

Transitional Training Opportunity Program (TTOP)
 During the 2019-2020 year the Transitional Training Opportunity Program (TTOP) operated under the ADTEC/ADAPT grant and the Walton Grant. Notable achievements during this academic year included the following:

- Planned and executed job placement for fall and spring semesters.
- Provided work ethic/professional interaction training for students.
- Through the Walton Grant we provided the students a trip to Jackson, MS and New Orleans, LA during which they toured the Nissan Plant and the Folgers Plant.
- Assisted students that chose to pursue further educational opportunities.
- Created our first summer TTOP program which enjoyed an enrollment so large that we had to split the class.
- Successfully provided job placement for summer students.
- Created and executed a recruitment plan for Fall 2020.
- Added a manager to facilitate student contact, management and record keeping.
- Used newly acquired equipment to offer additional workforce certifications.

In order to facilitate growth of the program, we are investigating the possibility of adding additional instructors. This would enable an increase in registration and participation. A major change to the program for 2020/2021 will involve the end of the ADAPT/ADTEC grant and the Walton Grant. We will be changing over to the DOL grant. Changes that have been put in place because of COVID-19 include the following:

Administration of the WorkKeys Curriculum Tests in partnership with Workforce Arkansas.
 Extensive use of GroupMe for student contact, management, and classes during the times that the building has been closed to student presence. Continuing to use GroupMe for student contact and announcements on an ongoing basis.

We are limiting class size, Onsite management, oversight, and requiring social distancing, implementing student check-in, enforcing mask protocols during onsite classes and contact tracing.

Academic Leaders:
Dr. Keith Pinchback, Chancellor
Dr. Debby King, VC for Instruction
Dr. Kimberley Johnson, VC for Student Services
Stan Sullivant, VC for Finance
Rhonda St. Columbia, VC for Advancement
Kim Kirby, VC for Arkansas County
Shanna Pryor, Dean of Allied Health
Monica Quattlebaum, Chair of Business and Information Systems
Linda Killion, Applied Technology Special Projects
Robin Bryant, Arts and Sci. Ch., ATD Core Team
Debbie Hardy, Director of Institutional Effectiveness, Student Success Coordinator (SENSE/CCSSE, Perkins)
Blake Cannon, Director of Institutional Research, ATD Data Team Leader
Art Gentry, Dir. of the Career and Tech Ctr.
Dr. Clarence Hayes, Director of Student Support Services
Kim Rawls, Director of Career Pathways
Nicole Scarboro, Director of Gear-Up
Carol Birth, Director of Adult Education
Lee Williams, Director of Institutional Technology
Barbara Stevenson, Director of Financial Aid
Von Daniels, Director of Enrollment Management

Student Support Services-Dr. Clarence Hayes
 The 2019-20 academic year was the final year of the Student Support Services' (SSS) five-year grant cycle. The U.S. Department of Education announced on August 5, 2020, that PCCUA was approved for the 2020-2025 five-year SSS grant. The new funding will allow the program to continue to assist low-income, first-generation college students and students with disabilities to successfully complete a program of study at the postsecondary level of education.

With the awarding of the new grant, SSS is planning to continue to provide our students with assistance if the college is required to shut down from the COVID pandemic again. SSS will record workshops and post on the SSS webpage, conduct virtual tutoring sessions, virtual transfer college tours as well as set up sessions for SSS students to speak with college/university transfer recruiters virtually.

SSS will continue providing face to face academic and personal development opportunities for SSS students, as well as face to face tutoring, academic advising, counseling, study skills workshops, assistance completing financial aid applications, transfer assistance to four-year educational institutions, and exposure to cultural events.

Adult Education-Carol Birth

The Adult Education program again improved on its effectiveness and efficiency, increasing the number of GED completers and program graduates enrolling in post-secondary education. The program also supported its first IET (Integrated Education and Training) in partnership with PCCUA's CNA nursing program. In 2019-20 plans include participation in a distance learning/online instruction pilot program, and continued strong partnerships with local schools, the Department of Workforce Services, and community business and industry.

Career and Tech Centers-Art Gentry

The Secondary Center continues to expand our educational offerings to surrounding communities. The Stuttgart Career and Technical center expanded its service area Fall 2019 by adding Hazen and Carlisle school districts. On the Helena Campus, the Medical Professions Program continues to provide life skills training by partnering with the University of Arkansas Cooperative Extension to offer periodic meal preparation classes for the students. In addition, the students are taught how to grow vegetables in flower beds that are built by the Advanced Manufacturing students on the campus. For 20-21 school year the Career and Technical instructors are receiving professional development training on Blackboard and Zoom. This PD training coupled with online text book will enable the Career and Technical center to offer online courses in Criminal Justice, Computer Science, and Medical Professions.

Career Pathways- Kim Rawls

The Career Pathway Program strives to increase enrollment and employment goals on all three PCCUA campuses. FY20 performance goals were met resulting in: 105- student attainments, which include Career Readiness Certificates, CP, TC and AA degrees. Career Pathways had 75 completers with 49 of those students gaining employment. CPI staff will be working with PCCUA advisors to enroll students in the short-term training and academic programs throughout the fall and spring semesters. CPI is working to provide training and technology assistance to students who have been affected by current Covid-19 conditions, which may result in more or total online classes for students during FY21. CPI will continue building partnerships with community agencies and organizations, and continue to assist students in reducing barriers that may hinder or prevent them from gaining the training or education they need to join the workforce. FY21 goals include increasing CPI enrollment by 10% and employment of completers by 5%.

GEAR UP-Nicole Scarboro

The purpose of GEAR UP is to increase post-secondary access and success for GEAR UP students in our partner districts. For the 2019-2020 school year, GEAR UP's student population was made up of 6th-8th grade students in the KIPP, DeWitt and Lake Village school districts and 7th and 8th students in the Stuttgart, Dumas, Helena-West Helena, Clarendon, Marvell, Barton and Lee County school districts.

Our 2019-2020 top goals were to assist districts with increasing math and Language Arts test scores for GEAR UP students. We did this by providing:

- 1.) districts with annual IReady Reading and Math memberships so that 6th-8th grade students could have access to online lessons that motivate students on their paths to Language Arts and math proficiency and growth;
- 2.) students with during and after-school tutoring to ensure that students needing additional assistance to meet standards had access to the time and resources to do so;
- 3.) teachers with professional development so that they would be able to learn best-practices- based teaching and inclusion techniques that drive student growth.

For the 20-21 school year, the GEAR UP student population will increase to include students in the 9th grade. Also, learning for many students will be virtual. So, GEAR UP has adapted by providing:

- 1.) districts with access to devices to ensure that online learning can take place in all homes, even those where students currently have no device;
- 2.) 9th grade students with access to Winward Academy, an online ACT Prep program that teaches Reading, English, Science and Math in an ACT-prep format;
- 3.) teachers with access to virtual professional development to ensure that they continue to learn best-practices- based teaching and inclusion techniques that drive student growth, even if they can't do so in person.

All GEAR UP programs are required to conduct continual research. For the 20-21 school year, GEAR UP plans to improve our efforts to best serve students by working with a university-based team experienced with working with Curriculum Associates, IReady's parent company, and K-12 districts to evaluate the impact of IReady on 7th grade GEAR UP students' Reading and Math performance.

To adapt to COVID-19 restrictions, GEAR UP plans to offer districts access to devices for students without a device in the home; 6th-9th grade students access to standards-based online learning programs; and teachers access to virtual professional development.

Perkins –Debbie Hardy

The Perkins grant provides funding for equipment/supplies, professional development, and contracted services for career and technical programs at PCCUA. The performance indicator for Perkins in these categories is completion. Perkins also provides various training for PCCUA faculty and staff that impacts student success. In April 2019, Perkins provided a professional development opportunity for NACADA to review the current PCCUA advising process and provide suggestions for improvement and to create a holistic advising model for student success. In May 2019, a Community College of Baltimore team conducted a Culturally Responsive Teaching session for faculty and staff.

In addition to the regular Perkins grant, the College was awarded a Perkins Reserve Grant which provided funding to purchase a third truck and trailer this summer for the CDL program.

There was a slight increase in the 2019-20 funding for the College under Perkins IV. Perkins activities for 2019-20 include equipment/supply purchases and professional development for career and technical programs and professional development for faculty/staff.

Academic Update
Distance Learning-Michelle Waites

Based on 2019-20 academic year, The Distance Learning Program has accomplished much. The Department continued to see growth in online course enrollment. We developed a remote version of our online orientation course and delivered over 30 professional development workshops to faculty and staff. In addition, we began training on new assessment and accessibility components of BlackBoard that the UA System will require all UA colleges and universities to implement this academic year. The new components will assist faculty in assuring their online courses are accessible to all students and provide assessment data at the course, program and institutional level.

Assessment outcomes, helped develop numerous changes or improve for the 2020-21 academic year. Course evaluations for online courses were not completed for the Spring term. We will continue course evaluation performed by peer evaluators in the fall.

Planned improvements for the upcoming academic year include, faculty mentoring, establishing a FAQ for faculty and students, staff training in the use of BlackBoard and refining the Distance Learning webpage.

COVID-19 shaped some of the changes made by the Division to adapt to COVID-19 restrictions. Many professional development workshops were delivered in order to help prepare faculty to use remote platforms to be better prepared for the fall semester. BlackBoard user accounts have been established for all faculty and course shells have been created for all courses offered on all campuses.

Funding Formula Outcomes

Efforts to improve productivity outcomes were planned, intentional, and highly focused. PCCUA selected two metrics which we believed we could meet and which were weighted higher than other metrics. The effort was to increase the credentials offered because that metric comprised 45% of the formula measure. The second metric we selected was progression because it was 20% of the formula.

Progression 20% of the formula. Although we are interested in increasing the other metrics these were not the central focus of our efforts. These other metrics include the following: transfer, time to degree, credits at completion, diseconomies of scale (we meet this metric because of our size), and core expense ratio, and faculty to admiration. The outcomes reflect that this effort was successful.

Metric	2016-17	2017-18	2018-19	2019-20	Action to Improve Outcome (9.13% increase)
Credentials 45% of the formula	-5.5%	-6.1%	-1.1%	15.0%	Increased short term, high wage, high demand programs
Progression 20% of the formula	-9.7%	-4.1%	-3.8%	-3.0%	Increase speed of progression. This is low but improvement is significant.

KEY PERFORMANCE INDICATORS

Indicator	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Enrollment (Fall)										
FT	847	747	753	627	591	648	621	610	591	N/A
PT	1366	1233	1260	1170	1070	1101	1015	912	949	N/A
Total	2213	1980	2013	1797	1661	1748	1636	1522	1540	N/A
SSCH	17,763	16,839	16,950	14,532	13,708	14,753	13,673	13,392	13,287	N/A
FTE	1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	885.8	N/A
Time to Degree										
100%	14%	18%	13%	17%	21%	33%	32%	25%	2021	
150%	25%	27%	20%	29%	33%	45%	46%	2021	2022	2023
200%	35%	35%	26%	37%	39%	53%		2022	2023	2024
Retention (IPEDS Count)	53%	54%	56%	53%	60%	66%	59%	58%	52%	2021
Completion										
Degrees	121	164	121	167	130	125	127	129	134	122
TCs	62	68	50	54	45	46	73	74	89	67
CPs	105	92	174	192	153	241	178	213	274	286
Total Awards	288	424	345	413	328	412	378	416	497	475

Note: If there had been no pandemic the Total Awards would have exceeded last years. Several CDL/Truck Drivers, EMT, phlebotomy and other completions could not be counted in the Spring/Summer 1 completion.

PCCUA is the only Achieving the Dream College in Arkansas and we are among a few distinguished colleges which are designated as an ATD Leader College.



Allied Health – Shanna Pryor

ADN

The ADN curriculum consist of extensive remediation strategies in order to assist students in achieving end-of-program learning outcomes. These strategies include, but not limited to ATI assessment exams and remediation modules, faculty led tutoring sessions, a 5-week on-line NCSBN review course, and a 3-day ATI NCLEX-RN review course delivered by Zoom due to COVID-19 restrictions. As a result, the 2020 NCLEX-RN program pass rate is 92.80%, and the AND program completion rate in 100% time for May 2020 is 33.3%. The projected completion rate in 150% for this same cohort is 46.2% The ADN faculty will continue to evaluate and revise the curriculum as need to improve the pass rate and completion rate.

Changes made to the ADN program to meet COVID-19 restrictions include the use of Blackboard Collaborate, GroupMe, Zoom, Blackboard email, on-line delivery of ATI, on-line case studies, and interactive skill clinical competency.

PN

In an effort to increase the Practical Nurse Program completion rate rationales for both correct and incorrect answers have been added to all exams. The program has increased the required usage of Assessment Technologies Institute Content Mastery Series (ATI) learning modules. KbPort electronic health record and medication administration systems have been added to the curriculum to increase the knowledge of the student to meet student learning outcomes. Student conferences will be available live zoom. To meet COVID 19 restrictions, the PN Program will utilize live zoom and hyflex for delivery of instruction. Laboratory times will be designated scheduled appointments. Personal protective equipment has been ordered for use in the clinical setting.

MLT/PLB

With a new program supervisor and new faculty, the MLT and PLB programs met the expected levels of achievement in graduation rates, job placement rates, graduate satisfaction and employer satisfaction with graduates. Despite the sudden switch from face-to-face courses to a distance learning environment due to the pandemic, the MLT clinical experience was completed and 83% of level II MLT students successfully completed the semester to move on to level III. We are proud of our students' efforts and persistence during this time of upheaval.

Ongoing curriculum development and program modifications include the use of technology such as Blackboard, GroupMe, ZOOM, simulations and online formative and summative assessment tools. By adding online delivery options to this program, a student-centered learning environment is created that will increase motivation, collaboration and improve student learning outcomes.

Most classes have been moved into the student lab setting where social distancing is much easier to achieve due to the size and arrangement of the room. Instructors will ensure student compliance of institutional COVID-19 safety guidelines and precautions.

NA

The Division of Allied Health did not have a Nursing Assistant class the summer of 2020 due to COVID-19 restrictions. It is hoped that this can be completed in 2021.

EMT

Due to COVID-19 restrictions, the EMT class of spring 2020 has not been able to complete the clinical portion of the program. The Vice Chancellor of Academics, Dean of Allied Health, and course instructor are working on a plan for class completion.

Applied Technology Division-Linda Killion

Accomplishments in 2019-20

- Submitted General Technology Program Review to Arkansas Department of Higher Education.
- Offered the following new programs:
 - Heating, Ventilation, and Air Conditioning (HVAC)
 - Construction Technology
 - A total of 36 Certificates of Proficiency (CPs) was awarded in these two programs.
- Offered welding classes in DeWitt, Helena, and Stuttgart. A total of 72 Welding CPs was awarded.
- Awarded 46 CPs in Commercial Driving License (CDL) program. Since the inception of the program, 104 students have earned CDLs.
- Collaborated with the Transitional Training Opportunity Program (TTOP) program in offering Certificates of Proficiency in Advanced Manufacturing, Construction Technology, and HVAC which increased the number of certificates awarded.
- Developed three Graphic Communications courses for online delivery.

Changes for 2020-21 Academic Year Based on 2019-20 Assessment Outcomes

Although all Applied Technology students met the expected outcome of scoring 70 percent or higher on core competencies in Spring 2020, three of the five programs in the Division scored lower on Student Retention Rate and Technology Utilization. Therefore, the Division plans to make the following improvements in the 2020-21 academic year:

- Implement methods and support systems to improve student retention.
- Emphasize and incorporate more technology skills into the classroom, especially skills to prepare students for remote delivery options.

Changes Made to Adapt to COVID-19 Restrictions

- Implementing remote delivery options.

- Implementing the College COVID-19 safety guidelines for faculty and students:
 - Requiring face masks in hallways, classrooms, and driving range
 - Enforcing six feet social distancing in hallways, classrooms, and driving range
 - Sanitizing classrooms and CDL trucks throughout the day
 - Enforcing COVID survey screening for all faculty and students
 - Temperature checks
 - COVID-19 survey questions

Arts and Sciences-Robin Bryant and Kim Kirby

The 2019-2020 academic year was difficult to say the least. The Arts and Sciences division was forced to go to total remote learning on March 17, 2020. The faculty responded beautifully; they used BlackBoard, Zoom conferences and individual packets to be sure that their students remained actively engaged. I believe this was our major accomplishments, but the faculty also contributed to the Higher Learning Commission review when asked and worked closely with administrators when the Student Handbook and the PCCUA Policy manual were reviewed and revised. This was in addition to their assigned teaching duties.

Assessment remains a priority with our division. After sending four members to the HLC Assessment Academy, we have begun to integrate those ideas in our planning and curriculum. Kim Kirby, Bryant Lytle, John Thompson and Andrew Bagley have led the process on this. In the fall, we were able to identify the core competencies that would be assessed in each class and had planned to pilot the assessment process in the spring. COVID interrupted that plan. With the change to strictly online learning in March, we realized that students were under-prepared for online learning. We plan to begin each class with a discussion of what will occur if we must go to strictly online learning again. Each class will have an online component so that the students will be prepared. Training will be offered to those students who feel their skills are inadequate.

As we work to begin the Fall 2020 semester, we realize it will not look like any previous semester on campus. We are practicing a strict mask policy and a social distancing policy. Classrooms have been modified to have students at least six feet apart. In some cases, this will mean teaching half the class on one scheduled day and the half on the other scheduled day. We must also monitor each student's temperature each day. There will be stations set up to do this, and we are asking several faculty members to assist with this duty. The administration has bought an assortment of cleaning supplies for each classroom, and the students will receive a bag that includes a thermometer and a mask. Every effort is being made to keep both our faculty and our students safe.

The concurrent enrollment program for transfer courses at PCCUA is accredited by the National Alliance of Concurrent Partnerships.



Business and Information Systems

The Division of Business and Information Systems received a 10-year reaffirmation of accreditation from the Accreditation Council for Business Schools and Program (ACBSP) and was also the first institution to receive a 10-year accreditation for certificates of proficiency for all business programs. Monica Quattlebaum and Kayla Holland attended the virtual conference to be recognized for the reaffirmation and accreditation. Monica Quattlebaum also presented a session at the conference on the Value of Accreditation with ACBSP. The Information Systems Technology Program submitted the Annual Report for the first year of the National Science Foundation (NSF) grant for the Arkansas Delta Information Systems and Cyber (DISC) Technician Education Initiative. One of the grant activities purchased a virtualization software, NetLab+, to enhance classroom and online curriculum giving students the opportunity to apply classroom knowledge to real world simulations. Charlotte Purdy also joined the Division to assist with grant activities, participate in a team-teaching model, and tutor students at distance sites. Cindy Grove and Monica Quattlebaum attended the NSF Advanced Technology Education Conference in Washington D.C. and presented a poster session to share information about the project. Charlotte Purdy also attended the conference through the OPENGATE NSF grant project with UA Fayetteville, and participated in a student poster session to present a research project on GIS Mapping of Open Wi-Fi Connections. Carl Perkins funds purchased SoftChalk, a specialized software, which also included training for division faculty. This cloud-based software integrates with Blackboard that allows faculty to create interactive lessons and simulations to reinforce classroom and online learning.

Cindy Grove and Arthur Gentry attended several conferences and trainings including CISSA Cyber Security online courses, High Impact Technology Exchange Conference, and Community College Cyber Summit Conference (3CS) to learn new technology and how to incorporate the techniques into the Information Systems curriculum. Due to COVID-19, several conference and trainings were moved to a virtual format that allowed all division faculty to participate remotely. Faculty attended the Cengage Computing Conference, High Impact Technology Exchange Conference (Hi-Tec), Community College Cyber Summit (3CS), Embedded Linux Conference, Open Source Summit, CompTIA Partner Summit, SoftChalk Webinars, Go2Knowledge Webinars, and multiple Blackboard Workshops.

The Cosmetology Department added Pivot-Point LAB, an online software program, to enhance student engagement and curriculum with online textbook modules. Faculty participated in professional development to learn teaching techniques and classroom management with the new software. Blackboard will also be implemented into the program and faculty participated in several Blackboard trainings through Zoom.