



2023 Annual Reflection Report

Due June 2, 2023

Please review your submission.

We encourage you to save this for your institution's records by clicking "Download PDF" directly below this message on the right side of the page.

When you are ready, click "SUBMIT" to submit your form to Achieving the Dream (scroll to the bottom of the page).

Below is a summary of your responses

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Introduction

The 2023 ATD Annual Reflection is an important activity that allows your institution to engage in a reflection on your student success work through Achieving the Dream. The primary goal is to provide the space for reflective practice to allow your team to assess your work and progress over the past year and how you will move forward with the work to transform your institution. This reflection is a key component of your institution's annual reflection process.

institution. These reflections also provide feedback for our coaches, and the information that you provide through the Annual Reflection helps Achieving the Dream better understand the current landscape and informs the supports that we will provide to colleges over the coming months and year.

Instructions

The 2023 Annual Reflection Report process includes three components: 1) a college strategic plan, or report submission, 2) an equity plan, and 3) an annual reflection report.

1. College Strategic Plan / Executive Summary

We ask you to submit an Executive Summary of your current institutional strategic plan. You may also choose to upload a complete plan.

Tribal Colleges and Universities should upload their Project Success KPI Report (the excel template from ATD) along with their strategic plan.

2. Equity Plan

If your equity plan is separate from your strategic plan please submit an executive summary or a copy of your current equity plan.

3. Annual Reflection Report

The annual reflection worksheet enables collaborative drafting of the college response that can later be copied to the online form for submission. Your responses to each question should be about 150- to 300-words.

Submission

The strategic plan and annual reflection report are submitted via an online form. Please note that the worksheet and the online form questions are the same despite a slight difference in the format design. You will be able to copy and paste your collective responses from the worksheet to the online form.

The strategic plan and annual reflection report are due June 2, 2023.

Questions

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

Select your institution

(If your institution is not listed below, please email data@achievingthedream.org)

Aaniiih Nakoda College (MT)
Alamo Colleges (TX)
Amarillo College (TX)
Anne Arundel Community College (MD)
Asheville-Buncombe Technical Community College (NC)
Athens Technical College (GA)
Atlantic Cape Community College (NJ)
Augusta Technical College (GA)
Austin Community College District (TX)
Bakersfield College (CA)

College Strategic Plan Executive Summary

Please upload the executive summary of your most current college Strategic Plan.

STRATEGIC PLAN EXECUTIVE SUMMARY.pdf

0.1 MB

application/pdf

College Strategic Plan (Optional)

If you choose to provide the full version of your current strategic plan, upload it here

3 PCCUA 2020-25 Strategic Plan Final.pdf

1.5 MB

application/pdf

College Equity Plan Executive Summary

If your equity plan is independent of your strategic plan please include your most current equity plan or an executive summary.

PCCUA Minority and Recruitment Plan 2022 (003).pdf

0.5 MB

application/pdf

If you have additional files you would like to add, upload them here. (Optional)

PCCUA KEY PERFORMANCE INDICATOR 2022-23.docx

15.3 KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

If you have additional files you would like to add, upload them here. (Optional)

Drop files or click here to upload

Contributors

Please list the stakeholders who contributed to the 2023 Annual Reflection. This reflective process is intended to be completed with cross-functional stakeholders for a stronger understanding of how the past year is shaping goals for the upcoming academic year.

Contributor 1 (name and title)	Deborah King, Vice Chancellor for Instruction
Contributor 2 (name and title)	Douglas Bielemeier, Director of Institutional Research
Contributor 3 (name and title)	Michelle Waites, Director of Distance Learning and Title III
Contributor 4 (name and title)	Robin Bryant, Dean of Arts and Sciences
Contributor 5 (name and title)	Kena Henderson, Director of Institutional Effectiveness and Student Success

Contributor 6 (name and title)

Monica Quattlebaum, Dean of Business and Information Systems

Contributor 7 (name and title)

Contributor 8 (name and title)

Contributor 9 (name and title)

Contributor 10 (name and title)

Student Success Priority Goals Please list your three Student Success Priority Goals from this past year (2022-23) and describe the progress your college has made in the following questions. (Colleges that joined ATD in 2020 or 2021 may use the priority goals established in the action plan they submitted at the end of the first year in ATD's Network).

A) Describe Student Success Goal One.

Example *Increase enrollment and persistence of Black and Hispanic students in high demand/high mobility career paths.*

Increase enrollment, retention, and completion for all students.

B) Describe the key strategies, interventions and activities that were implemented to support this goal.

Example: *Developed pre-college program that included career assessment, exploration, and advising for students under-represented high schools or high schools whose graduates do not enroll and/or persist at our college in numbers that are representative of their participation in high school? Piloted with 5 high schools.*

Declining enrollment has been a serious issue because the entire college service area has a declining population. In an effort to be proactive in working toward this goal we have implemented several strategies. These strategies are listed. 1) All students entering PCCUA complete an Individual Career Plan (ICP) which provides a clear and understandable map for advancing through the student selected certificate or degree program. 2) The role of the financial coach in Student Success I and II has been expanded. At first entry, students are assigned an academic advisor; once these students enter Student Success I, the Student Success coach assists with financial, academic, and career orientation related to the ICP. This curriculum is being rewritten. 3) The Student Success Coach assists advisors with early intervention efforts. The advisor, coach, and instructor make every effort to ensure that a student(s) seeks and receives academic assistance in courses where the student is not experiencing success. 4) Instructors document early assessment within the third or fourth week of classes. Students who have difficulty with the course content are provided with an academic intervention(s). The instructor identifies the intervention(s) in the course syllabus. Each instructor identifies the methods used to help students succeed (tutoring, group study sessions led by the instructor or students, or any number of possible interventions). 5) All college tutoring is

aligned to maximize the opportunities available for students. 6) A Virtual Academy is available to assist students with online course support. Students may also check out computers and hot spots for the entire term. 7) Seeking targeted group to identify and recruit as class cohorts. Two groups where this has been successful are behavioral health, truck driving, HVAC, manufacturing and construction. We also have a program which recruits system impacted parolees and post incarcerated students.

C) Please provide any data or evidence that demonstrates the college progress to this goal. Please reference the metrics you shared in last year's annual reflection that were indicative of the outcomes you expected to see.

Example: *X students participated in the pilot. Black and Hispanic students who participated in the pilot persisted at X % which was Z percentage points higher than their peers who were not in the pilot.*

Increase enrollment, retention, and completion for all students. Declining populations in service areas has made increasing enrollment numbers a challenge. It also has increased the need to keep and graduate all students we do have enrolled. While our overall enrollment decreased from 1289 to 1234, the fall to fall retention increased from 67% in 2021-22 to 76% in the 2022-23 year. The completion rate for 2021-22 was 39% and that increased to 46% in the 2022-23 academic year.

D) Are you satisfied with your progress on this goal thus far. If this is the first year of the goal remember to look at early indicators. For example you may look at enrollment and fall to spring metrics.

No, we would like to see an increase in student enrollment. However, this is something we must address. We have just hired a Director of Enrollment Management and we hope this person can organize a comprehensive effort to address this critical college challenge.

Will the institution continue work on this goal in the coming academic year (2023-2024)?

☒ Yes

☐ No

Share your reasoning for continued work on this goal

☐ we are still making progress

☐ the pilot strategies are working and we want to scale

☒ **the pilot strategies are working and we want to continue to strengthen refine our strategies**

☐ Add our own:

A) Describe Student Success Goal Two.

Goal 2 is to Increase persistence of black students in high demand, high wage occupations. Provide support and engagement activities designed connections with black students. Provide intrusive support for black

and engagement activities designed connections with black students. Provide intrusive support for black students. The data for race indicates that black students had a 78.57% retention/placement rate, and white students reflected 85.71% retention/placement rate. The overall data reflects a gap between black and white students; however, the gap was smaller than the previous year. Increase completion rate of black students in high demand, high wage occupations. Provide tutoring, study groups, and in-course early students.

B) Describe the key strategies, interventions and activities that were implemented to support this goal.

The PCCUA strategic planning has implemented coaching matched with mandatory student success classes. There are two levels for Student Success courses. The coaches are trained and support students at all levels. They work closely with advisors to provide an additional support relationship. Coaches help students identify and work toward career goals, maintain academic standing, and access social supports which often overwhelm students. Post Covid the college has begun providing computer loans to any student needing one. Hot spots are limited but students are made aware of public access spots and the internet is available any place in campus. Students keep the same laptop throughout the term. The college also provides numerous social supports which ease life burdens many students struggle to overcome such as childcare, gas vouchers, tuition assistance for non-Pell recipients, a food pantry, a career closet, and the Helena campus has a washing machine and dryer. Every other year we administer the CCSSE to gauge several student behaviors. These include active and collaborative learning, student effort, academic challenges, student and faculty engagement, and support for learners. Outcomes are analyzed and shared in an effort to determine student perceptions about these areas of engagement. The developmental sequence often stranded students and placed additional financial and self-concept barriers on students. As a result, both math and writing remedial course options have been reduced. After much piloting the program evidence showed students performed better and moved through gateway math quickly. This reduced sequence from three classes to one, we have implemented this to scale. We are piloting this in writing but are not ready to take it to scale. 1) All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and understandable map for advancing through the student selected certificate or degree program. 2) The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor; once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP. 3) The Student Success Coach will assist advisors with early intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student(s) seeks and receives academic assistance in courses where the student is not experiencing success. 4) Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention(s). The instructor will identify the intervention(s) in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, group study sessions led by the instructor or students, or any number of possible interventions. 5) All college tutoring will be aligned to maximize the opportunities available for students. 6) Reconfiguring several key programs such as the Associate in Applied science in General Technology, the Certificate of Proficiency in Cyber Security, and deleting computer art and design to avoid replication the graphic design program outcomes (which presents an internal competition for students). 7) Implemented a Virtual Academy for student needing support and development for online technology. 8) Provide computers and hot spots for students needing these.

C) Please provide any data or evidence that demonstrates the college progress to this goal. Please reference the metrics you shared in last year's annual reflection that were indicative of the outcomes you expected to see.

The data for race indicates that black students in occupational programs had a 78.57% retention/placement rate, and white students reflected 85.71% retention/placement rate. The overall data reflects a gap between

black and white students; however, the gap was smaller than the previous year. Transfer programs have a much lower rate for black students.

D) Are you satisfied with your progress on this goal thus far. If this is the first year of the goal remember to look at early indicators. For example you may look at enrollment and fall to spring metrics.

PCCUA realizes that declining enrollment is the biggest challenge facing the college. We have hired a Director of Enrollment Management to assist with reaching out to special populations to recruit including more incumbent workers. The academic and social support strategies have resulted in greater retention and completion rates.

Will the institution continue work on this goal in the coming academic year (2023-2024)?

- ☒ Yes
- ☐ No

Share your reasoning for continued work on this goal

- ☐ we are still making progress
- ☐ the pilot strategies are working and we want to scale
- ☒ **the pilot strategies are working and we want to continue to strengthen refine our strategies**
- ☐ Add our own:

A) Describe Student Success Goal Three.

Student Success goal three is to increase completion rates of black students in high demand, high wage occupations. The main way to improve the lives of students in poverty is to provide the training and education needed to improve their life situation. Being able to obtain and maintain a job which provides a living wage good enough to support self and family is very important. Often, white students find some of the technical programs easier to complete than some of our black students. We know that there could be many factors why this is so. We know that when surveyed, students who are black indicate they have had fewer opportunities to practice skills before entering the field.

B) Describe the key strategies, interventions and activities that were implemented to support this goal.

Several strategies were used to increase black student completion. As an ATD College of Distinction, PCCUA has worked hard to provide holistic support to students. We provide a wide range of wraparound support at the individual student level and program level. We try to ensure that students with multiple priorities do not have to compromise those priorities. Through multiple community partners we are able to fund the Food

Pantry, career closets, and much more on all campuses. We receive multiple small community grants but also make referrals to social service agencies when necessary. We carefully examine institutional student learning outcomes, retention and completion rates by program, gender, ethnicity, social status. Closing performance gaps focused on black and white students and on those entering this open-door college with serious remedial needs. The PCCUA focus on completion is very important because the philosophy here is that access is worthless without success. 1) All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and understandable map for advancing through the student selected certificate or degree program. 2) The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor; once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP. 3) The Student Success Coach will assist advisors with early intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student(s) seeks and receives academic assistance in courses where the student is not experiencing success. 4) Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention(s). The instructor will identify the intervention(s) in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, group study sessions led by the instructor or students, or any number of possible interventions. 5) All college tutoring will be aligned to maximize the opportunities available for students. 6) Reconfiguring several key programs such as the Associate in Applied science in General Technology, the Certificate of Proficiency in Cyber Security, and deleting computer art and design to avoid replication the graphic design program outcomes (which presents an internal competition for students). 7) Implemented a Virtual Academy for student needing support and development for online technology. 8) Provide computers and hot spots for students needing these.

C) Please provide any data or evidence that demonstrates the college progress to this goal. Please reference the metrics you shared in last year's annual reflection that were indicative of the outcomes you expected to see.

In all occupational programs completion, improved with black students at 65.82%) and white at 67.23%. The data revealed no significant performance gaps in fact and there was almost no gap between black and white student outcomes

D) Are you satisfied with your progress on this goal thus far. If this is the first year of the goal remember to look at early indicators. For example you may look at enrollment and fall to spring metrics.

The College must continue to focus on this goal. It is very important and can be derailed by any number of obstacles so we will continue placing this as a priority in our scope of work.

Will the institution continue work on this goal in the coming academic year (2023-2024)?

☒ Yes

☐ No

Share your reasoning for continued work on this goal

☐ we are still making progress

- ☐ we are still making progress
- ☐ the pilot strategies are working and we want to scale
- ☒ **the pilot strategies are working and we want to continue to strengthen refine our strategies**
- ☐ Add our own:

Please share any challenges in your community that were especially salient for your institution in 2022-2023, and how your institution is responding to these challenges. These may include economic changes, historical events, natural disasters, continued effects of the COVID-19 pandemic, and/or changing state legislative environments.

While the Associate of Arts has been available completely online for some time, Associate of Applied Science in General Technology degrees, Technical Certificates, and Certificates of Proficiency have offered few, if any, online courses. With more students pursuing these degrees than those with transfer options, nearly a third of PCC students find their access to the education they want limited by their ability to travel to one of the three campuses. Transportation problems, work, and child- or eldercare unnecessarily complicate their lives and limit retention and graduation.

Indicate the degree of difficulty your college has faced in meeting Student Success Priority Goals in the following areas:

	No difficulty at all <i>All the supports are in place</i>	Some difficulty <i>Minor challenges exist, but over time will be resolved</i>	Much difficulty <i>Infrastructure exists, but major resources needed</i>
Faculty/staff engagement	☒	☐	☐
Senior leadership transition	☐	☒	☐
Staffing for implementation	☐	☒	☐
Professional development	☒	☐	☐
Multiple/conflicting priorities	☐	☒	☐
Adequate operational resources	☒	☐	☐
Cross-functional communication	☐	☒	☐
Student outreach resources	☒	☐	☐
Sustainability & continuous improvement	☒	☐	☐
Enrollment change	☐	☐	☒
Adequate resources for data analysis and use	☒	☐	☐
Add our own (please list and rate):	☐	☐	☐

	Nearly impossible <i>NO infrastructure in place to support this initiative</i>
Faculty/staff engagement	☐
Senior leadership transition	☐
Staffing for implementation	☐
Professional development	☐
Multiple/conflicting priorities	☐
Adequate operational resources	☐
Cross-functional communication	☐
Student outreach resources	☐
Sustainability & continuous improvement	☐
Enrollment change	☐
Adequate resources for data analysis and use	☐
Add our own (please list and rate): 	☐

Choose one area you rated **No difficulty at all in the table above** and describe what enabled your institution to be successful. (Suggested length: 150-word count)

Reorganizing specific courses in the existing curriculum to restructure the AAS in General Technology. Philips currently offers certificate programs in welding, HVAC, manufacturing, and construction. In PCC's service area, however, more and more employers seek new hires who have skills across a range of these specialties. As a result, PCC has realigned its AAS in General Technology which presently offers training in the skills and knowledge of industrial technology, specialized machinery, and the systems and processes involved in the production of goods to create a multi-crafts AAS. The new vocational multi-crafts program aligns aspects of these courses so all receiving a Certificate of Proficiency or Technical Certificate in one area can move advance on the career ladder to an AAS in General Technology. This move allows students to acquire stackable skills in a way that the present AAS does not. The required equipment and supplies are already largely in place, and curriculum redesign has been a most important undertaking for this new program. Also, PCCUA is developing an AAS program in Occupational Therapy Assistant (OTA). PCC has planned a new OTA program and will seek state approval as well as accreditation by the Accreditation Council for Occupational Therapy Education. With a majority female student body, PCC sees many women enroll with the dream of becoming a nurse, and it offers both the Practical Nursing and Registered Nursing programs. Acceptance into these high demand programs is, however, limited, and students who are not accepted often have little awareness that many other allied health jobs are also available, especially in Memphis, where many PCC graduates work. PCC already offers degrees and certificates in such areas as Health Science, Medical Laboratory Technology, Phlebotomy, Emergency Medical Technician-Basic, Medical Coding, and Nursing Assistant. By developing an OTA program, the College will be able to provide access to another high-demand, high-wage option for qualifying students. Pre-requisite courses include Composition I, College Algebra, Human Anatomy and Physiology I, General Psychology, and Computer Information Systems

(16 credits). These must be completed with a grade of C or higher before the student can apply for admission to the OTA program. The OTA curriculum will include the following courses:

From the areas you rated **Nearly impossible** in the table above, please choose **one** area and explain why it was the most challenging, what were the barriers, and what resources could have made the areas less difficult? (Suggested length: 150-word count)

Declining enrollment is the biggest challenge facing the College. All communities served have declining populations. During this post Covid era, many students do not want to attend college. Realistically, there are good paying jobs which provide sign-on incentives which are attractive to many. These are realistic challenges we face at PCCUA.

Which of the institutional capacity areas were your primary focus to strengthen/build last year?
Select up to 3.

[Click here](#) for definitions of each capacity area.

- ☐ Leadership & Vision
- ☒ **Data & Technology**
- ☐ Equity
- ☒ **Teaching & Learning**
- ☐ Engagement & Communication
- ☐ Strategy & Planning
- ☒ **Policies & Practices**

How are you leveraging Data & Technology, Teaching & Learning, Policies & Practices to support your student success goals. (Suggested length: 200-word count)

Two major priorities have been undertaken to improve the digital economy and imbedded digital skills in the curriculum. Upgrading infrastructure on all three campuses. The College has taken steps to increase access, its information technology infrastructure is being brought up to date. Nearly all of PCC's networking switches have been replaced to provide a 10 Gigabit backbone connection. Ours were seriously outdated. Fully equipped SMART labs are available on each campus and new Smart Boards and Dell laptops with cameras for Zoom and other functions have been installed. The lab at Helena-West Helena has 20 computers and four printers, Stuttgart has 15 computers and two printers, and DeWitt has 10 computers and one printer. Education applications have been purchased to enhance online teaching and learning. PCC has installed a whole building generator for the Administration building at Helena, allowing IT, the Business Office, Admissions, Financial Aid, and other critical departments to function and be able to help students during storms, disasters, and other outages. Last April and May the College had to be closed for over two weeks because of serious storms, making it impossible for essential departments to operate. This disaster, coupled with closure for the pandemic, meant some programs had to extend program completion into the summer months. These upgrades will prevent that. Now that the hardware is in place, PCC will purchase and install the VMWare VDI solution, giving students, faculty, and staff, their own remote workspace, allowing them to access their virtual desktops via a web browser. Also, VMWare VDI will allow students to have remote access to proprietary classroom software, an easier way to use Microsoft apps such as Word, PowerPoint, and Excel if they do not have these apps installed on their computer. PCCUA has created a Digital Academy organizing training and services for faculty, staff, and students. The Academy has two foci: serving the training and support needs of students and providing services, training, and support to faculty and staff. Via

the Technology Academy, faculty learn to use a variety of technology-enhanced teaching approaches which integrate varied remote options. They are able to use a multi-tech modality approach for teaching, supporting, and engaging students. In an effort to strengthen instructional delivery, support programs such as advising, tutoring, and library access is available virtually. The Technology Academy serves as a resource center for all College distance learning needs. All new and returning students receive a technology orientation and then complete a survey to identify student needs for computer access, internet access, and other technology the student might need. Each campus provides a computer lab for access to computers for those who do not own one, hot spots, app support, and Academy support. A series of digital workshops have been scheduled to address remote navigation for various tech skills. The Academy will provide technical support for students needing comprehensive technology facilitation. The Academy offers PCC faculty professional development to gain the skills necessary to convert occupational/technical courses for online or hybrid delivery, thus making those courses more easily available to place- and time-bound students.

What frameworks (e.g. guided pathways) does your institution use to support your institutional change/transformation work. (Suggested length: 200-word count)

PCCUA has a well developed guided pathways approach to orienting students in the selected major. Using the Student Success coaching, student have the opportunity to identify if a certain major is a best "fit" and to embark on the College experience with a specific pathway identifying courses and practices needed for program completion. Strategic planning is critical for institutional change and transformational work. The strategic plan guides some change, although, within the strategic planning reviews, amendments are often made to the plan based on needs. Nowhere was this more evident than during Covid restrictions where so many courses had to be delivered online. Not only was the College forced to quickly respond to concerns but all faculty were required to switch to digital delivery and students needed computers and hot spots in order to participate in classes. In many ways, this experience has transformed academe in so many ways.

Over the past year, how has the college supported a shared and consistently used definition of equity across faculty, staff, and administrators at your institution?

In an effort to emphasize the importance of diversity, equity, inclusion and access the College has begun college wide conversations about this. It has resulted in specific actions such as the revision of core competencies and a mission rewrite.

How is diversity, equity, and inclusion infused in your student success agenda?

PCCUA has several core competencies which we refer to as STACC Skills-Social and community responsibility, Technology Utilization, Analytical and Critical Thinking and Reasoning, Communication, and Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding (STACC). The last competency was changed to ensure that what had been merely "cultural awareness" became more purposefully about diversity and equity. In making this change, faculty, students, and staff engaged in conversations and wanted the last competency defined. In that effort, the competency includes the following: Commitment and practice which strives to promote diversity, equity, inclusion, and access. A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. These competencies are integrated into all aspects of teaching and learning and are the foundation of all course, program, and college curricula.

Over the past year, what are some specific examples of how equity has been addressed on campus for the following student populations?

Racially and/or Ethnically minoritized students

Spelling out equity in the core competency which had been "cultural awareness" has been very important to the College. Two full day conversations were devoted to this discussion. Additionally, student services has presented a series of difficult conversations with students about race, ethnicity, religion, gender, and attitudes, values, and beliefs. One of the most well attended discussions was when the chief of police shared with a group what to do if they were arrested. Interestingly, this session was filled with young black males and was probably one of the most important things we have done.

Male students

There are some very important male organizations which support male students and provide opportunities for discussion. In the classroom the faculty are encouraged to provide relevant examples of course application, use technology of any type, and teaching using a real and authentic voice. Also, reducing lectures and providing more "hands on" learning opportunities is important.

Adult learners

The College has provided an orientation to Malcolm Knowles Adult Learner "best practices". This connects to suggestions that Knowles offers for educators aiming to effectively teach adult learners, summarized below by teacher resource website Educational Technology: Promote a positive classroom climate centered on cooperative learning. Research the interests and the needs of each adult learner. Create learning goals based on the interests and needs outlined above. Build on each subsequent activity to achieve the learning objectives, provide engaging strategies, use resources and methods for instruction. Review each activity and make modifications where necessary, while continually evaluating the next steps for learning. We are working on developing and ongoing series related to Knowles work and have had faculty discussions focused on some of the Adult Learner strategies.

Part-time learners

We have part-time faculty training but we do not support part time students as much as full time students. Hopefully, some of them will take advantage of campus resources. However, our plan is to provide a mandatory online orientation for all part-time students. This will ensure that part time students understand that all services we have are available to them. Additionally, the new Virtual Academy will be reaching out to online students with surveys and needs assessments which we have not typically gotten from this part-time student group.

Parenting students and/or caregivers

PCCUA assist with providing multiple supports for students have. Most students receive Pell or some other aid and support for the following needs: tuition, fees, books, childcare –daycares/preschools (PCCUA has seven (7) childcare vendors in Phillips County), transportation– gas cards– reimbursement based on mileage, school supplies, scrubs, medical supplies, etc. for required programs, reimbursement for drug screening, background checks, NCLEX testing, state board exams, etc. Ed Pays Counseling/advising We also make referrals to: PCCUA Ridge Runner Food Pantry PCCUA Career Clothes Closet. PCCUA also assists with workforce referrals– WIOA, Rehab, TEA/TANF case management, UI benefits DHS services– TEA, SNAP, Medicaid, AR Kids, childcare, etc. (also assist students with completing applications on line for these services) Angels of Grace– Battered Women’s Shelter, HWH Housing– Phillips County Housing, Arkansas Single Parent Scholarship, Mid-Delta– transportation, utility assistance Job Fairs/ Job openings, Health(Mid-South Health Systems) Health Dept.– WIC, and numerous other services . PCCUA also does internal referrals– Student Support Services, Adult Ed, Scholarships, etc.

Poverty impacted students (or students who are eligible for Pell)

PCCUA provides the following services to students: Intentional and purposeful advising, use of clearly defined guided pathways, career coaching and exploration, A Virtual Learning Academy, 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, Career Closet, food pantries, Career Ready 101 , Career Readiness Certificate, snack centers, washing machines and dryers are available on the Helena campus.

Add our own:

What are 1-2 key lessons learned from your student success work that could be useful to other colleges in the Network? (Suggested length: 300-word count total)

Lesson 1	It is very important to review and revise student success materials used with students. Our coaches for Student Success I & II have been revising the curriculum, especially the financial literacy to meet the needs of the students and to include real life problems and examples.
Lesson 2	Faculty morale has been a serious concern since the COVID-19 pandemic. Higher Education has had some unique issues that have affected faculty morale. One of these is an increased move towards online enrollment which has led to a great deal of uncertainty in face to face scheduling. The uncertainty of an instructor’s ability to make up their course load is a great stressor for faculty as a whole. The move towards more on-line courses also raises questions of faculty comfort with teaching online and on who can teach courses online. For PCCUA the move to on-line classes has also made clear the depth of the digital divide in our service area. The unreliability of internet service in the area leads faculty to be frustrated by a lack of student access and the unreliability of that access. The pandemic also brought changes to how students attend classes with a rise in the number of students using Zoom to attend class. While the PCCUA has offered synchronous on-line courses through telecommunications for many years (compressed video technology, teleconferencing, and now Zoom), this change often means a faculty member may have a number of students physically in class and a number Zooming into the class. Engaging students in this sort of hybrid situation can also be frustrating for faculty (and for students). While professional developments on using distance education have been offered, this training has focused primarily on the technology side and not the pedagogical side. Not knowing how to engage students in these remote situations has also frustrated faculty and lowered morale. We still have numerous COVID cases and although COVID is not as deadly as when it first emerged, it is still highly contagious so our practice is to encourage students who are ill to remain at home. If they have long term exposure to someone who is ill and show any signs of symptoms we tell students to stay home and work remotely.

What key performance indicators are your institution using currently? (Select all that apply)

- ☐ Service Area Demographics vs. Enrollment Demographics
- ☐ High school enrollment conversion rates for dual enrollment and non dual enrollment students
- ☒ **Zero credits earned in the first semester**
- ☒ **Completion of Gateway Math and/or English in Year one**
- ☒ **Courses completed/attempted with C or higher grade in year one**
- ☒ **Credit accumulation in first year**
- ☒ **Retention from Year one to Year two (fall-to-fall retention)**
- ☒ **Completion of a certificate or degree within four years of initial enrollment**
- ☒ **Transfer metric and earned baccalaureate (BA or BS) degree within six years**
- ☒ **Time to credential**
- ☒ **Average credits**
- ☒ **Job placement rates**
- ☐ Wages 1 year after completion
- ☐ Wages 3 years after completion
- ☐ Wages 5 years after completion
- ☐ Add our own:

☐ None

How do these metrics get shared across campus? Are there processes to ensure they are used in decision making?

Each year when the new academic year begins, all employees meet and the the Key Performance Indicators are reviewed. These outcomes are critical to decisions made by different groups at the College. Faculty inquiry groups within a division are far more interested in the completion of gateway courses, program retention, completion rates, and job placement than other groups. The Executive Council must focus on elements of the Arkansas Funding Formula which measures effectiveness based on increased credentials awarded, progression, transfer success, and completion of gateway courses, affordability measured by credits at completion (no more than 15-25% above the degree requirement), and the time it takes to acquire the degree (no more than 150% time). Adjustments based on diseconomies of scale are always allocated to PCCUA because of its size. Efficiency is measured by the college core expense ratio and faculty to administration salary ratio. PCCUA does have data sharing sessions which has become especially easy with Zoom. But different groups focus on different data. Faculty are very much interested in assessment outcomes for courses and programs than others might be.

What are the high impact practices in teaching and learning that your institution is implementing now? (Select all that apply)

☒ **Active and experiential learning**

- ☒ Active and experiential learning
- ☒ Capstone projects
- ☒ Collaborative assignments and projects
- ☒ Shortened academic terms
- ☐ Undergrad research
- ☐ Work-based learning
- ☐ Writing intensive courses
- ☐ Add our own:

☐ None

To what extent is *active and experiential learning* being implemented?

- ☐ this HIP is being implemented in one or two departments
- ☒ **This HIP is being implemented across multiple departments**
- ☐ This HIP is integrated throughout all departments and programs at our institution

Provide an example of how *active and experiential learning* is being implemented and outcomes if they are available.

All programs now have some aspect of the curriculum based on experiential learning through practicums and internships with the exception of the general education transfer program.

To what extent are *capstone projects* being implemented?

- ☐ this HIP is being implemented in one or two departments
- ☒ **This HIP is being implemented across multiple departments**
- ☐ This HIP is integrated throughout all departments and programs at our institution

Provide an example of how *capstone projects* are being implemented and outcomes if they are available.

All but one division use capstone courses for students in the graduating semester of the program. For example the students acquiring an AAS in Behavioral Health must complete a Practicum in Behavioral Health, BH 143 paired with a capstone course called Practicum Seminar in Behavioral Health, BH 153 before graduating. In Early Childhood Education, students take a Field Experience I and II course, ECD 1001 and ECD 1101 but in the final semester they must also complete a three hour practicum, ECD 293.

To what extent are *collaborative assignments and projects* being implemented?

- ☐ this HIP is being implemented in one or two departments
- ☒ **This HIP is being implemented across multiple departments**
- ☐ This HIP is integrated throughout all departments and programs at our institution

Provide an example of how *collaborative assignments and projects* are being implemented and outcomes if they are available.

Most of the Allied Health programs require students to do group research projects which are presented in a poster show for the employees and students at PCCU to observe. Two of the history faculty connect with the World Literature faculty to provide one focused paper or project that spans both disciplines. While all faculty do not do this, all are encouraged to try to do this. In some divisions this is formalized more than in others.

To what extent are shortened academic terms being implemented?

- ☐ this HIP is being implemented in one or two departments
- ☒ **This HIP is being implemented across multiple departments**
- ☐ This HIP is integrated throughout all departments and programs at our institution

Provide an example of how *shortened academic terms* are being implemented and outcomes if they are available.

PCCUA conducted a survey of online verses face to face courses and found that student performance was better in face to face when compared to online courses with one exception, online fast track courses. The fast track courses are eight weeks in length and the students enrolled in these courses have very good completion and success rates. In Fall 2022 we implemented an organized effort to provide numerous fast track options for students. to determine if this is a better options for some students. When examining the data, faculty believed some courses were not well suited to the fast track such as Physical Science, Chemistry, Biology and many of the science classes which have labs. Also, some programs are not suited to this practice such as the RN Nursing, PN Nursing, MLT, and a few others.

How has data supported (or hindered) your institution transformation efforts in the past year?

Providing useful data for faculty though outcomes related to pilots, to determine if some aspect of delivery is effective or useful assessment results in improvement. It is critical to know if an effort is yielding results. Data outcomes related to assessment have become very important to all divisions. PCCUA has implemented a new assessment plan based on the outcomes at the course, program, and college level. This process has involved many hours of work and much interaction among campus faculty. In many ways it has strengthened program work and refined what we teach and measure if we are getting results measured by student learning outcomes.

How satisfied are you with how data is shared across your institution?

- ☐ Not at all satisfied

- ☐ Somewhat dissatisfied
- ☐ Neutral
- ☒ **Somewhat satisfied**
- ☐ Extremely satisfied

Share an example of how data that supports student success is shared at your institution .

PCCUA shares all math and English developmental through gateway course outcomes. Faculty Inquiry groups in these disciplines often do the sharing and faculty from other divisions can ask questions. Each year selected programs must share assessment outcomes with the entire faculty. There is a three year rotation to ensure all program outcomes are shared at least once during the three year cycle.

Does your institution regularly disaggregate data: (Select all that apply)

- ☒ **At the college level**
- ☒ **At the program level**
- ☐ At the course level
- ☐ The college does not regularly disaggregate data

Does the college use intersectional disaggregation of data? If so, which identity categories are most useful? Are there specific tools that are being used to disaggregate data across intersectional categories?

We are required to use disaggregated data because it is tied to many aspects of college reporting. The Arkansas Funding formula uses student characteristics such as race, poverty, remediation needs, and more to determine productivity. Most grants we have through the Department of Education and the Department of Labor rely heavily on disaggregated data. Finally, our Career Pathways, Perkins, Career Pathways, and numerous other grant reports require that we use disaggregated data for reporting specific outcomes.

Is your institution participating in the PDP?

- ☐ Yes
- ☐ No
- ☒ **Don't know**

What data would be useful that is not being collected currently? Why or how would these data be useful?

It would be helpful to have interstate job placement information. Although there is some useful high school information available, it is difficult to access. I would like more information about where students go to

college, the number of students in graduating classes, etc. The information is available but someone has to have the time to synthesize it. We are a small rural community college and most employees just have too much to do.

The next section asks you to identify three student success goals for 2023–2024.

You indicated you are continuing with this goal in 2023–2024: Increase enrollment, retention, and completion for all students.

Select the student success strategic priority goal category that applies to the goal above.

- ☐ Align academic pathways with labor market outcomes
- ☐ Build K–12 pathways
- ☐ Build a culture of excellence in teaching and learning
- ☐ Close equity gaps
- ☐ Increase student persistence/retention
- ☐ Increase student completion
- ☐ Redesign advising
- ☐ Redesign Gateway courses
- ☒ **Add our own:**

Increase overall enrollment.

C) Describe the key strategies, interventions and activities that will be/continued to implemented to support this goal.

Example: *Developed pre-college program that included career assessment, exploration, and advising for students in underrepresented high schools. Piloted with 5 high schools.*

PCCUA has clearly defined priorities for helping students succeed. The College uses High Impact Practices developed at the HIP Institute sponsored by the Center for Community College Student Engagement at the University of Texas at Austin. The following practices are important to student success. Early Alert practices with Strong Support to increase student persistence and completion, especially in developmental and gateway course work. a) All students entering PCCUA complete an Individual Career Plan (ICP) which will provide a clear and understandable map for advancing through the student selected certificate or degree. Each student is assigned an advisor. PCCUA has mandatory testing and placement. Prior to NG Accuplacer testing all students are provided with test preparation to increase the likelihood of appropriate testing outcomes. Students register before class begins but once they are registered and working with the advisor, this is where the ICP is developed. b) The role of the financial coach in Student Success I and II has been expanded. At first entry, students are assigned an academic advisor once these students enter Student Success I, the Student Success coach assist with financial, academic, and career orientation related to the ICP. c) The Student Success Coach and advisors assist with early intervention efforts. The advisor, coach, and instructor make every effort to ensure that students seek and receive academic assistance in courses where the student is not experiencing success. d) Instructors document and intervene with early

assessment within the third week of classes. Students who have identifiable difficulty with the course content are provided with an intervention(s). The instructor identifies the intervention(s) in the course syllabus. Each instructor identifies the methods used to help students succeed (tutoring, STAR lab for tutoring, group study sessions led by the instructor or students, or any number of possible interventions). All college tutoring is aligned to maximize the opportunities available for students. PCCUA has several interventions in place which support learning which include mandatory orientation, mandatory Student Success I & II, supplemental instruction, career exploration, financial literacy, aid for transportation and child care, food pantries, career closets, and washing machines and dryers.

D) Expected outputs or outcomes. Please provide specific, measurable metrics.

Example: *Increase % of students completing college level English in year 1 (from 40% currently to 65% by the end of 2023-2024)*

PCCUA will meet the following expected outcomes in the 2023-24 academic year: increase recruitment numbers by 3%; increase retention by 6%, Increase completion rates by 3%.

You indicated you are continuing with this goal in 2023-2024: Goal 2 is to Increase persistence of black students in high demand, high wage occupations. Provide support and engagement activities designed connections with black students. Provide intrusive support for black students. The data for race indicates that black students had a 78.57% retention/placement rate, and white students reflected 85.71% retention/placement rate. The overall data reflects a gap between black and white students; however, the gap was smaller than the previous year. Increase completion rate of black students in high demand, high wage occupations. Provide tutoring, study groups, and in-course early students.

Select the student success strategic priority goal category that applies to the goal above.

- ☐ Align academic pathways with labor market outcomes
- ☐ Build K-12 pathways
- ☐ Build a culture of excellence in teaching and learning
- ☐ Close equity gaps
- ☐ Increase student persistence/retention
- ☐ Increase student completion
- ☒ **Redesign advising**
- ☐ Redesign Gateway courses
- ☐ Add our own:

C) Describe the key strategies, interventions and activities that will be/continued to implemented to support this goal.

Example: *Developed pre-college program that included career assessment, exploration, and advising for students in underrepresented high schools. Piloted with 5 high schools.*

PCCUA has engaged in intrusive advising, or at least what we consider intrusive advising. However, the College need will be addressing recruitment and retention by developing a central database as a repository for all advising-related information (Blackboard). A new web page will be launched in late summer to ensure students have access to their degree audits in the new SIS system. The Instruction and Curriculum Team will revisit the mandatory advising and orientation policies to make sure no obstacles impede enrollment and retention. The College plans to establish better integration of career and academic advising. Much change is needed at PCCUA in order to focus on those with greater advising needs.

D) Expected outputs or outcomes. Please provide specific, measurable metrics.

Example: *Increase % of students completing college level English in year 1 (from 40% currently to 65% by the end of 2023-2024)*

Increase persistence, retention, and completion of black students in high demand, high wage occupational programs by 2%. Increase persistence, retention, and completion of black students in transfer programs by 2%.

You indicated you are continuing with this goal in 2023-2024: Student Success goal three is to increase completion rates of black students in high demand, high wage occupations. The main way to improve the lives of students in poverty is to provide the training and education needed to improve their life situation. Being able to obtain and maintain a job which provides a living wage good enough to support self and family is very important. Often, white students find some of the technical programs easier to complete than some of our black students. We know that there could be many factors why this is so. We know that when surveyed, students who are black indicate they have had fewer opportunities to practice skills before entering the field.

Select the student success strategic priority goal category that applies to the goal above.

- ☐ Align academic pathways with labor market outcomes
- ☐ Build K-12 pathways
- ☐ Build a culture of excellence in teaching and learning
- ☐ Close equity gaps
- ☐ Increase student persistence/retention
- ☒ **Increase student completion**
- ☐ Redesign advising
- ☐ Redesign Gateway courses
- ☐ Add our own:

C) Describe the key strategies, interventions and activities that will be/continued to implemented to support this goal.

Example: *Developed pre-college program that included career assessment, exploration, and advising for students in underrepresented high schools. Piloted with 5 high schools*

for students in underrepresented high schools. I noted with 6 high schools. Provide advising which is intrusive and using a curriculum that addresses specific student needs. It also need to be relational and supportive. Provide academic support in and out of the classroom to address academic deficiencies. Provide the technological support needs to function in the college environment in and out of the classroom. Provide success coaching in an effort to meet personal needs student bring to their college experience.

D) Expected outputs or outcomes. Please provide specific, measurable metrics.

Example: *Increase % of students completing college level English in year 1 (from 40% currently to 65% by the end of 2023-2024)*

Increase persistence, retention, and completion of black students in high demand, high wage occupational programs by 2%. Increase persistence, retention, and completion of black students in transfer programs by 2%.

Which of the following changes have occurred on your campus since you joined the ATD network?
(please check all that apply)

- ☒ **Alignment and integration of student success initiatives and strategic goals**
- ☒ **Attitudinal shift toward a student-focused culture**
- ☒ **Broader engagement with faculty, Board members, employers, K-12 partners, university partners, and community-based organizations**
- ☒ **Greater commitment to equity and closing equity gaps**
- ☒ **Improved student outcomes**
- ☐ Increased resources to support student success
- ☒ **Increased use of data to inform decision-making**
- ☐ Increased enrollment
- ☒ **Increased completion in programs of study that lead to economic and social mobility**
- ☒ **Intensified focus on student success**
- ☒ **More courageous conversations about racial equity**
- ☐ More courageous conversations about student success
- ☒ **Revised and/or new policies and procedures to support student success**
- ☒ **Structural/process changes toward a student-focused culture**
- ☐ Add our own:

What do you perceive are the top benefits of participating in the ATD network? Please rank up to five by typing numbers 1, 2, 3, 4, or 5 in the text boxes corresponding with your top five choices.

☐ Access to the Institutional Capacity Framework and Assessment Tool (ICAT)

☐ Attending ATD's Annual DREAM Conference

☐ Coaching



Distinction of becoming an ATD Leader College, Leader College of Distinction, or Leah Meyer Austin Award winner



Distinction of being a part of the Achieving the Dream Network



Grant opportunities



Learning about successful interventions in our areas of interest



2 Learning about the latest issues, trends, and strategies relevant to community college student success



1

Learning events (e.g. Teaching & Learning Institute, Holistic Student Supports Institute, Equity Institute, Data & Analytics Summit)



3 Networking opportunities with peer colleges



Peer Learning



4 Subject- Matter Expertise (e.g. Teaching & Learning, Equity, Data & Analytics)



5 Toolkits and webinars



Add our own:

Reflecting on the last year and your work on institutional change, what is your ATD core team/Institution most proud of?

In spite of declining enrollment, the retention and completion rate improved significantly. PCCUA has addressed serious digital challenges related to infrastructure and student access with success. In addition, PCCUA has provided students with computers and hotspots, along with SMART labs on each campus.

Are there examples of how ATD supported your work in the past year you would like to share?

The most important action taken this year is the implementation of a Virtual Academy. After attending the February Conference, we came back with a better idea of what we needed to do to and how to do it so that

both faculty and student felt the full benefit of the support. Dr. Richard Sebastian met with the Director of Distance Learning and the Chief Academic Officer and provided numerous helpful ideas and advice for remote learning and the Digital Academy. It is our hope to bring him to campus to address faculty and to have him or some other people do some in-service training.

In terms of challenges, what is the toughest issue that your team/ institution is wrestling with?

Declining enrollment is a major challenge. Arkansas legislators are becoming restrictive about diversity, equity, inclusion and access language used in driving documents like mission statements, in language used in courses, and in general equity practices.

In what ways can Achieving the Dream assist your institution in reaching your goals for the coming year? Select all that apply and provide a summary of your needs. (Suggested length: 150-word count per selection)

	Check all that apply	Please provide a summary of your needs
· Building a culture of equity	☐	
· Building a culture of evidence	☐	
· Dual enrollment/ Early college models	☐	
· Holistic student supports (i.e. student onboarding or academic advising)	☐	
· Pathways support for transfer and CTE/workforce programs	☐	
· Strategic enrollment management	☐	
· Teaching and Learning (i.e. faculty professional learning and HIPs)	☐	
· Building data capacity	☒	The Director of Institutional Research is new and he has much to learn. However, he has done a wonderful job. Hopefully, there will be more opportunities for him to develop stronger data skills and strategies for increasing the College capacity to use data.
· Strategic planning	☐	
· Technology system support	☒	Having met with Dr. Sebastian, it is our hope to bring him to campus or have a Zoom conference which focuses on best online teaching practices. It would also be helpful to have some direction about how to improve the digital academy as we develop it.
· Leadership development for mid-level leaders	☐	
· Labor market outcomes/social and economic mobility	☐	
· Faculty/staff engagement	☒	Post covid has resulted in serious low morale. It often seems that students are less interested in classes and faculty are less patient with students wanting to take the easiest way out. There have been so many changes as a result of the remote practices which emerged from the school closure and the entire remote learning practices that it would be helpful to

Facilitation of network college connections	☐ Check all that apply	the school closure and the entire remote learning practices that it would be helpful to reenergize, refresh, and engage faculty so that they were more inclined to engage students. Please provide a summary of your needs
Add our own	☐	

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

The Annual ATD Conference was very helpful but both of us attending the Conference got COVID. I have been Covid free, was fully vaccinated but still got it. My husband traveled with us but did not attend the conference and did not get Covid. I think that in future conference sessions seating is important. I noticed at the HLC Annual Convention much care was given to seating and rarely were we in a small room close together. This may be something ATD may want to consider in the future. I was curious if many others got it after the conference. Both of us traveling came down with symptoms the last day of the conference.

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

Please provide the best contact information for our Marketing and Communications team to use if we would like to quote your responses in ATD promotional materials.

Name	Deborah King
Title	Vice Chancellor for Instruction
Institution	Phillips Community College of the University of Arkansas
Email Address	dking@pccua.edu