



2025-30 PCCUA STRATEGIC PLAN

NARRATIVE

COLLEGE PRIORITIES
RECRUIT, RETAIN, COMPLETE
ACCESS WITH SUCCESS

STRATEGIC GOALS

Support for Instruction and Learning
Development for Students and Employees
Understandable and Transparent Policies and Procedures
Connections through Communication, Alignments, and Consistency
Support for Partnerships with Business, Industry, Agencies, K-12 Schools, Colleges, and Universities

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CHANCELLOR'S INTRODUCTION TO THE 2025-30 STRATEGIC PLAN

Phillips County Community College was the first community college established in Arkansas. In 1996, it merged with the University of Arkansas System and became Phillips Community College of the University of Arkansas (PCCUA). It is a multi-campus, two-year college serving Eastern Arkansas in Helena-West Helena, DeWitt, and Stuttgart. PCCUA offers adult education, technical certification, and associate's degrees in academic, occupational/technical, and continuing education programs and partners with other colleges and universities to offer Bachelor's and Master's degrees. We are accredited by the Higher Learning Commission, the National League for Nursing Accrediting Commission, the National Accrediting Agency for Clinical Library Sciences, and the Accreditation Council for Business Schools and Programs. PCCUA is committed to helping every student succeed by providing quality, affordable, and accessible education. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and communities

As we enter the 2025-30 Year Planning Cycle, our College has two priorities that focus on our engagement with students. We must recruit and retain students, and we must help them complete a certificate or degree. The first institutional priority is *Recruit, Retain, Complete*, and is critical to the future of PCCUA. We have open student access, so we must make sure we employ all resources and strategies within our power to help students succeed. The second priority is *Access with Success*. We see it as our responsibility to help students complete a certificate or degree.

Employees and other stakeholders have engaged in completing the PCCUA 2025-30 Strategic Plan. The development of the Plan included many people, and all employees were given an opportunity to provide input into its development. The PCCUA Strategic Plan is driven by a new College mission developed by all employees, students, and members of the Board of Visitors. We believe in a College vision which says "*Imagine a college all people want to attend and where everyone wants to work..... that is the college we want to be.*"

PCCUA'S HARSH REALITIES IMPACTING STRATEGIC PLANNING

PCCUA Faces Declining Enrollment, Poverty, and Limited Economic Resources

The Phillips College Service Area is one of the poorest in the state and the nation. Many of the students we serve are under-resourced. As a result, we must be proactive in meeting students' needs and supporting them financially, socially, and addressing socioeconomic needs like housing and food insecurities. As a result, programming and support like Career Pathways, Student Support Services, the Great River Promise, the food pantry, and transportation are critical to student success.

College Unpreparedness

PCCUA serves students where they are. A high number of students come to the College with low

math, reading, and writing skills. Therefore, remediation and academic support are provided.

SOCIOECONOMIC PROFILE

PCCUA Demographic Data	Population	Race-White	Race-Black	Median Income	Poverty Level	Educational Attainment Bachelor	Median Age
United States	334,914,000	75.3%	13.7%	\$ 75,147	12.5%	21%	38.5
Arkansas	3,011,523	68.9%	14.7%	\$ 56,337	16.2%	26.2%	38.4
EASTERN ARKANSAS							
Lee	8,666	40.6%	55.1%	\$ 33,801	27.6%	7.0%	41.6
Phillips	16,373	33.8%	61.9%	\$ 37,458	30.5%	13%	39.7
St. Francis	23,138	42.3%	53.3%	\$ 39,822	28.1%	13.3%	39.8
SOUTHWEST WDR (IN PART)							
Arkansas	16,307	71%	25.4%	\$ 58,698	16.8%	15.8%	45.8
Desha	10,479	48.2%	45.4%	\$ 38,067	27.2%	15.4%	46.5
CENTRAL WDB (IN PART)							
Monroe	6,787	53.9%	43.5%	\$ 41,786	23.8%	23.8%	41.4
Note: Data USA and US Census Quick Facts 2023, 2024 Arkansas Labor Market, and Economic Report. The PCCUA communities fall below the state and national median income and education attainment. The poverty levels of all regions far exceed the state and national levels. Data varies among research tools but not significantly.							
<ul style="list-style-type: none"> The following county has a higher Hispanic population than the other counties served: Desha 7.5% 							

HIGH SCHOOL GRADUATE RISKS

School Performance Outcomes based on ACT Summaries reflect a high level of students who are not prepared for college work. Several of the school districts served by the College have large numbers of students graduating with high remediation needs and are underprepared for college level course work. Many students do not take the ACT and some of those who do, do not perform well. All high schools served had low performance scores and many of the student population would require remediation before placing into college level course work, especially at a four-year university.

High School	ACT Math Avg	ACT English Avg	ACT Reading Avg	ACT Science Avg
Barton HS (32)	15.2	14.4	16.2	16.1
Clarendon HS (24)	15.4	13.7	15.3	16.6
Central HS (47)	14.3	12.3	14.1	15.3
DeWitt HS (66)	18.	16.6	17.3	18.5
KIPP Collegiate (9)	N/A	N/A	N/A	N/A
Marvel-Elain HS (17)	17	13.5	13.1	14.6
Stuttgart HS (101)	17.5	16.8	16.6	18

PCCUA TABLE OF HIGH SCHOOL AT RISK FACTORS FOR SERVICE AREA SCHOOLS AND GEAR UP SCHOOLS

Target Schools	Minority Enrollment	Free Lunch	Met Expectations Literacy	Met Expectations Math	Graduation Rate	Dropout Rate	ACT Composite	College Entry Rate**	College Remediation
Barton	39%	100%	26.50%	6.02%	88.9%	4.48%	17.48	50.8%	80.7%
Clarendon	70%	100%	37.84%	13.51%	93.0%	1.40%	15.98	40.5%	90.2%
Dermont	97%	100%	43.9%	22%	85%	1.02%	19.0	24.5%	95%
Dewitt	24%	67%	39.58%	19.79%	84.2%	3.23%	18.39	51.2%	70.7%
Helena	97%	100%	29.29%	5.05%	85.6%	2.85%	15.68	54.8%	93.4%
KIPP Delta	97%	100%	48.89%	26.27%	88.0%	1.64%	19.42	50.0%	60.0%
*Lakeside	90%	100%	27.69%	7.69%	93.0%	.49%	16.80	35.8%	88.5%
*Lee	93%	100%	20.83%	4.26%	80.3%	7.65%	17.38	35.1%	86.0%
*Marvell	90%	100%	28.57%	14.29%	80.0%	4.07%	16.1	37.9%	91.7%
Stuttgart	58%	100%	41.0%	29.0%	80.9%	2.92%	18.66	62.0%	66.7%
Average	82%	97%	32.94%	13.42%	86.45%	3.14%	17.31	46.6%	81.12%
State of Arkansas	59%	63.02%	52.44%	26.20%	88%	2.32%	19.93	48.2%	61.8%
USA	44%	56.4%	54%	30%	87%	9.7%	19.4	66%	40%

Federal and State Legislation

The College is faced with several changes in the federal Department of Education and many changes in the Arkansas Division of Education. Legislation related to DEI and other areas of academe are impacting how we teach and what we teach. For example, April 14, 2025 Governor Sarah Huckabee Sanders signed the American Institutions Act requiring every student take a history and government class focusing on American history and government. It will result in a change in our general education core requirements. Changes in educational requirements are not uncommon; however, it is important to be aware of changes occurring with legislation because it impacts teaching and learning.

STRATEGIC PLANNING PROCESS

The PCCUA Strategic Plan 2025-30 is driven by the College mission. The Plan was developed over a two-and-a-half-year period using input from the entire college community and focused input from the community at large. The Plan is clear and concise and has specific outcome measures for each goal detailed in the Comprehensive Strategic Plan. The College institutional priorities of Recruit, Retain, and Complete are important in shaping the direction taken to ensure students have access with success and are supported to complete their college education and training. The College stakeholders are committed to student success and have an understanding that students succeed within the context of family and community. Through hard work and collective planning, the 2025-30 Strategic Plan has emerged. It is likely that during the next five years much within this plan will be accomplished. Much within this Plan will be modified and there may be a need to add new goals to this Plan. However, it is a dynamic document designed to evolve and change as the College community changes.

MISSION

The mission is central to all work and drives all activity at the College. It is broad in scope and frames the College work.

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

ENDURING VALUES

The PCCUA Strategic Plan 2025-30 is guided by three enduring values. Phillips Community College respects the diversity of its student body and community and it also recognizes the worth and potential of each student. Therefore, the college affirms the following beliefs and values: we are committed to student success, the power of education to transform lives, and embracing diversity. Based on these enduring values the institutional priority is student success through the use of high impact strategies focused on recruitment, retention, and program completion.

Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth

and potential of each student. Therefore, the College affirms the following beliefs and values:

Student Success

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

The Power of Education

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

Respect for All

We respect the inherent worth and dignity of every person

VISION

The PCCUA Strategic Plan is guided by a vision of what we want the college to be.

Imagine a college where...

Students begin planning a career or academic experience early in life.

High school students see it as a first choice for education and training.

Student admissions, registration, and enrollment is easy.

High quality teaching and learning experiences allow all students to succeed.

Exceptional programs and services meet the needs of the students, community, and region.

Barriers and obstacles which many students face are removed.

Exceptional state of the arts technology and distance learning infrastructure is provided.

The college is responsive to the needs of the community, even in times of crisis.

Economic development and industry training preparing students for the workforce is a priority.

Engaging in the lives of its students, employees, and community is integrated into learning and important.

The community views it as a partner, resource, and change agent.

Faculty and staff are provided with professional development, training opportunities, and a positive work environment so they can ensure the best instruction, support for learning, and services.

Imagine a college all people want to attend and where everyone wants to work..... that is the college we want to be.

CORE COMPETENCIES (STACC SKILLS)

The faculty and others want graduates to possess certain competencies which will assure that students can succeed in a rapidly changing world economy. These competencies are sometimes referred to as STACC Skills using the first letter of the first word in each competency. This term is useful in ensuring that students remember the skills and understand how important these skills are in the lifelong learning journey they face. The STACC Skills are the embodiment of what proficiencies faculty expect graduates to possess. Based on a strong and globally focused curriculum, students are introduced to these competencies in a variety of courses through sound, quality instruction and practice.

All students receiving an Associate's Degree from PCCUA will possess the following STACC core competencies:

Social and Community Responsibility - behavior that demonstrates adherence to legal/ethical standards established by society. A person competent in social and community responsibility engages in social activities, events, and organizations at the college and community level.

Technology Utilization - use of tools of the trade to achieve a specific outcome. A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

Analytical and Critical Thinking and Reasoning - modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes. A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Communication - the interactive process through which there is an exchange of verbal and/or nonverbal information. A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Cultural Competency – an appreciation for the holistic and distinct needs of others demonstrated when interacting with people of different cultures.

PCCUA STRATEGIC INITIATIVE GOALS

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

Development for Students and Employees- Provide a wide range of professional development activities; develop a student and employee development schedule; focus and address departmental and functional area development needs; support distance learning options for faculty, adjunct faculty, employees, and students; establish policies and practices related to emerging AI usage.

Understandable and Transparent Policies and Procedures- Review, modify or change policies which do not meet this goal (or modify goal if necessary); Improve communication to ensure transparency in practice; develop, review and share college, division, and area strategic plans including short-, medium- and long-term goals.

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

Support for Partnerships with Business, Industry, Agencies, K-12 Schools, Colleges, and Universities- Continue and strengthen going community partnerships; seek and develop new partnerships especially when opportunities emerge; 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; assist students with pre-employment options available with partner business and industry.

I. FOUNDATIONS FOR STRATEGIC PLANNING

The plan, timeline, College governance, work teams and committees and extracurricular planning are included in this section of the Strategic Plan.

PCCUA STRATEGIC PLAN 2025-2030

Support for Instruction and Learning	Development for Students and Employees	Advancement of Understandable and Transparent Policies and Procedures	Improvement of Connections through Communication, Alignment, and Consistency	Support for Partnerships with Business, Industry, Agencies, K-12 schools, Colleges, and Universities
Increase recruitment, retention, and graduation rates.	Provide a wide range of professional development activities.	Review, modify, or change policies that do not meet this goal.	Ensure communication and open discussions and actions are shared.	Continue and strengthen ongoing community partnerships.
Provide focused advising designed to assist students through the PCC college experience.	Develop a student and employee development schedule	Improve communication to ensure transparency in practice.	Create a definite strategy for information sharing and ensure all are aware of this protocol.	Seek and develop new partnerships, especially when opportunities emerge.
Provide a wide range of academic support services to students and employees.	Focus on departmental and functional area development needs.	Develop, share, and apply college, division, and area strategic plans, including short-term, medium-term, and long-term goals.	Align college programs, services, goals, grants, and other activities to ensure these are mission, vision, and values-focused	Provide student workforce training which includes field experiences, apprenticeships, and “hands-on” training.
Make social support available to all.	Support distance learning options for faculty, adjunct faculty, employees, and students	<p style="text-align: center;"><i>PCCUA Mission</i></p> <p>Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and lifelong learning, striving to build a foundation for a better life for all.</p>		

**STRATEGIC PLANNING PROCESS
2025-30 STRATEGIC PLAN**

Clarifying Strategic Plan Process

The Review and Revise or Rewrite plan will be visited annually to establish and confirm the direction of the year's work and to ensure accountability and document progress.

Time Frame- The Strategic Plan will include three time frames to provide the scope of work needed to achieve goals.

Quick Fix-easily fixed actions that do not require many resources or a significant period of time to remedy. These will be identified each year and implemented before the fall semester of that same year.

1–3 year objectives are long-range objectives that can be completed within three years.

3–5 year objectives-these objectives require a much longer period of time to complete but need to be included in a strategic plan (building plans, etc.).

**PHASE I
PLANNING AND DISCUSSION**

1. Develop a dynamic strategic plan that is reviewed and adapted based on institutional need.
2. Develop a plan that includes specific unit, division, and department goals.
3. Establish a college-wide IT and distance education within the strategic plan.
4. Continue to improve the comprehensive fiscal planning process with a budget that prioritizes institutional objectives.
5. Discuss grants and review, and approve grant applications before planning for submission of the proposal.
6. Identify and implement specific activities that will improve recruitment, retention, and completion.
8. Ensure an intra-campus communication plan that will improve the level of communication.
9. Set measurable goals and assess the quality of work

**PHASE II
ESTABLISHING PRIORITIES AND FOCUS**

Review plan biannually to establish and confirm direction of the work.

Establish an audit and maintain a schedule for equipment, buildings, programs, and activities.

Hold departments and functional areas accountable for work and document progress. (August and April or May)

INSTITUTIONAL PRIORITIES

Recruitment, Retention, & Completion

Access with Success

STRATEGIC GOALS

Support for Instruction & Learning

Development for Students and Employees

Advancement of Understandable and Transparent Policies and Procedures

Improvement of Connections through Communication, Alignments, and Consistency

Support for Partnerships with Business, Industry, Agencies, K-12 Schools, Colleges and Universities

**PHASE III
COLLEGE-WIDE ADOPTION AND IMPLEMENTATION OF GOALS**

All employees will engage in planning conversations.

Overall Strategic Plan will be in place by Spring 2025 (slight delay)

Each of the six area VCs has three to five goals for the 2025-2030 Strategic Plan using the plan format.

1. PCCUA Organizational structure (see back)
2. Planning Process (history)
3. Past Goals and Achievements
4. Strengths, Weaknesses, Opportunities, Threats (SWOT)
5. Themes...Planning, review, support
6. Goals
7. Goals by units, divisions, department (VCs, deans, directors)
8. Sharing outcomes
9. Accountability
10. Improvement

GOVERNANCE

Board Policy 220: College Governance and Committee Structure identifies the College governance structure as the Chancellor, appointed by the University of Arkansas System. The PCCUA structure and Representation include the following:

- **Executive Council:** Comprises key administrative leaders appointed by the Chancellor including, but not limited to, Chancellor, Vice Chancellor for Instruction, Vice Chancellor for Admission and Records, Vice Chancellor for Student Services and Campus Life, Vice Chancellor for Finance & Administration, Vice Chancellor for College Advancement and Resource Development, Vice Chancellor for Arkansas County, Associate Vice Chancellor for Information Technology, and Associate Vice Chancellor for Enrollment Management. This group is responsible for strategic decision-making and implementation of college policies. Voting rights extend to all members.
- **Faculty Senate:** Represents all full-time faculty and is responsible for voicing concerns and making recommendations on academic policies, curriculum, faculty welfare, and other matters of faculty interest. Voting rights extend to all full-time faculty.
- **Staff Senate:** Represents all full-time, part-time, and part-time extra help staff members and addresses issues affecting non-faculty employees, including workplace policies and professional development. Voting rights extend to all full-time employees.
- **Student Government Association:** Represents all students and advocates for student interests, organizes activities, and participates in campus governance. Voting rights extend to all members.

PCCUA is governed by the University of Arkansas System Board of Trustees, and the Phillips Community College of the University of Arkansas Board of Visitors serves as a college advisory council. Both of these groups are described in the comprehensive version of the PCCUA Strategic Plan 2025-30. The work of the 2025-30 Plan is done by the following groups, as identified in AP 202.01: Faculty Governance and Committee Structure, and includes the following work groups:

Teams

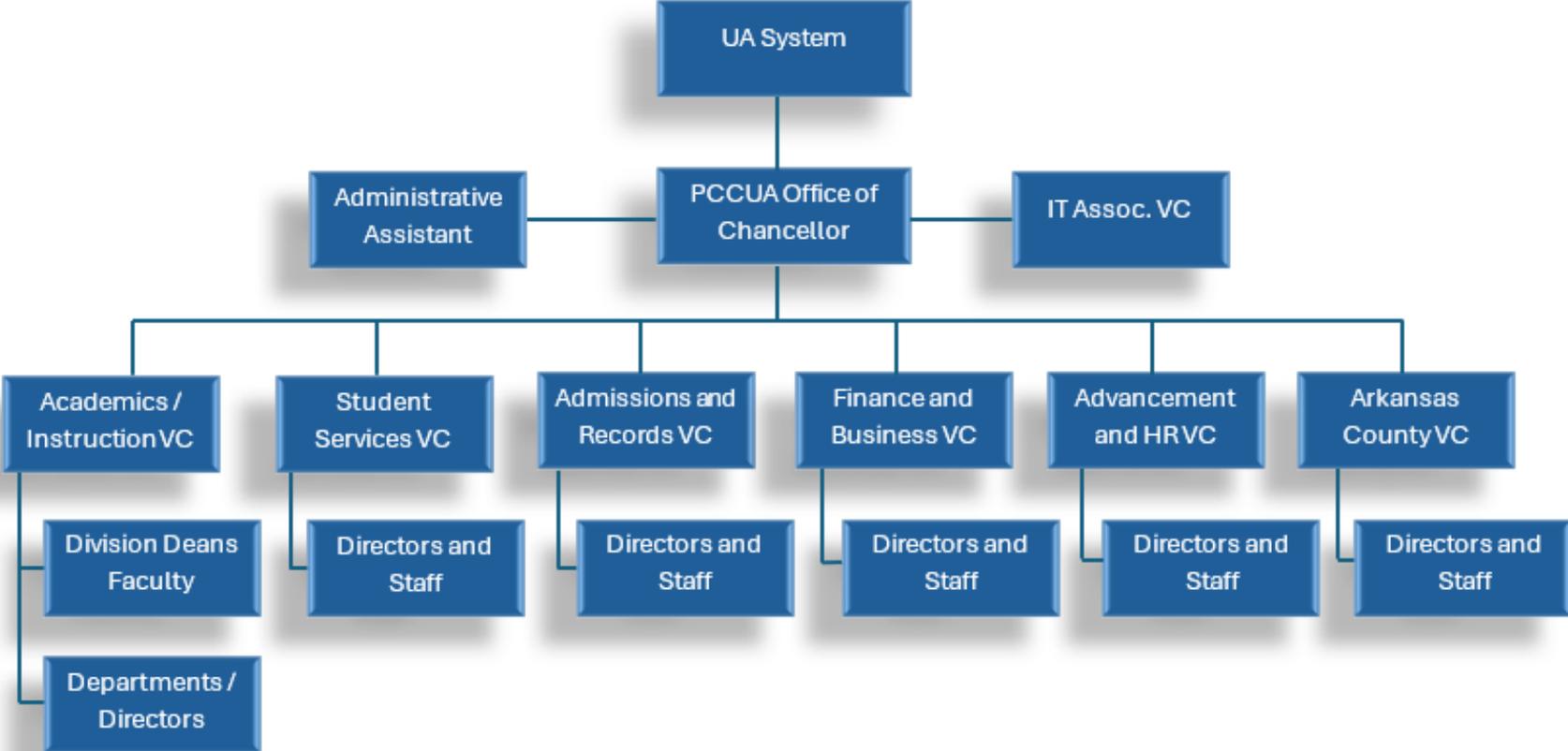
- **Instruction and Curriculum-** The Instruction and Curriculum Team is composed of all the Vice Chancellors, deans, directors, and faculty senate representatives (the President, a representative per campus, and any faculty member acting in a Team or Committee chair position for Perkins, Distance Learning, or another committee or team). Its function is to communicate and coordinate activities among the divisions, maintain procedures for considering new courses and programs in the curriculum, and recommend changes for the academic practice and procedure and for the College Catalog.
- **Student Success-** The function of the Student Success Team is to ensure that all success initiatives are aligned and provide faculty and staff input into policy making concerning student development and enrollment services.

- **Institutional Planning and Effectiveness Team**-The purpose of the Institutional Planning and Effectiveness Team is to review and evaluate the Mission, Core Values, Role and Scope, goals, principles, and initiatives. In that effort, this Team will direct the development of a Strategic Plan for the College that includes processes for assessing both strategic, operational effectiveness and recommending key performance indicators for the Strategic Plan.
- **Information Technology and Distance Learning**-The purpose of the Information Technology and Distance Learning Team is to review, recommend, and evaluate software and hardware to be supported college-wide; support needs as they relate to college-wide information technology and make recommendations for meeting those needs; recommend policies and procedures relating to the use of college-wide information technology, make recommendations for the training needs of faculty and staff as they relate to college-wide information technology; recommend policies and procedures relating to the use of college-wide distance learning.

Committees

- **Special Events**- The function of the Special Events Committees is to plan and coordinate: (1) a calendar of social activities for the faculty and staff; (2) the annual graduation ceremony; and (3) conduct publicity for departments and individual faculty members in cooperation with the coordinators of information services.
- **Financial Aid Exceptions**-The Financial Aid Exceptions Committee reviews requests for students needing a financial aid exception. This Committee is tied to Pell aid and works to ensure a student is given an opportunity to receive an exception if the request warrants one.
- **Assessment**-The Assessment Committee has oversight for the Assessment of programs. The college general education requirements reflect a set of core competencies which are integrated into course and program instruction, and the Committee works with refinement and application of assessment outcomes which provide information for improved teaching and learning.
- **Athletics**-The Athletics Committee provides athletic oversight to the implementation and operations of official college athletics programming. The Committee is responsible for compliance with athletic program regulations and requirements and for expanding athletic opportunities to all campuses.
- **Long- and Short-Term Ad Hoc Committees**- The College often establishes a committee to do work associated with actions or procedures that are not ongoing. During COVID a special ad hoc COVID Committee was organized and helped with activities needed to operate during that pandemic. When capital projects are planned, organized, and executed, ad hoc committees are established for the duration of the project until the committee is no longer needed. An event may trigger the need to establish an ad hoc committee, such as the 50th Anniversary of the College.

PCCUA ORGANIZATIONAL STRUCTURE



Note: The Associate Vice Chancellor reports directly to the Chancellor. The decision to place this position reporting to the Chancellor was based on security and infrastructure needs tied to Workday, which often involve only the Chancellor and AVC of IT is working with the University of Arkansas System IT staff.

PCCUA FUNCTIONAL UNITS

Academics/Instruction and Curriculum -Coordinates all curriculum and instruction activities, including co-curricular learning.

Student Services coordinates student support and services that engage and connect with student life.

Admission, Records, and Management-Coordinates admissions, records, testing and placement, financial aid, and other record management activities.

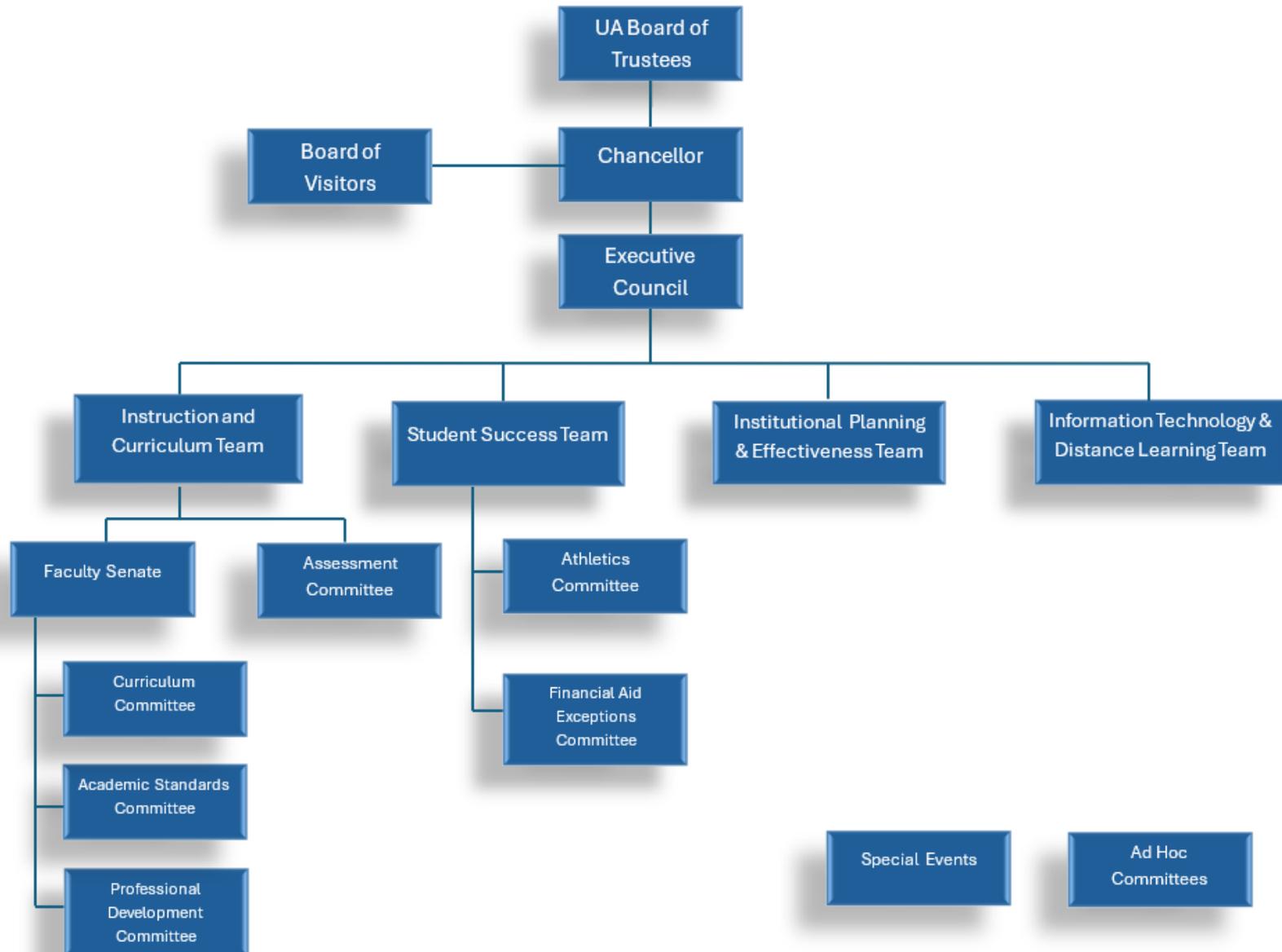
Fiscal and Physical Management-Plans, coordinates, and implements fiscal and physical college management, working with input from designated parties. Financial management is critical to college operations, and the physical plan management and proactive planning is critical to continued college operations.

Institutional Technology and Research-Organizes and addresses technology use and development of new technologies; supports research needs of instructors, groups, divisions, and collects and submits data needed for college reporting; provides data to divisions, instructors, and college groups requesting assistance when data is needed for informed decision making and other purposes.

College Advancement and HR-Engages in advancement activities which promote the college, students, alumni, community, and other groups supporting scholarships, marketing, and similar endeavors.

Arkansas County Administration-Arkansas County has two campuses, and it is necessary to have a Vice Chancellor who is able to oversee ongoing operations and maintain a physical presence on each campus during general operations. Although general college operations are centralized, the Arkansas County Vice Chancellor has definite authority to make decisions related to inclement weather, discipline, hiring of faculty and staff, and other considerations necessary for consistent operations related to enrollment, testing and placement, advising, and much more. This person works closely with the functional area vice chancellors and is a member of the Executive Council.

PCCUA WORK GROUPS COMPOSED OF BOARDS, COUNCILS, TEAMS, AND COMMITTEES



EXTRACURRICULAR PLANNING

Strategic Planning is part of the ongoing college operations and is critical to college advancement and improvement. Part of that cycle of work so critical to college life is Governance, Instruction, Student Services, Finance, and College Advancement. Each of these functional areas IS tied to important operations which part of college protocols and procedures, such as budgeting, program review, assessment, and special program operations.

The PCCUA institutional priority is Recruit, Retain, Complete, ensuring Access with Success Access with Success. Keeping that in mind, the College wants to be the first choice for students to attend and the best choice for employees to work.

The primary foci are on teaching and learning, development, both professional development for faculty and staff, and development for students, functional infrastructure processes, open communication and transparency, and ongoing partnerships with industries, businesses, other schools, colleges, and universities. The primary purpose of the college is to teach students, and in doing this, we must provide a strong curriculum that meets the needs of all students to transfer or enter the workforce, relevant and rigorous courses and programs, a wide range of non-credit workforce training, and a variety of delivery options

In order to better help students succeed, the college provides intentional advising and multiple student supports to ensure student success. Through advising, training, and resource alignment, the College is responsive to the ongoing needs of the students. System navigation is very important to student success, and student development includes many opportunities to learn to adapt to the college systems. It is also the College's responsibility to provide a safe, nurturing environment where students feel secure, are aware of their surroundings, and assume responsibility to react to potential threats. Especially in business and industry, the College serves as a training center for the workforce but also as an employment facilitator. In an effort to engage students and a globally relevant life we provide extra-curricular experiences which encourage learning and equips students with lifelong adaptive learning tools.

Sports

- Basketball
- Soccer
- Softball
- More

E-Sports- All campuses

Clubs

- Student Government
- Ambassadors
- Clubs/Organizations
- Activities
- Events

The Strategic Plan has an accountability form to gauge progress in implementing the division goals. The outcomes are reviewed annually, and the Strategic Plan Outcomes are posted on the Strategic Planning Web site.

II. STRATEGIC PLANNING WITH A SWOT ANALYSIS

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

The Strengths portion of the SWOT helps identify internal factors that help us achieve our goals because of advantages or positive perceptions about the College. Caring faculty and staff, student support, and assisting with student success are common strengths cited as PCCUA's strengths.

The Weaknesses portion of the SWOT identifies negative factors that stand in the way of achieving our goals. These are useful for determining areas that need to be improved. PCCUA has completed SWOTs at various times, and communication often is cited as a College weakness.

The Opportunities portion of the SWOT is external areas of potential that may assist with improving and making changes. Situations that provide opportunities which will help the College are often seen in partnerships, special funding opportunities, and similar ventures which benefit the college and community.

The Threats portion of the SWOT identifies external influences that affect the institution in a negative way. It is important for PCCUA to plan for threats such as declining enrollment, economic downturns, legislation or other factors.

Much strategic planning work was completed before the SWOT Analysis was administered. In the fall of 2023, all college employees participated in a comprehensive planning event resulting in the strategic goals and identification of ways to reach those goals. It was determined that because the planning work had taken place over a two-year period, it would be wise to conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis to reconfirm that the strategic goals were relevant. At this time, employees, students, and community members were asked to identify new programs that they would like to be offered at PCCUA. As with any SWOT outcome, the Strategic Planning Team was looking for alignment of the Strategic Goals and the SWOT outcomes. It was very clear that the prior planning and the SWOT Analysis were closely aligned with the focus on instruction and programming, student success, communication and transparency, and building partnerships with high schools, colleges and Universities, business and industry, and other kinds of partnerships was important.

The process was completed in May 2025, and it provided much information which helped the College understand how all constituents perceived the college strengths and weaknesses. The opportunities and threats provided the kind of information needed to ensure that the strategic goals established by the College community could be met. In addition, the suggestion of the kind of programs desired by college employees was important. The Collective outcome of the SWOT Analysis was slightly different from the campus-specific outcomes. However, both

outcomes helped shape a vision of the future that incorporated campus community concerns into the planning.

SWOT Analysis

The Strategic Planning Team sent a series of questions to all faculty and staff, students, and community members. The following questions were included.

Strengths-List three of the college strengths. What makes us what we are.

Weaknesses-List three things you see as a weakness at PCCUA

Opportunities-List three opportunities we need to tap that would improve any aspect of the College.

Threats-List three possible threats to the college that we should consider or address in planning?

Possible New Programs-If you could add three new programs to the college programs of study, what would those programs be?

The outcomes are listed in the following SWOT tables. Input for the analysis was provided by faculty and staff, students, and community members represented on Advisory Committees. Highlights from the survey outcomes reveal some important perspectives. It is clear that the strengths identified by all groups included caring faculty and staff, quality and kinds of programs offered, and our community-centeredness. Weaknesses identified were not much different from one group to another. As always, communication is something all groups identified as needing improvement. Faculty and staff were more concerned with overall weaknesses related to operations and equitable access to programming on all campuses. Students were more concerned with scheduling, online support, and faculty and student engagement. Opportunities identified by faculty and staff included community involvement, High School Concurrent programming, technology and online options, partnerships with schools, especially more arrangements with U of A colleges which offer opportunities like UAF, stronger partnerships with industry and business, and more community education for the community and businesses. Students saw opportunities for more hands-on opportunities, setting up mental health support and expanding continuing and community education. Declining enrollment, fewer resources, and federal and state regulations were perceived to be challenges by faculty and staff. Students were most interested in financial aid changes, mental health, and stress concerns.

**PLANNING-SWOT ANALYSIS BY FACULTY AND STAFF
MAY 2025 STRATEGIC PLANNING**

Strengths of the Institution (Internal)

Identify three strengths of PCCUA, such as internal assets, academic programs, student success, community engagement, and internal operations.	<ol style="list-style-type: none"> 1. Dedicated, caring, and supportive faculty and staff 2. Commitment to student success 3. Programs offered 4. Providing wrap-around support services to ensure student success 5. Community-mindedness 6. Other strengths such as cost, scheduling)
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Weaknesses for the Institution (Internal)

Identify three aspects of PCCUA that need improvement or refinement, such as insufficient resources, program challenges, student engagement, internal processes, etc...	<ol style="list-style-type: none"> 1. Communication 2. Engagement for students and with students by faculty and staff 3. Grounds and facilities need better care 4. Need mental health support 5. Need better college operations for business and other administrative processes 6. Equitable program access and services on campuses
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Opportunities for the Institution (External)

Identify three opportunities to improve programs, services, and operations at PCCUA, such as external funding, partnerships, technology, community involvement, etc...	<ol style="list-style-type: none"> 1. Community Involvement 2. High School Concurrent 3. Technology and online options 4. Partnerships with schools, especially more arrangements with U of A colleges, which offer opportunities like UAF 5. Stronger partnerships with industry and business 6. More community ed for the community and businesses
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Threats to the Institution (External)

Identify three possible threats to PCCUA that we should consider or address in planning such as economic factors, changes in regulation/legislation, accreditation requirements, etc...	<ol style="list-style-type: none"> 1. Declining Enrollment 2. Few Resources (need more grants) 3. Federal and State Regulations 4. Local Economy for All Three Campuses 5. Competition from Bigger Online Colleges Offering Stronger Support 6. Student Financial Issues Related to Pell
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Possible New Programs

Identify any new programs/programs of study or practices PCCUA should consider in future planning.	<ol style="list-style-type: none"> 1. Agri Business or other Agriculture Focused Programs 2. Auto Repair and Technology 3. Digital Graphics 4. Drones 5. Lineman Training 6. Counseling and Wellness Program-Student Support 7. More Hybrid and Online Options with Support
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**STRATEGIC PLANNING-SWOT ANALYSIS BY STUDENTS
MAY 2025**

Strengths of the Institution (Internal)

Identify three strengths of PCCUA, such as internal assets, academic programs, student success, community engagement, and internal operations	<ol style="list-style-type: none"> 1. Knowledgeable and helpful faculty 2. Caring Staff 3. Lots of student support services 4. Affordable Cost 5. Location 6. Course and course delivery options
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Weaknesses for the Institution (Internal)

Identify three aspects of PCCUA that need improvement or refinement, such as insufficient resources, program challenges, student engagement, internal processes, etc...	<ol style="list-style-type: none"> 1. Some Staff are rude 2. Scheduling online 3. Advisors are too busy, need more advisors 4. Need a high school orientation so they know they are in college 5. Online classes should be fully online 6. Need more nigh and weekend classes (fast track)
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Opportunities for the Institution (External)

Identify three opportunities to improve programs, services, and operations at PCCUA, such as external funding, partnerships, technology, community involvement etc...	<ol style="list-style-type: none"> 1. Provide more hands-on opportunities 2. Set up mental health support 3. Expand continuing and community education 4. Develop a college and community calendar 5. Provide online registration and scheduling
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Threats to the Institution (External)

Identify three possible threats to PCCUA which we should consider or address in planning such as economic factors, changes in regulation/legislation, accreditation requirements etc...	<ol style="list-style-type: none"> 1. Student financial issues related to Pell 2. Mental health and stress issues 3. Unreturned phone calls 4. Inconsistent program information 5. More activities for non-traditional students
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Possible New Programs

Identify any new programs/programs of study or practices PCCUA should consider in future planning.	<ol style="list-style-type: none"> 1. Diesel Tech 2. Tutoring Centers 3. Sign Language 4. Mental health services 5. More community services 6. Career-integrated curriculum
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**STRATEGIC PLANNING-SWOT ANALYSIS BY COMMUNITY MEMBERS
JUNE 2025**

Strengths of the Institution (Internal)

<p>Identify three strengths of PCCUA, such as internal assets, academic programs, student success, community engagement, internal operations, etc.</p>	<p>Resources Programs Time in Existence Facilities Assistance with local businesses and companies Community Engagement Work with Industry on Recruiting and Grants</p>
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Weaknesses for the Institution (Internal)

<p>Identify three aspects of PCCUA that need improvement or refinement, such as insufficient resources, program challenges, student engagement, internal processes, etc.</p>	<p>Need More Concurrent Credit Work More Closely with High Schools Need More Space for Industry-Specific Training Would like to see Instructors in Industry Settings Helping with Work Training More Flexible Hours The Community Has Affordable Housing</p>
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Opportunities for the Institution (External)

<p>Identify three opportunities to improve programs, services, and operations at PCCUA, such as external funding, partnerships, technology, community involvement, etc...</p>	<p>Strong Partnerships Internships Technical Training Hazmat and Chemical Handling Training Lots of Training Available</p>
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Threats to the Institution (External)

<p>Identify three possible threats to PCCUA which we should consider or address in planning such as economic factors, changes in regulation/legislation, accreditation requirements, etc...</p>	<p>Funding Declining Population Retiring Population in Specialty Positions The Community Needs Better Public Safety</p>
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Possible New Programs

<p>Identify any new programs/programs of study or practices PCCUA should consider in future planning.</p>	<p>PLC Piping-Pipe Fitting Industrial Electricity Utility Worker-water & Gas Electricians Carpenters Plumbers Logistics Six Sigma-Process Engineering Lean Manufacturing</p>
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**SPECIFIC CAMPUS REPOSE TO SWOT ANALYSIS
BASED ON FREQUENCY OF RESPONSE**

DEWITT SWOT ANALYSIS OF FACULTY STAFF	
<p>Strengths Commitment to Students/Student Success Community Support Cost Financial Resources</p>	<p>Weaknesses Financial Resources On-line Support Program Building</p>
<p>Opportunities Program Building, Especially Tech Programs Partnerships with High Schools and UA college More Trade Programs</p>	<p>Threats Instructor to Student Engagement for Online classes Declining Enrollment Due to Various Factors Such as Population, Competition, Not Enough Programming, and Poor Job Placement at Graduation</p>
<p>New Programs Ag and Ag Business Drones Supply Chain & Logistics</p>	
<p>Novel Idea Create a “Who Do We Call If We Need...” List for the Entire College.</p>	

HELENA SWOT ANALYSIS OF FACULTY STAFF	
<p>Strengths Student Success and Support Academic Programs Community Engagement Dedicated Faculty and Staff Available Resources for Programs and Students</p>	<p>Weaknesses Communication -Internal and External Resources (Equipment, etc.) Student Engagement Departmental Cross Training for Office Support Online Programs</p>
<p>Opportunities Expand Partnerships with Industry, Schools, and Other Agencies Seek Grant Funding or Other Support Expand Community Engagement and Provide Service Opportunities for Students Increase Technology Innovations</p>	<p>Threats Legislation and Regulations Declining Population Funding Accreditation Economy Student Underpreparedness Local Economy</p>
<p>New Programs Ag Programs Graphics, Videography, and CAD Small Engine Repair or Auto Mechanics Other Programs with Interest Include Culinary, AA in Cyber Security, Barbering, and Medical Assistants</p>	

STUTT GART ANALYSIS OF FACULTY STAFF

<p>Strengths Student Support and Connection Community Engagement and Support Strong Programs Work Ready Programs Dedicated Employees</p>	<p>Weaknesses Communication-Both Internally and Externally Student Engagement and a Better Budget for Activities Access to More Programs Leadership Development and Opportunities in Arkansas County</p>
<p>Opportunities Build on Partnerships with Industry (sponsor equipment upgrades, work experience, etc.) Seek external funding through grants and other resource support) Improve Technology, Which Includes Equipment, Computers, Scanners, Copiers, and Smartboard Upgrades. Ensure High School Partnerships Are in Place and Educate Students about IHE</p>	<p>Threats Policy Changes Related to Access, Funding, Financial Aid, and Requirements Declining Population and Declining Enrollment Competition from Online Colleges Offering More Students Choosing Work not College Volatile Workforce and Economy</p>
<p>New Programs More Tech Programs (Including CDL) Ag Programs Cosmetology Lineman More Online and More Face-to-Face</p> <p>Novel Idea Study Skills AI for the Community</p>	

**SPECIFIC CAMPUS STUDENT RESPONSE TO SWOT ANALYSIS
BASED ON THE FREQUENCY OF RESPONSES**

DEWITT SWOT ANALYSIS OF STUDENTS	
Strengths Friendly Staff Size of Classes and Campus Programs	Weaknesses Lack of Clubs Lack of Advertising No Resource Officer
Opportunities PTA More Clubs Community Service	Threats Lack of Advertising Few resources Transportation and Security
New Programs Community Services Clubs	

HELENA SWOT ANALYSIS OF STUDENTS	
Strengths Instructors are helpful Lots of Assistance & Support Available Advisors Affordability & Accessibility Location	Weaknesses Online Classes Need to Be Entirely Online Staff are not always helpful Food Services Needs to Be Better Scheduling Conflicts-especially for SSS and events Campus Buildings Are Far Apart Building Accessibility (ADA)
Opportunities Stronger Partnerships More & Better Scheduled Student Engagement More Community Outreach Student Health Help, Mental Health Support	Threats Need Better Communication about Programs Academic Stress No Online Engagement Activities Faster Resolutions to Problems
New Programs Business Debate Mental Health Support Program	

STUTTGART ANALYSIS OF STUDENTS	
Strengths Faculty and Staff are Helpful Small Size (classes and school) Affordable Resources Available	Weaknesses Advisors Have too Many Students Some Staff are Rude Update Vending Machines Need to Post Scholarship Opportunities

<p>Opportunities Job Fair and More Job Placement Sensitivity Training Communication Resume Writing & Workplace Etiquette Student Calendar with Activities for the Month</p>	<p>Threats Internet Access Accessibility Scholarship Availability Schedule and Limited Majors</p>
<p>New Programs Tutoring for Every Subject Engineering Financial Literacy E-books</p>	

ASSESSMENT

Assessment is the systematic, ongoing cycle of setting goals, measuring attainment of those goals, and using the results to make informed decisions crucial to continuous improvement. A good assessment can promote quality at all levels of the institution by providing the necessary evidence to guide effective decision-making in several areas, such as programmatic changes, classroom teaching modifications, and institutional changes

Three key purposes of assessment

- **To inform** – Assessment activities show a clearer picture of what is really happening in a program and inform others of the contributions the program makes.
- **To improve** – This evaluation is formative. Assessment activities provide a feedback loop to help shape or form better programs and services.
- **To prove** – This evaluation is summative. Assessment activities provide evidence to sum up what a program is accomplishing and provide persuasive indicators to students, faculty, staff, and the larger community.

The assessment provides a college-wide blueprint documenting how effectiveness and assessment are used. It also demonstrates how the Assessment Committee has shaped a larger college commitment to an ongoing, evolving improvement process. It promotes accomplishments and accountability for student learning, but more importantly, it provides a benchmark for improvement in teaching and better learning for students.

In addition to internal purposes, assessment is also used to respond to external requests for accountability. Assessment findings and use of results are of major importance to the Higher Learning Commission, the Arkansas Division of Higher Education (ADHE), and to external accrediting bodies for many PCCUA academic programs and services.

The Assessment Committee is charged with planning based on assessment and each program uses assessment outcomes to inform decisions which improve teaching and learning.

The focus is on what those students know and can do after they complete an academic course or program. In order to effectively assess program student learning, faculty must assess student learning at the course level tied to the particular program. Additionally, every associate degree student must complete specific general education classes that impart the core competencies important to the college community. Within the overall context of what we do at the College, we must also assess those competencies that are the institutional student learning outcomes.

Assessment of Co-curricular activities is very important to college assessment. Co-curricular assessment provides an opportunity to examine learning activities, programs, and campus organizations that reinforce the College's mission and complement the established undergraduate curriculum.

The Assessment Committee Plan is designed to improve the process for instructors and students. In the Fall of 2025, the College will move to Watermark to assist faculty with assessment. The features in Watermark will improve assessment across all divisions. Watermark will help gauge assessment outcomes within programs, divisions, and across the college because it relies on one system to gather information. Other advantages are tied to assuring that the mission, goals, and student learning outcomes are aligned. It will be useful in assisting the Assessment Committee with maintaining quality programs and using assessment for student learning, faculty instruction, and program improvements.

III. STRATEGIC PLANS BY DIVISION

Each division has identified a five-year strategic plan aligned with the overall strategic goals. All functional areas also have a plan, which will continue to be assessed. This plan only includes the Five-Year Plans for Academic Affairs/Instruction & Curriculum; Admission and Records; Capital Improvement Plan- Finance; Fundraising, Marketing, College Athletics, Safety, Scholarships and Community Engagement; Faculty/Staff Development, Workplace Efficiency, Compliance, and Employee Engagement; Institutional Technology; Student Services and Campus Life; Arkansas County Campuses.



**Phillips Community College of the University of Arkansas
Five-Year Improvement Plan for Academic Affairs/Instruction and Curriculum**

Projects Completed in FY24 or Nearing Completion in FY25

- Implement Workday Student as part of the overall college Workday system.
- Implement common course numbering for alignment of all community colleges in the UA system.
- Implement a college-wide assessment process that includes a handbook and framework.
- Design and implement Phase I of the Watermark software, which is the platform for conducting student evaluations using Blackboard.
- Upgrade LMS to Blackboard Ultra and provide professional development training for faculty to revise and implement new features into the course curriculum.
- Expand alternative course delivery methods with increased hybrid and online learning with Fast Track options.

1 - 3 Years (2026-2028)

- Implement Workday for the Workforce Development area.
- Implement Phase III of the Watermark software to collect and report assessment data in a uniform and consistent method for all areas of the college. Identify assessment reports to provide assessment data that will be used in the college decision-making process.
- Complete the HLC Academy project to develop a comprehensive assessment process.
- Provide faculty professional development workshops and training on innovative teaching strategies, strengthen mentorship programs for new faculty, and expand technology integration in classroom teaching and course curriculum.
- Review and update course offerings based on business and industry workforce demands.
- Increase student retention with online and in-person tutoring and academic support services.
- Continue to evaluate and revise the assessment process to improve program learning outcomes using assessment data to ensure program effectiveness and resource planning.
- Expand high school dual and concurrent enrollment to align with State regulations and meet the needs of area schools to provide postsecondary education opportunities.
- Consolidate and regulate more efficient high school concurrent practices
- Implement Secondary Center revisions to expand course and program offerings to align with college curriculum.
- Strengthen industry training programs and examine new program opportunities.
- Increase the community education offerings, inviting divisions to integrate program-specific community service and continuing education opportunities.

- Explore four-year institution partnerships to provide opportunities for students to advance educational offerings.
- Continue to seek external resources to enhance curriculum development and program effectiveness.

4 - 5 Years (2029-2030)

- Develop at least two new academic programs in emerging fields to meet the demands of business and industry.
- Use comprehensive academic divisional and departmental strategic plans for continuous improvement.
- Continue to conduct program reviews to ensure program effectiveness.
- Maintain accreditation and compliance with HLC, ADHE, and other program-specific accreditation agencies.
- Continue to enhance academic excellence and innovation with quality programs, high-impact teaching strategies, and technology-enhanced learning.
- Examine long-term goals using a scorecard to measure effectiveness and efficiency
- Integrate a sustainable, efficient, and cohesive enrollment plan for recruitment, which will involve the College Enrollment Manager and the Director of Institutional Effectiveness.
- Improve remediation outcomes for developmental reading, writing, and math.
- Improve student retention and completion rates by five percent



**Phillips Community College of the University of Arkansas
Five-Year Strategic Goals
Admissions and Records**

1–2 Year Goals (2026–2027)

- Enhance faculty development through increased training and clear accountability measures.
- Restructure the advising process to ensure all advisors are trained and cross-trained
- Develop and implement a comprehensive Advising Handbook
- Continue Workday training for all college employees
- Involve students in Workday training and navigation to support self-service success
- Provide clear and accessible information about admissions, registration, and graduation requirements, as well as ongoing support for student needs.
- Develop student engagement plans through Workday involving admissions, registration and program completion.
- Engage students in the onboarding process and increase completion of onboarding processes by students.

1-5 Year Long Term Goals

- Develop a comprehensive online registration process
- Align records and transfer process, including workday training and operations for admissions and records
- Align financial aid reorganization with the application process to ensure student-friendly access, application, and receiving of federal student aid
- Promote a culture of accountability, communication, and teamwork by establishing clear expectations, fostering open communication channels, and promoting teamwork among staff.



**Phillips Community College of the University of Arkansas
Five-Year Capital Improvement Plan-Office of Finance**

Projects Completed in FY24 or Nearing Completion in FY25

- Phase 1 of the Gymnasium Renovation project
- Roof Replacement of the Stuttgart Main Campus Building and the Grand Prairie Center
- Roof Replacement of the Arts and Sciences Building on the Helena Campus
- Upgrade to Trane Energy Management System on Stuttgart Campus and GPC
- Upgrade to a lighting control system at the Grand Prairie Center
- Purchase and renovation of The Ridge Apartments
- Security camera system on all three campuses, Pillow-Thompson House, and The Ridge Apartments

1 - 3 Years (2026-2028)

- Repair/Replace roofs on the Library Building, Bonner Center, and Adult Ed Building on the Helena Campus
- Install elevator in Administration Building on the Helena Campus
- Repair/Replace roof on the Training Center Building on the DeWitt Campus
- Phase 2 of the Gymnasium Renovation/Addition on the Helena Campus
- Planning and design of the Workforce Training Center on the Helena Campus (former Hayes Building)
- Preliminary planning for renovation of the DeWitt Campus Training Center and the War Memorial Training Center on the Stuttgart Campus
- Planning and design for campus-wide fire/security system upgrades
- Installation of HVAC and LED lighting efficiency upgrades on all three campuses.
- Campus and building signage upgrade on all three campuses

4 - 5 Years (2029-2030)

- Construction/Renovation of the Workforce Training Center on the Helena Campus
- Planning, design, and construction/renovation of the Training Center on the DeWitt Campus
- Planning, design, and construction/renovation of the War Memorial Training Center on the Stuttgart Campus
- Installation of campus-wide fire/security system upgrades
- Installation of HVAC and LED lighting efficiency upgrades on all three campuses.



**College Advancement/Resource Development Office
Fundraising, Marketing, College Athletics, Safety, Scholarships and Community Engagement
Five-Year Plan**

Short-Term Goals (6-12 Months)

- Increase Donor Engagement – Launch a donor appreciation campaign with thank-you notes and small recognition events.
- Expand Athletic Fundraising – Launch a fundraising campaign to support the newly revived Ridge Runner basketball program, including sponsorship opportunities for local businesses.
- Increase Scholarship Awareness – Promote existing academic scholarships through social media, student success stories, and direct outreach to high school counselors.
- Secure Local Business Partnerships – Develop a sponsorship package for businesses to fund athletic programs and student scholarships in exchange for advertising and recognition.
- Expand Community Relations – Host networking events or sponsorship opportunities for local businesses and community leaders.
- Enhance Game-Day Revenue Streams – Improve fundraising opportunities at basketball games by increasing merchandise sales, raffles, and VIP seating donations.
- Build a Volunteer Support Committee – Recruit faculty and staff to support athletic events and fundraisers.
- Optimize Fundraising Events – Improve existing events like golf tournaments and regional basketball tournaments to increase general athletic revenue.
- Increase Social Media Presence – Develop a content calendar to highlight student success, donor impact, and upcoming initiatives.

Long Term Goals (1-5 Years)

- Revitalize PCCUA Foundation Council – Recruit members from diverse community sectors to introduce fresh ideas for sharing information and expanding opportunities for the College and the Foundation.
- Improve Branding & Marketing for Ridge Runner Athletics – Improve game-day promotions to elevate the visibility of PCCUA’s athletic programs.
- Prioritize Safety & Compliance Updates – Ensure apartments meet safety codes, including updated locks, security cameras, and proper lighting.

Long-Term Goals (1-5 Years)

- Expand Athletic Fundraising – Launch a fundraising campaign to support the newly revived Ridge Runner basketball program, including sponsorship opportunities for local businesses.

- Develop a Comprehensive Capital Campaign – Raise funds for phase 2 of the PCCUA Gymnasium.
- Improve Branding & Marketing – Continuous align branding to strengthen the college’s public image and donor appeal.
- Grow Online & Digital Fundraising – Expand digital donation options, including text-to-give and mobile-friendly campaigns.
- Increase Student & Faculty Involvement – Implement a culture of philanthropy through student giving programs and faculty involvement in advancement efforts.
- Strengthen Alumni Engagement with Athletics – Establish an alumni athletic association to connect former PCCUA athletes with current students and fundraising efforts.
- Expand the Annual Golf and Basketball Tournaments – Grow the PCCUA golf and basketball tournaments that directly benefits athletics and academic scholarships.
- Increase Student-Athlete Academic Support – Partner with donors to fund resources to increase student life in College Apartments.
- Enhance Living Amenities – Introduce upgraded internet, laundry facilities, and communal areas to improve student and staff housing experiences.
- Strengthen Security & Access Control – Install updated security systems, access control measures, and improved parking enforcement.



**College Advancement/Resource Development Office
Human Resources**

Faculty/Staff Development, Workplace Efficiency, Compliance, and Employee Engagement

Short-Term Goals (6-12 Months)

- Improve Onboarding Process – Streamline new employee orientation with clear checklists and digital onboarding materials.
- Review & Update Job Descriptions – Ensure all job descriptions are accurate and aligned with current responsibilities, including those for newly structured roles.
- Strengthen Performance Evaluations – Revise evaluation criteria to focus on professional growth, accountability, and leadership among faculty and staff.
- Enhance Employee Communication – Create a monthly HR newsletter or email updates to keep employees informed about policies, benefits, and professional development opportunities.
- Address Timeliness & Potential Leave Abuse Concerns – Implement strategies to improve employee punctuality and create performance improvement plans for employees who have low leave balances with repetitive leave without pay.
- Update Employee Handbook & Policies – Review and update HR policies to ensure compliance with FLSA, leave policies, disciplinary procedures and other policies and procedures of the College.

Long-Term Goals (1-5 Years)

- Develop a Succession Planning Program – Identify key roles at risk due to retirements and create a replacement or reorganization plan.
- Improve HR Technology & Automation – Train employees on how to use features in Workday.
- Enhance Work-Life Balance Policies – Explore flexible scheduling options and wellness programs to improve employee satisfaction and retention.
- Improve Compliance & Risk Management – Stay proactive with Clery Act and Title IX training to ensure legal compliance and workplace safety.
- Develop a Leadership Training Program – Offer short workshops for supervisors on topics like conflict resolution, team management, and workplace communication.
- Develop Workday Supervisor Training – Train supervisors on leave protocol, I-9 submission, editing position restrictions, and the like.



**Phillips Community College of the University of Arkansas
Five-Year Plan for Institutional Technology**

1-2 Year Short Term Goals

- Establish a comprehensive technology review and rotation (one exists but is not shared)
- Move toward computer and copy service upgrades for faculty and staff.
- Facilitate operations and data functions for reporting and IR support
- Support Workday implementation as the college moves toward full access for multiple administration, operation, and service needs.

1-5 Year Long Term Goals

- Implement infrastructure changes to facilitate the technology needs of employees and students.
- Establish proactive protocols to ensure ongoing maintenance and efficiency of technology operations.
- Continue training and implementation of college technology and security.
- Provide all staff with the opportunity for ongoing professional development for staff and employees related to technology innovations.
- Support digital learning processes.
- Establish accessibility, research, and security measures that protect the College and all college information. This is an ongoing process because technology is continuously changing.



**Phillips Community College of the University of Arkansas
Five-Year Plan for Student Services and Campus Life**

Projects Completed in FY 2024 or Nearing Completion in FY25

- Implement New Registered Student Organization – Student Government Association
- Revive Male Mentoring Program – Males Enrolled Toward Advancement.
- Implement processes, programming, and documentation for Residential Living Community
- Ensure student compliance in residential housing, as well as review and update Residential policies as needed.
- Create an optimal living experience for residents.
- Create a Female Mentoring Program at PCCUA for continued socialization and development.
- Provide Student Conduct training to faculty and staff via online meetings.
- Upgrade the student engagement platform to provide a richer experience for students and to include more communication regarding student support and wellness.
- Implement Title IX Training in Blackboard for Student Awareness and Wellness.
- Implement Student Code of Conduct Training in Blackboard to increase student knowledge regarding PCCUA Policies.
- Expand Campus Programming to support incoming and current students.
- Strengthen student support through connected programs and services across campus.
- Enhance communication with students on all campuses.

Short-Term Goals (1-2 Years)

- Create Resident Student Association.
- Purchase of Mental Wellness platform to engage the “whole” student.
- Increase Volunteerism and Service Learning with Community Partners to promote civic engagement and student development.
- Enhance the Student Transfer Program to give students additional opportunities to learn more about 4-year institutions.
- Implement the Student Transition Committee to assist incoming students in navigating their first year at PCCUA.
- Increase Registered Student Organization Participation.
- Access the Student Experience on every campus.

Long Term Goals (3-5 Years)

- Create a campus culture where students want to learn, study, work, live, and connect.
- Improve the retention and graduation rates of students while getting them career-ready
- Implement Community Meetings to share information regarding PCCUA and the student experience.
- Host a student summit on College Readiness
- Seek funding from external sources to enhance student experience.
- Improve the quality of residential apartments.
- Expand Residential Life Programming to meet the needs of residents.



**Phillips Community College of the University of Arkansas
Five-Year Plan-Arkansas County Campuses -DeWitt**

DeWitt Campus 5-Year Plan

Projects Completed in FY 2024 or Nearing Completion in FY 2025

- Conduct a campus Strategic Plan to support the PCCUA plan (in progress)
- Install outdoor classroom (in progress)
- Examine implementing Competitive Cheer for athletics on the DeWitt Campus (in progress)
- Revamp Kids' College with a more educational approach (completed)

Short-Term Goals (1-2 years)

- Explore the feasibility of transportation services for DeWitt Campus and/or between DeWitt and Stuttgart Campus
- Implement Competitive Cheer for the Fall 2026 AY
- Update campus décor, including creating a more inviting Student Center
- Begin implementation of Campus Strategic Plan
- Research and propose 2 potential new/niche programs for the campus
- Expand community interactions
- Develop a strong campus recruitment plan in conjunction with the Enrollment Manager and High School Relations Director

Long-Term Goals (3-5 years)

- Grow opportunities for business & industry training
- Develop a strong campus recruitment plan in conjunction with the Enrollment Manager and High School Relations Director
- Create partnerships, such as 2+2 agreements, with 4-year institutions (UA Dale Bumper College of Agriculture, Food and Life Sciences, engineering, etc.)
- Develop a program of student recruitment through the secondary center
- Create a partnership between the DeWitt and Stuttgart Campuses



**Phillips Community College of the University of Arkansas
Five-Year Plan-Arkansas County Campuses-Stuttgart**

Projects Completed in FY 2024 or Nearing Completion in FY 2025

- Conduct a feasibility study of baseball/softball or M/W soccer as athletics offering on the Stuttgart Campus (in progress)
- Install outdoor classroom (in progress)
- Revamp Kids' College with a more educational approach (completed)
- Create a more focused approach to providing mental health and wellness activities and support (in progress)

Short-Term Goals (1-2 years)

- Review the 2019 Campus Strategic Plan and update
- Implement baseball/softball as an athletics team on the Stuttgart Campus for Fall 2028
- Explore the feasibility of transportation services for Stuttgart Campus and/or between DeWitt and Stuttgart Campus
- Update campus décor, including creating a more inviting Student Center
- Begin implementation of Campus Strategic Plan
- Research and propose 2 potential new/niche programs for the campus
- Expand community interactions
- Develop a fundraising plan to meet needs for scholarships, athletics and GPC performances
- Develop a strong campus recruitment plan in conjunction with the Enrollment Manager and High School Relations Director

Long-Term Goals (3-5 years)

- Grow opportunities for business & industry training
- Develop a program of student recruitment through the secondary center
- Create a partnership between the DeWitt and Stuttgart Campuses
- Create partnerships, such as 2+2 agreements, with 4-year institutions (UA Dale Bumper College of Agriculture, Food and Life Sciences, engineering, etc.)

IV. 2025-30 STRATEGIC PLAN ACCOUNTABILITY TABLE (all actions may not be measurable, but are needed to meet the overarching goal)

Goal 1: Support for Instruction and Learning					
1A: Increase recruitment, retention, and graduation rates using multiple strategies for connections to students and potential students					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results-Write Comments in Red
<ul style="list-style-type: none"> Identify the market to attract new cohort-based students Use of a student-friendly platform to respond to queries Partner with high schools, businesses, and industry Offer more short-term, high-demand, high-wage certificate programs Provide a wide range of support for students, including focused advising Use many kinds of scholarships to support students Use of a robust recruitment plan in Workday (high outreach to targeted students, re- 	<p>Program directors, faculty IT Dept</p> <p>Deans, VC for Instruction</p> <p>Division Deans, Partners</p> <p>Student Services</p> <p>Marketing and Scholarship</p> <p>Admissions and Records, Enrollment Management</p>	<p>2030</p> <p>Fall 2025</p> <p>Ongoing</p> <p>2025-2030</p> <p>Fall 2025 and ongoing</p> <p>Fall 2025 and ongoing</p> <p>Fall 2025</p>	<p>Community/Business/Industry/Other</p> <p>EdSights</p> <p>MOU/Agreements in place</p> <p>Deans/Program Directors/college & community</p> <p>Advising resources</p> <p>Track scholarships and scholarship completers</p> <p>Shared plan included in Workday</p>	<p>Increase recruitment by 10%</p> <p>Survey outcomes-80% satisfaction</p> <p># of MOUs/Agreements</p> <p># new programs</p> <p>90% student satisfaction outcome</p> <p># scholarships & completion rates % increase</p>	<p>Fall application=</p> <p>Students actually enrolling=</p>

enrollments, high follow-up)					
<p>Increase retention by 5%</p> <ul style="list-style-type: none"> Streamline registration process Use of Student Success coaches Focus on early intervention Provide a wide range of delivery options Engage all faculty and staff in strong student support and engagement Continue holistic support Continue focused advising 	<p>College Wide</p> <p>Admissions & Records</p> <p>Student Success team</p> <p>Faculty</p> <p>Deans and DL</p> <p>Faculty</p> <p>Faculty/Staff</p> <p>Advisors</p>	<p>2025-2030 2026</p> <p>2025 ongoing</p> <p>2025 ongoing 2025-2030</p> <p>2025-2030</p> <p>2025</p> <p>2025</p>	<p>All strategies 2025-2026</p> <p>Student Success Team</p> <p>Faculty resources</p> <p>IT & DL Team, all faculty and deans</p> <p>Faculty & staff support</p> <p>Depends on availability of resources</p> <p>Training opportunities</p>	<p>5% increase</p> <p>Number of coaches/training</p> <p>Outcomes for interventions</p> <p># of delivery options</p> <p>Survey</p> <p># of resources (increase)</p> <p>Survey outcomes</p>	<p>2025=81% FT & 61% PT</p>
<p>Increase Completion & graduation rates by 5%</p> <ul style="list-style-type: none"> Review and revise orientation Improve online support Increase overall student training for the use of online courses, functions, and general use Implement preregistration options 	<p>College Wide</p> <p>Deans & Faculty</p> <p>DL Team</p> <p>Virtual Academy</p> <p>Admissions and records</p>	<p>2025-2030</p> <p>2026</p> <p>Ongoing</p> <p>2025-30</p> <p>November 2025</p>	<p>2025-2030</p> <p>Reviews, new ideas</p> <p>Virtual Academy</p> <p>IT & DL and Virtual Academy Team</p>	<p>5% increase</p> <p>Student evaluation</p> <p>Student evaluation (after every course)</p> <p># of Training activities/student satisfaction</p>	<p>2025=52% Completion & 6% Transfer Out)</p>

<ul style="list-style-type: none"> to encourage term-to-term re-enrollment • Support concurrent options for certificate and degree completion • Offer fast-track completion options • Use IR for projecting student completion rates per program • Implement a student at risk plan to intervene when students face obstacles leading to “dropping classes” • Personalize “at-risk” intervention applications 	Concurrent Enrollment/VCI	2025-2026	IT Support & Workday	# preregistered students	
	DL Team	2026-2030	High School Relations Coord.	Scheduling, cohort registration capability	
	IR/Data Team	2025-2030	Faculty & deans/DL	# fast track courses	
	VCI & VCA&R & VCSS	2026-2027	IR Data Team	Outcome of comparative tables	
	Advisors, Faculty, Staff	2026-2027	Advisors, faculty staff, and student input	Implementation of Plan	
			Advising resources	Identification of interventions and applications based on need	
1B: Provide focused advising and clear guided program pathways designed to assist students through the PCC college experience					
<ul style="list-style-type: none"> • Provide ongoing advising training • Implement a comprehensive but usable advisor handbook • Document advising contact to determine the time required for student interaction 	VC for Admissions & Records	2025-ongoing	College, ATD, other Colleges	# of advising trainings	
	CV for Admissions & Records	Fall 2025	Advisors	Use of an Advisor's Handbooks	
	Advisors, IR	Fall 2025-Spring 2027	Advisors	# of contacts, time per contact, student success	

<ul style="list-style-type: none"> Re-examine check-off sheets used for the guided pathway 	Faculty/Program Directors	Annually	Program Director	of contact Catalog accuracy	
1C: Provide a wide range of academic support services to students and employees					
<ul style="list-style-type: none"> Provide comprehensive orientation Assist with intrusive academic advising Provide Student Success courses Facilitate success with coaching Make available learning centers Redesign remedial coursework Provide supportive ongoing tutoring 	<p>Orientation Committee</p> <p>VC for Admissions & Records, advisors Director IE, coaches Deans, VC for Instruction VC I, Deans, Faculty</p> <p>Director of Tutoring, faculty</p>	<p>2025-ongoing</p> <p>2025-ongoing 2025 ongoing</p> <p>2025-2030</p> <p>2025</p> <p>2025-2028</p> <p>2025 ongoing</p>	<p>College</p> <p>Advisors & VC for A & R</p> <p>Course review and update Training/ATD</p> <p>Schedule of room availability Faculty/Dean of A & S, VCI Faculty, Director of Tutoring, tutors</p>	<p>Student Satisfaction Outcome</p> <p>Student satisfaction</p> <p>Student satisfaction</p> <p>Use of rooms, sign-in sheets Examine best practices, implement new design Identify and train tutors</p>	
1D: make social supports available to all					
<ul style="list-style-type: none"> Continued access to basic needs support Examine and engage in opportunities to provide mental health support Implement an early report process for students with any disability 	<p>Institutional Effectiveness, staff</p> <p>Student Services Partner with a local provider</p> <p>Disabilities Coordinators</p>	<p>2025 ongoing 2026-2027</p> <p>2025-26</p>	<p>Arkansas Food Bank, contributions</p> <p>Arisa Health, Southeast Arkansas</p> <p>Behavioral Health Partnerships</p>	<p>Compare use lists from term to term and annually. Signed MOUs or agreements</p> <p>Number of students served</p>	<p>3% of the student populations receives dis. services, increase that by 5%</p>

<ul style="list-style-type: none"> Implement a strong referral process so student know how to access additional support such as the food pantry, career closet, child care, transportation support, child care support Student Support Services, Career Pathways, student with disabilities support Implement a cadre of student support engagement activities 	All faculty, advisors, etc. VCI and VCA&R SSS, CP, Disabilities Coordinators	2025-26	Collaborative effort to develop this	Form or process in place	
		2025-26	SSS, CP can provide resources for this action so all students are included	Process in place	
	DIE, VC for SS	2025-26	Surveys, CCSSE, suggestion box	Comprehensive term to term schedule	

Goal 2: Development for Students and Employees					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results
2A: Provide a wide range of professional development activities;					
<ul style="list-style-type: none"> Provide a wide range of professional development activities Establish professional development schedule Institutional effectiveness Legislative updates Technology innovations Special needs Improved Teaching and Learning 	<p>VCI & faculty & staff/Prof. Dev. Comm</p> <p>VCI publishes Retention and success strategies IT, DL, and faculty, deans</p>	<p>2025-2030</p> <p>All activities are ongoing</p>	<p>Workshops, conferences, needs assessment, Professional Development Committee, VC A& R, VC SS Faculty Association topic list, Staff</p>	<p>Comprehensive professional Development Schedule which includes a wide variety of previously selected topics and other topics included as needed.</p>	

	VCI, faculty, deans		Association topic list		
2B: Develop a student and employee development schedule;					
<ul style="list-style-type: none"> • Provide a student & employee development schedule • Establish an annual schedule ensuring all are aware of the training, can access it, and have the opportunity to have input related to needs. • Provide well-rounded student development opportunities • Ensure students have input into development needs • Use community resources to strengthen and support development 	<p>Faculty Professional Development Committee, Staff Committee</p> <p>Use the Student Government Association to assist with this. VCSS</p> <p>Director of Continuing Ed/each campus</p>	<p>2025-2026</p> <p>2025-30</p> <p>2025-30</p> <p>2026-27</p>	<p>Coordinate campus calendars</p> <p>Examine other college offerings, look at the needs from CCSSE, and technology utilization</p> <p>Use student groups for input</p> <p>Reference the Community resource guides</p>	<p>Published schedule providing joint training and topical discussions</p> <p>Specific development schedule</p> <p>Student development needs-based schedule</p> <p>Publish a PCCUA resource guide</p>	
2C: Focus and address departmental and functional area development needs					
<ul style="list-style-type: none"> • Focus and address departmental and functional area development needs • Tailor professional development for departments • Provide different kinds of functional area 	<p>Supervisors</p> <p>Directors</p>	<p>Ongoing</p> <p>2025-2030</p> <p>Ongoing</p>	<p>College prof. dev. Funds, Perkins, other grants, state funded opportunities</p>	<p>Tracking of development for employees</p> <p># of Departmental trainings</p>	

<ul style="list-style-type: none"> development (workshops, conferences, training) • Continue Workday proficiency training • Establish a corps of employee mentors (high-use practitioners) • Assess needs periodically 	<p>Supervisors of each area/VCs</p> <p>IT and VC A&R</p> <p>Volunteers from high-use practitioners VCs & supervisors</p>	<p>2025-2028</p> <p>2026</p> <p>2025, 2027, 2030</p>	<p>College prof. dev. Funds, Perkins, other grants, state funded opportunities</p> <p>Workday-Project One</p> <p>Supervisors & VCs</p>	<p>Provide a professional devel. outcomes table-VCs</p> <p>Workday proficiency # of mentors, document assistance provided</p> <p>Informal survey</p>	
2D: Support distance learning options for faculty, adjunct faculty, employees, and students					
<ul style="list-style-type: none"> • Support Distance Learning options • Integrate Learning Academy efforts and ensure all are aware of assistance options • Ensure faculty are trained to use technology for teaching • Support student technology use • Provide ongoing support for IT infrastructure 	<p>DI & IT DEPT</p> <p>Title III</p> <p>IT, VC AVC, Deans</p> <p>IT</p> <p>Title III, IT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Fall 2025-2030</p> <p>Ongoing</p> <p>Ongoing</p>	<p>IT, Title III</p> <p>Title III</p> <p>Title III</p> <p>ATD</p> <p>Workday</p> <p>EdSight</p> <p>Watermark</p> <p>Title III</p>	<p>Student Survey</p> <p>Usage Catalog, satisfaction</p> <p>Pre and post training (annually)</p> <p># students served, survey of use</p>	
2E: Establish policies and practices related to emerging AI usage					
<ul style="list-style-type: none"> • Establish policies and practices related to AI practices • Training for faculty and staff related to the use of AI 	<p>Policy Review Team</p> <p>Faculty, Deans, VCI</p>	<p>2025-27</p> <p>2025-27</p>	<p>Library, other policies, survey</p> <p>Survey, Prof. Development. Comm.</p>	<p>Examine multiple AI policies, survey faculty and staff about use</p>	

<ul style="list-style-type: none"> • Provide training opportunities for students in the appropriate use of AE for learning 	VCSS, faculty, librarian	2025-30	VCAR, AVCIT, VCI, deans	Establish training cycle	
<ul style="list-style-type: none"> • Establish AI protocols (need to be flexible and adaptable) 	Faculty, staff, deans VCI	2026-27	VCI, VCAR, deans, faculty	Protocols are in place and used	

Goal 3: Understandable and Transparent Policies and Procedures					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results
3A. Establish Higher Level of Transparency and a Review Cycle for Policies and Procedures					
<ul style="list-style-type: none"> • Use of a Review Team to examine policies and procedures as an ongoing process 	Policy Review Team, VCs, deans, faculty	2025-26	Other college AI policies, Use survey	Minutes of discussions	
<ul style="list-style-type: none"> • Ensure there are no barriers to modifying, changing, or deleting policies and procedures. 	Review team	2026-27	Policy alignment (ID of policies related to AI)	Alignment doc	
<ul style="list-style-type: none"> • Ensure that changes are shared via email, the Web and in Ridegenet. 	Review Team, VCs, deans, faculty, staff	2026-27	Web, email, committees	Actual policy or administrative procedure	
3B: Improve communication to ensure transparency in practice					
<ul style="list-style-type: none"> • Create definite strategy for information sharing and ensure all are aware of the protocols 	Chancellor, Exec. Council, deans, faculty, staff	2025-26	Discussions, various models	Sharing Protocol in place	
<ul style="list-style-type: none"> • Ensure consistency in messaging 	VCA, Executive Council	2025-26	Approval process before posting	Already in place	
<ul style="list-style-type: none"> • Establish an ongoing method sharing 	Outline where information can be found:	2026	Look at information	Create a change post making all kinds of	

<p>important college information</p> <ul style="list-style-type: none"> • Use various modes of social media for messaging, including email, Facebook, Instagram, etc. • Provide opportunities for feedback or questions • Create an online sharing spot on Ridgenet 	<p>web, minutes. Etc.</p> <p>VCA, deans, other VCs</p> <p>VCA</p> <p>IR, CVs, deans</p>	<p>Ongoing</p> <p>2025-26</p> <p>2025-26</p>	<p>and communication best practices</p> <p>IT support/IR</p> <p>Web/IT</p> <p>IR</p> <p>Web/IT</p>	<p>changes viewable by many</p> <p>Demonstrate actual use</p> <p>Online chat or website</p> <p>Online chat or website</p>	
3C: Develop, review and share college, division, and area strategic plans, including short-, medium-, and long-term goals.					
<ul style="list-style-type: none"> • Continue strategic planning as an ongoing process • Document and share changes and updates • Ensure that new short- or long-term goals can be integrated into the five-year plan 	<p>Executive Council, deans, faculty, staff, students</p> <p>Minutes of meetings</p> <p>All supervisors, directors are those responsible for the plans</p>	<p>2025-30</p> <p>2026, 2027, 2028, 2029, 2030</p> <p>Annual end-of-year meeting</p>	<p>Strategic Plan</p> <p>Strategic Goals</p>	<p>Use Strategic Plan</p> <p>Accountability Table</p>	

Goal 4: Connections through Communication, Alignments, and Consistency					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results
4A: Ensure communication and open discussions, and actions are shared					
<ul style="list-style-type: none"> Align college programs, services, goals, grants, and activities to ensure these are mission. vision, and values focused Use of Ridgenet to post and share academic decisions on the Academic Affairs page Continue use of the Academic Update Schedule Zoom meetings to share information (possible coffee break sessions) 	<p>All employees</p> <p>IR & IT, Executive Council, supervisors VCI</p>	<p>2025-30</p> <p>Ongoing</p> <p>Ongoing</p> <p>Record of meeting</p>	<p>Strategic Plan Goals, grants, and professional development schedules</p> <p>Meeting minutes</p> <p>Past documents</p> <p>Recorded meetings</p>	<p>Initiative Alignment & Grants update</p> <p>Postings on Ridgenet</p> <p>Published Academic Update</p>	
4B: Create a definite strategy for information sharing and ensure all are aware of this protocol					
<ul style="list-style-type: none"> Establish an ongoing method for sharing important college information Use various modes of social media for messaging, including email, Facebook, Instagram, etc. Provide opportunities for feedback or questions 	<p>VCA, Executive Council</p> <p>VCA, VCI, VCSS, VCA&R, Deans</p> <p>VCA IT, IR</p>	<p>2025- immediately</p> <p>Ongoing</p> <p>2025-26</p>	<p>Other models of communication</p> <p>Facebook, Instagram, Chats</p> <p>IT support</p>	<p>Establish a shared protocol</p> <p>Document use</p> <p>Feedback portal</p>	

<ul style="list-style-type: none"> • Create an online sharing spot on Ridgenet 	IT, IR	2025-26	IR support	Web	
4C: Align college programs, services, goals, grants, and other activities to ensure these are mission, vision, and values focused.					
<ul style="list-style-type: none"> • Be proactive in outreach • Strengthen advising support for students • Open-door practices for students • Build a stronger sense of community • Recognize accomplishments • Provide peer support for new employees and students 	VCA	Ongoing	Faculty, staff, students	Document Planning, Strategic Plan	
	VCA&R, Advisors, Deans	2025-30	CCSSE Policy	Advising Handbook, advising input from meetings	
	Faculty, staff, admin.	2025		Survey, perceptions	
	Students	2025-30	CCSSE, Faculty survey	Recognition opportunities	
	All employees	2025-30		Document peer support assignments	
	Deans, Supervisors	Ongoing	Awards and recognition activities Deans and supervisor practices		

Goal 5: Support for Partnerships with Business, Industry, Agencies, K-12 Schools, Colleges, and Universities					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results
5A: Continue and strengthen going community partnerships.					
<ul style="list-style-type: none"> • Create college-wide partnership lists • Identify different kinds of partnerships • Identify opportunities for partnerships that increase college capacity to enhance student learning and work placement 	Deans, directors	2025-2030	MOUs, Advisory Councils, Chamber of Commerce	Published List	
	VCI & VCA&R, deans, directors, high school relations	2025-2026	Advisory Councils, Chamber of Commerce	Document kinds of partnerships aligned with the mission	
		2025-2030	Advisory Councils, Chamber of Commerce, Civic	Engage in formal partnerships with High schools, Chambers of Commerce, Civic	

	coordinator.		Regional Boards	Clubs, and Industry Boards, and establish a plan to attract new partnerships	
5B: Seek and develop new partnerships, especially when opportunities emerge;					
<ul style="list-style-type: none"> Seek opportunities by looking for grants or state funding initiatives aligned with the mission Share student accomplishments which may be attractive to potential employers Work closely with the Chambers of Commerce and Regional Workforce Boards to create a high training profile and to build a broader partnership base 	<p>VCI, deans, faculty</p> <p>VCA, VCI, deans</p> <p>Chancellor, VCI, VCA&R, deans</p>	<p>Ongoing</p> <p>2025-30</p> <p>2025-30</p>	<p>State, regional, and local resources, shared resources</p> <p>Newspaper, college social media sites</p> <p>Chamber of Commerce and members, Regional Workforce Boards</p>	<p># of grant proposals and funded grants</p> <p>Ongoing schedule of sharing successes externally</p> <p>Ensure the college has membership and actively engaged employees</p>	
5C: 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					
<ul style="list-style-type: none"> Engage business and industry input into curriculum planning Develop an industry apprenticeship program in the vocational programs that do not have internships. Ask for support from the industry by providing 	<p>Deans, faculty</p> <p>Deans, faculty, directors</p> <p>Deans, faculty</p>	<p>2025-27</p> <p>2026-28</p> <p>Ongoing</p>	<p>Local and regional business connections</p> <p>Advisory Boards</p> <p>Experts in specific industry skills</p>	<p>Local industries, industry needs an assessment every three years</p> <p>Program directors and faculty w/o internships & other apprenticeship programs</p>	

demonstrations and speakers in the tech labs	directors		from the industry, recruiters	Create an industry support schedule each term (annually)	
5D: assist students with pre-employment options available with partner businesses and industries.					
<ul style="list-style-type: none"> Leverage industry connections to place students in college work experiences Provide work readiness training in all career programs 	VCI, deans, faculty, directors	2025-30	Advisory Boards, Regional Workforce Boards	Increased # of student work experiences	
<ul style="list-style-type: none"> Offer entrepreneurship training for graduates considering self-employment 	Deans, faculty	2025-26 Ongoing	Deans, faculty	Ready for Life training and certifications for students, such as OSHA 10 & 30, Forklift Cert, Boiler Training, and many specific vocational workshop training	
<ul style="list-style-type: none"> Encourage stacking certificates which business and industry desire (exp., Business with cyber security cert.; construction with HVAC). 	Deans, faculty, Director of Cont. Ed. VCI, deans, faculty, directors	2026	Arkansas Small Business and Technology Development at UALR	Offer a course in Entrepreneurship, partnering with UALR SBTD	
		2025-30 Ongoing	VCI, VCA&R, deans, faculty	Establish a stacking certificate process for multiple certificates in the industry short-term program. Use these for TC and AAS advancement	

STRATEGIC PLAN 2025-30 ACCOUNTABILITY TABLE TEMPLATE

Goal 1: Support for Instruction and Learning					
1A: Increase recruitment, retention, and graduation rates using multiple strategies for connections to students and potential students					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results
1B: Provide focused advising and clear guided program pathways designed to assist students through the PCC college experience;					
1C: Provide a wide range of academic support services to students and employees;					
1D: Make social supports available to all.					

Goal 2: Development for Students and Employees					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results
2A: Provide a wide range of professional development activities;					
2B: Develop a student and employee development schedule;					
2C: Focus and address departmental and functional area development needs;					
2D: Support distance learning options for faculty, adjunct faculty, employees, and students;					
2E: Establish policies and practices related to emerging AI usage.					

Goal 3: Understandable and Transparent Policies and Procedures					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results

3A: Review, modify or change policies which do not meet this goal (or modify goal if necessary);					
3B: Improve communication to ensure transparency in practice;					
3C: Develop, review and share college, division, and area strategic plans, including short-, medium- and long-term goals.					

Goal 4: Connections through Communication, Alignments, and Consistency					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results
4A: Ensure communication and open discussions, and actions are shared;					
4B: Create a definite strategy for information sharing and ensure all are aware of this protocol;					
4C: Align college programs, services, goals, grants, and other activities to ensure these are mission, vision, and values focused.					

Goal 5: Support for Partnerships with Business, Industry, Agencies, K-12 Schools, Colleges, and Universities					
Strategic Action	Responsibility	Time Table	Resources	Measurable Outcomes	Status Results
5A: Continue and strengthen going community partnerships;					
5B: Seek and develop new partnerships especially when opportunities emerge;					
5C: 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;					
5D: Assist students with pre-employment options available with partner business and industry.					