



Guiding Principles and Strategies

**Strategic Plan
2013 – 2017**

**University of Arkansas Community College at Hope
University of Arkansas Community College at Hope-Texarkana**

UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE
Strategic Plan

Guiding Principle A – Advance Academic Programs

Strategy	Objective	Activity	Action	Date	Evaluation
A.1 Develop an Educational Technology Plan	A.1.1 Attract new markets of students interested in flexible class and distance-delivery options	A.1.1.a Establish an Educational Technology Team	Chancellor's Cabinet	Fall 2013	Team identified
	A.1.2 Establish the process for determining best distance-delivery and hybrid courses conducive to student learning	A.1.2.a Develop a three year strategic plan with quantifiable goals, an implementation design, and measureable assessments	Educational Technology Team	2013-2014	3 year plan established, implemented, and reported
	A.1.3 Update campus technologies consistent with 21 st century standards	A.1.3.a Develop a three year strategic plan with quantifiable goals, an implementation design, and measureable assessments	Educational Technology Team	2013-2014	3 year plan established, operational, and reported
		A.1.3.b Increase technology enabled classrooms and co-curricular spaces to improve students' experience	Educational Technology Team	2013-2017	3 year plan established, operational, and reported
A.2 Develop an integrated Student Learning and Student Advising	A.2.1 Make teaching and advising a seamless, coordinated, collaborative process central to the UACCH	A.2.1.a Establish an Advising Review Team	Chancellor's Cabinet	2013-2014	Team Identified

Plan	mission				
	A.2.2 Establish processes for advisor training	A.2.2.a Develop a five year strategic plan with quantifiable goals, an implementation design, and measureable assessments	Advising Review Team	2013-2014	5 year plan established, implemented, and reported
		A.2.2.b Develop an advising recognition and rewards program	Advising Review Team	2013-2015	Recognition rules established and reward quantified
		A.2.2.c Utilize technology to support advising, student learning, and student communications		2013-2015	Documented technology use/development; student survey
	A.2.3 Increase career development opportunities to assist students with life-long learning, ongoing education, and career changes		Student Services; Career Counseling	2013-2015	Student survey
A.3 Increase Student Persistence	A.3.1 Develop Student Learning Plans that outlines specific expectations at the course, program and institutional level aimed at ensuring success [HLC recommendation] (see E.1.3)	A.3.1.a Plans with quantifiable goals, an implementation design, and measureable assessments	Academic Leadership; Program Directors	2014-2017	Student Learning Plans developed, implemented, and reported
		A.3.1.b	Academic	2013-	Program Review

		Implement a Program Review plan	Leadership; Program Directors	2014	Plans operational
	A.3.2 Improve persistence rates for academically underprepared students to at least 60%	A.3.2.a Focus on retention of students who place into developmental classes, emphasizing rigorous academic programs and providing focused academic counseling	Developmental Instructors; Academic Leadership; Advising Review Team	2013-2015	Annual assessment of developmental course data and analysis of student persistence reported
		A.3.2.b Implement a campus-wide success plan for academically underprepared students with quantifiable goals, an implementation design, and measureable assessments	Developmental Instructors	2013-2014	Success plan developed, implemented, and reported

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Guiding Principle B – Build a Strong Financial Foundation

Strategy	Objective	Activity	Action	Date	Evaluation
B.1 Recruit students outside of the service area	B.1.1 Attract new markets of students interested in flexible class delivery options (See A.1.1)		Educational Technology Team	2014-2017	Increased options and enrollment for distance-delivered classes
	B.1.2 Develop an innovative program that is distinctive from other programs and can be recognized beyond the College's service area (See D.1)		Academic Leadership	2016-2017	Establishment of distinctive program

B.2 Continue to grow UACCH-Texarkana	B.2.1 Develop a master site plan for UACCH-Texarkana		Chancellor's Cabinet; UACCH-Texarkana Director	2013-2014	Site plan established by selected committee
	B.2.2 Focus enrollment targets and recruitment efforts on students likely to enroll in programs marketed to the Texarkana area		Enrollment Management; UACCH-Texarkana Director	2013-2017	Recruitment plans initiated and enrollment targets met and reported
	B.2.3 Focus on the "one mission, two campuses" concept to establish relationships between the two instructional sites as well as develop their separate characters		Chancellor's Cabinet; Academic Leadership; Educational Technology Team; UACCH-Texarkana Director	2013-2017	Various IPM data
	B.2.4 Identify and implement ways to reduce obstacles for students taking courses at different instructional sites (see B.3.2)		Academic Leadership; UACCH-Texarkana Director	2013-2017	Planning and Assessment reports by division
	B.2.5 Engage faculty from both instructional sites through electronic technology, discussion boards, social opportunities, and shared governance		Academic Leadership; UACCH-Texarkana Director	2013-2017	Planning and Assessment reports by division
	B.2.6 Create a strategic communications plan for outreach and marketing that clearly messages UACCH-Texarkana's mission to external audiences		Public Relations; Texarkana Site Director	2014-2017	Communications plan and market outreach plan established
	B.2.7		Public	2013-	Annual event

	Regularly engage external audiences as integral components of UACCH-Texarkana's role in the area		Relations; Chancellor's Cabinet; UACCH-Texarkana Director	2017	with Texarkana stakeholders
B.3 Increase Student Persistence (see A.3)	B.3.1 Develop Student Learning Plans that outlines specific expectations at the course, program and institutional level aimed at ensuring success [HLC recommendation] (see E.1.3)	B.3.1.a Plans with quantifiable goals, an implementation design, and measureable assessments	Academic Leadership; Program Directors	2014-2017	Student Learning Plans developed, implemented, and reported
	B.3.2 Identify and implement ways to reduce obstacles for students taking courses at different instructional sites (see B.2.4)		Academic Leadership	2013-2017	Planning and Assessment reports by division
B.4 Grow alumni financial support (see E.5.2)	B.4.1 Develop opportunities for mentoring, career advising, and employment opportunities between alumni and students		Advancement Office; Academic Leadership; Program Directors	2014-2017	Annual report of Advancement Office; Assessment and Planning reports from Academic Divisions
	B.4.2 Develop opportunities for interactions between alumni and faculty and staff		Advancement Office; Administrative Units	2013-2017	Reported in administrative units planning reports

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Guiding Principle C – Create a Culture of Improvement

Strategy	Objective	Activity	Action	Date	Evaluation
C.1 Develop a planning process that integrates all	C.1.1 Improve Academic Programs through performance indicators	C.1.1.a Develop Student Learning Plans that outlines specific	Institutional Effectiveness; Institutional Research; Academic	2014-2017	Student Learning Plans developed, implemented, and reported

planning documents and includes outcomes and accountability measures [HLC requirement]		expectations at the course, program and institutional level aimed at ensuring success [HLC recommendation] (see A.3.1)	Divisions; Program Directors; Student Success and Retention Team		
	C.1.2 Improve student services through performance indicators	C.1.2.a Develop three year strategic plan that identifies priorities and objectives, including implementation plans and quantifiable assessments	Student Services Council	2013-2017	3 year plan developed, implemented, and reported
		C.1.2.b Develop a five year strategic plan with quantifiable goals, an implementation design, and measureable assessments (see A.2.2.a)	Advising Review Team	2013-2014	5 year plan developed, implemented, and reported
	C.1.3 Improve all business processes through performance indicators	C.1.3.a Develop three year strategic plan that identifies priorities and objectives, including implementation plans and quantifiable assessments	Office of Finance and Administration	2013-2014	3 year plan developed, implemented, and reported
C.2 Develop regular surveys to evaluate the quality of	C.2.1 Conduct an annual employee satisfaction survey and		Institutional Research	2013-2107	Annual employee satisfaction surveys developed,

services	feedback mechanism				implemented, and reported
	C.2.2 Engage at least one nationally normed student satisfaction survey [HLC recommendation]		Institutional Effectiveness, Institutional Research; Academic Leadership; Student Services	2014-2015	Survey identified, implemented, and reported
	C.2.3 Use social networking and other technologies to gage students satisfactions		Public Relations	2013-2017	Student survey identified, implemented, and reported
C.3 Develop user-friendly, accessible reporting data available to all UACCH entities	C.3.1 Develop an annual plan for data dissemination (see A.1.2.e) [HLC recommendation]	C.3.1.a Publish an annual summary of the status and progress of the UACCH Strategic Plan	Institutional Effectiveness; Institutional Research	2013-2017	Plan developed and implemented and data reported
		C.3.1.b Utilize academic and administrative unit planning processes for data reporting (see C.1.1.a; C1.2.a; C1.2.b; C.1.3.a)	Institutional Effectiveness; Institutional Research	2013-2017	Data gathered, analyzed and reported
	C.3.2 Create a formalized approach for environmental scanning and data collection [HLC recommendation]		Institutional Effectiveness; Institutional Research	2013-2017	Environmental scanning process developed and implemented, and data reported

	C.3.3 Establish benchmarks against other institutions of higher learning		Institutional Effectiveness; Institutional Research	2013-2017	Institutions identified; benchmarks established; data analyzed, data reported
C.4 Create a leadership development program	C.4.1 Provide professional development to create a culture of exceptional service, clear communications, accountability, and cooperation		Chancellor's Cabinet; Administrative Units	2014-2017	Program(s) developed, implemented, and reported

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Guiding Principle D – Develop a Distinctive Campus Identity

Strategy	Objective	Activity	Action	Date	Evaluation
D.1 Establish UACCH- Texarkana as a distinctive campus individual to its location and connected to the College's Mission	D.1.1 Develop a Master Site Plan for UACCH- Texarkana (see B.2.1)		Chancellor's Cabinet; UACCH- Texarkana Director	2013-2014	Site plan established
	D.1.2 Identify and implement ways to reduce obstacles for students taking courses at different instructional sites (see B.2.4)	D.1.2.a Develop a plan for the optimal distribution of academic programs and classes between the two UACCH instructional sites	Academic Leadership; Program Directors; UACCH- Texarkana Director	2013-2017	Planning and Assessment reports by division
D.2 Develop an	D.2.1 Focus enrollment		Enrollment Management	2013-2017	Recruitment plans initiated

innovative program that is distinctive from other programs and can be recognized beyond the College's service area (See B.1.2)	targets and recruitment efforts on students likely to enroll in programs marketed to the Texarkana area (see B.2.2)				and enrollment targets met and reported
D.3 Increase Student Persistence (see A.3)	D.3.1 Improve persistence rates for academically underprepared students to at least 60% (see A.2.3)	D.3.1.a Focus on retention of students who place into developmental classes, emphasizing rigorous academic programs and providing focused academic counseling (see A.3.2.a)	Developmental Instructors; Academic Leadership; Advising Review Team	2013-2015	Annual assessment of developmental course data and analysis of student persistence reported
D.4 Utilize Hempstead Hall as a venue to bring members of the public on campus for cultural and educational events	D.4.1 Develop three year strategic plan that identifies priorities and objectives, including implementation plans and quantifiable assessments	D.4.1.a Develop plans for engaging students in ways that reflect the strengths and opportunities of the region	Director of Hempstead Hall; Chancellor's Cabinet	2013-2017	3 year plan developed, implemented, and reported
		D.4.1.b Create intellectual and social interaction through diverse co-curricular activities	Director of Hempstead Hall; Chancellor's Cabinet	2013-2017	Reported in assessment of 3 year plan
		D.4.1.c Quantify the economic, cultural,	Director of Hempstead Hall;	2014-2017	Data assimilated and reported

		educational, and social impact Hempstead Hall has on surrounding communities to promote the College's geographic location	Institutional Research		
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THE UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE
Evidences of Organizational Attention

Organizational Attention	Evidence	
Shared Governance/Faculty on Committees	Restructure of Curriculum Committee	
	Establishment of Student Success Committees	
Minority Recruitment and Retention Action Plan		
Formalized procedures for handling student complaints	Student Complaint/Appeals/Grievance procedures updated and automated	
Enhance salaries		
Integrated planning	Strategic Implementation Model developed	
	Institutional Performance Measures identified and classified	
Enhanced Institutional Effectiveness System	Established Office of Institutional Effectiveness and Institutional Research Office	
	Institutional Performance Measures identified and classified	
	Collection, analysis, and dissemination of data formalized	
	Benchmark data established	
Alignment of planning and budgeting		
Expanded library resources		
Information literacy as a general education outcome	“Recognize the legal and ethical use of information as well as the interconnections of locating, evaluating, applying, and sharing knowledge as it relates to specific tasks, purposes, projects, and general education through the use of analytical and critical thinking” incorporated into the general education statement	
Formal means of gathering data		
Engage in a nationally normed student satisfaction survey	CESSE	