

PCCUA KEY PERFORMANCE INDICATORS

Cohort Type	Headcount	Completers	Transfer Outs	Grad Rate	Transfer Out Rate
All FT, FT, Degree-seeking	141	63	22	45%	16%
Male	61	28	11	46%	18%
Female	80	35	11	44%	14%
Black or African American	71	27	8	33%	11%
White	65	33	13	51%	20%

The Transfer out rate include students who have transferred from PCCUA without getting a degree. The transfer out numbers are not included in the graduation rate. The success rate is determined by adding the graduation rate and the transfer out rate.

Graduation and Retention Rates

Cohort Year	Headcount	Reten. Rate (FT)	100% Grad Rate	150% Grad Rate	200% Grad Rate
2008-2009	142	60%	17%	17%	23%
2009-2010	216	58%	16%	25%	29%
2010-2011	204	53%	14%	25%	35%
2011-2012	193	54%	18%	27%	35%
2012-2013	194	56%	13%	20%	26%
2013-2014	198	53%	17%	29%	37%
2014-2015	148	60%	21%	33%	39%
2015-2016	141	66%	31%	45%	*
2016-2017	114	59%	32%	*	*
2017-2018	116	58%	*	*	*
2018-2019	174	*	*	*	*

Note: * data not available until a later date.

Success Rate Table

Year	2015			2014			2013			2012		
	All	W	AA	All	W	AA	All	W	AA	All	W	AA
Graduation Rate	45%	51%	33%	33%	47%	20%	29%	34%	25%	20%	30%	12%
Transfer Out Rate	16%	20%	11%	18%	13%	21%	14%	06%	19%	24%	23%	24%
Success Rate	61%	71%	44%	51%	60%	41%	43%	40%	44%	48%	53%	36%

Year	2015			2014			2013			2012		
	All	M	F	All	M	F	All	M	F	All	M	F
Graduation Rate	45%	46%	44%	33%	38%	31%	29%	31%	27%	20%	24%	17%
Transfer Out Rate	16%	18%	14%	18%	13%	20%	14%	07%	17%	24%	24%	23%
Success Rate	61%	64%	58%	51%	51%	61%	43%	38%	44%	44%	48%	40%

Note: Far fewer males enroll than females so the data outcomes are based on much smaller numbers. Success rates are the graduation rate added to the transfer out rate which is not included in the graduation rate. The transfer out rate are students who transfer from us to a college or university but have not acquired an associate degree.

Key Performance Indicators

Indicator	2011	2012	2013	2014	2015	2016	2017	2018	2019
Enrollment (Fall)									
FT	847	747	753	627	591	648	621	610	Unavailable until 2019-20
PT	1366	1233	1260	1170	1070	1101	1015	912	
Total	2213	1980	2013	1797	1661	1748	1636	1522	
SSCH	17,763	16,839	16,950	14,532	13,708	14,753	13,673	13392	
FTE	1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	
Time to Degree									
100%	14%	18%	13%	17%	21%	31%	32%	25%	Unavailable until 2019-20
150%	25%	27%	20%	29%	33%	45%	46%		
200%	35%	35%	26%	37%	39%	50%			
Retention (IPEDS Count)	53%	54%	56%	53%	60%	66%	59%	58%	
Completion									
Degrees	121	164	121	167	130	125	127	134	Unavailable until 2019-20
TCs	62	68	50	54	45	46	73	89	
CPs	105	92	174	192	153	241	178	272	
Total Awards	288	424	345	413	328	412	378	495	

PCCUA Success Strategies and Interventions

Phillips Community College of the University of Arkansas is the only Arkansas Achieving the Dream (ATD) Leader College in Arkansas. Using strategies acquired through ATD Data Analytics has helped faculty and professional staff identify better ways to analyze and use data to inform decision-making. This has resulted in improved student learning outcomes. We are also a Working Family Success Network institution, one of only twelve in the country. The WSSN was a three-year pilot sponsored through ATD.

IPEDS do not adequately reflect the student population at PCCUA; therefore, we use Faculty Inquiry Groups (FIG) to identify outcomes for our entire student population. Our efforts are focused on improving student learning outcomes for all students earning degrees, technical certificates, and certificates of proficiency. IPEDS does not include certificate seeking students. Through disaggregation, we are able to target and provide interventions for specific populations when data reflects gaps among performance outcomes/indicators.

We know we have been successful in improving success rates for numerous groups because the disaggregate data based on race, gender, socio-economic level (Pell is the qualifier for this measure), single parents, and post incarcerated individuals has been part of the Faculty inquiry discussions. All groups have shown improvement; however, there is still a performance gap among students of color when compared to white students. All groups have improved over the past five years. African American students have gone from a 36% success rate (graduation and transfer out rate) in the 2012 cohort to a 44% success rate in the 2015 cohort. Strategies which have helped make these higher success rates include the following activities.

- Requiring all students complete an Individual Career Plan using a career survey at entry.
- Requiring all students see an advisor three additional times during the semester after initial registration and the advising is intentional.
- Providing multiple supports for students such as tutoring, a food pantry, a career closet, gas stipends, child care, and we hope to add transportation in the Spring of 2020.
- Engaging all faculty in using an authentic assessment by the third week of classes. Any student who does not pass that assessment is assigned an intervention by the instructor (tutoring, peer study, skills lab, faculty led study sessions, and more).
- Providing multiple mandatory experiences for students such as orientation, student success courses, career and financial coaching, supplemental reading, English, and math labs in developmental education.