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Ouachita Technical College Malvern, Arkansas
Office of Research and Planning

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Board of Trustees Approve Revised Mission Documents

“Ouachita Technical College is a community of lifelong learners and is acknowledged as responsive to the economic development needs of the region.”

The above was approved as OTC’s revised Vision Statement by the Board of Trustees on March 25, 2008. The Board also approved revisions to the Mission Statement, Purposes, and Values. Strategic Goals and Objectives for the next five years were also outlined.

The Board’s action resulted from a year-long process of gathering input and feedback from the community, students, faculty, and staff. This qualitative information, current trends, and quantitative data that was gathered and analyzed through the Achieving the Dream initiative, IPEDS, and college-identified indicators prompted the changes made to the mission documents and guided the strategic direction set for 2008-2013.

The revised Mission and Purposes Statement is—Ouachita Technical College is a public, two-year institution of higher education that continually identifies and addresses the changing learning needs of the communities it serves through:

- Developmental courses and services that promote collegiate-level success;

- Associate-degree programs and courses that prepare learners to transfer and to succeed at universities;
- Associate degree, certificate, and continuing professional education programs and courses that prepare learners to succeed in the workforce;
- Services and resources that meet the needs of students in order to support successful learning;
- Specialized training courses and services that meet the needs of businesses and individuals;
- Partnerships with K-12 schools, other colleges and universities, businesses, industries, public agencies, and civic groups that support learning and promote the economic development of Arkansas;
- Non-credit, lifelong learning programs and opportunities that meet community needs;
- Continuous improvement through a system of inquiry, evidence, and accountability.

Statements of Values and the 2008-2013 strategic priorities and goals are listed on page 3.



Achieving the Dream Strategies result from Data Analysis

In June, OTC was one of four Arkansas community colleges selected to join Round Four of the national Achieving the Dream initiative that provides support for strategies designed to help more students succeed. National Park, Pulaski Tech, and Phillips were also selected.

This initiative, funded in part by the Winthrop Rockefeller Foundation, provided a \$50,000 grant for 2007-08 to plan the initiative. To receive the implementation funding of \$400,000 over the next four years, OTC submitted a proposal outlining the priorities and accompanying strategies to improve measures of student success. The proposal, consisting of narrative, action plan, timeline, and budget was submitted on May 5.

Data analysis led to the following Priorities:

- Increased success in Intermediate Algebra;
- Increase student success of all students while narrowing the gap between African-American and all students;
- Increase African-American success in Basic Composition.

Specifics on how these priorities will be addressed are delineated in the proposal available on the website at www.otcweb.edu. To access the proposal and other Achieving the Dream materials, click on “Campus Information” at the top and then the Achieving the Dream logo at the bottom, left-hand corner.

Improved Graduation Rate

Good news! The college's graduation rate has increased from 18 percent to 23 percent.

The federal government mandates that graduation and transfer rates be reported annually through the Integrated Postsecondary Data System (IPEDS). Rates are calculated using a fall cohort of first-time, full-time, award-seeking students who are tracked 150 percent of the time. Students are counted only once—either as a graduate or as a transfer. Those who have done both, are counted as a graduate. Transfer data is provided by the Arkansas Department of Higher Education.

The 23 percent IPEDS graduation rate and the 21 percent transfer rate reported this year were based on the fall 2004 cohort. The transfer rate has remained stable—the fall 2003 cohort rate was 22 percent.

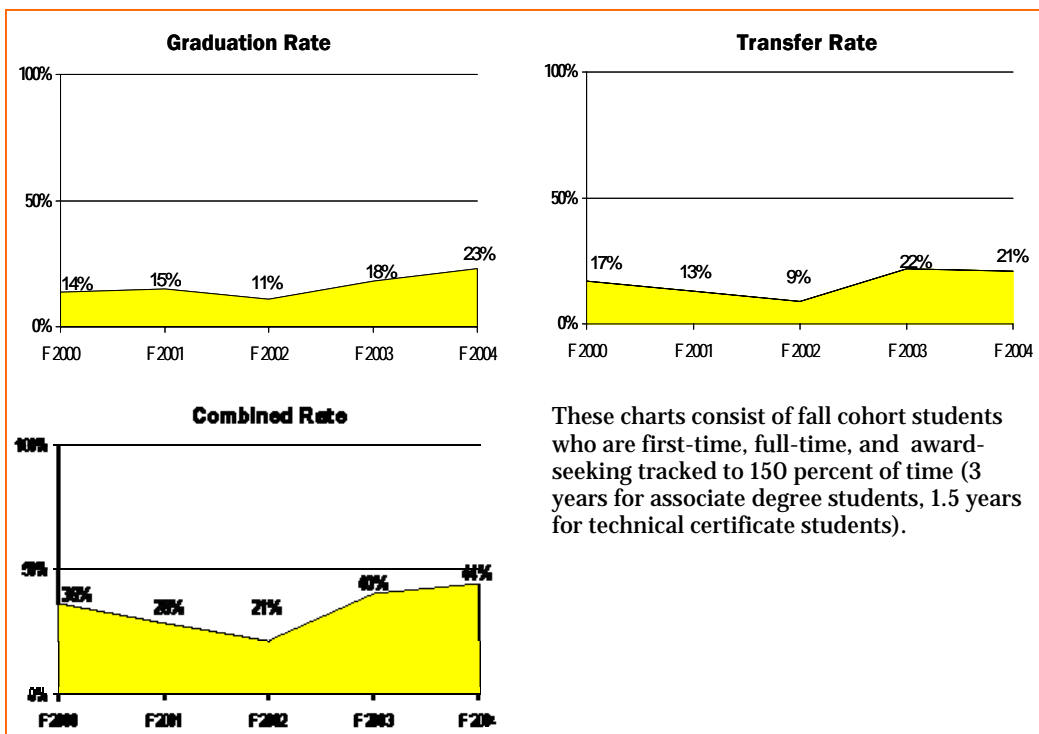
In compliance with the Federal Student Right-to-Know Act, four-year averages of these rates are to be made available to students and potential students. The 2001-2004 cohort average graduation rate was 17 percent and the transfer rate 16 percent. Both the graduation and transfer rates for the 2000-2003 cohort average were 15 percent.

However, not all of the news is good. Gaps in graduation rates between males and females and between African-Americans and Caucasians are indicated. Transfer data reveal that males and that Caucasians transferred at a higher rate.

Of the 2004 cohort (N=189), females had a graduation rate of 31 percent (35/112), males 12 percent (9/77); Caucasians had a graduation rate of 26 percent (39/148—30 female, 9 male), African-Americans 12 percent (4/34—all 4 were female), seven in the cohort reflected four "other" ethnicities. None of the cohort of 16 male, African-Americans graduated.

Of the 2004 cohort, females had a transfer rate of 17 percent (31/112), males 27 percent (21/77); African-Americans 18 percent (6/34—4 male, 2 female), Caucasians 22 percent (32/148—17 male, 15 female).

The charts below provide IPEDS graduation, transfer, and combined rate percentages for the past four years.



These charts consist of fall cohort students who are first-time, full-time, and award-seeking tracked to 150 percent of time (3 years for associate degree students, 1.5 years for technical certificate students).



Ouachita Technical College
Malvern, Arkansas
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*Direct questions or comments
concerning this newsletter to
jprince@otcweb.edu.*

2008-2013 Strategic Priorities

Strategic Action Area 1: Student Access, Engagement, Learning, and Success

Goal One: Provide educational programming, resources, services, financial aid and environment to improve student learning as indicated by increased academic success, persistence, retention, program completion, and transfer.

Goal Two: Promote increased access and student learning to a diverse population.

Goal Three: Create optimal conditions to increase student engagement in curricular, co-curricular, and extra-curricular activities.

Strategic Action Area 2: Community-College Engagement

Goal One: Collaborate and partner with other educational entities (schools, higher education institutions, state agencies, foundations) to support and enhance concurrent, transfer, and other educational success.

Goal Two: Promote innovation and collaboration to fulfill the workforce development needs of business, industry, and other sectors.

Goal Three: Increase public awareness of and earn support for the college and its educational, social, and economic impact.

Strategic Action Area 3: Developing and Managing Effective Resources

Goal One: Promote a financial, physical, and human resource base to support the college's mission, to sustain organizational improvement, and to enhance teaching and learning.

Goal Two: Strengthen and sustain a high-quality information technology infrastructure to support the college's mission.

Goal Three: Empower employees through an environment that encourages professional development, leadership, creativity, and accountability.

Goal Four: Promote increased student access and success by securing increased federal, state, and private support.

Strategic Action Area 4: Continuous Improvement and Accountability

Goal One: Promote and improve institutional effectiveness through an organized system of planning, assessment, and budgeting.

Goal Two: Demonstrate a culture of inquiry, evidence, and accountability through data-driven decision-making.

Ouachita Technical College Statement of Values

As a student-centered institution, Ouachita Technical College is committed to ethical dealings with its constituencies—faculty, staff, administration, businesses, industries, students, and other educational institutions and agencies. We formally adopt the following set of values to guide the direction and operations of the College:

Integrity: We act honestly, courteously, decently, and fairly in all our dealings with our constituencies. Respect must characterize all of our internal and external relationships.

Quality and Accountability: Quality education is the guiding principle in all our actions; consequently, we hold ourselves and each other accountable for our results through a culture of inquiry and evidence.

Leadership: We lead by innovation in meeting the changing needs of our constituencies.

Independence: We recognize that academic freedom, used responsibly, fosters the innovation and initiative which make OTC unique.

Environment: We provide an accessible, safe, clean, and attractive collegiate environment for learning and working.

Community: We are an integral contributor to our community and to its economic development.

The Individual: We know that the commitment and contributions of all employees and students will determine our success. Each employee and student has the opportunity to participate fully, to grow professionally, and to develop to his or her highest potential.

Diversity: We value diversity and the learning opportunities that it creates.

