

2018-21 Strategic Priorities

Stronger Together

End-of-Cycle Progress Report



Mission: We provide affordable, accessible learning opportunities to promote student success and strengthen our community.

Vision: Through our service as an academic and economic leader, we will empower students and our community to succeed through business and industry partnerships, cultural enrichment, and educational programming.

Strategic Priority



Student Success

Strategic Priority 1: Foster Student Success through retention, completion, and student-friendly processes, policies, and procedures.

Analysis of Key Performance Indicators

East Arkansas Community College much to be proud of in its work toward the goal of student success.

On time completions have increased significantly since 2016, with more than 89% of students of first-time, full-time students who earned an associate's completing their degree in 6 semesters or less in academic year (AY) 2019, compared to a prior three-year average of 66%, according to data from the Arkansas Division of Higher Education (ADHE). The number of students earning their degree in 100% of time (4 semesters or less) also experienced a significant increase, rising to almost 54% in AY 2019 compared to an average of 35.8% in the prior 3-year period. These gains led to an average time-to-degree for first-time, full-time associate's degree students of only 26.61 months in AY 2019, a huge drop from the previous 7-year average of 41.27 months.

Similarly, data from the Integrated Postsecondary Education Data System (IPEDS) 2020 Data Feedback Report shows that **EACC's graduation rate** (150% of time) increased 20% over 4 years (from 18% to 38%), while a national comparison group graduation rate increased only 8% (from 20% to 28%). Over the course of four academic years, EACC went from being behind the national comparison group by 2% to exceeding it by 10%.

The **number of credentials** earned has also increased significantly, from less than 400 in the academic years 2016 through 2018, to 500 in AY 2019 and 459 in AY 2020. All levels of credentials – certificates and associate's degrees -- experienced increases.

When **disaggregated by race**, the data show that students categorized as underserved by ADHE experienced a significant increase in credential attainment. ADHE defines underserved race as black, Hispanic, or 2 or more races if one of the races is black or Hispanic. Credentials earned by these students in academic years 2019 and 2020 almost doubled compared to academic years 2016, 2017, and 2018, increasing from an average of 108.33 to 215, or 98.44%

Not only did the number of credentials earned increase, but the credentials earned by students from an **underserved race as a percentage of total credentials** earned at EACC also increased significantly from a range of 31-36% in academic years 2016, 2017, and 2018, to 44-45% in 2019 and 2020.

Similarly, EACC's 2020 IPEDS data reflects substantial progress in closing the gap in graduation rates between white (41%) and black/African-American students (36%), who are now separated by only 5%; the national comparison group still showed a graduation rate for white students (31%) that is nearly double that of black students (15%).

When **disaggregated by academic preparedness**, the data show that students categorized as underserved academic by ADHE experienced a significant increase in credential attainment. ADHE defines underserved academic as students who enrolled in at least one remedial course. Credentials earned by these students in academic years 2019 and 2020 increased over 52% compared to academic years 2016, 2017, and 2018, from an average of 124 to 188.5.

Credentials earned by students from an underserved **academic background as a percentage of total credentials** earned at EACC have had mixed success over the previous 5 academic years, declining 9% from 2016 to 2018 from 43% to 34%, before rising again from 2018 to 2020 to 41%. However, given the large increase in the number of credentials earned, gains for these students are still considered significant.

EACC has also made significant gains in **STEM and high-demand credentials**. An average of 145 STEM and high-demand credentials were earned per year in academic years 2016, 2017, and 2018, while 2019 and 2020 both saw more than 200 STEM and high-demand credentials earned, a more than 65% increase.

When disaggregated, the data show **all categories of underserved student populations** – race, income, academic, and age – showed increases in the number of STEM and high-demand credentials earned for AYs 2019 and 2020 over the previous 3 academic years.

STEM and high-demand credentials earned by students from **underserved race and underserved income backgrounds as a percentage of the total** STEM and high-demand credentials earned at EACC showed the most significant gains in AYs 2019 and 2020 over the previous 3 academic years. Students from underserved academic backgrounds showed significant gains in the percentage of total STEM and high-demand credentials earned. Students from an underserved age background, defined as 25 to 54 at initial enrollment, declined as a percentage of total for the four academic years from 2017-2020.

EACC also performed well in **retention** (fall-to-fall) data from IPEDS. EACC had a full-time retention rate in the 2020 report of 67% compared to a national peer group which had a rate of 54%. EACC's rate was 56% the previous year. EACC's full-time retention rate has increased 14% over the last 4 years, while the comparison group retention rate has declined 7%.

According to IPEDS, EACC had a part-time retention rate of 69% compared to a national peer group which had a rate of only 39% -- a whopping 30% higher. EACC's part-time retention rate has increased 21% over 4 years, while the comparison group retention rate remained flat. Nationally, part-time retention rates are typically lower than full-time retention rates because part-time students are often more at-risk. EACC's part-time retention rate is slightly above the full-time rate.

Gateway courses are entry level courses in general education skills – reading, English, and math – that are common to all degrees and credentials and are typically considered good predictors of student success. Given that the number of credentials has increased at EACC, it is confusing that in all three subjects the number of students succeeding at gateway courses has decreased.

According to data from ADHE, From academic year 2016 to 2019, the number of students requiring no remediation who earned a C or better in a **gateway math** course decreased from 222 to 154, a **decline of 30.6%**. From academic year 2016 to 2019, the number of students requiring no remediation who earned a C or better in a **gateway English** course decreased from 264 to 164, a **decline of 38%**. From academic year 2016 to 2019, the number of students requiring no remediation who earned a C or better in a **gateway reading** course decreased from 301 to 247, a **decline of 18%**.

While experiencing some up-and-down movement, the number of **remedial students** achieving success in a **gateway math** course fell from 68 and 2016 to 56 in 2019 according to ADHE, a **decline of 17.64%**.

A small bright spot is that while experiencing some up-and-down movement, the number of **remedial students** achieving success in a **gateway English** course rose from 67 and 2016 to 71 in 2019, a **small increase of 6%** or 4 students.

While also experiencing some up-and-down movement, the number of **remedial students** achieving success in a **gateway reading** course fell from 29 and 2016 to 18 in 2019, a **decline of 38%**.

These data are troubling, and may not bode well for future credential attainment. **General education faculty have been asked to review the data and report back on the issue.**

When reviewing fall **grade distributions for math** courses, there were **significant increases** in the percentage of students **earning a C or better** in most recent two fall semesters (2020 and 2019) compared to the previous two fall semesters (2017 and 2018). In fall 2017 and 2018, 58% and 54% of non-remedial (all math courses except for MTH 0913) math students were successful. In fall 2019 and 2020, 68.6% and 67.4% respectively of non-remedial math students were successful. These increases are commendable, especially in light of COVID-19.

In **MTH 0913**, the lowest level math course, the percentage of successful fall semester **students earning a C or better has doubled in the two most recent academic years**. In fall 2017 and 2018, 29.4% and 31% of remedial math students were successful. In fall 2019 and 2020, 61.5% and 57% respectively of remedial math students were successful. Again, the small decline in fall 2020 to 57.1% from 61.5% in 2019 is good news in light of COVID-19.

In both the remedial and non-remedial math there were significant decreases in students earning a D or F. In non-remedial math, the percentage of students earning a D or F decreased steadily over the four fall terms from 2018 to 2021 from 33% to 16.6%. In MTH 0913, the percentage of students earning a D or F decreased steadily over the four fall terms of academic years 2018 to 2021, from 59% earning a D or F to only 28.6%. Although in the midst of a pandemic, **math students enrolled in fall 2020 experienced their lowest level of D or F grades in four years**.

Math student withdrawals varied from year to year, such that a discernable pattern was unrecognizable, although fall 2020 showed an increase in withdrawals compared to fall 2019.

One outlier year should be noted and investigated: in fall 2019, 23% of MTH 0913 students withdrew from the course.

Remedial language students appear to have been significantly negatively affected by COVID-19 when reviewing fall grade distributions. Remedial language students in fall 2020 experienced a significant decrease in the percentage of those **earning a C or better, declining from a high in fall 2019 of 76.5% to a low of 63.5%** in fall 2020. Most significant was the decrease in the success rate of the lowest level remedial language course, **LAN 0966**, which decreased from a high of 82% earning a C or better to **only 51.5% succeeding in this course**. This is troubling trend that faculty have been asked to review to determine what strategies could be used to help students succeed.

It is not surprising, therefore, that the percentage of **LAN 0966** students **earning a D or F doubled** from fall 2019 to fall 2020 from a low of 15.4% to 30.3%. Similarly, **withdrawal rates doubled** from a low of 2.6% to more than 12% in this course over the same period.

Students enrolled in the upper level remedial language course, **LAN 0973**, fared better than their peers in LAN 0966, **declining from 74% earning a C or better to 70%**, and experiencing their **lowest percentage of students earning a D or F** in fall 2020 at only 11.11%. However, fall 2020 **withdrawal rates for LAN 0973 were at their highest** at 17.5%. Again, these data are troubling for their implications for future student credential attainment.

The negative impact of COVID-19 on student success appears evident when reviewing fall grade distributions for **English composition** courses (ENG 1013, 1033, & 1023). Fall 2020 student data experienced a significant **decrease in the percentage of English composition students earning a C or better**, declining from a high in fall 2019 of 84.35% to a **four-year low of 71.5%** in fall 2020.

Most significant was the decrease in the success rate in **ENG 1023** English Composition II, which decreased from a high of 71% of students earning a C or better to a low of **only 53% succeeding in this course**. It is disturbing to think that only half of English Comp II student were able to succeed.

The composition course experiencing the smallest decline in successful students was **ENG 1013** English Composition I, which fell from 85.1% earning a C or better to a **four-year low of 78.1% succeeding**.

Similarly, English composition experienced a **four-year high in the percentage of students earning D or F or withdrawing in the fall of 2020**, with 18.3% earning a D or F compared to a low the previous year of 10.3% earning a D or F, and 8.5% withdrawing compared with a low of 4.61% in the fall of 2018.

ENG 1023 students suffered the most, with **over 1/3 of those students – 34.4% -- earning a D or F**, although curiously that course experienced its lowest withdrawal rate at only 9.4%.

In fall 2020, both ENG 1013 and ENG 1033 experienced significant increases in the percentage of students earning a D or F over the previous fall. **Withdrawal rates reached a high in fall 2020 of 8.5% for ENG 1013 and 5.9% for ENG 1033.**

Concerns: While significant gains have been achieved in credential attainment both overall and in underserved student categories, the effects of COVID-19 on these statistics are expected to be negative. Hopefully, all gains will not be lost, and the strategies and supports EACC has implemented will help students recover from the effects of the pandemic on academic success. Credential gains were achieved pre-COVID. EACC on the right track, but it will take work to determine how to get back on that track in the post-COVID era. The difficulty experienced by English and Language students has negative implications for future credential attainment, as those skills are embedded every degree or certificate. The overall long-term decline in gateway course success also has negative future implications for overall student success.

Recommendations:

- Disaggregate data for on-time completions to determine which students showed the most gains.
- Collect and examine data and student feedback to determine what strategies have contributed to the increases in credential attainment.
- Disaggregate STEM and high-demand credentials data to determine what programs and student groups experienced the greatest gains.
- Convene faculty and institutional research to investigate causes for decreases in gateway course success as to date no explanation has been available.
- Faculty-led research and effort must be undertaken to determine how to help remedial students succeed in the COVID environment.
- Math faculty should confer with English and Language faculty to determine what strategies they used to support students during the fall of 2020 that could be replicated or adapted.
- Convene English and language faculty to examine disaggregated data – by race, income, mode of instruction, instructor -- to determine ways to better support these students.
- Disaggregate data to determine vulnerable students groups and at-risk courses so that faculty and staff can develop student success strategies.
- Data on semester to semester retention and course-to-course retention are needed to determine where students are dropping off.
- Closing the Loop Report should include strategies to address concerns noted in the data to ensure consistency between the two.

Section 2: Strategies and Initiatives

Under Strategic Priority 1: Foster Student Success through retention, completion, and student-friendly processes, policies, and procedures, EACC had **3 goals**:

Goal 1, Data: Use data to drive continuous improvement in student learning.

Goal 2, Planning: Facilitate and emphasize degree planning to encourage completion of student goals.

Goal 3, Policy: Revise policies and procedures to be more student-friendly.

There were an initial **12 objectives** to help achieve the **3 goals**:

1. Complete assessment three-year cycle's Closing the Loop Report, and make revisions to the College's assessment plan based on the standing committee's input on assessment outcomes. (Goal 1, Data)
2. Develop graphics to accompany assessment of student learning data to better communicate student learning outcomes to the College constituencies. (Goal 1, Data)
3. Explore ways to communicate the employment value of graduates of all education-to-work programs. (Goal 1, Data)
4. Research employment outcomes data to be used in defining student success. (Goal 1, Data)
5. Review and revise internal program review schedule and process for all programs. (Goal 1, Data)
6. Use data to improve quality of programs, learning, and student interactions. (Goal 1, Data)
7. Create clear Guided Pathways for each program. (Goal 2, Planning)
8. Develop fast-track paths for programs where appropriate. (Goal 2, Planning)
9. Increase student access and opportunity for Prior Learning Assessment, CLEP, independent studies, or other alternative methods of earning course credit. (Goal 3, Policy)
10. Revise and revise syllabus template to ensure all courses communicate course learning objectives, assignments, and policies in a way that improves student understanding. (Goal 3, Policy)
11. Review and improve policies to remove barriers to, and enhance, student success. (Goal 3, Policy)
12. Review and improve processes and procedures to improve accessibility of student services and supports. (Goal 3, Policy)

33 strategies and initiatives were initially proposed to achieve the **11 objectives**.

17 are complete

14 are in progress

2 are incomplete

Complete:

1. Complete a one-semester “mini-cycle” to demonstrate and increase understanding of the concept of closing the loop in assessment. (Goal 1, Data; Objective 1)
2. Complete three-year Closing the Loop, and submit the proper parties. (Goal 1, Data; Objective 1)
3. Graphs will be generated from the excel assessment database depicting all levels of outcomes for all programs and departments to support and illustrate the assessment plan and to enhance the committee’s reporting and discussion. (Goal 1, Data; Objective 2)
4. Ensure every advisory committee has adequate membership to support each program. (Goal 1, Data; Objective 3)
5. Pursue NATEF accreditation for Diesel Technology, Auto Body Technology, and Automotive Service Technology.(Goal 1, Data; Objective 3)
6. Pursue NCCER certification for Industrial Equipment Technology, Construction Technology, and Residential Heating & Air Conditioning. (Goal 1, Data; Objective 3)
7. Explore opportunities to pursue Quality Matters recognition in online learning design Quality Matters replaced with Blackboard Exemplary Course program. (Goal 1, Data; Objective 6)
8. Create degree check sheets for each program clearly showing guided pathway to completion and post degree check sheets to the appropriate academic program page on the EACC website. (Goal 2, Planning; Objective 7)
9. Allow students to enroll in multiple semesters at one time to facilitate student goal setting and long-range degree planning. (Goal 2, Planning; Objective 7)
10. Implement 10 new 2 + 2 agreements with four-year institutions that allow for seamless transition of coursework taken at EACC toward a bachelor’s degree. (Goal 2, Planning; Objective 7)
11. Develop fully mapped and articulated linkages between course, discipline, and institutional learning goals to better understand how student learning is facilitated across academic and non-academic services within the College environment. (Goal 2, Planning; Objective 7)
12. Work with accrediting and licensing bodies to embed EMT basic in Associate of Applied Science – Paramedic, creating a clear pathway to an associate’s degree for EMT students as well as a fast track for graduates with an EMT Basic Certificate of Proficiency or Technical Certificate. (Goal 2, Planning; Objective 8)
13. Work toward opt-in batch enrolling so students can enroll in multiple courses with the fewest clicks and so program advisors can batch enroll students when appropriate. (Goal 2, Planning; Objective 8)
14. Increase credit awarded through Prior Learning Assessment (Goal 3, Policy; Objective 9)
15. Courses offered beginning in August 2020 will present a uniform course syllabus that is visually and contextually consistent to help support student comprehension of expectations and course outcomes. (Goal 3, Policy; Objective 10)

16. Academic deans will develop a process with faculty to review syllabi for format consistency in terminology and language annually. (Goal 3, Policy; Objective 10)
17. Include student representation on standing committees. (Goal 3, Policy; Objective 11)

In progress:

1. Make revisions to the Plan for the Assessment of Student Learning and Engagement based on the findings from the previous plan's aggregated three year report. (Goal 1, Data; Objective 1)
2. Enhance co-curricular assessment and increase understanding of the importance of connections between co-curricular and academic assessment and include in assessment plan and aggregated results. Expand co-curricular assessment to Student Leadership, Intramurals, and EACC Ambassadors. (Goal 1, Data; Objective 1)
3. An institutional researcher will be assigned among his or her regular job duties the creation and maintenance of an Excel database compiling student learning outcomes for institutional, discipline, and course learning objectives. (Goal 1, Data; Objective 1)
4. Explore opportunities to seek accreditations for all appropriate programs. (Goal 1, Data; Objective 3)
5. The College will seek available external sources of employment data such as rates of employment and local, state, and regional salaries to use in assessment and to post on the website.(Goal 1, Data; Objective 4)
6. The College will reach out to graduates of its education-to-employment programs to determine job outcomes with a goal of reaching 100% of graduates. (Goal 1, Data; Objective 4)
7. Submit documents to ADHE to update program review schedule and share results of program reviews with assessment committee. (Goal 1, Data; Objective 5)
8. Scale up guided pathways and build student awareness by creating My Schedule Express, a list of course options for part-time and full-time students each semester in each degree program made available through the website's program pages, a My Schedule Express webpage, and in hard copy through the Hodges Student Services Complex, allowing the broadest range of students to access the information with ease. (Goal 2, Planning; Objective 7)
9. Develop admissions policies and a degree pathway allowing student with LPN degrees to transition into a complete the RN program more quickly recognizing their prior learning and skills and allowing them a faster way to achieve their goals. (Goal 2, Planning; Objective 8)
10. Identify programs that can be placed on a fast-track schedule and develop degree plan. (Goal 2, Planning; Objective 8)
11. Implement changes to PLA, CLEP, or other processes and procedures to help students progress. (Goal 3, Policy; Objective 9)
12. Syllabi will be accessible to students through website or Blackboard learn. (Goal 3, Policy; Objective 10)
13. Evaluate student policies in handbook to ensure institutional guidelines do not impede student progress. (Goal 3, Policy; Objective 11)

14. Implement “never cancel courses” practice unless an alternative method of delivery or means of completing degree requirements is offered to students, regardless of the number of students enrolled in a course. (Goal 3, Policy; Objective 12)

Incomplete:

1. Aggregated results from the three-year Strategic Enrollment Management Plan should indicate what piloted initiatives lead to a culture of student completion. (Goal 1, Data; Objective 1)
2. Each online course will be checked for consistency across four major categories (Syllabus, Assignments/Dropbox, Content, and Discussion). Results from this assessment will be reviewed during a faculty professional development training to discuss best practices in online learning within the College, peer-2-peer. (Goal 1, Data; Objective 6)

Throughout the course of the strategic plan, an **additional 19 strategies or initiatives** were identified as helping achieve the objectives and were completed.

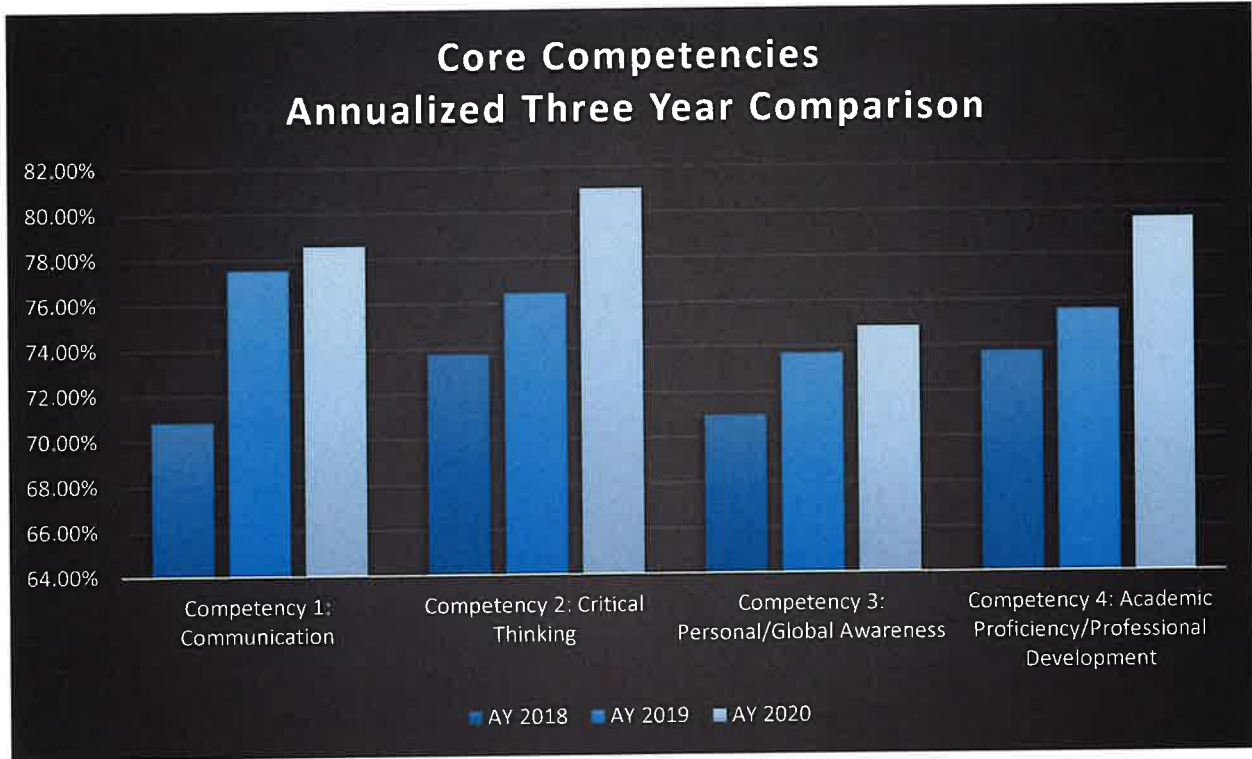
1. Use data to achieve Holistic Student Supports/ATD initiative.(Goal 1, Data; Objective 6)
2. Increase efficiency in data tracking by assigning student attributes in EX (such as low-income/Pell-eligible/Pell-receiving, program participant, veteran or military-connected, disabled student, etc.)(Goal 1, Data; Objective 6)
3. Collect data from the Strong Start to Finish (developmental course redesign) initiative and use it to improve developmental courses.(Goal 1, Data; Objective 6)
4. Convert from Blackboard Learn to Blackboard Ultra (cloud-based delivery) to enable data collection to improve instruction.(Goal 1, Data; Objective 6)
5. Focus student attention on the end goal of guided pathways by implementing a new graduation tradition: a Cording Ceremony, in which students receive cords in colors corresponding to summa, magna, or cum laude, and which incorporates special people in the students live by allowing them to share one with someone important to them. (Goal 2, Planning; Objective 7)
6. Open 5 semesters of schedules and allowed student to enroll in multiple semesters to facilitate goal setting and long-range degree planning.(Goal 2, Planning; Objective 7)
7. Work with Arkansas Department of Career Education to add programs to the Secondary Career Center to speed completion of credential attainment.(Goal 2, Planning; Objective 8)
8. Shorten length of time required to complete CDL certification.(Goal 2, Planning; Objective 8)
9. Embed EMT basic certificate in Paramedic associate's degree program.(Goal 2, Planning; Objective 8)
10. Embed CPs and TCs within associate’s degree in education and childcare.(Goal 2, Planning; Objective 8)
11. Add approved distance education programs through HLC and ADHE.(Goal 3, Policy; Objective 9)

12. Participate in Degrees When Due (reverse transfer and adult re-engagement) initiative to make it easier for students to apply credits toward a degree or certificate. (Goal 3, Policy; Objective 9)
13. Reorganize Student Success division to more effectively and efficiently deliver services including career exploration, Veterans Affairs, and Disabled Student Services . (Goal 3, Policy; Objective 11)
14. Train for revision of Title IX policies.(Goal 3, Policy; Objective 11)
15. Appoint diversity and inclusion committee.(Goal 3, Policy; Objective 11)
16. Migrate Learning Resource Center services online including online cataloging, YouTube tutorials, and a Zoom library orientation. (Goal 3, Policy; Objective 12)
17. Offer mental health services to students (Therapy Assistance Online (TAO)).(Goal 3, Policy; Objective 12)
18. Offer book purchasing online.(Goal 3, Policy; Objective 12)
19. Offer online placement testing.(Goal 3, Policy; Objective 12)

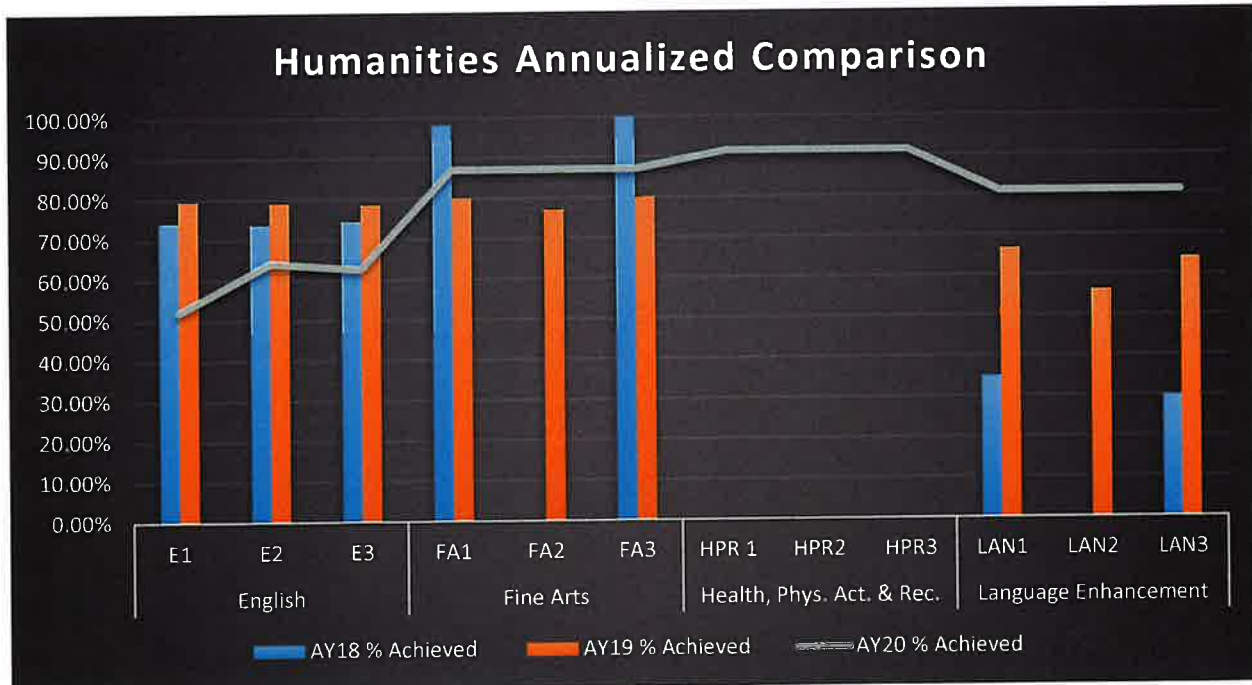
To date, EACC has completed 52 strategies or initiatives in an effort to achieve its goals and objectives under Strategic Priority 1: Student Success. An additional 15 remain in progress and 2 are incomplete.

KPI In Detail

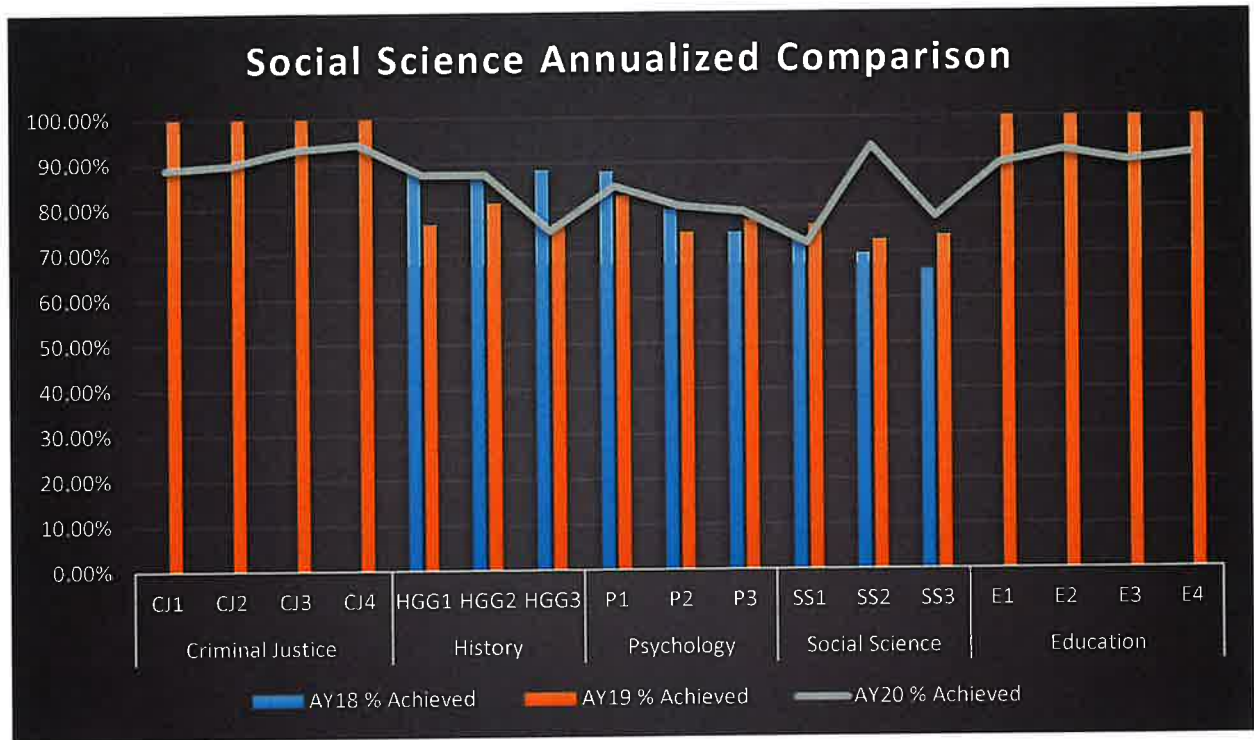
Student Success Measure 1: Overall Core Competency Attainment



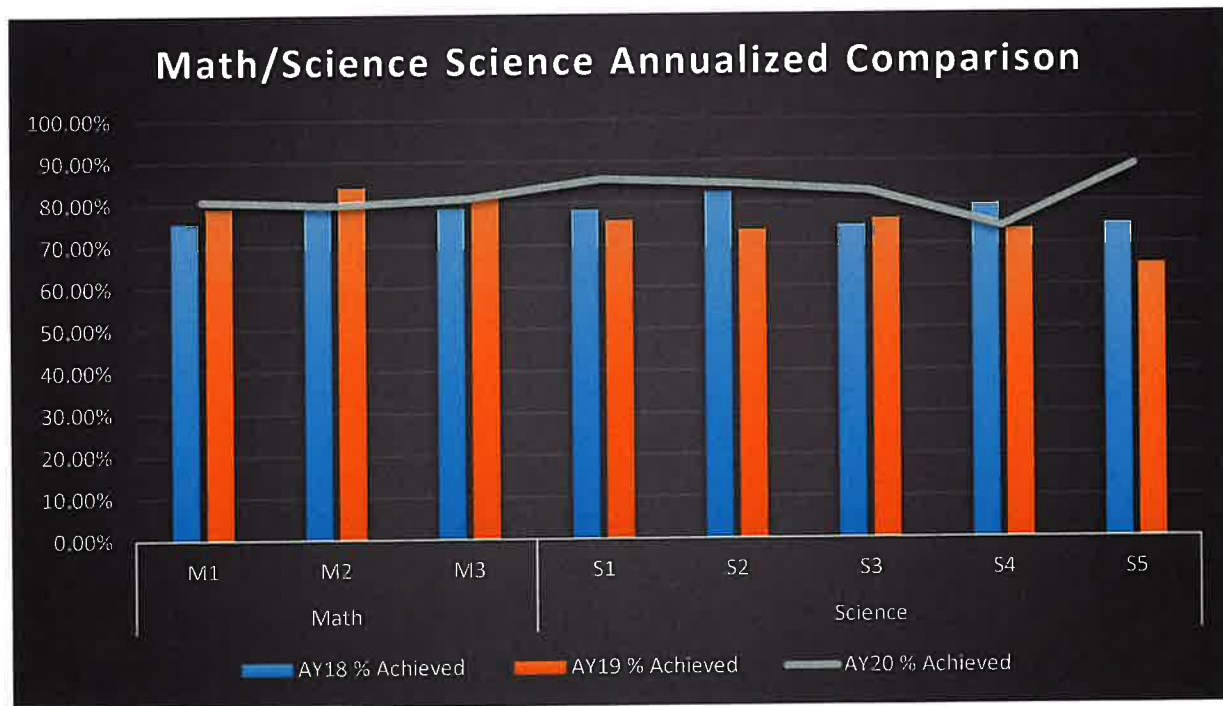
Student Success Measure 2: Humanities Discipline Learning Outcomes



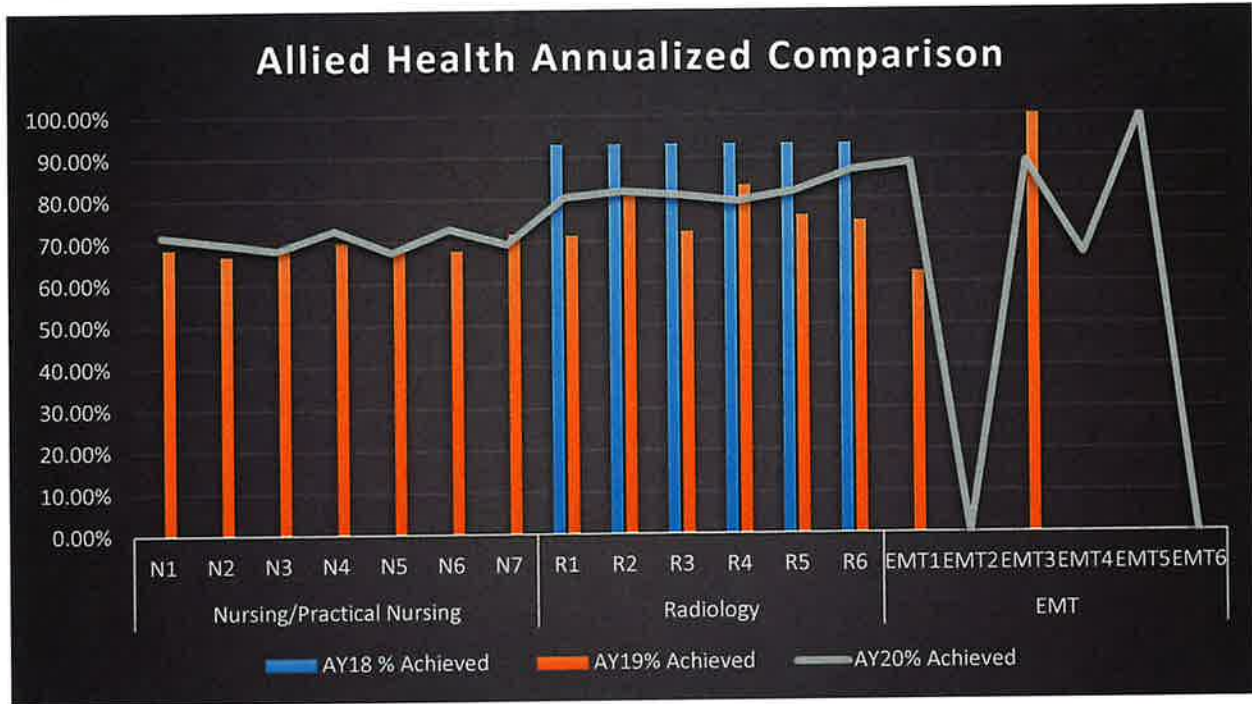
Student Success Measure 3: Social Science Discipline Learning Outcomes



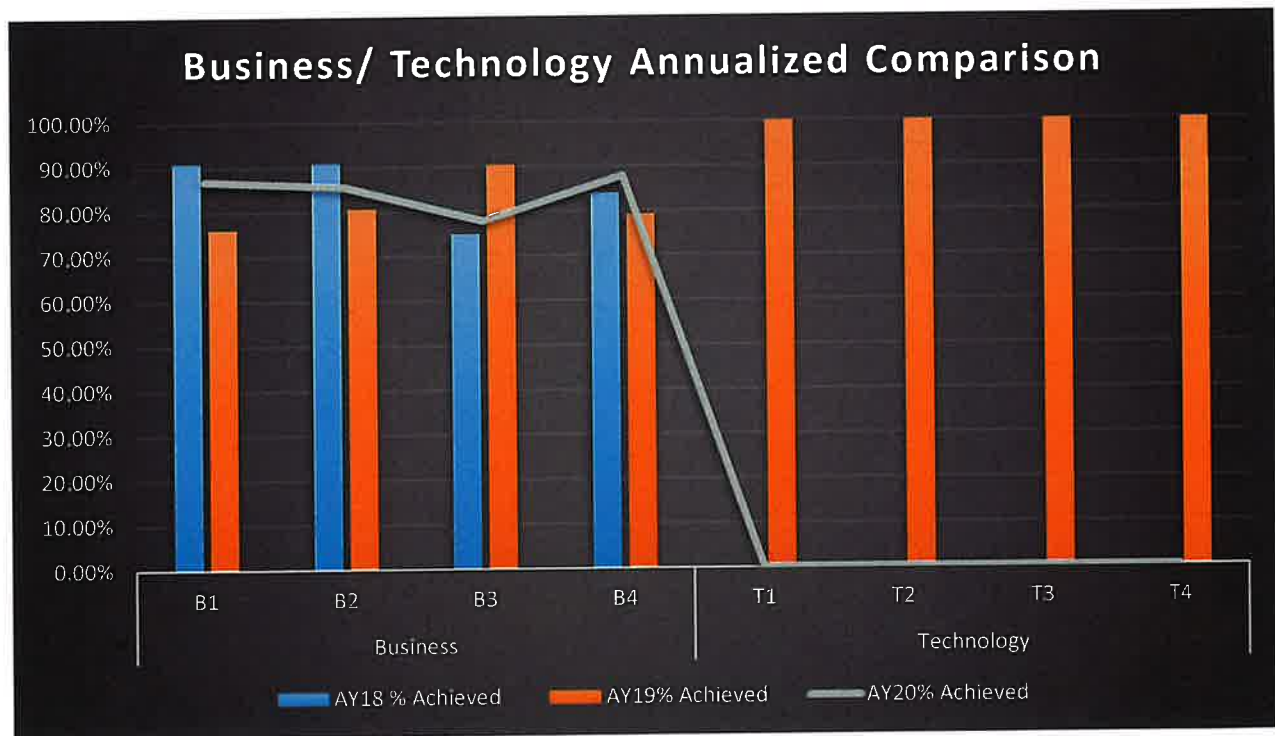
Student Success Measure 4: Math/Science Discipline Learning Outcomes



Student Success Measure 5: Allied Health Discipline Learning Outcomes

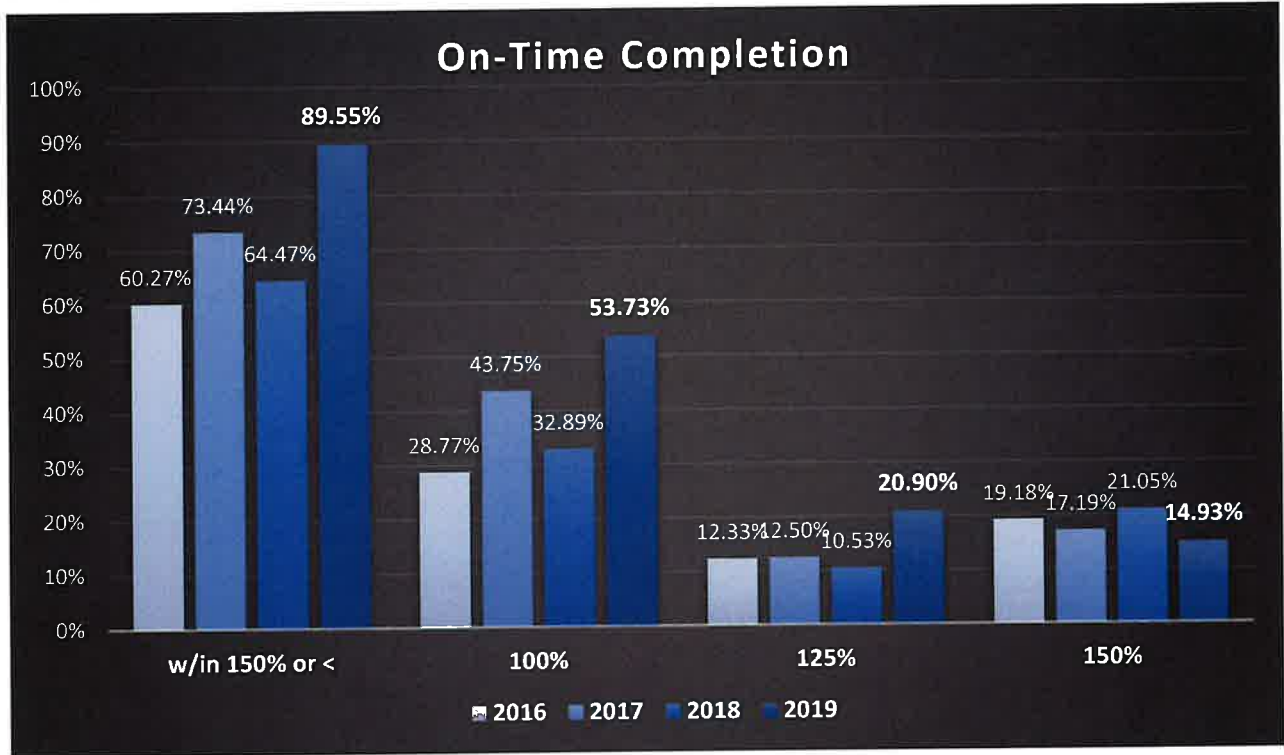


Student Success Measure 6: Business and Technology Discipline Outcomes

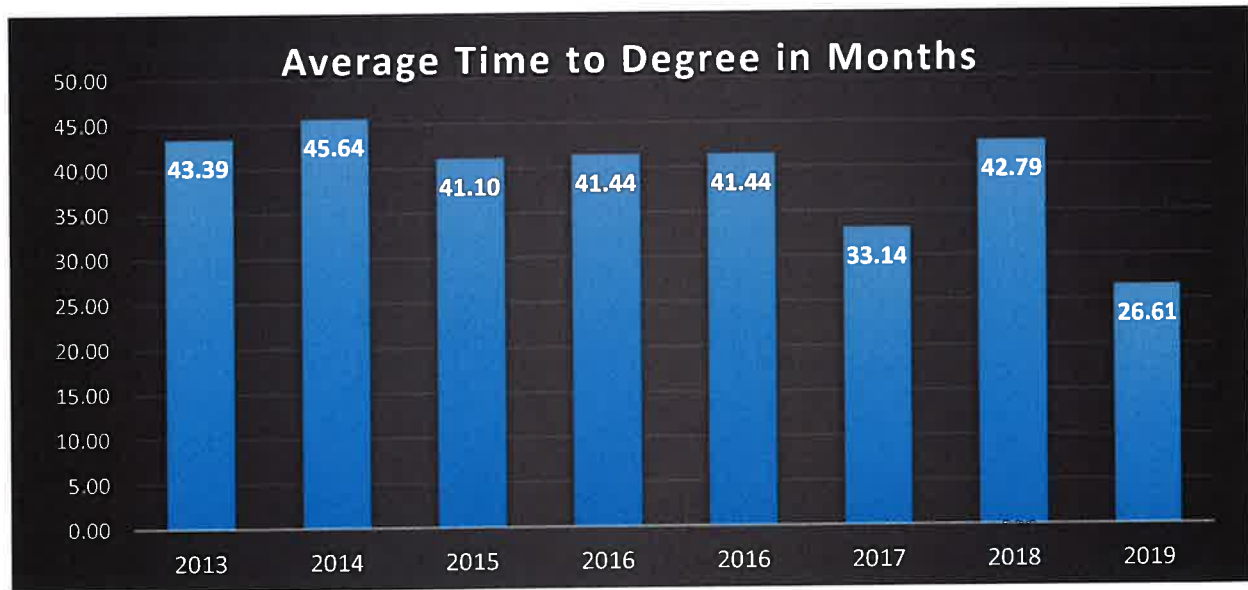


Student Success Measure 7: Graduation by time to completion.

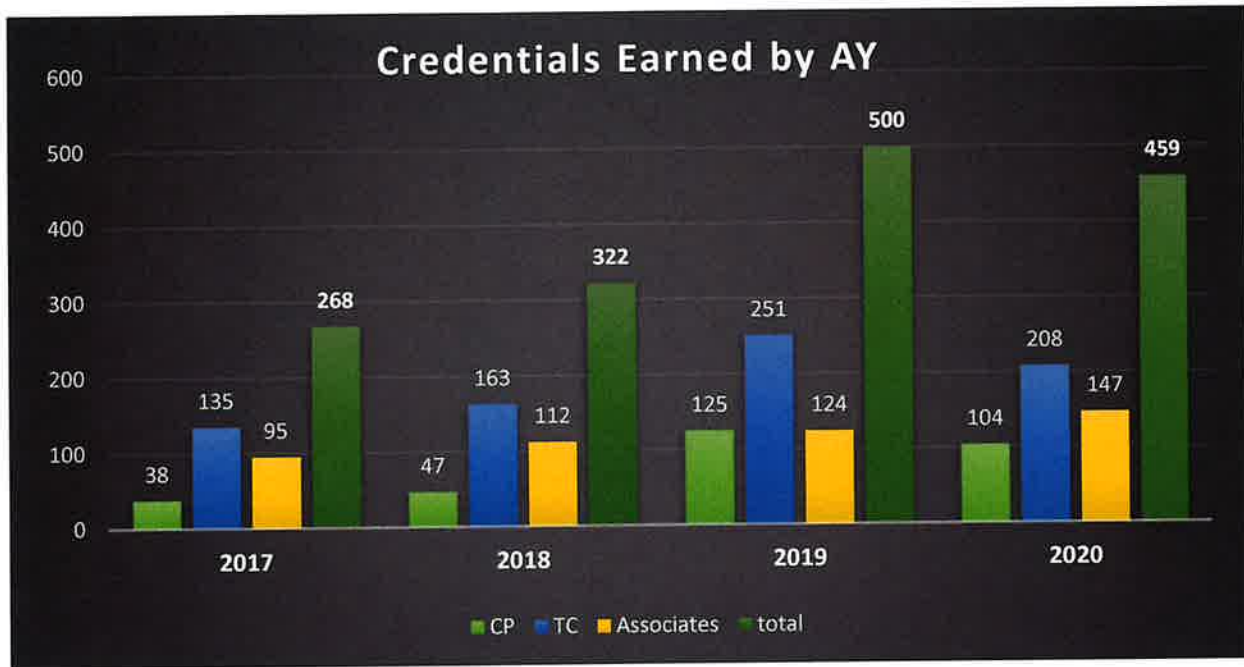
Percent of first-time, full-time associate degree earners who earned their degree on time (100%), on time plus 25%, or on time plus 50%. Source: ADHE.



Average time to degree in months for first-time, full-time associate degree earners. Source: ADHE.

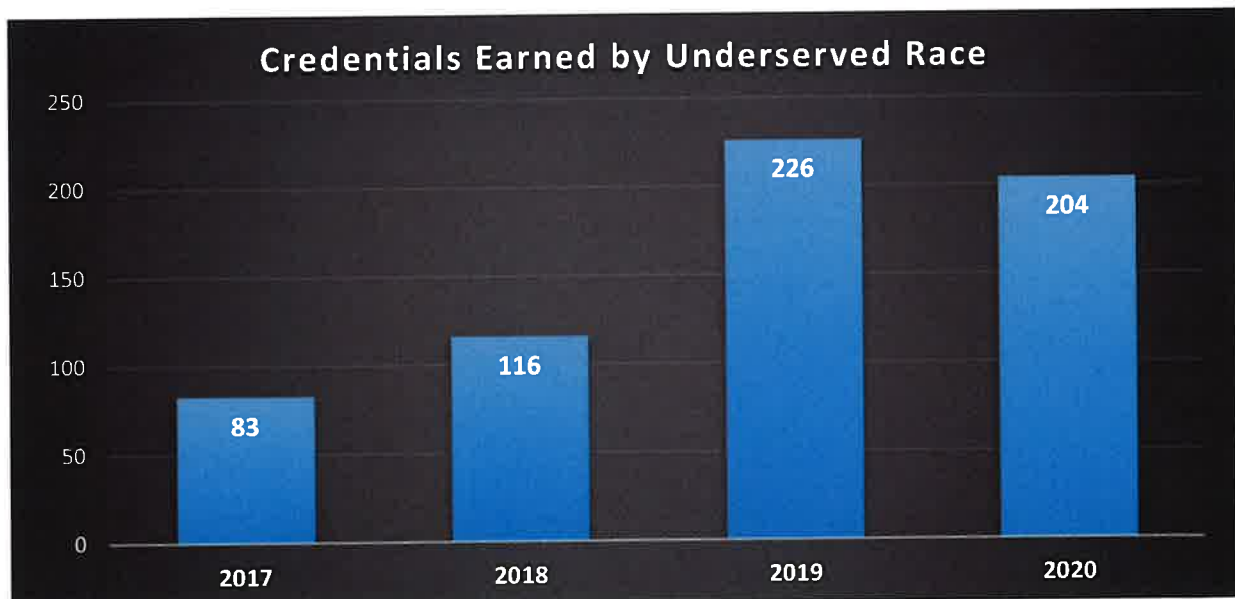


Student Success Measure 8: Total credentials earned by academic year. Source: ADHE.

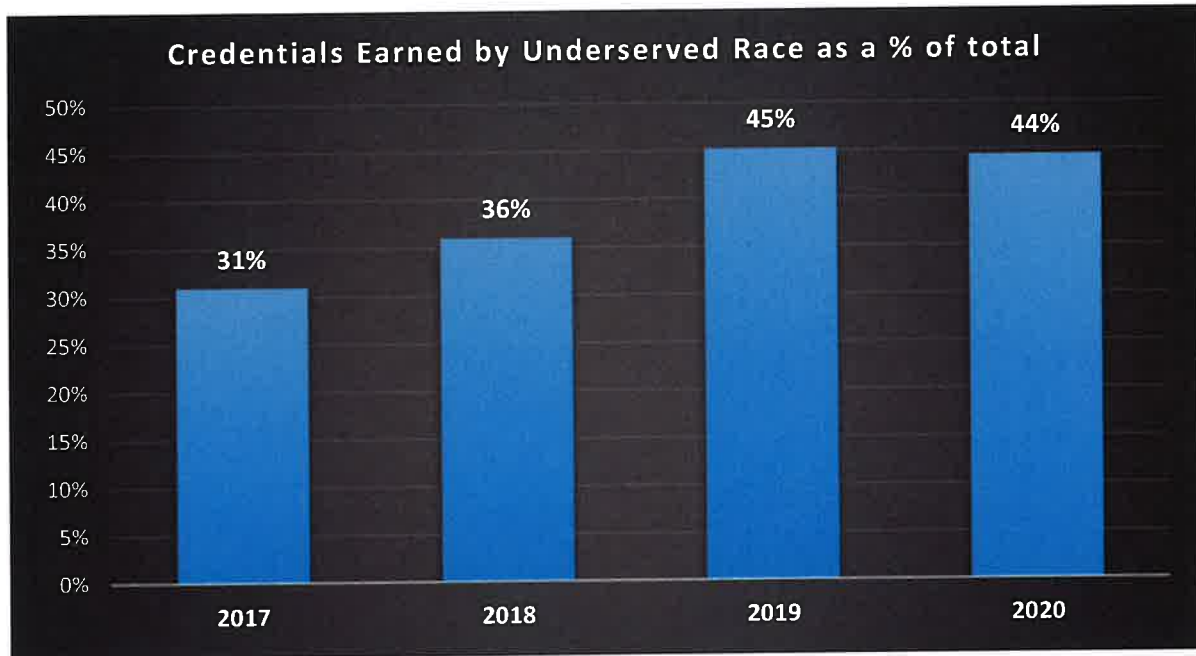


Student Success Measure 9: Credentials earned by race and level.

Credentials earned by students from an underserved race by academic year. ADHE defines underserved race as black, Hispanic, or 2 or more races if one of the races is black or Hispanic. Source: ADHE.

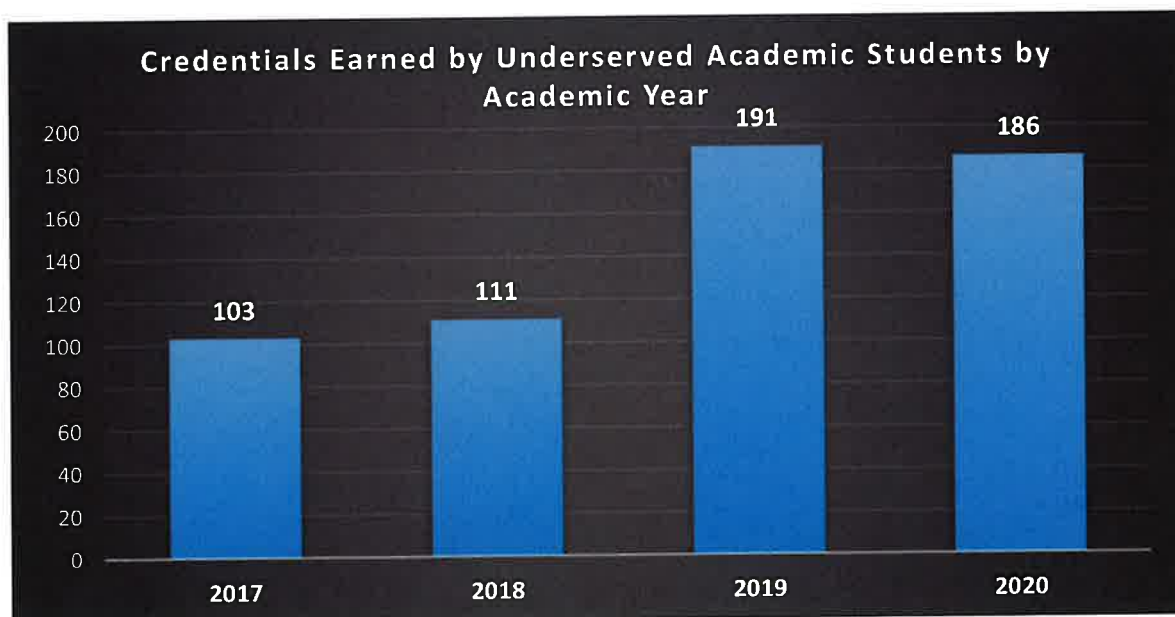


Credentials earned by students from an underserved race as a percentage of the total credentials earned by academic year. ADHE defines underserved race as black, Hispanic, or 2 or more races if one of the races is black or Hispanic. Source: ADHE.

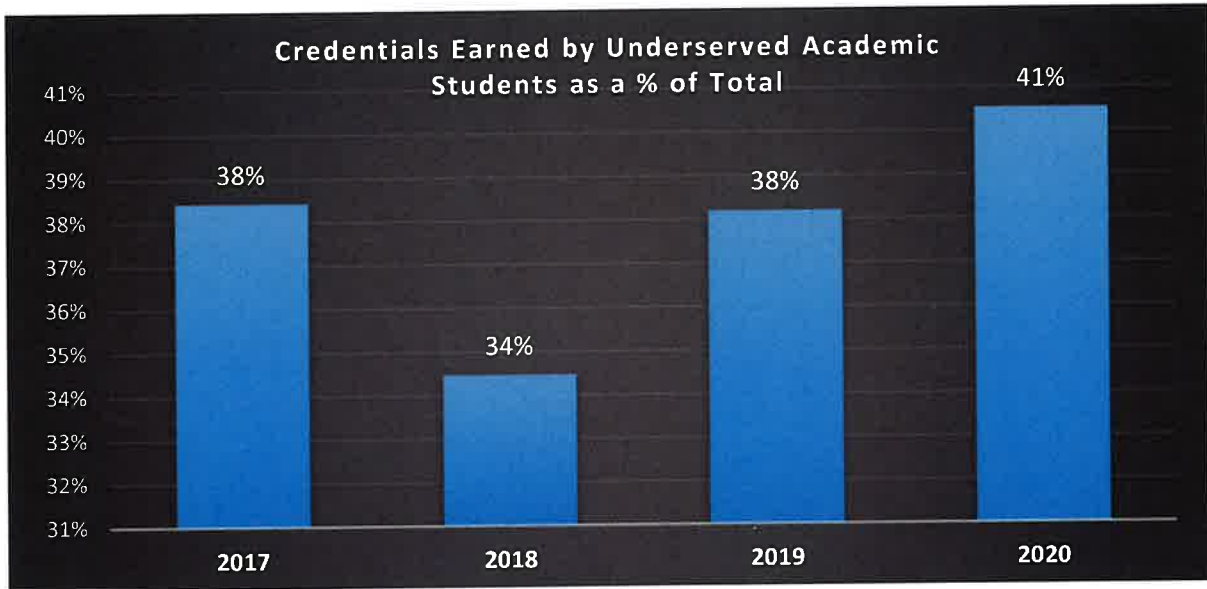


Student Success Measure 10: Credentials Earned by Underserved Academic Students

Credentials earned by students from an underserved academic background by academic year. ADHE defines underserved academic background as students who enrolled in at least one remedial course. Source: ADHE.

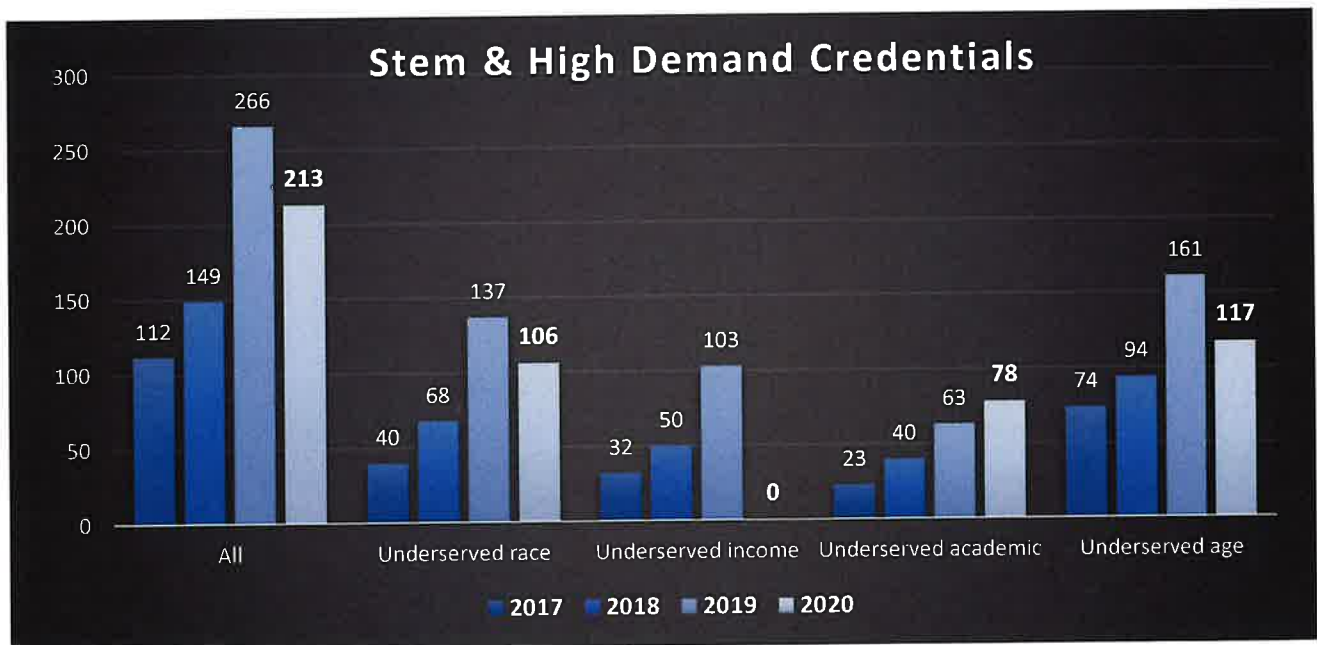


Credentials earned by students from an underserved academic background as a percentage of the total credentials earned by academic year. ADHE defines underserved academic background as students who enrolled in at least one remedial course. Source: ADHE.

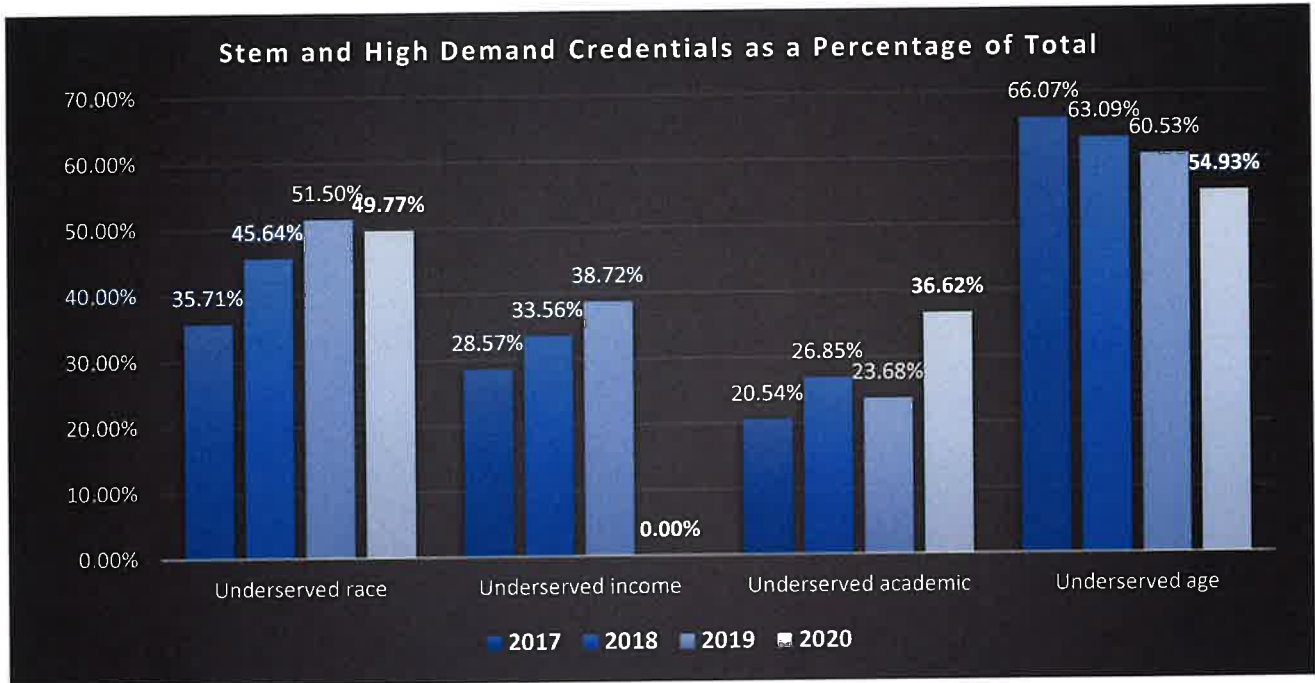


Student Success Measure 11: STEM and High-Demand Credentials

Total STEM and high-demand credentials earned and disaggregated by underserved race, age, income, and academic students. Underserved race is defined as black, Hispanic, and 2 or more races. Underserved age is defined as 25 to 54 at initial enrollment. Underserved income is defined as Pell receiving. Underserved academic is defined as beginning with one or more remedial classes. Credentials includes all CPs, TCs, and Associates. Source: ADHE. Note: underserved income data not yet available for AY 2020.

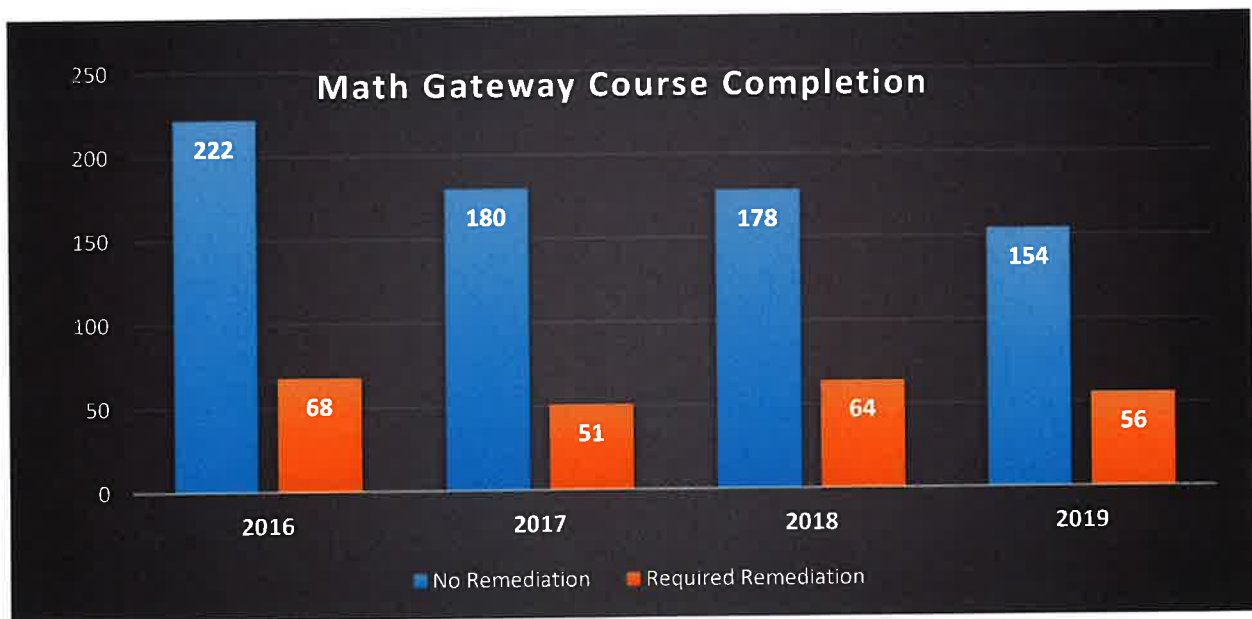


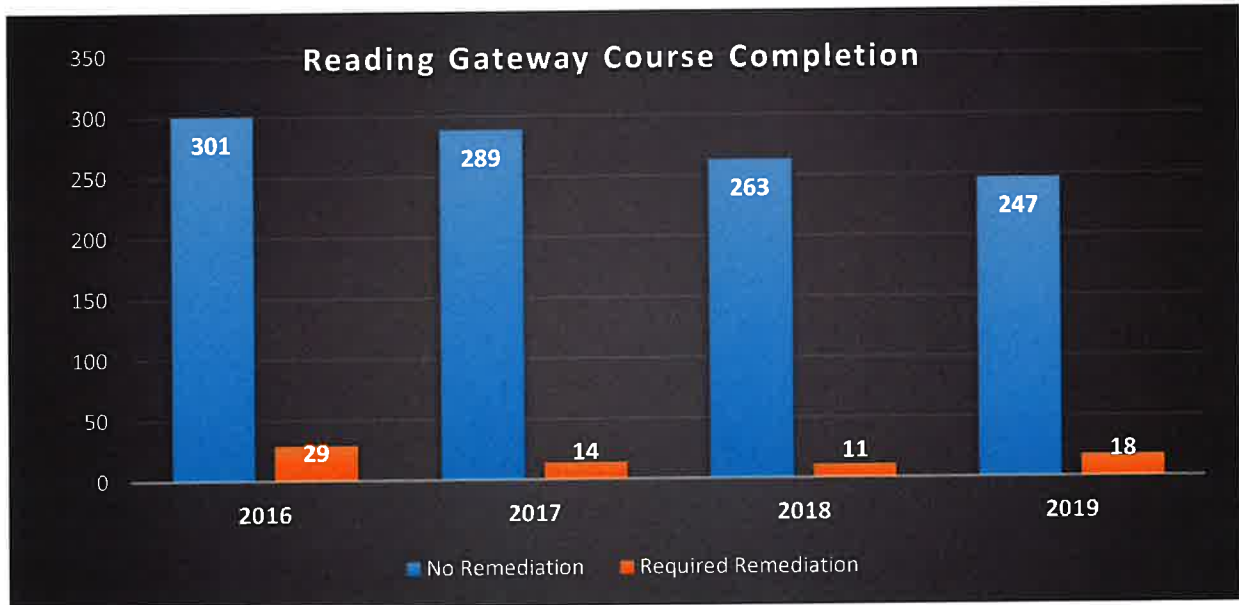
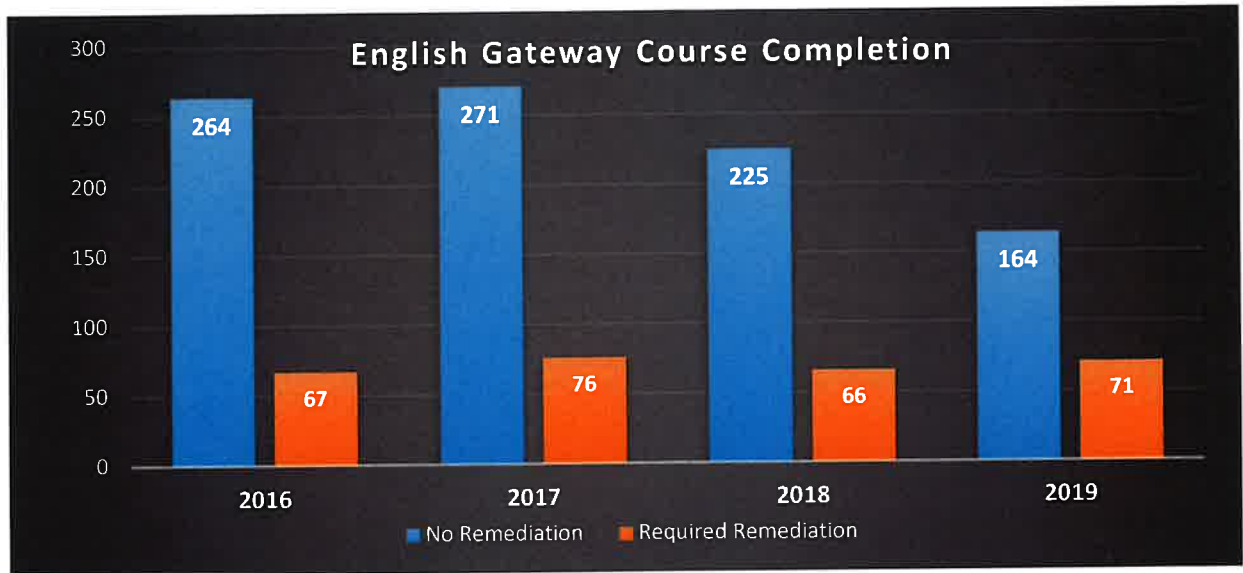
STEM and high-demand credentials earned by students from underserved race, age, income, and academic populations as a percentage of total STEM and high-demand credentials earned. Source: ADHE.



Student Success Measure 12: Gateway Course Completion

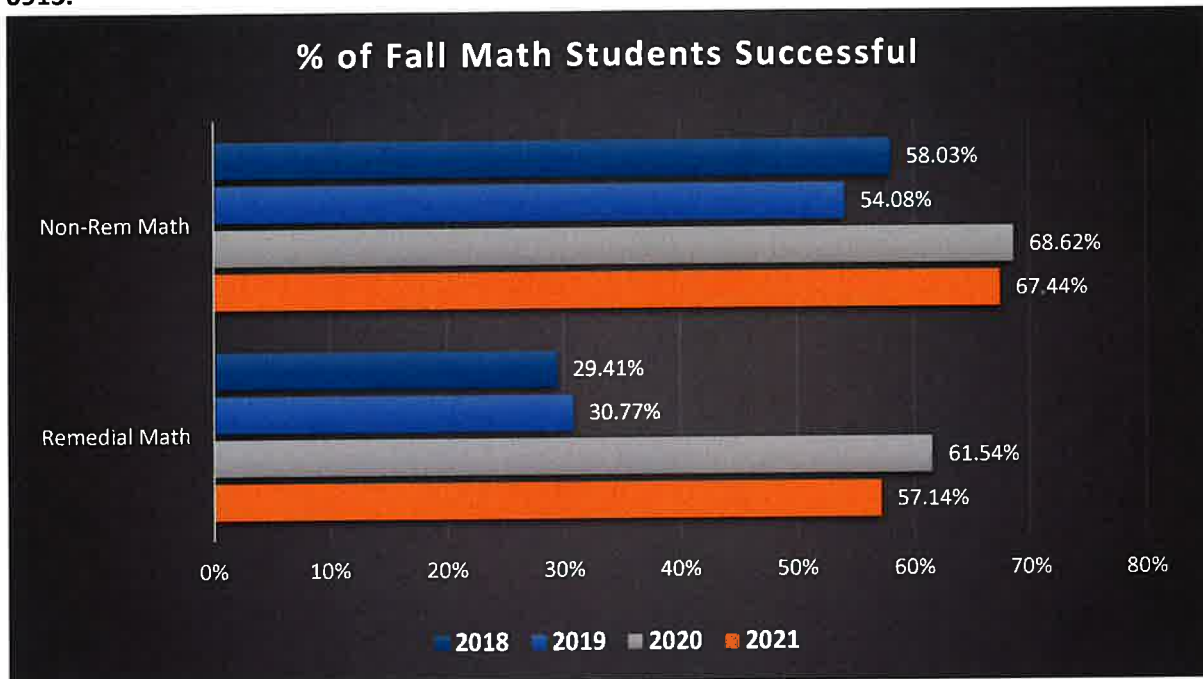
The number of successfully completed (grade C or >) gateway courses by students who required no remediation and students who required remediation. Each student receives credit for passing only one course per gateway. Source: ADHE.



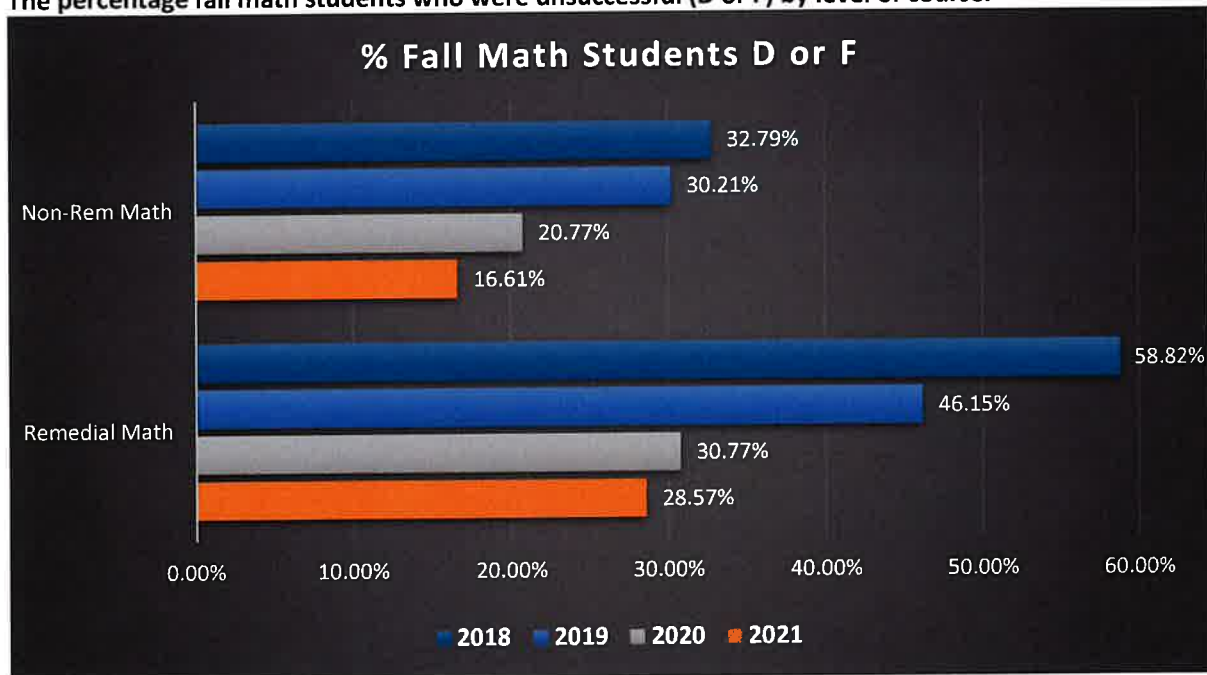


Student Success Measure 13: Math Course Success

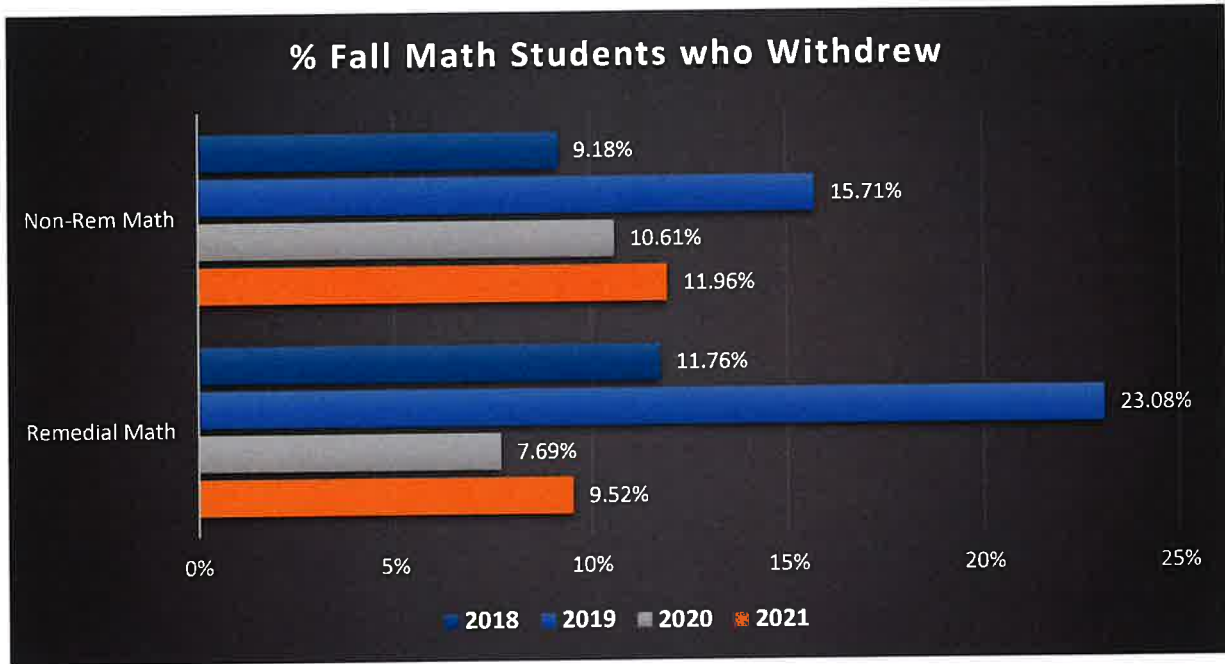
The percentage fall math students successful (C or >) by level of course. Remedial includes only MTH 0913.



The percentage fall math students who were unsuccessful (D or F) by level of course.

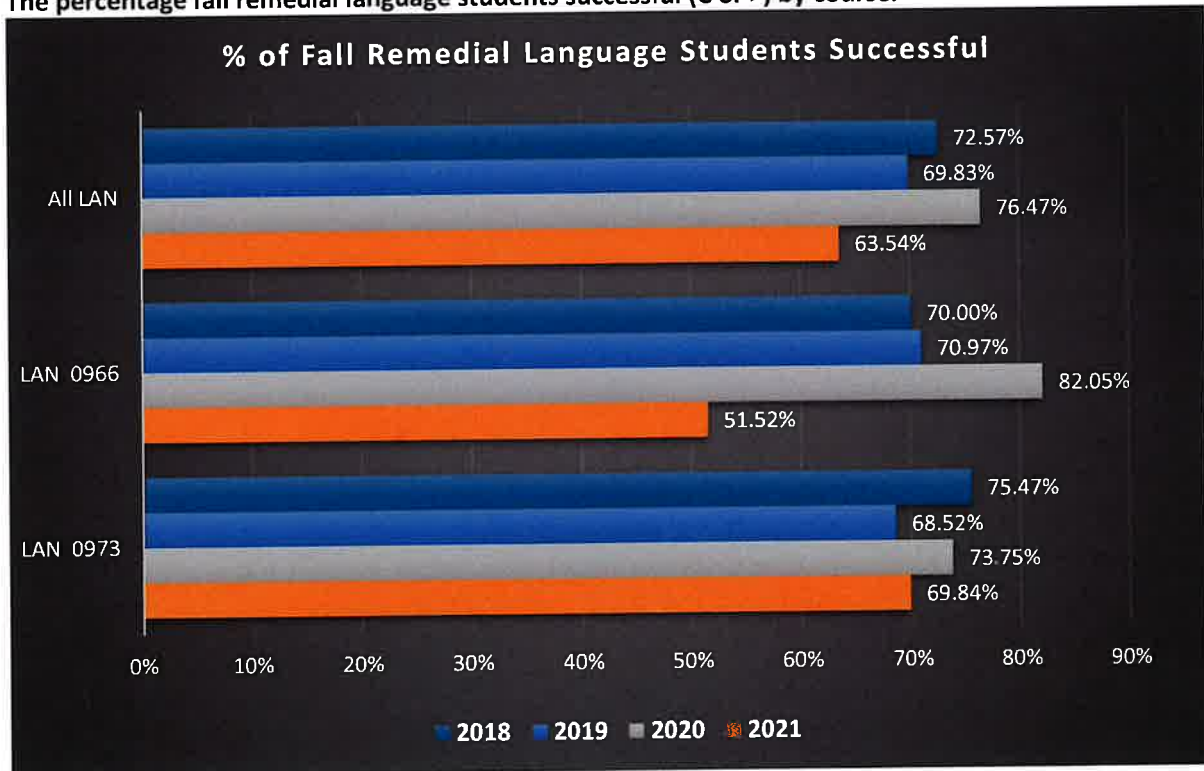


The percentage fall math students who withdrew by level of course.

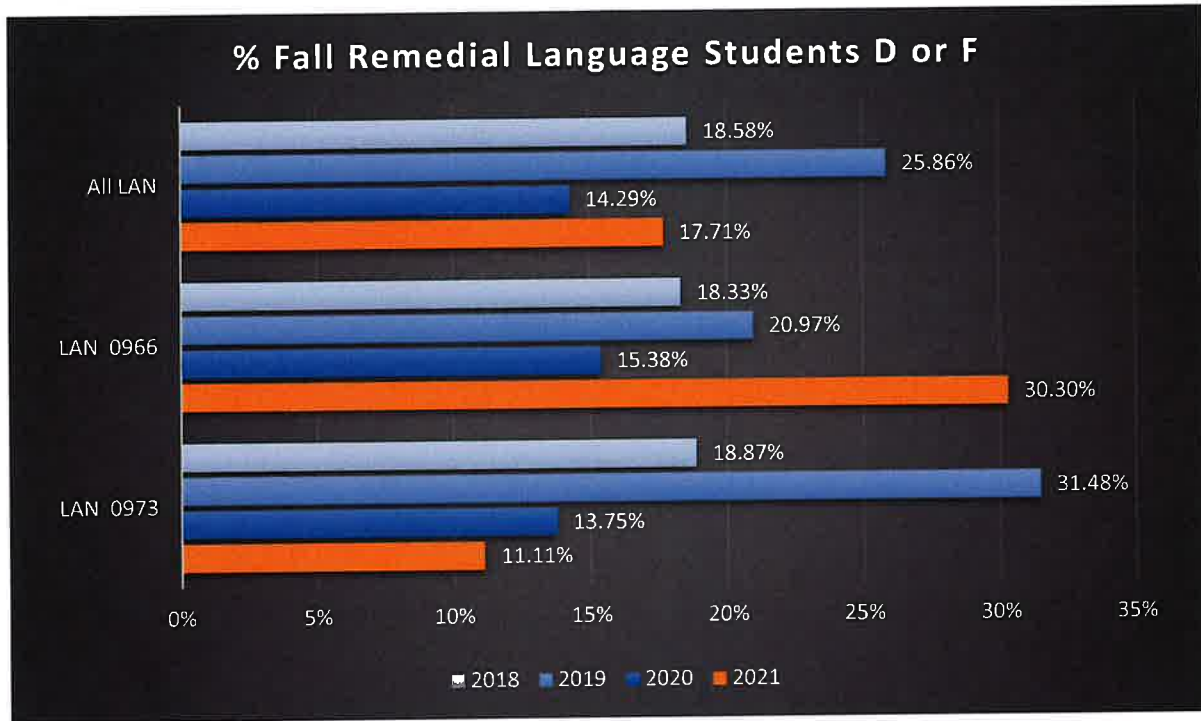


Student Success Measure 14: Remedial Language Course Success

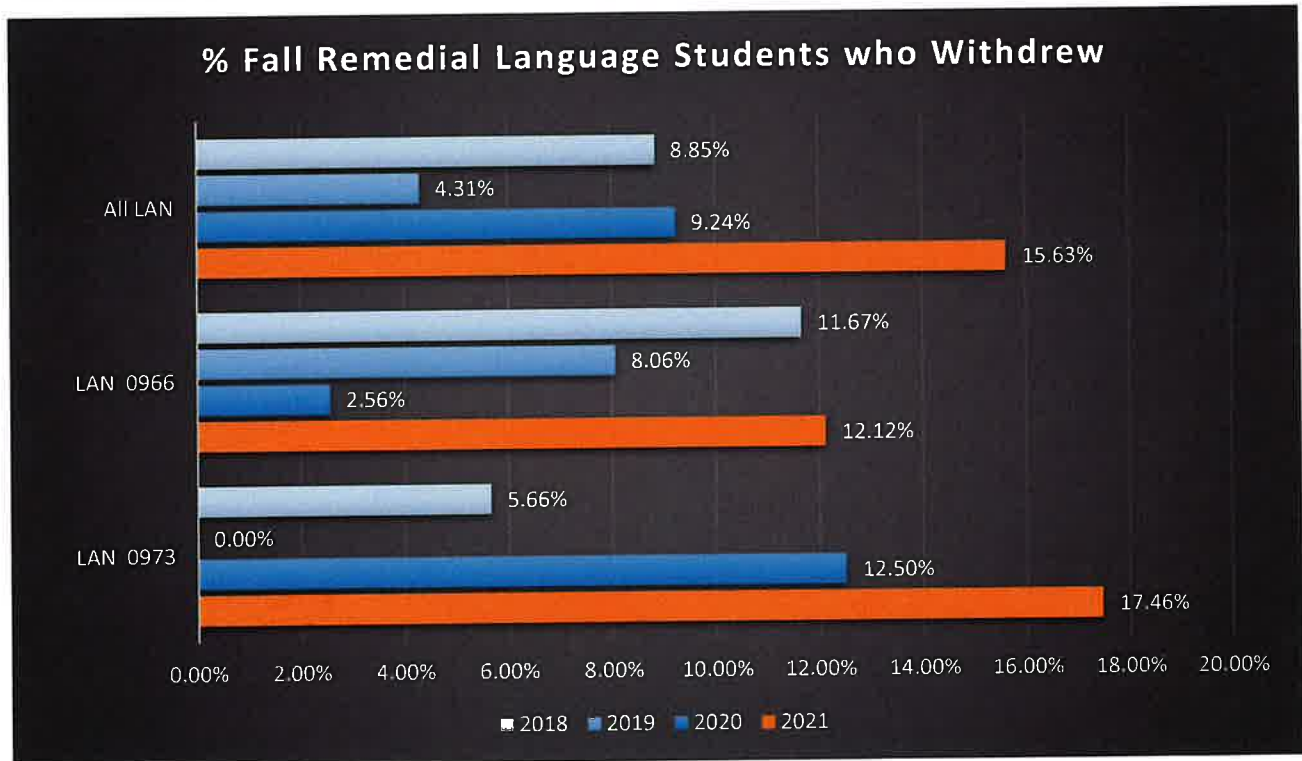
The percentage fall remedial language students successful (C or >) by course.



The percentage fall remedial language students who were unsuccessful (D or F) by course.

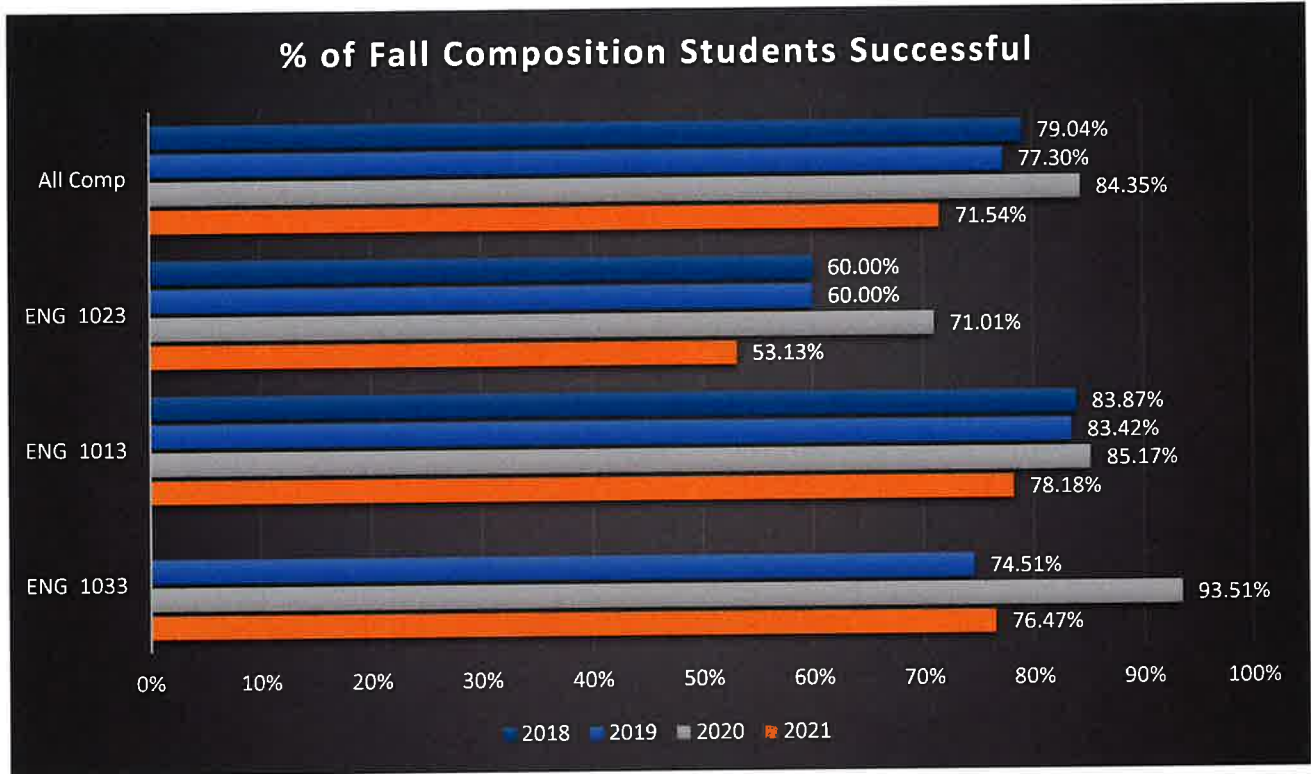


The percentage fall math students who withdrew by level of course.

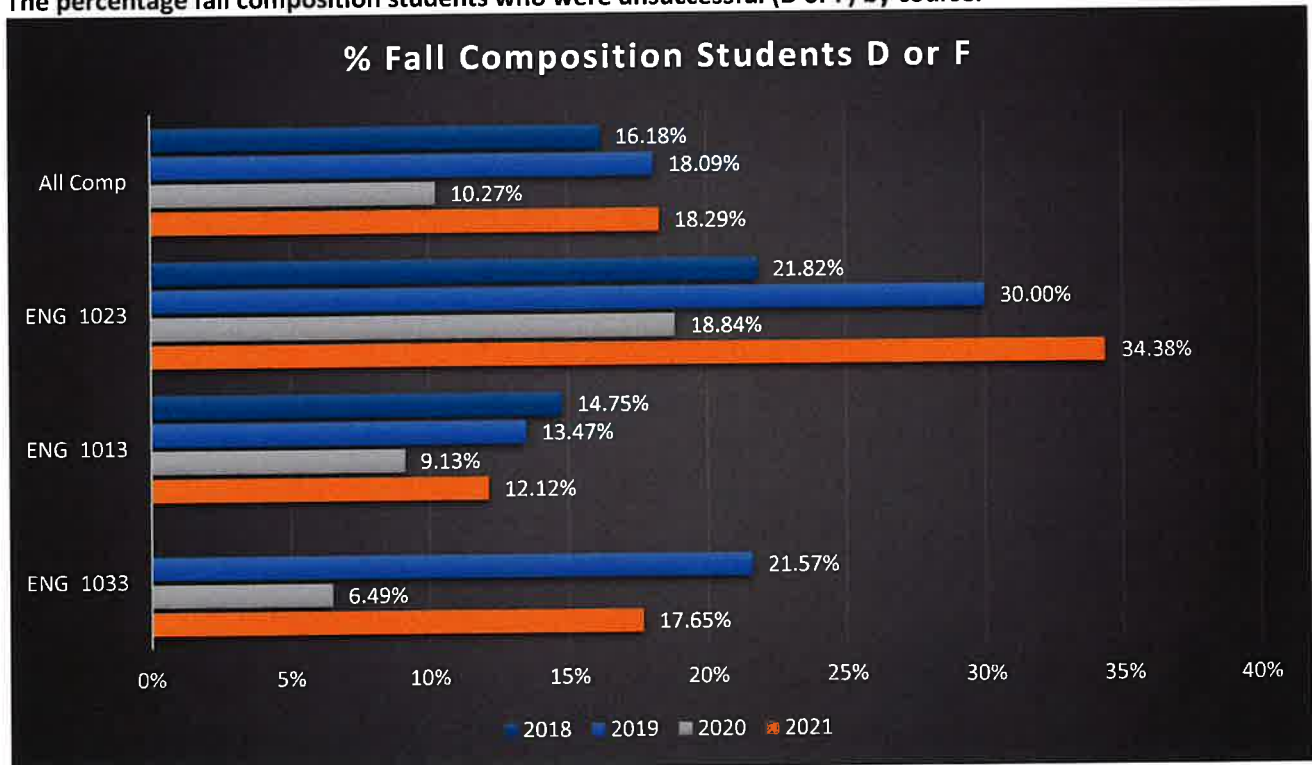


Student Success Measure 15: Composition Course Success

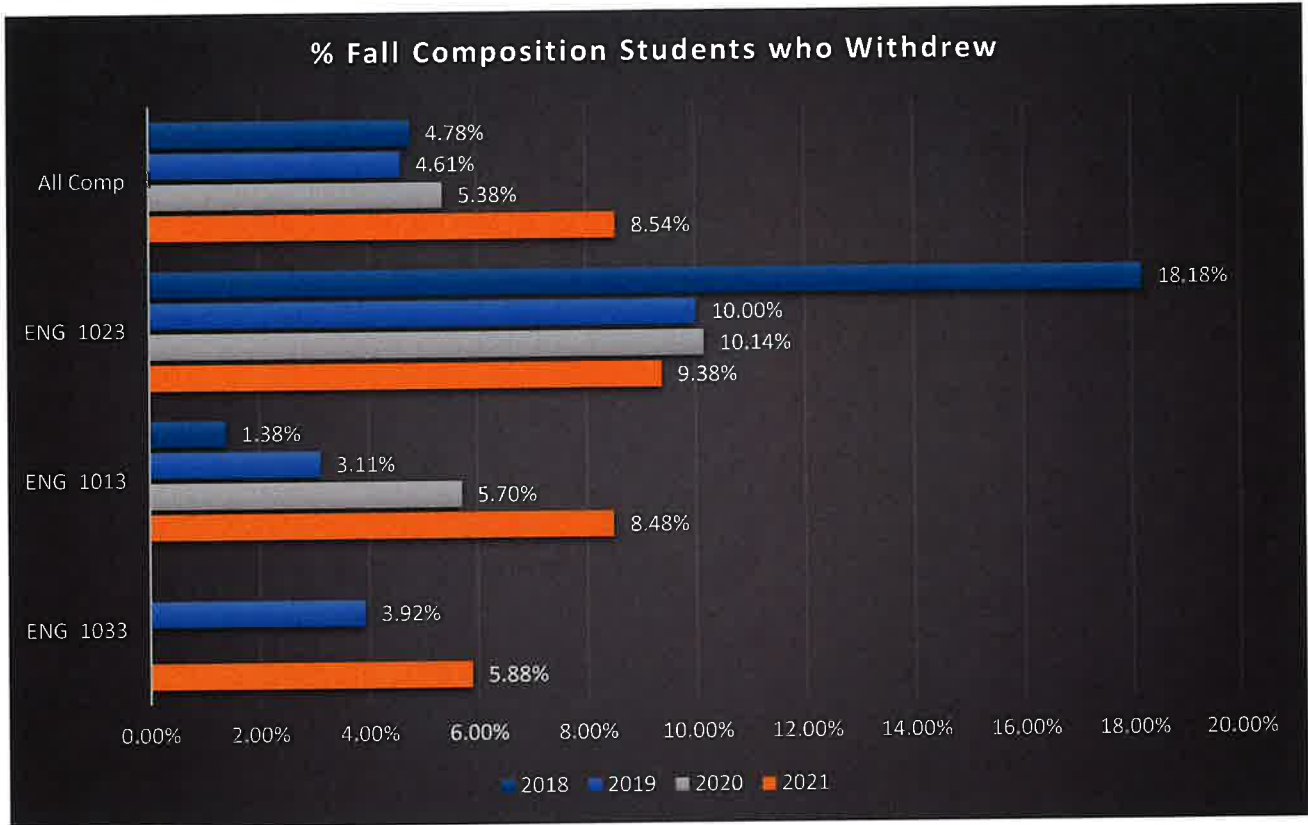
The percentage fall composition students successful (C or >) by course.



The percentage fall composition students who were unsuccessful (D or F) by course.

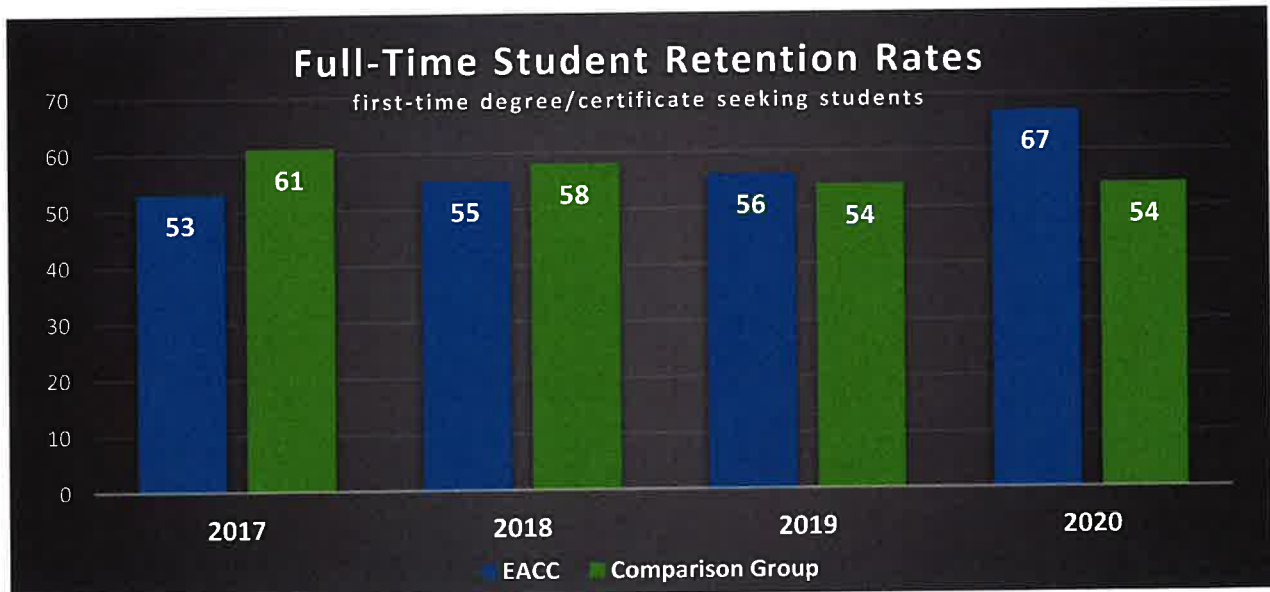


The percentage fall composition students who withdrew by course.



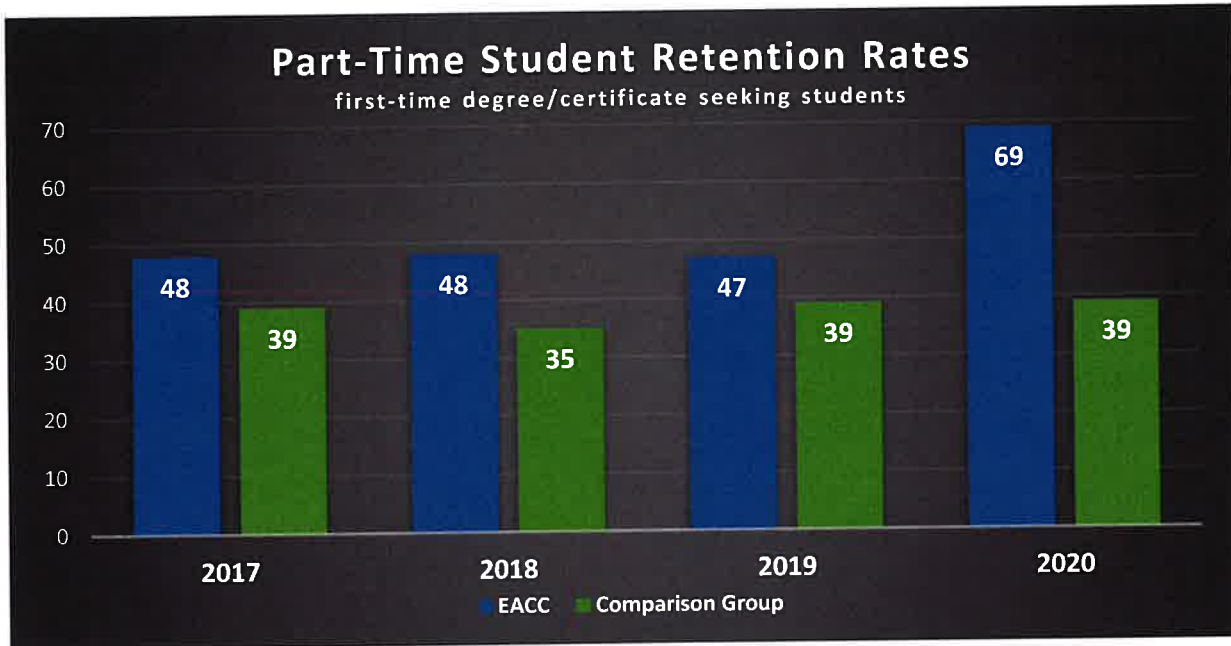
Student Success Measure 16: Retention Rates – Full-time Students

Retention rates of first-time degree/certificate seeking students. AY 2020 retention rates are based on the Fall 2018 cohort. Retention rates are measured from the fall of first enrollment to the following fall. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).



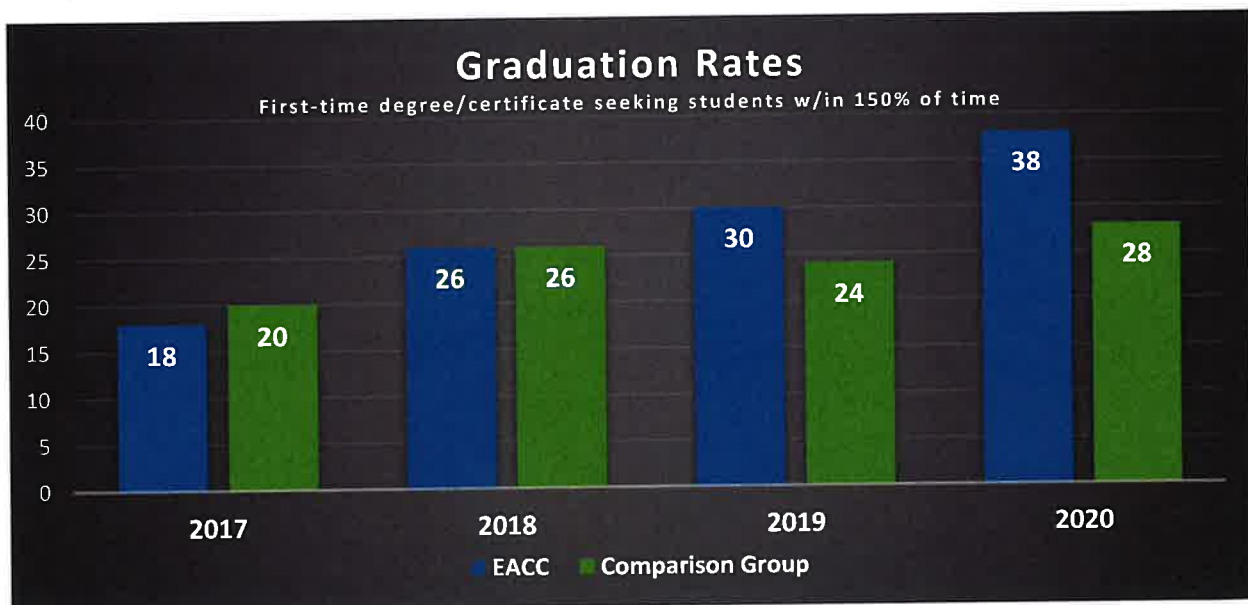
Student Success Measure 17: Retention Rates – Part-time Students

Retention rates of first-time degree/certificate seeking students. AY 2020 retention rates are based on the Fall 2018 cohort. Retention rates are measured from the fall of first enrollment to the following fall. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).



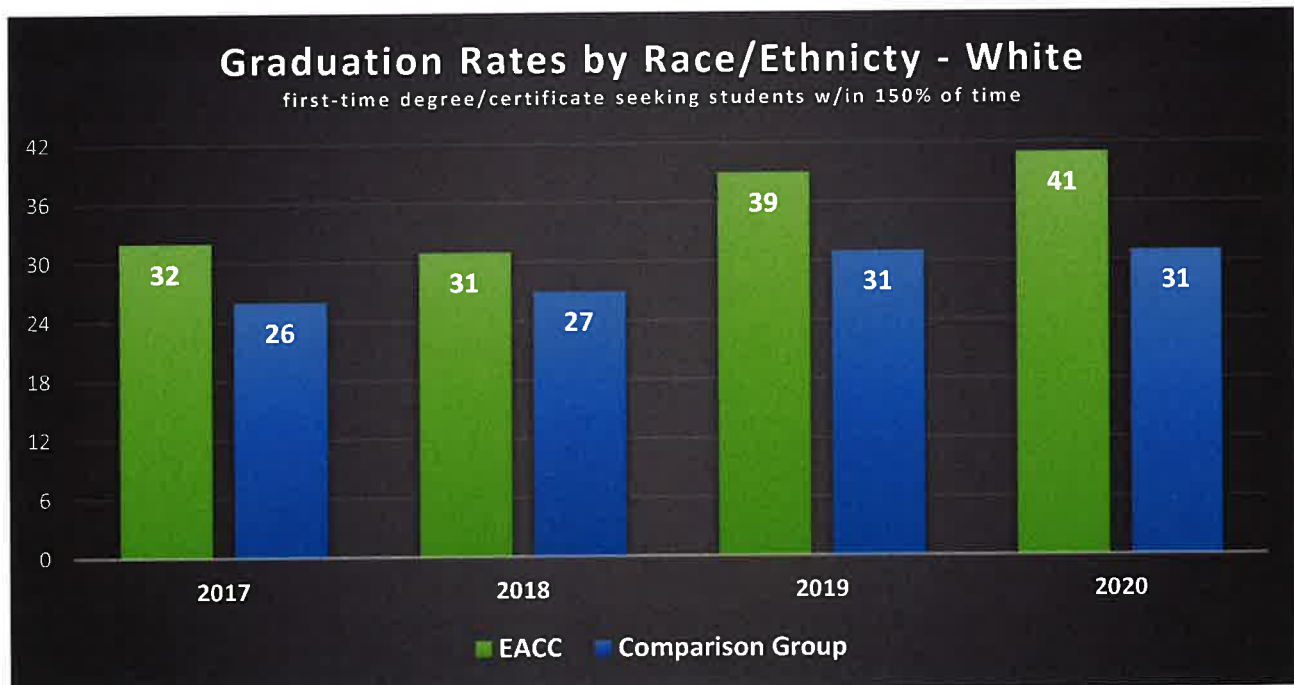
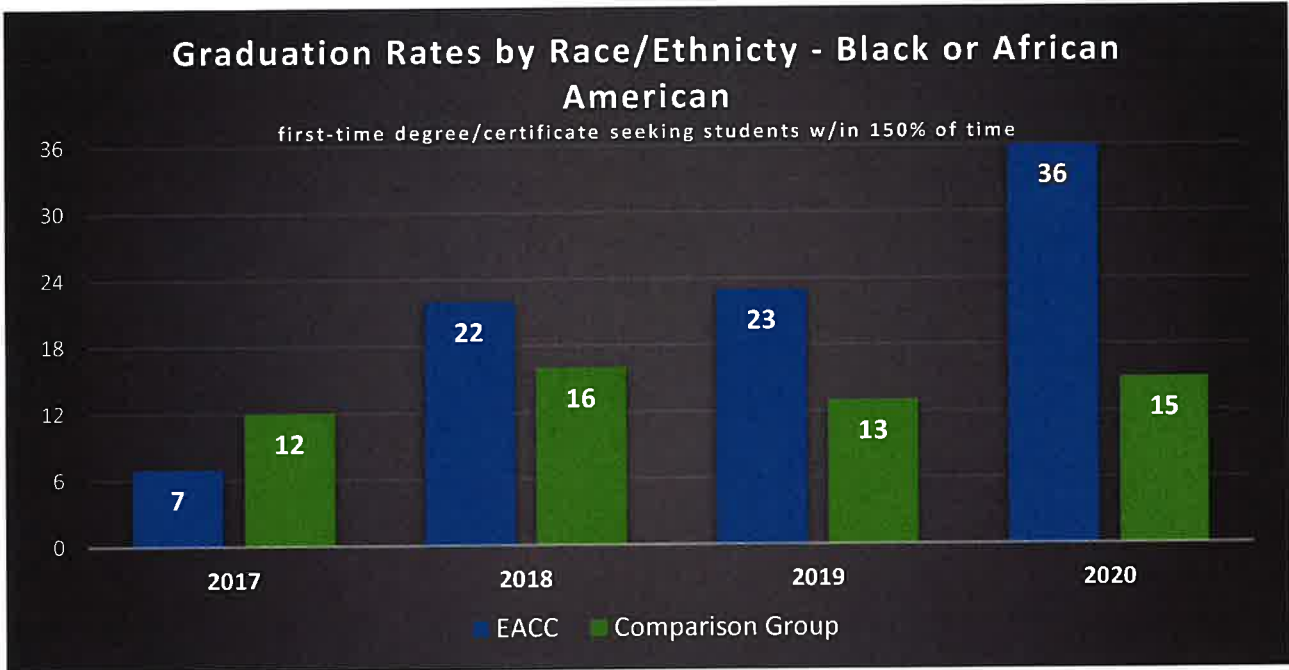
Student Success Measure 18: Graduation Rates

Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion. NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).



Student Success Measure 19: Graduation Rates by Race/Ethnicity

Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity. NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).



Strategic Priority



Enrollment

Strategic Priority 2: Increase enrollment through community and business outreach, focused marketing and recruitment, new or expanded use of modern marketing and recruitment tools, and long- and short-range planning.

Analysis of Key Performance Indicators

East Arkansas Community College much to be proud of in working toward the goal of increasing enrollment, but faces a challenge in recovering lost enrollment due to COVID.

Prior to COVID-19, EACC experienced a one year student-semester-credit-hour increase of 17.52%, reaching a five-year high in academic year 2019-2020 of 26,587 student semester credit hours. Credit hours increased in all terms: fall, summer, spring, and special terms.

Unduplicated headcount combined for all terms also reached a five-year high in AY 19-20 of 3,314, a 12.42% increase over the previous year. Fall semester headcount also increased significantly from Fall 2016 to Fall 2019, before dropping by more than 30% in Fall 2020 due to the effects of the COVID-19 pandemic.

According to the 2020 IPEDS Data Feedback Report, which compares EACC to a national group of similar institutions, EACC's enrollment increased more than 9% in AY 2019-2020 over the previous year from an unduplicated headcount of 1,575 to 1,721, while the comparison group's enrollment fell by 11% from 1,623 to 1,445.

When examining the drop in enrollment experienced in Fall 2020, several factors come into play. The first is that a five-year high in Fall 2019 may have contributed to the size of the decrease. Notably, the low fall 2020 unduplicated headcount is only 10.8% less than fall 2017.

High-school enrollment dropped 47% in fall 2020 from fall 2019, which accounted for a significant portion of the overall decrease. Prison enrollment also dropped 100% from fall 2019 to fall 2020, as the federal prison ceased all instructional activity.

Prior to COVID, EACC experienced significant increases in enrollment of students from identifying as being from an underserved race, as defined by ADHE, with steady 3-year growth. ADHE defines underserved race as black, Hispanic, or 2 or more races if one of the races is black or Hispanic. Students identified as underserved race increased by 36% percent in fall 2019 over fall 2018. As a percentage of total students, underserved race also increased steadily for 4 years, growing from 35.52% of total enrollment in fall 2017, to 45.68% of total enrollment in fall 2020.

The effects of the pandemic were also seen in the diversity of enrollment, as EACC experienced a larger decrease in students from an underserved race from fall 2019 to fall 2020, with white enrollment declining by 29.7% and underserved race by 33.11%. These figures mirror national trends.

As a percentage of total enrollment, students identified as underserved race declined only slightly from a five-year high of 45.68% in fall 2019 to 44.23% in fall 2020, a figure that is higher than fall 2016, 2017, or 2018.

Although headcount may have decreased, gains in the diversity of the student body at EACC have not been entirely lost as a result of the COVID-19 pandemic.

IPEDS data also showed significant increases in the diversity of enrollment at EACC, with 42% of the student body identifying as black or African-American in the 2020 Data Feedback Report, compared to only 4% in a national comparison group. This represents a steady increase in the percent of students identifying as black or African-American from 31% in AY 17, compared to the comparison group which fell from 5% to 4% for the same time period.

As seen in the most recent IPEDS report, EACC's student body has also grown more diverse in terms of income, with 90% qualifying for some type of aid, compared to 84% of comparison group students, an increase of 20% over the previous year. Similarly, 77% of EACC's students qualified for Pell grants, up from 58% the previous year, compared to 54% of the comparison group's students.

Analysis of fall enrollment data seems to indicate that part-time students were the ones least likely to enroll during the COVID pandemic, with full-time students accounting for almost 48% of fall enrollment compared to a typical fall percentage of 40%.

Concerns: The lingering effects of the COVID-19 pandemic on enrollment are unknown.

Recommendations: Efforts to innovate instruction and learning must focus on attracting those students lost to the pandemic. Future enrollment will depend a lot on faculty and their ability to adapt to the new modes of learning that students have come to expect. Support services should also continue to be reexamined for additions and new methods of delivery. Recruitment practices will have to be examined using disaggregated data with eye toward new methods of recruitment in a post-pandemic world.

Strategies and Initiatives

Under Strategic Priority 2: Increase enrollment through community and business outreach, focused marketing and recruitment, new or expanded use of modern marketing and recruitment tools, and long- and short-range planning, EACC had **3 goals**:

Goal 1, Data: Disaggregate data and develop target enrollment goals with campus input, focusing on fall-to-spring retention, fall-to-fall retention, and degree or program completion.

Goal 2, Barriers: Remove student barriers to retention.

Goal 3, Policy: Improve registration, graduation, and other college policies and procedures to ensure they are not a deterrent to enrollment.

There were an initial **8 objectives** to help achieve the **3 goals**:

1. Compile retention and completion rates for College as a whole, by program, and disaggregated by race, gender, and income level, and semester course load. (Goal 1, Data)
2. Improve Fall-to-Fall retention rate by 5% . (Goal 1, Data)
3. Engage in a re-recruitment initiatives to encourage students to re-enroll in EACC to complete their credential. (Goal 1, Data)
4. Develop ways to better connect supportive services to the individual student so they remain enrolled. (Goal 2, Barriers)
5. Increase enrollment through retention by exploring additional support initiatives to better address the College's unique student needs. (Goal 2, Barriers)
6. Identify and revise policies and procedures that create barriers to admissions. (Goal 3, Policy)
7. Identify and revise policies and procedures that disproportionately affect specific student populations. (Goal 3, Policy)
8. Redefine and revise admissions and registration processes and procedures to better support the broad needs of EACC's student body. (Goal 3, Policy)

14 strategies and initiatives were initially proposed to achieve the **8 objectives**.

10 are complete

2 are in progress

2 are incomplete

Complete:

1. Complete an Institutional Effectiveness Report and share retention and completion data with campus and assessment committee. (Goal 1, Data; Objective 1)
2. Target messaging (personal email and text message) to students that have over 30 credit hours, but have not completed a degree program. (Goal 1, Data; Objective 3)

3. Recruit “stop-out” students as a targeted student population. (Goal 1, Data; Objective 3)
4. Develop a Student Intake Supportive Services Inventory Survey and a process for completing the form during admissions and registration, as well as a process for quantifying the inventory results and linking individual students with prescribed supportive services. (Goal 2, Barriers; Objective 4)
5. Increase the number of faculty members serving as Success Coaches. (Goal 2, Barriers; Objective 4)
6. Aggregate results of Student Intake Supportive Services Inventory Survey to determine what additional services and supports are needed at the College. (Goal 2, Barriers; Objective 5)
7. Review ADHE policies regarding admissions requirements and identify and revise any policies that exceed state policy. (Goal 3, Policy; Objective 6)
8. Revise admission procedures to allow some students the ability to register for Certificate of Proficiency courses without a high-school diploma. (Goal 3, Policy; Objective 6)
9. Research student account holds based on age, gender, and race, and improve policies to ensure equitability, including changes to late fees policy and balances. (Goal 3, Policy; Objective 7)
10. Fully support admissions and registration processes through web platforms, and ensure all on campus admissions and registration processes are equally supported online. (Goal 3, Policy; Objective 8)

In progress:

1. Review the outcomes of the use of multiple measures for course placement by tracking course progressions and completions. (Goal 1, Data; Objective 1)
2. Determine what gateway courses are predictors of retention and completion and set enrollment and advising goals related to those courses. (Goal 1, Data; Objective 2)

Incomplete:

1. Analyze disaggregated data on retention and completion rates to determine leak points - when and where students stop-out and report data in the Assessment of Student Learning and Engagement Report.(Goal 1, Data; Objective 2)
2. Increase use of open educational resources by 50%. (Goal 2, Barriers; Objective 5)

Throughout the course of the strategic plan, we completed an **additional 12 strategies or initiatives** were identified as helping achieve the objectives and were completed.

1. Target students who were enrolled in the fall but not in the spring with text messages before the first week of classes to encourage persistence and retention.(Goal 1, Data; Objective 3)

2. Implement “Priority” registration for Spring and Fall for returning students.(Goal 1, Data; Objective 3)
3. Implement a new outreach initiative to send birthday cards to students. (Goal 1, Data; Objective 3)
4. Engage in intensive individual outreach to students at least 2 times each semester and document outcomes to determine what supports are needed.(Goal 2, Barriers; Objective 4)
5. Increase availability of online student support program services (tutoring, mentoring, advising, virtual campus tours and cultural events, virtual career services, SSS, and CPI).(Goal 2, Barriers; Objective 4)
6. Engage in cross-training regrading Financial Aid Office so all advisors can provide better guidance to students and prospective students . (Goal 2, Barriers; Objective 4)
7. Allow students to request services (technology, assistance with food insecurity, etc.) in their My EACC portal as needs occur throughout the semester, and collect resulting data to better inform offered supports.(Goal 2, Barriers; Objective 5)
8. Develop Behavior Intervention Team (BIT).(Goal 2, Barriers; Objective 5)
9. Plan and implement holistic student support model, which aims to provide both academic and non-cognitive supports to reduce student frustrations that lead to stop out and drop out.(Goal 2, Barriers; Objective 5)
10. Redevelop advising processes to utilize student advising groups, which will significantly streamline the self-registration process. This will tailor the student registration experience to include only those courses that build toward a specific degree pathway.(Goal 3, Policy; Objective 8)
11. Student enrollment process revised to allow students to build their own schedules pending advisor approval through the myEACC web portal.(Goal 3, Policy; Objective 8)
12. Redesign traffic flow in Betty Jo Hodges Building traffic flow to improve admissions, registration, and financial aid processes and ensure building renovations support the redesign with the goal of enhancing the building as the hub for holistic student support.(Goal 3, Policy; Objective 8)

To date, EACC has completed 22 strategies or initiatives in an effort to achieve its goals and objectives under Strategic Priority 2: Increase enrollment through community and business outreach, focused marketing and recruitment, new or expanded use of modern marketing and recruitment tools, and long- and short-range planning. An additional 2 remain in progress and 2 are incomplete.

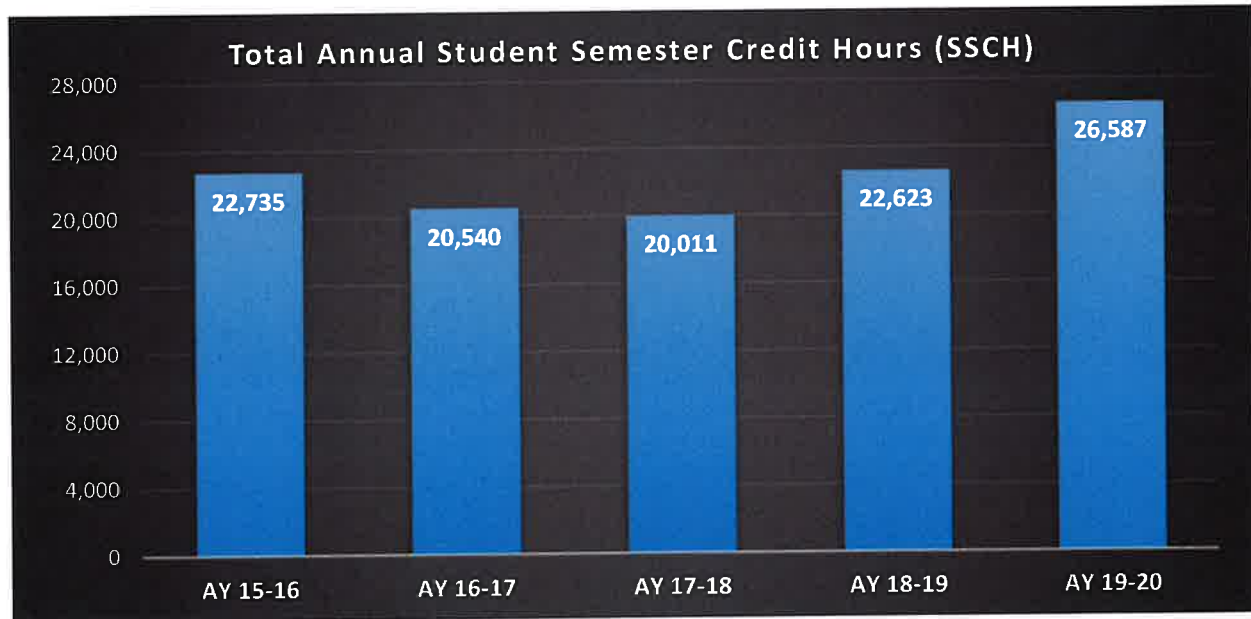
KPI In Detail

Enrollment Measure 1: Student Semester Credit Hours

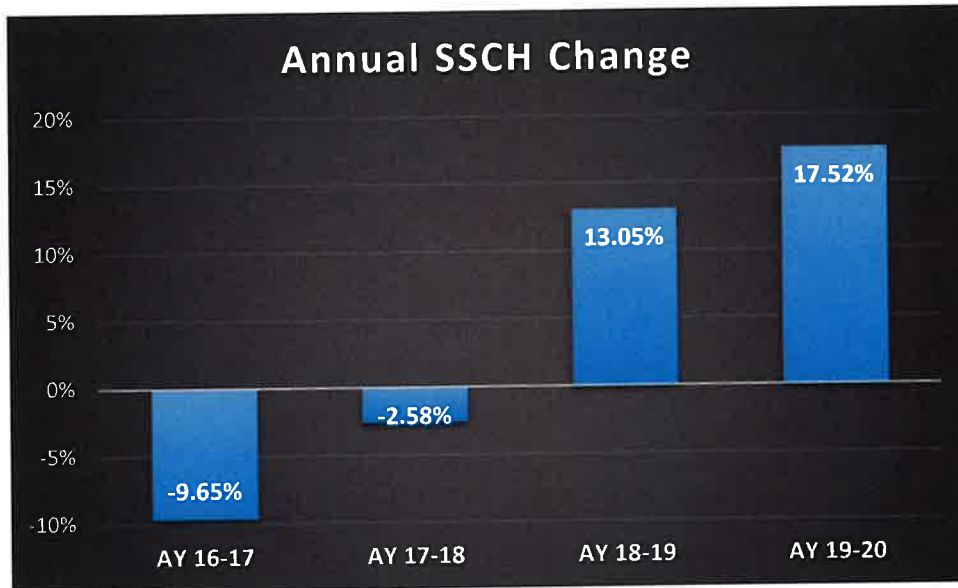
Student semester credit hours by term.

SSCH	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Special Summer 2	12	0	12	0	6
Summer 2	1,181	1,107	1,020	1,281	1,592
Fall	10,417	9,726	8,841	9,803	11,565
Special Fall	34	16	161	351	342
Spring	9,091	7,937	8,253	8,760	10,801
Special Spring	36	37	19	327	386
Summer 1	1,963	1,717	1,705	2,098	1,895
Special Summer 1	1	0	0	3	0
Total	22,735	20,540	20,011	22,623	26,587

Total annual student semester credit hours.



Percentage change in total annual SSCH.

**Enrollment Measure 2: Headcount**

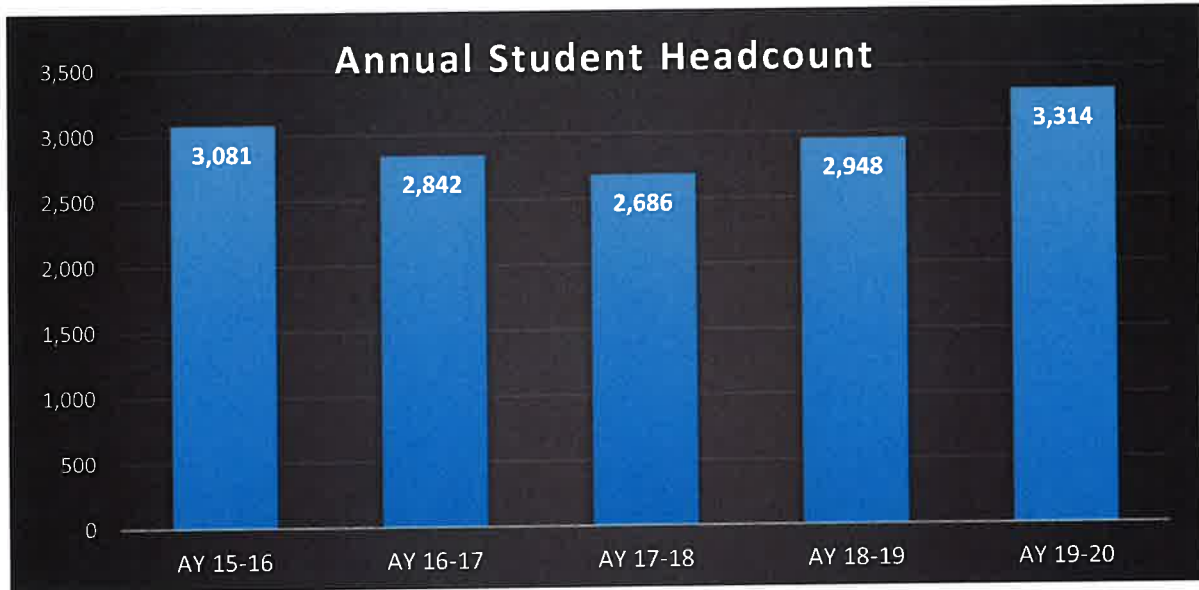
Fall semester enrollment. Source: ADHE.

	Fall Term (calendar year)				
	2016	2017	2018	2019	2020
EACC	1,142	1,047	1,151	1,350	934

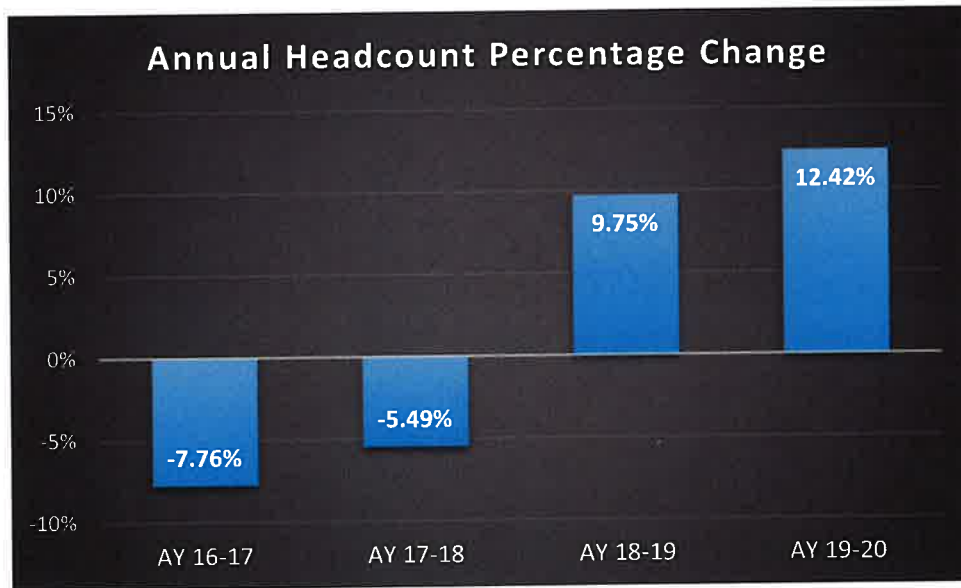
Unduplicated student headcount by term for 5 academic years.

Headcount	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Special Summer 2	1	0	1	0	1
Summer 2	264	255	248	279	359
Fall	1,216	1,155	1,062	1,152	1,350
Special Fall	27	10	48	58	67
Spring	1,146	1,026	1,002	1,049	1,236
Special Spring	29	33	16	28	42
Summer 1	455	406	374	468	369
Special Summer 1	1	0	0	1	0
Total	3,139	2,885	2,751	3,035	3,424

Annual headcount combined for all terms compared for 5 academic years.

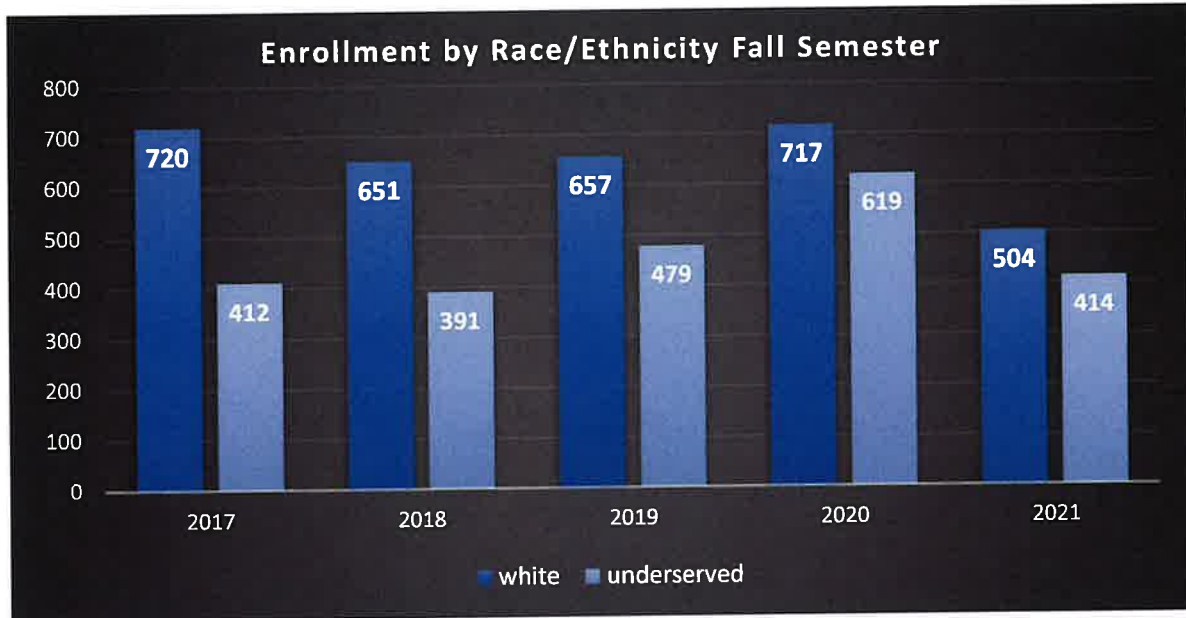


Percentage change in total annual headcount.

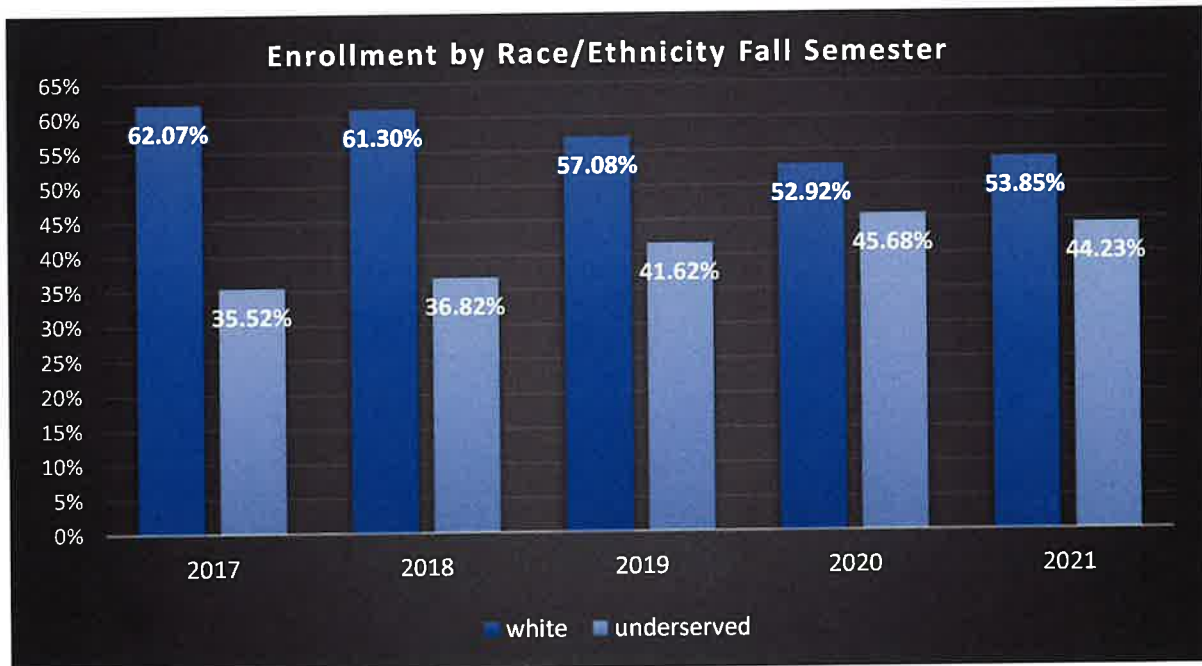


Enrollment Measure 3: Fall Semester Headcount by Race/Ethnicity

Fall semester total headcount enrollment by race/ethnicity. Underserved race is defined by ADHE as black, Hispanic, and 2 or more races (by academic year).

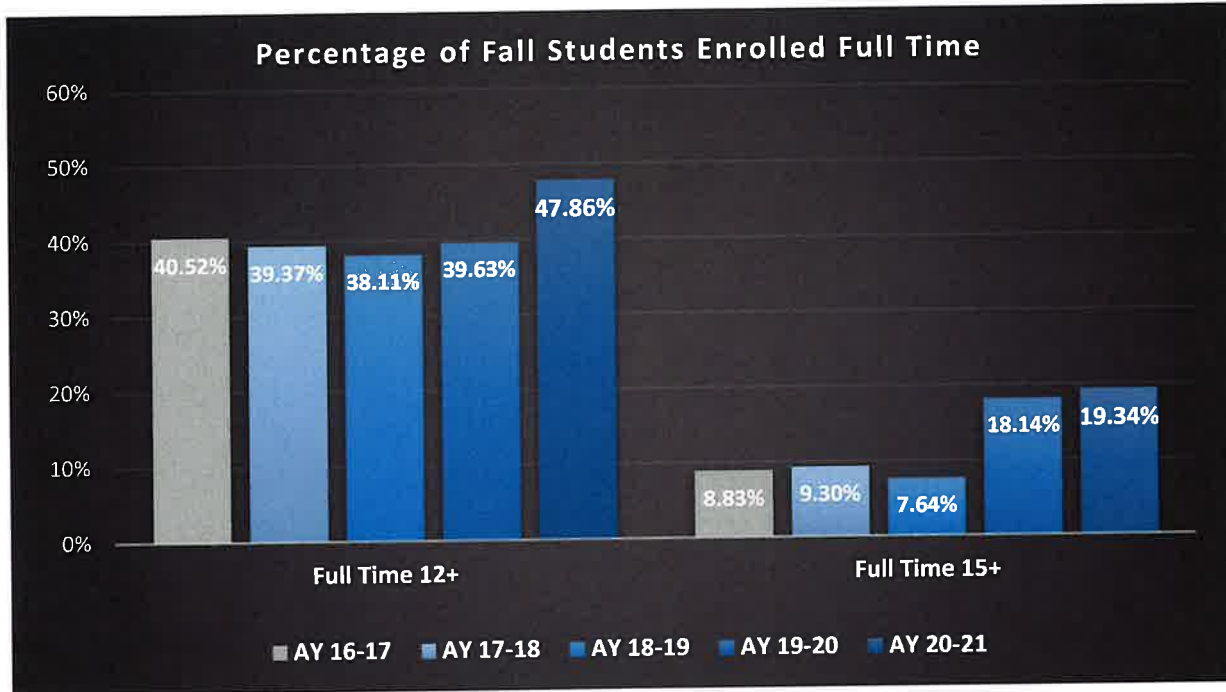


Fall Semester headcount enrollment by race/ethnicity as a percentage of total headcount. Underserved race is defined by ADHE as black, Hispanic, and 2 or more races (by academic year).

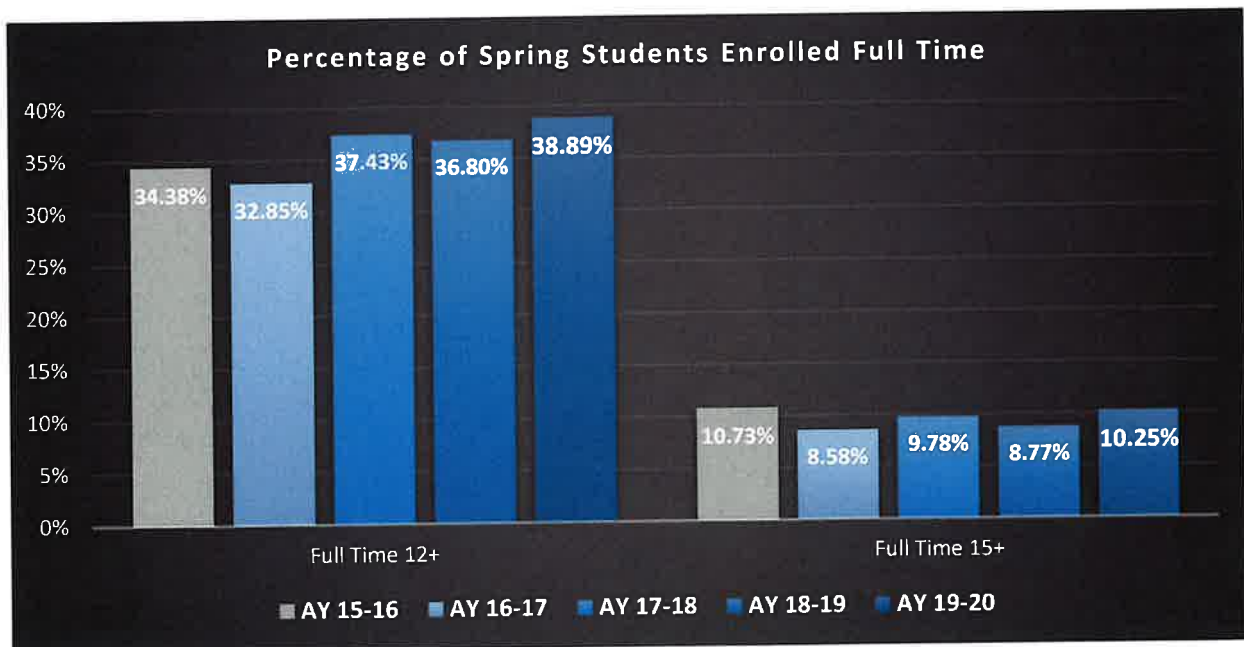


Enrollment Measure 4: Fall Semester Full-Time Enrollment

Regular fall semester enrollment of full-time students in 12 or more credit hours and full-time students enrolled in 15 or more credit hours. Note: 12 or more credit hours includes 15 or more credit hour students.

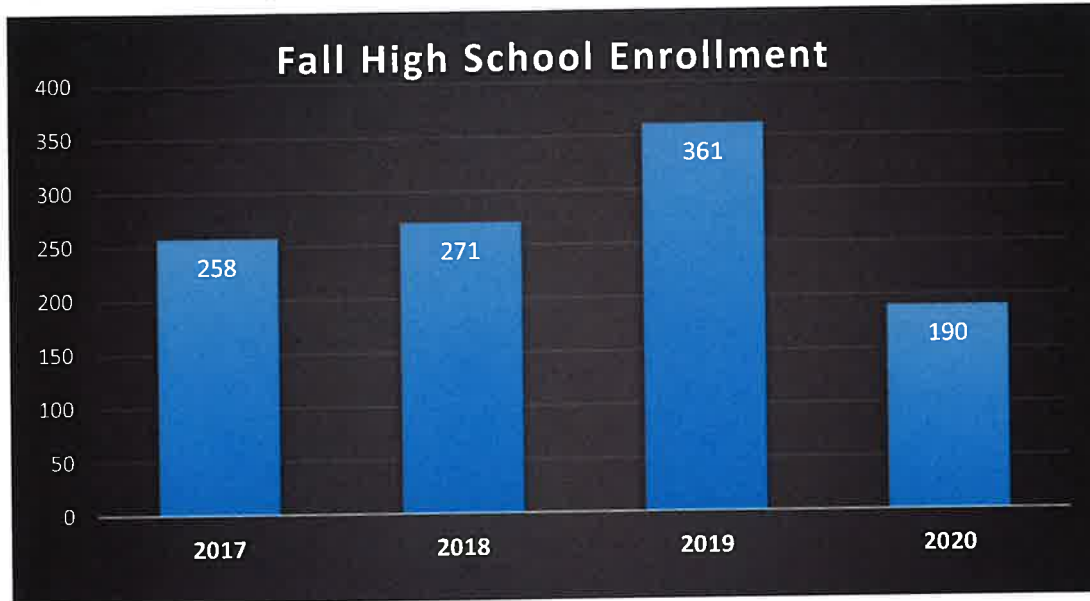


Regular spring semester enrollment of full-time students in 12 or more credit hours and full-time students enrolled in 15 or more credit hours. Note: 12 or more credit hours includes 15 or more credit hour students.

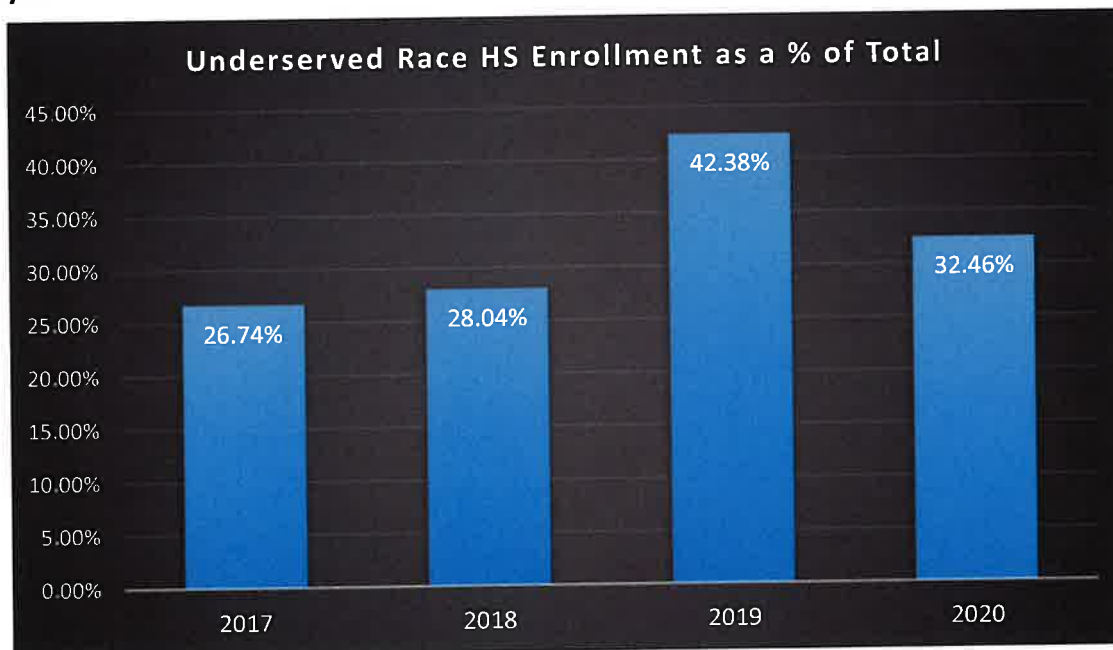


Enrollment Measure 5: High School Enrollment

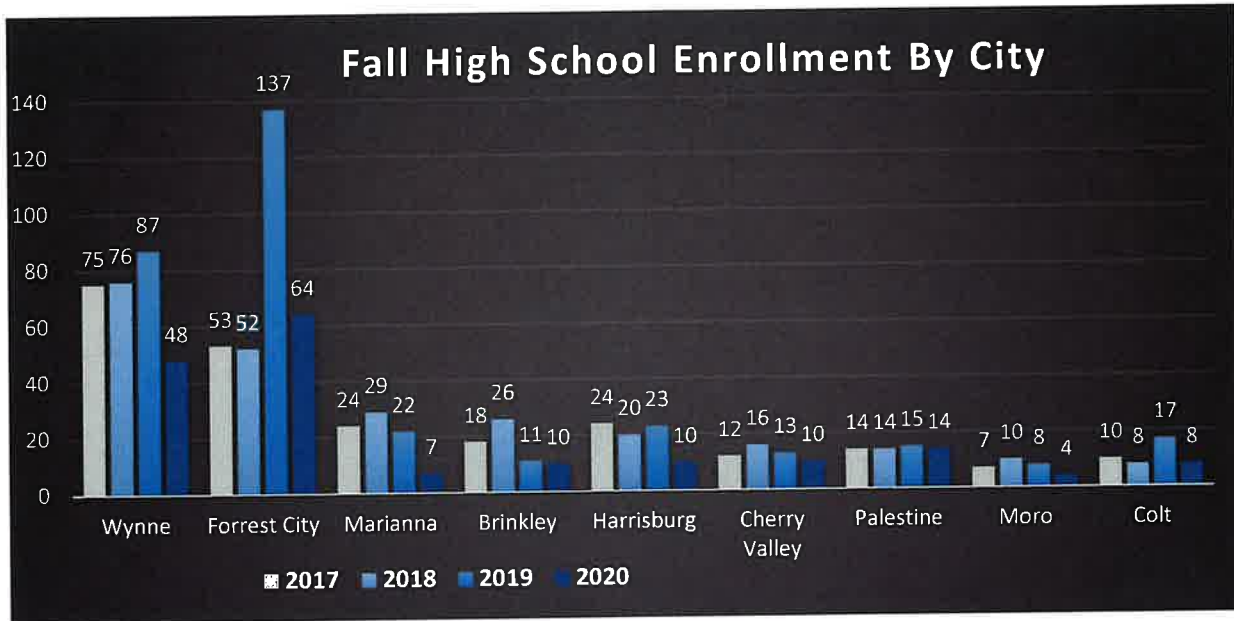
Fall enrollment for high school students attending EACC by calendar year.



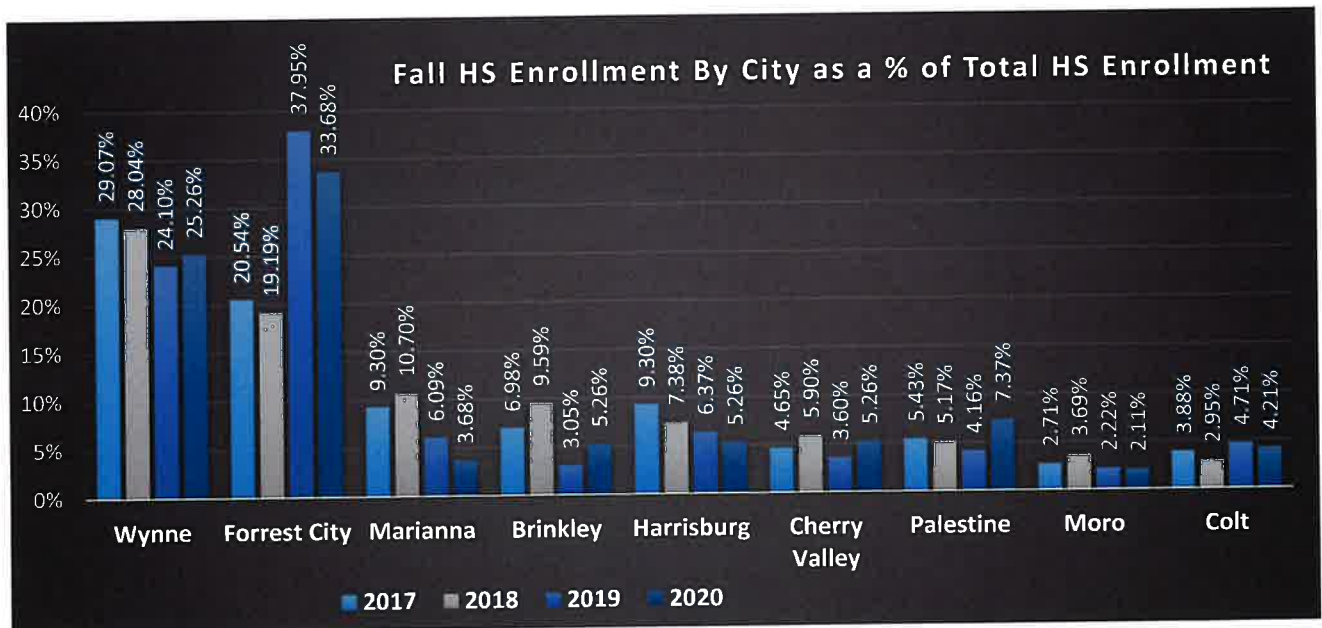
Fall semester enrollment by students from an underserved race as a percentage of total high school enrollment. Underserved race is defined by ADHE as black, Hispanic, and 2 or more races. By calendar year.



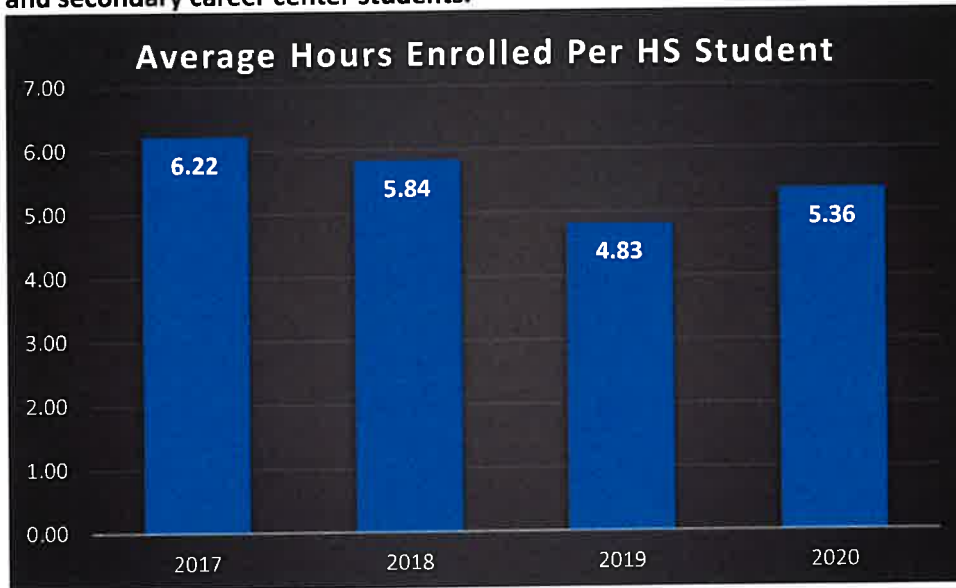
Fall enrollment of high school students by city of student’s residence. Includes both concurrent credit and secondary career center students.



Fall enrollment of high school students by city of student’s residence as a percentage of total high school enrollment. Includes both concurrent credit and secondary career center students.

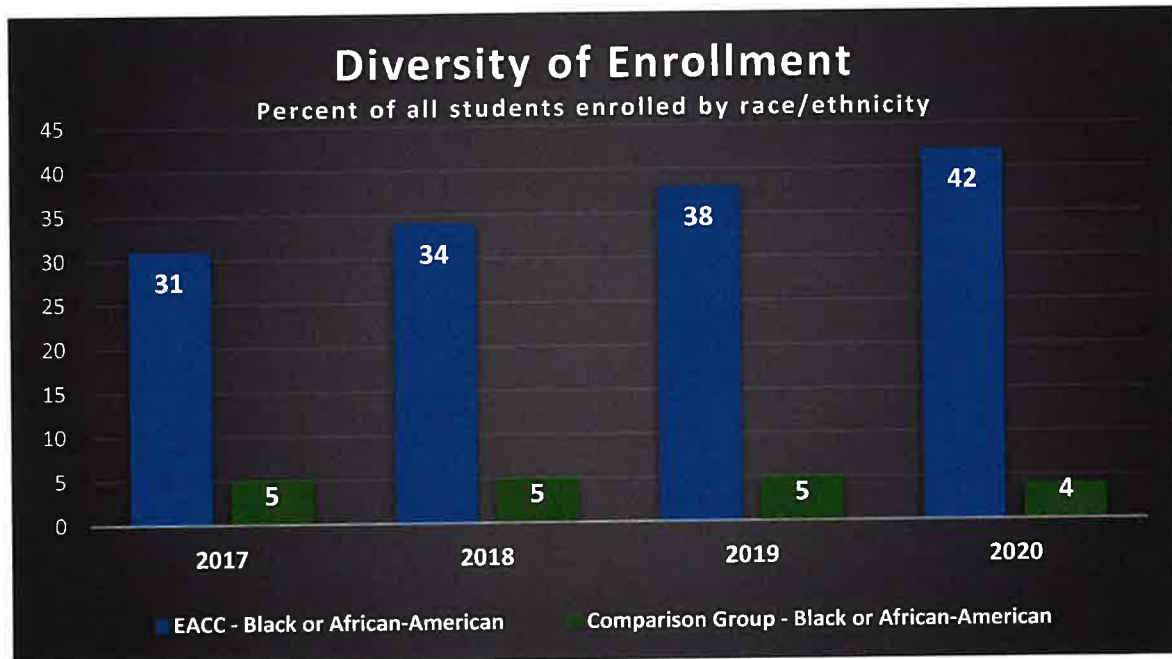


Average number of fall semester credit hours per high school student. Includes both concurrent credit and secondary career center students.



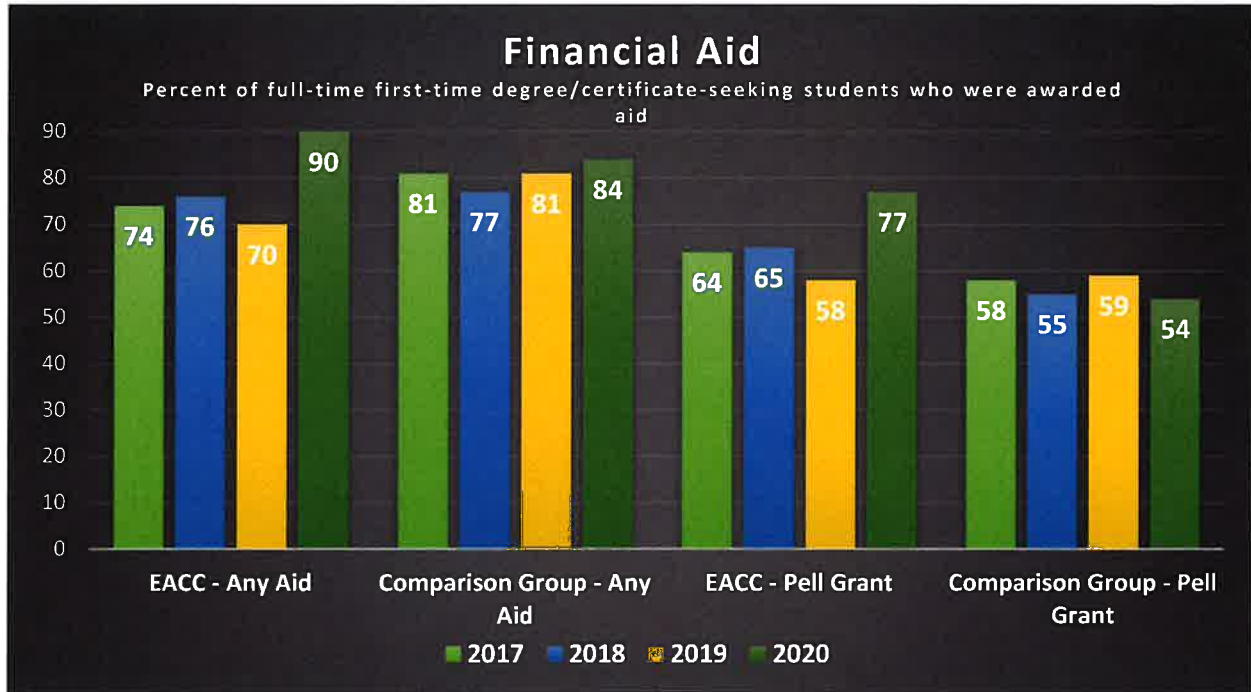
Enrollment Measure 6: Diversity of Enrollment - Race

Percent of all students enrolled, by race/ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).



Student Success Measure 7: Diversity of Enrollment - Income

Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).



Strategic Priority



Communications

Strategic Priority 3: Improve communications between college and community, college and students, and intra-departmentally within the college.

Analysis of Key Performance Indicators

EACC has achieved much in terms of communications. Most significant is the rebranding and new logo for the College. Implementing a consistent style using this new branding has taken a significant amount of time but has been achieved.

The College has also significantly increased its presence on social media and the variety of mediums it uses to try to reach students, faculty, staff, and the community.

EACC has also sought to better keep faculty, staff, and the Board of Trustees informed about its marketing through production of a colorful quarterly marketing report that provides details about the marketing efforts the College has undertaken in the last quarter.

Concerns: Attracting students back to school following the COVID-19 pandemic may take a high level of effort. Budget tightening may make expanding marketing and communications efforts difficult at a time when more is needed. Improving internal communications is difficult to achieve in an era of social distancing.

Recommendations:

Continue to explore new ways to interact with the campus community and the greater community as we continue to grapple with societal changes caused by the pandemic.

Strategies and Initiatives

Under Strategic Priority Strategic Priority 3: Improve communications between college and community, college and students, and intra-departmentally within the college, EACC had **3 goals**:

Goal 1, Community: Engage the community through intensive outreach to business and industry, civic groups, community events, church groups, fraternities and sororities, or other gatherings of community members.

Goal 2, Focus: Engage in focused marketing efforts to promote college educational offerings to a broader regional audience.

Goal 3, Strategy: Develop a more comprehensive communication strategy employing the use of multiple platforms to reach multiple potential student groups (traditional, non-traditional, adult education, high-school, etc.).

We listed **7 objectives** to help achieve the **3 goals**:

1. Empower more faculty/staff to serve as speakers within the community. (Goal 1, Community)
2. Create a comprehensive database of businesses and industries operating within the College's service region. (Goal 1, Community)
3. Develop rebranded programmatic marketing material that communicates College educational opportunities consistently online and in-person. (Goal 2, Focus)
4. Develop advertising themes that help drive interest into College educational offerings. (Goal 2, Focus)
5. Install new EACC signage throughout the campus to support rebranding efforts. (Goal 2, Focus)
6. Utilize strategic communication initiatives to target specific student groups showing a lower-than-average enrollment. (Goal 3, Strategy)
7. Install new information technology equipment to better support daily intra-departmental communications. (Goal 3, Strategy)

16 strategies and initiatives were initially proposed to achieve these **9 objectives**.

13 are complete

3 are in progress

0 are incomplete

Complete:

1. The College will be represented annually at at-least 24 off-campus events in order to promote the College to various external constituencies. (Goal 1, Community; Objective 1)
2. Reach out to business and Industry to determine training needs annually and update training offerings to match those needs. (Goal 1, Community; Objective 2)

3. All programs leading to a degree will have an accompanying brochure that displays the same program information found on the College's website. Brochures will be visually similar to the online program pages. (Goal 2, Focus; Objective 3)
4. Similar to the Academic Program pages, other academic offering pages will share in design elements and general information quality. This information will be shared online and in-person, similar to that presented in the Academic Program Pages and Program Brochures. (Goal 2, Focus; Objective 3)
5. The College will create a phrase that promotes a culture cognizant of the two unique historical institutions that now comprise East Arkansas Community College. "Stronger Together"(Goal 2, Focus; Objective 4)
6. Promote higher enrollment, which in turn promotes student completion, but emphasizing 15 and 18 hour term enrollments. "15 to Finish"(Goal 2, Focus; Objective 4)
7. Create digital graphics on the Academic portions of the website to better communicate the potential for success in choosing one of the Colleges exciting programs of study. (Goal 2, Focus; Objective 4)
8. Install new EACC signage at the TTC, the Wynne Center, and across the EACC campus. (Goal 2, Focus; Objective 5)
9. Install new signage across Interstate 40 to enhance the visibility of the EACC brand. (Goal 2, Focus; Objective 5)
10. Create a Strategic Marketing Plan that incorporates more aggressive short and long range goals, with specific strategies using several contemporary social media platforms, and rich context formats such as videos, gifs, memes, etc. embedded within posts. (Goal 3, Strategy; Objective 6)
11. Increase the collective enrollment of high school students in the concurrent credit program and the secondary career center by 10%. (Goal 3, Strategy; Objective 6)
12. Install required networking equipment, wiring, fiber-optic cable, etc. to support improved technology to support student learning in all programs. (Goal 3, Strategy; Objective 7)
13. Replace all outdated computers to improve technology capabilities of faculty and staff. (Goal 3, Strategy; Objective 7)

In progress:

1. Business and Industry Comprehensive Relationship Management Database. (Goal 1, Community; Objective 2)
2. Seek out opportunities to rank on "best of" colleges lists nationwide to communicate value to potential students, with specific attention being paid to relevant awards for targeted student groups (example: awards in technical education for non-traditional underemployed students within the region). (Goal 3, Strategy; Objective 6)
3. Increase the collective number of school districts with whom EACC establishes a partnership through the concurrent credit program and the secondary career center. (Goal 3, Strategy; Objective 6)

Throughout the course of the strategic plan, **an additional 10 strategies or initiatives** were identified as helping achieve the objectives and were completed.

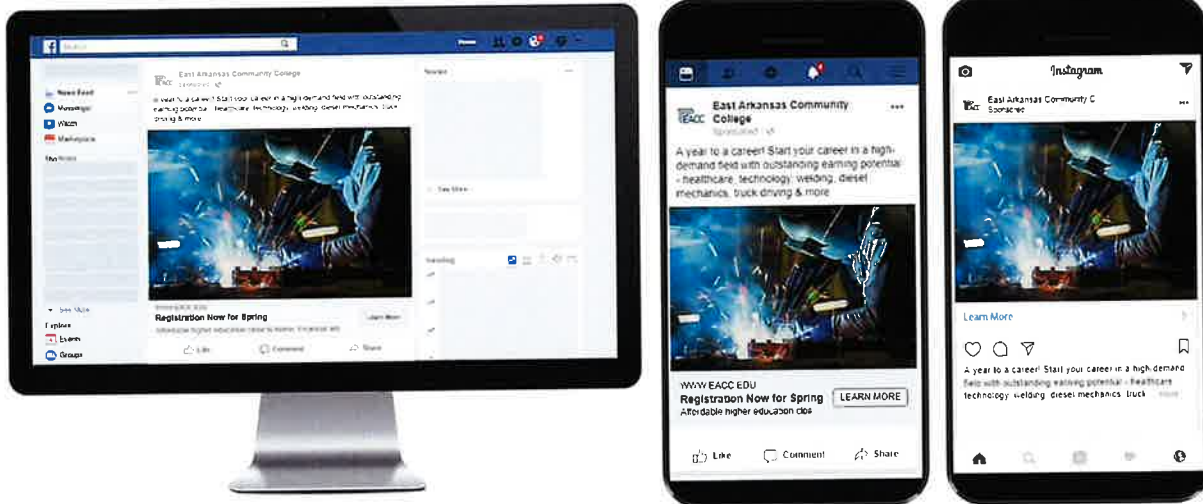
1. Recruit statewide including: Paragould High School Career Fair, Anna Strong Elementary Career Fair, Trumann High School Career Day, Career/Job Expo Forrest City High School, Community Health Fair in Marianna, Wynne Farm Fest, Forrest City Downtown Arts Festival, Brinkley Back to School Event, Boar's Head Health and Benefits Fair, Area High School Financial Aid Nights, and L'Anguille River Fest. (Goal 1, Community; Objective 1)
2. Allow each program to have a booth at a new Community Open House where attendees can complete EACC applications, meet with advisors, speak with financial aid representatives, learn about all programs, meet instructors, and register for classes. (Goal 1, Community; Objective 1)
3. Offer materials for a museum exhibit featuring shared history of the LPN and RN programs at St. Francis Co. museum to celebrate National Nurses Week. (Goal 1, Community; Objective 1)
4. Offer specific high school registration events where seniors complete online applications to EACC and register for summer and fall classes with the assistance of various EACC faculty and staff. (Goal 1, Community; Objective 1)
5. Complete major redesign of College Catalog to make it more student friendly including consistency with website, visually and in the information presented. (Goal 2, Focus; Objective 3)
6. Distribute quarterly marketing report campus wide, to the Board of Trustees, and to local media. (Goal 2, Focus; Objective 4)
7. Participate in High School tailgate events for community outreach and student recruitment. (Goal 3, Strategy; Objective 6)
8. Host Concurrent Credit Convocation recognizing the accomplishments of high school students who take College classes. (Goal 3, Strategy; Objective 6)
9. Create EACC SnapChat account to communicate better with younger students by connecting with them on the media they like to use. (Goal 3, Strategy; Objective 6)
10. Add new student recruitment position to bring total number of recruiters to 2 in order to focus on the different needs of traditional versus non-traditional students. (Goal 3, Strategy; Objective 6)

To date, EACC has completed 23 strategies or initiatives in an effort to achieve its goals and objectives under Strategic Priority 3: Increase enrollment through community and business outreach, focused marketing and recruitment, new or expanded use of modern marketing and recruitment tools, and long- and short-range planning. An additional 3 remain in progress and none are incomplete.

KPI In Detail

Communications Measure 1: Social Media Campaigns.

Examples of social media posts.



East Arkansas Community College
Published by Carly Caldwell Dillard · January 24 at 3:03 PM · 🌐

Spring registration for online classes is still open until Friday, January 29th! Now is the time to make a change so email advising@eacc.edu TODAY!



945
People Reached

22
Engagements

Boost Post

6

10 Shares

Instagram

Search



eastarcommunitycollege

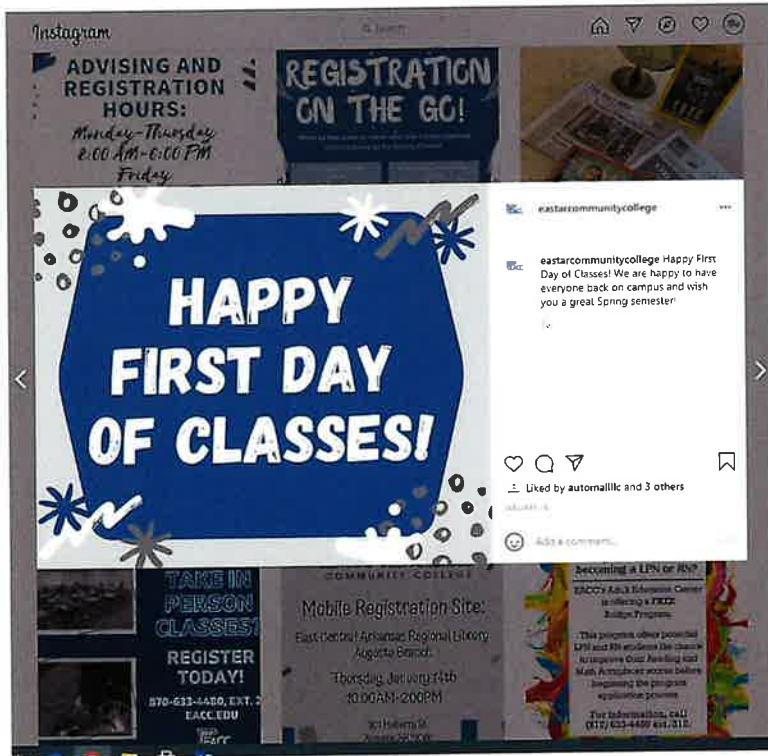
Edit Profile



300 posts 215 followers 102 following

East AR Community College
eacc.edu

POSTS IGTV SAVED TAGGED



Communications Measure 2: Branding guidelines are implemented consistently across platforms.

Banner in Wynne displaying consistent branding.



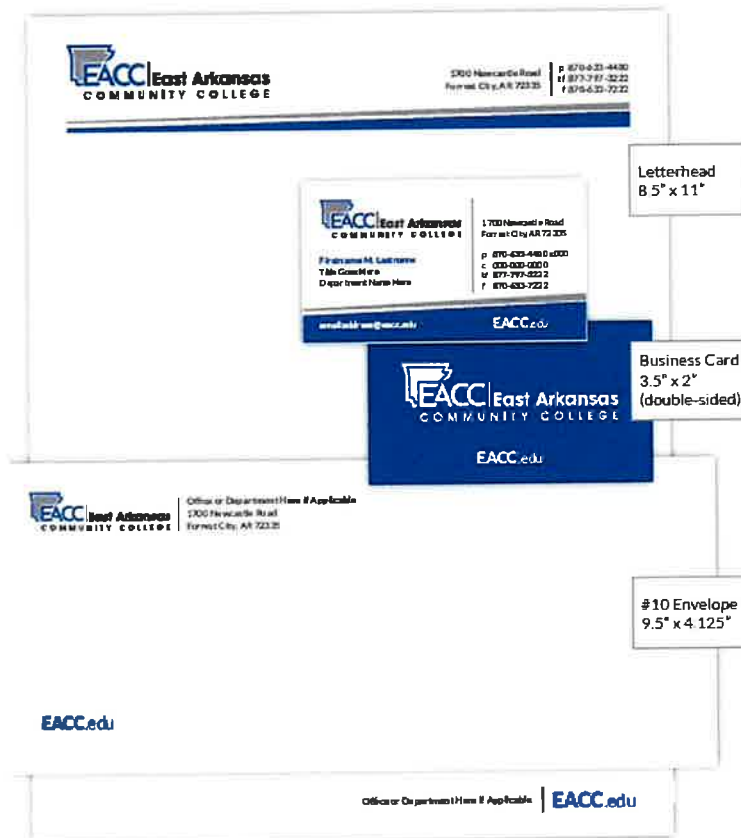
Campus pole banners displaying consistent branding.



Brand standards guide created and utilized.



Brand standards guide print designs utilized consistently.



Communications Measure 3: Interdepartmental leadership training.

Temporarily halted in Spring 2020 due to COVID. Pictures from 2019.





Communications Measure 4: Quarterly marketing reports are provided campus-wide.


 Fri, 3/1/2019 9:47 AM
 Lindsay Midkiff
 Quarterly Marketing Report-February 2019
 To: Faculty; Staff


 Marketing Report February 2019 email.pdf
 1 MB

Good Morning,
 Attached is the quarterly Marketing, Recruitment, and Community Relations report for November 2018-February 2019. This report includes some of the marketing and recruitment efforts throughout the past few months. Thank you all for assisting in these efforts.

Lindsay Midkiff
 Executive Director of Public Relations and Community Programs
 East Arkansas Community College
 1700 Newcastle Road, Forrest City, AR 72335 | 870-633-4480, ext. 214 | EACC.EDU

MARKETING, RECRUITMENT, AND COMMUNITY RELATIONS

AUGUST-NOVEMBER 2020

RECRUITMENT & COMMUNITY OUTREACH EVENTS

- Forrest City Community Cleanup Event
- Forrest City Commodity Distribution
- Lifeblood Campus Blood Drive
- ArkACRAO Boot Camp
- ArkACRAO Drive-thru High School Recruitment Events- Northeast & Southern Regions
- ArkACRAO Virtual College Fair- 2 Year College Breakout
- St. Francis County Commodity Distribution
- Lee County Food Pantry Distribution
- Workforce Job Fair- Forrest City
- Workforce Job Fair- Wynne
- Brinkley High School Visit
- Cross County High School Criminal Justice Club
- Lee County High School Virtual College Fair
- Lee Academy High School Visit
- Wynne High School
- Wynne Jr. High School
- Priority Registration Zoom Sessions
- Priority Registration Wynne Center Extended Hours



IN THE NEWS

SOCIAL/DIGITAL MEDIA

96

Social Media Posts

991

Social Media Shares

98,474

People Reached

RADIO-MORNING SHOW INTERVIEW FEATURES

EACC faculty and staff started a series of local Morning Show feature interview sessions to promote specific programs, classes, and share important information leading up to Spring Registration.

- Chris Nelson** - Dean, Vocational, Occupational, and Technical Education
- Romy Miller** - Art Instructor, Art Classes and Gallery Exhibit
- Brock Hathcock** - Criminal Justice Instructor, Criminal Justice Program
- Joycelynn Williams** - Recruitment Coordinator, Priority Spring Registration
- Marilyn Johnson** - Education/Childcare Instructor, Education Program and Educator Appreciation Week








Communications Measure 5: Concurrent Credit Convocation.

Award-winning convocation temporarily halted Spring 2020 due to COVID.



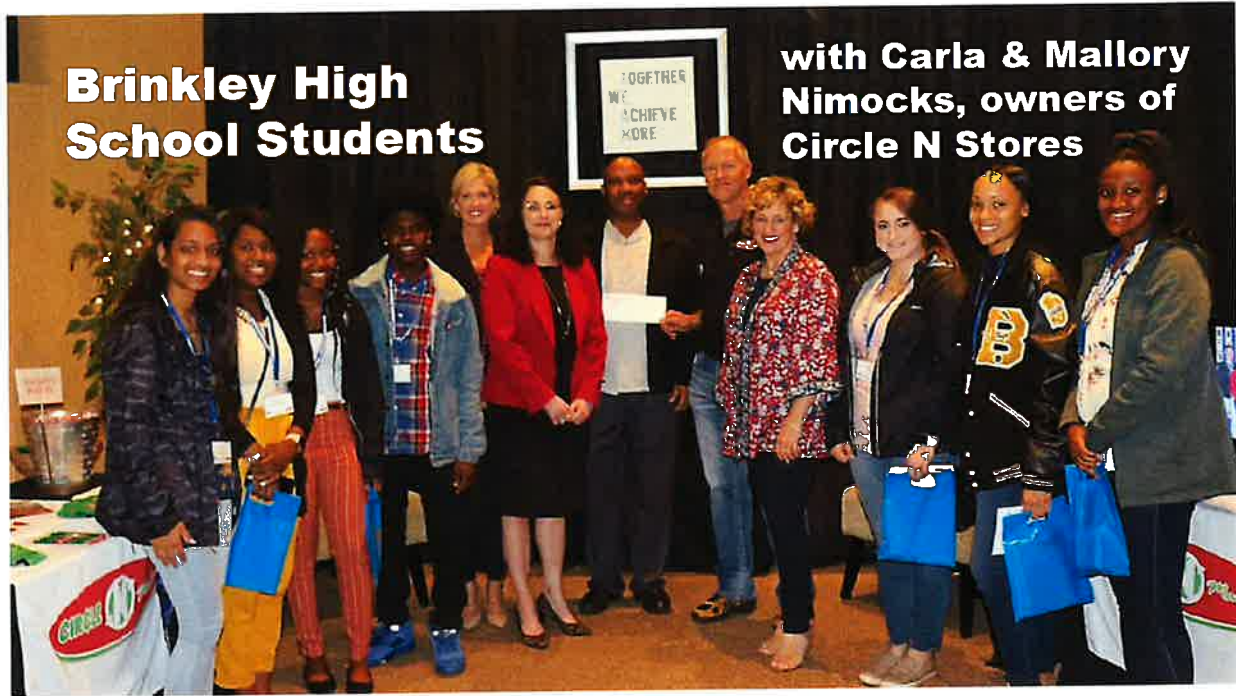
Concurrent Credit Convocation Community + College



Closing the Gap

- ✓ **Increasing the number of postsecondary credentials.**
- ✓ **Improving college affordability.**
- ✓ **Raising attainment rates of underserved student groups.**
- ✓ **Efficient: low cost/brought together multiple stakeholders.**





Brinkley High School Students

with Carla & Mallory Nimocks, owners of Circle N Stores

Communications Measure 6: The College communicates effectively with external stakeholders.

Governor praises FCSD/EACC partnership

Hutchinson offers encouragement to ALE students learning trades at local college

Katie West
TH Staff Writer

Gov. Asa Hutchinson on Tuesday toured East Arkansas Community College to visit with students enrolled in Forrest City High School's Alternative Learning Environment program.

"I am always really excited when I have the opportunity to showcase what I know to be true about the amazing young people that are in Forrest City," said Forrest City School District Superintendent Dr. Tiffany Hardrick. "While the perception doesn't travel across the state, I welcome the opportunity to be able to tell and show the amazing things our students are doing."

The students have been taking welding courses at the college through ALE, a program, which according to Hutchinson, is a great thing for the future of these students and the state.

"These students are demonstrating that alternative learning is not for bad students but just for students who need an alternative method to quality education," said Hardrick. She said the students did an excellent job of demonstrating their newly-acquired skills during the tour to not only Hutchinson but to other local leaders as well.

"I love coming to the college and seeing the welding program. It is a program that produces quality welders with proven certifications that will lead to a job," said Hutchinson. "Everybody here knows that they are going to have an opportunity to make a good living, and you can see the pride in their work."

While visiting the welding lab, Hutchinson learned from area teachers about the ALE welding program, EACC's work with the FCSD, as well as the college's future plans to make the forest

CETI campus and the current EACC campus more unified.

"I talked to them and they actually took a lot of pride in presenting me with a name plate that they cut and welded themselves," said Hutchinson. "But the look in their face, and to see the pride they had in what they accomplished, the opportunities ahead for them, they know they can get a job."

"There is dignity in work," Hutchinson continued. "Just the satisfaction of tooling something in making something in being a craftsman with your hands and saying 'I did that.' That means something."

Hutchinson told students of his life growing up on a farm and how his father had to drive to Tulsa for the nearest job. He shared with students the lessons of work and commitment he'd learned from his father.

"That is important for all of us to understand," said Hutchinson. "Whether you're a governor or in welding, whatever you are called to do, that commitment is so important to us."

Hutchinson praised the educators at EACC for instilling that value, commitment and work ethic into their students.

Hardrick praised Patti Long, principal at ALE, and other ALE staff for their work in the program. She also gave a special thanks to EACC President Dr. Cathie Cline for her help in giving the district's students more choices for education.

"About a year ago, I reached out to her through text," recalled Hardrick. "I told her I needed options and alternatives for our students in Forrest City, particularly our alternative education students. Her response was one word, 'Absolutely.' Ever since then, she has welcomed our students, not

just concurrent enrollment, but also our vocational program students, with open arms."

"I am always delighted to do whatever I can to help the schools in our area," said Cline. She told students that Gov. Hutchinson was to thank for the opportunities they have now, due to him signing the paperwork for the merger of the two campuses.

"We would not have been able to provide the number, quality and capacity of workforce training programs that we do now, but combined into one institution, that is much stronger," said Cline.

"It is gratifying to me to come here to this community and see people all pulling together," said Hutchinson of the leaders who attended the tour.

The governor compared the merger to the upcoming merger of departments the state would soon have to undertake.

"It pays off," said Hutchinson. "You break down the silos, you increase partnerships, you focus your energy and resources in a better way."

Cline said there are three programs where students are making \$50,000 a year and landing jobs right after completing EACC's programs.

"It occurred to me that when you graduate from high school, you can come here, you can be in those programs, you can decide to start a life and a family together, and you could be making a combined income of six figures before you are 23 years old," Cline told the students.

"Yeah, that was powerful."

"Dr. Hardrick and Dr. Cline are showcasing our resources here in our Forrest City," said Forrest City Mayor Cedric Williams, who was one of many attending the tour Tuesday.



Workforce ready: Gov. Asa Hutchinson on Tuesday visited with students in the Forrest City School District's Alternative Learning Environment during their welding class at East Arkansas Community College. Hutchinson scheduled the visit after receiving a letter from an ALE teacher inviting him to see what the ALE program is doing for youth in Forrest City. In the top photo, Forrest City Mayor Cedric Williams, right, and Hutchinson listen intently as FCSD Superintendent Dr. Tiffany Hardrick, standing, sells local leaders about the benefits of the ALE programs. At right, Shashya Johnson uses a cutting torch to practice cutting strips of steel to weld together.

Gov. Hutchinson and students of the ALE program at East Arkansas Community College. Hutchinson is shown in the top photo, and students are shown in the bottom photo. See PRAISES on Page 3

Williams praised students of the district who had taken the work assessment test and excelled in it. Williams said it

shows that the area has a workforce worth investing in. "You've really excelled and have shown that you are not only

workforce ready now, but are also prepared to be workforce ready for the future of our entire

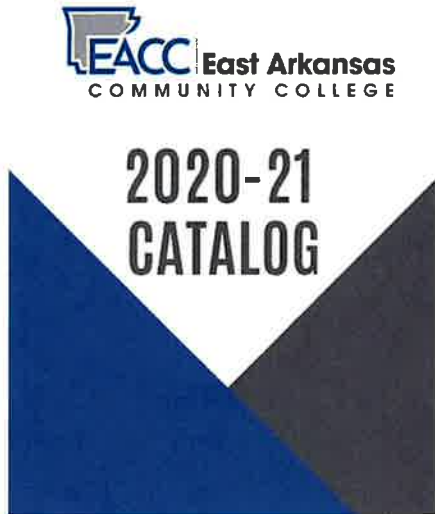


Advisory committee meetings with local business and industry.



Communications Measure 7: The website clearly displays the Academic Catalog.

CATALOG



- [Intro, Academic Calendar, General](#)
- [Admissions, Registration and Records](#)
- [Student Clubs and Organizations](#)
- [Student Success](#)
- [Tuition and Fees](#)
- [Financial Aid](#)
- [Academic Information](#)
- [Academic Programs, Degrees, and Certificates](#)
- [Course Descriptions](#)
- [EACC Personnel](#)
- [Student Handbook](#)
- [Index](#)

Communications Measure 8: The website clearly displays the academic programs of study.

ACADEMIC PROGRAMS

- Administrative Office Technology
- Associate of Arts and Transfer Degrees
- Auto Body Repair
- Auto Service Technology
- Business
- Certified Nursing Assistant
- Childcare
- Commercial Driver Training
- Cosmetology
- Criminal Justice
- Diesel Technology
- Drafting and Design
- Education
- Emergency Medical Technology (EMT)
- General Transfer and 2+2 Agreements
- Health Professions
- Industrial Equipment Technology
- Internet Technology Webpage Design
- Major Appliance Service
- Microcomputer Maintenance Repair

ACADEMIC PROGRAMS

EACC OFFERS ONE OF THE LOWEST OVERALL TUITION AND FEES IN THE STATE



EARN A CAREER IN A YEAR OR LESS WITH 12 EXCITING CAREER AND TECHNICAL PROGRAMS TO CHOOSE FROM. EXPERIENCE A BETTER WAY TO TRAIN IN OUR NEWLY RENOVATED TECHNICAL INSTRUCTION LABS.



PROGRAM	TIME TO DEGREE	AVERAGE ARKANSAS EARNINGS
RADIOLOGY	2 YEARS	\$ 46,260
PRACTICAL NURSING	11 MONTHS	\$ 37,750
COMMERCIAL DRIVER TRAINING	6 WEEKS	\$ 42,480
NURSING ASSISTANT	8 WEEKS	\$ 29,000
DIESEL TECHNOLOGY	2 YEARS	\$ 38,250

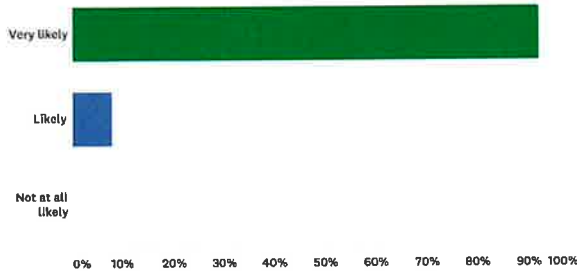
Communications Measure 9: Satisfaction survey results for visitors to EACC's Fine Arts Center.

EACC Fine Arts Center Patron Survey 2019

SurveyMonkey

Q5 How likely is it that you would recommend EACC Fine Arts Center events to a friend or colleague?

Answered: 217 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very likely	92.17%	200
Likely	7.83%	17
Not at all likely	0.00%	0
TOTAL		217

2018-19 SEASON

We Want to Hear From YOU!

Please take a moment to complete the
EACC Fine Arts Center 2019 Patron Survey
 and enter for a chance to
WIN a 2019-2020 VIP Season Package.

To start the survey, please click on the link below.
 If the link does not work, please copy and paste the entire web
 address into the address field of your browser.

Thank you for your continued support!

2018-2021

Strategic Priorities



Summary

**Goals, Objectives,
Strategies, & Initiatives**

STRATEGIC PRIORITY 1: STUDENT SUCCESS

		Strategies/Initiatives				Percent Complete
		Complete	In Progress	Incomplete		
Goals						
Goal 1, Data:	Use data to drive continuous improvement in student learning.	11	7	2		55.00%
Goal 2, Planning:	Facilitate and emphasize degree planning to encourage completion of student goals.	13	3	0		81.25%
Goal 3, Policy:	Revise policies and procedures to be more student-friendly.	13	4	0		76.47%
Overall Completion Rate Strategic Priority 1: Student Success		37	14	2		69.81%
Objectives						
Goal 1, Data	Objective 1	2	3	1		33.33%
Goal 1, Data	Objective 2					
Goal 1, Data	Objective 3	3	1	0		75.00%
Goal 1, Data	Objective 4	0	2	0		0.00%
Goal 1, Data	Objective 5	0	1	0		0.00%
Goal 1, Data	Objective 6	5	0	1		83.33%
Goal 2, Planning	Objective 7	7	1	0		87.50%
Goal 2, Planning	Objective 8	6	2	0		75.00%
Goal 3, Policy	Objective 9	3	1	0		75.00%
Goal 3, Policy	Objective 10	2	1	0		66.67%
Goal 3, Policy	Objective 11	4	1	0		80.00%
Goal 3, Policy	Objective 12	4	1	0		80.00%
Strategies & Initiatives						
Goal 1, Data	Objective 1	C				

Goal 1, Data	Objective 1	Complete three-year Closing the Loop, and submit the proper parties.	C			
Goal 1, Data	Objective 1	Make revisions to the Plan for the Assessment of Student Learning and Engagement based on the findings from the previous plan's aggregated three year report.		P		
Goal 1, Data	Objective 1	Enhance co-curricular assessment and increase understanding of the importance of connections between co-curricular and academic assessment and include in assessment plan and aggregated results. Expand co-curricular assessment to Student Leadership, Intramurals, and EACC Ambassadors.		P		
Goal 1, Data	Objective 1	An institutional researcher will be assigned among his or her regular job duties the creation and maintenance of an Excel database compiling student learning outcomes for institutional, discipline, and course learning objectives.		P		
Goal 1, Data	Objective 1	Aggregated results from the three-year Strategic Enrollment Management Plan should indicate what piloted initiatives lead to a culture of student completion.			I	
Goal 1, Data	Objective 2	Graphs will be generated from the excel assessment database depicting all levels of outcomes for all programs and departments to support and illustrate the assessment plan and to enhance the committee's reporting and discussion.	C			
Goal 1, Data	Objective 3	Explore opportunities to seek accreditations for all appropriate programs.		P		
Goal 1, Data	Objective 3	Ensure every advisory committee has adequate membership to support each program.	C			
Goal 1, Data	Objective 3	Pursue NATEF accreditation for Diesel Technology, Auto Body Technology, and Automotive Service Technology.	C			
Goal 1, Data	Objective 3	Pursue NCCER certification for Industrial Equipment Technology, Construction Technology, and Residential Heating & Air Conditioning.	C			
Goal 1, Data	Objective 4	The College will seek available external sources of employment data such as rates of employment and local, state, and regional salaries to use in assessment and to post on the website.		P		
Goal 1, Data	Objective 4	The College will reach out to graduates of its education-to-employment programs to determine job outcomes with a goal of reaching 100% of graduates.		P		
Goal 1, Data	Objective 5	Submit documents to ADHE to update program review schedule and share results of program reviews with assessment committee.		P		
Goal 1, Data	Objective 6	Explore opportunities to pursue Quality Matters recognition in online learning design Quality Matters replaced with Blackboard Exemplary Course program.	C			
Goal 1, Data	Objective 6	Each online course will be checked for consistency across four major categories -- Syllabus, Assignments/Dropbox, Content, and Discussion. Results from this assessment will be reviewed during a faculty professional development training to discuss best practices in online learning within the College, peer-2-peer.			I	
Goal 2, Planning	Objective 7	Create degree check sheets for each program clearly showing guided pathway to completion and post degree check sheets to the appropriate academic program page on the EACC website.	C			

Goal 2, Planning	Objective 7	Allow students to enroll in multiple semesters at one time to facilitate student goal setting and long-range degree planning.	C		
Goal 2, Planning	Objective 7	Implement 10 new 2 + 2 agreements with four-year institutions that allow for seamless transition of coursework taken at EACC toward a bachelor's degree.	C		
Goal 2, Planning	Objective 7	Develop fully mapped and articulated linkages between course, discipline, and institutional learning goals to better understand how student learning is facilitated across academic and non-academic services within the College environment.	C		
Goal 2, Planning	Objective 7	Scale up guided pathways and build student awareness by creating My Schedule Express, a list of course options for part-time and full-time students each semester in each degree program made available through the website's program pages, a My Schedule Express webpage, and in hard copy through the Hodges Student Services Complex, allowing the broadest range of students to access the information with ease.		P	
Goal 2, Planning	Objective 8	Develop admissions policies and a degree pathway allowing student with LPN degrees to transition into a complete the RN program more quickly recognizing their prior learning and skills and allowing them a faster way to achieve their goals.		P	
Goal 2, Planning	Objective 8	Work with accrediting and licensing bodies to embed EMT basic in Associate of Applied Science – Paramedic, creating a clear pathway to an associate's degree for EMT students as well as a fast track for graduates with an EMT Basic Certificate of Proficiency or Technical Certificate.	C		
Goal 2, Planning	Objective 8	Work toward opt-in batch enrolling so students can enroll in multiple courses with the fewest clicks and so program advisors can batch enroll students when appropriate.	C		
Goal 2, Planning	Objective 8	Identify programs that can be placed on a fast-track schedule and develop degree plan.		P	
Goal 3, Policy	Objective 9	Increase credit awarded through Prior Learning Assessment	C		
Goal 3, Policy	Objective 9	Implement changes to PLA, CLEP, or other processes and procedures to help students progress.		P	
Goal 3, Policy	Objective 10	Courses offered beginning in August 2020 will present a uniform course syllabus that is visually and contextually consistent to help support student comprehension of expectations and course outcomes.	C		
Goal 3, Policy	Objective 10	Academic deans will develop a process with faculty to review syllabi for format consistency in terminology and language annually.	C		
Goal 3, Policy	Objective 10	Syllabi will be accessible to students through website or Blackboard learn.		P	
Goal 3, Policy	Objective 11	Include student representation on standing committees.	C		

Goal 3, Policy	Objective 11	Evaluate student policies in handbook to ensure institutional guidelines do not impede student progress.				P	
Goal 3, Policy	Objective 12	Implement “never cancel courses” practice unless an alternative method of delivery or means of completing degree requirements is offered to students, regardless of the number of students enrolled in a course.				P	
Additional Strategies & Initiatives							
Goal 1, Data	Objective 6	Use data to achieve Holistic Student Supports/ATD initiative.			C		
Goal 1, Data	Objective 6	Increase efficiency in data tracking by assigning student attributes in EX (such as low-income/Pell-eligible/Pell-receiving, program participant, veteran or military-connected, disabled student, etc.)			C		
Goal 1, Data	Objective 6	Collect data from the Strong Start to Finish (developmental course redesign) initiative and use it to improve developmental courses.			C		
Goal 1, Data	Objective 6	Convert from Blackboard Learn to Blackboard Ultra (cloud-based delivery) to enable data collection to improve instruction.			C		
Goal 2, Planning	Objective 7	Revision of degree and certificate programs in ____ to facilitate completion ?? reduce duplication?? Unnecessary course? Fewer hours?			C		
Goal 2, Planning	Objective 7	Focus student attention on the end goal of guided pathways by implementing a new graduation tradition: a Cording Ceremony, in which students receive cords in colors corresponding to summa, magna, or cum laude, and which incorporates special people in the students live by allowing them to share one with someone important to them.			C		
Goal 2, Planning	Objective 7	Open 5 semesters of schedules and allowed student to enroll in multiple semesters to facilitate goal setting and long-range degree planning.			C		
Goal 2, Planning	Objective 8	Work with Arkansas Department of Career Education to add programs to the Secondary Career Center to speed completion of credential attainment.			C		
Goal 2, Planning	Objective 8	Shorten length of time required to complete CDL certification.			C		
Goal 2, Planning	Objective 8	Embed EMT basic certificate in Paramedic associate's degree program.			C		
Goal 2, Planning	Objective 8	Embed CPs and TCs within associate's degree in education and childcare.			C		
Goal 3, Policy	Objective 9	Add approved distance education programs through HLC and ADHE.			C		
Goal 3, Policy	Objective 9	Participate in Degrees When Due (reverse transfer and adult re-engagement) initiative to make it easier for students to apply credits toward a degree or certificate.			C		
Goal 3, Policy	Objective 11	Reorganize Student Success division to more effectively and efficiently deliver services including career exploration, Veterans Affairs, and Disabled Student Services .			C		

Goal 3, Policy	Objective 11	Train for revision of Title IX policies.	C			
Goal 3, Policy	Objective 11	Appoint diversity and inclusion committee.	C			
Goal 3, Policy	Objective 12	Migrate Learning Resource Center services online including online cataloging, YouTube tutorials, and a Zoom library orientation.	C			
Goal 3, Policy	Objective 12	Offer mental health services to students (Therapy Assistance Online (TAO)).	C			
Goal 3, Policy	Objective 12	Offer book purchasing online.	C			
Goal 3, Policy	Objective 12	Offer online placement testing.	C			

STRATEGIC PRIORITY 2: ENROLLMENT

		Goals		Strategies/Initiatives			Percent Complete
				Complete	In Progress	Incomplete	
Goal 1, Data:	Use data to improve retention and inform recruitment.	6	2	0		75.00%	
Goal 2, Barriers:	Remove student barriers to retention.	9	0	1		90.00%	
Goal 3, Policy:	Improve registration, graduation, and other college policies and procedures to ensure they are not a deterrent to enrollment.	7	0	0		100.00%	
Overall Completion Rate Strategic Priority 2: Enrollment		22	2	1		88.00%	
		Objectives			Percent Complete		
Goal 1, Data	Objective 1	1	1	0		50.00%	
Goal 1, Data	Objective 2	0	1	0		0.00%	
Goal 1, Data	Objective 3	5	0	0		100.00%	
Goal 2, Barriers	Objective 4	5	0	0		100.00%	
Goal 2, Barriers	Objective 5	4	0	1		80.00%	
Goal 3, Policy	Objective 6	2	0	0		100.00%	
Goal 3, Policy	Objective 7	1	0	0		100.00%	
Goal 3, Policy	Objective 8	4	0	0		100.00%	
		Strategies & Initiatives			Percent Complete		
Goal 1, Data	Objective 1	C					
Goal 1, Data	Objective 1		P				
Goal 1, Data	Objective 2			I			
Goal 1, Data	Objective 2		P				
Goal 1, Data	Objective 3	C					
Goal 1, Data	Objective 3	C					

Goal 2, Barriers	Objective 4	Develop a Student Intake Supportive Services Inventory Survey and a process for completing the form during admissions and registration, as well as a process for quantifying the inventory results and linking individual students with prescribed supportive services.	C			
Goal 2, Barriers	Objective 4	Increase the number of faculty members serving as Success Coaches.	C			
Goal 2, Barriers	Objective 5	Aggregate results of Student Intake Supportive Services Inventory Survey to determine what additional services and supports are needed at the College.	C			
Goal 2, Barriers	Objective 5	Increase use of open educational resources by 50%.				I
Goal 3, Policy	Objective 6	Review ADHE policies regarding admissions requirements and identify and revise any policies that exceed state policy.	C			
Goal 3, Policy	Objective 6	Revise admission procedures to allow some students the ability to register for Certificate of Proficiency courses without a high-school diploma.	C			
Goal 3, Policy	Objective 7	Research student account holds based on age, gender, and race, and improve policies to ensure equitability, including changes to late fees policy and balances.	C			
Goal 3, Policy	Objective 8	Fully support admissions and registration processes through web platforms, and ensure all on campus admissions and registration processes are equally supported online.	C			
Additional Strategies & Initiatives						
Goal 1, Data	Objective 3	Target students who were enrolled in the fall but not in the spring with text messages before the first week of classes to encourage persistence and retention.	C			
Goal 1, Data	Objective 3	Implement "Priority" registration for Spring and Fall for returning students.	C			
Goal 1, Data	Objective 3	Implement a new outreach initiative to send birthday cards to students.	C			
Goal 2, Barriers	Objective 4	Engage in intensive individual outreach to students at least 2 times each semester and document outcomes to determine what supports are needed.	C			
Goal 2, Barriers	Objective 4	Increase availability of online student support program services (tutoring, mentoring, advising, virtual campus tours and cultural events, virtual career services, SSS, and CPI).	C			
Goal 2, Barriers	Objective 4	Engage in cross-training regrading Financial Aid Office so all advisors can provide better guidance to students and prospective students .	C			
Goal 2, Barriers	Objective 5	Allow students to request services (technology, assistance with food insecurity, etc.) in their My EACC portal as needs occur throughout the semester, and collect resulting data to better inform offered supports.	C			
Goal 2, Barriers	Objective 5	Develop Behavior Intervention Team (BIT).	C			
Goal 2, Barriers	Objective 5	Plan and implement holistic student support model, which aims to provide both academic and non-cognitive supports to reduce student frustrations that lead to stop out and drop out.	C			

Goal 3, Policy	Objective 8	<p>Redevelop advising processes to utilize student advising groups, which will significantly streamline the self-registration process. This will tailor the student registration experience to include only those courses that build toward a specific degree pathway.</p> <p>Student enrollment process revised to allow students to build their own schedules pending advisor approval through the myEACC web portal.</p>	C			
Goal 3, Policy	Objective 8	<p>Redesign traffic flow in Betty Jo Hodges Building traffic flow to improve admissions, registration, and financial aid processes and ensure building renovations support the redesign with the goal of enhancing the building as the hub for holistic student support.</p>	C			
Goal 3, Policy	Objective 8	<p>Redesign traffic flow in Betty Jo Hodges Building traffic flow to improve admissions, registration, and financial aid processes and ensure building renovations support the redesign with the goal of enhancing the building as the hub for holistic student support.</p>	C			

STRATEGIC PRIORITY 3: COMMUNICATIONS

Goals		Complete	In Progress	Incomplete	Percent Complete
Goal 1, Community	Engage the community through intensive outreach to business and industry, civic groups, community events, church groups, fraternities and sororities, or other gatherings of community members.	6	1	0	85.71%
Goal 2, Focus	Engage in focused marketing efforts to promote college educational offerings to a broader regional audience.	9	0	0	100.00%
Goal 3, Strategy	Develop a more comprehensive communication strategy employing the use of multiple platforms to reach multiple potential student groups (traditional, non-traditional, adult education, high-school, etc.).	8	2	0	80.00%
Overall Completion Rate Strategic Priority 3: Communications		23	3	0	88.46%
Objectives		Complete	In Progress	Incomplete	Percent Complete
Goal 1, Community	Objective 1 Empower more faculty/staff to serve as speakers within the community. (Goal 1, Community)	5	0	0	100.00%
Goal 1, Community	Objective 2 Create a comprehensive database of businesses and industries operating within the College's service region. (Goal 1, Community)	1	1	0	50.00%
Goal 2, Focus	Objective 3 Develop rebranded programmatic marketing material that communicates College educational opportunities consistently online and in-person. (Goal 2, Focus)	3	0	0	100.00%
Goal 2, Focus	Objective 4 Develop advertising themes that help drive interest into College educational offerings. (Goal 2, Focus)	4	0	0	100.00%
Goal 2, Focus	Objective 5 Install new EACC signage throughout the campus to support rebranding efforts. (Goal 2, Focus)	2	0	0	100.00%
Goal 3, Strategy	Objective 6 Utilize strategic communication initiatives to target specific student groups. (Goal 3, Strategy)	6	2	0	75.00%
Goal 3, Strategy	Objective 7 Install new information technology equipment to better support daily intra-departmental communications. (Goal 3, Strategy)	2	0	0	100.00%
Strategies & Initiatives		Complete	In Progress	Incomplete	Percent Complete
Goal 1, Community	Objective 1 The College will be represented annually at at-least 24 off-campus events in order to promote the College to various external constituencies.	C			
Goal 1, Community	Objective 2 Business and Industry Comprehensive Relationship Management Database.		P		
Goal 1, Community	Objective 2 Reach out to business and industry to determine training needs annually and update training offerings to match those needs.	C			
Goal 2, Focus	Objective 3 All programs leading to a degree will have an accompanying brochure that displays the same program information found on the College's website. Brochures will be visually similar to the online program pages.	C			
Goal 2, Focus	Objective 3 Similar to the Academic Program pages, other academic offering pages will share in design elements and general information quality. This information will be shared online and in-person, similar to that presented in the Academic Program Pages and Program Brochures.	C			

Goal 2, Focus	Objective 4	The College will create a phrase that promotes a culture cognizant of the two unique historical institutions that now comprise East Arkansas Community College. "Stronger Together"	C		
Goal 2, Focus	Objective 4	Promote higher enrollment, which in turn promotes student completion, but emphasizing 15 and 18 hour term enrollments. "15 to Finish"	C		
Goal 2, Focus	Objective 4	Create digital graphics on the Academic portions of the website to better communicate the potential for success in choosing one of the Colleges exciting programs of study.	C		
Goal 2, Focus	Objective 5	Install new EACC signage at the TTC, the Wynne Center, and across the EACC campus.	C		
Goal 2, Focus	Objective 5	Install new signage across Interstate 40 to enhance the visibility of the EACC brand.	C		
Goal 3, Strategy	Objective 6	Create a Strategic Marketing Plan that incorporates more aggressive short and long range goals, with specific strategies using several contemporary social media platforms, and rich context formats such as videos, gifs, memes, etc. embedded within posts.	C		
Goal 3, Strategy	Objective 6	Seek out opportunities to rank on "best of" colleges lists nationwide to communicate value to potential students, with specific attention being paid to relevant awards for targeted student groups (example: awards in technical education for non-traditional underemployed students within the region).		P	
Goal 3, Strategy	Objective 6	Increase the collective number of school districts with whom EACC establishes a partnership through the concurrent credit program and the secondary career center.		P	
Goal 3, Strategy	Objective 6	Increase the collective enrollment of high school students in the concurrent credit program and the secondary career center by 10%.	C		
Goal 3, Strategy	Objective 7	Install required networking equipment, wiring, fiber-optic cable, etc. to support improved technology to support student learning in all programs.	C		
Goal 3, Strategy	Objective 7	Replace all outdated computers to improve technology capabilities of faculty and staff.	C		
Additional Strategies & Initiatives					
Goal 1, Community	Objective 1	Recruit statewide including: Paragould High School Career Fair, Anna Strong Elementary Career Fair, Trumann High School Career Day, Career/Job Expo Forrest City High School, Community Health Fair in Marianna, Wynne Farm Fest, Forrest City Downtown Arts Festival, Brinkley Back to School Event, Boar's Head Health and Benefits Fair, Area High School Financial Aid Nights, and L'Anguille River Fest.	C		
Goal 1, Community	Objective 1	Allow each program to have a booth at a new Community Open House where attendees can complete EACC applications, meet with advisors, speak with financial aid representatives, learn about all programs, meet instructors, and register for classes.	C		
Goal 1, Community	Objective 1	Offer materials for a museum exhibit featuring shared history of the LPN and RN programs at St. Francis Co. museum to celebrate National Nurses Week.	C		

Goal 1, Community	Objective 1	Offer specific high school registration events where seniors complete online applications to EACC and register for summer and fall classes with the assistance of various EACC faculty and staff.	C		
Goal 2, Focus	Objective 3	Complete major redesign of College Catalog to make it more student friendly including consistency with website, visually and in the information presented.	C		
Goal 2, Focus	Objective 4	Distribute quarterly marketing report campus wide, to the Board of Trustees, and to local media.	C		
Goal 3, Strategy	Objective 6	Participate in High School tailgate events for community outreach and student recruitment.	C		
Goal 3, Strategy	Objective 6	Host Concurrent Credit Convocation recognizing the accomplishments of high school students who take College classes.	C		
Goal 3, Strategy	Objective 6	Create EACC SnapChat account to communicate better with younger students by connecting with them on the media they like to use.	C		
Goal 3, Strategy	Objective 6	Add new student recruitment position to bring total number of recruiters to 2 in order to focus on the different needs of traditional versus non-traditional students.	C		