

ASSESSMENT OF STUDENT LEARNING OUTCOME-Dr. Debby King

In addition to understanding the Strategic Plan, it is important for faculty to understand that assessment is a high priority at PCCUA. The Assessment Committee led by Brian Zimmerman is working with every division and department. Instructors are engaged in assessment work at the course, program, and institutional level.

PCCUA has had a significant number of faculty retire and as new faculty replaced retiring or faculty who have left the college, these new instructors have not had the same commitment or understanding about assessment at the course, program and institutional level. The July 2020 HLC Virtual Visit for Open Pathways resulted in an Assessment Report for 2023.

The following cycle of assessment is adaptable to PCCUA's process.

1. Establish and revise course and program SLOs.
2. Map SLOs at the course, program, and institutional level.
3. Select or design assessment method or tools.
4. Develop assessment implementation strategy (Cycle or Plan).
5. Conduct assessment and collect data.
6. Develop assessment report
7. Analyze and interpret data.
8. Use data to make changes and improve student learning.

The work includes the following steps: Mission Statement and Core Competencies Review, Set and Measure Student Learning Outcomes (SLOs), Define Assessment Methods and Provide Ongoing Analysis. The scope of assessment this year is centered on putting processes in place but an important component of the work is to engage faculty and staff in meaningful conversations about student learning, capturing instructor interest, nurturing and developing that vision with the emergence of a strong student

Academic Leaders:

Dr. Keith Pinchback, Chancellor
Dr. Debby King, VC for Instruction
Dr. Kimberley Johnson, VC for Student Services
Stan Sullivan, VC for Finance
Rhonda St. Columbia, VC for Advancement
Kim Kirby, VC for Arkansas County
Shanna Pryor, Dean of Allied Health
Monica Quattlebaum, Dean of Business and Information Systems
Linda Killion, Applied Technology Special Projects
Robin Bryant, Dean of Arts and Sci.,
Douglas Bielemeier, Director of Institutional Research
Art Gentry, Dir. of the Career and Tech Ctr.
Von Daniels, Director of Student Support Services
Kim Rawls, Director of Career Pathways
Carol Birth, Director of Adult Education
Lee Williams, Director of Institutional Technology
Barbara Stevenson, Director of Financial Aid
Michelle Waites, Director of Distance Learning and Title III

learning data outcome which is expected in the next two to three years.

The Assessment Committee has adopted a three-year assessment cycle focusing on student learning outcomes at the program level (Program Learning Outcomes or PLOs). At the beginning of each academic year, leaders at the division and departmental levels will submit their Assessment Plan used to indicate specific PLOs for each program within their division. Instructors will assess courses but the cycle allows a look at a smaller, more focused portion of student learning outcomes at the program level.



ADULT EDUCATION: Carol Birth

The Adult Education program continues to offer access to diverse learning opportunities and employability trainings. In 2021-22, this included workforce training, college and career readiness, and GED testing. We made available to students three (3) integrated education and training programs (IETs) in certified nursing, pharmacy tech and commercial drivers' licensure. The program continues its partnership with the state, offering all students the Workforce Alliance for Growth in the Economy (WAGE™) certification, at all service locations—including the newest site at East Arkansas Regional Unit. In 2022-23, plans include continued expansion of the Temporary Assistance for Needy Families (TANF) education and work components, targeting out of school youth between the ages of 16 and 24, and SNAP Education and Training, targeting those seeking short-term training programs.

CAREER AND TECHNICAL CENTERS: Art Gentry

The Career and Tech Center continues to offer online class resources for Computer Engineering, Criminal Justice and Medical Profession for 2022-23 school year thus allowing a more flexible teaching environment. These online resources will provide us the ability to offer classes to school districts that are experiencing transportation issues. For school year 2022-23 the online classes will expand to include some classes in Advanced Manufacturing. The Advanced Manufacturing program in Dewitt and Helena received an equipment grant of \$64,000.00 to update and expand their program. Some of the equipment added to the Advanced Manufacturing program are CNC Laser cutting engraver, 3D Printers, CNC routers, and 4K Drones. Three full-time faculty were added to the centers to maintain consistency with instruction and address the return of pre-Covid student enrollment population.

CAREER PATHWAYS: Kim Rawls

The Career Pathway Program met, and in some categories, exceeded state mandated performance goals for FY22. This resulted in PCCUA receiving additional funding to support students in achieving academic and career goals. PCCUA was one of four community colleges participating in the pilot program Education Pays which provided direct funding to students who met specific academic goals for the second consecutive year. Education Pays was successful and will continue throughout FY23. CPI continues building partnerships with community agencies and organizations, and.

continue to assist students in reducing barriers that may hinder or prevent them from gaining the training or education needed to join the workforce

APPLIED TECHNOLOGY: Linda Killion and Vicki Cobb

The Applied Technology Division continued to meet the challenge of offering courses and training to equip students with skills to meet industry demands. The following programs were offered in the 2021-22 academic year:

- Commercial Driving License (CDL) - Awarded 40 CPs. CDL continues to be a viable program.
- Heating, Ventilation, and Air Conditioning (HVAC) - Awarded 11 CPs.
- Construction Technology - Awarded 11 CPs and 1 AAS. A part-time instructor was hired this year to teach construction skills in the newly converted lab in the maintenance area.
- Welding - Awarded 62 Welding CPs and 9 TCs.
- Graphics - Awarded 1 AAS, 1 TC, and 4 CPs in Graphics.

Based on assessment outcomes, the Division plans to make the following improvements in 2022-23:

- Develop a stronger relationship with local industries through individual contacts and Advisory Council meetings.
- Review each program's assessment goals and update division assessment methods.
- Emphasize and incorporate more technology skills into the classroom, especially skills to prepare students for remote delivery options.
- Implement methods and support systems to improve student retention in all programs.
- Encourage faculty to attend faculty training opportunities—particularly those related to remote learning.

ACHIEVING THE DREAM

PCCUA is the only Achieving the Dream College in Arkansas and we are among a few colleges of distinction nationwide. ATD Leader College of Distinction.



ALLIED HEALTH: Shanna Pryor

ADN

The Associate Degree Program (ADN) consists of extensive remediation strategies in order to assist and support students in attaining the end-of-program learning outcomes. The ADN faculty will continue preparing students for the new Next Generation NCLEX in which the students will begin taking in spring 2023. ADN students also received a live review from ATI to help prepare them for the NCLEX which is paid for by Carl Perkins Grant. In addition, The ADN faculty will begin preparing an Accreditation Commission for Education in Nursing (ACEN) Self-Study Report as part of our continuing accreditation with ACEN. The ADN program is scheduled for a site visit in the fall of 2025.

The ADN program was fortunate and received the means to purchase some new equipment to help better prepare our students through simulation. The program was also able to remodel a small room in the simulation labs to mirror a hospital medication room, complete with a medication dispensing system and a workstation on wheels (WOW).

PN

The Practical Nursing Program (PN) curriculum consists of extensive remediation strategies in order to assist students in achieving end-of-program learning outcomes. These strategies include enhanced interactive computer modules, faculty led tutoring sessions, group test review including answer rationales, and a 3-day ATI live review. Newly renovated HWH nursing laboratory includes realistic client care environment with updated simulation equipment. Preparation for Next GEN NCLEX examination is ongoing. The PN program has been recognized by the Arkansas State Board of Nursing as achieving a 100% NCLEX-PN pass rate for the last 5 years.

MLT/PLB

Due to staffing issues in hospital laboratories and the fact that microbiology is not being performed in rural hospital labs, finding clinical sites for students posed to be a challenge.

Three new sites were added to accommodate the number of students. MLT graduates are in high demand due to a nationwide shortage in laboratory professionals. Seven students completed the 2-year MLT program and setting.

A new hematology analyzer, urinalysis analyzer, and an interactive microscope camera system were purchased and are in use in the student lab. This equipment enhances student learning by giving the MLT students hands-on experience in many areas of the laboratory.

In the fall, we will be changing our instructional strategy by introducing some blended learning techniques. The goal of this change is to leave more time in the classroom for interactive learning of theories and concepts that can be very challenging. This will also serve to accommodate different learning styles. The effectiveness of this change will be evaluated at the end of the semester. Both the MLT and PLB programs continue to meet the expected levels of achievement in graduation rates, job placement rate, graduate satisfaction and employer satisfaction.

STRONG START TO FINISH FOR ENGLISH-HELENA

All students needing English remediation for Basic Writing I take EH 1013 with EH 1011. **If a student places into what was EH 1023 with EH 1021, that student now takes EH 1131, a lab, with EH 113, Comp I**

1. Students with an ACT of 14-18 or who score between 226-250 on the NG Accuplacer must enroll in the following corequisite course when they enroll in EH 1131 which is linked to EH 113. **The student should be enrolled in the lab first.**

EH 113 and lab EH 1131 and the corequisite SS II, SS 111

2. Students with an ACT 13 or below; or a 225 or lower on the NG Accuplacer must enroll in the following courses: EH 1013 and EH 1011 and Student Success I, SS 101

PCCUA KEY PERFORMANCE INDICATORS (KPIs)

Indicator/Completion	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Enrollment (Fall)												
FT	847	747	753	627	591	648	621	610	591	459	492	
PT	1366	1233	1260	1170	1070	1101	1015	912	949	633	797	
Total	2213	1980	2013	1797	1661	1748	1636	1522	1540	1092	1289	
SSCH	17,763	16,839	16,950	14,532	13,708	14,753	13,673	13,392	13,287	9732	10,798	
FTE	1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	885.8	648.8	720	
Time to Degree												
100% Completion	18%	13%	17%	21%	33%	35%	28%	31%	2022	2023	2024	
150% Completion (IPEDS Measure)	27%	20%	29%	33%	45%	46%	41%	39%	2023	2024	2025	
200%	35%	26%	37%	39%	53%	57%	47%	2023	2024	2025	2026	
Retention (IPEDS Count)	54%	56%	53%	60%	66%	59%	58%	52%	47%	67%	2022	
Completion												
CPs	105	92	121	192	153	241	213	273	286	241	191	
TCs	62	68	50	54	45	46	74	90	67	105	57	
Degrees	121	164	174	167	130	125	128	133	122	106	108	
Total Awards	288	324	345	413	328	412	415	496	475	452	356	

Note: Items in red font reflect recent data or data which will not be available until a future data.

TITLE III/DISTANCE LEARNING: Michelle Waites

In October 2021, PCCUA was awarded a Title III grant from the US Department of Education totaling \$2.25 million over a 5-year period. Our focus is Building Access to Success. In year one, project activities have included strengthening our technology infrastructure by purchasing and replacing outdated network switches on all campuses and replacing our multi-mode fiber backbone with a single mode fiber resulting in increased LAN speed from 1G to up to 100G. In addition to strengthening the technology infrastructure, a career ladder was developed beginning with CPs in welding, HVAC, manufacturing, and construction leading to a Technical Certificate in General Technology and then on to an AAS in General Technology-Multicrafts. Currently, work is being done to revise occupational/technical course curricula to include online and/or hybrid delivery options and a curriculum specialist will provide training and support to faculty to accomplish these goals. A Virtual Technology Academy is based on the Helena campus in C204 and will provide training /workshops for faculty, staff and students both in person and virtually. Four student workshops as well as 4 faculty workshops are scheduled for the fall. 2 staff workshops will also be offered in the fall semester. Work will begin for year 2 grant activities on October 1, 2022, and include continuing to strengthen the technology infrastructure, piloting the AAS in General Technology-Multicrafts, continuing revision of occupational/technical curricula to include more online/hybrid opportunities, establishing standard-based internships in occupational/technical courses, continuing to provide training and support via the Virtual Technology Academy and strengthening our online support services.

GEARUP

The purpose of GEAR UP is to increase post-secondary access and success for GEAR UP students in our partner districts. For the 2021-2022 school year, GEAR UP's student population was made up of 6th-10th grade students in the KIPP, DeWitt and Lake Village school districts and 7th- 10th grade students in the Stuttgart, Dumas, Helena-West Helena, Clarendon, Marvell, Barton and Lee County school districts. Our 2021-2022 top goals were to assist districts with increasing GEAR UP students' math and Language Arts test scores, college readiness, and financial literacy education.

GEAR UP students' math and Language Arts test scores, college readiness, and financial literacy education are important aspects of the grant. GEAR UP accomplished this by providing districts with: IReady Reading and Math student memberships; Winward Academy ACT Prep student memberships; Money Experience Financial Literacy memberships; IReady, Winward Academy, Reading Apprenticeship, and Money Experience professional development for teachers; during and after-school tutoring; motivational books to guide student mentoring sessions; summer job shadowing and college exposure; and summer residential college preparatory experiences for students at the U.S. Space and Rocket Center, and Tulane University. For the 22-23 school year, the GEAR UP student population will increase to include students in the 11th grade. GEAR UP will continue to provide the programming offered during the 2021-2022 school year and will also bring back Coding summer camps for students and teachers and the offer to meet technology needs necessary for students to best meet GEAR UP goals. TRIO Program

WORKFORCE: Joe St. Columbia

The Workforce Training Department offers training in General Technologies, including Construction, HVAC, Advanced Manufacturing, and Welding. We have been offering the courses in past semesters as Advanced Manufacturing and HVAC in the fall and Construction and HVAC in the spring. In the spring of 2022, we added an additional instructor to enable flexibility in class scheduling. With the addition of this instructor, we facilitated the offering of the Construction, HVAC, and Advanced Manufacturing Certificates of Proficiency in all semesters. This has also enabled more students to pursue the AAS in General Technologies, Construction, and/or Advanced Manufacturing. These programs operate under TTOP (Transitional Training Opportunity Program) and Ready for Life. The TTOP program was originally designed to offer training and opportunities to felons working to reintegrate into the workforce. It continues to offer this but has been expanded to offer training to all students needing assistance in workplace integration.

ARTS AND SCIENCES: Robin Bryant and Kim Kirby

The Arts and Sciences division had a year filled with developing and implementing new plans. This year the math department worked to reduce the time students spend in developmental classes and move them along quickly into their transferable classes. Both College Algebra and Quantitative Reasoning accepted students who ordinarily would have placed into intermediate algebra. They added a lab for each class to remediate those students and eliminated the full class of intermediate algebra. Beginning in the fall, all campuses will adopt this model.

The English instructors on the Helena campus are doing much the same thing. They plan to eliminate Basic Writing II and replace it with a lab that is taken at the same time as the students' Comp I classes. The Basic Writing I class will remain for the time being. This will allow students to complete their remediation and their transfer English class in one semester. In Arkansas County, the developmental reading and writing classes were "flipped" to allow students more time to work individually, with the help of the instructor in order to move more quickly through the developmental classes.

This spring we were reminded of the importance of securing our computers and backing up/using a jump drive to keep copies important documents. With the ransomware attack, faculty and staff had to retrieve information that had been thought to be secure.

Arts and Sciences faculty continue to be involved in the assessment process. New tools have been developed to help assess learning in the social sciences. English, math and reading continue to use the tools relied upon in the past. Brian Zimmerman has taken the lead on the Assessment Committee, and several members of the committee are from our division.

CONCURRENT ENROLLMENT

PCCUA has a concurrent enrollment on all three campuses. These are high school students who enroll for concurrent credit for high school and college. These courses are offered at the high school or on the PCC campus. The Concurrent program is accredited through the National Alliance of Concurrent Partnerships (NACEP).

Many high school students are able to acquire an Associate of Arts degree while still in high school. This saves time and money for transfer students.

BUSINESS AND INFORMATION SYSTEMS: Monica Quattlebaum

The Division of Business and Information Systems continues to review curriculum and develop teaching strategies that improve student retention and success. During this year, faculty have revised Program Outcomes along with reviewing student learning outcomes and assessment methods for all courses. This work was done as part of the college Assessment Committee on which two faculty serve as members. Faculty are also continuing to implement technology to expand classroom and online teaching. Delivery formats continue to be a priority for faculty. Using various teaching resources such as Blackboard, Zoom, SoftChalk, NetLab+, Infosec Learning Labs, and other simulations allows faculty the opportunity to expand classroom teaching and provide more tutoring and supplemental resources for the classroom and online for student success. Carl Perkins and other grants provided multiple opportunities for faculty to receive professional development through conferences, trainings, and online workshops. The Information Systems Technology program completed the third year of the National Science Foundation (NSF) grant for the Arkansas Delta Information Systems and Cyber (DISC) Technician Education Initiative. The Annual Report was submitted and approved which included a request for a no cost extension for a fourth year of the grant. Through this initiative, faculty continue to implement and expand project activities in order to reach outcomes for project goals.

As part of the Cosmetology program restructure, Connie Johnston has agreed to continue as Director of Cosmetology to assist with this transition.

STUDENT SUPPORT SERVICES: Von Daniels

The 2021-22 academic year was the second year of the Student Support Services (SSS) five-year grant cycle. The funding will allow the program to continue to assist low-income, first-generation college students and students with disabilities to successfully complete a program of study at the postsecondary level of education. SSS continues to provide our students with assistance in achieving their academic goals helping enhance the services provided to our students. SSS continues providing face to face academic and personal development opportunities for SSS students, as well as face to face tutoring, academic advising, counseling, study skills workshops, assistance completing financial aid applications, transfer assistance to four-year educational institutions, and exposure to cultural events.