

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

PCCUA has been selected to participate in the Higher Learning Commissions’ Assessment Academy. The Recent HLC Virtual Visit resulted in a request for a report on College Assessment to be submitted in 2023.

The College began an assessment reorganization in the Spring of 2020. The Higher Learning Commission’s Virtual Visit requested that PCCUA submit an assessment report for the Spring of 2023. Bryant Lytle is leading the effort as the Coordinator of College Assessment. HLC stresses the importance of faculty driven assessment. Faculty have begun working on revising the assessment process by establishing or refining student learning outcomes at the course, program, and institutional level. The divisions and departments in some cases have developed curriculum maps which include assessment methods and tools. Although this work will continue and evolve, there does need to be a cycle for the work and a direction for what needs to happen next.

Bryant Lytle shared the following cycle of assessment which may be adaptable to PCCUA’s process.

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

The faculty will be using an assessment template. Additionally, there is a need for professional development focusing on assessment. Because PCCUA has been accepted to be part of the Assessment Academy, this should be a great help to improving assessment methodology. This opportunity to share information acquired through the Academy participation will be important to the faculty.

**Student Support Services-Dr. Clarence Hayes**

The 2020-21 academic year was the first year of the New 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-19 Delta Variant.

**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, Dean of Business and Information Systems**
- Linda Killion, Applied Technology Special Projects**
- Robin Bryant, Dean of 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**
- 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**

SSS will record workshops and post on the SSS webpage and PCCUA Facebook page, 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.

**Concurrent Enrollment**



PCCUA has a concurrent enrollment on all three campuses. These are high school students who enroll for concurrent credit for high school and college. These courses are offered at the high school or on the PCC campus.

The Concurrent program is accredited through the National Alliance of Concurrent Partnerships (NACEP).

### **Adult Education-Carol Birth**

The Adult Education program met the challenge of COVID-restricted access to face-to-face classes by developing and offering a full-service online slate of course options, including workforce training, college and career readiness, and GED preparation, testing, and completion. In partnership with the state, the program offered Workforce Alliance for Growth in the Economy (WAGE™) certifications, focused on developing skills in customer service, financial literacy, computer literacy and career planning. In 2020-21, plans include participation in Temporary Assistance for Needy Families (TANF) education and work components, specifically targeting out of school youth between the ages of 16 and 24. Plans are also in development to continue strong partnerships with local schools, the Department of Workforce Services, the Department of Human Services, local corrections and community business and industry.

### **Career and Tech Centers-Art Gentry**

The Career and Tech Center offered online classes for Computer Engineering, Criminal Justice and Medical Profession for 20-21 school year thus allow us to maintain an adequate student enrollment. For school year 2021-2022 the online classes will expand to include some classes in Advance Manufacturing. Several of our teachers received Certificates of Professional Development from ICEV for attending a Virtual Professional Development seminar for the new online soft software we will introduce for Fall 2021. In August 2021, the Director will attend a live demonstration in Saline County Career Center on Transfer Virtual Reality Training Lab. The Office of Skilled Development has allocated funds to offer a grant for centers that wish to introduce Virtual Reality labs within their centers. If awarded this grant we will offer Virtual Reality labs for Medical Professional and Advanced Manufacturing.

The Stuttgart Career and Technical center received HVAC equipment donations from Lennox Corporation. We are exploring offer HVAC training in the career and Tech center in the near future. Additionally, we will offer intro welding classes in the Career and Tech center in Fall 2021.

### **Career Pathways- Kim Rawls**

The Career Pathway Program met, and in some categories, exceeded state mandated performance goals for FY21. This resulted in PCCUA receiving additional funding to support students in achieving academic and career goals. PCCUA was one of four community colleges that participated in the pilot program Education Pays and provided direct funding to students who met specific academic goals throughout the semester. Education Pays was successful and will continue throughout FY22. CPI provided training and technology assistance to students affected by Covid-19 conditions during FY21 and have systems in place to meet any possible future pandemic conditions. 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 needed to join the workforce.

### **GEAR UP-Nichole Scarboro**

The purpose of GEAR UP is to increase post-secondary access

and success for GEAR UP students in our partner districts. For the 2020-2021 school year, GEAR UP's student population was made up of 6th-9<sup>th</sup> grade students in the KIPP, DeWitt and Lake Village school districts and 7<sup>th</sup>- 9<sup>th</sup> grade students in the Stuttgart, Dumas, Helena-West Helena, Clarendon, Marvell, Barton and Lee County school districts. Our 2020-2021 top goals were to assist districts with increasing GEAR UP students' math and Language Arts test scores, college readiness, and Coding experience. GEAR UP accomplished 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.) districts with annual Winward Academy ACT Prep memberships so that 9<sup>th</sup> grade students could have access to an online ACT prep program to promote college readiness;
- 3.) districts with annual IReady and Winward Academy Professional Development for teachers so that teachers are able to best use IREADY and Winward Academy to promote student growth and college readiness;
- 4.) districts with the technology needed for students to successfully use the IREADY Reading and Math, and the Winward Academy ACT Prep online platforms;
- 5.) 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;
- 6.) districts with motivational books for students for teachers to use to guide college-readiness mentoring sessions;
- 7.) an Online Summer Coding Professional Development experience for teachers to prepare to offer students more Coding experiences during the school year.

For the 21-22 school year, the GEAR UP student population will increase to include students in the 10th grade. GEAR UP will continue to provide the programming offered during the 2020-2021 school year and will bring back STEM summer camps for students and Reading and Math Professional Development for teachers. Additionally, GEAR UP will offer access to a residential academic summer camp for high school students to better prepare students to be college-ready, and GEAR UP will provide online programming to address its new financial literacy goal. During the 2021-2022 school year, GEAR UP will also offer:

- 1.) summer camps for GEAR UP students at the US Space and Rocket Center that focus on Aviation, Space, and Cyber Security;
- 2.) residential professional development on Reading Apprenticeship for high school teachers;
- 3.) residential academic summer camp for high school students to increase college readiness skills.
- 4.) an online Financial Literacy course that allows each GEAR UP student to learn the principles of financial literacy at his/his own pace using real-world examples and experiences.

Finally, as all GEAR UP programs are required to conduct continual research, during the 2021-2022 school year, GEAR UP plans to improve its efforts to best serve students by continuing to work 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 students' Reading and Math performance.

### **Applied Technology Division-Linda Killion & Vicki Cobb**

The Applied Technology Division accomplished the following in the 2020-21 academic year:

- Submitted Agriculture Mechanics & Equipment Machine Technology and Horticulture Operations Program Reviews to Arkansas Department of Higher Education.
- Offered the following programs:
  - Commercial Driving License (CDL)
    - Awarded 22 Certificates of Proficiency (CPs) in Commercial Driving License (CDL) program in Fall 20 and Spring 21. Summer 21 enrollment of 16 is still in progress.
    - Since the inception of the program, approximately 127 students have obtained CDLs.
    - Three CDL instructors and 22 CDL students also completed OSHA Certified Forklift Driving training this year.
  - Heating, Ventilation, and Air Conditioning (HVAC)
    - Awarded 18 CPs
  - Construction Technology
    - Converted two storage units in the maintenance area into a Construction Lab.
    - Purchased new equipment for Construction Lab through ADWORC Grant.
    - Awarded 12 CPs.
  - Welding
    - Taught on Helena and Stuttgart campuses.
    - Awarded 62 Welding CPs and 9 Technical Certificates (TCs).
  - Graphics
    - Developed three Graphic Communications courses for online delivery.
    - Scheduled all courses for Certificate of Proficiency in Graphic Communications in one semester to make it more obtainable.
    - Collaborated with the University of Arkansas School of Art to allow PCCUA Graphic Communication graduates to transfer courses to the Bachelor of Fine Arts in Graphic Design degree program.

- Awarded two TCs in Graphics.

Through a \$55,000 Regional Workforce Grant recently awarded to PCCUA for the CDL program, the following purchases will be made in

Fall 2021:

- CDL Truck
- 53-foot dry van trailer
- Soda Blaster and Meal

Based on assessment outcomes, the Division plans to make the following improvements in 2021-22:

- Emphasize and incorporate more technology skills into the classroom, especially skills to prepare students for remote delivery options.
- Implement methods and support systems to improve student retention in all programs.
- Encourage faculty to attend faculty training opportunities—especially those related to remote learning.
- Add additional online courses when feasible.

### **New Strong Start to Finish Math Pilot-Helena Campus Only**

1. All students needing math remediation take MS 1023

Those with an ACT 14 or below or 40 and below on the NG Accuplacer 227 or below will take an additional 2-hour credit lab MS 1002

Those with an ACT 15-16; 228-236 on the NG Accuplacer will enroll in MS 1023 NO LAB

2. Students with ACT 19 or above; 249 or above on NG ACCUPlacer

QAS or advancing from MS 1023 may enroll in the following courses:

Tech Math, MS 143

College Algebra MS 123, those with a ACT 17-18 or an 237-248 on the NG ACCUPlacer must enroll in Lab-MS 1121

Quantitative Reasoning, those with a ACT 17-18; 237-248 on the NG ACCUPlacer must enroll in Lab-MS 1191

3. Students with a 16 or above on the ACT or 237 on QAS Accuplacer who are earning an AAS when that program will allow, may enroll in MS 143.

## KEY PERFORMANCE INDICATORS

Indicator	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016	AY2017	AY2018	AY2019	AY2020	AY2021
<b>Enrollment (Fall)</b>											
FT		847	747	753	627	591	648	621	610	591	459
PT		1366	1233	1260	1170	1070	1101	1015	912	949	633
Total		2213	1980	2013	1797	1661	1748	1636	1522	1540	1092
SSCH		17,763	16,839	16,950	14,532	13,708	14,753	13,673	13,392	13,287	9732
FTE		1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	885.8	648.8
<b>Time to Degree</b>											
100%	14%	18%	13%	17%	21%	33%	35%	28%	35%	29%	AY2023
150%	25%	27%	20%	29%	33%	45%	46%	41%	39%	AY2023	AY2024
200%	35%	35%	26%	37%	39%	53%	57%	43%	AY2023	AY2024	AY2025
Retention (IPEDS Count)	53%	54%	56%	53%	60%	66%	59%	58%	52%	52%	AY2022
<b>Completion</b>											
Degrees	121	164	121	167	130	125	127	129	134	122	107
TCs	62	68	50	54	45	46	73	74	89	67	105
CPs	105	92	174	192	153	241	178	213	274	286	241
Total Awards	288	424	345	413	328	412	378	416	497	475	453

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

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 is regularly reviewed to ensure the inclusion of extensive remediation strategies in order to positively influence students in achieving end-of-program learning outcomes. The NCLEX-RN will be changing question formatting, which is known as Next Generation NCLEX. The faculty have attended several webinars focusing on incorporating the new format delivery into our curriculum. The 2021 NCLEX-RN program pass rate is 93.7%, and the ADN program completion rate in 100% time for May 2021 is 25%. The projected completion rate in 150% for this same cohort is 50%. 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 accommodate student dealing with COVID-19 issues included students Zooming into class and/or watching the recorded lectures. This accommodation received positive feedback from the student affected.

### **PN**

The Practical Nursing Program curriculum consists 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, Shadow Health Digital Clinical Experience, Sim Cart, group test review, and rationales for correct and incorrect answers on all exams, a 3-week NCSBN online review course, and a 3 day ATI live review.

Faculty have been attending workshops for item writing in preparation for the NEXTGEN NCLEX examination.

Due to COVID 19 and the inability to attend all clinical sites two new simulation manikins, along with Nursing Kid, have been purchased. Faculty have attended simulation webinars to increase their knowledge of the simulation process to better help students meet end-of-program student learning outcomes.

The PN program has been recognized by the Arkansas State Board of Nursing as achieving a 100% NCLEX-PN pass rate for the last 5 years.

### **MLT/PLB**

Clinical rotations continued to be a challenge due to COVID restrictions from our clinical sites. With perseverance and patience from our students and faculty, 83% of students successfully completed the clinical rotation requirement and graduated.

The MLT and PLB programs met the expected levels of achievement in graduation rates, job placement rates, graduate satisfaction and employer satisfaction with graduates. In order to improve certification test pass rates, assessments were performed and data was analyzed that resulted in the following changes to the program:

- Minimum passing grade in all laboratory courses was changed from a 70 average to a 75.
- All math and science pre-requisites for the MLT and phlebotomy programs require a “C” or better grade.
- Students must pass a minimum of 70% of the tests taken in MLS and PLB courses in order to progress in the course and in the program.

The effectiveness of these changes will be evaluated with the May 2022 graduates.

New equipment will be purchased for use this fall through a Regional Workforce Grant. This equipment will enhance learning by giving MLT students hands-on experience in the areas of molecular testing, pathogenic microbiology, and clinical chemistry. Opportunities will be made available for secondary center students to interact with MLT students in learning about this equipment and other areas of laboratory.

### **NA**

Summer of 2021 Allied Health was able once again offer the Nursing Assistant Program. We enrolled a full class that obtained the knowledge, skills, and attitudes necessary to care for patients in a clinical setting. As always, Career Pathways and Helena Health Foundation have facilitated an important role in providing these students with necessary support services. The program graduation rate was 100%.

### **Student Success and Perkins Grant- Debbie Hardy**

The Perkins Grant provided funding in PY2021 for professional development and purchased equipment and supplies to support the PCCUA CTE Programs. The College received an increase in Perkins funding for PY2022 and the CTE Program activities have been approved with allocated funding for specific activities for the upcoming year.

PCCUA is participating in the Basic Needs for College Completion in Arkansas initiative which focuses on SNAP Outreach and Food Pantry emphasis through Arkansas Community Colleges. PCCUA is one of four colleges in the state participating in this initiative. This initiative focuses on SNAP Outreach, SNAP E&T and campus food pantry resources and support to help students graduate and achieve self-sufficiency. We are in the second year of this initiative. Through this initiative the College is able to provide multiple supports for basic needs such as freezer/refrigerator for the food pantries, access to laundry washer and dryer on campus, and other supplies and equipment needed to support the basic needs of students.

Community College Survey of Student Engagement (CCSSE) will be administered spring 2022. The College participates in this student survey every other year. The last administration was in spring 2020 and was not completed due to COVID-19.

**Arts and Sciences-Robin Bryant and Kim Kirby**

The 2020-2021 academic year was a challenge for us all. The faculty had spent the summer training and developing their courses so they could pivot to remote instruction at any time during the year. Each instructor included a remote instruction plan in their syllabus and worked with students during the first few classes to ensure that all were ready to go remote if necessary. Additionally, faculty identified students who needed laptops and internet access and referred them to the IT department for the loaner program. Faculty were creative in their course delivery in order to meet the needs of social distancing, mandatory masks and quarantined students. By allowing students flexibility in attendance and assignments, the College was able to successfully control community spread on all campuses.

Although it was a challenging year, assessment remained a focus for the division as instructor Bryant Lytle headed up the assessment committee formed in January 2021. Because assessment is a faculty-led effort, eleven faculty members representing each division have been asked to serve on the committee. In addition, deans are serving and both Kim Kirby and Dr. King serve in advisory roles. Since January, the committee has identified student learning outcomes at the course and program level, developed course-and program-specific curriculum maps that align with those learning outcomes and with the help of all faculty at the College, determined assessment methods that appropriately address student learning at the course level. As a result of this preliminary work, the committee has agreed to implement an assessment plan centered on program-level student learning outcomes. The college-wide effort will run on a three-year cycle beginning in fall 2021. The committee will work to address other areas related to the College's assessment effort, including revision and redesign of the assessment and program web pages, development of a robust co-curricular assessment plan, and additional access to professional development opportunities.

The College continues to be involved with the Strong Start to Finish initiative through the Dana Center. Brian Zimmerman and Gary Torelli have worked to modify our math sequence from four semesters to two. This plan will be initiated this fall and results should be seen in the spring.

Finally, the Arts and Sciences division was sad to see two instructors, Vivian Hoskins and Alida Gookin, retire this spring. We do hope to see both return as adjunct instructors in the future.

**Business and Information Systems-Monica Quattlebaum**

The 2021-22 academic year brought challenges due to the pandemic and COVID guidelines but the Division embraced the opportunity to evaluate program curriculum, course delivery, and teaching strategies to improve student learning. Faculty continued to revise and adapt curriculum for multiple formats including face-to-face, hybrid, and online course delivery. Faculty implemented various teaching resources such as Blackboard, Zoom, SoftChalk, NetLab+, and other software simulations to expand classroom and online

These resources allowed faculty to update curriculum and provide demonstration videos, PowerPoints, interactive teaching activities, and tutoring resources which promoted student engagement and improved student success in the programs. One curriculum change included a revision to the Medical Coding Certificate of Proficiency program. The revisions will prepare students to take the Certified Professional Coder (CPC) which is an industry recognized certification exam for Medical Coding.

The Information Systems Technology program completed the second year of the National Science Foundation (NSF) grant for the Arkansas Delta Information Systems and Cyber (DISC) Technician Education Initiative. The Annual Report was submitted and approved with plans to continue implementing project activities as part of the third year of the grant. Faculty conducted two separate, two-week boot camps in Blackboard with intensive curriculum that included practice exams and faculty led Zoom tutoring sessions to prepare students for CompTIA Security+ and A+ industry certification exams. The Division received a Regional Workforce Grant from ADHE to expand information technology curriculum with the purchase of drones and a 3D printer. This equipment will improve student learning outcomes for programming and network administration while also providing students hands-on opportunities to gain experience in a current and growing technology field of drone aviation.

Carl Perkins funds provided equipment, software, and teaching resources such as classroom demonstration models and software simulations along with professional development opportunities for faculty. Cindy Grove and Charlotte Purdy attended several virtual conferences and trainings to learn new technology and teaching strategies along with how to incorporate these techniques into the information systems curriculum. Faculty also took advantage of other professional development opportunities by participating in virtual conferences, trainings, and webinars such as the annual Accreditation Council for Business Schools and Program (ACBSP) virtual conference, High Impact Technology Exchange Conference (Hi-Tec), Community College Cyber Summit Conference (3CS), NSF ATE PI Conference, Western Academy Support & Training Center (WASTC), Cengage Computing Conference, and webinars with SoftChalk, Respondus, and CompTIA.

In May 2021, Charlotte Purdy received her Bachelor of Science degree in Information Technology from eVersity with the University of Arkansas System. She plans to continue with ULAR for a Master degree in Computer and Information Science.

The Cosmetology Department continues to utilize Pivot Point LAB, an online interactive software program, for classroom instruction and promote student engagement with online curriculum. A PSI testing center was established for students to take the State of Arkansas licensure exam upon completion of the Cosmetology Technical Certificate program.