



August 27, 2012

Michael DeLong  
Interim President  
Pulaski Technical College  
3000 W. Scenic Dr.  
North Little Rock, AR 72118

Dear Interim President DeLong:

Enclosed is a copy of Pulaski Technical College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org); call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

Stephen D. Spanghel  
Vice President for Accreditation Relations

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **PULASKI TECHNICAL COLLEGE**

**August 27, 2012**



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## EXECUTIVE SUMMARY FOR PULASKI TECHNICAL COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Pulaski Technical College**'s achievements and to identify challenges yet to be met.

- PTC has faced and met numerous challenges as it has experienced significant growth in enrollment during a period of stagnant allocation of fiscal resources at the state level. The College has exceptional opportunities to develop a comprehensive system for measuring student learning outcomes using direct and indirect measures, sharing the results of these measures, and showing the improvements arising from this process.
- PTC has engaged in several initiatives in its noncredit divisions that accomplish other distinct objectives, including the Weatherization Training Center and Business and Industry Center. An opportunity exists overall to make clear how the data collected related to these and other activities permit the College to analyze its operations and engage in quality improvement in these areas.
- PTC is engaged in multiple efforts to determine the optimum manner in which to meet the needs of student and other stakeholders. While PTC currently collects a variety of data for the purpose of better understanding student and other stakeholder needs, the College recognizes several opportunities to fill data and information gaps. In particular, PTC needs to explore, select, and formalize specific processes to better understand the support needs of internal stakeholders who most directly impact student success: faculty, staff, and administrators.
- PTC has developed processes to recruit, hire, and orient employees. The College has self-identified strategic opportunities to collect additional data to assist in the decision-making and evaluation processes for training related to ethical expectations, minority recruitment, and employee classifications.
- PTC has several mechanisms and a variety of data sources to use in making decisions related to leading and communicating. It has created an innovative program (Leadership Pulaski Tech) to address professional development needs in this area. The College has opportunities to build upon this foundation by identifying ways to incorporate students into the formal governance structure.

- PTC collects a significant amount and variety of data from students for use in supporting its organizational operations. While student data has been systematized and used in continuous quality improvement processes, the College recognizes opportunities to improve the collection and use of data in support areas beyond the student stakeholder group.
- PTC recognizes several opportunities related to the collection, management, and distribution of data across the institution. The College has reorganized its information technology division, created a committee structure for information technology and engaged an outside vendor to assist in identifying areas for improvement. The College also has the opportunity to identify key performance indicators and common student learning objectives to drive its efforts to link its various units and departments into an integrated system.
- PTC has demonstrated implementation of several improvements and recognition of opportunities for systematizing and aligning processes with its institutional mission and goals. A particular opportunity for future improvement in the planning process will be addressing the opportunities presented by operating multiple locations. The College also has opportunities around changes in the state funding model and the possibility of a local millage to modify planning processes in response to these events.
- PTC works to align the creation and maintenance of collaborative relationships with its mission, vision, and values. As the College pursues a millage, collaborative relationships with external stakeholders may represent a critical opportunity for the college in developing support for this initiative.

Accreditation issues and Strategic challenges for **Pulaski Technical College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## **ELEMENTS OF Pulaski Technical College's FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your

institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each

Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

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## **STRATEGIC AND ACCREDITATION ISSUES**

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the

*Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Pulaski Technical College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Pulaski Technical College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Pulaski Technical College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- PTC's participation in AQIP and other external programs provides support for the development of PTC's quality improvement efforts. However, the use of data and evidence represent an important next step in the College's quality journey. Although PTC clearly collects data, it is not always transparent in how the data is interpreted and used to support decision-making and planning. The College could consider developing performance metrics for critical college processes. These metrics would facilitate identifying opportunities for process improvement, establishing targets for improvement, and communicating results to both internal and external stakeholders. At the same time,

these metrics could be aligned to College-level metrics, facilitating the alignment of departmental processes with larger College goals and strategies.

- PTC's assessment of student learning processes document an excellent practice of aligning the missions of the overall institution and the different areas within academics with the intended learning in programs in each area. The college has the opportunity to build on this foundation by further articulating the alignment of program learning outcomes to courses and making explicit how each program learning outcome is assessed and how the results of those assessments are used to drive improvement in learning processes.
- PTC is at a critical juncture in its history. At the same time that a new President is slated to take over leadership of the College, the state is transitioning to a performance-based funding model, and the College is pursuing a local millage initiative. PTC has been successful thriving despite being underfunded. The new President has an opportunity to lead the College to proactively orient itself to understanding the needs and interests of the local community in order to garner support for the millage and also to align processes around the goals of the performance-based funding model. If these opportunities are leveraged, PTC may be able to move past the constrained financial resources of its history.

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## **USING THE FEEDBACK REPORT**

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to

innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## **CRITICAL CHARACTERISTICS ANALYSIS**

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Pulaski Technical College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Pulaski Technical College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### **Item    Critical Characteristic**

- OVa The mission of Pulaski Technical College (PTC) is to provide access to high quality education that promotes student learning to enable individuals to develop to their fullest potential and to support the economic development of the state. The institutional vision is to be Arkansas's leading comprehensive, two-year college, focused on student success and recognized regionally for excellence in workforce development and university-transfer education.
- OVb PTC grew from a technical college to a full-service, public, two-year college community college system with a main campus in North Little Rock, Arkansas, and satellite locations in several locations in its four county service area. While commuter students are the primary student population, online enrollments are growing. PTC has experienced rapid growth in enrollment but no increases in state funding. Over the last nine years, enrollment has doubled. Today, PTC offers 76 degree and certificate programs in addition to corporate and industrial training.
- OVc-e PTC serves the underserved and nontraditional populations as well as traditional AA degree seeking transfer students. There is a 66 to 34% split female vs. male population at PTC, with over half the student population being African American and 86% of the population being first generation college students. PTC students typically live in poverty with 71% qualifying for need based funding. To better serve the needs of this diverse student population, PTC has open satellite locations, provided access to learning through distance education, and increased the number of degree programs including certificates and training programs.
- OVf PTC has an almost even split in full-time and part-time students. Despite the low level state funding over many years, PTC has managed to maintain tuition rates at less than 50% of the nearest college or university. While serving a high-risk population, PTC is the primary source of transfer students to two of the four bachelor's degree campuses in its area.
- OV1 According to the 2010 CCSSE, over a quarter of PTC students took a developmental reading or writing course and nearly half took a developmental math course, all of which are higher averages than the national cohort groups. The College used Title III funding from 2006 to 2011 to strengthen outcomes in developmental and gateway courses,

- expand advising services, update classroom technology, and providing training to faculty.
- OV2 Beyond instructional programs, several initiatives provide services to external community stakeholders. Among those are continuing and community education opportunities, Business and Industry Center, The College provides expertise in sustainability and green programs, including the Weatherization Training Center and the Science Center of Excellence, as well as community partnerships and facilities available for community needs.
- OV3 PTC has identified requirements of key stakeholders including students, the local community, state, other higher education institutions, and accrediting and regulatory bodies. PTC not only competes with a long list of other two-year and four-year institutions of higher education, but also public and private training agencies and arts and recreational organizations.
- OV4 While administrators and professional staff are almost exclusively full-time, faculty and classified staff are primarily part-time. Only 34% of faculty are full-time. Due to growth and limited resources, employees often work beyond the scope of their primary roles.
- OV5 PTC reports a recurring annual operational planning cycle within a five-year strategic planning horizon using data from its Office of Institutional Research, Planning, and Effectiveness (IRPE). Human Resources and Employee Relations are currently collaborating on an AQI action project to develop and implement a mandatory, annual training program for all full-time employees.
- OV7 Data collection, analysis, and dissemination of results is carried out by IRPE and the Office of Public Relations and Marketing (PRM). IRPE is responsible for collecting and distributing data to internal stakeholders. Reporting requirements of state and federal governments, ADHE, AHECB, HLC and program specific accrediting agencies drive data collection by PTC.
- OV8a As a result of underfunding and exponential growth, PTC's budget limitations have contributed to understaffing. The College feels that the support needs of the student population are beginning to outstrip the capacity that can be provided by existing staff and faculty resources.

OV8b While PTC has experienced consistent leadership for a dozen years, the College is entering a period of transition as its current president retires and other leadership changes occur. The position of Executive Vice President and Provost is one step that the College has taken to prepare for the upcoming transition.

OV8c PTC is reacting entrepreneurially and proactively to offset the lack of public funding it receives. For example, PTC is a participant in the Achieving the Dream Community Colleges Count initiative. Through its membership in AQIP, the College sees opportunities to use data to make improvements and advance its mission.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty

and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item Critical Characteristic***

OVa The mission of Pulaski Technical College (PTC) is to provide access to high quality education that promotes student learning to enable individuals to develop to their fullest potential and to support the economic development of the state. The institutional vision is to be Arkansas's leading comprehensive, two-year college, focused on student success and recognized regionally for excellence in workforce development and university-transfer education.

OVc-e PTC serves the underserved and nontraditional populations as well as traditional AA degree seeking transfer students. There is a 66 to 34% split female vs. male population at PTC, with over half the student population being African American and 86% of the population being first generation college students. PTC students typically live in poverty with 71% qualifying for need based funding. To better serve the needs of this diverse student population, PTC has open satellite locations, provided access to learning through distance education, and increased the number of degree programs including certificates and training programs.

OVf PTC has an almost even split in full-time and part-time students. Despite the low level state funding over many years, PTC has managed to maintain tuition rates at less than 50% of the nearest college or university. While serving a high-risk population, PTC is the primary source of transfer students to two of the four bachelor's degree campuses in its area.

OV1 According to the 2010 CCSSE, over a quarter of PTC students took a developmental reading or writing course and nearly half took a developmental math course, all of which are higher averages than the national cohort groups. The College used Title III funding from 2006 to 2011 to strengthen outcomes in developmental and gateway courses,

expand advising services, update classroom technology, and providing training to faculty.

OV7 Data collection, analysis, and dissemination of results are carried out by IRPE and the Office of Public Relations and Marketing. IRPE is responsible for collecting and distributing data to internal stakeholders. Reporting requirements of state and federal governments, ADHE, AHECB, HLC and program specific accrediting agencies drive data collection by PTC.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1	S	PTC has developed philosophical statements for developmental, general, and technical education to guide each instructional area within its divisions based on data collected from course evaluations, assessment plans, and surveys; input from faculty, administrators, and advisory committees; and standards published by professional associations and industry. These statements provide a mechanism for both aligning student learning outcomes with the particular missions of each area and coherence for the courses and programs within each division. The College can build upon this foundation by further defining some of these statements and develop consistent language for making them measurable.
1P2	S	PTC developed program learning objectives using data obtained through nationally-normed surveys; local surveys; industry and external accreditation guidelines; and state mandates. The process for developing these objectives involves faculty, division deans, the Academic Affairs Committee, and, in some cases, articulation agreements and state mandates.
1P3	S	PTC employs various data sources in its process for designing new programs and courses in its credit and non-credit divisions. New instructional programs are developed using data from such internal

sources as assessment and student demand and such external means as industry demand, economic development, grant-funding agencies, and partnerships. Program goals and objectives must align with the College's mission and goals. The process for approval incorporates the Academic Affairs Committee, president and Board of Trustees and involved coordination to ensure articulation with other institutions of higher education and the Arkansas Department of Higher Education.

- 1P4            S        PTC works to design responsive academic programming through internal examination of assessment results and program and course surveys; the use of program advisory committees and accrediting agency standards; and employee membership and participation in professional associations at the state and national levels. College personnel professional development needs on campus are addressed by the Professional Development Institute.
- 1P5            S        PTC employs ACT and COMPASS scores, in conjunction with state-mandated placement standards, to assign students to mathematics, writing, and reading courses. The College has also used assessment data from individual courses, comparisons to state and national standards, and nationally-normed survey data to develop and enforce course sequencing requirements.
- 1P6            S        PTC employs a variety of resources through its academic and student services divisions to communicate to current and prospective students the required preparation and learning objectives for its instructional programs. The College's catalog and website provide the broadest sources of information, with program brochures and handbooks linking students to programs of specific interest. Information is also disseminated by the student services division through admissions visits, a required orientation session, and such electronic means as the MyPTC portal and the Arkansas Course Transfer System; the academic divisions provide academic advising, required training for advisors, and a required first-year experience course.

- |      |   |   |
|------|---|---|
| 1P7  | S | PTC employs a variety of services to assist students in choosing educational and career goals, among them intrusive advising, student surveys, and program brochures. The College's Office of Career Services works with the college seminar faculty to provide information on degree and career planning; career assessments and guest speakers are used in the first-year experience and college seminar courses as well. The College recognizes an opportunity to expand advising related to specific academic programs.   |
| 1P8  | S | PTC has developed several strategies for working with underprepared students, including developmental mathematics, reading, and writing courses; state-mandated exit testing; tutoring; Supplemental Instruction; and varying course delivery systems (such as learning communities and hybrid courses). Learning Assistance Centers operate on half of the College's sites, with professional tutors in program-specific subject areas and specialized software. Several grant-funded programs service specific subgroups. Classroom size is also limited to thirty students to enhance a favorable student-faculty ratio.   |
| 1P9  | O | PTC instructors employ a combination of teaching strategies to respond to student learning styles. Various methods and tools are also used to assist students in self-assessing their learning styles, including the college seminar and first-year experience courses. While professional development opportunities exist to assist faculty in responding to student learning styles, the College has an opportunity to provide additional detail about the processes used and the methods chosen to address the range of student learning styles and strategies, as well as how it assesses their effectiveness and communicates about assessment tools across the institution. |
| 1P10 | S | PTC has identified a number of student subgroups and processes for informing students about available services and for addressing the needs of students within these subgroups. Registration, admissions, and enrollment processes are the initial level at which students are referred to appropriate programs and services. The offices of Disability Services and  |

Student Life and Leadership have procedures for assisting students in identified subgroups, while a military enrollment coordinator assists veterans of the armed forces. All sites have open computer labs to provide access to technology for students who do not have access otherwise. The College also recognizes and serves the needs of commuter students with webinars and online access for resources for all students. Daycare facilities and efforts to coordinate with public transportation schedulers also provide evidence of the College's desire to meet students' needs.

- 1P11            O        PTC communicates expectations for effective teaching and learning through division philosophical statements, a statement of student success, and program assessment plans. Professional development activities reinforce the need for continual development, as do such tools and documents as the College catalog, course syllabi, program handbooks, orientation, and job descriptions. While the College provides documentation on how learning outcomes are designed and guided by divisional philosophies, it is not clearly described how expectations for instructional delivery are established and shared with faculty and students alike. While outcomes are important, it is also important what the College does in the classroom to support student achievement of the outcomes. The College recognizes an opportunity to strengthen its efforts through an AQIP Action Project focused on updating the faculty and staff handbook.
- 1P12            O        PTC provides documentation on how learning outcomes are designed and guided by divisional philosophies, but it is not clearly described how expectations for instructional delivery are established nor the results shown as to how student learning experiences are improved. The College has an opportunity to provide more details and to make the steps in this process clear.
- 1P13a           S        External stakeholders such business and industry, ADHE, AHECB, accrediting agencies, and the state legislature inform the processes by which the college assesses the effectiveness of its programs. Faculty review and update course content and course resources based upon

course evaluations, assessment plans and reports, and enrollment trends. These individuals incorporate best practices, current research, and the latest technology and delivery methods. In addition, Faculty attend regional, state and national conferences; consult academic and trade journals; incorporate current trends in technology; and maintain technical training and certification.

- 1P13b      O      PTC incorporates feedback from a number of external stakeholders and sources and relies on the professional preparation and experience of its faculty to ensure that its programs and courses are up-to-date and effective. However, the College has an opportunity to provide greater detail about the assessment mechanisms and decision-making processes used to determine the effectiveness of this process.
- 1P14      OO      PTC incorporates feedback from external and internal sources—such as changes in articulation agreements, program licensure results, or state requirements—to modify or discontinue courses and programs. The College has an exceptional opportunity to develop and explicate the processes by which these considerations are made, prioritized, and implemented, particularly in light of the financial resource limitations the institution faces.
- 1P15      S      PTC determines and addresses the learning support needs of its students through the use of an environmental scan, an examination of enrollment trends and learning support systems, and local and national surveys. The libraries located at three sites provide student services and instruction based on student and staff surveys.
- 1P16      O      PTC focuses on program-specific student organizations and clubs, as well as guest lecturers, discussion panels, and field trips, to align co-curricular departmental goals with curricular learning objectives. The College has an opportunity to develop processes related to co-curricular learning or provide further details.
- 1P17      OO      PTC uses graduation audits, exit examinations, licensure examinations, employer surveys, and transfer grade point average and graduate rates to

determine if its students have met learning and development expectations. The College has an exceptional opportunity to develop and communicate the processes involved in collecting, reviewing, and communicating this data.

- 1P18      O      PTC describes a robust system for assessment of student learning against established outcomes. However, no results of this process are provided. While, for instance, CCSSE data provides a useful indirect measure of student learning, it does not measure actual student learning. The College has an opportunity to develop a systematic process of assessing student learning outcomes that integrates departments to the institutional level and also incorporates general education plans and assessment.
- 1R1      O      PTC measures student learning and development using a handful of internal reports, placement scores, licensure examination results, surveys, and grant reports. The College has an opportunity to expand and systematize its collection and analysis of data along the lines noted in 1P18 and to describe how it uses these results in its decision-making process.
- 1R2-1R3      O      While PTC shared data from CCSSE administrations in 2008 and 2010 that showed some improvement in scores related to personal ethics, community welfare, career goals, and learning about career opportunities, the College has an opportunity to collect and analyze additional performance results from common student learning and development objectives using direct classroom and general education performance data.
- 1R4      O      While PTC shared information on the number of its students who transfer to both the University of Arkansas-Little Rock and the University of Central Arkansas, the College has an opportunity to share evidence that these transfer students have acquired the knowledge and skills necessary to succeed at these institutions. An opportunity also exists to share data

- related to the preparation levels attained by those in vocational programs entering the workforce.
- 1R5 O PTC employs the NLSSI to gauge student satisfaction with its support processes and the gap between reported satisfaction with and the importance of particular services. The chart published in the Systems Portfolio reveals a general decline in the gaps on measures related to satisfaction with library resources and staff, computer labs, tutoring, and academic support over six iterations. The College recognizes an opportunity to address increases in the gaps on several measures—likely due to significant enrollment increases and budgetary limitations—on the two most recent iterations.
- 1R6 S PTC students compared favorably with the national cohort on a set of fourteen learning objectives measured by the CCSSE in 2010. The College may wish to expand on its comparative results by using direct measures obtained through such instruments as licensure examination and by incorporating databases through the state and the Achieving the Dream organization.
- 111 S PTC has recently added two new academic programs (Digital Media Production and Anesthesia Technology), expanded faculty training and development opportunities, entered a consortium (Path to Accelerated Completion and Employment) related to redesigning developmental courses, and created an Action Project on processes addressing the ways it helps students learn in Science, Technology, Engineering, and Mathematics (STEM) fields.
- 112a S PTC's administrators, faculty, and staff work actively to better understand students' needs and its processes reflect the values of its strategic plan. PTC's commitment to student success also serves as the foundation to accomplish other distinctive objectives of the college. The College continues to evolve into a data-driven culture of excellence and high performance.

- 112b            O        PTC incorporates the values of integrity, individuality, and improvement into its strategic planning process and strives to develop a data-driven culture of excellence and high performance. The College has an opportunity to strengthen several processes by incorporating additional direct measures of student learning outcomes into its academic programs and general education program.

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item    Critical Characteristic***

- OVa    The mission of Pulaski Technical College (PTC) is to provide access to high quality education that promotes student learning to enable individuals to develop to their fullest potential and to support the economic development of the state. The institutional vision is to be Arkansas's leading comprehensive, two-year college, focused on student success and recognized regionally for excellence in workforce development and university-transfer education.
- OV2    Beyond instructional programs, several initiatives provide services to external community stakeholders. Among those are continuing and community education opportunities, Business and Industry Center, The College provides expertise in sustainability and green programs, including the Weatherization Training Center and the Science Center of Excellence, as well as community partnerships and facilities available for community needs.

OV3 PTC has identified requirements of key stakeholders including students, the local community, state, other higher education institutions, and accrediting and regulatory bodies. PTC not only competes with a long list of other two-year and four-year institutions of higher education, but also public and private training agencies and arts and recreational organizations.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1	S	PTC identified nine major goals to achieve the college's vision for the year 2016, four of which align with other distinctive objectives. These include: developing resources, workforce development, continuing education and community services, and educational partnerships.
2P2a	S	Key external stakeholders have input through memberships on advisory committees and chambers of commerce, the college's board of trustees and the PTC Foundation Board of Directors who support and attend community events and provide a link between the college and state and federal regulatory agencies and accrediting bodies.
2P2b	S	PTC impacts the local economy by providing education, skills training, and career enhancement opportunities to area residents through the Business and Industry Center (BIC). PTC provides continuing education and community services that are responsive to the needs of citizens and organizations in central Arkansas.
2P3	S	PTC communicates expectations related to non-instructional objectives through its strategic plan and eleven divisions, including the Economic Development division, which enhances the state and central Arkansas region's competitive strength by connecting the programs, resources and customizable training services of the college with employers, and the College Advancement division, which promotes and upholds the image of PTC and helps to strengthen the college's relationships with key stakeholders.

- 2P4 O The appropriateness and value of non-instructional objectives are measured through data-generated reports by IRPE and EMSI. EMSI reviews and assesses the value of PTC's non-instructional objectives by examining the college's impact upon the economy of its service area.
- 2P5 S PTC personnel identify needs relative to non-instructional objectives and operations at the department and unit level to identify areas of opportunity and growth. This includes the acquisition of \$19 million in grant funding which helped to develop courses specifically related to weatherization training within the PTC service area and creation of the Weatherization Training Center.
- 2P6 S PTC incorporates information from college personnel to review and adjust non-instructional objectives that support them. This process is highlighted in the college's commitment to cultural awareness and diversity by recognizing the shifting demographics of PTC's student population. To this end, PTC's Development Office continues to secure grants such as U.S. Department of Education Predominately Black Institutions (PBI). The college allocates such funds to recruit and hire minority personnel, conduct professional development and outreach, and create a student support program for African-American male students. Additionally, the College has an opportunity to discuss the processes by which data is collected from multiple sources, analyzed, and used to make decisions as part of a continuous quality improvement cycle.
- 2R1 S PTC collects student and personnel demographics, IPEDS data, total number of grants and total funds raised, non-credit enrollment statistics, and workforce training hours. In addition, EMSI collects and analyzes data related to the social and economic impact of PTC.
- 2R2 O While PTC's credit and noncredit programs have contributed significantly to the economic vitality of its service area, the College has an opportunity to break this data down to show the portion contributed through its noncredit programs. In addition, The College could also provide

		information on its progress with minority recruitment and cultural awareness goals.
2R3	S	PTC exceeds the national cohort in the percentage of government grants and contracts as a part of core revenues, as reported by the U.S. Department of Education IPEDS.
2R4	O	Since 98% of former PTC students remain in the regional workforce and another 1% remain in the state, PTC contributes to central Arkansas' economic growth through both increase in service area productivity and operational spending. While this is favorable, the College has an opportunity to share other performance data related to its non-instructional goals and objectives.
2I1	S	Through grant funded initiatives such as FOE and ATD, PTC has gained a greater understanding of the importance of data to support key decisions related to this category. The Minority Recruitment and Retention Five Year Plan for 2012-17 serves as a model to strengthen and align the planning processes based upon the collection, analysis, distribution, and use of data for information and knowledge sharing. PTC has also added Community Conversations as a method of communication to ensure non-instructional services and programs are appropriate for the region.
2I2	O	PTC appears to have a very mature planning process. However, providing more narrative details on one or more examples of how this planning process has been utilized for specific objectives would be helpful in documenting the process steps.

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with

students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item Critical Characteristic***

OVc-e PTC serves the underserved and nontraditional populations as well as traditional AA degree seeking transfer students. There is a 66 to 34% split female vs. male population at PTC, with over half the student population being African American and 86% of the population being first generation college students. PTC students typically live in poverty with 71% qualifying for need based funding. To better serve the needs of this diverse student population, PTC has open satellite locations, provided access to learning through distance education, and increased the number of degree programs including certificates and training programs.

OV2 Beyond instructional programs, several initiatives provide services to external community stakeholders. Among those are continuing and community education opportunities, Business and Industry Center, The College provides expertise in sustainability and green programs, including the Weatherization Training Center and the Science Center of Excellence, as well as community partnerships and facilities available for community needs.

OV3 PTC has identified requirements of key stakeholders including students, the local community, state, other higher education institutions, and accrediting and regulatory bodies. PTC not only competes with a long list of other two-year and four-year institutions of higher education, but also public and private training agencies and arts and recreational organizations.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
3P1	S	PTC identifies the changing needs of students through the use of environmental scans, student surveys, and self-studies driven by participations in major grant initiatives. The FOE grant, for example, allowed in-depth analysis of the first-year experience, identified the unique needs of this cohort, and led to the creation of an action plan to address these needs. Likewise, the Achieving the Dream grant analysis led to an examination of the developmental education curriculum and targeted interventions for minority students in developmental mathematics courses.
3P1-2	O	It is not clear how the College is institutionalizing and generalizing the application of data and enhanced services outside the category of first year students. While it is valuable to establish a positive first year experience, students need support and attention throughout their collegiate experience.
3P2	S	PTC builds relationships with students through its policies and expanded student and support services and maintains these by communicating through course syllabi, calendars, student organizations, and the College website. Participation in the FOE self-study permitted a focus on new student experiences and led to required participation in New Student Orientation and required enrollment in the college or career seminar course. Departments and units organize various events throughout the year to build relationships between staff and students. The College also has a process for developing new co- and extracurricular organizations involving faculty sponsors and students.
3P3	O	Understanding of stakeholders beyond students does not seem to be developed as evidenced by the lack of identification of external stakeholders. As a community college, PTC has responsibilities to serve its community beyond the student population, but it is not clear what infrastructure is in place to understand the needs of the wider community.

- 3P4 S PTC seeks to meet the needs of its most important stakeholders, the students. The College also builds and maintains relationships with key external stakeholders through the PTC Foundation, advisory committees, consortia, fairs, campus tours, and different types of community service activities.
- 3P5 SS The strategic planning process is one method through which the college determines if it should target new student and stakeholder groups with its educational offerings and services. The College mines its data sources to determine areas of potential growth and marketability of new programs and services and solicits feedback from students, transfer institutions, and area business and industry leaders. For example, the college joined a statewide entrepreneurship consortium that led to the development of a new option within the business degree.
- 3P6 O While the College informally addresses complaints from a variety of sources using multiple methods of identifying complaints; it is not clear what if any analysis is done across data collection methods to identify systemic issues that could be addressed with process improvement rather than ad hoc responses.
- 3R1 S PTC conducts course evaluations each semester, graduate surveys each year, CCSSE and NLSSI surveys every two years, and locally developed department- and division-specific surveys as needed to determine student satisfaction. Additionally, the college hosts Community Conversations to determine external stakeholder satisfaction. The college also submits annual performance reports (APR) to grant-funding organizations and reports to accrediting institutions and state and federal agencies. It uses feedback from these reports to improve its processes.
- 3R2-3 SS PTC shared data from the CCSSE administrations from 2008 and 2010 on nine activities related to maintaining and building relationships with students and from six NLSSI administrations from 2000-2010 on fifteen measures. From 2000 to 2010, the College has narrowed the gap in every area of the NLSSI while at the same time experiencing dramatic

- enrollment growth. Being able to maintain student satisfaction while experiencing growth is laudable, and the fact that PTC was able to narrow the gap between satisfaction and priority is a significant accomplishment.
- 3R4            OO    No data is provided on stakeholder satisfaction beyond student satisfaction. Given the budget constraints that the College is under, it would seem that an understanding of how the institution was perceived by the broader community would be an important concern as it impacts the ability of the institution to increase funding through grants, contracts, or public funding.
- 3R5            O     PTC has a positive public image based on responses to a survey of Arkansas high school students and a 2005 feasibility study. The College has an opportunity to expand the sources of data related to its performance results with key stakeholders and to report on this. While PTC indicates that a recent survey of Arkansas high school students indicated that 82% considered PTC a place to further their education, additional research should be conducted to determine the performance of relationships the College has with other key stakeholders.
- 3R6            S     PTC reports comparable gap scores with a national cohort on twelve measures related to student services on the 2010 NLSSI. Additional iterations of the instrument may produce other comparative data as well as an ability to analyze the College's performance on a longitudinal basis, PTC's performance results for understanding students' needs are either comparable to or exceed those of the NLSSI national cohort.
- 3I1            S     Recent improvements in the area of understanding stakeholder's needs are as follows: (1) Minority Recruitment and Retention Plan and Report 2012-2017; (2) Veterans Upward Bound pilot section of college seminar for veterans; (3) Services and facilities upgrades at Little Rock-West site to include library, testing center, advising services and personal counseling, multi-purpose meeting room, cashier services and expansion of course offerings. The Student Success Initiatives committee has begun

assessing each of its activities and tailoring those activities to the needs of students at each of the college's sites.

- 312           O     As the college transitions to a data-driven and integrated institution, fostering a community of lifelong learners is best demonstrated through student engagement efforts, PTC's culture for supporting and striving to meet the educational and career goals of students to help them succeed requires a commitment to the development of faculty, staff, and administrators. By establishing a culture of continuous quality improvement, PTC recognizes the need to explore, select and formalize specific processes to better support those key stakeholders who most directly impact student success: faculty, staff, and administrators. While PTC provides examples of improvement efforts, it would be valuable to describe the analysis of stakeholder needs that was behind these specific improvements and how they have impacted stakeholder satisfaction.

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item   Critical Characteristic***

- OVa   The mission of Pulaski Technical College (PTC) is to provide access to high quality education that promotes student learning to enable individuals to develop to their fullest

potential and to support the economic development of the state. The institutional vision is to be Arkansas's leading comprehensive, two-year college, focused on student success and recognized regionally for excellence in workforce development and university-transfer education.

OVc-e PTC serves the underserved and nontraditional populations as well as traditional AA degree seeking transfer students. There is a 66 to 34% split female vs. male population at PTC, with over half the student population being African American and 86% of the population being first generation college students. PTC students typically live in poverty with 71% qualifying for need based funding. To better serve the needs of this diverse student population, PTC has open satellite locations, provided access to learning through distance education, and increased the number of degree programs including certificates and training programs.

OV4 While administrators and professional staff are almost exclusively full-time, faculty and classified staff are primarily part-time. Only 34% of faculty are full-time. Due to growth and limited resources, employees often work beyond the scope of their primary roles.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1-2	S	PTC not only follows the minimum qualifications for employees established by the state and accrediting agencies, and hiring managers also create job descriptions to match college values. This allows PTC to exceed the minimum standards set by external organizations.
4P3	S	The College recruits potential employees through internal and external job postings, reviewing employee referrals and previous applicants, and recruitment events. The College makes personnel requests to the AHECB for non-classified staff and faculty and the state OPM for classified staff. Outstanding service is recognized through awards and employee recognition events.

- 4P4 S PTC begins the orientation process with the hiring process and uses orientation, personnel meetings, publications, and professional development activities to familiarize personnel with the College. PDI coordinates the New Faculty Academy, which begins each fall and continues throughout the first semester, to acclimate new faculty to the college. PDI also coordinates activities during convocation and throughout the year to familiarize all personnel with the college and its activities. Part-time faculty attend adjunct orientation each semester and have access to a copy of the adjunct faculty handbook as well as FAQ sheets and program-specific orientations.
- 4P5a S PTC administrators and the college community plan for changes in personnel through the strategic planning process, benchmarking against other two-year colleges of similar size, divisional operating plans and budget capabilities. As described in 4P3, the college must petition and seek approval by the Arkansas General Assembly for additional positions.
- 4P6 O PTC has created several mechanisms for its faculty and staff to encourage participation in goal setting and decision-making and enhance employee satisfaction. The College has an opportunity to share information about the processes by which decisions are made related to organizational productivity and employee satisfaction. The College may wish to purchase or develop and implement employee satisfaction surveys to enhance the availability of data for use in designing these work processes and activities.
- 4P7 S While the College recognizes an opportunity for training, a solid foundation is in place already. PTC's board of trustees defines its policies on ethical practices in the board policy manual and expects its employees to conduct themselves in a professional and collegial manner. In addition, HR has developed an AQIP action project for full-time personnel on topics related to the ethical expectations involved areas such as sexual harassment, diversity, and the Americans with Disabilities Act.

- 4P8 O PTC employs such data as enrollment projections, business and industry trends, changes in technology, and student demographics to anticipate training needs. The College has an opportunity to provide details about the practice and the data collected to make decisions about personnel training needs.
- 4P9 S PDI includes professional development opportunities in the areas of enrichment, service and teaching, as well as providing institutional training and best practices that reinforce continuous quality improvement. These events are advertised through campus email, and a list of upcoming events can be located in Technet, the PTC Intranet. Additionally, the College has developed Leadership Pulaski Tech, which trains faculty and staff for current and future leadership opportunities at the college.
- 4P10 O PTC's personnel evaluation systems reflect elements that incorporate state directives and the College's operational and strategic plans. Employees are evaluated annually. The college adopted its Faculty Evaluation Plan (FEP) in 2007 to include three areas of performance measurement: Teaching, Service, and Enrichment. The College has an opportunity to build on this foundation to explicitly demonstrate the processes it uses to align evaluation with its internal quality improvement efforts.
- 4P11 O Because compensation and benefits are limited by state procedures, PTC may be well served by understanding what levers of employee satisfaction it can influence beyond compensation and benefits. The planned survey of employees to collect ideas on this topic might provide the College with valuable insights and in of itself might strengthen employee morale.
- 4P12 S The administration utilizes feedback from the college's committee structure, key leadership groups, and faculty and staff senates to help determine and select courses of action that align with the mission, goals, vision and values of the college.

- 4P13 O While PTC provides a number of services designed to provide for employee health, safety, and well-being, the College recognizes an opportunity to develop a process for evaluating these aspects and for determining courses of action to strengthen services for employees.
- 4R1-2 O PTC lists as measures: 1) employee turnover rates; 2) average faculty salaries over time and in comparison to salaries at other two- and four-year institutions; 3) diversity statistics of personnel; 4) FEP and employee performance evaluations; 5) PDI; and 6) results of two ongoing AQIP projects. Yet only results for diversity are provided. PTC has the opportunity to be share information on multiple areas such as hiring targets. Also, the diversity statistics could be more meaningful if shown as a percentage rather than raw counts. Finally, benchmarks for student diversity and other goals would provide greater clarity on these results.
- 4R3 O PTC employs operating plan progress reports, employee performance reviews, and data collected for grant reports as evidence of the productivity and effectiveness of its employees. The College has created a human resources professional development program including mandated attendance at sexual harassment, diversity and disability training sessions for full-time employees. In Spring 2012, 97 percent of the full-time employees attended these sessions. While the College has made progress through these initiatives, the College also recognizes an opportunity to develop a system that aligns employee effectiveness with college goals to improve performance and motivate personnel.
- 4R4a S PTC has been able to maintain competitive faculty pay rates despite the overall stresses on the institutional budget due to expansion and limited public funding. This should allow the College to retain both full-time and part-time faculty as well as attract new faculty.
- 4R4b O The College has an opportunity to share data on classified and non-classified personnel salaries and other non-monetary measures related to overall employee satisfaction beyond faculty salaries.

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| 4I1  | S | Recent systematic improvements in the area of valuing people include the development and implementation of a human relations professional development program for faculty and staff and the creation of a stand-alone faculty handbook, AQIP Action Projects declared in 2011. Another recent improvement in the area of valuing people that resulted from the college committee process is the development of an online benefits program for personnel. |
| 4I2a | S | PTC has worked to establish a culture of continuous quality improvement to explore, select, and formalize support processes, including shared governance, AQIP, and administrative processes.  |
| 4I2b | O | PTC recognizes the need to explore, select and formalize specific processes to better support those key stakeholders who most directly impact student success.   |

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item Critical Characteristic***

OVC-e PTC serves the underserved and nontraditional populations as well as traditional AA degree seeking transfer students. There is a 66 to 34% split female vs. male population at PTC, with over half the student population being African American and 86% of the

population being first generation college students. PTC students typically live in poverty with 71% qualifying for need based funding. To better serve the needs of this diverse student population, PTC has open satellite locations, provided access to learning through distance education, and increased opportunities for learning.

- OV5 PTC reports a recurring annual operational planning cycle within a five-year strategic planning horizon using data from its Office of Institutional Research, Planning, and Effectiveness (IRPE). Human Resources and Employee Relations are currently collaborating on an AQI action project to develop and implement a mandatory, annual training program for all full-time employees.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	S	PTC's mission and vision have been periodically reviewed and refined by internal stakeholders through a collaborative planning process and vetted externally by various stakeholders. In 2010-11, the Strategic Planning Committee reviewed the mission and vision during its planning process.
5P2	S	Leaders align the College's objectives with mission, goals, vision and values with the strategic planning process. These goals are carried forward into the operating, budget, facility, and most recently, information technology planning processes.
5P3	S	PTC has taken into account the needs of students and key stakeholder groups through the guidance provided by its mission statement and philosophy of education statements. The College has used data obtained by environmental scans, electronic brainstorming, surveys, market data, and program advisory and college committee feedback to influence its direction. The College may wish to share the specific processes and instruments used to obtain relevant data from students for use in its planning function.

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| 5P4 | S  | Examples of the board's commitment to student success are best demonstrated in the dedication to maintaining tuition that is lower than other service-area competitors and small class sizes, two distinguishing features that set PTC apart from every college and university in the region. The board is cognizant of the need to seek additional external funding through a local millage.   |
| 5P5 | O  | While PTC does maintain active college committees as outlined in 5P5, the College does not detail in-depth how decisions are made within the organization or how the teams are used in the decision-making process.   |
| 5P6 | O  | PTC has used data as part of their involvement with FOE and ATD. This indicates that the College uses data for these two initiatives and that data helped lead to participation in those activities. However, the College does not detail how data is used in making other decisions within the college. Likewise, it is not clear how the College leadership has prepared for the transition to performance-based funding and how that will impact the College. For example, these measures were not presented in Category Seven. The Systems Portfolio could be used as an opportunity to align data and processes against these critical measures of stakeholder satisfaction. |
| 5P7 | S  | PTC uses formal and informal methods of communication among internal stakeholders. The College's committee structure plays a key role in creating a culture of transparency, and key leadership groups are integral to this process as members collaborate with one another and disseminate information to college personnel.   |
| 5P8 | S  | PTC possesses an extensive list of formal methods and vehicles it employs to communicate and reinforce its mission, vision, and values, among them meetings, advertising, posters, social media, email, and the college intranet. The College also ties its works plans and performance reviews to its strategic plan.  |
| 5P9 | SS | Opportunities for leadership and professional development include participation in faculty and staff senates, college committees, professional  |

organizations, leadership institutes, conferences and workshops, and other internal/external training opportunities. Additionally, PTC has developed Leadership Pulaski Tech, aimed at identifying and developing a network of qualified leaders. It is open to faculty and classified staff and training topics include higher education, community and economic development, and college issues.

- 5P10        S        PTC maintains and preserves its organization's mission, vision, values, and commitment to high performance during leadership succession through the establishment of representative search committees, maintenance of appropriate records, business continuity plan, and authority to make interim appointments as needed.
- 5R1        S        PTC collects and reviews the results of annual operating plans and the long-range strategic plan. As part of the strategic planning process and other initiatives, the college collects information on external and internal environments; results of strengths, weaknesses, opportunities, and threats analyses; feedback from student, faculty and staff focus groups and performance reviews of administrators. In addition, the planned surveys around employee satisfaction can be used to also measure satisfaction of leadership and communication. Given the rapid and dramatic growth of the College, these are critical processes to measure
- 5R2        S        While it is a stretch to claim that the growth in the college is due to leadership and communication, it would be reasonable to conclude that effective leadership and communication have contributed to the fact that this growth has occurred without decreasing student satisfaction as indicated by NLSSI data.
- 5R3        O        PTC shared information related to recognitions it has received for workforce development, marketing, and communications. The College has an opportunity to define further how its operations and results reveal its standing among peer institutions in the state and nation; nationally-normed instruments (including the CCSFE results) are available to assist with communicating this information.

- 511            S        Because leadership needs have evolved as the college has grown, the college board of trustees recently established the position of executive vice president and provost to provide leadership in instruction and student services to ensure strategic planning, evaluation, and resource allocation that enhances and sustains innovation, quality, and high levels of student achievement across all student cohorts. Another recent example of improvements in the area of leading and communicating includes the development of a comprehensive emergency management program for the college. This emerged as a result of the strategic planning process and examination of data related to the college's service area. The program includes a Business Continuity Plan, Emergency Operation Plan, regular emergency management exercises and emergency management training for college personnel. As a result of the college's program, the U.S. Department of Education invited the vice president for college advancement to create a training program on developing an emergency communication plan for institutions of higher education.
- 512            O        PTC recognizes an opportunity to identify and integrate key performance indicators and student learning outcomes to enhance the efficiency of its functions related to leading and communicating. The College will employ an AQIP Action Project as part of its efforts to meet these challenges.

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

**Item Critical Characteristic**

OVa The mission of Pulaski Technical College (PTC) is to provide access to high quality education that promotes student learning to enable individuals to develop to their fullest potential and to support the economic development of the state. The institutional vision is to be Arkansas's leading comprehensive, two-year college, focused on student success and recognized regionally for excellence in workforce development and university-transfer education.

OV8a As a result of underfunding and exponential growth, PTC's budget limitations have contributed to understaffing. The College feels that the support needs of the student population are beginning to outstrip the capacity that can be provided by existing staff and faculty resources.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
6P1	S	PTC is responsive to stakeholder needs and strives to identify, meet and improve the support service needs of students and other key stakeholders.
6P2	O	The planned survey of employee satisfaction provides an opportunity to assess how well support units meet the needs of internal customers. This appears to be a gap in current processes and measures.
6P3	S	PTC has put in place a comprehensive set of procedures, policies, and resources to support safety and security on campus.
6P4	S	PTC manages key support services processes on a daily basis using electronic means and communications involved in the supervisory process.
6P5	O	PTC documents its support processes to encourage information sharing, innovation, and empowerment in formal and informal ways. Professional development sessions are also used to disseminate information with training opportunities. The College recognizes an opportunity for

- improvement and is engaged in an AQIP Action Project to address shortcomings with a focus on creating a culture of evidence.
- 6R1-R5      O      While PTC intends to employ an employee survey, there is currently a lack of results within this category. Also, the survey will not be the most useful of measuring performance of support units within the college. PTC may wish to investigate satisfaction surveys targeted at internal users of various services and units.
- 6I1            S      The Dean of Enrollment Services position was revised to allow better supervision of the entire enrollment processes for students from the first contact through advisement and enrollment for classes. Another improvement also includes the acquisition of ZogoTech software to provide access to accurate, relevant data to support insightful analysis. The College has undergone a one-year clean-up effort to improve data quality and ensure consistency.
- 6I2            O      PTC recognizes an opportunity to formalize and centralize its processes and systems and to set targets to assist in continuous quality improvement as part of creating a culture of evidence and meeting challenges brought on by rapid growth.

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## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

**Item Critical Characteristic**

- OVa The mission of Pulaski Technical College (PTC) is to provide access to high quality education that promotes student learning to enable individuals to develop to their fullest potential and to support the economic development of the state. The institutional vision is to be Arkansas's leading comprehensive, two-year college, focused on student success and recognized regionally for excellence in workforce development and university-transfer education.
- OV3 PTC has identified requirements of key stakeholders including students, the local community, state, other higher education institutions, and accrediting and regulatory bodies. PTC not only competes with a long list of other two-year and four-year institutions of higher education, but also public and private training agencies and arts and recreational organizations.
- OV7 Data collection, analysis, and dissemination of results is carried out by IRPE and the Office of Public Relations and Marketing (PRM). IRPE is responsible for collecting and distributing data to internal stakeholders. Reporting requirements of state and federal governments, ADHE, AHECB, HLC and program specific accrediting agencies drive data collection by PTC.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1a	S	Federal and state reporting requirements dictate the selection of data and performance information. Data requests also originate from variety of internal stakeholders such as college personnel, the board of trustees, grant-funded programs, and college standing committees. Both instructional and non-instructional divisions select, manage, and distribute data to support annual operational plans, using the Jenzabar PX ERP Systems. Under the division of Student Services, advising and counseling utilize a number of comparative surveys as well as locally developed surveys and focus groups.

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| 7P1b | O | The College recognizes an opportunity to build upon the existing data and information infrastructure to improve its data collection and use capabilities for instructional and non-instructional programs and reports initial success in creating a data collection system.   |
| 7P2  | O | PTC selects and distributes data and performance information to support its planning and improvement efforts through its institutional research office and publication of its strategic plan and external reports. The College used data gathered for grant reports to create an AQIP Action Project aimed at enhancing the retention of African American men; the efforts also fit into the College's minority recruitment and retention plan. An opportunity exists to provide information on how these efforts fit into a broader, systematic effort for managing data to measure institutional effectiveness. |
| 7P3  | S | PTC 's institutional research office faces considerable time constraints in assisting instructional departments and units with data requests because of federal, state, and grant-related reporting requirements and deadlines. The College recognizes an opportunity to address these issues with an AQIP Action Project designed to empower faculty and staff in the creation of a culture of evidence. The College is also working on establishing common student learning outcomes to enhance its effectiveness in assessment at the institutional level.   |
| 7P4  | O | PTC analyzes performance data predominantly at unit levels and in response to such external demands as accreditation guidelines, state standards, and grant-funded performance measures. The College has developed key performance indicators in response to legislative request and recognizes an opportunity to use these to guide continuous quality improvement efforts and align the systematic approaches used in its planning, assessment, and budget processes.   |
| 7P5  | S | External stakeholders such as program-level accrediting agencies, ADHE and IPEDS reporting requirements determine the needs and priorities for comparative data and information.  |

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- 7P6 S In preparation of the budgeting cycle, instructional and non-instructional divisions support individual operating plans based upon course and program-level performance measurements and outcomes. However, the college seeks to align and integrate the strategic planning process more directly to budget planning and processes to achieve its long-term goals.
- 7P7 O To ensure the timeliness, accuracy, reliability and security of the College's information systems and related processes, departments and units rely upon external reporting deadlines, internal operating and budgeting deadlines, Jenzabar functions, Help Desk ticketing, and host-management environments. PTC is looking for additional ways of improving information system reliability.
- 7R1 O The college collects assessment plans and reports, AQIP action projects, and accreditation guidelines and renewals. Computing Services measures the performance of each of its components by system uptime and number of user issues. It also utilizes reports from ticketing software to help supply evidence towards effectiveness. Annual maintenance processes are run by Administrative Computing staff to clean up the Jenzabar PX ERP systems. The Portfolio did not demonstrate how these results are used in decision-making.
- 7R2-3 O PTC recognizes an opportunity to provide evidence that its information systems are meeting its needs in measuring effectiveness. The College contracted with SunGard Higher Education in 2010 to conduct a strategic information technology assessment and establish baselines for use in meeting internal needs and providing comparisons with peer institutions. The assessment identified nine areas with severe or critical needs to address. The College should report remedies to date and priorities for next steps for future improvements.
- 7I1 S In the Fall of 2011, an Information Technology Strategic Planning Committee was formed to review and address issues from the 2010 state of Arkansas annual IT audit report. Internally, the newly formed

Institutional Research Committee was created to assist in administering and communicating data and survey results.

- 712            O        PTC recognizes an opportunity to strengthen its culture and infrastructure to improve performance results in measuring effectiveness. Developing key performance indicators and common student learning objectives is part of the process.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 8, Planning Continuous Improvement:**

***Item    Critical Characteristic***

- OV5    PTC reports a recurring annual operational planning cycle within a five-year strategic planning horizon using data from its Office of Institutional Research, Planning, and Effectiveness (IRPE). Human Resources and Employee Relations are currently collaborating on an AQI action project to develop and implement a mandatory, annual training program for all full-time employees.
- OV8a   As a result of underfunding and exponential growth, PTC's budget limitations have contributed to understaffing. The College feels that the support needs of the student population are beginning to outstrip the capacity that can be provided by existing staff and faculty resources.
- OV8b   While PTC has experienced consistent leadership for a dozen years, the College is entering a period of transition as its current president retires and other leadership

changes occur. The position of Executive Vice President and Provost is one step that the College has taken to prepare for the upcoming transition.

OV8c PTC is reacting entrepreneurially and proactively to offset the lack of public funding it receives. For example, PTC is a participant in the Achieving the Dream Community Colleges Count initiative. Through its membership in AQIP, the College sees opportunities to use data to make improvements and advance its mission.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	S	The college's key planning processes are guided by the development of the strategic plan including the operational and budgeting processes. In addition, other key planning processes include: (1) Business Continuity Plan, (2) AQIP action projects, (3) Information Technology Strategic Plan, and (4) Integrated Marketing Plan.
8P2	S	PTC's key administration teams solicit and support wide participation in all areas of planning and results in short and long-term strategies that reflect the needs and demands of internal and external stakeholders. As strategies are determined, PTC utilizes environmental scans to provide an external perspective.
8P3	S	The college incorporated the ATD model of using data as a basis for developing key action plans to support organizational strategies and augmented this methodology after the college became an AQIP institution. The college aligned the ATD goal of increasing success rates for students of color with the college's mission and goal three of the strategic plan to create the AQIP Action Project: Intervention Strategies to Improve African-American Male Success during the Freshman Year.
8P4	O	Key leadership groups and standing committees are part of the planning processes and a key communication tool to involve college personnel. However, PTC recognizes an opportunity to better coordinate and align

- its planning processes, organizational strategies, and action plans across the institution.
- 8P5 O While PTC defines objectives, selects measures, and sets performance targets for organizational strategies and action plans using data from internal and external stakeholders; accreditation, grant-funding, and state requirements; and the assessment process, the College has an opportunity to further define the degree to which its internal processes and discussions drive the selection of strategies and actions for continuous quality improvement and meeting the needs of its various stakeholders.
- 8P6-P7 OO Two critical strategic opportunities facing PTC are the changing in the state funding formula and the potential local millage. However, these issues are not fully integrated throughout the Systems Portfolio, which may indicate that the College has not fully organized its planning processes around these opportunities. Also, it is not clear how the risks associated with these changes are being evaluated by the College.
- 8P8 S Internal and external stakeholders have access to the strategic plan and the college's mission. College personnel have numerous opportunities to provide input through staff and department meetings, committee meetings, and other communication vehicles.
- 8R1 O PTC collects information on progress toward strategic goal attainment through operational plans and performance indicator measures at department and unit levels related to budgeting. The College has an opportunity to explicate the types of data and specific results used in its decision-making processes
- 8R2 O Each of the eleven divisions submits an annual operating plan to set targets and performance measures. However, these operating plans are not fully integrated between divisions. Integration across divisions should be enhanced when the college establishes key performance indicators and aligns the goals of the strategic plan with the 9 AQIP categories.

- 8R3            O        The five targets that PTC has set for the next one to three years will assist in reaching a mature stage when it comes to continuous quality improvement. These targets include leadership succession/transition and the stabilization of key planning processes to include: (1) Aligning the goals of the strategic plan with the nine categories of the Systems Portfolio, (2) Identifying and prioritizing AQIP action project proposals that maximize institutional effectiveness, (4) Establishing key performance indicators as related to ACT 1203, (5) Adopting common student learning outcomes as related to key performance indicators, and (6) Exploring involvement with the Arkansas Quality Award program. These targets provide valuable goals, but the challenge remains in implementing the changes required to achieve those goals.
- 8R4            S        Although the college strives to improve retention and graduation rates and recognizes that its current rates are low, the college compares favorably to the rates at other Arkansas two-year colleges.
- 8I1            O        PTC's AQIP Steering Committee created and implemented a process for submitting, reviewing, selecting and supporting AQIP action projects. PTC employees have completed two AQIP action projects, which have become embedded into the college culture. The goals of these two projects continue to inform processes and strategies to remediate, retain, and graduate students. Also, the Institutional Research Committee was re-established in order to support the college's ongoing efforts to use data to drive continuous quality improvement, In addition, the college adopted three institutional values—Integrity, Individuality, Improvement—to include in the strategic planning process.
- 8I2            O        PTC's culture and infrastructure serves to support student success. The values of Integrity, Individuality and Improvement guide key planning processes, strategies and action plans as the college moves towards integration and high performance. By establishing a culture of continuous quality improvement, PTC recognizes the need to explore, select and formalize specific processes to better support those key stakeholders who most directly impact student success: faculty, staff, and administrators.

## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pulaski Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item Critical Characteristic***

- OVa The mission of Pulaski Technical College (PTC) is to provide access to high quality education that promotes student learning to enable individuals to develop to their fullest potential and to support the economic development of the state. The institutional vision is to be Arkansas's leading comprehensive, two-year college, focused on student success and recognized regionally for excellence in workforce development and university-transfer education.
- OV2 Beyond instructional programs, several initiatives provide services to external community stakeholders. Among those are continuing and community education opportunities, Business and Industry Center, The College provides expertise in sustainability and green programs, including the Weatherization Training Center and the Science Center of Excellence, as well as community partnerships and facilities available for community needs.
- OV3 PTC has identified requirements of key stakeholders including students, the local community, state, other higher education institutions, and accrediting and regulatory bodies. PTC not only competes with a long list of other two-year and four-year institutions of higher education, but also public and private training agencies and arts and recreational organizations.

**Here are what the Systems Appraisal Team identified as Pulaski Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1	S	PTC's integrated marketing plan plays a large role in building relationships with outside organizations. This includes reaching out to high school students, underemployed or unemployed, employers and transfer students. Many external relationships are built through the division and department level. Relationships are also created and built with the local workforce, high school administrators, and the local community.
9P1	O	PTC engages in relationships with other educational organizations to market its programs, engage in statewide initiatives, and participate in community events. The College has an opportunity to provide additional details as to how it prioritizes its activities and resources and the processes used to develop partnerships related to such functions as transfer articulation.
9P2	S	PTC creates, prioritizes, and builds relationships with two and four year educational organizations and employers throughout Arkansas that depend on PTC's students and graduates to meet those organizations' requirements. The College may wish to provide additional details about the processes involved in determining its priorities and developing effective relationships.
9P3	S	PTC works with organizations that provide mental health, physical health and rehabilitation services for students. This includes working with food banks, shelters as wells as promoting an annual health fair for students.
9P4	S	PTC creates, prioritizes, and builds relationships with the organizations that supply materials and services to the college via processes defined by the college and the state of Arkansas. These relationships with private vendors and companies are initiated through state procedures for bidding and purchasing.

- 9P5            O        PTC uses its faculty and staff participation in the community to seek out relationships that may be beneficial. The College has an opportunity to detail and develop processes involved in seeking out and developing community partnerships.
- 9P6            O        PTC employs feedback from advisory committees and surveys to address partnership needs in business and industry, as well as the relationships trustees maintain with the Office of the Governor and statewide and area articulation agreements, to ensure that its partnerships meet the needs of those involved. The College has an opportunity to provide greater detail on the processes involved in developing and maintaining these relationships.
- 9P7            S        Each year, the college holds convocation and professional development events that allow personnel to keep abreast of important developments and to interact across campus. The college's standing committee structure and shared governance facilitate communication and foster relationships at the college. The College recognizes an opportunity to develop and implement a systematic plan to study processes and integrate communications in a formal manner to meet internal needs.
- 9R1            O        PTC uses graduation rates to four-year institutions, IPEDS, grant-funded program benchmarks, and graduate and employer surveys to measure its collaborative relationships. The College has an opportunity to explain how these instruments assist in determining the efficacy of its processes and pursue reaching out to other stakeholders beyond universities and grant projects.
- 9R2            O        PTC is engaged in a variety of associations and accrediting agencies. The College's Dental Assistant program has produced a consistently high rate of students who passed the state registration examination and secured employment. The College has an opportunity to detail how these associations and results reveal the success of its collaborative relationships.

- 9R3            O        While the college provides transfer out rates for PTC compared to a national cohort group, the College recognizes an opportunity to improve graduation and transfer rates and has an opportunity to explore additional avenues for determining results in this category. The current results provided speak to only the relationship with transfer schools.
- 9I1a           S        The addition of a Culinary Arts and Hospitality Management Center was developed in collaboration with the state's hospitality industry and a new Fine and Performing Arts and Humanities Center will ensure that PTC stakeholders have access to quality cultural and humanities programming.
- 9I1b           O        Despite the successful development of the new Culinary Arts and Hospitality Management Center, the College recognizes an opportunity to develop and implement a more systematic approach to its processes and performance results in building collaborative relationships.
- 9I2            O        PTC recognizes an opportunity to establish benchmarks and develop a systematic approach to building and maintaining relationships on and off campus to enhance its culture of continuous quality improvement.