



AN IN-DEPTH EVALUATION OF UA COSSATOT'S  
EFFORTS TO ACHIEVE INSTITUTIONAL GOALS SET  
FORTH IN THE 2025 STRATEGIC PLAN.

From the Office of Institutional Research &  
Assessment

Year 1 Evaluation Report: January 2022

Year 2 Evaluation Report: May 2023

Year 3 Evaluation Report: May 2024

**1.1 FOSTER A CULTURE OF FACULTY COLLABORATION**

**Strategies to meet GOAL 1:**

**- ACADEMIC EXCELLENCE -**

**GOAL 1:** Enhance and expand innovative teaching, use of technology, and learning practices that support quality education for all through the assessment of student learning.  
To expand innovative teaching, use of technology, and learning practices, we will:

**1.1a. Promote consistent course outcomes across campus locations and modes of delivery**

*Who:* Division Chairs

*Target Metric:* 100% of courses will be reviewed and have consistent course outcomes.

*Measurement Tools/Methodology:* Review of Syllabi

**2021 Results: GOAL MET**

- The English Department has undergone a review of policies, practices and grading rubrics. An English Department Plan was composed to provide continuity, allow for better evaluation/ assessment, and increase student performance and retention of course material.
- Both college and concurrent instructors attended a 5-25-21 meeting hosted by Division Chair, Crystal Sims, and Dir. Of High School Programs, Julie Rhodes. They were introduced to the new English Dept. Plan, and the new grading rubric to ensure that college ready English courses are taught to the same standard by all instructors, and that all students are evaluated equally and consistently for knowledge retention and learning, at both the concurrent and college student levels.

<file:///C:/Users/TCobb/Documents/English%20Department%20Plan.htm>

Follow the link to view a copy of UA Cossatot English Department Plan document. Please note that the creation of an accessible web page hyperlink altered the original Word document format.

**1.1b Strengthen connections between full-time and part-time faculty including those teaching dual credit and online**

*Who:* Division Chairs, CAO, Full-time faculty

*Target Metric:* Part-time and adjunct instructors will all be assigned FT mentors.

*Measurement Tools/Methodology:* Process development ongoing

**2022 Results: GOAL MET**

- General Education Division: Part-time and adjunct instructors are mentored by FT faculty allowing training and communication opportunities to take place. Division Chairs see the connections made between mentors and part-time faculty are improving.
- Medical Education Division: Adjuncts and full-time faculty are working together to amend labs. Once the lab is set up, staff record how the lab for that day is planned. This helps the faculty know the expectations of the students during the lab. The Nursing Department tries to make sure the lab matches the lecture to show consistencies with lab check offs.

**2023 Results: GOAL MET**

- Medical Education has dedicated an adjunct instructor who works with full-time and adjunct faculty to ensure the medical labs are set up appropriately and are ready on lab days. Current renovations to the De Queen and Nashville campuses for new labs are pending.
- General Education Division: continues to provide mentors for all adjuncts. As a result, this has significantly reduced email and phone calls with questions and concerns.

**2024 Results: GOAL MET**

- Academic assistant had the addition of liaison of adjunct faculty added to job description to better aid in support of adjunct faculty.

**Sub-Strategies for: 1.1a**

**Sub-Strategies for: 1.1b**

**Grade distribution by subject area and online/in-class**

*Who:* Division Chairs and CAO

*Measurement*

*Tools/Methodology:* Grade Distribution Spreadsheet

**Results: ONGOING**

Data from the Grade Distribution reports are being tracked and ongoing.

**Satisfaction rate of instruction across modes of delivery and locations**

*Who:* Division Chairs and CAO

*Measurement*

*Tools/Methodology:* Student Satisfaction Surveys

**2022-23 Results: GOAL MET**

CAO reviews student evaluations for any concerns each semester. **None found.** Online CCSSE Survey has been implemented for spring 2023 to assess student interaction in their courses.

**Faculty satisfaction**

*Who:* Division Chairs

*Measurement*

*Tools/Methodology:* Division chairs are developing a system to ensure all adjunct faculty have mentors in place to improve communication, knowledge, and professional development.

**Results: GOAL MET**

**Faculty meetings (may include faculty council meetings)**

*Measurement*

*Tools/Methodology:* Faculty meeting agendas/evaluation

**2022 Results: GOAL MET**

Last faculty meeting held March 2023. Faculty evaluations held annually. Faculty Council met once a month excluding January and December.

## 1.2 ENHANCE TEACHING AND LEARNING

### Strategies to meet GOAL 1:

#### 1.2a Focus on innovative and effective teaching methods that support student learning

##### 2021 Results: GOAL MET

Below are 2 examples of relevant, innovative programs using technology and teaching methods to select groups of students.

- With proceeds from a Blue and You grant, the Medical Education department recently purchased a state-of-the-art Ambulance Simulator. This training technology is housed in the Public Services/Workforce Development building so that the Continuing Ed. Medical Coordinator can use it to instruct EMTs, firefighters, and other emergency first responders. By utilizing state of the art, relevant equipment, our students will experience hands on training and successful interaction to ensure a positive learning experience.
- The grant-funded Youthbuild Program was added to Cossatot's tool belt in fall 2020. 12 students participated in the first year and increased to 18 students in year 2. At-risk students receive classroom instruction along with hands on training in carpentry, welding and first aid. These skills, combined with soft skills, leadership and workforce preparation classes fortify well-rounded learning. By the time a student completes the Youthbuild program, he/she will have earned credentials for OSHA 10, NCCER, First Aid/CPR, WorkKeys National Career Readiness, and will have earned a GED.
- It was projected that 22 participants would be added to the fall 2022 class but gained an additional 3 participants ending the term with 25 students.
- Youthbuild provided hands on training to a total of 55 students who finished with portfolios including credentials, certificates, and resumes.

##### 2023 Results: GOAL MET

- Blue and You grant finished in December 2023 where 3,029 students over the spring and fall semesters (duplicated count due to semesters) were served by these funds and provided food pantry items, café food cards, and hygiene items.
- In June 2023, we received our second DOL YouthBuild grant: \$1,205,176 for 3 years **Summary of Project:** UA Cossatot's YouthBuild program will empower 56 young people aged 16 through 24 by creating access to new pathways into work and education. Construction Plus is offered for the high-demand field of Certified Nursing Assistant. A strong support system of case management follows students through YouthBuild. Co-instruction and student stipends and/or incentives are utilized in all three years.

#### 1.2b Regularly review and improve academic offerings at all levels and formats

*Who:* Division Chairs and CAO

*Measurements Tools/Methodology:*

- Program Reviews
- Advisory Board Minutes
- Curriculum changes

##### 2021 Results: GOAL MET

- The review and evaluation of chosen course content to assure consistent course outcomes is an arduous, ongoing task. For the 2021 year, approximately 56% of fall 2021 online courses slated for review have been assessed, and 3% of the fall 2021 Hybrid courses chosen for review have been assessed. COVID has been contributory to a delay in conducting reviews.

##### 2022 Results: GOAL MET

- Minor changes to the titles of courses, such as U.S History to 1876, will be listed as History I to reflect what other Universities list.
- Transfer Advisor has been added to advise students transferring to 4-year institutions.
- Advisory Council met annually with 32 in attendance for 2023 meeting.
- AAS General Business was revised to include 3 stackable CPs, 3 stackable TCs, and 3 concentration areas: accounting, management, and digital media & marketing.

##### 2023 Results: ONGOING

- Colt Rubric is being reimplemented fall 2023.
- Due to Southern Arkansas University implementing changes to curriculum for teaching program, Division Chair of General Education has begun updating Education Programs for transfer students.

##### 2024 Results: GOAL MET

- CAO reviewed all existing articulation agreements and resigned updated versions. New articulation agreements were developed.
- Cybersecurity program was moved from an AAS program to an AS STEM pathway to allow better transfer. Industry certifications were embedded in program curriculum.

- In August 2023, we received a 1-year \$250,000 USDA NIFA Design grant to design a 2-year associate degree program - Industrial Agriculture - that will be developed in collaboration with industry leaders and infused with DEI best practices. Objectives include: 1) Modify current course/certification offerings to create a new degree/certification pathway designed to test and acquire industry recognized credentials; 2) Address known bias and/or systemic barriers in agriculture workforce training to increase placement of Hispanic students in senior-level career tracks; 3) Create and codify collaborative activities, including experiential learning opportunities, with up to three relevant industry partners; and 4) Create pathways of immediate credentialing upon course completion.

**2024 Results: GOAL MET**

- In January 2024, we received \$48,438 Carl Perkins Reserve Funds to purchase needed equipment and supplies for technical programs (PTA, Nursing, and Agriculture).

**Sub-Strategy for: 1.2a**

***Provide meaningful professional development opportunities for training and exposure to innovative practices.***

*Who:* Division Chairs, CAO, faculty, HR will share or develop Professional Development opportunities

*Measurement Tools/Methodology:* Annual faculty development documents and Professional Development (1 per Academic year)

**Results: GOAL MET**

**2021 Events:** Fall 2021 Blackboard Training for Faculty

**2022 Events:** Annual SafeCollege Training on Child Abuse: Mandatory Reporting, Clery Act Overview, Cybersecurity Overview, Discrimination Awareness in the Workplace, Drug Free Workplace, Email and Messaging Safety, FERPA: Confidentiality of Records, Sexual Harassment: Staff-to-Staff and Title IX and Sexual Harassment

**2023 Events:** HR and Benefits team participated in the CUPA HR Conference for professional development. Additionally, they conducted the annual SafeCollege Training, covering topics such as Child Abuse: Mandatory Reporting, Clery Act Overview, Cybersecurity, Workplace Discrimination Awareness, Drug-Free Workplace, Email and Messaging Safety, FERPA (Confidentiality of Records), and Sexual Harassment (Staff-to-Staff and Title IX

**2024 Events:** Recruitment retreat was held for recruitment team. Feedback showed all felt information was extremely beneficial.

### 1.3 EXPAND CO-CURRICULAR ACTIVITIES

#### Strategy to meet Goal 1:

#### 1.3 Expand Co-curricular Activities.

*Who:* Assessment Council and faculty

*Measurement tools/Methodology:* # of co-curricular activities and assessment of activities

#### 2022-23 Results: GOAL MET

The co-curricular evaluation process begins with student organizations filing an approval and assessment plan. The Assessment Council uses a rubric to evaluate the activities for alignment with college learning outcomes: Personal and Global Awareness, Problem Solving, Critical Thinking, and Communication.

Approval & Assessment plans for 4 groups are on file with the Assessment Council committee. Those groups are:

- Collegiate FFA
- SOTA
- Student Ambassadors

Co-curricular Assessment Council met in 2023 to review the current process of sponsor student organizations on campus. This process begins with the co-curricular sponsor completing a planning form at the beginning of each semester that the activity will be assessed (September 1st for Fall semester activities and February 1st for Spring semester activities). The sponsor will send the planning form to Kelly Plunk the Assessment Council for review. On this form is where they will state how this activity ties to the program learning outcomes and/or college core abilities. Then, they will complete the activity and provide the students with a survey afterwards to assess them on the core abilities (COLTS), which are communication, occupational skills, life skills, technology, social skills. Once the activity is completed, they will complete the report and analyze the student survey data. Lastly, the Assessment Council will perform data analysis and make recommendations based on completed student surveys and the Assessment Report.

#### Activity Count for 2020

- Collegiate FFA- 14 events plus monthly meetings
- SOTA-14 events plus monthly meetings
- Student Ambassadors-20 plus monthly meetings
- SDA-10 plus monthly meetings

#### Activity Count for 2021

- Collegiate FFA- 6 events, plus monthly meetings
- SOTA- 13 events, plus monthly meetings
- Student Ambassadors-10 events, plus monthly meetings
- SDA-6 events, plus monthly meetings

#### Activity Count for 2022

- Collegiate FFA- 6 events plus monthly meetings
- SOTA-12 events plus monthly meetings
- Student Ambassadors-12 plus monthly meetings with 24 events
- PTK- 3 events with monthly meetings

#### Activity Count for 2023

- Collegiate FFA- 6 events plus monthly meetings
- SOTA-10 events plus monthly meetings
- Student Ambassadors-12 plus monthly meetings with 20 events
- PTK- 2 events with monthly meetings

#### Strategies to meet GOAL 1:1.4 IMPLEMENT AND IMPRVE TACTICS TO INCREASE COMPLETION RATES

#### Strategies to meet GOAL 1:

#### 1.4a. Increase overall graduation rate for degree-seeking students.

*Target Metric:* New Goal – 47% (10% of current)

*Measurement Tools/Methodology:*

- Title III Grant
- Graduation Rates

#### Results: GOAL MET

2018 Cohort Rate: 46%  
2019 Cohort Rate: 46%  
2020 Cohort Rate: 48%

#### 1.4b. Increase overall course completion rate

*Target Metric:* Increase of 10% from historic averages.

*Measurement Tools/Methodology:* Grade distribution report, withdrawal report

#### Results: ONGOING

2022 completion rate: 95%  
2023 completion rate: 96%

#### 1.4c. Increase % of students who complete 12 or more hours per semester.

*Measurement Tools/Methodology:*

- Active Advising
- Degree Audit

#### Results: ONGOING

See APPENDIX A, Table A-1

**- DIVERSITY, INCLUSION, AND STUDENT SUCCESS -**

**Goal 2:** Create an environment that provides equity and increases access to education by embracing students and advancing them toward goal clarity and completion.

To create an environment that provides equity and increases access to education, we will:

**2.1 INCREASE STUDENT SUCCESS USING A HOLISTIC APPROACH ADDRESSING UNDER-REPRESENTED STUDENTS ACADEMIC AND LIFE CHALLENGES**

**Strategies to meet GOAL 2:**

<p><b>2.1a. Conduct professional development to ensure faculty and staff have the knowledge and skills for addressing the impacts of poverty</b></p> <p>Who: CAO</p> <p><b>2021 Results: GOAL MET</b></p> <ul style="list-style-type: none"> <li>Bridges Out of Poverty training for all employees.</li> <li>Perkins Cultural Competency</li> <li>Training customized for UA Cossatot</li> </ul>	<p><b>2.1b. Increase the fall-to fall retention rate for degree-seeking students by implementing robust student support and proactive advising</b></p> <p>Who: CAO, Student Services, Title III Grant Manager</p> <p>Measurement Tools/Methodology:</p> <ul style="list-style-type: none"> <li>Student Services Director has created a tracking spreadsheet for a new probation/suspension process.</li> <li>Install Student Success Coach as resource.</li> </ul> <p><b>2021-22 Result: GOAL MET*</b></p> <p>Probation/Suspension Tracking Spreadsheet in being utilized.</p> <p>A new process for <b>students on probation/suspension</b> was implemented in fall 2021. Rachel Barfield, Student Success Coach, works with each student to provide stability and support as they work towards completion of their educational goals. Twelve students have been actively involved in this process, and success measurements are ongoing. Students are provided:</p> <ul style="list-style-type: none"> <li>Weekly check-ins from success coach</li> <li>Regular grade checks for progress</li> <li>Facilitates communication between student/instructors/program advisors.</li> <li>Assists in finding resources and securing needed services</li> </ul>	<p><b>2.1c. Emphasize use of student and academic support services to promote student completion</b></p> <p>Who: Faculty, Relinda Ruth, Rachel Hickey</p> <p>Measurement Tools/Methodology:</p> <ul style="list-style-type: none"> <li>ERC Usage</li> <li>CSS Usage</li> <li>Title III tutoring</li> <li>Student Support Coach Utilization</li> </ul> <p><b>2021-22 Results: GOAL MET</b></p> <ul style="list-style-type: none"> <li><b>Completion of Gateway/Developmental courses (See APPENDIX A, Table A-2)</b></li> <li><b>Student Tracking/ERC-4</b>,137 students in 2021, 8,105 students in 2022</li> <li><b>Tutor.com</b> -94 students in 2021, 96 students in 2022</li> <li><b>ERC tutoring</b>-520 students and 1,090 sessions for 2021, 567 students with 1,145 sessions for 2022</li> <li><b>Academic workshops by ERC:</b> 1 TEAS Workshop, DQ campus, Physical Science Labs on NV and DQ campuses</li> <li><b>Workshops hosted by CSS:</b> <ul style="list-style-type: none"> <li>Financial Literacy-3</li> <li>Soft Skills training-6</li> </ul> </li> <li><b>Student Support Coach services</b> -12 students utilized the (probation/suspension plan)</li> </ul>
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**2.2 IMPROVE COLLEGE READINESS THROUGH COLLABORATION WITH COMMUNITY-BASED ORGANIZATIONS, LOCAL SCHOOL DISTRICTS, AND ADULT EDUCATION PROGRAMS**

**Strategies to meet GOAL 2:**

<p><b>2.2a. Decrease the % of first-time, degree-seeking students requiring developmental math</b></p> <p>Who: Division Chair Gen. Ed., Math Faculty</p> <p>Measurement Tool/Methodology:</p> <ul style="list-style-type: none"> <li>Strong Start To Finish (SStF)*</li> </ul> <p><b>2021-22 Results: GOAL MET</b></p> <ul style="list-style-type: none"> <li>Adjusted Placement Scores based off research.</li> <li>Changed Math developmental model.</li> </ul>	<p><b>2.2b. Decrease the % of first-time, degree-seeking students requiring developmental English.</b></p> <p>Who: Division Chair Gen. Ed. and English Faculty</p> <p>Measurement Tool/Methodology:</p> <ul style="list-style-type: none"> <li>Strong Start To Finish (SStF)</li> <li>Center for Postsecondary Readiness (CAPR)*</li> <li>NROC-Summer Bridge Program (EdReady)**</li> </ul> <p><b>2021-22 Results: GOAL MET</b></p>
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<ul style="list-style-type: none"> <li>NROC-Summer bridge program (EdReady)</li> </ul> <p>A comparison of first-time (FTIC), degree seeking students enrolled in Pre-Algebra and Intermediate Algebra, was made to set a baseline. 2020 data showed that first time in college <b>(FTIC) students</b> enrolled in those specific courses <b>numbered at 37</b>. Fall 2021 had <b>16 FTIC students enrolled</b>. Between fall 2020 and fall 2021, in accordance with SStF and Math Pathways guidelines, Intermediate Algebra was deemed unnecessary, since only students with ACT 16 or equivalent were required to take it. Those students were encouraged to enroll in college algebra with lab or applied math. With the elimination of intermediate algebra, only one level of developmental math currently exists. These adjustments attribute to the 57% decrease of students enrolled in FTIC enrolled in/requiring developmental math.</p> <p><i>*Strong Start to Finish (SSTF)</i> is an initiative to reduce remedial education and address learning gaps for both English and math</p> <p>As of spring 2023, NROC-Summer bridge program is being re-vamped to increase student participation.</p>	<ul style="list-style-type: none"> <li>*UA Cossatot is participating in a nationwide study by the <i>Center for Postsecondary Readiness (CAPR)</i>. The goal is to help plan state-wide expansion of the use of multiple measures assessment/placement (MMA). These MMA's will help to establish a method of placement in remedial courses to teach students more effectively at their knowledge level upon initial enrollment.</li> <li>**Assessment tests such as Accuplacer and ACT give a score, but do not speak to the level of understanding within a specific subject. EdReady is a diagnostic tool that pinpoints where a student is along a learning pathway. EdReady diagnostics will help us to understand where a student's knowledge level is so that targeted instruction can take place to improve entry scores for those FTIC students.</li> <li>A comparison of first-time (FTIC), degree seeking students enrolled in College Reading and Essential English was made to set a baseline (2020 data). FTIC students enrolled in those specific courses numbered 63. Fall 2021 had 52 students enrolled in those classes. A decrease of 1.7% occurred between fall 2020 and fall 2021.</li> <li>Multiple Measures placement is active being piloted Fall 2023.</li> </ul>
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**2.3 ANALYZE THE STUDENT EXPERIENCE TO ENSURE SERVICES MEET THE NEEDS OF STUDENTS**

**Strategy to meet GOAL 2:**

**2.3 Analyze student experiences to ensure needs are being met.**

*Who:* Academic Council, IR Office  
*Measurement Tools/Methodology:* CCSSE/SENSE Surveys

**2022-23 Results: GOAL MET**

UA Cossatot resumed administering the Community College Survey of Student Engagement (CCSSE) in spring 2020. The CCSSE was followed up in fall 2020 with the Survey of Entering Student Engagement (SENSE). These surveys are a valuable part of measuring the student experience at UA Cossatot. A CCSSE Participation Calendar was created to chart intentional participation going forward so that the institution will be active in measuring student engagement results to assess student needs. The CCSSE is currently implemented online for spring 2023 semester. **(SEE APPENDIX A, Table A-3)**

**2.4 PROMOTE DIVERSITY AND CULTURAL AWARENESS COLLEGE-WIDE**

**Strategies to meet GOAL 2:**

**2.4 Promote diversity and cultural awareness college-wide.**

**2021-22 Results: GOAL MET**

Cultural Trainings provided by Perkins funds were offered to UA Cossatot. Several employees were in attendance via Zoom.

- March 3, 2021 – Cultural Competence and Implicit Bias Webinar with Tom Brown
- March 30, 2021 – Developing Cultural Competence: A Customized Workshop for UA Cossatot
- January 11, 2022 – Innovating Student Success Together in the New Normal with Dr. Bridget Burns

**Sub-strategies for 2.4:**

<p><b>2.4a. Encourage participation in student organizations to help students experience the cultural diversity at the college</b></p> <p><b>2021 Results: GOAL MET</b></p>	<p><b>2.4b. CSS Offerings</b></p> <p><i>Who:</i> Erika Buenroostro, Dir. CSS</p>	<p><b>2.4c. Increase specific populations to match that of our communities</b>          (Target populations for growth-Hispanic and African American students)</p>
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<p>There are several active, student organizations on UA Cossatot's campuses. The recruiting of new and returning students to these organizations happens in a number of ways:</p> <ul style="list-style-type: none"> <li>• Information booths are set up at all campuses during Welcome Week. (Rotaract, Student Ambassadors, Phi Theta Kappa)</li> <li>• Information is given during the first meeting day of classes within divisions (Collegiate FFA, Nursing, OTA)</li> <li>• Organizations are promoted through social media, Ed88, and press releases.</li> <li>• Automatic enrollment into organizations (ALPNA-Nursing students)</li> </ul>	<p><i>Measurement Tools/Methodology:</i> number of offerings provided through CSS: Number of students served -650</p> <p><b>2021-22 Results: GOAL MET</b></p> <p><b>Community Collaborations:</b></p> <ul style="list-style-type: none"> <li>• CADC member</li> </ul> <p><b>Cultural Awareness Events:</b></p> <ul style="list-style-type: none"> <li>• Hispanic History Month</li> <li>• Black History Month</li> <li>• Native American Week</li> <li>• Red Ribbon Week</li> </ul> <p><b>Grants/Dept. Collaborations:</b> (Over \$100,000.00 in grant funding to help students, create and fund new work positions at UA Cossatot, and provide leadership training/internships)</p> <ul style="list-style-type: none"> <li>• Title III Grant</li> <li>• Christus St. Michael's Grant</li> <li>• Cares Act Fund</li> <li>• JAG Grant</li> <li>• Dream Grant</li> </ul> <p><b>Student Offerings/support:</b></p> <ul style="list-style-type: none"> <li>• Financial Literacy Workshop</li> <li>• Soft Skills Training Workshop</li> <li>• Food Pantry</li> <li>• Weekly Food Voucher cards for Campus Cafés, Brookshire's (DQ, NV,ASH)</li> </ul>	<p><i>Target Metric:</i> 30% Hispanic, 15% African American</p> <p><b>Results: GOAL MET</b></p> <p>A 5-year enrollment history reveals that the average Hispanic student population is at 25.28%. Enrollment history for the African American student sector is at 13%. With the target metrics set at 30% and 15% respectively, there is room for growth to reach this goal. <b>(See APPENDIX A, Table A-4)</b></p> <p><b>(Chart has been updated)</b></p>
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**- WORKFORCE DEVELOPMENT, SECONDARY EDUCATION, AND STUDENT TRANSFER –**  
**GOAL 3: To enhance and create partnerships, we will:**

**3.1 INCREASE THE AMOUNT OF CUSTOMIZED TRAINING AND CONTINUING EDUCATION OFFERED**

**Strategy to meet GOAL 3:**

**3.1 Increase customized training, continuing education offerings.**

*Who: Tammy Coleman, Dir. of Public Services and Workforce Development*

*Measurement Tools/Methodology: Trainings and offerings utilized:*

**2021-2022 Results: GOAL MET**

- In 2020-2021, 6,206.5 contact hours of customized training and continuing education was delivered/utilized within the department of Public Services and Workforce Development
- UA Cossatot has partnered with ASU Three Rivers, UA Rich Mountain, and UA Hope/Texarkana to create a unique opportunity to build the region's workforce. The college has become an Arkansas Trucking Academy (ArkTA) location. The consortium of colleges shares resources such as tractor/trailer configurations as well as instructors, resulting in quality, affordable training for our students. A total of 20 courses are offered annually, 5 courses per college with a maximum of 4 students per course. Tuition is only \$1300.00 and financial aid is available to qualified students.
- The Continuing Medical Education Coordinator is now utilizing a new ambulance simulator to teach EMT's NCCR courses (formerly known as EMT refresher training) in addition to courses for firefighters and first responders. This new simulator will ensure that the workforce is receiving access to relevant, state of the art, equipment with which to train and further enhance their skillsets.

**3.2 PROVIDE CAREER COUNSELING AND SERVICES TO MATCH STUDENTS WITH EMPLOYERS**

**Strategies to meet GOAL 3:**

**3.2 Provide career counseling and services to match students with employers.**

**2021-22 Results: GOAL MET**

The office provides numerous services for students as they prepare to graduate. Resume writing, interviewing, job application assistance, soft-skills training along with tours to potential area employers are conducted. The coordinator and all divisions of the college work together to determine all resources that students need, to be prepared for employment upon graduation. The Career Services coordinator conducts needs surveys with local employers to develop targeted training needs. These trainings are presented to students, ensuring that a needs-based workforce is available.

**Sub-Strategy to meet GOAL 3:**

**3.2a Provide a placement coordinator position**

*Target Metric: Locate funding to secure a placement coordinator.*

*Measurement tools/Methodology: Number of students served with the creation of this position/office.*

**2021 Results: GOAL MET**

Two positions were created with Title III, ALIGN grant funds to establish the UA Cossatot Career Counseling Center.

- Career Services Coordinator hired February 2021
- Career Coach Assistant position was filled.

From spring 2021 to October 2021, students received assistance from Career Services in the following areas: **Resumes and Interview Skills Development:** 82 students, **Intro to Career Center Services & Job Placement:** 600 students (exceeded goal of student outreach-147 students, by 308%) For 2022, 671 students received assistance, exceeding Year TWO goal by 127%.

### 3.3 ALIGN PROGRAMS FOR STUDENT NEEDS AND WORKFORCE DEMANDS

#### Sub-Strategies to meet GOAL 3:

<p><b>Transfer Rates- ONGOING</b></p> <p><i>Who:</i> Advisors <i>Target Metric:</i> to know what happens to 90% of students</p>	<p><b>Secondary Enrollment-ONGOING</b></p> <p><i>Who:</i> Julie Rhodes, Dir. High School Programs</p> <p>Ms. Rhodes and her career coach team continue to work within secondary schools to recruit high school students into educational pathways at UA Cossatot</p>	<p><b>Employment Placement-GOAL MET</b></p> <p><i>Who:</i> Title III Placement Office</p> <p>The college purchased new <i>Interest Inventory</i> software to be utilized in many areas of this alignment effort</p>
<p><b>Articulations- GOAL MET</b></p> <p><i>Who:</i> CAO</p> <p>Education Articulations were reworked- UA Cossatot and UA Ft. Smith worked together to develop new articulations and scholarship opportunities for students. Education agreements with HSU and SAU were reviewed and streamlined for better advising</p>	<p><b>Secondary Offerings- GOAL MET</b></p> <p><i>Who:</i> Julie Rhodes, Dir. High School Programs</p> <p><i>Measurement Tools/Methodology:</i> Combining programs; Career Coach</p> <p>Two programs have been added to the arsenal of offerings for high school students:</p> <ul style="list-style-type: none"> <li>• Leopard Launch</li> <li>• Leopard Medical Academy</li> <li>• Ashdown Panther Power-Up</li> </ul>	<p><b>Micro-Credentials- GOAL MET</b></p> <p><i>Who:</i> Tammy Coleman, Dir. of Public Services and Workforce Development</p> <p><i>Measurement tools/methodology:</i> Career Readiness, NCCER, OSHA</p> <p>The college purchased new <i>Interest Inventory</i> software to be utilized in many areas of this alignment effort</p>

### 3.4 STRENGTHEN COMMUNICATION, RELATIONSHIPS, AND CONNECTIONS WITH KEY COMMUNITY PARTNERS

#### Strategy to meet GOALS 3:

#### **3.4 Strengthen communication, relationships, and connections with key community partners.**

*Who:* College Relations, Tammy Coleman, Dir. of Public Services and Workforce Development

*Measurement Tools/Methodology:* Chamber of Commerce Events, Open House, college presence at community events/festivals, marketing efforts:

**2021-22Results: GOAL MET**

**Marketing efforts via UA Cossatot College Relations department included:**

- Regular promotional activity of Continuing Ed./Workforce classes through a series of weekly Facebook posts and Ed 88 radio updates (February – October)
- Live Streaming of the Nursing Assistant Program Graduation on the Continuing Ed. Facebook page (June 15, 2021)
- Live streaming of the AR Truck Driving Academy Launch in Malvern, AR (June 23, 2021)
- Live streaming the Nursing Assistant Graduation (Sept 3, 2021)

**Office of Public Services & Workforce Development activities included:**

- Workforce Development staff partnered with Tyson Foods to provide student with paid industrial maintenance internship opportunities in both Nashville, AR and Broken Bow, OK.
- Workforce Development staff assisted the Sevier County jail with the RSAT (Residential Substance Abuse Treatment) program by providing Workkeys pretesting and remediation training to prepare inmates to sit for an Arkansas Career Readiness Certificate in addition to soft skills and resume building instruction.
- Provided customized training for a variety of area employers.
- UA Cossatot is a provider for Arkansas National Career Readiness Certification. The primary purpose of the Arkansas National Career Readiness Certificate Program is to impact the economy in Arkansas by helping job seekers build their workplace skills, respond to employer needs and increase the likelihood of a job seeker’s success. College staff:
  - Verifies job seekers have an Arkansas Job Link Account
  - Administers WorkKeys Curriculum Pretests to determine if the job seeker is ready to take the WorkKeys assessments.
  - Provides remediation training using WorkKeys Curriculum, if the individual does not score adequately on WorkKeys Curriculum Pretest

- Conducts WorkKeys Assessments
- Prints and distributes AR National Career Readiness Certificates (AR NCRCs) to successful examinees.
- Continuing Education transcribed numerous tuition free courses conducted in partnership with fire departments for emergency services personal.
- Jordan's Volunteer Search & Rescue allowed the college to use some of their equipment to teach EMTs how search and rescue dogs are utilized.
- Ashdown Police Department allowed the college to use some of their equipment to teach EMTs the challenges encountered when responding to an injured officer.
- Workforce Development staff participated in potential WorkReady Community partners to launch the initiative in Sevier County

**- SUSTAINABILITY & ORGANIZATIONAL CULTURE -**

**GOAL 4:** Create a sustainable model for long-term growth with a focus on continuous improvement, a culture of communication, and enrollment management.

To create a sustainable model, we will:

**4.1 ESTABLISH PROCESSES AND PROGRAMS TO PROACTIVELY FOCUS ON EMPLOYMENT RECRUITMENT, RETENTION, DEVELOPMENT, AND PERFORMANCE**

**Strategy to meet GOAL 4:**

**4.1a Promote a positive environment where employees feel supported and have opportunities to grow**

*Measurement tools/Methodology:*

- Are We Making Progress Survey
- Budget for Professional Development
- ACC Leadership Academy
- Professional Development Documentation
- Are We Making Progress Follow-up Committee

**2022-23 Results: GOAL MET**

- The office of the Chancellor set forth a measurement target to ensure that the *Are We Making Progress* survey would be evaluated to determine if employees agree that the college is promoting a positive work environment. The spring 2020 survey results reflected that 93% answered “strongly agree and agree” to this question. The 2021 spring survey results (95%) showed a 2% increase of these answer choices. The 2022 spring survey results (93%) with a 2% increase of these answer choices. The 2023 spring survey results show 94%.
- Open Forum business/budget planning meetings (3)
- Workday/Project One collaborations with departments/divisions to gather in-house knowledge through “homework assignments.”
- The AR Community Colleges Association (ACC) offers a Leadership Academy each year for the state’s community colleges. Over 13 employees have completed the academy to date.

**4.2 UTILIZE TECHNOLOGY AND DATA TO ADVANCE OPERATIONAL EFFECTIVENESS**

**Strategies to meet GOAL 4:**

**4.2a Generate timely and accurate reporting to assist in making informed decisions**

*Measurement Tools/Methodology:* SSTF, CAPR, Batch enrollment reporting (POISE), Workday-Project One

**2021-22 Results: GOAL MET**

The Dir. Of IR has had many collaborations with Division Chairs, departments, the Chancellor, and Vice Chancellor. These efforts have produced new and more efficient ways to pull data from the college’s student database. The specific report creations directly contribute to providing knowledge with which to better understand student performance, program effectiveness, and provide institutional data that contributes directly to successful grant writing.

Examples of collaborative reports include:

- Strong Start To Finish (SSTF) Data Extract
- CAPR Data Extract
- Batch Enrollment reports
- New Growth Grant Writers Group
- Workday has been implemented into the business and HR offices. Project One, the student information system side of Workday is currently ongoing.

**2023-2024 Results: Goal Ongoing**

**4.2b Enrollment Management**

*Who:* Director of Student Services

*Target Metric:* Implement and analyze enrollment management plan annually.

**2021-22 Result: GOAL MET**

The UA Cossatot Enrollment Management Plan was crafted by the Enrollment Plan writing committee under the supervision of Director of Student Services, Suzanne Ward. The enrollment plan has goals, targets, and a timeline with which the college will work towards successful progression of increased enrollment for years to come. Responsibilities are also delegated within this document to further ensure that all tasks stay in focus. 2021 is the inaugural year. The measurement of the plan will be an ongoing process that will consist of outreach events, retention efforts, student support, follow-up, and recording of data.

<file:///C:/Users/TCobb/Documents/Enrollment%20Management%20Plan.htm>

*Follow the link to view a copy of UA Cossatot Enrollment Plan document. Please note that the creation of an accessible web page hyperlink altered the original Word document format.*

<p>Workday has been successfully integrated into the Recruiting &amp; Admission, Advising, Records, and Reporting offices. Project One, which focuses on the student information side, has also been implemented. The first group of students, in fall 2024, will undergo the onboarding processes using Workday</p>	
<p><b>4.2c Safety and Emergency management</b></p> <p><i>Who:</i> Police officers</p> <p>Measurement tools/Methodology: Making progress safety questions.</p> <p><b>2021 Results: GOAL MET</b></p> <p>Emergency Management Plan; Policy 479/782 updates</p>	<p><b>4.2d Structure, secure, and analyze data to improve fiscal and operational planning</b></p> <p><i>Who:</i> Chancellor Dr. Steve Cole, CFO, Charlotte Johnson</p> <p><b>2021 Results: GOAL MET</b></p> <p><b>Financial Allocations and Strategic Plan Alignment:</b>  Information gleaned from a three-year review of historical, financial/budgetary data was collected and presented in chart form to the Chancellor and Vice Chancellor of Business Services. A thorough study of distributions, side by side and over time was conducted.</p> <p>To ensure that the college’s strategic plan is utilized when budget planning, a “working” version of the strategic plan has been crafted Employees responsible for setting departmental budgets will use this document as a guiding tool to delve into spending particulars and determine how proposed expenditures tie into the strategic plan. The revised, bulleted document has available space to add notes and comments that may refer to budgetary decisions when considering each point of the strategic plan. These notes will function as resource/evidence for follow-up report writing and document the budgeting process within each department. (Departments/divisions will incorporate this new step as part of their annual budget review) The bulleted strategic plan template with notes will be returned along with new year budgets to the CFO’s office.</p> <p><b>Campus Wide Budget Meetings (action):</b>  UA Cossatot has added specific steps to create a more inclusive look into our budgetary process. Emails were sent to all Cost Center Managers on January 4, 2021. The email contained the FY 2021-22 budget template along with a deadline for the return of the completed budgets.</p> <p>Three Open Forum Budget Planning meetings were then scheduled:</p> <ul style="list-style-type: none"> <li>• 1-29-2021 – 60 attended.</li> <li>• 2-26-2021 – 41 attended.</li> <li>• 4-2-2021 – 30 attended.</li> </ul> <p>Additional meetings were held with two departments to address Maintenance and DISS budgets on:</p> <ul style="list-style-type: none"> <li>• 3-31-2021 – 4 participants</li> <li>• 4-1-2021 – 4 participants</li> </ul> <p>Seventy-six departmental, line-item budgets were displayed and reviewed in detail during the first meeting. Although lengthy, this approach was positive in that it allowed participation and real-time feedback from all departments. From the results of the initial meeting, a second draft was written to include findings/suggestions for a better use of funds, or other revisions and presented at the second meeting. A third draft was presented in a meeting on March 23, 2021, to</p>

review all budgets before final approval. The practice of open, all-inclusive budget planning meetings will continue as part of our budget planning process.

A post survey was created by the IR office and sent to UA Cossatot employees to gauge the success of open forum planning meetings as well as glean information to help plan for future events.

**Continued Practices:**

CFO, Charlotte Johnson, sent out emails to all Cost Center managers on December 9, 2021. The email included budget templates, instructions, and a bulleted Strategic Plan template for managers to use as a guide when developing their new fiscal budgets for 2022-2023.

The 1st Draft budget meeting is already scheduled for Friday, January 28, 2022. Other draft meetings will be scheduled subsequently.

**Strategies used to ensure UA Cossatot stability during COVID:**

Part IV of UA Cossatot's Strategic Plan speaks to sustainability and organizational culture. (4c)

Sometimes thinking creatively can be lucrative by revealing the multi-faceted talents that our employees can provide when given opportunities.

In March 2020, the world was halted by COVID 19. This same month the Governor called for a special fiscal session of the Arkansas General Assembly to approve vast budget cuts to all state entities. UA Cossatot had \$360,000 slashed from its budget.

To stay solvent and still provide a great education for our students, the college had to make some complex decisions. The college implemented a hiring freeze, cut all travel budgets to zero and immediately stopped all spending. Below are some examples of restricting, revising, and reassigning of personnel in the wake of the pandemic:

- Steve McJunkins, former Director of Skilled and Technical Trades Programs had every intention of retiring but about the time he was ready to leave, UA Cossatot received word of a new grant award that would allow Youthbuild, a program for at-risk youth to become an established program on the DQ campus. With this segment of the community being near and dear to Steve's heart, he reconsidered retirement and applied for the position of Youthbuild Coordinator/instructor and moved into that position. This left his former position open. Mike Kinkade, Vice Chancellor for Facilities stepped in to fill the Director of Skilled and Technical Trades for a time.
- Upon the departure of the Director of Marketing, the college, after careful consideration and suggestions from several employees, decided not to rehire for that position. Instead, the talents from existing employees who were eager to expand their use of talents beyond the scope of the position for which they were originally hired, were utilized to create a College Relations Team. Ashley Dougherty, faculty member, Holly Norman, Student Services staff member, and Dustin Roberts, Foundation Coordinator, were added to the existing members of the marketing department of Loren Hinton, College Radio

Director and Jon Bunyard, Assistant Radio Programs/adjunct faculty.

- Tammy Coleman, Director of Workforce Development and Continuing Education took on additional responsibilities when the Coordinator for Continuing Education left. Tammy took on many of those duties and disbursed tasks to those in her department so that the program could continue to be successful and serve the community.
- In March 2020, training was paused for the Truck Driver Training Program because campuses were closed due to COVID-19. At this time, it was also decided that the Truck Driver Training Program would be deferred because:
  - Classes could not be conducted remotely.
  - COVID cases and deaths were still increasing.
  - Vaccines were not available.
  - It was not possible to social distance during the essential driving portions of the training with 1 instructor and up to 3 students. Additionally, the program would be unable to recover costs with lower instructor to student ratios.
  - The cost per student in the program was higher than many other programs offered; therefore, investments made in other areas of the college would have a much larger impact.

From these re-allocations of resources, monies, and existing personnel, UA Cossatot has been able to bolster budget savings over time and these savings are now allocated towards salaries to fill vacancies and make program improvements as warranted.

**4.3 DEVELOP AND IMPLEMENT REVENUE STREAMS THAT ADDRESS STRATEGIC PRIORITIES TO INCREASE REVENUE**

**Strategies to meet GOAL 4:**

**4.3a Increase financial support for the college through new campaigns (Scholarship Foundation), grant writing, and diversified revenue streams**

*Measurement Tools/Methodology: % of grants prior to and now written and approved.*

**2021 Results: GOAL MET**

**Grant Writing:** Cossatot has retained The New Growth Writers Group to help with a significant percentage of grant writing activities. Other grants were written by individual departments and gleaned additional dollars. In 2020, UA Cossatot received 36 grants for a total of \$9,141,799.44 in grant-funded revenue.

**Foundation Work:** The Foundation strives to grow the college’s scholarship funding with the solicitation of private donations, fund raising events, and campaigns to generate revenue. These funds allow opportunities for our students to meet their financial needs and to pay for their education. Total donations received in 2020 were \$78,255.70 plus a \$100,000.00 endowment from the UA Foundation after a merger in July 2020.

**Diversified Revenue:** The college continues to be cognizant of its financial responsibilities. The diversification of revenues provides financial stability and allows for all the institution’s budgets to be evaluated and allocated according to need. The continued influx of grant funding and foundation monies requires an ever-present, active analysis of all revenue to distribute dollars relevantly and effectively.

**4.3b Increase the % of overall costs that is devoted to instruction, academic support, and student support**

**2021-22 Results: GOALS MET**

**\$ from Grant Funding:**

A total of 38 grants received in the amount of \$12,254,607.44. **34% increase** over 2020.

A total of 13 new Grants received in the amount of \$2,286,442.00 for 2022-2023 AY.

**Foundation Donations 2021:**

Legacy 2020- \$14,000  
 Blue Darter Campaign-\$500  
 Golf Tournaments-\$10,771  
 Fiesta Fest-\$18,825  
 Colts Drawdown-\$10,377.50  
 Online Donations-\$6,726.50  
 Athletics-\$7,123.20  
 Meet The Colts-\$6,159.  
 General Donations-\$6,270.90  
 Institutional Scholarships-\$39,378  
**Total Donations for 2021: \$120,131.10**  
**Increase of 54% over last year**

**Budgeted Allocations for 2021 Fiscal Year from 17-7A**

**restricted/unrestricted (Preliminary):**  
*Academic Support:* **\$1,449,674**  
*Instruction:* **\$5,165,322**  
*Student Support:* **\$1,388,208**

**Total: \$8,003,204**

This is a **1.3% increase** from 2020 for budgeted expenditures.

*(2020 budget total: \$7,902,089)*

**4.3c Optimize cost containment, human, economic, and facility expenses with available revenue**

Target Metric: To better align with peer institutions.

**Results: GOAL MET**

- 2021: updated Adjunct Pay
- 2022: 2% and/or adjustments in salaries are budgeted – an overall average of 3% was achieved
- 2023: Faculty salaries were adjusted again in 2023 to bring them closer to peer institutions, especially in certain program areas, including medical, and vocational



**4.4 ENHANCE THE LEARNING AND WORKING ENVIRONMENT WITH EQUITABLE AND ACCESSIBLE FACILITIES AND TECHNOLOGY**

**Strategies to meet GOAL 4:**

**4.4a Conduct a facilities and IT assessment to evaluate conditions, suitability, and utilization**

Who: Vice Chancellor of Facilities, Mike Kinkade, Tony Hargrove

Target Metric: 2022-complete, full facility audit

**2022-23 Result: GOAL MET**

In 2020, the UA System hired Baker Tilley to assist the UA System internal audit team in performing risk assessments in cybersecurity, third-party risk management, and data governance. Baker Tilley first performed cybersecurity risk assessments for each UA System institution. This provided the UA System leadership and each institution with an assessment of the overall cybersecurity program to understand our current state and identify any gaps or weaknesses. The NIST Cybersecurity Framework was used to understand the current cybersecurity posture and develop recommendations to minimize potential cyber risks. In 2022, Baker Tilley performed a comprehensive assessment of third-party risk management and data governance and protection. Baker Tilley developed tailored recommendations for gap areas and weaknesses during the engagement. As of April 2023, UA Cossatot has addressed all recommendations from both Baker Tilley audits.

**4.4b Develop comprehensive maintenance and technology plan**

Who: Chancellor, Dr. Steve Cole, Vice Chancellor of Facilities, Mike Kinkade

**2021 Results: GOAL MET**

UA Cossatot Chancellor, Dr. Steve Cole and Vice Chancellor of Facilities, Mike Kinkade initiated a project that will benefit the college immediately after implementation, and its impact will continue many years into the future. A Solar Services Agreement has been developed, and after approval by the University of Arkansas Board of Trustees UA Cossatot will be able to upgrade the energy efficiency of all four campuses and generate enough electricity to satisfy 90%-95% of the college's electricity costs.

To accomplish this Solar project, an Investment Grade Audit (IGA) was performed in every building on all campuses of the institution in efforts to create a clear picture of the facilities and their energy efficiency. HVAC systems, lighting systems, building insulation and other components were investigated. Once all approvals have been given for this project all campus buildings will have major upgrades made to the HVAC systems, LED lighting will be installed, and an Ecobee control system will be integrated into all campus buildings.

This 1.4-million-dollar solar project will be paid for by the guaranteed savings generated by the campus upgrades and the generation of 375 kilowatts of electricity from the new Solar array located at the Nashville campus. UA Cossatot is also leveraging \$549,000 in HEERF (ARPA) funding to complete this project.

Once the project is completed, UA Cossatot will have the ultimate in energy efficiency and cost savings on every campus along with the heating, cooling, and lighting infrastructure that should serve the college adequately for the next 10-15 years.

**4.4c Implement a compliance plan for safety, health, technology, and general operations**

Target Metric: Fully trained staff by 2025  
Measurement Tools/Methodology: Title IX training

Workday training  
Safe Colleges training

**2021-22 Result: GOAL MET**

Continual Workday training happens regularly with employees who are interacting with that program. Currently, UA Cossatot is in the midst of collecting information for the building of the Project One Student side of Workday.

Safe Colleges Training happens annually. The 2021 training occurred October 14<sup>th</sup> – November 15<sup>th</sup>, 2021. It is required for all employees to receive mandatory training in 7 areas:

- Child Abuse: Mandatory Reporting
- Clery Act Overview
- Discrimination Awareness in the Workplace
- Drug Free Workplace
- FERPA: Confidentiality of Records
- Sexual Harassment: Staff-to-Staff
- Title IX and Sexual Harassment

## **APPENDIX A**

Data Tables to Support Strategic Plan Update information:

Each of the following tables contains data as described in the narrative of the Strategic Plan 2025, Year One Update.

**Table A-1: Completers**

**Table A-2: Gateway Completion Chart**

**Table A-3: CCSSE Participation Calendar and 2023 Results**

**Table A-4: Specific Populations 5-Year Enrollment History Chart**

**TABLE: A-1: Completers** (Students completing 12+ hours per semester)  
 Strategy-1.4C Increase % of students who complete 12 or more hours (FT) per semester.

AY-2017-2018 FT Completers		AY 2018-2019 FT Completers		AY 2019-2020 FT Completers		AY 20-21 FT Completers		AY 21-22 FT Completers	
Fall	499	Fall	441	Fall	537	Fall	429	Fall	411
Spring	433	Spring	416	Spring	467	Spring	359	Spring	403
Summer	3	Summer	4	Summer	7	Summer	5	Summer	6
<b>Total:</b>	<b>935</b>		<b>861</b>		<b>1011</b>		<b>793</b>		<b>820</b>
Baseline: 935		% Incr/Decr: <b>8%</b> ↓		% Incr/Decr: <b>17%</b> ↑		% Incr/Decr: <b>27%</b> ↓		% Incr/Decr: <b>3%</b> ↑	

Resource: POISE Extractions-last day of finals date (concurrent included)  
 ss 4-19-23

**Table : A-2 Gateway Completion Chart**

Strategy 2.1C Emphasize use of student and academic support services to promote student completion.

Instruction	Classification	2017	2018	2019	2020	BASELINE	COMPARATIVE	% of change between Baseline and Comparative
Math	No Remediation	361.0	277.0	300.0	299.0	312.7	292.0	7% ↓
	Required Remediation	78.0	50.0	52.0	73.0	60.0	58.3	2.8% ↓
English	No Remediation	301.0	340.0	369.0	241.0	336.7	316.7	6% ↓
	Required Remediation	69.0	34.0	15.0	104.0	39.3	51.0	3% ↑
Reading	No remediation	326.0	341.0	322.0	356.0	329.7	339.7	3% ↑
	Required Remediation	22.0	50.0	42.0	52.0	38.0	48.0	26% ↑

Resource: ADHE Year Five Gateway Completions, Productivity Funding Model tdc 12-10-2021

Interpretation of data:

No Remediation = students who completed a gateway course (not requiring remediation first), a student whose assessment scores were sufficient to go right into college level, gateway course

Required Remedial=students who completed a gateway course but first had to remediate in that subject

The baseline number is an average of 2017-2019 student completion count. The comparative number reflects the average completion number for the years 2018-2020.

Look at the Math data for No Remediation – The baseline number states that an average of 312.7 students for years 2017, 18, and 19, had assessment scores (ACT, Accuplacer, Accuplacer Next Generation...) that placed them directly into college level gateway courses such as College Algebra, Business Math, Medical Math, Technical Math, Quantitative Reasoning). Now, look at the comparative number. This number shows a reduction in the average number of students who began taking gateway courses. There could be many factors associated with this change Lower enrollment due to COVID, or more students who need remediation before taking gateway courses.

2020 seems to be a pivotal year of change in the dynamic of those *No Remediation* students and those *Required Remedial* students.

**Table: A-3: CCSSE Participation Calendar**

**Community College Survey of Student Engagement**  
CCSSE Survey Projected Calendar for Participation

*(CCSSE Survey will be given every three years during the spring semester)*

Academic Year 2022-2023
Academic Year 2025-2026
Academic Year 2028-2029
Academic year 2031-2032
Academic Year 2034-2035
Academic Year 2037-2038
Academic Year 2040-2041
Academic Year 2043-2044
Academic Year 2046-2047
Academic Year 2049-2050

*University of Arkansas Cossatot administers the Community College Survey of Student Engagement (CCSSE) once every three years. The results are utilized to assess ongoing performance of the institution's efforts to provide relevant, quality educational and co-curricular experiences for all students.*

**Higher Learning Commission: Criterion 4**

*The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.*

4. B.1. - The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

4. B.2. - The institution uses the information gained from assessment to improve student learning.

**Table: A-3: Community College Survey of Student Engagement (CCSSE) 2023 Results**

**Benchmark Scores Overview**

<b>Benchmark Categories</b>	<b>UAC Score (%)</b>	<b>Top 10% Cohort Average (%)</b>
Support for Learners	69.7	Compared Against Cohort
Student-Faculty Interaction	61.6	Compared Against Cohort
Academic Challenge	60.6	Compared Against Cohort
Student Effort	60.3	Compared Against Cohort
Active and Collaborative Learning	61.7	Compared Against Cohort

**High Engagement Areas**

<b>Engagement</b>	<b>Description</b>	<b>Percentage (%)</b>
Made a class presentation	Active and Collaborative Learning	43.8
Frequency of career counseling	Support for Learners	72.7
Usage of peer or other tutoring	Student Effort	73.8
Attendance at skill labs	Student Effort	63.3
Computer lab usage	Student Effort	59.5

**Low Engagement Areas**

<b>Engagement</b>	<b>Description</b>	<b>Percentage (%)</b>
Unprepared for class	Student Effort	54.5
Analyzing elements of ideas	Academic Challenge	45.7
Reading required material	Academic Challenge	22.4
Independent reading	Student Effort	26.4
Financial support satisfaction	Support for Learners	26.4

**UA Cossatot Strategic Plan:**

Objective 2.3- Analyze the student experience to ensure services meet the needs of students.

**Table A-4: Specific Populations 5-Year Enrollment History:**

Strategy 2.4C Increase specific pops to match that of our communities.

Target Metric: 30% Hispanic, 15% African American.

**Five-Year Enrollment History for Hispanic/African American student Populations**

Academic Year	Hispanic	Overall AY %	African Amer.	Overall AY %
AY 2016	26.93	23%	10.40	10%
	25.66		10.70	
	17.66		10.33	
AY 2017	27.07	25%	11.25	11%
	27.11		11.10	
	20.74		11.11	
AY 2018	27.73	24%	11.73	13%
	27.17		12.62	
	17.16		14.71	
AY 2019	28.01	26%	12.56	15%
	27.85		12.39	
	21.61		19.39	
AY 2020	27.38	25%	12.89	15%
	26.11		13.37	
	22.79		17.66	
	27.07		13.53	
	22.67		18.02	
<b>Overall Average of Target Populations</b>	<b>GOAL MET</b>	30%	<b>GOAL MET</b>	16%

Resource: Registrar's Office, Enrollment Records, AY 2016-2020, fall 2021 (Blackboard)

SS 4-19-23

**UA Cossatot Strategic Plan 5 Year Goal Summary:**

**1. Academic Excellence:**

Year	Goals	Achievements
2021	Enhance teaching methods	Introduced Ambulance Simulator and Youthbuild Programs
2022	Consistent academic offerings	Reviewed and modified course titles and curriculum
2023	Maintain exacting standards in teaching and learning	Ongoing assessments and integration of innovative teaching methods
2024	Continue to develop and refine academic programs	Launched new associate degree programs with new emphasis on DEI practices

**2. Diversity, Inclusion, and Student Success:**

Year	Goals	Achievements
2021	Increase student success	Implemented robust advising and support completed cultural competency training
2022	Enhance college readiness	Reduced need for developmental courses, collaborated with community organizations
2023	Support diversity and inclusion initiatives	Continued support and expansion of student success services and diversity programs
2024	Enhance student success and completion	Increased focus on holistic approaches to student success, received additional grant funding for support services

**3. Workforce Development, Secondary Education, and Student Transfer:**

Year	Goals	Achievements
2021	Expand training and education offerings	Created Arkansas Trucking Academy, enhanced career services
2022	Align programs with workforce demands	Increased customized training and improved career matching services
2023	Expand career and technical education offerings	Extended partnerships with local industries and community organizations
2024	Strengthen student transfer opportunities and workforce alignment	Enhanced career counseling services and alignment with workforce needs

**4. Sustainability and Organizational Culture:**

Year	Goals	Achievements
2021	Use technology for operational effectiveness	Implemented new data management systems
2022	Develop new revenue streams	Increased financial support through new campaigns and grants
2023	Implement sustainable practices and enhance organizational culture	Continued improvement in operational efficiency and sustainability practices
2024	Advance the use of technology in operations such as Workday	Full implementation of Workday and improvement in data-driven decision-making processes