



PULASKI
Technical College

Vision 2016

*A Strategic Plan
for
Serving Central Arkansas*

*Pulaski Technical College
3000 West Scenic Drive
North Little Rock, AR 72118*

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Introduction

Pulaski Technical College's stated commitment is "dedicated to your success." Dedication implies that we have put thought into the education of our students and that we are investing our resources accordingly. In being dedicated to the success of those whom we serve, we must optimistically but realistically define how we are able to bring about positive change for the individual as well as the greater community. This document is the blueprint by which we will define our vision of success, our goals for achieving it, and the measures that will hold us accountable.

PTC has historically embraced planning efforts in driving our institutional decision-making processes. Since 1998, PTC has employed strategic planning to define long-range goals and operational planning to define short-term goals and the daily operating procedures that will enable PTC to reach long-range goals. The 1998 plan laid out a vision for 2005. The plan has been continually updated since that time to accommodate changes that were brought about by dramatic growth in our student body enrollment. With this current strategic plan, we will continue our commitment to forward-thinking process and address our vision for the College in 2016.

Environmental Scan

We must be aware of the state of the geographical and socioeconomic environment in which we live and seek information and advice from a variety of sources to plan effectively. From November 2008 to May 2011, we have conducted extensive research addressing numerous aspects of our service area and clientele in order to build a strong foundation for success.

Demographic Nature of the Pulaski Technical College Service Area

Pulaski Technical College's (PTC) service area covers Faulkner, Lonoke, Pulaski, and Saline counties. These counties are located in the heart of central Arkansas and include the state's largest metropolitan area and capital city, Little Rock. PTC currently operates five educational facilities in Pulaski County with two additional sites in Saline County.

Exhibits A, B, and C in the Statistical Appendix provide U.S. Census and projection data regarding total population, ethnic background, and age distribution of the service area and the state. As a whole, the College's service area mirrors that of the state. More striking differences, however, are apparent when comparing individual counties of the service area to one another. The suburban counties of Faulkner, Lonoke, and Saline are growing at a faster pace than Pulaski County. Since the 2000 Census, the suburban counties have increased in total population at rates of more than 28 percent, while Pulaski County has only grown by 5.9 percent. Projections listed in Exhibit A (*See Statistical Appendix*) show that similar trends are expected to continue through 2030.

As is often characteristic of many suburbs, the non-white population is dramatically lower in Faulkner, Lonoke, and Saline counties than in Pulaski County. Furthermore, Pulaski County's non-white population accounts for more than three-fourths of all non-whites in the service area (*See Exhibit B in the Statistical Appendix*).

Age range is also an important demographic factor to consider when planning for future growth. Exhibit C (*See Statistical Appendix*) displays a listing of age ranges for residents who could potentially attend

PTC and the projected number of people who fall into each range in each of the service area counties and the state. The aging population of “baby boomers” continues to be apparent throughout the state of Arkansas between now and 2030; however, our service area will increase at a slightly lower percentage in the 40-plus age brackets during the same time period. Again, most of the suburban counties (Faulkner and Lonoke counties) seem to buck service area and state trends and will most likely sustain higher relative percentages of 15-19 year-olds, the traditional source of college students, than Pulaski County.

Economic Nature of Pulaski Technical College Service Area and the State of Arkansas

The effects of the economy are intertwined in many aspects of daily life. When employed, people have more disposable income to spend on the luxuries of life. Obviously, however, employment opportunities impact the discretionary spending habits of people in our service area. A family’s budget determines when they can afford the essential elements of their well-being, including the cost of a higher education, and the luxuries they can purchase.

While underemployment and low salaries may contribute to financial struggles of our service area population, unemployment is a far greater struggle. Exhibit D (*See Statistical Appendix*) displays the national, state, and metropolitan Little Rock unemployment rates for the past 10 years. The Little Rock metropolitan area has been fortunate to have unemployment rates lower than both state and national figures, with the exception of 2006 when the national unemployment rate was slightly lower.

Pulaski Technical College (PTC) has been an active force in the metropolitan Little Rock economy, both at the student and aggregate levels. As many as 98 percent of all PTC graduates remain in the service area and up to 99 percent remain in the state; therefore, as the fifth largest higher education institution in the state, the College has tremendous potential for returning additional monies into the regional and state economies.¹ Furthermore, based upon a recent economic impact report, it has been estimated that these local PTC graduates will have higher earning potential than workers without a post-secondary education. In fact, PTC students who graduate with an associate’s degree are estimated to earn \$44,500 annually, or 110 percent more annual income, than someone without a high school diploma or GED.²

PTC plays a vital role in regard to the overall Arkansas economy. In addition to tuition and fees, PTC relies upon state funding to operate and is one of the few public two-year colleges without a local or county-based millage. The College leverages those appropriations well. For every state dollar appropriated to PTC, we return \$26.60 to all Arkansas residents in terms of added taxable income and avoided social cost.³ Additionally, it is estimated that the tax payers of Arkansas will see a rate of return of 8.9 percent on their investment in PTC.⁴

The health of the overall economy is also intertwined in the diversity of the job market. Arkansas has only recently begun the transformation from an agricultural and manufacturing-based economy to a service-based economy.⁵ Many of these service-based jobs are in the healthcare industry, where

¹ *The Economic Contribution of Pulaski Technical College: An Analysis of Investment Effectiveness and Economic Growth*. Economic Modeling Specialist, Inc. December 2010.

² *Ibid.*

³ *Ibid.*

⁴ *Ibid.*

⁵ *2009 Arkansas Labor Market and Economic Report*. Arkansas Department of Economic Development. <<http://www.1800arkansas.com>>

registered nurses are forecasted to be the top growing occupation in the state.⁶ PTC's service area is positioned well geographically to benefit from such a diversifying economy, and we should take the initiative to educate future professionals for the needs of the job market.

From January to June 2009, PTC worked with the Institute for Economic Advancement at the University of Arkansas at Little Rock (UALR) to analyze the educational needs of central Arkansas' workforce. A two-prong study was conducted: an online survey of members of local chambers of commerce and a focus group of select business leaders identified in the online survey.

The online survey was targeted to CEOs or appropriate human resources officials whose organizations belonged to either the Greater Little Rock Chamber of Commerce, the North Little Rock Chamber of Commerce, or the Jacksonville Chamber of Commerce. Respondents were asked a variety of questions such as their familiarity with educational/training programs offered at PTC and their satisfaction level with PTC's ability to serve the educational/training needs of Central Arkansas. The respondents were also asked to identify from a list of PTC programs which professions were employed by their organization and the minimum educational credentials for such positions at an entry level. Most of the respondents were somewhat familiar with the educational/training programs offered at PTC and approximately 80 percent of the respondents rated their satisfaction level with PTC's ability to serve central Arkansas as a four or higher (where five would be the best score). Accounting, office management, and computer information systems were identified most often among the occupational categories listed, and each category had numerous instances where an education of a high school diploma through a two-year associate's degree would qualify for an entry level position. The survey also revealed that more than 50 percent of the respondents' businesses budgeted for education or training needs of employees.

Survey participants were asked to volunteer for a focus group to obtain a qualitative perspective on PTC, job market needs, and trends and skills needed in the workplace. Ten individuals representing various sectors of the economy participated in the focus group. Most of the participants were somewhat familiar with the College's educational and training program. Participants ranked the employability essentials and attitudes as the most pressing workforce need. Employers stated that they are in need of employees that have "real world" experience with employability skills such as accountability, dependability and professionalism. Critical thinking skills were also seen as a pressing workforce need. The participants also indicated a need for more outreach to high school students to inform them of opportunities in technical fields. Managing multiple generations and a diverse workforce was the primary trend or development affecting the workforce in the next five years. Employers indicated they are facing the challenges of having a demographically shrinking workforce, retraining baby boomers from long-term employment into new trends and emerging technologies, transferring of institutional memory from the older workforce to the younger workforce, youth managing older workers and the influx of more diversity in the workplace. Based upon this input, the College should focus on educating students on professionalism in the workplace; teaching "concrete" skills of subject matter, knowledge and applicability; continuous assessment of workforce needs; and participate in ongoing communication with all stakeholders.

⁶ 2009 Arkansas Labor Market and Economic Report. Arkansas Department of Economic Development. <<http://www.1800arkansas.com>>

Demographic Nature of Pulaski Technical College Student Body

Rapid growth is a way of life at Pulaski Technical College (PTC). Since the fall 2000 semester, the College's semester enrollment has skyrocketed by 264 percent (*See Exhibit E in Statistical Appendix*). As of 2011, we are now the fifth largest institution of higher education in Arkansas, and the only two-year college in this top five.

Our student body is non-traditional in many ways. Exhibit F displays the average ages of first-time entering students and the entire student body during the 2006-2011 timeframe. There is some age fluctuation between fall and spring enrollment of first-time entering students. Consistently, first-time entering classes in the fall are on average ages 23-24, while spring first-time entering classes are on average ages 26- 27. This trend makes sense when put into a traditional academic year context. For instance, most high school graduates at age 18 would typically transition to college in the fall after spring high school graduation, and such an influx in the fall would lower the average age for first-time college students compared to spring. Still, the average age of the first-time entering class is higher in both the fall and spring than a traditional first-time student, suggesting that many of our students have waited several years between graduating high school and embarking upon their college studies.

Exhibit F also indicates that the overall student body is relatively older than the traditional college student age with consistent averages near or above age 28. It is also important to note that the average age of the overall student body appears not to be impacted by the fall influx of younger students, indicating that there are large numbers of older students continuing, restarting, or transferring at the same time.

Another non-traditional trademark of PTC is our sizable number of part-time students who have incorporated school into their busy work week. Exhibit G shows that more than 50 percent of the student body is part time in every fall and spring semester except one over the past five years.

PTC is strong with regard to the enrollment of African-American students. As discussed earlier, the population of minorities is largest in the Pulaski County area, and while Hispanics are a growing segment of society, African-Americans still are the most prevalent minority in the state and comprise an extensive share of the non-white demographic. Exhibit H graphs enrollment trends of Caucasian and African American students at PTC. African-Americans are enrolling at rates that far exceed their percentage of the service area population, and as of the spring 2006 semester, African-Americans comprise the largest racial or ethnic group on campus.

Pulaski Technical College Environment from the Perspective of the Student Body

We sought feedback from our student body in order to improve upon the current state of campus life. In spring 2008, several student focus groups were convened as part of the Achieving the Dream Initiative, a multiyear national initiative to help more community college students succeed. The three areas for which the College sought feedback from the students were the barriers to student persistence and success, how Pulaski Technical College (PTC) could improve student persistence and success, and what effective support services PTC provided.

The top ranked barrier for the students was lifestyle changes, including balancing family, work and school. The students struggled most with time management, stress management and study habits. Other

barriers that the students identified were financial concerns, the registration process, campus logistics and daycare. The students indicated that having more activities, such as sports and social clubs, as having the most impact on improving student persistence and success. Other ideas on how to improve student success included time management classes during orientation, offering a budgeting class, a student newsletter, campus tours and advertised orientations. The students listed College Seminar, student orientation, a friendly atmosphere, Student Ambassadors and tutoring as the top five effective support services offered by the College

Demographic Nature of Pulaski Technical College Faculty and Staff

Rapid growth of student enrollment and budgeting constraints are the major factors driving Pulaski Technical College's (PTC) current personnel environment. While our student body has grown at a fast pace, our funding and state allocated faculty and staff positions have not, especially in the full-time instruction area. PTC heavily relies upon professionals from the community to teach in a part-time or adjunct capacity.

Exhibit I and J (*See Statistical Appendix*) display current personnel statistics. Full-time faculty account for 34 percent of the faculty headcount and teach 51 percent of PTC courses. In accordance with their contracts, full-time faculty members teach between four to five courses per semester, though many take on overload classes beyond the minimum. Despite maximum use of full-time faculty, adjuncts teach 49 percent of PTC courses.

Pulaski Technical College from the Perspective of the Faculty

Faculty is the heart of our academic body, and it is important to seek their input about the current state of the College and how the overall environment can be improved. During the 2008-2009 academic year, the Strategic Planning Committee completed a visioning exercise and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. Faculty Senate also convened during that academic year to complete a similar exercise.

The results from these exercises illustrate that the College envisions itself to still be the largest community college in the state in 2016. Furthermore, Pulaski Technical College (PTC) strives to be the regional center of excellence among neighboring states. The College expects to serve a more diverse student body, particularly among the Hispanic community; be more advanced in technology; have greater student involvement; have more student life facilities and events; and maintain adequate faculty and staff to support student success. In addition, the College anticipates having an image beyond that of a vocational school in the community.

The results from the SWOT analysis demonstrate that the College has a caring and committed faculty, who are knowledgeable, approachable and available, which, in turn, has resulted in students recommending PTC to other potential students. Duly notable strengths are that the College has nice facilities; offers a variety of educational programs; is cost effective for students; and has strong relationships with the government, business, industry, and education sectors.

The SWOT analysis also indicated areas for improvement. The primary improvement areas relate to communication and funding. The College's weaknesses in these areas were identified as: communication among full-time faculty, part-time faculty and administration; communication problems due to geographic constraints; lack of formal process development; dependence on part-time faculty;

faculty stretched too thin; need for more faculty and staff; inequitable state funding; and no local tax support.

The Faculty Senate and Strategic Planning Committee identified many opportunities for the College. The Faculty Senate identified the following opportunities: use more technology; pursue more internships/partnerships in the community; share more information college-wide; unite faculty and staff under one vision and mission; improve faculty diversity as the college grows; and serve high school students through concurrent courses and transitioning to college. The Strategic Planning Committee identified similar opportunities, such as: advancing technology; expanding community partnerships; and serving high school students. The committee also identified opportunities to develop emerging leaders among faculty and staff; influencing local, state, and federal leaders; developing more and better student leaders; and building upon faculty involvement and interests.

Both the Faculty Senate and the Strategic Planning Committee voiced concern about adequate funding, increasing costs in higher education, and the economy. In addition to the aforementioned concerns, the Faculty Senate also noted that retention, increasing number of underprepared students and a decreasing sense of family and community as PTC grows are further future challenges for PTC.

State Policy Environment

State funding for higher education in general, and for Pulaski Technical College (PTC) in particular, is a major indicator of state policy. The level of state funding for PTC and each public college depends on decisions made by 100 Representatives and 35 Senators in the Arkansas General Assembly's biennial legislative sessions. The legislative process begins with the Governor's recommendation for funding allocation. The Governor's recommendation is based upon recommendations from the Arkansas Higher Education Coordinating Board (AHECB). The AHECB bases its recommendations on the work of the director and staff of the Arkansas Department of Higher Education (ADHE), who conduct hearings with campus Presidents and Chancellors and prepare a set of consolidated funding recommendations for all public institutions of higher education in Arkansas. Generally, when Arkansas prospers and state revenues increase, Arkansas public colleges and universities prosper. Conversely, when the state suffers an economic downturn, particularly a sustained one, colleges and universities also suffer through tight budget years.

Based on the most recent figures available, the percentage of state general revenue allocated to higher education has decreased steadily from 17.18 percent in fiscal year 1991-92 (when PTC was created) to 16.2 percent in fiscal year 2010-11. During the same period, state general revenue appropriations for PTC increased from \$2.1 million in fiscal year 1991-92 to \$14.3 million in fiscal year 2010-11. Increases in state funding, however, have not kept pace with enrollment at PTC. Based on funding per full-time equivalent (FTE) student, PTC is now one of the lowest funded two-year colleges in Arkansas.

Two-Year College Funding Formula (Act 1760 of 2005): The 2005 Arkansas General Assembly enacted a new formula for funding the various state two-year institutions of higher education, Act 1760 of 2005. The formula was based on research by the ADHE, in consultation with the institutions of higher education's Presidents and Chancellors, of the actual costs to colleges for providing academic programs by discipline and level. The needs-based formula calculates the needed level of funding for each campus to equal the national average. The new formula potentially represents an approach to funding

that is rational, fair, and consistent with the differing sizes and missions of the various institutions. Unfortunately, during the 2005 Regular Session of the Arkansas General Assembly, the funding of Arkansas' two-year colleges was not determined solely upon needs prescribed in the funding formula. Funding for PTC remains decidedly inequitable. Act 1760 calls for ADHE staff working with the Presidents and Chancellors to continue to review and revise the funding models to determine future appropriation recommendations for Arkansas institutions of higher education; and, therefore, the funding formula promises to be advantageous to PTC with its large student body and ever increasing enrollments. In addition to reviewing the equity of the funding models, Act 1203 of 2011 instructed the ADHE in collaboration with the Presidents and Chancellors of the state's public two- and four-year colleges and universities to develop funding formulas with a needs-based component and an outcomes-centered (performance) component. The outcomes-centered component will be implemented beginning in the 2012-13 academic year with funding recommendations affected for the 2013-14 academic year at a rate of five percent per year for five years. The model is being designed to hold institutions accountable for increasing the educational attainment levels of Arkansans by addressing the state's economic development and workforce needs; promoting increased certificate and degree production while maintaining a high level of rigor; acknowledging the unique mission of each institution and allowing for collaboration and minimal redundancy in degree offerings and competitive research; promoting a seamless and integrated system of postsecondary education designed to meet the needs of all students; and addressing institutional accountability for the quality of instruction and student learning, including remedial instruction.

Other Demands on State Government Revenues: Another factor that clouds the potential for an increase in state appropriations is a series of Arkansas Supreme Court rulings involving litigation by the Lake View School District in south Arkansas. In November 2002, the Court issued its first Lake View decision that the method of funding for K-12 education in Arkansas was both “inequitable and inadequate” and that the state was not meeting its constitutional responsibility to “maintain a general, suitable, and efficient system of free public schools.”⁷ The Court said that funding an “adequate” K-12 education for each student in Arkansas was the primary responsibility of the General Assembly and not just local school boards. The Court also took the unusual position of retaining jurisdiction of the case after its decision.

During the 2003 Regular Session, the General Assembly commissioned the study of what constituted an “adequate education” and how to determine its cost. In December 2003, after school funding experts, Picus and Associates, issued their adequacy report, then Governor Mike Huckabee called the General Assembly into special session to address the adequacy issue of K-12 school funding. During the Second Extraordinary Session of 2003, the legislature passed laws to raise the sales tax rate by $\frac{7}{8}$ of one-cent and to force the consolidation of school districts that had enrollment fewer than 350 students. In 2004, the Supreme Court ruled in its second Lake View opinion that these efforts met the constitutional standard.⁸

Following the 2005 Regular Session, the litigants reopened litigation with the Supreme Court over the General Assembly's failure to provide additional per-student increases in the foundation funding formula and the failure to pay for all new mandates placed on the public schools. In December 2005,

⁷ Lake View School District No. 25 of Phillips County v. Huckabee, 351 Ark. 31, 91 S.W.3d 472 (Ark. 11/21/2002).

⁸ Lake View School District No. 25 of Phillips County v. Huckabee, 358 Ark. 137, ____ S.W.3d ____ (Ark. 06/18/2004).

the Court ruled in its third Lake View decision that the public school-funding system was inadequate and that “our public schools are operating under a constitutional infirmity which must be corrected immediately.”⁹ They said the General Assembly failed to comply with Acts 57 and 108 of the Second Extraordinary Session of 2003 and thus retreated from their previous efforts to comply with the 2002 Lake View decision. They found the General Assembly was unable to provide adequate funding for the 2005-06 and 2006-07 school years and appropriations for school facilities repairs were “grossly underfunded.” The Court stayed the issuance of its mandate until December 1, 2006, to allow time to remedy the identified deficiencies.

In April 2006, the General Assembly met again in the First Extraordinary Session of 2006 to address this latest decision. It increased foundation funding for K-12 students by \$57 million in fiscal year 2005-06 and \$87 million in fiscal year 2006-07 and provided an additional \$50 million dollars for school building repairs. It remains for the Court to determine if this meets the “adequacy” standard set by the Court.

The consequence is that the College must look to other sources of funding to sustain an grow operations. In the short run, the Board of Trustees has increased tuition and fees to compensate for recent losses in state revenues. There is another potential source of revenue for the College—local tax support. The vast majority of Arkansas’ two-year colleges benefit from some local financial support. In light of extensive use of local tax monies by the state’s two-year colleges, it is likely that PTC will choose to seek local support in order to increase the benefits the community receives from the College.

As with most states, a priority of the State of Arkansas is economic development. There has been some recognition of the importance of education and training for economic development. For example, the Arkansas Economic Development Commission has a \$2 million annual budget to support education and training for existing state industries. PTC and other colleges and universities participate actively in this program, but this is a small program, relative to need. Arkansas’ two-year colleges have developed a statewide strategic plan that emphasizes and seeks to enhance the role of two-year colleges in supporting the economic development of the state.

PTC also participates actively on the state and two regional Workforce Development Boards, one based in Little Rock and one for all of central Arkansas excluding Little Rock. These boards were created to administer funds from the federal Workforce Investment Act (WIA). Somewhat in contrast to its predecessor, the Job Training Partnership Act (JTPA), the WIA places more emphasis on short-term training and job placement and less emphasis on career education and training that is provided by colleges. The danger of this policy is that WIA clients will not progress beyond entry-level jobs. This is a national policy issue that higher education needs to address.

Educational Environment

Pulaski Technical College (PTC) must take into consideration the activities of our educational partners in central Arkansas as we assess our strategic direction. There are three major school districts in Pulaski County and a total of 19 school districts in our four county service area. These school districts represent important partners for PTC, both because we share common educational objectives and because the school districts are an important source of entering college students. Among the common issues we

⁹ Lake View School District No. 25 of Phillips County, Arkansas v. Huckabee, No. 01-836 (Ark. 12/15/2005).

face, K-12 students often see little linkage between their education and employment, which can potentially limit their motivation to apply themselves in school.

Several other colleges and universities provide higher education opportunities for the residents of central Arkansas, including Arkansas Baptist College (ABC), Arkansas State University at Beebe (ASUB), Central Baptist College (CBC), Hendrix College (HC), College of the Ouachitas (COTO), Philander Smith College (PSC), the University of Arkansas at Little Rock (UALR), University of Arkansas for Medical Sciences (UAMS), and the University of Central Arkansas (UCA). UALR and UCA provide access to baccalaureate and graduate studies, plus selected associate degree programs in fields such as Criminal Justice and Engineering Technology. UAMS provides a full range of health-related programs, including selected associate degree programs in fields such as Biomedical Technology and Dental Hygiene. ASUB and COTO provide occupational and transfer programs for students north and south of the metropolitan area. ABC and PSC are historically black institutions that provide a variety of four-year programs. We actively engage in working partnerships with several of these institutions and take their course and degree offerings into consideration as we plan our curriculum.

Mission, Values, Vision and Goals for the Year 2016

Our Mission

Pulaski Technical College's vision for the future is grounded in our institutional mission, shaped in part by the legislation that created the institution and in part by the Board of Trustees. It states:

Pulaski Technical College is a comprehensive two-year college that serves the educational needs of central Arkansas through technical programs, a university-transfer program, and specialized programs for business and industry. The College's mission is to provide access to high quality education that promotes student learning, to enable individuals to develop to their fullest potential, and to support the economic development of the state.

To carry out this mission, we have defined the following objectives:

1. To provide technical programs for students who wish to develop competencies in specific career areas or to upgrade their skills.
2. To provide a university-transfer program of high academic quality for students who plan to transfer to a four-year institution.
3. To support economic development in central Arkansas by providing specialized job-specific programs for business, industry, and other organizations.
4. To provide developmental education courses for students who need basic academic skills.
5. To provide opportunities for adult and continuing education through credit and noncredit courses designed to meet the academic, occupational, and vocational needs of the community.
6. To provide academic advice, library services, learning assistance, counseling, financial aid, and other services to students.
7. To expand access to higher education through distance learning and delivery of instruction at sites accessible to students.

A complete copy of our Mission Statement is provided in Appendix A.

Our Values

Pulaski Technical College's Values - "The Three I's: Integrity, Improvement, and Individuality."

1. **Integrity**
Integrity means that we align our actions with our commitments and deliver what we promise. We strive to uphold our mission to our students, stakeholders and fellow employees. The core value of the College embraces the axiom, "Integrity of the grade leads to respect for the degree." We value open communication and strive to be fair and transparent in our processes.

2. Improvement

Improvement involves setting and achieving goals. We strive for continuous improvement in all aspects of serving our stakeholders and campus community. We work to recognize the goals of our students, faculty, staff, administration, community and other stakeholders and are dedicated to facilitating their success through efficacy and discipline. We value improvement and strive to set an example for those we are serving.

3. Individuality

Individuality is the recognition that we serve a diverse population of students, faculty and staff. We strive to provide an environment that is adaptable, collaborative, innovative, disciplined and respectful. We see the student as an individual with personal, academic and professional goals. We do not teach curriculum, rather we teach students and are moved by the students to implement the curriculum to facilitate student success. It is our responsibility to help those we serve realize their hopes, dreams and aspirations.

Our Vision for the Year 2016

After meeting with representatives of area employers and community organizations, Pulaski Technical College's Board of Trustees and Foundation Board, faculty, staff and students, we conclude that our stated mission and purposes are on target with the needs of central Arkansas. Although we are proud of the progress we have made since 1991, we are still a relatively young college with plenty of room to grow. Our vision for the year 2016 and beyond is that we will excel at carrying out our mission and purposes while maintaining our values and earn recognition as a major educational asset to central Arkansas, the region and the state. Our vision is that:

Pulaski Technical College will be Arkansas' leading comprehensive two-year college, focused on student success and recognized regionally for excellence in workforce development and university-transfer education.

Our Goals to Achieve Our Vision

Our plan for carrying out our mission and achieving our vision is reflected in the following goals and the accompanying strategies, which are outlined in the next section of the plan:

1. *Workforce development.* Pulaski Technical College (PTC) will continue to address the workforce development needs of central Arkansas: (a) by delivering high quality technical programs that respond to the changing employment needs and opportunities in the region; and (b) by providing high quality customized training for business and industry.
2. *University studies.* PTC will provide a program of study that effectively prepares students for successful transfer to four-year institutions and supports the general education needs of Associate of Applied Science and certificate students.
3. *Access to higher education.* PTC will provide central Arkansans with accessible, high quality, affordable technical education and university transfer programs.

4. *Student success.* Student success occurs when students accomplish their educational goals at PTC and finish what they start. Student success is accomplished through the completion of any of the following areas: certificate, Associate of Applied Science, Associate of Arts, Associate of Science, Associate of Arts in Teaching, enhancement of career or personal skills, and course work that promotes life-long learning. PTC will continue its commitment to student success by providing programs and services that will help students achieve their goals.
5. *Quality learning environment.* PTC will provide a quality learning environment by promoting excellence in teaching and learning and maintaining state-of-the-art facilities and technology.
6. *Educational partnerships.* PTC will continue to develop working partnerships with area school districts, colleges, and universities to collaboratively address the education/workforce development needs of central Arkansas.
7. *Continuing education and community services.* PTC will provide continuing education and community services that are responsive to the needs of citizens and organizations in central Arkansas.
8. *Developing our resources.* PTC will continue to seek additional financial and human resources to support the development and ongoing improvement of our programs and services.
9. *Continuous planning and improvement.* PTC will continuously identify and respond to changing student and community needs, evaluate and improve the effectiveness of our programs and services, and update our planning goals and strategies.

Goal 1: Workforce Development

Pulaski Technical College (PTC) will continue to address the workforce development needs of central Arkansas.

Our first goal is to support the people and the economy of central Arkansas by providing superior quality technical education and customized training targeted to the employment needs and opportunities in the region. We seek to identify and deliver technical degree and certificate programs responsive to regional labor market needs, and incorporating the technical, communications, problem-solving, and teamwork skills required in today's workplace, and to provide effective and timely responses to the customized training needs of business and industry.

Current strategies: PTC now offers 75 degrees, certificates, and certificates of proficiency in technical and occupational areas. Each program includes a general education requirement that complements our technical courses and programs by enhancing student communication, problem solving, and interpersonal skills. We continuously seek to evaluate and improve our programs through outcomes assessment and feedback from business and industry advisory committees.

During 2009-10, the College conducted a series of focus groups with employer representatives from manufacturing, business services, and health care, which gave us further insight into employment

training needs. New programs are driven by local labor market demands and input from employer-driven advisory committees. In response to employer input, we have recently initiated and offer the following: Associate of Applied Science in Allied Health; Associate of Applied Science in Allied Health/Radiography; Associate of Science in Business Administration; Associate of Applied Science in Baking and Pastry Arts; and Associate of Applied Science in Media Arts.

Our Continuing Education/Business Outreach program is active in designing and delivering customized training to the employees of a wide variety of area businesses and industries. In 2000, we opened a modern 24,000 square foot Business and Industry Center near the Little Rock National Airport. In 2002, an 8,000 square foot addition was added to the Business and Industry Center to accommodate increased training needs by aircraft modification businesses.

In 2010, more than 6,200 participants received training with more than 114,000 contact hours made either through courses offered at the Business and Industry Center or through the numerous customized training programs offered on-site. The following employees of area businesses and industries were among those that received training through the Business and Industry Center: L'Oreal, Kimberly Clark, LM Windpower, 3M, Caterpillar, Dassault Falcon Jet, and Unilever.

Future strategies: In order to enhance our contributions to workforce development in central Arkansas, we will do the following:

- Align PTC's economic development goals with local, regional and state goals and develop coordinated communication among all entities; and use alignments and communication to leverage resources for local and regional programs that support the educational needs of new and existing businesses and industries in central Arkansas.
- Evaluate and prioritize credit and non-credit programs to ensure programs match current and future business and industry needs.
- Design and develop up-to-date curricula and technology for all occupational and technical programs, ensuring that each program effectively addresses the technical, problem-solving, communications and team-building skills required in the workplace.
- Collaborate with employers to educate individuals, parents, school counselors, teachers and administrators about the high growth/high wage/high skills career opportunities available to students after high school.
- Continue to respond to regional workforce development needs through expanding course offerings, reaching a wider audience and enlarging the customer base of the Business and Industry Center.
- Create further awareness of continuing education and customized training offerings of PTC and increase facility usage at the Business and Industry Center through maintenance and promotion as the "training center of choice" for central Arkansas.
- Develop a comprehensive approach to addressing education/workforce development needs of those who speak English as a second language and/or are English language learners.

- Expand concurrent enrollments in technical and occupational education.
- Continue to research and document common skill sets among industry consortia members to design industry-based programs to train entry-level talent pools.

Measures of success: We will use the following measures to evaluate and improve our effectiveness in carrying out the aforementioned strategies:

- Increase in occupational and technical program enrollment
- Increase occupational and technical program graduation rates
- Use assessment results from occupational and technical programs
- Increase amount of customized training
- Monitor success of graduates in the workplace
- Create and maintain partnerships with business and industry
- Collect and evaluate graduate and employer feedback

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: Vice President for Economic Development, Vice President for Instruction, Dean of Technical and Industrial Programs, Perkins Coordinator, Public Relations and Marketing Office, Institutional Research Office, and Dean of Enrollment Services.

Goal 2: University Studies

Pulaski Technical College (PTC) will continue to provide programs of study that prepare students for successful transfer to four-year institutions and support the general education needs of Associate of Applied Science and Technical Certificate students.

Our goal is to maintain and continue developing programs that fall under University Studies curriculum that provide students with the opportunity to complete an Associate of Arts degree program that will enable them to transfer to a four-year college or university with junior status. The programs that support University Studies curriculum also provide support to students in other divisions who are required to take 6-15 semester credit hours of general education coursework to fulfill the requirements of an Associate of Applied Science degree or Technical Certificate.

Current strategies: The divisions that comprise University Studies have grown rapidly since 1993. As of fall 2010, enrollment in the divisions that encompass University Studies programs was 8,000, which is 71 percent of the College's total enrollment. All courses are approved by the Arkansas Higher Education Coordinating Board as part of the general education core curriculum, which should be accepted by all public universities in Arkansas.

Future Strategies: In order to enhance our University Studies program further, we will do the following:

- Continue to strengthen PTC's Associate of Arts (AA) and Associate of Science (AS) programs for the students who wish to transfer to four-year institutions.
- Continue to develop and expand articulation agreements with Arkansas four-year institutions, both public and private to ensure seamless transfer.
- Continue recruitment into the Associate of Arts in Teaching (AAT) to contribute to the preparation of qualified teachers for Arkansas schools.
- Ensure that PTC degree students achieve the knowledge and skills identified in the College's "Philosophy of General Education" (*Appendix A*).

Measures of success: We will use the following measures to evaluate and continuously improve our effectiveness in carrying out these strategies:

- Maintain 70 to 75 percent of the College's total enrollment in the divisions that provide University Studies curriculum.
- Increase the percentage of PTC's AA and AS program students transferring to four-year institutions.
- Maintain number of articulation agreements with Arkansas four-year institutions.
- Explore articulation agreement opportunities for at least one new PTC program per year.
- Explore options for partnering with other Arkansas four-year institutions to incorporate tracking of student feedback to determine the success of articulation agreements once the student completes his or her program of study.
- Increase enrollment in the AAT program over the next five years.
- Increase graduation rates over the next five years.
- Increase student retention rates over the next five years.
- Collect and evaluate graduate feedback

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: Vice President of Student Services, Academic Deans, Program Directors, and Institutional Research Office.

Goal 3: Access to Higher Education

Pulaski Technical College (PTC) will continue to provide central Arkansas with accessible, high quality, affordable technical education and university transfer programs.

PTC and other two-year colleges were created in part to make higher education more accessible to Arkansans. We are an “open admissions” college, which means that we will enhance access to educational opportunities for all students. Nonetheless, selected programs have special admissions standards, such as in the Allied Health fields. In making our programs and services accessible, cost, location, and course scheduling play important roles for our students, particularly for working adults.

Current strategies: Although our tuition and fees have been increased to help cover rising costs, our tuition, at \$84 per credit hour, is the most affordable of any college or university in Pulaski County. Low tuition rates are particularly beneficial to disadvantaged students. A large percentage of our students (78 percent) receive some form of financial aid, most of which is need-based. We will strive to continue this tradition of affordability, especially as it benefits lower income families in our service area. The College has also been awarded an Arkansas Career Pathways program grant from the Arkansas Department of Higher Education. The Career Pathways program is designed to provide access to educational opportunities and support services to low income parents who receive Transitional Employment Assistance.

Access to higher education for other traditionally disadvantaged students is also a strategic concern of the College. PTC continues to educate a significantly higher than average number of African-American students compared to the service area population. In fall 2011, African-American students were the single largest ethnic group at PTC (*See Exhibit H in Statistical Appendix*).

Since the College is geographically accessible to the major urban center of the state, our general education program has enhanced access to a university education for students who might not otherwise have gone to college. Furthermore, we have extensive evening and Saturday class options.

Our general education program has enhanced access to students who may not otherwise have attended college due to the geographic accessibility, flexibility in scheduling, and evening and Saturday class options

Flexibility in scheduling and course offerings continues to be a strength of the College. The distance education (online course) program has experienced phenomenal growth with 5,379 students taking at least one online course and 2,611 enrolled exclusively online as of the spring 2011 term. The opening of the Little Rock-West site on Kanis Road has provided a more convenient location for approximately 1,200 students, and the addition of the Little Rock-South locations has provided access to more than 2,000 students. These site extensions have allowed PTC to provide space to the Little Rock School District’s Adult Education program at the Little Rock-West Campus, which increases access to adult basic education and GED services. A combination of economic development monies and a grant from the U.S. Department of Labor and U.S. Department of Commerce have increased the training capacity and services of the Aerospace Technology Center to students and local industries. PTC has also employed a full-time Military Enrollment Coordinator and added a federally funded Veterans Upward

Bound program to facilitate services and interaction with the Arkansas National Guard at Camp Robinson, Little Rock Air Force Base, and other veterans/military personnel.

The College has won numerous awards for its exemplary website and college publications, and many of our services have been expanded through the website and MyPTC portal. The online application for admission, online application for financial aid and loan entrance counseling, and online registration for continuing students have increased convenient access to the College for a larger numbers of students. A help-desk phone line for registration questions, online and phone support for distance education students, online tutoring, and online chat for prospective students have also aided in these processes. Additionally, an orientation session has been developed for online students and is available at the beginning of each term.

The College continues to serve the distinct needs of Saline County. The PTC Saline County Career Center in Bauxite provides access to technical programs for high school students in Saline County. The PTC Saline County Adult Education Center provides adult basic education instruction, GED testing, and English as a Second Language (ESL) instruction for residents of Saline County.

Future strategies: We will continue to do the following:

- Continue to enhance knowledge/awareness of PTC programs and services in central Arkansas.
- Continue to develop and increase admissions, records, advising, testing, and financial aid services for students enrolled at off-campus sites and after regular business hours.
- Continue developing and maintaining technology-enhanced course offerings to accommodate the diverse needs of students.
- Continue to develop sources of financial aid and scholarships.
- Continue to develop online course offerings to accommodate students who are unable or prefer not to come to campus.
- Continue to develop and expand off-campus instructional sites to accommodate students in various areas of central Arkansas.
- Increase the number/percentage of recent high school graduates attending PTC.
- Increase the number of General Educational Development (GED) graduates attending PTC.
- Increase access to continuing education and workforce development through integration of learning technologies such as webinars, e-learning and an updated website.

Measures of success: We will use the following measures to evaluate and improve our effectiveness in carrying out these strategies:

- Increase enrollment of students.

- Increase number of participants in Business and Industry Center services.
- Increase number of services at off campus sites.
- Improvement of Noel-Levitz Student Satisfaction Inventory results.
- Increase total number of courses that have technology-enhanced offerings in the Learning Management System (LMS).
- Increase number and amount of scholarships and financial aid awards.
- Increase number of Distance Learning courses offered.
- Increase number of students served in new facilities.
- Increase number of new facilities constructed.
- Increase availability of additional classroom space.
- Increase number/percentage of recent high school graduates attending PTC.
- Increase number/percentage of GED graduates attending PTC.
- Increase number of and enrollment in community education and workforce development workshops.

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: Vice President of College Advancement, Public Relations and Marketing Department, Vice President for Students Services, Dean of Enrollment Services, Office of Admissions and Records, Director of Distance Education, Vice President for Instruction, Chief Development Officer, Director of Financial Aid, and Vice President for Economic Development.

Goal 4: Student Success

Student success occurs when students accomplish their educational goals at Pulaski Technical College (PTC) and finish what they start. Student success is accomplished through the completion of any of the following areas: certificate, Associate of Applied Science, Associate of Arts, Associate of Science, Associate of Arts in Teaching, enhancement of career or personal skills and course work that promotes life-long learning. PTC will continue its commitment to student success by providing programs and services that will help students achieve their goals.

We cannot be satisfied with providing access to higher education alone. PTC is also committed to helping our students achieve their educational and career goals, as reflected in the stated commitment of the College, “dedicated to your success.”

Current strategies: The College continues to provide an extensive placement testing and developmental education program. Students who lack sufficient math, reading, and writing skills to succeed in college-level courses are enrolled in developmental courses in one or more of these areas. The College Seminar: A Pathway to Excellence course is mandatory for all first-time entering, degree-seeking students. This course focuses on strategies for success in college. Career Seminar courses are available for students enrolled in technical programs and are being expanded to address specific areas, such as allied health fields.

Other important factors that contribute to student success are a faculty committed to teaching and learning, small class sizes, and personal attention. The Bank of America Learning Assistance Center (LAC) provides individual tutoring in many disciplines. Online tutoring is also available in English and Mathematics. Learning software such as PLATO, My Skills Lab, and Graphic Analysis are available on-site in the Learning Assistance Center computer lab. Supplemental Instruction is offered in several gateway and upper-developmental courses to augment student success. Finally, the LAC offers workshops to students each semester on study skills, time management, and discipline specific concepts to enhance skill development.

The Student Success Initiatives Committee continues to investigate student retention strategies. An expanded student orientation and advising program has been developed to provide one-on-one assistance with advising and registration by trained advisors for new students. A partnership with the University of Arkansas at Little Rock (UALR) has provided a transfer liaison advisor on the PTC's main campus for students planning to transfer to UALR. TRIO Scholars, a student support services program funded by the U.S. Department of Education, has begun offering additional services to enhance retention among low-income, first generation college students. The Network for Student Success, also funded by the U.S. Department of Education, provides services and support for African-American males. Achieving the Dream, a national initiative funded in Arkansas by the Winthrop Rockefeller Foundation, supports strategies to improve success for low-income students and students of color. Evening services for PTC students have been expanded to include a Student Services Representative and a Financial Aid Advisor on the main campus and part-time Student Services Representatives at the Little Rock-West and Little Rock-South locations.

Future strategies: In order to continue promoting student success, we will do the following:

- Promote the goals of student learning and student success in all PTC programs and services.
- Continue to apply for and secure grant funding that will aid in retention strategies and course redesign.
- Continue to create an environment that promotes values that are important for the College, our students, and our community, such as a work ethic, integrity, and an appreciation for cultural diversity.
- Continue to enhance PTC's program for assessing student academic achievement as a means for continuous evaluation and improvement of student learning.

- Continue to expand PTC's New Student Orientation to work in collaboration with College Seminar and Career Seminar to enhance engagement efforts with students for the first year experience.
- Continue to develop online course orientation for students engaged in online learning.
- Continue enhancing our Learning Assistance Center to help students who require extra support to successfully complete their courses; and expand supplemental instruction, tutoring services, workshops, coaching, and technology support.
- Continue to develop and implement student retention strategies.
- Provide outreach to former students who have not yet earned a certificate or degree.
- Collaborate to develop an institution-wide advising program to include division advising programs to improve students' retention, persistence and success.
- Continue to enhance the Career Services Center to assist students in selecting careers and educational programs that will complement their interests and abilities.
- Expand student life and leadership opportunities for students and the College community at Little Rock-South, Little Rock-West and the main campus.
- Continue to expand services to all Little Rock locations.
- Determine and respond to the education and training needs of the growing Hispanic community in central Arkansas.

Measures of success: We will use the following measures to evaluate and improve our effectiveness in carrying out these strategies:

- Increase student retention rates.
- Increase graduation rates.
- Student satisfaction will be on target with national norms as measured by the Noel Levitz Students Satisfaction Inventory.
- Monitor number of grants submitted and amount funded.
- Increase number of assessment plans and reports submitted to and reviewed by the College's Assessment Committee.
- Increase number of students attending New Student Orientation.
- Increase enrollment in College and Career Seminar courses.

- Increase enrollment and completion of online orientation.
- Increase number of students visits to the Learning Assistance Center.
- Increase number of tutors available.
- Increase the number of discipline areas available in tutoring services.
- Increase the number of Supplemental Instruction sections available to students enrolling in gateway courses.
- Increase the number of workshops offered.
- Increase the number of tutoring sessions on computer applications, using Internet, Blackboard and other support categories.
- Implementation of an academic coaching program to help with academic difficulty areas.
- Individual division advising programs established over the next five years.
- Increase student awareness and use of Career Counseling Services at all PTC locations.
- Increase the number of student life and leadership opportunities offered at PTC Little Rock - South and Little Rock-West locations.
- Increase overall participation at student life and leadership programs/events.
- Increase number of full-time Students Services Representatives at each PTC location.
- Develop and complete a needs assessment for the education and training needs of the Hispanic community.
- Develop an institutional plan, including budgetary and other resources, to meet the needs of central Arkansas' growing Hispanic community.

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: Vice President for College Advancement, Vice President for Student Services, Vice President of Instruction, Institutional Research Office, Academic Deans, Grants Officer, Dean of Enrollment, Director of Advising, Director of Distance Education, Director of Learning Assistance Center, Director of Career Counseling, and Director of Students Life and Leadership.

Goal 5: Quality Learning Environment

Pulaski Technical College (PTC) will continue to create a quality learning environment by promoting excellence in teaching and learning and maintaining up-to-date facilities and technology.

The knowledge and skills of our faculty are the primary ingredients in providing a quality learning environment. Other important components include up-to-date facilities, laboratory and instructional technology, learning resources, and academic and student support services.

Current strategies: We have well-qualified faculty who are committed to teaching and student learning. Among the full-time faculty, 72 percent hold a master's degree or higher. Among the adjunct faculty, 47 percent hold a master's degree or higher. Furthermore, a minimum of a master's degree and 18 hours in the discipline is required of all faculty teaching university-transfer courses, while technical and occupational faculty must hold the minimum credentials required for their field.

The Bank of America Learning Assistance Center (LAC) offers students the opportunity to receive one-on-one, group, and online tutoring in a variety of subjects by peer and professional tutors on the main campus, at LR-West and at LR-South. The LAC also offers technology services through a computer lab for e-mail, Internet, word processing, and computerized tutorials on the main campus and at LR-West. Supplemental Instruction is offered in several gateway and upper developmental courses to augment student success. Finally, the LAC offers workshops to students each semester on study skills, time management, and discipline specific concepts to enhance skill development.

In addition, both libraries at PTC, Ottenheimer Library at the main campus and Little Rock-South Library, offer research computer areas, laptops, e-book readers, camcorders, tablet computers, wireless access, individual and group study rooms, and access to a broad range of print, audiovisual, and online resources. The Libraries have a strong information literacy training program with interactive online modules and guides, individual and group instruction, and research assistance for students, staff, and faculty.

Over the last several years, PTC opened the Campus Center, Weatherization Training Center, and Business Technology Center on the main campus as well as the Little Rock-South location at 13000 Interstate 30. PTC also expanded the Ottenheimer Library on the main campus and the Aerospace Technology Center at the North Little Rock Airport.

Importantly, the College completed the Foundations of Excellence®, a self-study which yielded a new vision for enhanced learning and retention of first-year and transfer students, and the Achieving the Dream initiative, which focused on student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

A federally-funded Title III Strengthening Institutions grant provided funding for professional development for faculty and student support services personnel, instructional technology advancements, instructional redesign, and development of a Center for Teaching Excellence. In fall 2008, a revised faculty evaluation and development system was implemented to strengthen improvements in the quality of teaching. An attractive setting, well-maintained facilities, and a positive record of campus safety are other assets of PTC that contribute to a quality learning environment.

Future strategies:

- Employ additional well-qualified full-time faculty, to include faculty who reflect the racial diversity of the PTC student body.

- Creation of an adjunct professional development program that includes an effective orientation component to maintain strong communication with adjunct faculty regarding program and course requirements, performance expectations, and program assessment.
- Maintain a positive working environment to include competitive salaries and benefits and opportunities for professional development, which will enable the College to attract and retain high quality faculty and staff.
- Continue to update and implement our Facilities Master Plan, which includes planning for facilities to accommodate at least 15,000 students.
- Continue to support a customer-friendly, one-stop shopping environment for student services and student activities in order to enhance student service programs, facilities, and staff.
- Provide financial resources so that PTC Libraries compares with the standards for libraries in higher education set forth by the American College and Research Libraries (ACRL) division of the American Library Association.
- Ensure that information literacy is a measurable, assessed goal in all educational programs.
- Continue to provide students with current computer technology for all instructional programs, replacing equipment on a three-year rotating cycle or as required by industry standards or mandates.
- Maintain up-to-date information technology to support faculty and staff in effective/efficient instruction and student services, and maintain strong technical support for information technology.
- Maintain instructional laboratory equipment and technology according to industry and accreditation standards.
- Maintain a faculty evaluation system that includes a professional development program and provides support for quality teaching and enhanced student learning.
- Continue to develop and implement emergency planning and communication to facilitate a safe learning environment for students, faculty, staff, and the public.
- Develop a task force to create and implement a comprehensive plan for professional and organizational development.

Measures of success: We will use the following measures to evaluate and improve our effectiveness in carrying out these strategies:

- Increase percentage of instruction taught by full-time faculty.
- Increase number of full-time faculty participation in annual professional development activities.

- Student and graduate feedback that meets or exceeds the national norm.
- Development a professional development program for adjunct faculty.
- Increase number of adjunct faculty participation in annual professional development activities.
- Implementation of faculty/staff satisfaction survey.
- Evaluation of faculty and staff salaries/benefits will be conducted on an annual basis and communicated during fall convocation.
- Facilities Master Plan will be reviewed on a continual basis.
- PTC Libraries will compare to American College and Research Libraries (ACRL) standards for libraries in higher education.
- Information literacy component is included and assessed in credit courses.
- Improve condition of instructional technology used by students, faculty and staff.
- Complete and implement replacement schedule for laboratory instruction equipment.
- Completion of faculty evaluation plans.
- Conduct annual review and table-top exercise of the Emergency Plan.
- Development and implementation of a comprehensive professional and organizational development plan.

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: President, Vice President of Instruction, Vice President for College Advancement, Academic Deans, Institutional Research Office, Director of Human Resources, Vice President of Student Services, Dean of Libraries, and Chief Information Officer.

Goal 6: Educational Partnerships

Pulaski Technical College (PTC) will continue developing and strengthening partnerships with area school districts, colleges, universities, and hospitals to address the education/workforce development needs of central Arkansas.

We view school districts, colleges, universities, and hospitals of central Arkansas as educational partners. We cooperate with one another to enhance programs and services and make cost-effective use of our resources.

Current strategies: We interact regularly with area school districts to provide students, counselors, teachers, and parents with information about our programs and services. In addition, PTC and area school districts have established a Career Links (formerly Tech Prep) consortium to facilitate student

preparation for technical degree programs offered by the College. PTC has developed articulation agreements with several school districts. Since fall 2002, we have operated a secondary career center in Bauxite in collaboration with five school districts in Saline County. Additionally, 304 students were enrolled in on-campus concurrent classes in fall 2010.

We also interact regularly with other colleges and universities in central Arkansas. Advisors use the statewide Arkansas Course Transfer System (ACTS) to facilitate the transfer process for PTC students' general education credits to all Arkansas colleges and universities. We have a comprehensive set of program articulation agreements with University of Arkansas at Little Rock (UALR) and course transfer agreements with several other universities.

PTC has also partnered with hospitals in central Arkansas to bring students exciting educational opportunities in health care. PTC also interacts regularly with area colleges, universities, and school districts on a variety of grants and other projects.

Future strategies: In order to enhance our partnerships with area school districts, colleges, universities, and hospitals, we will do the following:

- Continue to develop partnerships with area school districts to enhance K-12 education and college preparation.
- Provide professional development opportunities for school districts while increasing faculty and staff participation in K-12 activities.
- Review and enhance articulation agreements with Arkansas colleges and universities, to include articulation of Associate of Applied Science programs that will provide PTC graduates with career ladder opportunities.
- Continue to collaborate with educational partners to strengthen Early Childhood Education in central Arkansas by targeting school districts, colleges, and state-wide initiatives.
- Pursue innovative statewide consortium agreements with other two-year and four-year institutions and schools districts.

Measures of success: We will use the following measures to evaluate and improve our effectiveness in carrying out these strategies:

- Increase number of recent high school graduates attending PTC.
- Increase number of high school students enrolled in concurrent courses at PTC.
- Increase number of students receiving Career Links Scholarships.
- Increase number of students served at the Saline County Career Center.

- Increase number of and participation in professional development opportunities for area school districts.
- Expansion of summer program opportunities for K-12 students and increase number of participants in those programs.
- Increase faculty and staff involvement in K-12 activities.
- Maintain number of articulation agreements with Arkansas four-year institutions.
- Explore articulation agreement opportunities for one new PTC program per year.
- Explore options for partnering with other Arkansas four-year institutions to incorporate tracking of student feedback to determine the success of articulation agreements once the student completes his or her program of study
- Increase the number and effectiveness of consortia agreements

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: President, Vice President of Instruction, Vice President of Economic Development, Vice President of Student Services, Director of Admissions and Records, Dean of Enrollment Services, Director of Saline County Career Center, Public Relations and Marketing Department, Academic Deans, Instructional Leadership Team, and Program Directors

Goal 7: Continuing Education and Community Service

Pulaski Technical College (PTC) will provide continuing education and community services that are responsive to the needs of citizens and organizations in central Arkansas.

As we continue to develop as a comprehensive two-year college, it is important to develop another traditional role of two-year colleges—continuing education and community service. As indicated in Appendix A, one of our purposes as an institution is to provide opportunities for continuing education through credit or non-credit courses designed to meet the academic, occupational, and vocational needs of the community.

Current strategies: PTC offers a number of continuing education classes, including extensive non-credit computer classes. The College has also made campus facilities available to a variety of business and community groups. In addition, PTC faculty and staff serve on the boards of local chambers of commerce, non-profit organizations and professional associations. Additionally, PTC students perform a variety of community services through the Student Government Association, the Student Ambassadors organization, Phi Theta Kappa, other student organizations, and the federal work-study program.

Future strategies: In order to enhance these services to the community, the College will do the following:

- Design and develop a comprehensive program of continuing education/community service programs and courses based upon the needs of the citizens of central Arkansas.
- Increase PTC faculty and staff involvement in community activities.
- Continue to develop meeting facilities on campus and make them available to the community for meetings and cultural events.
- Share knowledge with others in the community, state, region and nation through the College Speakers' Bureau and by sponsoring professional development conferences on campus and in the community.
- Develop and implement special events that will be open to the community.

Measures of success: We will use the following measures to evaluate and improve our effectiveness in carrying out these strategies:

- Increase number of continuing and community education courses/offerings based on needs survey data.
- Increase number of positive course evaluations.
- Based on findings of internal survey, increase on an annual basis faculty/staff participation in community activities.
- Increase incentives for faculty/staff sponsorship of student organizations and service learning initiatives.
- Increase number of college-sponsored events/activities in the community.
- As funding becomes available, increase dedicated square footage of facilities for cultural/community events.
- Increase number of participants in Speakers' Bureau.
- Increase number of PTC faculty/staff speaking engagements.
- Increase number of professional development conferences on campus and in the community.
- Increase funds raised annually through fundraising events.
- Increase number of donors/participants in college events.
- Increase number of student/community events on campus.
- Increase media activity/public awareness.

- Develop alumni events and activities.

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: Vice President for College Advancement, Vice President for Instruction, Vice President for Economic Development, Director of Student Life and Leadership, Public Relations and Marketing Department, Chief Development Officer, Development Office, and Director of Center for Teaching Excellence.

Goal 8: Developing Our Resources

Pulaski Technical College (PTC) will continue seeking additional financial, physical, and human resources to support the development and ongoing improvement of our programs and services.

PTC received strong resource support from the State of Arkansas during our transition to becoming a two-year college (1991-1997). Since 2000, however, state funding has not kept pace with enrollment. When measured on the basis of state funding per student, PTC continues to be one of the lowest funded two-year colleges in Arkansas. In addition, the College lacks any local millage or sales tax funding that other Arkansas two-year colleges earn from their district counties.

We continue to maximize our current funding to furnish a quality learning environment even though our revenues have not increased with ever-expanding student enrollment. Our campus consisted of four buildings on our West Scenic Drive campus and the Aviation Technology Center near the North Little Rock Airport when we made the transition to a two-year college. In the late 1990s, the College began building new learning facilities on the West Scenic property by adding the Library and the Information Technology Center; and in 2002, the Allied Health Education Center was opened. In 2006, an expanded Ottenheimer Library and a new Campus Center opened, providing more modern student and academic services space. In 2007, the College acquired the Arkansas Culinary School and began developing a comprehensive, accredited Culinary Arts and Hospitality Management Program that has grown from approximately 30 to 350 students.

A new Business Technology Center, which houses a recently added entrepreneurship program, opened in January 2011. Future plans include development of a Fine and Performing Arts Center/multipurpose classroom complex on the main campus and a Culinary Arts and Hospitality Management Center at Little Rock-South.

PTC is an attractive choice for many in central Arkansas because of reasonable tuition cost, convenient locations and flexible scheduling. As the College's student population has grown, more students are residents of the City of Little Rock and points south of the Arkansas River. In order to accommodate these students, we opened our Little Rock-West site on Kanis Road in 2004 with classes offered there throughout the day, evening, and weekend. In 2008, the College opened its Little Rock-South location at 13000 Interstate 30, providing essential educational and student support services for approximately 3,000 students, many from southwest Little Rock and Saline County. In June 2011, a new parking lot with 1,250 spaces was completed, allowing for more accessible and convenient parking at the North Little Rock main campus.

Since 2000, PTC also has expanded its physical resources to answer the needs of the local economy through the Business and Industry Center in east Little Rock and the Saline County community through the Saline County Career Center and the Saline County Adult Education Center. In 2009, the College

opened an expanded Aerospace Technology Center at the North Little Rock Airport. The older Aerospace Technology Center (Building B) was renovated in fall 2010.

We also continue to expand human resources in the delivery of student services and instruction. We seek to fund additional positions through state appropriations, grants, tuition, or student fees. As of 2010, the College has secured grants to expand student services to low income and first-generation college students, special populations and veterans. PTC is also committed to hiring additional adjunct and full-time faculty as funding becomes available.

Current strategies: We are actively seeking to develop additional sources of funding. In the short run, we have been forced to increase tuition and fees each year by 2-5 percent to cover rising costs. Despite the initial rejection of one-eighth cent sales tax in 2002 by Pulaski County voters, the College will continue to seek voter approval of a local tax base. We will gauge the viability of a millage election in each of our service counties in order to position PTC favorably with regard to funding per full-time equivalent (FTE) student. The College is also actively seeking additional private sector support. We have pursued and received numerous grants, but there is potential for further development of this funding source as well.

PTC continues to expand its facilities and human resources as finances, legislation, and other state regulations permit.

Future strategies: In order to enhance resource support for the College, we will do the following:

- Continue to enhance knowledge/awareness of PTC programs and services in central Arkansas.
- Continue to research and develop a campaign for creating a local tax base for the College.
- Continue to build a comprehensive fundraising program, including capital and program support from private foundations, corporations, and individuals.
- Continue to build endowment funds in support of the College and its programs.
- Continue to identify and pursue grant opportunities that support the College's ongoing programs.
- Maintain tuition and fee rates that will help generate needed resources, but also accommodate student access to college.
- Develop and sustain staffing levels in each area of the College that will enable us to achieve the goals and strategies in this plan.
- Update the facilities' master plan to add classroom space and other resources as needed, improve campus access and security, and accommodate college growth as needed.
- Continue to offer professional development to our faculty and staff.

Measures of success: We will use the following measures to evaluate and improve our effectiveness in carrying out these strategies:

- Increase enrollment.
- Success of local tax campaign in the counties of our service area.
- Success of gifts campaign.
- Increase number of college-sponsored events/activities in the community.
- Increase media activity/public awareness.
- Success in goal attainment of all fundraising campaigns and projects.
- Increase sources of endowment.
- Monitor number of grants submitted and amount funded.
- Increases in funding and staffing bringing our FTE funding closer to state and regional norms.
- Improve full-time/part-time faculty ratio.
- Success in recruiting qualified employees.
- Success in meeting facility and parking needs.
- Increase number of professional development opportunities offered to faculty and staff.

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: President, Vice President for Finance, Vice President for College Advancement, Vice President for Instruction, Vice President for Student Services, Public Relations and Marketing Department, Chief Development Officer, Development Office, PTC Board of Trustees, PTC Foundation Board, Director of Human Resources, Director of Center for Teaching Excellence, and Academic Deans.

Goal 9: Continuous Planning and Improvement

Pulaski Technical College (PTC) will continuously assess and respond to changing student and community needs, evaluate and improve the effectiveness of our programs and services, and update our planning goals and strategies.

One inevitable feature of the College's environment and the needs of our community is continuous change. It has not been possible—and it will not be possible—to rely on information and insights from the past to respond effectively to future needs. We must continuously monitor our environment, interact with our customers, and update our plans and strategies.

In 2009, as the College began preparing for a new strategic plan, we gathered feedback from a variety of populations affected by the College's presence, including current students, prospective students, K-12 educators, representatives from social-services, local and state governmental agencies, and the College's

governing and fundraising boards. Each group was asked to assess the College's strengths and weaknesses, and PTC plans to address these concerns through this strategic plan.

Also in 2009, PTC contracted with the Institute for Economic Advancement at the University of Arkansas at Little Rock to study the educational and human resource needs of central Arkansas employers. In 2010, the College conducted two community conversations to engage local communities/stakeholders and to generate honest, productive dialogue to help the College chart a course for improving student success. The results of these initiatives have been incorporated in pertinent sections of this strategic plan.

As an active participant in the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission, the College examines its key processes to make sure we are investing energy and resources in ways that will help achieve our goals. Recent action projects include intervention strategies to improve African-American male success during their freshman year; to develop a comprehensive, customer-service based, advisor training program; to improve mathematics success rates through proactive faculty engagement; and to empower faculty and staff through an interactive culture of evidence.

We recognize that planning and reevaluating current plans with solid measures must be an ongoing process. The College regularly conducts assessment activities to evaluate progress towards successful implementation of plans. Assessment of student learning occurs annually and is monitored by the college-wide Student Learning Committee. The Noel-Levitz Student Satisfaction Inventory, conducted every two years, measures student satisfaction with student services. In order to strengthen and provide further support for these activities, a Director of Institutional Research, Planning, and Effectiveness was employed in 2005. The staff was expanded in fall 2010 to include an Institutional Research Associate and again during summer of 2011 to include an Associate Director of Institutional Research.

Results from academic and student services assessment continue to drive change at PTC. A key aspect of student learning assessment, as it is practiced throughout the academic programs at PTC, is the development, implementation, and reporting of both results and proposed remedies to address areas for improvement in instruction. The College administers the Community College Survey of Student Engagement (CCSSE) every two years to measure student engagement. A newly formed Institutional Research Committee is assisting in communicating survey results and in developing initiatives, including a ZogoTech dashboard, to support the College's commitment to becoming a data-driven institution.

Current strategies: The College has and will continue to communicate regularly with our community, our students, and our faculty and staff. We have an operational planning process through which we update departmental plans and strategies at least once a year. We have an active process for assessing and improving the effectiveness of our programs and services, and we have a participatory budget process where we seek to link planning, budgeting, and assessment.

Future strategies: In order to promote continuous planning and improvement, we will do the following:

- Annually update and continuously monitor the PTC Operating Plan, which assigns responsibility, sets target dates, and identifies resource needs for the accomplishment of the College and departmental goals.
- Continuously monitor PTC's Strategic Plan.
- Enhance conversations with business, industry, and community representatives about the education and training needs of central Arkansas and conduct regular needs analyses; and continue ongoing conversations that focus on strategies for student success and quality improvement.
- Continue to develop and implement measures of institutional effectiveness to include retention rates, graduation rates, and student/graduate/employer satisfaction as a means of continuous evaluation and improvement of PTC programs and services.
- Maintain an active program for assessment of student achievement as a means for continuous evaluation and improvement of PTC instructional programs.
- Continuously monitor and evaluate the productivity and effectiveness of all instructional programs.
- Continue to enhance data support for institutional decision-making, to include planning, budgeting, and institutional assessment.
- Maintain a participatory, coordinated process for planning, budgeting, and assessment to ensure that institutional decisions are aligned with institutional needs and priorities.
- Maintain an environment that encourages and recognizes innovation and continuous program improvement.
- Continue to advance the Academic Quality Improvement Program of the Higher Learning Commission to contribute to the continuous improvement of the College, its programs and services.

Measures of success: We will use the following measures to evaluate and improve our effectiveness in carrying out these strategies:

- Implementation of the annual Operating Plan's goals and strategies.
- Implementation of new programs and services.
- Improvements in the measures of institutional effectiveness.
- Implementation of assessment findings and program improvements.
- Increase participation in planning, budgeting, and assessment.

- Increase data support for planning, budgeting, and assessment.

Person(s)/Department(s)/Division(s)/Committee(s) responsible for goal strategies: President, Vice President for Instruction, Vice President for Economic Development, Vice President for Finance, Institutional Research Office, Institutional Research Committee, Faculty Assessment Liaison, and Assessment Committee.

Final Thoughts

Pulaski Technical College wants to be proactive in approaching the future. We want to be held accountable to tenets outlined in this document. We also want to continue to be accountable to the needs of business and industry and the community at large. Reflecting on the past with an eye to the future, we look forward to continuing our mission with hope.

**Appendix A: Mission Statement
and
Student Success at Pulaski Technical College**

Pulaski Technical College Mission Statement

Mission Statement

Pulaski Technical College is a comprehensive two-year college that serves the educational needs of central Arkansas through technical programs, a university-transfer program, and specialized programs for business and industry. The College's mission is to provide access to high quality education that promotes student learning, to enable individuals to develop to their fullest potential, and to support the economic development of the state.

Purposes

1. To provide technical programs for students who wish to develop competencies in specific career areas or to upgrade their skills.
2. To provide a university-transfer program of high academic quality for students who plan to transfer to a four-year institution.
3. To support economic development in central Arkansas by providing specialized job-specific programs for business, industry, and other organizations.
4. To provide developmental education courses for students who need basic academic skills.
5. To provide opportunities for adult and continuing education through credit and noncredit courses designed to meet the academic, occupational, and vocational needs of the community.
6. To provide academic advice, library services, learning assistance, counseling, financial aid, and other services to students.
7. To expand access to higher education through distance learning and delivery of instruction at sites accessible to students.

Student Success at Pulaski Technical College

Student success occurs when students accomplish their educational goals at Pulaski Technical College and finish what they start. Student success is accomplished through the completion of any of the following areas: certificate, associate of applied science, associate of arts, associate of science, associate of arts in teaching, enhancement of career or personal skills and course work that promotes life-long learning.

Appendix B: Philosophy of Education Statements

Philosophy of Technical and Occupational Education

The College will provide technical and occupational education programs to aid students in developing:

- ◆ the technical and occupational skills needed to enter successfully into a chosen occupation or to upgrade skills in one's current occupation.
- ◆ the habits of self-reliance, self-discipline, and resourcefulness in solving problems.
- ◆ interpersonal skills and the ability to work in teams.
- ◆ desirable health and safety practices.
- ◆ a feeling of pride in one's work.
- ◆ proficiency in the use of technology employed in the occupation.

Philosophy of General Education

It is the intent of Pulaski Technical College to provide general education that students will need either to succeed in a career or to transfer for further higher education. The College will ensure that the general education offered is designed to promote breadth and depth of knowledge and to encourage intellectual inquiry. The College recognizes the importance of general education and related studies as integral components of technical education.

The College will strive through general education to lead the student to:

- ◆ increase his/her capabilities to communicate through writing, speaking, and reading.
- ◆ perform computations, reason logically, and think independently and critically.
- ◆ develop a basic understanding of people, cultures, and society.
- ◆ develop an appreciation of lifelong learning.
- ◆ develop teamwork and workplace skills necessary for success in the world of work.

Philosophy of Developmental Education

The College offers developmental courses for students who come to Pulaski Technical College with a lack of the basic academic skills necessary to do satisfactory college-level studies. The College will strive through developmental education to

- ◆ offer our students courses and services to allow them to develop to their highest potential.
- ◆ ensure proper placement of our students by assessing each student's level of preparedness for collegiate curricula.
- ◆ respond to individual differences and special needs among our students.
- ◆ work diligently with our students to develop communication, critical thinking, problem solving, and analytical skills necessary for the completion of a rigorous collegiate curricula.

Appendix C: Strategic Planning Committee

Strategic Planning Committee

Dan F. Bakke
Michelle Anderson
Rhonda Carroll
Essie Cleveland
Wendy Davis
Augusta Farver
Ivon Granaldi
David Harris
Cindy Harkey
Purnell Henderson
Terry Hunkapiller
Tom Hunt
Carol Langston
Leslie Lovenstein
Ed Nelson
Patricia Palmer
Matthew Parchman
Lennon Parker
Jason Poole
Jasmine Ray
William C. Roark
Tyrone Sanders
Mary Ann Shope
Tara Smith
Rebecca Stone
Joyce Taylor

Statistical Appendix

Exhibit A: Total Population Projections

| | <i>Census</i> | | <i>IEA*</i> | | |
|---------------------|---------------|-----------|-------------|-----------|-----------|
| | 2000 | 2010 | 2015 | 2020 | 2030 |
| Faulkner County | 86,014 | 113,237 | 136,545 | 156,068 | 207,382 |
| % change since 2000 | - | 31.6% | 58.7% | 81.4% | 141.1% |
| % change since 2010 | - | - | 20.6% | 37.8% | 83.1% |
| Lonoke County | 52,828 | 68,356 | 75,948 | 84,088 | 102,805 |
| % change since 2000 | - | 29.4% | 43.8% | 59.2% | 94.6% |
| % change since 2010 | - | - | 11.1% | 23.0% | 50.4% |
| Pulaski County | 361,474 | 382,748 | 401,790 | 415,511 | 451,494 |
| % change since 2000 | - | 5.9% | 11.2% | 14.9% | 24.9% |
| % change since 2010 | - | - | 5.0% | 8.6% | 18.0% |
| Saline County | 83,529 | 107,118 | 113,316 | 123,001 | 145,403 |
| % change since 2000 | - | 28.2% | 35.7% | 47.3% | 74.1% |
| % change since 2010 | - | - | 5.8% | 14.8% | 35.7% |
| Service Area | 583,845 | 671,459 | 727,599 | 778,668 | 907,084 |
| % change since 2000 | - | 15.0% | 24.6% | 33.4% | 55.4% |
| % change since 2010 | - | - | 8.4% | 16.0% | 35.1% |
| State | 2,673,398 | 2,915,918 | 3,340,812 | 3,577,247 | 4,180,497 |
| % change since 2000 | - | 9.1% | 25.0% | 33.8% | 56.4% |
| % change since 2010 | - | - | 14.6% | 22.7% | 43.4% |

Exhibit B: Population Race Projections

| | <i>Census</i> | | <i>IEA*</i> | | |
|-----------------|---------------|-----------|-------------|-----------|-----------|
| | 2000 | 2010 | 2015 | 2020 | 2030 |
| Faulkner County | 86,014 | 113,237 | 136,545 | 156,068 | 207,382 |
| White | 88.3% | 84.3% | 84.0% | 82.0% | 76.8% |
| Non-White | 11.7% | 15.7% | 16.0% | 18.0% | 23.2% |
| Lonoke County | 52,828 | 68,356 | 75,948 | 84,088 | 102,805 |
| White | 91.0% | 89.8% | 90.3% | 89.9% | 89.3% |
| Non-White | 9.0% | 10.2% | 9.7% | 10.1% | 10.7% |
| Pulaski County | 361,474 | 382,748 | 401,790 | 415,511 | 451,494 |
| White | 64.0% | 57.5% | 46.3% | 39.4% | 27.4% |
| Non-White | 36.0% | 42.5% | 53.7% | 60.6% | 72.6% |
| Saline County | 83,529 | 107,118 | 113,316 | 123,001 | 145,403 |
| White | 95.3% | 90.5% | 92.5% | 91.4% | 89.7% |
| Non-White | 4.7% | 9.5% | 7.5% | 8.6% | 10.3% |
| Service Area | 583,845 | 671,459 | 727,599 | 778,668 | 907,084 |
| White | 74.5% | 70.6% | 65.2% | 61.6% | 55.7% |
| Non-White | 25.5% | 29.4% | 34.8% | 38.4% | 44.3% |
| State | 2,673,398 | 2,915,918 | 3,340,812 | 3,577,247 | 4,180,497 |
| White | 80.0% | 77.0% | 73.4% | 70.7% | 66.5% |
| Non-White | 20.0% | 23.0% | 26.6% | 29.3% | 33.5% |

*Population Projections from Demographics Research Division of Institute for Economic Advancement (IEA) at UALR.
 <<http://www.aiea.ualr.edu>>

Exhibit C: Population Age Range Projections

| Age Range | Census | | IEA* | | | Age Range | Census | | IEA* | | |
|------------------------|---------|---------|---------|---------|---------|-----------------------|-----------|-----------|-----------|-----------|-----------|
| | 2000 | 2010 | 2015 | 2020 | 2030 | | 2000 | 2010 | 2015 | 2020 | 2030 |
| Faulkner County | 86,014 | 113,237 | 136,545 | 156,068 | 207,382 | Pulaski County | 361,474 | 382,748 | 401,790 | 415,511 | 451,494 |
| 15-19 | 9.1% | 7.6% | 7.9% | 8.0% | 7.5% | 15-19 | 6.78% | 6.22% | 6.0% | 6.2% | 5.7% |
| 20-29 | 18.2% | 19.7% | 17.6% | 17.4% | 17.4% | 20-29 | 14.90% | 14.92% | 13.6% | 13.3% | 13.0% |
| 30-39 | 14.9% | 13.2% | 14.2% | 13.8% | 13.5% | 30-39 | 15.19% | 13.91% | 13.9% | 13.8% | 13.3% |
| 40-49 | 13.8% | 13.0% | 12.0% | 12.4% | 12.3% | 40-49 | 15.54% | 13.31% | 12.9% | 13.2% | 13.1% |
| 50-64 | 13.1% | 16.0% | 16.8% | 16.6% | 19.2% | 50-64 | 15.09% | 19.41% | 20.2% | 19.3% | 18.7% |
| 65 & Older | 9.5% | 10.0% | 10.8% | 11.3% | 14.1% | 65 & Older | 11.46% | 11.99% | 13.5% | 14.6% | 18.2% |
| Lonoke County | 52,828 | 68,356 | 75,948 | 84,088 | 102,805 | Saline County | 83,529 | 107,118 | 113,316 | 123,001 | 145,403 |
| 15-19 | 7.70% | 6.89% | 7.7% | 7.1% | 7.0% | 15-19 | 6.89% | 6.23% | 6.8% | 6.1% | 5.9% |
| 20-29 | 11.89% | 12.67% | 13.2% | 13.0% | 11.5% | 20-29 | 11.98% | 11.38% | 12.2% | 12.1% | 10.3% |
| 30-39 | 16.12% | 14.33% | 12.3% | 13.4% | 13.4% | 30-39 | 15.52% | 13.71% | 11.9% | 12.7% | 12.9% |
| 40-49 | 15.16% | 14.50% | 14.4% | 13.0% | 13.4% | 40-49 | 15.18% | 14.22% | 14.0% | 12.8% | 12.7% |
| 50-64 | 15.12% | 17.44% | 19.5% | 19.7% | 17.3% | 50-64 | 17.04% | 19.22% | 20.9% | 20.9% | 18.5% |
| 65 & Older | 10.39% | 11.15% | 12.9% | 13.6% | 17.6% | 65 & Older | 12.47% | 14.82% | 17.6% | 18.8% | 23.7% |
| Service Area | 583,845 | 671,459 | 727,599 | 778,668 | 907,084 | State | 2,673,398 | 2,915,918 | 3,340,812 | 3,577,247 | 4,180,497 |
| 15-19 | 7.23% | 6.53% | 5.6% | 5.7% | 5.4% | 15-19 | 7.43% | 6.99% | 6.9% | 6.8% | 6.5% |
| 20-29 | 14.69% | 14.94% | 12.2% | 12.0% | 11.8% | 20-29 | 13.40% | 13.44% | 13.4% | 13.3% | 12.5% |
| 30-39 | 15.29% | 13.80% | 11.6% | 11.6% | 11.2% | 30-39 | 14.08% | 12.60% | 12.3% | 12.6% | 12.4% |
| 40-49 | 15.20% | 13.52% | 10.9% | 11.0% | 10.9% | 40-49 | 14.20% | 13.31% | 12.4% | 12.1% | 12.4% |
| 50-64 | 15.08% | 18.60% | 16.4% | 15.7% | 15.6% | 50-64 | 11.48% | 18.96% | 19.6% | 19.2% | 17.3% |
| 65 & Older | 11.22% | 12.02% | 10.8% | 11.5% | 14.3% | 65 & Older | 13.99% | 14.40% | 16.0% | 16.7% | 20.5% |

*Population Projections from Demographics Research Division of Institute for Economic Advancement (IEA) at UALR.
 <<http://www.aiea.ualr.edu>>

Exhibit D: Unemployment Rates*:

| Year | National Rate | State Rate | Metro Rate |
|------|---------------|------------|------------|
| 2000 | 4.0 | 4.2 | 3.6 |
| 2001 | 4.7 | 4.7 | 4.1 |
| 2002 | 5.8 | 5.3 | 4.8 |
| 2003 | 6.0 | 5.8 | 5.2 |
| 2004 | 5.5 | 5.6 | 4.1 |
| 2005 | 5.1 | 4.9 | 4.4 |
| 2006 | 4.6 | 5.2 | 4.7 |
| 2007 | 4.6 | 5.2 | 4.5 |
| 2008 | 5.8 | 5.2 | 4.5 |
| 2009 | 9.3 | 7.3 | 6.2 |

*Data obtained from the U.S. Department of Labor Bureau of Labor Statistics <<http://www.bls.gov/bls/employment.htm>>

Exhibit E: Total Enrollment

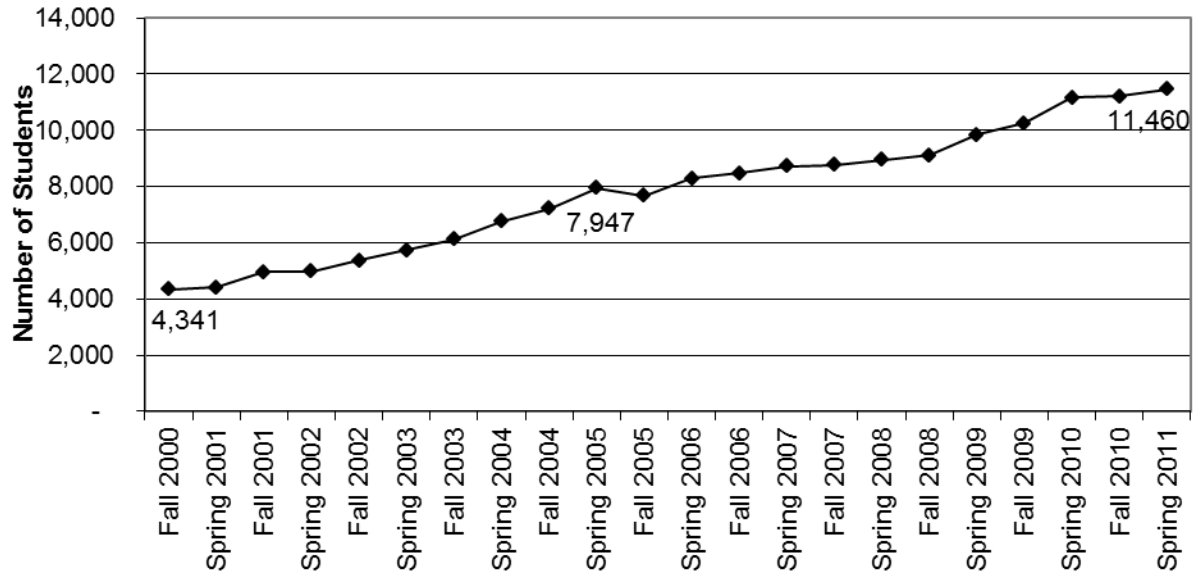


Exhibit F: Average Age of Students

| Term | 1st Time Students | All Students |
|-------------|-------------------|--------------|
| Fall 2006 | 24.0 | 28.5 |
| Spring 2007 | 25.1 | 27.9 |
| Fall 2007 | 23.7 | 28.5 |
| Spring 2008 | 27.0 | 29.2 |
| Fall 2008 | 23.3 | 28.8 |
| Spring 2009 | 26.5 | 29.2 |
| Fall 2009 | 24.8 | 29.1 |
| Spring 2010 | 28.5 | 29.4 |
| Fall 2010 | 24.3 | 29.4 |
| Spring 2011 | 26.5 | 29.8 |

Exhibit G: Part-time v. Full-time Student Enrollment

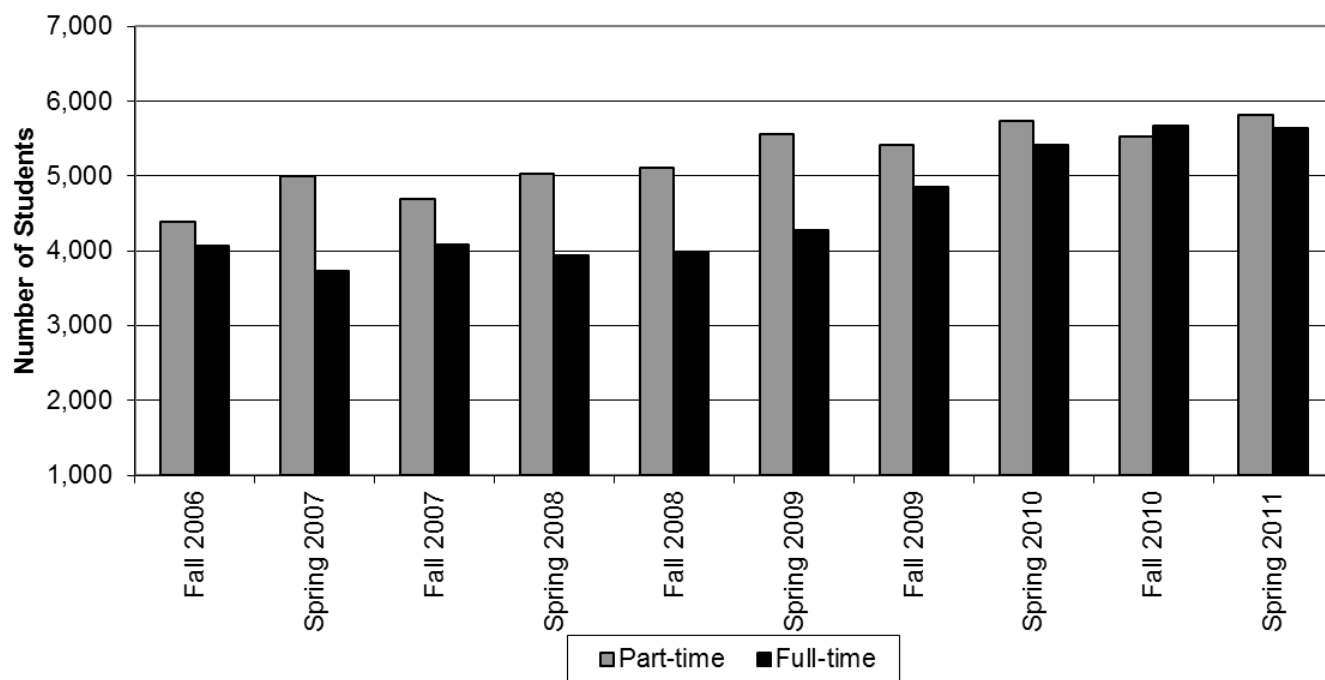


Exhibit H: Ethnicity of Enrollees

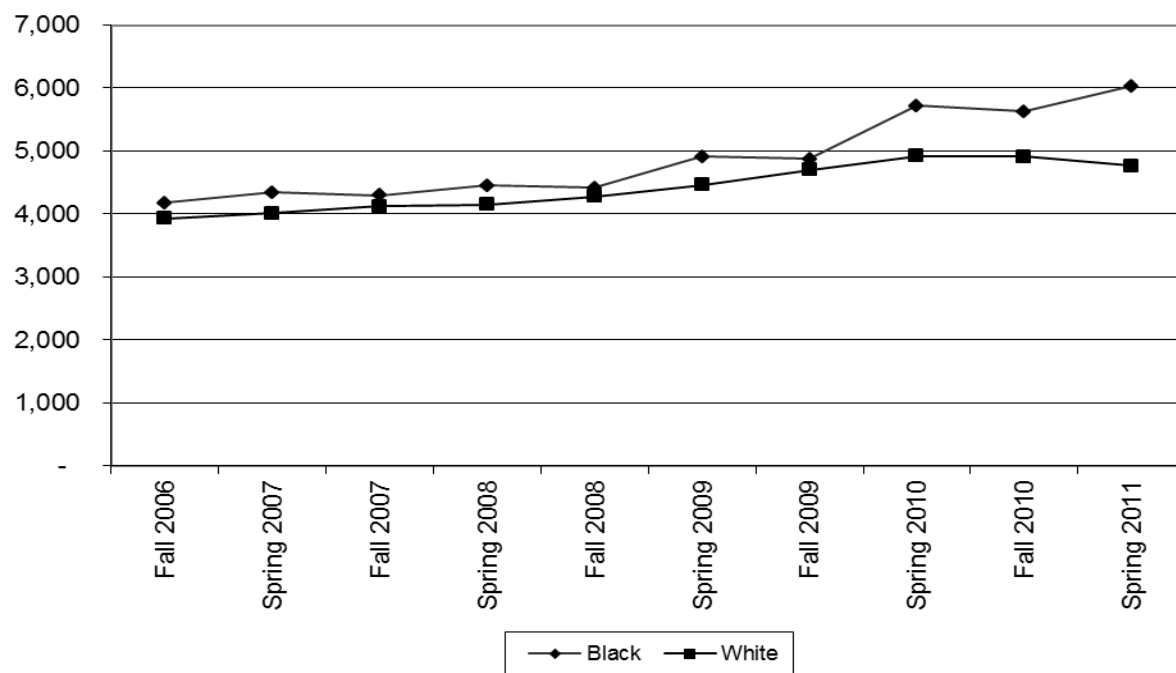


Exhibit I: Pulaski Technical College Employees in Academic Year 2010-2011*

| EMPLOYEE GROUP | WHITE | BLACK | HISPANIC | NATIVE AMERICAN | ASIAN | TOTAL |
|-------------------------------|--------------|--------------|-----------------|------------------------|--------------|--------------|
| Adjunct Faculty | 263 | 62 | 2 | 1 | 2 | 330 |
| <i>% of Adjunct Faculty</i> | <i>79.7%</i> | <i>18.8%</i> | <i>0.6%</i> | <i>0.0%</i> | <i>0.6%</i> | <i>100%</i> |
| Full-time Faculty | 154 | 15 | 1 | 0 | 0 | 170 |
| <i>% of Full-time Faculty</i> | <i>90.6%</i> | <i>8.8%</i> | <i>0.0%</i> | <i>0.0%</i> | <i>0.0%</i> | <i>99%</i> |
| Staff | 156 | 66 | 3 | 0 | 1 | 226 |
| <i>% of Staff</i> | <i>69.0%</i> | <i>29.2%</i> | <i>1.3%</i> | <i>0.0%</i> | <i>0.0%</i> | <i>100%</i> |
| Racial Raw Totals | 573 | 143 | 6 | 1 | 3 | 726 |
| % OF Grand Total | 78.9% | 19.7% | 0.8% | 0.1% | 0.4% | 100% |

*Office for Civil Rights (OCR) data for Fall 2010.

Exhibit J: Fall 2010 Course Coverage

