

PCCUA AWARDED WORKING FAMILY SUCCESS NETWORK GRANT

What Is the WFSN?

The Working Families Success Network (formerly Center for Working Families or CWF) is a network of community-based organizations and colleges helping families and individuals get jobs, complete their education or training, improve their credit, and have enough income to pay their bills and to save for the future.

How Did We Get Selected for This Opportunity?

PCCUA has used this approach with its Career Pathways for several years. We have been nationally recognized for these efforts and have been selected to serve as the lead college for the Arkansas WFSN.

What Does It Involve?

The Working Families Success Network strategy provides a blueprint for a new way of offering support services to help lower-income people get work and improve their financial security. Under this strategy, individuals receive a coordinated set of three key services: financial coaching and education, employment, and improved access to public benefits. This strategy is sometimes referred to as bundled services or integrated services.

What Is Bundling?

Bundling is the process of providing more than one support service to students. Using the WFSN approach services will be provided in three pillars or areas: education and employment services; work and income supports, financial products and asset building supports.



What Will the WFSN Grant Do for PCCUA?

Increase our institutional research and tracking capacity and improve our ability to identify which supports are most likely to benefit specific groups of students.
Provide much professional development at all levels about how to use the WFSN strategies.

Academic Leaders

Dr. Steven Murray, Chancellor

Dr. Debby King, VC for Instruction

Scott Post, VC for Student Services

Amy Hudson, Dean Allied Health

Linda Killion, Dean Computer Information Systems, Dean of Applied Technology

Robin Bryant, Chair Arts and Sciences, PH Cty

Kim Kirby, Chair Arts and Sciences, AR Cty

Dr. Susan Luebke, VC for Stuttgart, Director of Career and Technical Center

Debbie Hardy, Student Success Coordinator (SENSE/CCSSE)

Blake Cannon, Institutional Research

THE HIGHER LEARNING COMMISSION SITE VISIT

The Higher Learning Commission (HLC) will visit the College in the spring of 2015 as a part of the HLC continuing accreditation process. Subcommittees were established to address specific standards, and members were appointed to committees based on familiarity with content to be addressed in a respective standard. At the end of the summer of 2014, the first Assurance Argument draft will be complete and the Steering Committee and Subcommittees will continue to make revisions during fall 2014. The Assurance Argument will be posted to the HLC portal in early February before the April 20, 2015 visit. A copy will be made available to all PCCUA employees. We will continue to share progress about the Assurance Argument.

TITLE III PART F SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM)

Phillips Community College of the University of Arkansas received a Title III Part F STEM grant for the period beginning October 1, 2013 and ending September 30, 2018. The project is titled, "Increasing STEM Success and Enrollment." Grant activities include faculty development, course revision, academics support, advising services, STEM summits, STEM summer academies, student research projects, learning inquiry and facilities renovation. Year One's focus is STEM classroom renovation and Math design and development; year two Physics lab renovation and Life and Physical Science design and development; year three Chemistry lab renovation and Chemistry design and development, year four, Computer and Renewable Energy Technology design and development; and year five summative evaluation and pilot completion.

PCCUA HIGH IMPACT PRACTICES FOR INCREASED STUDENT SUCCESS

PCCUA has clearly defined priorities for helping students succeed. In 2014 we plan to implement High Impact Practices developed at the High Impact Practices Institute (HIPI) sponsored by the Center for Community College Student Engagement at the University of Texas at Austin. The following practices will become part of the Student Success agenda.

Early Alert practices with strong support to increase student persistence and completion, especially in developmental and gateway course work.

a) All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and understandable map for advancing through the student selected certificate or degree program.

Each student will be assigned a Student Advisory Team composed of advisors, coaches, and others (instructors-they will vary from course to course, chairs/deans, etc.). This action will require an expanded role for the student financial coaches used in the Student Success courses.

PCCUA has mandatory testing and placement. Prior to COMPASS testing all students are provided with test preparation to increase the likelihood of appropriate course placement. Students register before class begins, but once they are registered and working with the advisor, an ICP will be developed.

b) The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor; once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP.

c) The Student Success Coach will assist advisors with early intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student (s) seeks and receives academic assistance in courses where the student is not experiencing success

d) Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention(s). The instructor will identify the intervention(s) in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, STAR lab for tutoring, group study sessions led by the instructor or students, or any number of possible interventions). **PCCUA believes instructional intervention to support learning is critical to student course success.**

e) All college tutoring will be aligned to maximize the opportunities available for students. This will be completed in the Summer of 2014 and the alignment meetings and efforts will be integrated

at all levels and on all campuses. Professional development will be provided for all people involved with tutoring efforts.

The premise of the Early Intervention Support System is rooted in faculty assuming responsibility for assisting students who need help in the courses they teach. It has developed because of the failure of a PCCUA Early Alert program which focused primarily on attendance. The unintended consequence of stressing the importance of attendance without an academic support plan has resulted in an increase in administrative withdrawals from courses, PCCUA identifies these as “EW” grades.

PCCUA has already implemented several college practices which we know improve some aspects of student success.

DEPARTMENTAL NEWS

Allied Health

The Practical Nursing Program is revising the PN curriculum to reflect contemporary nursing practice and mirror content on the revised licensure exam. The Associate Degree Nursing Program is implementing a new contemporary nursing curriculum in the fall of 2014. Both programs will have external agency visits in 2014-2015. The ADN program will have an ACEN focus visit in the spring of 2015 to evaluate the new curriculum, and the Practical Nursing Program will have an Arkansas State Board of Nursing survey visit in the spring of 2015. The Medical Laboratory Technology and Phlebotomy programs continue to grow. Faculty in both programs are preparing for NAACLS visits for continuing accreditation and approval. Twelve students completed the Nursing Assistant program in the summer of 2014. Student interest in this program continues to increase.



| WFSN-HIPI | | |
|--|---|---|
| High Impact Practices Institute | High Impact Practices Institute Work Plan | Working Family Success Network |
| Existing Practices | Planned Practices | Implementation |
| <p>ACT Compass Test Preparation Mandatory Testing and Placement Assigned an Advisor Registration Before Classes Mandatory Orientation Student Success I & II (Learning Community) Supplemental Instruction (all dev. ed.).</p> <p>Specific High Impact Practices Recognized by the Center for Community College Student Engagement</p> <ol style="list-style-type: none"> 1. Placement Test, Preparation, and Appropriate Placement 2. Orientation 3. Academic Goal Setting and Planning 4. Timely Registration 5. Accelerated/Fast Track for Developmental Education 6. First-Year Experience 7. Student Success Course 7. Class Attendance 9. Learning Community 10. Academic Alert and Intervention System 11. Experiential Learning Beyond the Classroom 12. Tutoring 13. Supplemental Instruction | <p>Create Student Advisory Team or an open advisor, coach, faculty communication and support mechanism.</p> <p>Expand Role of Student Success Coaches (continue to include financial coaching but add career coaching)</p> <p>Develop ICP using program of study sheets and needs intake assessment.</p> <p>Administer Early Assessment and intervention in every course (include faculty developed interventions such as tutoring, study groups, teacher study groups, other) documented by plan.</p> <p>Align all college options to maximize effectiveness.</p> <div style="text-align: center;">  <p>ACHIEVING THE DREAM™ COMMUNITY COLLEGES COUNT</p> </div> | <p>1).All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and understandable map for advancing through the student selected certificate or degree program.</p> <p>2) The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor; once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP.</p> <p>3) The Student Success Coach will assist advisors with early intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student(s) seeks and receives academic assistance in courses where the student is not experiencing success.</p> <p>4) Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention(s). The instructor will identify the intervention(s) in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, group study sessions led by the instructor or students, or any number of possible interventions).</p> <p>5) All college tutoring will be aligned to maximize the opportunities available for students.</p> |



Congratulations to the following people who received bachelor’s degrees: Stephanie Terry and LaTonya Starks from UAFS; Ruthie Pride from UAF. We are also proud of Cyrus Vance for graduating from ASU with an Educational Specialist Degree in Educational leadership.

INTEGRATED POSTSECONDARY DATA SYSTEM (IPEDS)

| AY | 2013 | 2012 | 2011 | 2010 | 2009 | 2008 | 2007 | 2006 | 2005 |
|----------------|------|------|------|------|------|------|------|------|------|
| 100% | 16% | 17% | 12% | 10% | 5% | 15% | 5% | 4% | 8% |
| 150% | 25% | 17% | 25% | 20% | 20% | 21% | 21% | 16% | 18% |
| 200% | 29% | 23% | 30% | 29% | 24% | 24% | N/A | N/A | N/A |
| Transfer out | 14% | 21% | 15% | 14% | 67% | 14% | 17% | 15% | 19% |
| Retention FT | 56% | 54% | 53% | 58% | 60% | 53% | 58% | 52% | 65% |
| Retention PT | 21% | 40% | 12% | 34% | 49% | 37% | 24% | 47% | 46% |
| Associate Deg. | 164 | 121 | 220 | 158 | 148 | 158 | 153 | 199 | 176 |
| TC | 68 | 62 | 68 | 80 | 51 | 51 | 61 | 64 | 49 |
| CP | 92 | 105 | 185 | 195 | 204 | 97 | 98 | 215 | 130 |

* Data obtained from IPEDS Data Feedback Reports and current survey submission to IPEDS

DATA NOTES FROM BLAKE CANNON

- 1) **Anomalies in the data can happen for various reasons. If there is one, ask a question about it. There could be a logical explanation for it.**
- 2) **Be aware of cohort sizes. For example, the IPEDS data only reflect first-time, degree-seeking students which are smaller cohorts than PCCUA's entire population (2013 there were 234 first-time, degree-seeking students and of those 234 only 36 were part-time). The smaller the cohort, the fewer students needed to cause a big change in the numbers.**
- 3) **The actual numbers are not the whole story. Trends can sometimes be more useful to examine.**

DEGREE AND CERTIFICATE COMPLETION (ATD)

| | 100% | 150% | 200% |
|------------------------|--------------|--------------|--------------|
| 2004 | | | |
| Any Associates | (9/272) 3% | (26/272) 10% | (30/272) 11% |
| Technical Certificates | (1/272) .4% | (3/272) 1% | (8/272) 3% |
| Total | (10/272) 4% | (29/272) 11% | (38/272) 14% |
| 2005 | | | |
| Any Associates | (16/306) 5% | (33/306) 11% | (36/306) 12% |
| Technical Certificates | (11/306) 4% | (16/306) 5% | (18/306) 6% |
| Total | (27/306) 9% | (49/306) 16% | (54/306) 18% |
| 2006 | | | |
| Any Associates | (11/258) 4% | (25/258) 10% | (39/258) 15% |
| Technical Certificates | (5/258) 2% | (10/258) 4% | (17/258) 7% |
| Total | (16/258) 6% | (35/258) 14% | (56/258) 22% |
| 2007 | | | |
| Any Associates | (21/293) 7% | (48/293) 16% | (56/293) 19% |
| Technical Certificates | (8/293) 3% | (9/293) 3% | (26/293) 9% |
| Total | (29/293) 10% | (57/293) 19% | (82/293) 28% |
| 2008 | | | |
| Any Associates | (26/264) 10% | (58/264) 22% | (67/264) 25% |
| Technical Certificates | (7/264) 3% | (16/264) 6% | (20/264) 8% |
| Total | (33/264) 13% | (74/264) 28% | (87/264) 33% |
| 2009 | | | |
| Any Associates | (33/301) 11% | (44/301) 14% | (49/301) 16% |
| Technical Certificates | (9/301) 3% | (14/301) 5% | (25/301) 8% |
| Total | (42/301) 14% | (58/301) 19% | (74/301) 25% |
| 2010* | | | |
| Any Associates | (14/313) 4% | (37/313) 12% | (50/313) 16% |
| Technical Certificates | (3/313) 1% | (7/313) 2% | (11/313) 4% |
| Total | (17/313) 5% | (44/313) 14% | (61/313) 19% |

Phillips Community College Career & Technical Center

Phillips Community College Career & Technical Center (C&TC) serves area high school students by providing Arkansas Department of Career Education (ACE) approved coursework through agreements with the students' home districts. During the 2014-2015 year, the C&TC goals are as follows:

- To examine end-of-course test score analyses for all classes that were administered exam test to determine areas of weakness in the curriculum and use that information to strengthen the coursework in those classes.
- To provide professional development in the area of classroom management for all instructors in the C&TC.
- To examine the structure of each of the advisory boards (college-wide, local, and occupational) to determine if all areas are represented appropriately.

The purpose of these goals is to address the College Strategic Goals and align the efforts in the C&TC with those of the College.

Assessment in the C&TC is based on the end-of-course testing that is done through ACE. For students to excel in the coursework, the instructor must design lessons based on the published curriculum for the course. Professional development (PCCUA Strategic Goal 2: Development for Faculty and Staff) provided the instructors targets studying the curriculum, creating lessons that teach and reinforce the curriculum, and providing an environment that supports student learning (PCCUA Strategic Goal 1: Support for Student Learning). The focus for the 2014-15 year is classroom management and creating the necessary environment for all students to have the opportunity to learn.

Each program area is required to maintain supplies and equipment needed to meet the instructional goals for the courses that are taught. Each instructor receives individual training in the procedures and processes for accessing funding for these and other purposes (PCCUA Strategic Goal 3: Implementation of Processes and Practices for Budgeting and Planning). The C&TC operates on K-12 state funding that is determined by the number of students enrolled in the courses.

The advisory boards at all levels of the C&TC structure are in place to serve several purposes. They put instructors, students, and administrators in contact with people in our communities who do the work that the C&TC students are learning to do in the classrooms (PCCUA Strategic Goal 6: Confirmation and Expansion of Industry, Business, and Community Partnerships). For that reason, they are invaluable to the success of the programs. We partner with them on projects, look to them for guidance in decisions about the direction the programs should go, and ask for their assistance in determining which programs are most beneficial to our students.

They alert us to emerging technology (PCCUA Strategic Goal 5: Development and Support of Emerging Technologies) in their fields and make suggestions about coursework that would help students in obtaining jobs in their industries.

Each of these C&TC goals should bring us closer to providing the student experience for our students that is provided for our college students.

Arts and Sciences

The Arts and Sciences Division has hired one new instructor on the Helena campus. Brian Zimmerman will be teaching math for us this fall. Our division has continued to stress the importance of support for student learning. The STAR Center in Helena has seen increased use, and we look forward to the opening of the STEM center this fall. The STAR center supervisor, Mark Sellers, has worked to involve more faculty in the day to day operations of the center, and we are seeing that pay off with increased student participation. There are efforts to increase the STAR center tutoring opportunities in both Stuttgart and DeWitt. The Stuttgart campus has partnered with the Rice Research and Extension Office, whose staff began offering tutoring in STEM related courses during the spring 2014 semester and will continue in the upcoming academic year. Thomas Moss is coordinating the tutoring program. Distance learning continues to be a focus for our division. Last spring, we offered Intermediate Algebra through PCNet. We are hoping to continue that offering in the fall. Currently developmental reading instructors in both Helena and Stuttgart are working on classes to be offered online.

With our STEM grant focus, the math instructors on all campuses have been working to modify course offerings in hopes of improving course success. This fall, a pilot class will be offered on the Helena campus using both the current I Can Learn structure as well as an additional ALEKS component. In addition, Gary Torrelli led a faculty inquiry group last year dealing with both developmental math and English issues. His work has resulted in a more diligent use of notebooks in the developmental math classes. The developmental English faculty, led by Natacia Davis, also implemented semester midpoint assessment surveys to help students have a more realistic view of their progress.

Assessment of student learning continues to be a focus in our social science area. Instructors met this spring to begin a structured assessment of their students' skills as they related to the STACC goals. This work will continue in the 2014-2015 academic year.

In support of emerging technologies, faculty have explored utilizing Sharepoint for multi-campus meetings in place of compressed video. Some faculty members are also working with IT to determine the possibility of utilizing Sharepoint with their students. The A&S division will continue to investigate the use of Sharepoint and Skype for use within the department and with students.

Applied Technology and Business and Information Systems Divisions

In support for student learning and emerging technologies, Microsoft LifeCams will be utilized in 2014-15 to incorporate digital media with classroom lectures to provide on campus and online students with a higher-quality learning experience. LifeCams will also be used to better facilitate multi-campus division meetings. Through a Carl Perkins grant with emphasis on faculty development, instructors will be attending the Teaching Professor Technology Conference in October 2014. Best practices for incorporating technology into the college classroom will be the focus of this conference. To expand distance learning opportunities, courses in both divisions will be reviewed in 2014-15 to determine if more hybrid and online classes could be made available. Fast track delivery will also be reviewed.

Cosmetology and Graphic Communications Program Reviews have been submitted to Arkansas Department of Higher Education for approval and work has begun on Advanced Manufacturing and Renewable Energy Technology Program Review which will be submitted summer of 2015.

Applied Technology and Business and Information Systems Divisions continue to work with area industries and businesses through Business and Industry Coordinators and Chamber of Commerce to meet industry training needs. Workplace Communication, Industrial Math, and Introduction to Excel Workshops were offered this summer with a total enrollment of 38 participants from local industries. Additional workshops in Programmable Logic Controllers, Industrial Electricity, Industrial Math, Welding, Intermediate Excel, and Advanced Excel Workshops will be conducted in fall of 2014. The Applied Technology Division on the Helena campus hosted an Open House for the community and local businesses in spring of 2014.

As part of The Arkansas Delta Training and Education Consortium (ADTEC), PCCUA submitted two US Department of Labor grants this summer: 1) Ready to Work which is designed to provide long-term unemployed workers to occupations in Information Technology and Business Management; 2) Trade Adjustment Assistance Community College and Career Training (TAACCCT) which is designed to strengthen manufacturing initiatives to be more responsive to meeting regional industries’ needs. To aid in seeking these grants, PCCUA formed partnerships with employers and industry groups, support service providers, and local and state government agencies.

In cooperation with the Phillips County Chamber of

Commerce, PCCUA hosted the 2014 Dream It, Do It Young Manufacturers Academy this summer to 25 seventh, eighth, and ninth graders on the Helena campus. The focus of the Academy was to see how next generation manufacturing offers exciting career opportunities for young men and women.

Assessment is an ongoing process in both divisions. Instructors revised student learning outcomes to include the College’s five core competencies (STACC). Both divisions model the college plan and use STACC as a major component of instruction and assessment at the course, program, and division level. Comprehensive division assessment results for both divisions are on file and available in the dean’s office.

PCCUA CERTIFICATES AND DEGREES

| Certificate of Proficiency | | | |
|-----------------------------------|-------------|-------------|-------------|
| Campus | 2014 | 2013 | 2012 |
| Dewitt | 77 | 86 | 56 |
| Helena | 65 | 56 | 45 |
| Stuttgart | 32 | 37 | 30 |
| TOTAL | 174 | 179 | 131 |

| Degree and Technical Certificates | | | |
|--|-------------|-------------|-------------|
| Campus | 2014 | 2013 | 2012 |
| DeWitt | 24 | 33 | 40 |
| Helena | 117 | 134 | 108 |
| Stuttgart | 34 | 67 | 41 |
| TOTAL | 175 | 234 | 189 |

2014
 Fall Semester Classes Begin.....August 25
 Fall Final Exams Begin.....December 8-11
 Grades Are Due.....December 15

2015
 Spring Semester Begins.....January 12
 Spring Final Exams Begin.....May 4-7
 AR County Graduation.....May 14
 PH County Graduation.....May 15

Summer I Begins.....June 1
 Summer I Final Exams.....July 1
 Summer I Ends.....July 6
 Summer II Begins.....July 6
 Summer II End.....August 6