



2025 Annual Reflection Report

Please review your answers

Step 1

Save a copy of your responses for your institution's records by clicking "Download PDF" directly below this message on the right side of the page

Step 2

After downloading your PDF, please officially record your responses by clicking the "NEXT" button located at the bottom of the page (scroll all the way down).

Introduction

The 2025 Annual Reflection survey is an important activity that allows your institution to thoughtfully consider your student success work with Achieving the Dream. Completion of the survey provides an opportunity for reflective practice that allows your team to assess your work and progress over the past year. The Annual Reflection also provides ATD with a better understanding of your college's current landscape; helps inform the supports that we provide to colleges; and assists us in developing the resources, learning events, and other programming that best encourage and sustain the transformation journey. The more colleges that respond to the Annual Reflection survey, the more everyone benefits. Your participation empowers us all.

Instructions

1. Collaboratively Complete the Worksheet

The Annual Reflection is designed to be a collaborative process that brings together a representative group of college stakeholders to review and discuss your institution's student success work. Please first download and complete the Annual Reflection Worksheet (a Word document located on Canvas) which will allow colleges to draft their responses in a group setting at their own pace. Your responses to each open-ended question should fall within a 150-to-300-word count, as indicated in the worksheet and online form.

2. Submit Answers Via the Online Form

Access the online form and then proceed to copy and paste your collective responses from the worksheet into the online form. Please note that the worksheet and the online form questions are the same despite a slight difference in the format design.

Questions

Please send an e-mail to data@achievingthedream.org or call 240-450-0075 if you have any questions.

Thank you for your participation!

The Annual Reflection survey is due April 30, 2025.

I. College Information

Please select your Institution from the alphabetical list below. If you do not see your institution listed here, please email the research team: data@achievingthedream.org

Phillips Community College of the University of Arkansas (AR) ▼

Please provide the name and contact information of the individual leading the efforts to complete the Annual Reflection.

Name

Title

Email Address

Enter the name and contact information for your Institution's primary communications officer.

Name

Title

Email Address

II. Institutional Strategic Plan

The next few questions pertain to your institutional strategic plan:

Yes

No

Are equitable student outcomes a priority in your current strategic plan?

Did you develop a new strategic plan **this year** (2024-25)?

Will you develop a new plan or engage in a strategic plan refresh next academic year (2025-26)?

III. Institutional Capacity Building

Which of the following were a primary focus of your institutional capacity building efforts **this academic year** specifically (2024-25)? Choose all that apply.

Communication & Engagement

Data & Technology

Equity

Leadership & Vision

Policies & Practices

Strategy & Planning

Teaching and Learning

Did you administer the ICAT and/or hold a capacity café this year?

Yes

No

ATD has a new Institutional Capacity Assessment (ICAT) framework that incorporates new capacity areas like organizational agility, digital transformation, disciplined implementation, and community connectedness. The new tool will be available for administration in the **Fall of 2025**. How likely will your institution be to administer the new ICAT and host a community café to process data findings in the coming year (2025-26)?

Not at all Likely

Somewhat Likely

Very Likely

Extremely Likely

IV. Student Success Priority Goals & Challenges

In addition to institutional capacity building, ATD is interested in the overall student success goals that institutions have set for themselves. In the spaces provided below, please describe your top three institutional student success priority goals for **this year** specifically (academic year 2024-25):

2024-25 Priority Goal 1:

Support for Instruction and Learning 1:1 Increase recruitment, retention, and graduation rates using multiple strategies for connections to students and potential students; 1:2 Provide focused advising and clear guided program pathways designed to assist students through the PCC college experience; 1:3 Provide a wide range of academic support services to students and employees; 1:4 Make social supports available to all.

2024-25 Priority Goal 2:

Connections through Communication, Alignments, and Consistency 2:1 Ensure communication and open discussions and actions are shared; 2:2 Create a definite strategy for information sharing and ensure all are aware of this protocol; 3:3 Align college programs, services, goals, grants, and other activities to ensure these are mission, vision, and values focused.

2024-25 Priority Goal 3:

Support for Partnerships with Business, Industry, Agencies, K-12 Schools, Colleges, and Universities 3:1 Continue and strengthen going community partnerships; 3:2 Seek and develop new partnerships especially when opportunities emerge; 3:3 Engage business and industry in curriculum and training especially with opportunities to provide student workforce training which includes field experiences, apprenticeships, and “hands-on” training; 3:4 Assist students with pre-employment options available with partner business and industry.

To what extent did each of the following hinder progress towards priority student success goals this year (academic year 2024-25)?

No Hinderance at All

Internal Factors

- a. Maintaining urgency for student success
- b. Competing institutional priorities
- c. Financial resource limitations
- d. Talent recruitment, retention, competitive wages
- e. Transition in presidential leadership

No Hinderance at All

- f. Transition in senior and/or mid-level leadership
- g. Building broad-based faculty and staff support
- h. Communicating for understanding and buy-in
- i. Getting students back on campus (versus online only)
- j. Institutional data capacity
- k. Accreditation visit

No Hinderance at All

External Factors

- l. Local and state budget support
- m. State legislative issues related to DEI
- n. Employer recruitment of students prior to completion
- o. Natural disaster (flooding, hurricane, fire, etc.)

Add My Own

No Hinderance at All

- p. Other: Please specify

The many infrastructure changes like moving from Datatel to Workday have required so much work and effort there was little time for other work.

Some Hinderance

Internal Factors

- a. Maintaining urgency for student success
- b. Competing institutional priorities
- c. Financial resource limitations
- d. Talent recruitment, retention, competitive wages
- e. Transition in presidential leadership

Some Hinderance

- f. Transition in senior and/or mid-level leadership
- g. Building broad-based faculty and staff support
- h. Communicating for understanding and buy-in
- i. Getting students back on campus (versus online only)
- j. Institutional data capacity
- k. Accreditation visit

Some Hinderance

External Factors

- l. Local and state budget support
- m. State legislative issues related to DEI
- n. Employer recruitment of students prior to completion
- o. Natural disaster (flooding, hurricane, fire, etc.)

Add My Own

Some Hinderance

- p. Other: Please specify

The many infrastructure changes like moving from Datatel to Workday have required so much work and effort there was little time for other work.

Internal Factors

- a. Maintaining urgency for student success
- b. Competing institutional priorities
- c. Financial resource limitations
- d. Talent recruitment, retention, competitive wages
- e. Transition in presidential leadership

Strong Hinderance

- f. Transition in senior and/or mid-level leadership
- g. Building broad-based faculty and staff support
- h. Communicating for understanding and buy-in
- i. Getting students back on campus (versus online only)
- j. Institutional data capacity
- k. Accreditation visit

Strong Hinderance

External Factors

- l. Local and state budget support
- m. State legislative issues related to DEI
- n. Employer recruitment of students prior to completion
- o. Natural disaster (flooding, hurricane, fire, etc.)

Add My Own

Strong Hinderance

- p. Other: Please specify

The many infrastructure changes like moving from Datatel to Workday have required so much work and effort there was little time for other work.

Extreme Hinderance

Internal Factors

- a. Maintaining urgency for student success
- b. Competing institutional priorities
- c. Financial resource limitations
- d. Talent recruitment, retention, competitive wages
- e. Transition in presidential leadership

Extreme Hinderance

- f. Transition in senior and/or mid-level leadership
- g. Building broad-based faculty and staff support
- h. Communicating for understanding and buy-in
- i. Getting students back on campus (versus online only)
- j. Institutional data capacity
- k. Accreditation visit

Extreme Hinderance

External Factors

- l. Local and state budget support
- m. State legislative issues related to DEI
- n. Employer recruitment of students prior to completion
- o. Natural disaster (flooding, hurricane, fire, etc.)

Add My Own

Extreme Hinderance

- p. Other: Please specify
- The many infrastructure changes like moving from Datatel to Workday have required so much work and effort there was little time for other work.

Will your student success priority goals for this year change for the next academic year or remain the same?

- Stay the same**
- Change
- A little bit of both

V. Tracking Student Success

Please indicate which of the following key performance indicators were tracked by your institution **this year** (2024-25) ?

Yes

No

a. Service area demographics compared to student enrollment demographics



b. Program enrollment by student group (e.g., racial/ethnic groups, first generation, etc.)



c. Program alignment with regional labor market needs



d. Early momentum metrics (like zero credits in the first semester, completion of gateway English and gateway math in year one, credit accumulation in year one, etc.)



e. Completion of a certificate or degree within four years of initial enrollment



f. Baccalaureate degree attainment within 6 years of community college enrollment



g. Workforce outcomes (like Job placement rates, earnings post completion)



h. Economic and social mobility post completion



i. Student debt compared to earnings by academic program



j. Years to recoup full educational investment (ROI)



k. Community impact (e.g., educational attainment, median family earnings, etc.)



l. Other: Please specify



High School data

Yes

No

Yes

No

VI. Student Success Solutions and Strategies

In addition to your overarching student success goals, we are interested in the nature and type of reform initiatives your institution engaged in during the 2024-25 academic year.

Let's start with **Holistic Student Supports**. Please indicate which of the following reform initiatives contributed to your student success priorities **this year** specifically (i.e., academic year 2024-25) ?

Yes

No

- a. Advising design or redesign Yes No
- b. Simplifying/streamlining student admissions/onboarding Yes No
- c. Stronger career guidance for students/career plans Yes No
- d. Expanding basic needs support/culture of care for student (food, housing, transportation). Yes No
- e. Creating a stronger sense of belonging among students Yes No
- f. Communications audit Yes No
- g. First year experience or course redesign Yes No
- h. 24-7 student supports (through mobile app or other strategies) Yes No
- i. Development of student educational plans Yes No
- j. Development of a student portal (single sign on/single view) Yes No
- k. Purchase, configuration, or implementation of a case management/early alert CRM Yes No
- l. Integration of academic and non-academic supports for students Yes No
- m. Expansion of learn and earn programs Yes No
- n. Other: Please Specify Yes No

Strong Start to Finish

Yes

No

Yes

No

What type of support can ATD provide to help your institution advance your **Holistic Student Success** reform initiatives?

PCCUA is interested in finding out more opportunities to develop long term maps, better course sequencing, and part time student pathways.

Shifting to **Teaching and Learning**, please indicate which of the following reform initiatives contributed to your student success priorities this year specifically (i.e., academic year 2024-25)?

Yes

Placement & Developmental Education Reform

- a. Strategies to place students in college-level coursework (like multiple measures)
- b. Developmental education reform (e.g., corequisite models)

Flexible Offerings

- c. Course scheduling and optimization (e.g., annual schedule)
- d. New/expansion of flexible course offerings (e.g., online, weekend, evening, hybrid, etc.)
- e. Shortened or accelerated academic terms
- f. Development of micro-credentials
- g. Competency-based programs (CBE)
- h. Strategies to improve technology enhanced instruction

Instructional Practices

- i. Culturally responsive teaching practices
- j. Social justice education
- k. Pedagogical improvements to engage students in active learning
- l. Expansion of open educational resources (OER)

Pathways to Success

- m. Organizing academic programs by meta-majors, clusters, or "schools" to align curriculum within the clusters
- n. New course sequencing maps or guides (full time course sequences, part-term course sequences; early core course exposure or "light your fire" courses, math/English in first year, etc.)
- o. New math pathways

Yes

p. New articulation and transfer agreements or expansion of transfer partners



q. Credit and non-credit system integration and/or pathways



Expansion of Work-based Learning

r. Expanding work-based learning opportunities for students (including practicums, internships, etc.)



Faculty Support

s. Enhanced professional learning for faculty (including development/expansion of a new Center for Teaching & Learning)



Add Your Own

t. Other: Please specify

Cultural competency and civility



Yes

Placement & Developmental Education Reform

- a. Strategies to place students in college-level coursework (like multiple measures)
- b. Developmental education reform (e.g., corequisite models)

Flexible Offerings

- c. Course scheduling and optimization (e.g., annual schedule)
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- n. New course sequencing maps or guides (full time course sequences, part-term course sequences; early core course exposure or “light your fire” courses, math/English in first year, etc.)
- o. New math pathways
- p. New articulation and transfer agreements or expansion of transfer partners

No

q. Credit and non-credit system integration and/or pathways

Expansion of Work-based Learning

r. Expanding work-based learning opportunities for students (including practicums, internships, etc.)

Faculty Support

s. Enhanced professional learning for faculty (including development/expansion of a new Center for Teaching & Learning)

Add Your Own

t. Other: Please specify

Cultural competency and civility

No

What type of support can ATD provide to help your institution advance your **Teaching and Learning** reform initiatives?

We have done an excellent job with recruiting high school students, although we still have room for improvement. However, we do not do enough for adult learners who do not have a degree and are not thinking about returning to college. Developing focused strategies to address this population would be beneficial to this underserved group.

Now let's consider your efforts to develop an **equity-minded culture**. Please indicate which of the following Equity-based reform initiatives contributed to your student success priorities **this year** specifically (i.e., academic year 2024-25) ?

Yes

No

- a. Development or refinement of an institutional equity statement
- b. Equity minded goal setting
- c. Additional effort to define equity in understandable terms
- d. Identification of policies and practices that create barriers for students
- e. Facilitation of equity-minded conversations (courageous conversations)
- f. Teaching practices that are more relevant to all students cultural, lived, and learned experiences
- g. Identification of student groups in need of additional support through data disaggregation
- h. Equity minded digital learning strategies
- i. Professional learning to enact equity minded and inclusive campus culture
- j. Other: Please specify



Yes

No

What type of support can ATD provide to help your institution foster an **equity-minded culture** that leads to more equitable student outcomes?

It is difficult to address the equity minded culture at PCCUA because of state and federal mandates related to equity, diversity, and inclusion. Because of the College's high minority population we must consider equity and inclusion but we are restricted from the use of certain language.

Shifting to institutional **data capacity**, indicate which of the following reform initiatives contributed to your student success priorities **this year** specifically (i.e., academic year 2024-25) ?

Yes

No

a. Data Summit or engagement opportunities for faculty and staff to determine meaning and application of data for student success

b. Institutional dashboard creation or other strategies to get data into the hands of faculty and staff

c. Collecting quantitative and qualitative data to better understand the experiences of diverse student populations

d. Use of PDP dashboards

e. Organizing data around early momentum, milestone, and mobility metrics

f. Equity-minded data analysis and visualization improvements

g. Development or implementation of a data literacy program for faculty and staff

h. Other: Please specify

Yes

No

What type of support can ATD provide to help your institution advance a culture of evidence and inquiry (**data capacity**) ?

We need to develop a data literacy program for faculty and staff.

Thinking about your **K12/Gateway to College** efforts, indicate which of the following reform initiatives contributed to your student success priorities this year specifically (i.e., academic year 2024-25)?

Yes

No

a. Expansion of K12 partnerships

b. Dual enrollment expansion

c. Implementation of a new early college high school

d. New summer bridge programs

e. Increased college advising for K12 students

f. Curriculum alignment with K12 partners

g. Other: Please specify

What type of support can ATD provide to help your institution advance your **K12/Gateway to College** reform efforts?

PCCUA could benefit from curriculum alignment with K-12. Initially, college advisors could work more closely with high school advisors.

For our final inquiry into your **Strategic Enrollment reform initiatives**, indicate which of the following Strategic Enrollment Strategies contributed to your student success priorities **this year** specifically (i.e., academic year 2024-25)?

	Yes	No
a. Recruitment of marginalized or minoritized K-12 students	<input checked="" type="radio"/>	<input type="radio"/>
b. Recruitment of adult learners who tend not to pursue postsecondary education	<input type="radio"/>	<input checked="" type="radio"/>
c. Reconnection of adult learners with some college/no degree	<input type="radio"/>	<input checked="" type="radio"/>
d. Purchase, configuration or implementation of a "pipeline" CRM	<input type="radio"/>	<input checked="" type="radio"/>
e. New strategies/partnerships to reduce student share of cost	<input checked="" type="radio"/>	<input type="radio"/>
f. New financial incentives to spur enrollment	<input checked="" type="radio"/>	<input type="radio"/>
g. Other: Please specify <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Yes	No

What type of support can ATD provide to help your institution advance your **Strategic Enrollment reform initiatives**?

We have done an excellent job with recruiting high school students, although we still have room for improvement. However, we do not do enough for adult learners who do not have a degree and are not thinking about returning to college. Developing focused strategies to address this population would be beneficial to this underserved group.

VII. Annual Accomplishments

Thinking about institutional accomplishments, what is the **ONE** student success accomplishment your institution is **MOST** proud of this academic year?

PCCUA has increased retention and completion at a 100%-time rate. We had a 13.6% increase in the 100% time to completion rate. It is important to mention the implementation of an athletic program, specifically basketball, because it has helped generate student enthusiasm and connectedness to the College. Most of the players reside outside our service area which is good for new enrollment. The excitement this new program has generated with students in general is remarkable.

To what extent did ATD have a direct impact on your student success accomplishments **this academic year**?

- No Impact
- Some Impact**
- Strong Impact
- Extreme Impact

How much progress did your college experience in the following areas **this year** specifically (2024-25) ?

	No Progress at All	Some Progress	Strong Progress	Extreme Progress
a. Increased enrollment in traditional age learners (18-24)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Increased enrollment in adult learners (age 25 +)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Reductions in student share of cost/student debt	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Integration and alignment of student success initiatives with priority goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e. Intensified focus on student success among faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f. Attitudinal shift toward student-focused culture	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	No Progress at All	Some Progress	Strong Progress	Extreme Progress
g. Broader engagement of faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Creating an equity minded culture	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Narrowing equity gaps	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Increased use of data to inform decision making	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
k. Revised and/or new policies and procedures to support student success	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
l. Structural changes toward a student-focused culture	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

No Progress at All

Some Progress

Strong Progress

Extreme Progress

No Progress at All

Some Progress

Strong Progress

Extreme Progress

- | | | | | |
|--|-----------------------|-----------------------|----------------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| m. Improvements in student retention | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| n. Improvements in student completion | | | | |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Stronger workforce outcomes for students (employment, earnings, etc.) | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Other: Please specify | | | | |
| <input type="text"/> | | | | |

Did your institution use any of the following frameworks to support student success reform efforts this year?

Yes

No

- | | |
|--|----------------------------------|
| <input checked="" type="radio"/> | <input type="radio"/> |
| a. Guided pathway framework (clarify the path, get students on a path, keep them on path, ensure learning) | |
| <input type="radio"/> | <input checked="" type="radio"/> |
| b. Loss-Momentum framework | |
| <input type="radio"/> | <input checked="" type="radio"/> |
| c. ATD's Community Vibrancy Framework | |
| <input checked="" type="radio"/> | <input type="radio"/> |
| d. Your institutional strategic plan | |
| <input checked="" type="radio"/> | <input type="radio"/> |
| e. Other: Please specify | |
| <input type="text"/> | |

How, if at all, is your institution using AI to automate, solve problems, and/or drive results (e.g., Use of AI for transcript audits) ?

It is difficult to determine the impact of AI on teaching and learning. We do use an AI generated Bot called Rowdy which provides AI responses to general inquiries. We do know we have high usage with the bot but we are uncertain of its effectiveness. The use of AI is in its infancy at the College but we do expect to use it more frequently in the future. However, we are not sure of how we will use it.

What are the greatest concerns your institution has about AI?

PCCUA employees and faculty have differing views about AI. Some faculty fear it will be used for cheating, others embrace it and believe that used responsibly it can be a strong learning tool. Employees use it when they are unsure about appropriate wording for notes or other correspondence. Unfortunately, too many faculty worry about its use for cheating. It is here, more AI is coming down our educational pathway so we need to learn the best ways to use it for our benefit. As a college, we aren't where we need to be in understanding and using AI.

VIII. Network Benefits

Please rank the **top 3 benefits** of ATD Network participation for your institution **this year** where 1 is the most important benefit. To rank, drag and drop the three most important benefits into positions 1, 2, and 3 respectively.

1 ATD Toolkits/Resource Materials

2 Distinction of ATD Leader, Leader College of Distinction, or LMA winner

3 Learning about latest issues and trends relevant to student success

4 Learning about successful reform strategies

5 Participation in ATD cohort-based learning (like RELA, Nursing Pathways, Community Vibrancy cohort, etc.)

6 Webinars

7 Coaching

8 Data Summit

9 DREAM Annual Conference

10 Grant opportunities

11 Other Learning Events (not Data Summit or DREAM conference)

12 Other: Please specify

Which of the following ATD resources did your institution use this year (2024-25)? Choose all that apply.

- Equity Minded Digital Learning Strategies
- Equity Toolkit
- Facilitator's Guide to Support Student Focused Partnerships
- Guide to Prepare for Shortened Academic Terms**
- Holistic Student Support Toolkit**
- Know Your Students Guide
- Realizing the Promise of Professional Learning
- Teaching & Learning Toolkit**
- i. Other: Please specify

- We did not use any of the ATD resources listed here this year.

For which of the following reasons did your institution visit the ATD website this year? Choose all that apply.

- Find/download a resource**
- Learn about ATD Services**
- Learn about joining the ATD network
- Learn general information about ATD
- Register for an event
- Other: Please Specify

- We did not visit the ATD website this year.

What influenced your decision to choose ATD services over alternatives? Choose all that apply.

- Customization of Service
- Price
- Quality of service**
- Range of Services**
- Recommendations from Peers
- Reputation**
- Testimonials
- Unique Features / Innovations
- Other. Please specify

What is the one primary way you would like to receive information about new services or updates from ATD?

- Convenings/Events
- Electronic Newsletters
- Email
- Social Media**
- Website/Blog updates
- Other. Please specify

How likely would your institution be to recommend ATD to other colleges?

- Not at all likely
- Somewhat likely
- Very Likely**
- Extremely Likely

How aware are you of the following types of ATD services?

	Not at all aware	Somewhat aware	Moderately aware	Very aware
Foundations of Transformations (3-year experience)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments , such as the Holistic Student Supports Opportunity Assessment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Seminars , such as the Change Management for Mid-Level Leaders Seminar Series	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Workshops , such as the Data Empowerment Workshop	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

What new services or areas of emphasis you would like to see from ATD in the future?

Assessment and Recruitment (separately)

What topic areas would you like to see covered through ATD events and webinars next year?

Recruitment of non-traditional students, Sustaining faculty and staff momentum, Institutional Use of data

What new convenings/events would you like to see from ATD in the future?

Transformational Change

Would you like an ATD staff member to contact you to discuss your institution's future participation with ATD?

Yes

No

IX. College Characteristics

We have just a few more questions about your institution to help us determine patterns in survey responses.

In what year did your institution first join ATD?

2007 ▼

Did your institution participate in any of the following ATD cohorts during the 2024-25 year?

Yes

No

Accelerating and Diversifying Nursing Pathways	<input type="radio"/>	<input checked="" type="radio"/>
Accelerating Equitable Outcomes	<input type="radio"/>	<input checked="" type="radio"/>
Community Vibrancy	<input type="radio"/>	<input checked="" type="radio"/>
Improving Economic Mobility for Adult Learners	<input type="radio"/>	<input checked="" type="radio"/>
SNASHSS (TCU)	<input type="radio"/>	<input checked="" type="radio"/>
Project Success (TCU)	<input type="radio"/>	<input checked="" type="radio"/>
Racial Equity Leadership Academy (RELA)	<input type="radio"/>	<input checked="" type="radio"/>
Rural College Leadership Program	<input type="radio"/>	<input checked="" type="radio"/>
Rural Resiliency	<input type="radio"/>	<input checked="" type="radio"/>

Which of the following best describes your institution's level of engagement with ATD this year?

- a. 1 coach, 1 visit
- b. 1 coach, 2 visits
- c. 2 coaches, 1 visit
- d. 2 coaches, 2 visits
- e. 2 coaches, 3 visits
- f. No coaching, annual network benefits only**
- g. Other: Please specify

Does your institution currently have any of the following ATD designations? Choose all that apply.

- a. ATD Leader College**
- b. ATD Leader College of Distinction**
- c. Leah Meyer Austin (LMA) award winner
- None during the 2023–24 year

Which of the following best describes the total number of credit-seeking students served by your institution this year?

- a. Less than 1,000 students
- b. 1,001–4,999 students**
- c. 5,000–9,999 students
- d. 10,000–19,999 students
- e. 20,000+ students

Is your institution formally designated as any of the following (per federal definition or guidelines)?

Yes

No

. Asian American and
Native American Pacific
Islander Institution
(AANAPISI)

. Hispanic Serving
Institution (HSI)

. Historically Black College
& University (HBCU)

. Primarily Black Institution
(PBI)

. Tribal College &
University (TCU)

Which of the following describes the location of your main campus?

a. Rural

b. Suburban

c. Urban/City

X. Wrap Up

Please offer any additional comments and/or suggestions for ATD generally or about your ATD experience.

PCCUA has been engaged in a huge transformation changing from Datatel to Workday. It has consumed the resources and time of all of our employees so we have not been as engaged in ATD work this year as we have been in the past. Our long relationship with ATD has been the core of so many holistic, student support focused strategies and activities. Many ATD initiated interventions have become integrated into the ongoing practice of the College.

Can we quote your answers in our promotional materials with attribution?

- Yes, with attribution (your institution may be identified)**
- Yes, but do so without identifying our institution
- No, do not quote our responses in promotional materials