$26,844	\$22,043	\$16,700	\$11,360	
Lee	9,650 (5,107)	35.9% (3,464)	38.1% (1,975)	57% 1,975 3,464	\$28,393	\$17,614	\$17,298	\$10,612	

Note: US Census Bureau Factfinder, PCC Data Team. Calculation for % of African-American living in poverty equals the African-American poverty population divided by the total poverty population.

An examination of community risk factors, poverty and income levels, and high school risk indicators identify the barriers so many students face. All high schools served by PCCUA do not fare well with poverty and income indicators when compared to Arkansas and the nation. In addition, outcomes identify the serious nature of the concerns members of the community face. The College is committed to helping students which is why food pantries, washing machines and dryers, career closets, child care vouchers, gas vouchers, the Rowdy bus, food stamps (the Helena campus has an office), and so many other life insecurity supports are in place.

Table 4: Summary of PCCUA Service Area Schools' Risk Indicators

Target Schools	Free/Reduced Lunch Percentage	*Percent Met Expectations Literacy	*Percent Met Expectations Math	Graduation Rate	Dropout Rate	ACT Composite	College Entry Rate**	College Remediation
Barton	100%	26.50%	6.02%	88.9%	4.48%	17.48	50.8%	80.7%
Clarendon	100%	37.84%	13.51%	93.0%	1.40%	15.98	40.5%	90.2%
Dewitt	67%	39.58%	19.79%	84.2%	3.23%	18.39	51.2%	70.7%
Dumas	78%	29.17%	8.33%	90.8%	2.71%	17.23	47.4%	83.3%
Helena	100%	29.29%	5.05%	85.6%	2.85%	15.68	54.8%	93.4%
KIPP Delta	100%	48.89%	26.27%	88.0%	1.64%	19.42	50.0%	60.0%
Lakeside	100%	27.69%	7.69%	93.0%	.49%	16.80	35.8%	88.5%
Lee	100%	20.83%	4.26%	80.3%	7.65%	17.38	35.1%	86.0%
Marvell	100%	28.57%	14.29%	80.0%	4.07%	16.1	37.9%	91.7%
Stuttgart	100%	41.0%	29.0%	80.9%	2.92%	18.66	62.0%	66.7%
Average	95.5%	32.94%	13.42%	86.45%	3.14%	17.31	46.60%	81.12%
State of AR	63.02%	52.44%	26.20%	88%	2.32%	19.93	48.2%	61.8%

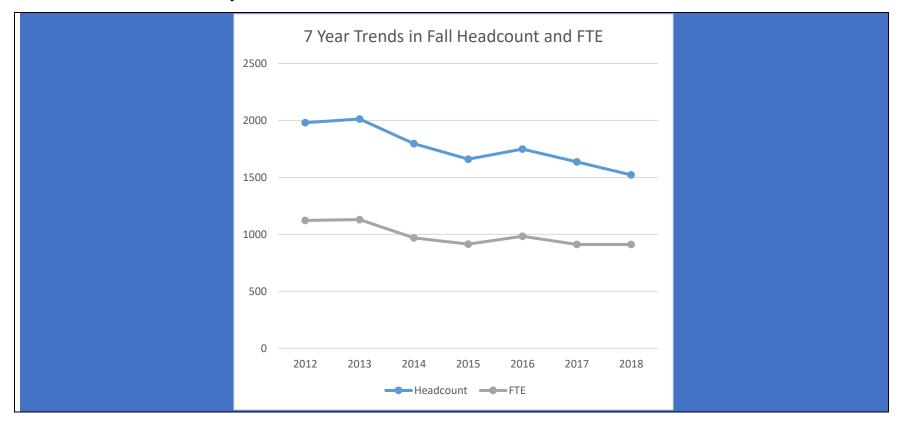
Source: Arkansas Department of Education, 2025; Arkansas Department of Higher Education, 2025. "Met Expectations" is based on 10^h grade ACT Aspire assessment data, 2018-2025.* Persistently low performing Title I "focus" schools. Arkansas Department of Education, 2025.

III. COLLEGE ENROLLMENT

Declining Enrollment and Enrollment Trends

PCCUA serves communities with serious declining enrollment which has impacted enrollment trends and FTE count. This is clearly demonstrated in **Table 5: Enrollment trends by Headcount and FTE.**

Table 5: Enrollment Trends by Headcount and FTE



Note: This is also visible in the SSCH for 2011 which is 17,763 to 2018 with 13,392. The FTE was 1,284.2 in 2011 and has dropped to 892.8 in 2018.

Retention of students has become extremely important and has improved. This and certificate and degree completion have to increase in order to keep the performance outcomes high. Time to degree, a standard included in the current funding formula, has improved from 14% in 2011 to 32% in 2017 (2018 data is not available until later this year). The rate students complete at 150% time has increased from 25% in 2011 to 45% in 2016 (2017 cohort data is unavailable because students will have not completed until July of 2020). The same kind of increase is reflected in the 200% time showing students completed at a 35% in 2011 and increased to 53% in 2016 (current data unavailable because students have not completed). See **Table 12: Key Performance Indicators (KPIs)**, P 42. It is evident that the faster students move toward completion the more likely they are to complete.

Success Rates

Certificate and degree completion have increased during a seven-year period probably because there are many completion strategies in place. In the 2011 graduation year, PCCUA had 288 awards (degrees, technical certificates, and certificates of proficiency) and in 2018, PCCUA awarded 378 awards. There were 288 awards earned in 2011 and 378 awards earned in 2018. Associate degrees awarded in 2011 numbered 121 and in 2018 there were 127 associate degrees awarded. The Technical Certificates in 2011 were 62 and in 2018 there were 73. The Certificates of Proficiency numbered 105 in 2011 and 178 in 2018. PCCUA is keeping students to completion. In addition, it is promoting full time enrollment, and the awarding of certificates embedded in degrees. This has helped improve outcomes.

Other indicators of declining enrollment are reflected on KPIs related to headcount, completion, transfer out, and graduation rates.

Table 6: Key Performance Indicators Based on Enrollment Status, Gender, and Ethnicity

Cohort Type	Headcount	Completers	Transfer	Grad	Transfer Out			
			Outs	Rate	Rate			
All FT, FT, Degree-seeking	141	63	22	45%	16%			
Male	61	28	11	46%	18%			
Female	80	35	11	44%	14%			
Ethnicity								
Black or African American	71	27	8	33%	11%			
White	65	33	13	51%	20%			

The transfer out rate shown in **Table 6: Key Performance Indicators Based on Enrollments Status, Gender, and Ethnicity** shown on page 14 includes students who have transferred from PCCUA without getting a degree. The transfer out numbers are not included in the graduation rate. The 61% success rate is determined by adding the graduation rate and the transfer out rate. The PCCUA rate exceeds many other Arkansas two-year colleges and the national average.

PCCUA serves as the only educational venue for students aspiring for social mobility opportunities. The College has extensive supports and a strong Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, the only one in Arkansas, which serves all regional high schools. It is extremely important to area high school students. Poor academic preparation and higher than average risk behaviors (adolescent pregnancy 20.9% compared to 8.1% in Arkansas; 34% gang involvement compared to 18% in Arkansas (Youth Risk Behavior Survey, 2017), have resulted in few students at PCCUA's service area schools qualifying for entry into many Arkansas postsecondary institutions. Additionally, few area students qualify for financial assistance available through participation in the Arkansas Academic Challenge Program (ACP). The Arkansas Lottery-funded ACP program provides financial supports (\$5,000 annually for attending a 4-year university and \$2,500 annually for attending a 2-year college) to high school students that successfully complete the Smart Core 24unit curriculum and achieve a 2.50 high school grade point average, a 19 of above on the ACT, and score "Proficient" on all state mandated end-of-course assessments. The PCCUA service area serves students with high academic and social supports needs. Many enter college underprepared and require much remediation in order to succeed. GEAR UP and the extensive College support system provide much needed help for area high school students. As an Achieving the Dream (ATD) Leader College whose purpose is to help remove barriers faced by students who have experienced poverty, who are first generation college, and who arrive to college under-prepared, much of the College support is holistic and designed to address more than just academic support.

Gaps in K-12 Education Services Impact Student Preparedness

Gaps in services at the public and private K-12 schools, make PCCUA the best hope for advancement and social mobility and in some cases, it is the last chance a student might have.

Although all participating schools have a School Improvement Plan of Action that includes supports provided through Title I federal funding, there is no continuous district-funded system of mentoring, advising, counseling and tutorial services available to students at risk. Higher education options, including information about admissions, financial aid, and campus visits are made available to 11-12th grade high school students. The PCCUA High School Relations staff works closely with area high schools to overcome this gap. Staff development opportunities to provide current best practices for intervention are limited—to non-existent; therefore, the College assists with this through Gear Up. Access to technology and programs to support college-ready Smart Core curriculum in Science, Technology, Engineering, and Math and Computer Science has been supported by the GEAR UP grant funding. The College plays an important role in assisting parents with information about college opportunities for high school students desiring a college education. Additionally, we provide testing with NG Accuplacer for those with low or no ACT score at college entry.

Interventions

PCCUA provides a wide array of supports and services which address student needs such as the following interventions:

- Intentional and Purposeful Advising
- Use of Clearly Defined Guided Pathways
- Career Coaching-Exploration, Virtual Center
- Financial Coaching
- Tutoring and Other Academic Support
- Learning Centers
- Faculty Three-Week Assessment with Interventions
- Use of Multiple Student Supports
 - Benefits Access
 - Transportation
 - Child Care
 - Emergency Fund
 - Tuition Assistance

- Clothes Closet
- Food Pantries
- o Career Ready 101
- o Career Readiness Certificate
- Food Pantry/Snack Centers
- Career Closets

High School Student Enrollment

High school enrollment data reflects a downward trend because all area high schools have declining class sizes. PCCUA has a Career and Technical Center referred to as the Secondary Center (SC). The SC is located on all three campuses. In addition to the Secondary Center, the College has several students engaged in concurrent enrollment of college level course work. All but six of the concurrent classes are taught on the College campus by college instructors.

Table 7: High School Student Enrollment

Enrollment Status	2012	2013	2014	2015	2016	2017	2018
High School	833	915	876	827	848	814	678

The PCCUA Career and Technical Center offers vocational programming to area high schools.

The following programs are offered on the PCCUA CTC campuses:

DeWitt:

- Criminal Justice
- Welding
- Agribusiness Systems/Plant Systems-Horticulture-this will become a college course unfunded by Arkansas Career Education Fall 2019
- Medical Professions Education
- Manufacturing

Helena-West Helena:

- Criminal Justice
- Advanced Manufacturing
- Medical Professions Education
- Computer Engineering

Stuttgart:

- Medical Professions Education
- Education and Training-this will be replaced by welding in Fall 2019
- Advanced Manufacturing
- Criminal Justice

In addition to the CTC, the PCCUA concurrent enrollment trends have increased slightly with more high school students opting to come to campus to take college courses taught by college faculty. PCCUA also offers a few concurrent courses taught by qualified high school instructors on the high school campuses at four of the high schools served (DeWitt, Dumas, KIPP Delta, and DeSoto School).

Online Enrollment

Online enrollment trends are increasing although these still comprise a small portion of the overall enrollment.

Table 8: Online Enrollment Trends

Online Enrollment Per Academic year								
Academic	Headco	SSC	FTE					
Year	unt	H						
2012	492	2790	186.00					
2013	469	2585	172.33					
2014	431	2487	165.80					
2015	391	2379	158.60					
2016	454	3316	221.07					
2017	496	3545	236.33					
2018	517	3535	235.67					
2019	546	3726	248.40					

College Retention and Completion

The College plays an intrusive role in assuring parents and students have information about college opportunities. In an effort to meet challenges reflective of need for academic, social, and family supports, the College has developed an ambitious list of attainable goal which would align learning venues between the College and the area high schools. While doing this, PCCUA

believes that providing essential academic and social supports to enhance students" access to quality of life opportunities through educational attainment has provided for a holistic student support approach. The graduation rates clearly reflect that more students are completing degrees as seen in **Table 9: Graduation and Retention Rates**. An examination of Success Rates also reflects an increasing rate for all students and for African American students as seen in **Table 10: 3 Year 150% Student Success Rate.**

Table 9: Graduation and Retention Rates

Cohort Year	Headcount	Reten. Rate (FT)	100% Grad Rate	150% Grad Rate	200% Grad Rate
2008-2009	142	60%	17%	17%	23%
2009-2010	216	58%	16%	25%	29%
2010-2011	204	53%	14%	25%	35%
2011-2012	193	54%	18%	27%	35%
2012-2013	194	56%	13%	20%	26%
2013-2014	198	53%	17%	29%	37%
2014-2015	148	60%	21%	33%	39%
2015-2016	141	66%	31%	45%	*
2016-2017	114	59%	32%	*	*
2017-2018	116	58%	*	*	*
2018-2019	174	*	*	*	*

Note: * data not available until Fall 2020

Table 10: Three Year 150% Student Success Rates by Ethnicity

Year		2018			2017			2016			2015	
Ethnicity	All	W	AA	All	\mathbf{W}	AA	All	W	AA	All	W	AA
Graduation	45%	51%	33%	33%	47%	20%	29%	34%	25%	20%	30%	12%
Rate												
Transfer Out	16%	20%	11%	18%	13%	21%	14%	06%	19%	24%	23%	24%
Rate												
Success Rate	61%	71%	44%	51%	60%	41%	43%	40%	44%	48%	53%	36%

Note: PCCUA is not multicultural; it is biracial and other ethnic groups compose a very small portion of the student demographic.

Table 11: Three Year 150% Student Success Rates by Gender

Year		2018			2017			2016			2015	
Gender	All	M	F									
Graduation	45%	46%	44%	33%	38%	31%	29%	31%	27%	20%	24%	17%
Rate												
Transfer Out	16%	18%	14%	18%	13%	20%	14%	07%	17%	24%	24%	23%
Rate												
Success Rate	61%	64%	58%	51%	51%	61%	43%	38%	44%	44%	48%	40%

Note: Far fewer males enroll than females so the data outcomes are based on much smaller numbers. Success rates are the graduation rate added to the transfer out rate which is not included in the graduation rate. The transfer out rate is composed of students who transfer from us to a college or university but have not acquired an associate degree.

PCCUA Success Strategies

Phillips Community College of the University of Arkansas is the only Arkansas Achieving the Dream (ATD) Leader College in Arkansas. Using strategies developed through ATD Data Analytics has helped faculty and professional staff identify better ways to analyze and use data to inform decision-making. This has resulted in improved student learning outcomes. We are also a Working Family Success Network institution, one of only twelve in the country. The WFSN was a three-year pilot sponsored through ATD. Although all of the interventions developed through WSSN have been institutionalized. Because IPEDS does not adequately reflect the student population at PCCUA, we use Faculty Inquiry Groups (FIG) to identify outcomes for our entire student population. Our efforts are focused on improving student learning outcomes for all students earning degrees, technical certificates, and certificates of proficiency. IPEDS do not include certificate seeking students. Through disaggregation, we are able to target and provide interventions for specific populations when data reflects gaps among performance outcomes/indicators.

The Data Team knows the College has been successful in improving success rates for numerous groups because the disaggregate data based on race, gender, socio-economic level (Pell is the qualifier for this measure), single parents, and post incarcerated individuals proves that. This data has been useful in the Faculty inquiry discussions. All groups have shown improvement; however, there is still a performance gap among students of color when compared to white students. All groups have improved over the past five years. African American students have gone from a 36% success rate (graduation and transfer out rate) in the 2012 cohort to a 44%

success rate in the 2015 cohort (2018 graduates). Strategies which have helped make these higher success rates include the following activities:

- Requiring all students complete an Individual Career Plan using a career survey at entry.
- Requiring all students see an advisor three additional times during the semester after initial registration and the advising is intentional.
- Providing multiple supports for students such as tutoring, a food pantry, a career closet, gas stipends, child care, and transportation.
- Engaging all faculty in using an authentic assessment by the third week of classes. Any student who does not pass that assessment is assigned an intervention by the instructor (tutoring, peer study, skills lab, faculty led study sessions, and more).
- Providing multiple mandatory experiences for students such as orientation, student success courses, career and financial coaching, supplemental reading, English, and math labs in developmental education.

IV. INTERNAL AUDIT

PCCUA had all faculty and staff complete the Institutional Capacity Assessment Tool (ICAT) in the Spring of 2017. The College then shared and the discussed findings of the ICAT. Integrating the ICAT outcomes into Strategic Planning has been important for addressing capacity building and accountability. Working toward that effort, in the Fall of 2017 the entire College engaged in a SWOT Analysis and discussion of needs. The Arkansas Funding Formula Model and ensuring that PCCUA meets the formula metric outcomes, are a top priority during the next few years. Institutional dollars are critical to the College; therefore, In-service meetings engaging faculty and staff focusing on issues and concerns is extremely important for ongoing planning.

ICAT Outcomes, ATD Strategic Planning, and the Funding Formula were presented to faculty in three separate sessions at the Friday, October 27, 2017 In-service. The In-Service was located on the Helena and the Stuttgart campuses. 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 the College completed its second and final equity adjustment and had done so much work with equity for employees at the College.

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 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 had Ruby Payne discuss "Bridges Out of Poverty" in August of 2018. In the 2018-19 year the College engaged in open sessions with students and faculty discussing poverty, race, and other important issues of inclusion. 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. Monday, May 21, 2018 faculty and staff received training for working with 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 to 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 answered the survey in similar ways which could be because these employees might be less engaged in academic and support strategies.



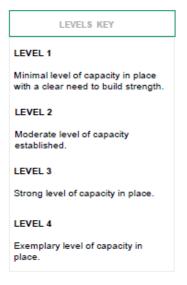
INSTITUTIONAL CAPACITY ASSESSMENT TOOL

RESULTS SUMMARY

The Achieving the Dream Institutional Capacity Assessment Tool is an online self-assessment to help colleges assess areas of strength and improvement in the Institutional Capacity Framework. Institutions may also use the tool to measure changes in capacity over time. The purpose of this Results Summary is to display the aggregated responses from all college participants and disaggregated results by functional area and role to identify areas where there is a convergence of opinion or divergence of opinion. The results may be used for individual reflection and as a springboard for campus conversations on overarching themes, strengths to celebrate and build on, opportunities to improve and actions to build capacity.

Phillips Community College of the University of Akansas Spring 2017





RESULTS SUMMARY (N=131)

LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
3	3	3	3	3	4	3
AVERAGE RATING	AVERAGE RATING	AVERAGE RATING	AVERAGE RATING	AVERAGE RATING	AVERAGE RATING	AVERAGE RATING
3.4	3.2	3.0	3.2	3.4	3.5	3.2

INSTITUTIONAL CAPACITY ASSESSMENT | RESULTS SUMMARY 1

The College continued its 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 the College 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/ (See SWOT Outcomes, ICAT Report). An examination of the SWOT Analysis reflects that the College Community easily identified its strengths, weaknesses, opportunities, and threats.

SWOT Analysis Friday, February 16, 2018

Strengths

- Affordability/cost/low tuition
- Academic support/student support
- Staff and faculty commitment
- Approachable faculty and staff
- Facilities
- Teacher-student ratio

Weaknesses

- Not enough vocational opportunities
- Under prepared students –reading, writing, math
- Few extra-curricular activities
- Tuition Costs
- Faculty Student Ratio
- Community Involvement (athletics, band, clubs
- Marketing
- Communication and unity among the three campuses

Opportunities

- More course offerings
- Extended day/evenings, on-line, hybrid, even new programs
- Creation of more vocational skills programming-example plumbing, electrical
- Recruitment of non-traditional students
- Relationship with current businesses and industry
- More local business partnerships

Threats

- Declining population
- Academic unpreparedness
- Transportation
- Not having staff replaced
- Removal of Programs (GED)

Several of the same characteristics were identified in both the 2013 and the 2018 SWOT Analysis. Employees believe that affordability, caring employees, academic support, commitment by faculty, good facilities, and a low faculty student ratio were the College's

strength. The weaknesses identified included few vocational opportunities, underprepared students, not enough extra-curricular activities, the faculty to student ratio, community involvement, marketing, and not enough communication among the three campuses. The opportunities identified the possibility of more course offerings and an increase in the types of delivery, more vocational skills programming, increased recruitment of non-traditional students, and establishing better relationships and partnerships with businesses and industries. Threats identified included declining populations, underprepared students, transportation, not replacing staff who retire or leave, and removal of programs, especially the GED program which was not refunded for Arkansas County by the Office of Career Education because it was in the Jefferson County Workforce Region.

SWOT Analysis June 6, 2013

Strengths

- Experienced/caring employees
- Low cost tuition and fees
- Good support system (IT)
- High quality education at low cost
- · All focused on student success

Weaknesses

- Salaries
- Communication between departments and campuses
- Outdated technology (CV labs)/underuse
 Little or no cross-training in departments

Opportunities

- New technologies, expand distance education, "think outside the box"
- Marketing ourselves better
- New budgeting process and redirect any saved dollars
- Expand partnerships within the UA System

Threats

- Declining population
- Decreased funding
- Infrastructure (aging buildings)

In the Fall of 2018, Faulty engaged in a one-day In-service dedicated to establishing goals for the Strategic Planning. This session established the College institutional priority of Student Success

through recruitment, retention, and completion. The College emphasizes the use of multiple support strategies to increase the likelihood of student success for its students. The College community engaged in identifying what the College does well within the context of each goal and changes which need to be made to address meeting the outcome for the goal.

V. STRATEGIC PLANNING OUTCOMES AND METRICS

The following strategic goals have identified outcomes established by employees at PCCUA. Each Goal has a Strategic Metric formulated by a change statement. All employees had input into the metric which identifies the expectation. It is the responsibility of employees and the College to ensure the work outcomes are reached.

1. Instruction & Learning

List one thing PCCUA does well (within the context of instruction & learning).

- 1. Personalized instruction
- 2. Instructors are accessible and work well one on one
- 3. Faculty engage students and are accessible in person
- 4. Student faculty resources
- 5. Student/teacher ratio
- 6. Student focus
- 7. Caring faculty/time for students
- 8.Qualified instructors, have academic freedom and provide student support/build lasting relationships
- 9. Strong involved faculty
- 10.Small classes at affordable rates

Narrative statement describing the nature of instruction and learning at the

College PCCUA has small, affordable classes which are taught by highly qualified, caring faculty who engage students in learning and build lasting relationships with them. Both student and faculty resources are readily available and allow for a personalized learning experience for each student.

If you could change just one thing at PCCUA what would it be (within the context of instruction & learning)?

What the ten groups shared.

- 1. More programs will bring more students (7)
- 2. Expand PCCUA offerings-more course options-on-line-summer and deliveries (6)
- 3. More on-line and Blackboard use (5)

- 4. More classroom space with updated equipment including video conferencing (2)
- 5. Technology support on-line/face to face instruction (1)
- 6. Cell phone policy-discipline determined by department (1)
- 7. Faculty needs to be available in all learning formats
- 8. Dev Ed course offering times conflict
- 9. Cohort group (resources and student services)
- 10. Available resources to serve all students

Strategic Metric

PCCUA will support instruction and student learning by......

Increasing the number and kind of courses and programs available to students. Expanding instructional delivery options with a special emphasis on developing PCCUA Internet classes, cohort classes, and technology use in face to face instruction. Supporting current and emerging technology and providing state of the art equipment for instruction. Ensuring that there are appropriate teaching and learning resources and classroom space.

2. Development and learning for staff and faculty (professional development)

List one thing PCCUA does well (within the context of professional development).

- 1. Provide opportunity
- 2. Opportunities are funded and very well communicated
- 3. Input from Faculty Senate has led to more useful and frequent offerings
- 4. Focused on-campus workshops
- 5. In-service training between all three campuses
- 6. Opportunities for professional development
- 7. Give opportunities for PD
- 8. We are offering useable professional development
- 9. Opportunity and support to do PD
- 10. Provide lots of internal and external opportunities

Narrative statement describing the nature of professional development opportunities at the College

PCCUA provides numerous opportunities for professional development. These are well funded and address multi-campus and specific campus needs. In-services and campus workshops are practical and applicable. The Faculty Development Professional Development Committee has established a series of professional development offerings which address some faculty and staff needs.

If you could change just one thing at PCCUA what would it be (within the context of professional development)?

- 1. Division and department professional development (3)
- 2. Not limited to in-house and rotated-training in general for all employees-tech, computer, supervisory, on-line (2)
- 3. More training tied to faculty, staff, tied to best practices (2)
- 4. Have PCCUA fund a tuition free reimbursement program for all faculty and staff that choose to pursue the appropriate terminal degree (2)
- 5. CPR, First Aid, safety training (1)
- 6. Variety of topics at in-service
- 7. Team building activities
- 8. Representatives from each department, campus need to report to all stakeholders
- 9. Do follow-ups to previous professional development
- 10. Increased access for PD/especially in content areas

PCCUA goals for professional development

Strategic Metric

PCCUA will support professional development for faculty and staff by.....

Providing opportunities for more division, department, and functional area development. Providing in-house 'best practices' embedded training related to faculty and staff specific jobs.

Developing and implementing an incentive for faculty and staff that choose to pursue the appropriate terminal degree.

Offering a variety of professional development opportunities on a variety of topics such as safety, CPR, First Aid, Team Building, and other appropriate topics.

Sharing professional development information learned from training among the departments and campuses, and ensure that professional development is ongoing and reinforced (not sure if this captures # 8 & 9).

Note for # 3: Have PCCUA fund a tuition free reimbursement program for all faculty and staff that choose to pursue the appropriate terminal degree (2)

This may not be possible but needs to be explored-faculty receive compensation for acquiring higher degrees (7.5% increase added to the base salary at each level) but no other group does. In addition, we currently compensate those faculty who are required to acquire the 18 graduate discipline specific graduate hours of study tied to the HLC faculty qualification standard. We do not compensate staff for advancement even though it would be a good thing to be able to do. Once we determine if the funding is available, we can decide to include it. I think our policy uses the term appropriate degree, unfortunately, that is somewhat subjective.

Goal 3. Policies, Procedures, Support (planning, budgets, protocols) List <u>one</u> thing PCCUA does well (within the context of policies and procedures).

- 1. Equitable for all.
- 2. Policies and procedures are accessible.

- 3. Responsive to budget needs as they occur
- 4. Policies and procedures listed on Web for access to all.
- 5. Alignments not overlapping.
- 6. Employer support to make things happen.
- 7. Make policies accessible.
- 8. Notifying employees of policy and procedure updates.
- 9. Voice/faculty and staff senates.
- 10. Communicates information to all employees.

Narrative statement describing the nature of policies, procedures, and support at PCCUA.

PCCUA policies, procedures, and support are equitable. The College is responsive to the budget needs as these occur and there is employer support to make changes. Both faculty and staff have a voice through associations. Employees are notified when policy and procedure changes are made and information is communicated to all. Procedures and protocols are aligned.

If you could change just <u>one</u> thing at PCCUA what would it be ((within the context of policies and procedures)?

- 1. Better communication of policies to staff who do not have access to computers (8)
- 2. Equal distribution of information (7)

merge policies when appropriate.

- 3. Transparency of departmental budgets (not knowing allotments) (3)
- 4. Set up handbook question and answer times on computer for handbook specific or policy topics (1)
- 5. Current communicated policies derived from everyone's input
- 6. Everyone follows policies and procedures consistently
- 7. Need to be proactive rather than reactive in planning and implementation
- 8. Evaluate and merge PCCUA's policies and procedures with UA System's policies and procedures
- 9. Communication
- 10. More proactive vs reactive to change in policies

Strategic Metric

PCCUA will improve the context of policies and procedures by.....

Improving communication of policy changes to those who do not have computer access, and ensuring all departments and divisions receive information and all policies are consistently applied.

Developing more transparency related to budgeting and allocation of funds. Providing opportunities for questions, answers, and input regarding handbooks. Promoting pro-action rather than reaction to policies, procedures, and budgeting. Evaluating policies and procedures to ensure there are no conflicts with the UA System and

4. Campus Connections (internal infrastructure, communication, alignments, consistency in service delivery)

List one thing PCCUA does well (within the context of campus connection).

- 1. Consistent student services
- 2. Social media presence
- 3. Umbrella of planning
- 4. Campus communication is good
- 5. Improvement of communication among campuses -still need to focus on this
- 6. Social media
- 7. Ridgenet
- 8. Newsletter is great
- 9. On-line resources
- 10. Efficient responses to internal requests

Narrative statement describing the nature of Campus Connections (internal infrastructure, communication, alignments, consistency in service delivery)

PCCUA campus connections are consistent, cross specific departments, divisions, and college wide campuses. Its use of social media, especially Ridgenet, the newsletters, and on-line resources, have been beneficial and are a good form of communication. Planning assists the college with being able to efficiently respond to internal requests.

If you could change just <u>one</u> thing at PCCUA what would it be (within the context of campus connection)?

- 1. Consistent communication among campuses with college wide calendar (18)
- 2. More meetings between campuses to share and keep informed (7)
- 3. Campus listings of employees and what they do (their responsibilities) (1)
- 4. More internal cross-training (1)
- 5. Inter and intra communications all time low –example...(new e-mail policy-keep all campuses informed)
- 6. College news, newsletters, etc. need to be more diverse
- 7. Campus security, especially Arkansas County
- 8. Need better communication
- 9. Bring listserv back
- 10. Communication with students
- 11. Streamlining orientation across all campuses

PCCUA will improve the nature of Campus Connections (internal infrastructure, communication, alignments, consistency in service delivery).

Strategic Metric

PCCUA will improve its internal infrastructure, communications, alignments, and consistency in service delivery by....

Providing consistent communication and more frequent meetings among campuses and establish a college wide calendar.

Identifying and sharing, by campus, listings of employees and specific job responsibilities. Providing job specific and cross-training for employees.

Providing ongoing communication about the diverse functional areas, departments and divisions serving students using e-mail, listserv, newsletters and other sources.

Ensuring that all three campus are safe and have security

Provide orientation for new students, faculty, and staff

Provide students with more communication, opportunities for input and engagement.

5. External Partnerships

List one thing PCCUA does well (within the context of external partnerships).

- 1. Meeting community needs
- 2. Good at developing partnerships
- 3. Many partnerships
- 4. Partnerships with businesses and industry and high schools
- 5. Partnerships with businesses/industries/universities
- 6. Very open to delivering partnerships to external partner
- 7. Public private schools
- 8. Grant funding and work with industries
- 9. Good people
- 10. Positive relationships with K-12 partners-Accuplacer (1)

Narrative statement describing the nature of external partnerships.

PCCUA has open and positive relationships with K-12 public and private schools, business and industry, other colleges and universities. Its multiple partnerships with organizations meet community needs. In addition, the College has been successful in acquiring needed resources and securing grants to fund special initiatives.

If you could change just <u>one</u> thing at PCCUA what would it be (within the context of external partnerships)?

- 1. More Business and industry partnerships and training (2)
- 2. Use industries for recruitment and more 2 + 2 agreements (2)
- 3. More student jobs on campus (1)
- 4. More follow through with resources, knowledgeable people, money, etc. (1)
- 5. Obtain resources to respond to needs
- 6. Develop better relationships with high schools and more people in the process
- 7. All campuses need awareness of the partnerships we have
- 8. More community partnerships resulting in job placement

- 9. Community awareness of programs/degrees offered at PCCUA
- 10. Partnerships that promote more accessibility for students (housing and transportation)

Strategic Metric

PCCUA will continue to nurture and improve its external relationships by.....

Increasing business and industry partnerships and training and utilizing these partnerships as recruitment and graduate job placement opportunities. Increasing the number of 2+2 agreements and strengthening existing agreements. Increasing the number of on campus jobs for students. Obtaining more resources to respond to College and student needs. Enhancing relationships with the community and schools (greater awareness of programming) and increasing the number of people engaged in this process. Developing partnerships that promote more accessibility for students (housing and transportation)

PCCUA Board of Visitors Strategic Planning

The Board of Visitors (BOV) identified strengths related to the <u>Instruction and Learning</u> strategic goal. Most felt that good instructors and staff has helped with retention. Members also believe that the highly qualified faculty, community outreach, strong programs such as nursing, the very personal, concerned faculty and staff have assisted with students' education. The members felt that the learning environment reflects the caring attitudes, values, and beliefs faculty and staff have about student success.

The College searches and adds new programs which allow students to acquire high skills making them better prepared to acquire jobs in the state or region. Additionally, many program graduates are able to find jobs which allow them to continue living here while working elsewhere. The impact of the relationships built between instructors and the diverse group of students is evident with access to food pantries and career closets. The Board of Visitors felt that as a college, we take a personal interest in student success at PCCUA, their lives as our students, and in their success after leaving the college.

The institutional priority of recruitment, retention, and completion is practical but the BOV stressed the need to focus on increasing the number of entering students. Directions for the College to pursue include promoting the "college" at the high school level, promoting the many benefits of attending PCCUA to all students and the community, using more social media to

connect with students, using student voices or employer voices in short video streams, hiring qualified instructors and staff. Although PCCUA has dedicated instructors and staff, hiring qualified and diverse instructors and staff, as some of our older employees retire, may be a challenge.

The BOV believes that the strategic goals related to <u>Communication</u> are manageable and that at PCCUA, communication is strong and the campuses seem to coordinate and communicate in a positive way. They stated that social media has increased opportunities to share information. All felt the College makes a great effort to hire the most qualified instructors, works well with area high schools, and that the outreach programs are well promoted through letters, Facebook, and twitter.

The BOV felt the College has a good relationship with private and public schools and should seek to engage the charter schools and home-schooled students as part of their recruitment efforts. Improvements could be made by increasing student life opportunities and providing more campus involvement in community activities.

The BOV recognizes how important <u>External partnerships</u> are important to PCCUA and the college has always hired employees who have strong skills and are able to address the needs of local businesses and industries. Additionally, strong advertising at churches and in the community has helped the College forge relationships which promote growth. New programs like truck driving are expanding the kind of industry relationships we have had. Hiring an Industry Coordinator has been beneficial to all campuses. The College has made great strides in reaching out to industry and seeking programs that match needs for the sake of students and business and industry. The willingness of the College to explore and implement new ideas and programs is important.

The College would benefit by increasing minority representation in videos, articles, and other media sources. The term minority may mean race or gender presence in a field like welding and truck driving, males in nursing, seniors taking EMT classes. Additionally, the BOV felt the College needs to promote the varied partnerships it has on a broader scale. This may encourage involvement by groups who have not participated by having a job center business could call if they want to hire a student would be useful. People often call specific departments but one location for student hiring recommendations would improve external relationship.

VI. STATE OF THE COLLEGE

Access with Success

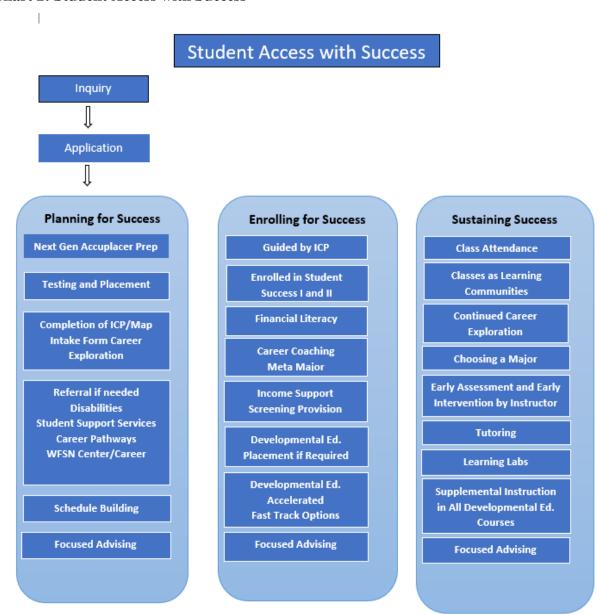
PCCUA's purpose in developing the strategic plan was to address improved student learning outcomes, recruitment, retention, and completion by students. A special focus has been placed on success of students in developmental education because over 70% of our students entering College place into a remediation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

The Strategic Plan relies on broad based participation and the use of data to inform decisionmaking. PCCUA is organizing and expanding its research capacity, and providing discussion and development opportunities to elevate data analysis and problem solving. Discussions have resulted in an increased campus-wide awareness of the challenges facing disadvantaged students, the importance of retaining students, a greater interest in student success, and improved collaboration among academic services and student services. There has been significant faculty engagement in establishing interventions needed to meet institutional priorities. The Achieving the Dream (ATD) priorities along with the Working Family Success Network (WFSN), and the Higher Learning Commission, and the Arkansas Department of Education have been directly linked to institutional strategic planning. The National Science Foundation grant for Cyber Security and related programming, the University of Arkansas Workforce Alliance which is composed of all the University of Arkansas two-year colleges, promotes welding training and education. The Arkansas Delta Education and Training Consortium (ADTEC) is an industry to work based group composed of PCCUA and five other colleges: Arkansas State University Mid-South, Arkansas State University-Newport, North Arkansas College, and East Arkansas Community College work together to improve the workforce and training in the Arkansas Delta.

PCCUA has a new Arkansas Delta Workforce Consortium (ADWORC), a part of ADTEC is focusing on continued work readiness. One of the most important changes in the plan, which emphasizes student success and completion and the shifting paradigm from "recruit and enroll"

to one which promotes interaction with our students making "connect and engage" integral to all aspects of college work. Prior to the 2014-19 Strategic Plan, the College changed the vision, mission, and values statements engaging all employees in the process.

Chart 2: Student Access with Success



In an effort to make every aspect of what faculty and staff believe about student success and completion a reality, the College has spent the two academic years redesigning our College Strategic Plan.

Based on outcomes from a college designed Community College Survey of Student Engagement (CCSSE) Institute, we began developing a dynamic plan driven by the desire to see student success at the forefront of all work we do and making this happen by frequently revisiting the plan for review and modification. This plan is driven by three simple practices: connect to our students, engage our students, and engage in the lives of our students.

This effort is transforming the way our students experience college on many levels. It means that every person on the college campus plays a role in shaping positive connections for our students. Knowing that connecting to students is a critical part of student success, the college has refined existing strategies. Although we need to do more to develop this strategy, Early Alert continues to reinforce our emphasis on attendance and the early detection of students demonstrating difficulty with learning in the classroom. It also addresses the need for faculty and advisors to intervene as early as possible to address students' academic success. PCCUA is continuing to refine and improve the two Student Success courses tied to Developmental Writing II and Freshman English I. Both evaluations and student comments continue to reflect the importance of the financial literacy piece in Student Success classes. Students report that these classes are beneficial to them.

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

PCCUA'S first mandatory academic intervention was supplemental instruction for remedial reading, math, and writing. We followed that by implementing a college-wide orientation. All new and returning students were involved in orientation activities prior to the fall semester. All faculty, staff and administrators were required to participate. We knew the orientation would be a valuable experience for students but were surprised by how meaningful this experience was for our employees.

Funded in part by Carl Perkins monies, approximately two-thirds of the college faculty have received Culturally Responsive Teaching Training (CRT). The CRT Training was presented by a team from the Center for Culturally Responsive Teaching (CRT) at the Community College of Baltimore County. One of the presenters was Dr. David Truscello who organizes the program which hosts a national CRT Conference and provides a Train the Trainer Program for integrating the CRT approach. The other presenter was Jadi Omowale who works in the CRT program and chaired this year's national conference.

As shared on the Community College of Baltimore Web page, the Culturally Responsive Teaching and Training Program enhances awareness and knowledge of others, and strengthens skills to interact effectively with others. This PCCUA workshop was not a one time "fix" for us. CRT requires work, introspection, and is an evolving process of changing how we think and interact. The following semester in Fall 2019, Dr. Mark Taylor, an award-winning speaker recognized internationally as an authority and educator who is on the forefront of transformations in educational practice and workplace management, presented a workshop for faculty and staff. It focused on helping colleges and universities better understand and serve our students for learning, development, persistence and successful integration into the workplace.

PCCUA uses Faculty Inquiry Groups (FIGs) for gathering and analyzing data in English, reading and math. The Phillips Team meets frequently and English and math faculty have developed rubrics for instructional consistency. PCCUA's ability to use evidence to improve policies, programs and services is increasing. The IR and IT departments do a good job of collecting and collating data based on multiple variables including race, gender and full and part-time status. The college hopes to continue educating college personnel about the use of data through

discussions, newsletters, websites and data sharing. In addition, the College has used Zogotech, a data warehouse and analysis tool which facilitates data extraction without having to rely on only one or two people to do that work.

Performance Indicators

PCCUA works hard to expand its circle of care and support for students. A perspective which has evolved at the College has been the team approach to working with students from the moment the student inquires about attending college. We invest in the front end with the use of the Individual Career Plan, mandatory orientation, Student Success and other strategies. The College has become much more focused on the student movement through the system addressing concerns related to retention and success at the course, program and institutional level. Helping students succeed is owned by instructors, advisors and coaches working together as a team to ensure each and every student is touched. This team approach has helped with initiative alignments, and strategies for engagement. And while we have increased our skills and use of evidence through qualitative and quantitative analysis, it is using this information to tell the story of a student (s) or the College which makes that data powerful. Zogotech has been immensely helpful with helping us do that because it has allowed us to connect the team players in ways which we had not done prior to its use. The College has provided advising and coaching development which has been one of the best investments for student success.

During the last five years, the College has focused on gaps among subgroups based on ethnicity and gender. Recently, we began including disaggregation based on PELL distribution as requested by ATD. This measure captures the performance outcomes based on a low socioeconomic level indicator; however, we believe it is important to remember that many of our student population do not necessarily receive PELL grants yet are below the poverty level.

The college is improving the identification of achievement gaps using cohort data from IPEDS, ADHE, ATD, and course and instructor data. We are also using CCSSE and SENSE outcomes as a student information source for decision making. Interviews and focus groups also provide

much valuable data, especially with the FIG Groups; however, the college needs to provide more professional development of faculty and staff in using the data outcomes.

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

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

These include increasing course retention and course success, increasing term to term and fall to fall retention, and increasing graduation rates. In addition, the Arkansas Funding Formula has moved us toward the inclusion of other metrics addressing the following metrics:

Effectiveness-credential attainment, progression, transfer success, gateway course success;

Affordability-credits at completion, time to degree;

Adjustments-diseconomies of scale;

Efficiency-core expense ration (50%), and Faculty to administrative salary ratio (50%).

The goal with the formula is to exceed the previous year's outcome, even if it is by a small margin. The College has focused on increasing degree attainment and introduced several short term, high-wage, employment placement Certificates of Proficiency.

We are engaging in this strategic planning process and are aligning all grants and initiatives, describing and sharing all functional area responsibilities so each area of the college is accountable. This process is cyclical and does not end. Each year the plan is revisited twice to document what has been accomplished and what work needs to be completed. The new strategic plan is to be evaluated at the beginning of each year to firmly establish the

areas of work and at the end of each year to gauge accomplishments and reexamine the work needed for the next year. The timeline for re-examination of the entire plan is every five years.

There is a Strategic Planning Committee composed of representatives from every division and functional work area, who review the Strategic Plan. The strategic planning effort will allow for allocation and in some cases reallocation of resources. There is a five-year action plan outlining personnel responsibility, resources required, and a timeline for the implementation of each institutional goal and the priorities.

Institutional priority will be given to budget requests which address work promoting student success. PCCUA has several initiatives focused on improving student learning outcomes and retention of students in the developmental education and gateway courses. The plan relies on broad based participation and the use of data to inform decision-making. PCCUA is organizing and expanding its research capacity, and providing discussions and development opportunities for faculty and staff to elevate data analysis and problem solving. Discussions have resulted in an increased campus-wide awareness of the challenges facing disadvantaged students, and the importance of retaining students. The most important request from these conversations has been to reorganize the college strategic plan. An examination of the the PCCUA performance outcomes as provided in **Table 12: Key Performance Indicators** on page 42, demonstrates the work the faculty and staff have made in increasing completion rates and certificate and degree awards. Table 12 clearly highlights the rate of improvement for 150% time (25%, 27%, 20%, 29%, 33%, 45%, 46%), the typical rate of completion and the IPEDS designated rate for the Student's Right to Know data. There has been a steady increase in the number of degrees, Technical Certificates, and Certificates of Proficiency awarded. Even the 200% time shows increased rates (35%, 35%, 26%, 37%, 39%, 53%).

Table 12: Key Performance Indicators (KPIs)

Indicator	2011	2012	2013	2014	2015	2016	2017	2018	2019
FT	847	747	753	627	591	648	621	610	591
PT	1366	1233	1260	1170	1070	1101	1015	912	949
Total	2213	1980	2013	1797	1661	1748	1636	1522	1540
SSCH	17,763	16,839	16,950	14,532	13,708	14,753	13,673	13,392	13,287
FTE	1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	885.8
100%	14%	18%	13%	17%	21%	33%	32%	25%	2021
150%	25%	27%	20%	29%	33%	45%	46%	2020	2021
200%	35%	35%	26%	37%	39%	53%	2020	2021	2022
Retention (IPEDS Count)	53%	54%	56%	53%	60%	66%	59%	58%	52%
Degrees	121	164	121	167	130	125	127	213	274
TCs	62	68	50	54	45	46	73	74	89
CPs	105	92	174	192	153	241	178	129	134
Total Awards	288	424	345	413	328	412	378	416	497

VII. INSTITUTIONAL CONCERNS

High Remediation

Students entering PCCUA have high remediation needs. As indicated earlier in the Plan, the area high schools which send student to PCCUA have serious remediation rates.

Arkansas Funding Formula

The <u>Arkansas Funding Formula</u> has forced the college to examine enrollment practices. It favors major universities and poses problems for small, rural colleges because all outcomes are based on increasing completion numbers not rates. PCCUA has a -2.7% productivity index using the new state metrics because of its declining enrollment, but last year PCCUA had a -7.8% index. Although we have improved our productivity by five points, we still lost 1% of our base funding (\$90,631). In an effort to address the funding formula issues, the College has taken several steps which include the introduction of several short-term certificate programs to increase our

productivity with Certificates of Proficiency and Technical Certificates. These include CDL/Truck Driving, EMT, welding, cyber security, coding, and a Certificate in General Studies

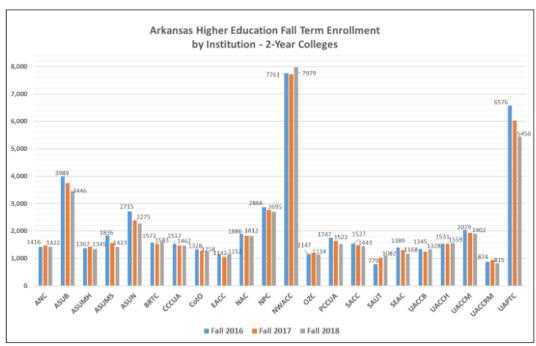
Accountability

PCCUA has greater and greater need to be accountable for its student outcomes. The Strategic Planning Committee will meet twice annual to hold all divisions and functional areas for making progress toward completing or meeting the planning outcomes goals.

Declining Enrollment

Declining enrollment is a threat to the College. This makes retention and completion much more important. In addition, high demand, short term, employment-based certificates with embedded national certifications and credentials helps us meet productivity. See **Chart 3: Fall Enrollment in Arkansas Two Year College (ADHE).**

. Chart 3: Fall 2018 Enrollment at Arkansas Two Year Colleges (AHE)



Note: Enrollment numbers are only provided for Fall 2016 and Fall 2018.

Six two-year colleges showed an increase in their fall term enrollment. When comparing Fall 2017 to Fall 2018, Black River Technical College (3.3%), East Arkansas Community College (10.0%), Northwest Arkansas Community College (3.4%), Southern Arkansas University Tech (7.1%), University of Arkansas Community College at Batesville (7.3%) and the University of Arkansas Community College at Hope/Texarkana (1.5%).

In addition, high demand, short term, employment-based certificates with embedded national certifications and credentials helps us meet productivity. See **Chart 4: New Programs Since 2016**. In addition to adding programs the College needs to be more aggressive in identifying targeted groups for return for college.

In 2017, the College developed a new Transitional Training Opportunity Program (TTOP) designed to train and educate system impacted, post incarcerated parolees and probationers. This has been helpful in increasing certificate enrollment and completion and the program continue to grow. Several Arkansas judges have committed to using the program for alternative sentencing.

Chart 4: New Programs Since 201

	Certificates & Certificates of Proficiency	Technical Certificate	Associate Degree
2016	CDL/Truck Driving Law Enforcement	Criminal Justice	Criminal Justice
2017	Cyber Security Programming/ Coding & Mobil Development		
2018	HVAC Accounting General Studies		Embedded in Construction Embedded in the AA/AS
2019	Construction	Construction	Construction
2020- 21	* Lineman *Emergency Response		Embedded in Construction

Reliance on Tuition and Fees

The funding formula is a productivity model. It forces the College to rely on income from tuition and fees to cover student support and operational costs. It also forces the College to demonstrate that enrollment can at least be maintained and by improving student success and completion,

productivity numbers can improve. The model does require that PCCUA have more students to serve each year. Therefore, monies from tuition and fees become more important. Only three community colleges in Arkansas have lower turion rates. See **Chart 5: Full Time**Undergraduate Mandatory Tuition and Fees for Public Two-Year Colleges.

Chart 5: Full Time Undergraduate Mandatory Tuition and Fees for Public Two-Year Colleges

Annual Full-time Undergraduate Tuition and Mandatory Fees for Two-Year Institutions (2013-14 through 2018-19)

ES		

Institution	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	1 YR Increase	5 YR Increase	5 YR Average Increase
ANC	2,390	2,390	2,600	2,660	2,750	2,780	1.1%	15.1%	3.1%
ASUB	3,120	3,270	3,420	3,480	3,540	3,600	1.7%	13.5%	2.9%
ASUMH	3,240	3,330	3,420	3,480	3,540	3,570	0.8%	9.3%	2.0%
ASUMS	3,670	3,790	3,790	3,880	4,000	4,000	0.0%	9.0%	1.7%
ASUN	3,000	3,150	3,270	3,330	3,450	3,480	0.9%	15.0%	3.0%
BRTC	2,850	3,060	3,240	3,330	3,600	3,660	1.7%	26.3%	5.2%
CCCUA	2,512	2,647	3,030	3,405	3,600	3,840	6.7%	43.3%	8.9%
сото	3,182	3,310	3,620	3,620	3,680	3,890	5.7%	15.7%	4.2%
EACC	2,790	2,880	3,090	3,150	3,150	3,180	1.0%	12.9%	2.7%
NAC	3,090	3,090	3,270	3,330	3,510	3,600	2.6%	13.6%	3.1%
NPC	3,320	3,490	3,460	3,460	3,780	4,110	8.7%	13.9%	4.4%
NWACC	4,513	4,513	4,633	4,633	4,683	4,683	0.0%	3.8%	0.7%
OZC	3,005	3,325	3,445	3,445	3,640	3,730	2.5%	21.1%	4.5%
PCCUA	2,855	2,968	2,968	3,110	3,200	3,320	3.8%	12.1%	3.1%
SACC	3,140	3,290	3,380	3,510	3,660	3,750	2.5%	16.6%	3.6%
SAUT	4,050	4,050	4,140	4,140	4,500	4,500	0.0%	11.1%	2.2%
SEAC	3,010	3,070	3,070	3,220	3,460	3,850	11.3%	15.0%	5.1%
UACCB	3,060	3,195	3,195	3,375	3,480	3,555	2.2%	13.7%	3.1%
UACCH	2,421	2,560	2,650	2,890	2,980	3,070	3.0%	23.1%	4.9%
UACCM	3,500	3,635	3,785	3,980	4,130	4,220	2.2%	18.0%	3.8%
UACCRM	3,180	3,360	3,480	3,630	3,780	4,020	6.3%	18.9%	4.8%
UAPTC	3,563	4,013	4,650	5,280	5,460	5,632	3.1%	53.2%	9.7%
Average	3,157	3,290	3,437	3,561	3,708	3,820	3.1%	17.9%	3.3%

SOURCE: ADHE FORM 18-1

VIII. INITIATIVES AND RESOURCES SUPPORTING STRATEGIC PRIORITES AND GOALS

PCCUA has numerous initiatives which support the College priorities of recruitment, retention, and completion. New strategies and grant opportunities are examined before the College accepts these as part of its infrastructure to support our strategic priorities. These strategies change

^{**}Mandatory Fees include both E&G and Auxiliary

depending on the focus but often these help the College continue its student success agenda. See **Chart 6: Initiative Alignment,** Pp. 53 & 54).

Initiatives Supporting Student Success

- Achieving the Dream- Achieving the Dream is a national initiative to help more
 community college students succeed. It focuses on student groups that traditionally have
 faced significant barriers to success, including students of color and low-income students.
 The priority for this initiative is success in remedial education, completion of gateway
 courses, increased retention and completion. It relies on Supplemental Instruction and
 Student Success I and II courses along with numerous other interventions.
- Holistic Student Support Redesign (HSSR)-Holistic Student Supports Redesign is an approach developed by Achieving the Dream (ATD) based on several initiatives like the Working Student Success Network (WSSN) to integrate student supports central to student success. The holistic student supports approach emphasizes understanding design, integrating with academics, and delivering services that are critical for the success of every student. HSSR helps guide institutions in redesigning student supports in an integrated, collaborative, and holistic way that enables students to progress along their educational and career pathways. It intentionally designs and offers services broadly, strategically and equitably. The priority of focus is to support and students' access to services for success and it is supported through a SNAP Grant. The first purchases have been extremely helpful and include washing machines and dryers on the Helena campus and a refrigerator for the Stuttgart campus.
- **Program Improvement Process for Equity (PIPE)** The Program Improvement Process for Equity (PIPE) is a data-driven, decision-making, institutional change process focused on increasing the participation, completion, and transition of underrepresented groups in nontraditional programs of study. The PIPE process includes 1) conducting a student data gap analysis, 2) identifying root causes for the gaps, and 3) developing an action plan with research-based strategies proven to close the gaps. PIPE focuses on

institutional programs, practices, and policies to build an environment where every student can realize their potential in high-wage, high-skill, in-demand careers. It is Carl Perkins driven and funded

- Career Pathways- The Arkansas Career Pathways (ICP) initiative is a comprehensive project designed to improve the earnings and post-secondary education attainment of Arkansas's low–income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. One CP specialist is located on each campus.
- Strong Start to Finish- The Charles A. Dana Center, Arkansas Division of Higher Education (ADHE), and Arkansas Community Colleges (ACC) Center for Student Success have collaborated with the Strong Start to Finish Arkansas initiative. It has and will continue to focus on math and English gateway course completion through three (3) pillars: 1) using multiple measures for student placement; 2) placing students into the appropriate math pathway for their program of study; and 3) scaling co-requisite support for at least 75% of all underprepared students. Its focus is to strengthen math and English gateway course completion and providing more co-requisite options in the math and English pathway.
- Career and Technical Center- Partnering with school districts in our service area (Helena-West Helena, Marvell, KIPP, Barton, DeWitt, Stuttgart, Clarendon, and Lake Village) to provide job training and career exploration in high demand career fields such as Advanced Manufacturing, Welding, Criminal Justice, Medical Professions and Computer Engineering. These programs have prioritized funding based on workforce need as determined by the Department of Career Education.
- **Student Support Services (SSS)** Serves low-income, first-generation college students, and individuals with disabilities evidencing academic need. It is designed to increase

retention, graduation, and transfer rates of eligible students. Services include instruction in study skills, tutoring, transfer assistance, campus visits, advice and assistance in course selection, career exploration, and financial literacy.

- Arkansas Delta Workforce Opportunities for Rural Communities- Arkansas Delta Training & Education Consortium (ADTEC) received a U. S. Department of Labor-Education & Training Administration grant. ADTEC serves14 counties in eastern Arkansas, as well as three counties in Missouri and one county each in Tennessee and Mississippi. Arkansas. The purpose of the grant is to increase the labor participation rate in the Arkansas Delta by preparing new entrants to the workforce, particularly persons from impoverished backgrounds and the formerly incarcerated, as well as dislocated workers for jobs in high-demand fields. ADTEC includes the following colleges: Arkansas Northeastern College (ANC)- leading this grant, EACC, PCCUA, ASU Newport, and ASU-Mid-South.
- Carl Perkins V- Carl Perkins V focuses on student success in career and technical education. Perkins V includes: 1) Postsecondary Placement, 2) Credential attainment and 3) Concentrators Non-Traditional. The needs assessment drives the development and spending decisions. Assessment includes: student performance, program quality, labor market needs, educator development, and special population access to programs. Perkins relies on input from multiple stakeholders. Perkins funding is designed to ensure students are prepared for careers and that business and industry have skilled workers to stay economically competitive.
- GEAR UP- Partnering among PCCUA and ten school districts (Helena-West Helena, Barton-Lexa, Marvell-Elaine, Lee County, Stuttgart, DeWitt, Clarendon, KIPP, Dumas, and Lakeside (Lake Village), as well as other community partners such as the Chamber of Commerce, City governments, local police and fire departments, and more. Services include: afterschool programs; mentoring college/career planning; summer programs; college campus experiences; professional development for school staff; resources to support the delivery of rigorous and academic curriculum; and parent programming. This

is funded by the U.S. Department of Education.

• Adult Education- The Adult Education program allows students over the age of 16, who have not completed high school studies, the opportunity to acquire the skills necessary to pass the General Educational Development (GED) test or to meet other educational goals. Adult Basic Education (ABE) teaching basic literacy in reading, language skills, and math, and work readiness skills. 2)Adult Secondary Education (ASE) teaching reading, English, and math skills necessary to pass the GED test or available training programs.3) Integrated Education and Training (IET) teaching basic educational skills and technical training in approved vocational areas.

Resources Supporting Students

There is ample classroom space for all programs on all three campuses. All three facilities are handicapped accessible per ADA regulations. Libraries on all three campuses provide resources for student research and assignments. In addition, the College has a wide range of support resources available for students.

Current library resources in the field

PCCUA maintains a well-equipped and staffed library on each campus to meet the information needs of students, faculty, staff, and administration. Services at all campus libraries include the information-circulation desk, interlibrary loan, print indexes, print periodicals, and bibliographic and full-text databases. Students have access to materials from other locations, both in and out of state, via interlibrary loan and the PCCUA courier. Library staff members are not only available during open hours, they also provide specialized tours for individual classes and assist faculty with specific course assignments designed to familiarize students with the library. Many instructors from several academic areas have taken advantage of these tours and have made special class assignments based on library resources. All campus libraries provide orientations, room for individual and small-group study, AV viewing rooms, computer workstations and coin-operated copiers. The library's administrative software is provided by Innovative Interfaces, Inc. Functions include the automated library catalog and serials and circulation management. OCLC and AMIGOS memberships provide automated assistance with the cataloging of new materials.

There is a wide range of print materials in the general non-fiction category of the library s on all three campuses. These include the newspapers, Time, Reference Shelf, etc. The online databases, such as Opposing Viewpoints, PsycInfo, and Academic Search include several resources that would offer the most current writing on criminal justice and its related issues. The Strategic Goals were adopted from this series of activities and all employees had an opportunity for input and discussion. In fact, all activities were carefully recorded and outcomes were shared with all employees.

Multiple Resources

Testing and Placement - In the Fall of 2018 the College began using NG ACCUPLACER. Students interested in taking the NG ACCUPLACER Test may complete the test preparation review. Once a student completes the review, that student is tested and after testing, provided with a testing report. PCCUA assigns every student an advisor and once NG ACCUPLACER test results are available, which is immediately after testing, that student is sent to meet with an advisor.

Advising-Each campus has one full time advisor and some faculty advisors (early childhood, nursing, business). Advisors assist students with selecting majors, career exploration, schedule building and a variety of other support activities. An Individual Career Plan (ICP) helps students identify a career pathway. This ICP is an academic map which allows advisors to help students identify and select a major facilitating a more direct pathway to completing a certificate or degree.

Financial Aid- Full time employees are on each campus dedicated to assisting students with applying for financial aid. Students seeking financial aid and other kinds of scholarships are assisted with preparing the application, the FAFSA, and given information and guidance about the process of receiving aid.

Admissions and Registration - Students may register for classes on any campus when preregistration begins for the fall and spring or anytime during the summer.

Students with Disabilities - Students can make an appointment to meet with a Disability Coordinator on the home campus as early as possible during a particular semester, preferably before a semester begins. A Disability Coordinator is located on each campus and these

individuals also serve as advisors. Students may obtain an Application for Disability Services Form from the coordinator or online at www.pccua.edu/studentswithdisabilities

Tutoring -Tutoring is available to students on each campus and that service can be accessed by contacting the Learning Center Coordinator. The College encourages the faculty to provide tutoring because it is difficult to find tutors in certain disciplines (science and math). It is also difficult to train and retain tutors.

Bookstore -The BBA Solutions Bookstore is located on each campus and can provide not only textbooks but also has classroom supplies, college apparel and gift items. Bookstore hours are posted on each campus. Book buy back dates are during the week of finals in December and May and after the last week of Summer.

Complaints - PCCUA students are always encouraged to seek informal resolution to issues or problems and information and assistance for filing a formal resolution is provided. The Vice Chancellor for Student Services and Registrar will travel from one campus to another to address formal complaints.

Student Success (Financial and Career Coaching) PCCUA uses Student Success coaches to provide career and financial coaching strategies. All coaches are trained and present the same curricular activities on all campuses. Student Success courses are tied to enrollment in Basic Writing II and Composition I. This allows the College to reach almost all students with Student Success support.

Student Support Labs – All campuses have a multi-purpose learning center for students to use. Students can receive tutoring. It is also used testing and review. Many students go there to study or work on assignments. College faculty and staff can volunteer to work with students in this lab.

Food Pantries-Food pantries are located on each campus and are very important for our students because so many have food insecurities. Groceries can be obtained once a week and often the pantries volunteers provide cooking demonstrations.

Career Closet-Each campus has clothes closet so that student can select appropriate interview attire. Students keep the clothing selected. Often the volunteers provide tips on attire.

Academic Appeal – all students have full access to the academic appeal process information and forms. This process begins with the student's instructor. The Faculty Senate Academic Standards Committee hears appeals and is composed of faculty from all three campuses.

Chart 6: Initiative Alignment Side 1 & 2

PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS -ALIGNING INITIATIVES PCCUA Revision February 2020

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

Core Values (Summarized) Student Success, the Power of Education, Diversity

Core Competencies (STACC): Social and Civic Responsibility, Technology Utilization, Analytical and Critical Thinking, Communication, Cultural Understanding and Awareness

Achieving the Dream (ATD) 2007-Continuing	Holistic Student Support Redesign (HSSR)	Arkansas Guided Pathways 2014-Continuing	Career Pathways 2005-Present	Strong Start to Finish Arkansas	Student Support Services (SSS)
Achieving the Dream is a national initiative to help more community college students succeed. It focuses on student groups that traditionally have faced significant barriers to success, including students of color and low-income students.	Holistic Student Supports Redesign is an approach developed by Achieving the Dream (ATD) based on several initiatives like the Working Student Success Network (WSSN) to integrate student supports central to student success. The holistic student supports approach emphasizes understanding design, integrating with academics, and delivering services that are critical for the success of every student. HSSR helps guide institutions in redesigning student supports in an integrated, collaborative, and holistic way that enables students to progress along their educational and career pathways. It intentionally designs and offers services broadly, strategically and equitably.	Arkansas Guided Pathways- redesigned academic programs and support services to create more clearly structured and educationally coherent program pathways to student end goals, with built-in progress monitoring, feedback and support at each step along the way. PCCUA uses Individual Career Plans (ICP), career exploration, intentional advising, and multiple supports to promote student success.	The expanding of existing employment/education, income and work support opportunities offered through the Career Pathways Center for Working Families. The Center is available on all three campuses and expands existing employment education opportunities available. CP has increased the number of students served. A mandatory Financial Education Program for students enrolled in Basic Writing II and Freshman English I classes Initially funded through the Arkansas Career Pathways and the Annie E. Casey Foundation-No longer funded.	The Charles A. Dana Center, Arkansas Division of Higher Education (ADHE), and Arkansas Community Colleges (ACC) Center for Student Success have collaborated with the Strong Start to Finish Arkansas initiative. It has and will continue to focus on math and English gateway course completion through three (3) pillars: 1) using multiple measures for student placement; 2) placing students into the appropriate math pathway for their program of study; and 3) scaling co-requisite support for at least 75% of all underprepared students.	Serves low-income, first-generation college students, and individuals with disabilities evidencing academic need. Designed to increase retention, graduation, and transfer (to 4-year institutions) rates of eligible students. Services include instruction in study skills, tutoring, transfer assistance, campus visits, advice and assistance in course selection, career exploration, and financial literacy. Funded through DOE, TRIO
Priority-Success in Remedial Education, Completion of Gateway courses Supplemental Instruction Student Success I and II	Priority- Support and services designed for students to access services for success Supported by SNAP Grant	Priority-Move students through college education or training and into employment or college transfer programs.	Priority: Success for the student population which includes TANF eligible adults and those who fall at or below 250% of the federal poverty level.	Priority -Strengthen math and English gateway course completion and providing more co-requisite options in the math and English pathway.	Priority-student success for first generation, low income, and disabled students.

		PCCUA ALIC	GNING INITIATIVES	PCCU	A Revision February 2020
Adult Education Phillips and Lee Counties	Program Improvement Process for Equity PIPE	Secondary Center Ongoing	ADWORC Arkansas Delta Workforce Opportunities for Rural Communities 2018-2021	Carl Perkins V 2011-Continuing	GEAR-UP 2011-2018 2018-2025
The Adult Education program allows students over the age of 16, who have not completed high school studies, the opportunity to acquire the skills necessary to pass the General Educational Development (GED) test or to meet other educational goals. Components include: 1) Adult Basic Education (ABE) teaching basic literacy in reading, language skills, and math, and work readiness skills. 2) Adult Secondary Education (ASE) teaching reading, English, and math skills necessary to pass the GED test or available training programs. 3) Integrated Education and Training (IET) teaching basic educational skills and technical training in approved vocational areas.	The Program Improvement Process for Equity (PIPE) is a data-driven, decision-making, institutional change process focused on increasing the participation, completion, and transition of underrepresented groups in nontraditional programs of study. The PIPE process includes 1) conducting a student data gap analysis, 2) identifying root causes for the gaps, and 3) developing an action plan with research-based strategies proven to close the gaps. PIPE focuses on institutional programs, practices, and policies to build an environment where every student can realize their potential in high-wage, high-skill, in-demand careers. Perkins Driven and Funded	Partnering with school districts within our service area (Helena-West Helena; Marvell; Barton; Dewitt; Stuttgart and Clarendon) to provide job training and career exploration in high demand career fields such as Advanced Manufacturing, Welding, Criminal Justice, Medical Professions and Computer Engineering. These programs have prioritized funding based on workforce need as determined by the Department of Career Education. Funded by Arkansas Career Education	The Arkansas Delta Training & Education Consortium (ADTEC) recieved a U. S. Department of Labor-Education & Training Administration grant. ADTEC serving 14 counties in eastern Arkansas, as well as three counties in Missouri and one county each in Temessee and Mississippi. Arkansas. The purpose of the grant is to increase the labor participation rate in the Arkansas Delta by preparing new entrants to the workforce, particularly persons from impoverished backgrounds and the formerly incarcerated, as well as dislocated workers for jobs in high-demand fields. ADTEC includes the following colleges: Northeastern College ANC-leading this grant, EACC, PCCUA, ASU Newport, and ASU-Mid-South	Focuses on student success in career and technical education. Perkins V includes: 1) Postsecondary Placement, 2) Credential attainment and 3) Concentrators Non-Traditional. The needs assessment drives the development and spending decisions. Assessment includes: student performance, program quality, labor market needs, educator development, and special population access to programs. Perkins relies on input from multiple stakeholders. Perkins funding is designed to ensure students are prepared for careers and that business and industry have skilled workers to stay economically competitive. Funded By Carl Perkins USDOE	Partnership among PCCUA and eight school districts (Helena- West Helena, Barton- Lexa, Marvell-Elaine, Lee County, Stuttgart, DeWitt, Dumas, and Lakeside (Lake Village), as well as other community partners. Services include: afterschool programs; mentoring; college/career planning; summer programs; college campus experiences; professional development for school staff; resources to support the delivery of rigorous and academic curriculum; and parent programming. Funded by the U.S. Department of Education.
Success Indicators 1. Course completion 2. Course Success 3. Term to Term Persistence 4. Year to Year Persistence 5. Degree Completion 6. Acceleration Outcomes Quantitative Data Other Other		Tools Surveys and Inventories (Rubrics (Writing) Interviews-Focus Groups Focused Discussions Logic Models Conceptual Model	(CCSSE & CFSSE, and others)	Tools Outcomes Evaluations Anecdotal Notes and S Other	tories Dream

Student

- 1. Supplemental Instruction Labs (ATD)
- 2. Early Alert (ATD)
- 3. Student Success I & II (ATD-CWF-CP)
- 4. Focused Advising (HLC-QIP, CWSNCC-CP, SSS)
- 5. Financial Literacy and Coaching (CWF-WSSN)
- 6. Writing embedded instruction selected courses (HLC-QIP)
- 7. Career Exploration and Coaching (WSSN)
- 8. Accelerated Courses in math and English (HLC-ATD)
- 9. Combined reading and math for lowest remediation
- 10. Mandatory Orientation (HLC-QIP)

- 11. Student Success Learning Labs
- 12. Employability Skills Training (CP, WSSN)
- 13. Individual Career Plan (ICP)
- 14. Virtual Career Assessment (Guided Pathways)
- 15. Food Pantry, Career Closets, Benefits Access
- 16. Faculty Inquiry Groups-Torrelli/Hoskins

Grant Resources

Numerous grants support the strategic priorities and goals.

Chart 7: Grant Resources Supporting Student Success

GRANT	RESPONSIBILITY	TERM	AMOUNT	TYPE AND PURPOSE
Gaining Early Awareness GEAR UP (TRIO)	Scarboro/King	Performance Period 10-01-2018 to 9-30-25	(\$1,200,000.00 annually) Total\$8,456,000.00	Gaining Awareness and Readiness for Undergraduate Programs Federal Grant # P334A18007 DOE
Student Support Services (TRIO)	Sykes/Johnson	Performance Period 9- 1-15 / 8-31-20 5 yr. (annual amt varies slightly from yr. to yr.)	\$ 346,355 Annual Amt.	Federally funded program by the U.S Dept. of Ed. that serves low-income and first-generation college students and individuals with disabilities evidencing academic need Federal Grant # P042A150286 DOE Resubmitted for 2020-2024
Arkansas Delta Workforce Opportunities for Rural Communities (ADWORC) Part of Arkansas Delta Training Education Consortium (ADTEC) ADWORC	King/St. Columbia	10/01/2019- 09/30/2022	\$ 501,455.00	The Arkansas Delta Training & Education Consortium (ADTEC). The purpose of the grant is to increase the labor participation rate in the Arkansas Delta by preparing new entrants to the workforce, particularly persons from impoverished backgrounds and the formerly incarcerated, as well as dislocated workers for jobs in high-demand fields. ADTEC includes the following colleges: Northeastern College ANC- leading this grant, EACC, PCCUA, ASU Newport, and ASU-Mid-South
Workforce Regional Grants Arkansas Delta Consortium/ADAPT	St. Columbia/King	06/30/2020 (2 yrs.) one of three grants for each	\$ 151,389.00 \$ 150,363.68	ADTEC/ADAPT focuses on the delivery of training that provides rapid entry into the regional workforce in targeted sectors of manufacturing and transportation that are identified as high demand by labor market UAWA institutions are continually striving to improve Welding and/or Industrial Technology/Multi-Craft programs at their institutions to provide students with training (both in theory and in practice) in
University of Arkansas Workforce Alliance	King, Killion			environments that are closely reflective of current workforce needs and environments.

GRANT	RESPONSIBILITY	TERM	AMOUNT	TYPE AND PURPOSE
Career Pathways	Rawls/King	1 Yr.	\$ 276,066.95	Temporary Assistance for Needy Families to provide a workforce ready population for the communities we serve (Subrecipient)-Federal # CFDA 93.558
Arkansas Delta Information Systems and Cyber Technician Education Initiative or AR DISC Initiative	Quattlebaum/Groves/Gentry	September 2019- September 2022	\$ 268,117.00	Arkansas Delta Information Systems and Cyber Technician Education Initiative focused on educating and training information systems technicians and transforming the skills gap to fill the demand for networking, programming, and cyber security job markets. NSF ATE grant
Carl Perkins	Debbie Hardy	July 1, 2019 – June 30, 2020 awarded	\$ 64,427 for PYE20 (varies annually)	Perkins (IV now and V begins in 2020) is a Federal Funded grant which provides an PYE20 (varies annually) increased Academic achievement of career and technical education student (Subrecipient) Federal Grant # VO48A180004
Secondary Area Technical Center Ctr.	Germany/King	1 Yr. Beginning in the Fall 2021 ACE will no longer use the public schools as a pass through	\$ 181,458.88 (F) \$ 181,458.88 (S) \$ 362,918.76 (T) The \$362.918.76 is matched (exact amt.) by the schools with funds provided from ACE Total \$725,835.52 (available)	Offers programs to local high school students under the auspices of the Arkansas Department of Workforce Education. Often referred to as the Secondary Center, courses offered through this program are taught on all three PCCUA Campuses. Programs on each campus are listed: DeWitt CampusAgriculture, Criminal Justice, Medical Professions Education, Renewable Energy Technology and Welding. Helena-West Helena CampusAdvanced Manufacturing, Computer Engineering, Criminal Justice and Medical Professions Education. Stuttgart CampusEducation, Criminal Justice and Medical Professions Education.

GRANT	RESPONSIBILITY	TERM	AMOUNT	TYPE AND PURPOSE
Sub Grants L-SAMPS	King (Groves, Gentry)	Year to Year (lasts 6 Yrs.) Year to Year (3 Yrs.)	\$ 23,125.00	University of Arkansas at Pine Bluff received this NSF Grant called the Louis Stokes Alliance for Minority Participation is funded by the National Science Foundation to The LSAMP program takes a comprehensive approach to student development and retention. Particular emphasis is placed on transforming undergraduate STEM education through innovative, evidence-based recruitment and retention strategies, and relevant educational experiences in support of racial and ethnic groups historically underrepresented in STEM disciplines. HRD 1394121; Subaward 253-14-15160174
Walton Family Foundation	Joe St. Columbia/King	1 Yr.	\$ 125,000.	The purpose of the grant is to support expansion and enhancement plans for the Arkansas Delta Training and Education Consortium (ADTEC) workforce development training center in Helena, AR (Phillips County). This grant is more fully described in Grantee's proposal dated June 15, 2019. Grantee agrees to use all grant funds exclusively for the grant's purposes. Changes to the goals must be authorized by Walton.
Career Coaches	Graves/Turner Blasengame/Kirby	Annually	\$ 54,732.76	Provides college and career guidance for students enrolled in grades 7-12 by providing opportunities and support to increase knowledge, skills, educational attainment, and training beyond high school. Funded through the Department of Career Education (U.S. Department of Health and Human Services). CFDAH 93.588

GRANT	RESPONSIBILITY	TERM	AMOUNT	TYPE AND PURPOSE
Basic Needs for Community College	King/Hardy	2 Yrs.	\$ 30,000 per yr.	The goal is to create efficiencies to enroll
Completion in Arkansas				more students in SNAP (and other public
4.66			\$ 60,000 Total	benefits such as Medicaid and SNAP E&T)
ACC			A 44'4' a a1 £ 4' a	across the community college system and
			Additional funding	build an evidence base on the effectiveness
			for Development provided by ACC	of on-campus food pantry services and the
			provided by ACC	impact for students receiving these benefits.
Arkansas Strong Start to Finish	King	Undetermined	\$ 10,000	The Charles A. Dana Center at The
8	5		, ,,,,,,	University of Texas at Austin, Arkansas
			Year 1: \$4,000.00	Division of Higher Education, and
			(invoiced in late	Arkansas Community Colleges Center for
			Spring 2020)	Student Success are excited to announce
				expanded math pathways support for
			Year 2: \$3,000.00	Arkansas colleges and universities in an
			(invoiced in Fall	effort to scale math pathways and co-
			2021)	requisite support for math pathways to
			Year 3: \$3,000.00	"normative practice" in all of the state's
			(invoiced in Fall 2022)	public institutions of higher education.
			2022)	

FOUNDATION GRANTS (PLEASE ONLY POST CURRENT GRANTS, MAKE SURE THESE ARE TO THE COLLEGE FOUNDATION FOR THE COLLEGE)

GRANT	RESPONSIBILITY	TERM	AMOUNT	TYPE AND PURPOSE
Arkansas Community Foundation	Hardy	Spring/Fall	\$ 3,000.00	Food Pantry Support
Phillips County (Foundation)				
J.J. and Beulah White Foundation	Hardy	Spring/Fall	\$ 1,000.00	Food Pantry Support
Phillips County (Foundation)	-			
Ophelia Polk Moore Trust	Hardy	Spring/Fall	\$ 2,000.00	Food Pantry Support
Phillips County (Foundation)				
Entergy Community Grant	Robinson/Kirby	Spring/Fall	\$ 5,000.00	Arkansas Symphony
Arkansas Arts Council	Robinson/Kirby	Spring/Fall	\$ 2,000.00	Arkansas Symphony
Acres of Help	Rawls/Turner		\$ 5,000.00	Food Pantry