

Bringing It All Together: Collaborating to Build Bridges to Success

It has been three years since a large team of PCCUA faculty and administrators attended a Higher Learning Commission Planning session to develop a vision for improving student success at PCCUA.

This vision became the planning document for the HLC Quality Initiative “Bridges to Success” focusing on increasing the number of students moving from developmental courses through “gatekeeper” courses. The work has been directed at strategies which improve the student success in Freshman English and College Algebra. Bridges to Success aligns with the five Achieving the Dream (ATD) indicators: course retention, course success, term to term retention, fall to fall retention, and degree completion.

The goals of the initial HLC Quality Improvement Project have included curriculum redesign, aligning instructional delivery, providing supplemental instruction, providing focused advising, establishing a mandatory orientation, and creating a tutoring or learning center. An emphasis was placed on making sure all faculty had training in cooperative learning because of its impact on direct instruction. All of these ambitious goals have become a reality. This year, a significant focus has been placed on professional development for advisors using PACE Grant funds. In addition, the Carl Perkins grant funds will be used to assist faculty with developing better strategies to work with students with disabilities. In addition, this summer ATD funds were used to assist the developmental education faculty in redesigning the supplemental instruction lab curriculum for reading and English.

The pilot programs which provide an accelerated option to complete both Intermediate and College Algebra simultaneously and Basic Writing II and Freshman English I have proven to be a great opportunity for some students.

The campuses at both DeWitt and Stuttgart had an open lab for student use but the Helena campus had not had lab like this. Last November the Students Taking Action with Resources Center (STAR) opened on the Helena Campus and is available for students to complete assignments, receive tutoring, and take advantage of services. ATD funds were used to establish another writing lab which opens in Stuttgart August 19.

Another initiative which Gary Torrelli has led is the Faculty Inquiry Group. This effort places an emphasis on inquiry, accountability for improvement and other strategies central to improving teaching.

Dr. Steven Murray, Chancellor and ATD State Policy Team
Dr. Debby King, VC for Instruction, ATD Project Director, HLC-QIP
Scott Post, VC for Student Services
Rhonda St. Columbia, VC for College Advancement and Resource Development, ATD Communication Chair
Stan Sullivan, VC for Finance
Amy Hudson, Dean of Allied Health, HLC Assurances
Linda Killion, Dean of Business and Information Systems and Dean of Applied Technology
Robin Bryant, Chair of Arts and Sciences in Phillips County, ATD Core Team Chair, HLC-QIP
Kim Kirby, Chair of Arts and Sciences in Arkansas County, Perkins/Engagement State Policy Team
Shaun Anderson, PACE Coordinator, ATD Data Team Leader
Debbie Hardy, Student Success Coordinator (SENSE/CCSSE), HLC Assurances
Leslie Russell, Institutional Research
Gary Torrelli, Faculty Inquiry Chair

The PCCUA Common Reader and Chancellor’s Pick is *The Warmth of Other Suns : The Epic Story of America’s Great Migration* by Isabel Wilkerson. Books are available for those committing to participate. This effort will be led by Carol Birth. As usual, there will be discussions on each campus and the outcomes will be recorded and posted on the Web.

DEPARTMENTAL NEWS

Arts and Sciences-Robin Bryant, Kim Kirby

The Arts and Sciences Division has hired two new instructors on the Helena campus. Paulette Parker will be teaching English and Carlos Merino will be teaching math. On the Stuttgart campus, we have hired Sonya Ward as a developmental education instructor.

Our division has worked hard to re-align our developmental English offerings. During Fall 2012, we began using a common rubric in our developmental classes and have met often to discuss possible changes in curriculum to assist those students in succeeding. By combining a Basic Writing II class and a Freshman English I class (in both Fall 2012 and Spring 2013), we have offered students a shorter pathway to graduation. accommodations to scale, we feel that for certain students, this option is beneficial. Combining an Intermediate Algebra and a College Algebra class has also proven to be helpful to many students. Although we are not ready to move these accommodations to scale, we feel that for certain students, this option is beneficial.

After having all developmental students retest using the Compass test following a review in math and English last fall, we began to require a Compass review for our students prior to their initial test beginning in Spring 2013.

DEPARTMENTAL NEWS (Arts and Sciences cont.)

We believed that reviewing would help some students, but we had no idea it would have the impact that it did. By bringing that to scale, we are able to save students one or maybe even two semesters of remediation. Our division completed its Arts and Sciences Program Review in the spring. By looking at where we have been and where we are now in term of course offerings and course success, the instructors involved in this effort gained valuable insight into our division.

Allied Health-Dean Amy Hudson: The ADN program has one new instructor, Mollie Manning and the PN program hired one instructor, Vallerie Bloesch. Both the ADN and PN programs have been working with Dr. Linda Caputi to revise program curriculums to reflect current healthcare trends. This work has been funded by the PACE grant. The ADN and PN programs are filled to capacity for this fall. PN and ADN graduates are in the process of taking licensing boards and looking for employment in their respective areas. Because of increased interest, two NA classes were held this summer. Both sets of NA graduates really enjoyed the course.

The MLT and PLB programs continue to grow under the direction of Claude Rector and Julie Pittman. Since MLT graduates can practice in the state of Arkansas without taking the Registry exam, PCCUA MLT graduates are being assessed a fee for the Registry exam when they enroll in their last semester of the program. Hopefully, with Registry fees paid, this will increase the number of PCCUA MLT graduates who chose to take the Registry exam.

Business and Information Systems-Linda Killion: A total of 77 degrees and certificates were awarded to Business and Information Systems students in May, 2013. Thirty of those graduates plan on transferring to four-year universities, and the remaining have acquired skills to enter the workforce. Three Excel and two Intro to Computers workshops were also offered with a total enrollment of 42. In addition, Microsoft Access training was conducted with a local industry. Pace grant monies allowed purchases of computers and new SMART Boards. Cosmetology Department had 16 graduates and achieved a pass rate of 100 percent on the Arkansas Department of Health/Cosmetology Section licensing examination.

Currently, Business faculty members are learning Windows 8 and Microsoft Office 2013 in preparation for fall classes. Accreditation Council for Business Schools and Programs Quality Assurance Report will be submitted in September of 2013. Cosmetology Program Review is being conducted, and findings will be submitted to Arkansas Department of Higher Education in Fall, 2013. Due to Carolyn Harper's retirement in May, two positions were filled in the Division. Kayla Holland is the new Office Technology Instructor, and Heather Herrington is assuming duties as the Computer Lab Assistant.

Applied Technology-Linda Killion: A total of 51 degrees and certificates were awarded to Applied Technology students in May, 2013. With acquired skills in welding, graphics, advanced manufacturing and renewable energy, these students are prepared to enter the workforce. In addition, 12 students completed a Certificate in Agri Mechanics and Equipment which allowed PCCUA to meet Arkansas Department of Higher Education (ADHE) productivity for this program. This 14-hour certificate was offered in five weeks and was designed for adult seasonal farm workers. Three Workplace Communication and one Introduction to Programmable Logic Control workshops were offered with a total enrollment of 65 participants from eight local industries. Graphic Communications Program Review has been submitted, and the findings will be submitted to ADHE in Fall, 2013. Brian Brown was hired as the Helena campus Advanced Manufacturing Instructor in Fall, 2012.

U of A On-line –Michelle Waites: The UA AA Online consortium added fast track online courses to our online course offerings beginning in the Spring 2013 semester. Fast track online courses are offered in a 7 week time frame and are scheduled in 2 sessions, either the first half or the last half of the semester. During the Spring 2013 semester, the consortium offered 54 course sections, with 12 sections fast tracked. Six of the fast track sections were offered the first half of the semester and 6 were offered the second half of the semester. Our total enrollment for Spring 13 was 974 an increase from Spring 12 total enrollment of 967. We are offering 34 course sections during the Summer 13 semester. All 34 sections are offered in a 7 week format. Our total enrollment for Summer 13 was 520 an increase from Summer 12 total enrollment of 468. We are scheduled to offer 59 course sections for Fall 13 with 14 fast track course sections.

Career Pathways-Kim Rawls: Career Pathways met all of the FY13 goals set by the state and actually exceeded the goal for serving current TEA participants. FY14 will focus on increasing enrollment of TEA participants while maintaining attainment goals for those students currently enrolled. CPI will not be able to enroll any non-TEA students at this time as mandated at the state level.

Carl Perkins-Kim Kirby: Perkins purchased birthing beds for the SIM mom/newborn to facilitate real life experiences in a clinical setting. It also purchased i-Pads for faculty for use in hospital clinicals. Perkins purchased laptops for check out use by students in the ECE programs and this will allow students to develop better presentation and computer skills. One of the main focuses of the Perkins grant was to provide professional development to faculty in nursing professional development, the Community College Survey of Student Engagement (CCSSE) Clinic, and a third Cooperative Learning workshop.

The 2013-2014 Perkins funds will be used by the college to continue to build simulation equipment for nursing programs by purchasing IV arms for SIM patients. These will allow students to practice dosage calculations and IV related clinical skills. Funds will be used for professional development for Business Department instructors to train using the latest new software, etc. Perkins is also planning a college-wide professional development for all faculty focusing on better serving students with special needs such as disabilities (physical and learning) and behavioral problems. Perkins has created a professional development library and a resource material display on each campus for faculty and staff use.

Student Support Services-Glenda Sykes: Student Support Services provided academic tutoring, instruction in study skills, transfer workshops, and career/goal-setting workshops the 2012-2013 academic year. We also provided college visits to UALR, UAPB, ASU, UCA, and Delta State University. In addition to the services provided the 2012-2013 academic year, Student Support Services will be providing two new workshops for the 2013-2014 academic year that will focus on healthy eating and money management.

PACE Grant-Shaun Anderson: Several positive changes occurred at PCCUA in 2012-2103 as a result of our participation in the PACE grant. Those changes include the creation of the STAR Center, development of the Compass review, redesign of developmental math, creation of a Tech Math course, purchase of new computers for advising and nursing, and implementation of two new pilot courses in the areas of reading, writing, and English. Additionally, the nursing program used PACE funds to procure a consultant to assist in the streamlining of both the ADN and LPN programs.

Our focus in the upcoming year will be on improving advising techniques in order to improve student engagement and student success. Plans include bringing in a professional consultant to hold a workshop for advisors on all campuses. We hope to find ways in which to use our current technology to improve ongoing active advising and guidance, from career and program advising to monitoring student placement and job placement. We will explore the possible advantages of reaching out to today's students utilizing the same technology as our advisees, including online synchronous chat features, texting, and social media outlets such as Facebook. We also hope to promote the Virtual Career Center to link graduates with employees and facilitate job placement.

Student Success-Community College Survey of Student Engagement (CCSSE)-Debbie Hardy: During the Spring of 2013 the Community College Survey of Student Engagement (CCSSE and the Community College Faculty Survey of Student Engagement (CCFSSE) were administered to students and faculty. Go to the following link to review the data and analysis from the survey outcomes. http://www.pccua.edu/student_engagement The Survey of Entering Student Engagement (SENSE) will be administered this fall during the fifth week of the semester. Students will be tested in reading, writing, math, and English classes. SENSE scheduling will be in place by the second week of school.

Adult Education-Cyrus Vance

The PCCUA Adult Education program was asked to assume responsibility for administration of Adult Education in Arkansas County. The college believes this is a good thing and will benefit with our recruiting efforts.



Congratulations to Katherine Augustus and Sandra Dunlap who received BAS degrees from UAFS and Brandon Russell received a BS in Business from UALR.

The PCCUA Career Pathways Center for Working Families has again received national recognition from MDC and the Annie E. Casey Foundation. For the third consecutive year PCCUA was recognized for providing a wide range of services for our students. To read more go to the following link.

<http://www.mdcinc.org/resources/publications/center-working-families-community-colleges-clearing-financial-barriers> **Be Sure to Read This Article**

The American Association of Community Colleges Selected PCCUA as a Finalist for Award of Excellence for Student Success <http://www.communitycollegetimes.com/Pages/Campus-Issues/awards-of-excellence.aspx>

STRATEGIC PLANNING UPDATE

Clarifying Strategic Plan Process

Review and Renew-plan will be visited at the beginning of each year to establish and confirm direction of the year's work. In addition, the plan will be reviewed at the end of each year to assure accountability and document progress of work.

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 which do not require many resources or a significant period of time to remedy. These will be identified at the end of each year and implemented before the fall semester of that same year.

1-3 year objectives-these are long range objectives which can be completed within a three year period.

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.).

The Plan is guided by enduring values. 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 three beliefs and values to which we are committed: student success, the power of education, and diversity.

PHASE I Planning and Discussion	PHASE II Establishing Priorities and Focus	PHASE III College-Wide Planning and Adoption
<ol style="list-style-type: none"> 1. Develop a dynamic strategic plan which is reviewed and adapted based on institutional need. 2. Develop an equipment and technology plan which includes specific technology goals. 3. Establish a college-wide distance education plan within the strategic plan. 4. Create a comprehensive fiscal planning process with a budget which prioritizes institutional objectives. 5. Create a grant review team which will review and approve grant applications before planning for submission of the proposal. 6. Identify and implement specific activities which will improve recruitment. 7. Identify specific and measurable goals which will improve retention. 8. Develop an intra-campus communication plan which will improve the level of communication. 9. Assess quality of service in each work area and set measureable goals for improving that work. 	<p><u>Review and Renew</u> plan each year to establish and confirm direction of the year's work.</p> <p>Establish an audit and maintain a schedule for equipment, buildings, programs, and activities.</p> <p>Hold departments and functional areas accountable for work and document progress and achievement of goals (August and April or May)</p> <p>Goals</p> <ol style="list-style-type: none"> 1. Support for Students and Learning 2. Ongoing Professional Development Tied to Student Learning and Success 3. Budget Processes and Practices Tied to Institutional Strength and Student Success 4. Development of Distance Learning Opportunities 5. Development and Support of Emerging Technology (responding to change) 	<p>Phase III Will Be Developed in Fall 2013</p> <p>All employees will be surveyed. All employees will engage in planning conversations.</p> <p>Overall Strategic Plan will be in place by Spring 2014</p> <p>Each Functional area and academic unit will have three to five goals for the 2014-2017 Strategic Plan.</p> <p>Strategic Plan Format</p> <ol style="list-style-type: none"> 1. PCCUA Organizational structure 2. Chancellor's Letter 3. Planning Process (history) 4. Past Goals and Achievements 5. Strengths, Challenges, Opportunities 6. Themes...Planning, review, support 7. Goals 8. Functional and Academic Area Goals 9. Accountability <div style="text-align: center;">  </div>

