

**University of Arkansas Community College at Batesville**  
**Board of Visitors Meeting**  
**Independence Hall – Banquet Hall**  
**June 10, 2021**  
**4:00 p.m.**

Members present on-site were Dr. Maggie Williams, Mr. Calvin Wright, Dr. Michael Hester, Mr. Ted Hall, Mr. Mike Arnold, Ms. Jesse Freiert, Ms. Jenifer Floyd and Dr. Jody Smotherman. Those attending via Zoom were Mr. Casey Castleberry and Mr. Stan Fretwell. Absent from the meeting was Col. Karen Ryan.

Also, in attendance were Dr. Brian Shonk, Dr. Anne Austin, Mr. Zach Perrine, Ms. Mandy Walker, Ms. Jodie Hightower, Ms. Hannah Keller Flanery, Ms. Kim Whitten, Ms. Jessica Shelton, Ms. Alexas Sterling, Mr. Mark Cartwright and Dr. Andrew Seely.

Chairman Williams called the meeting to order at 4:05 p.m.

*Dr. Michael Hester moved to approve the minutes from the April 16, 2021 meeting. Mr. Ted Hall seconded the motion and the motion passed.*

**New Employees** – Mr. Zach Perrine, interim chancellor, introduced the new employees. Ms. Jessica Shelton, administrative analyst for the Title III grant, joined the College on April 19, 2021. Ms. Alexas Sterling, fiscal support specialist, joined the College on May 16, 2021.

**Internal Transfers** – Mr. Perrine announced the internal transfers of Ms. Crystal Blue from records management analyst to coordinator of academic computing, Mr. Adrian Walker from fiscal support specialist to maintenance assistant, Mr. Mickey Freeze from TRIO advisor /student activities coordinator to academic advisor, and Mr. Dustin McAnally from computer lab manager to records management analyst.

**Board Member Recommendations** – Mr. Mike Arnold made a recommendation on behalf of the nominating committee to appoint Mr. Brad Cummings to fill a 1-year term and Ms. Michelle Reesor to fill a 3-year term. *Dr. Jody Smotherman made a motion to accept the recommendation of the nominating committee and Ms. Jenifer Floyd seconded the motion. The motion passed.*

**Board Member Reappointment Recommendations** – The Board considered the reappointment of the following members of to an additional 3-year term: Mr. Mike Arnold, Mr. Stan Fretwell, and Mr. Ted Hall. *The motion to accept the reappointments of the named individuals was made by Ms. Jesse Freiert and seconded by Mr. Calvin Wright. The motion passed.*

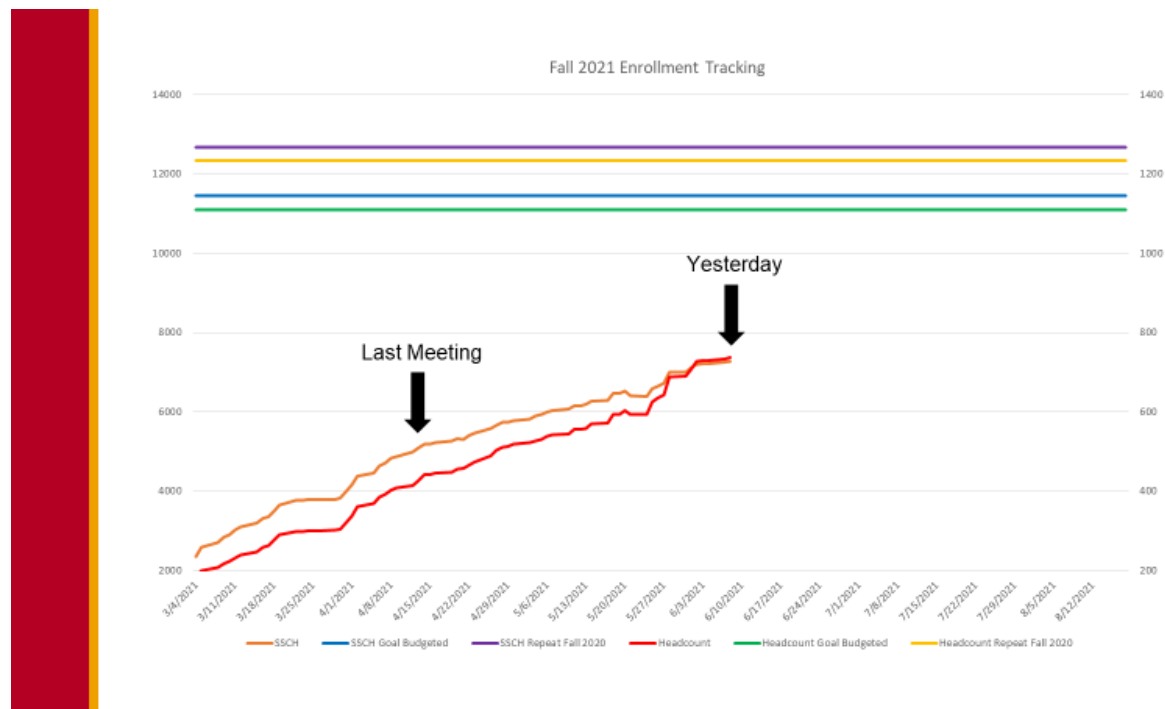
**Election of Officers** - The Board considered a recommendation to elect the following slate of officers: Mr. Ted Hall, chair, Dr. Michael Hester, vice chair, and Ms. Jesse Freiert, secretary. Per UACCB procedure 105.1 officers are elected for a 2-year term. *Ms. Jenifer Floyd made a motion to elect the individuals listed above. Mr. Mike Arnold seconded the motion and the motion carried.*

#### **New Business**

**Board of Visitors By-laws Revision** – Chairman Williams provided the Board a proposed revision to the UACCB Board of Visitors Operating Policies and By-laws Procedure 105.1 that would allow for the use of multiple forms of participation in Board meetings including video and telephone modes. Mr. Ted Hall moved to accept the revision to add *“Any Board meeting may be conducted solely by one or more means of remote communication through which all of the members may participate with each other during the meeting, if the number of members participating in the meeting would be sufficient to constitute a quorum. Participation in a meeting by that means constitutes presence in person at the*

*meeting” to the policy on page 2 under Meetings. Dr. Hester seconded the motion and the motion carried.*

**Enrollment Report** – Mr. Zach Perrine, interim chancellor and vice chancellor for student affairs, presented a report on enrollment and retention efforts. He reported the College has reached the halfway mark to its fall 2021 enrollment goal. Mr. Perrine said the return of in-person activities such as Junior Preview Day, Project: College Bound events, and academic signing days have aided in UACCB’s outreach efforts to students. The College is also pursuing new avenues to communicate with potential students and is continuing its efforts to remove barriers that may prevent students from attending college. The College has launched new digital advertising campaigns, as well as a social media campaign for the summer designed to highlight programs that can be completed in one to two semesters. With funding provided by the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSSA), the campus has purchased ZipWhip, a business text messaging software that will allow texting to a landline, such as to an office phone number on campus. Mr. Perrine said the new service will be another tool to provide increased engagement with students



## Enrollment & Reengagement Strategies

- Digital Advertising Campaign
- CRRSAA Institutional Funds for Pandemic Debt Forgiveness
- Arkansas Student Loan Authority (ASLA) Outreach
  - All FAFSA Applicants notice regarding professional judgment
  - Spring 2021 students not registered for Fall 2021
  - Spring 2020 to Fall 2020 students not registered for Fall 2021
- ZipWhip Text-to-Landline Resource
- Community Partner Visits/Support
- Summer Social Media Calendar



## Help us Tell our Story

- Share and Like Social Media Posts
  - #uaccb
  - #uaccbworkready
- Provide success stories of employees
- Give us feedback!





**Enrollment Report** – Dr. Brian Shonk, vice chancellor for academic affairs, provided an update regarding grants the College recently received. The College was recently awarded \$525,000 in Regional Workforce Grant Phase II funds which will be utilized to purchase equipment to enhance current programs, as well as support the creation of a new Heavy Vehicle and Equipment Operator program.

Dr. Shonk said the Heavy Vehicle and Equipment Operator program will include a certificate of proficiency in Commercial Truck Driving (CDL), a certificate of proficiency in Heavy Equipment Operator, and a technical certificate in Heavy Vehicle and Equipment Operator. He said the funding will provide for a Freightliner M2 crew cab semi-tractor, which will allow space for one instructor and three students, a dry van box trailer, a flatbed trailer, a mini excavator, and a skid steer. He said Requests for Bids are issued for the truck, skid steer and excavator. He said that data shows the program is supported by the demand for over the road and other CDL transportation drivers. He said the program can be completed in 16 weeks.

He said UACCB also plans to purchase an Omnicell autonomous pharmacy management system to be utilized in the registered nursing program. UACCB has a long-standing partnership with White River Health System and Unity Health-White County Medical Center. Both healthcare institutions utilize autonomous pharmacy systems designed to deliver “the right dose to the right patient at the right time” to reduce errors in medicine administration. With the purchase of the Omnicell autonomous pharmacy system, UACCB nursing students will have the benefit of training with technology used in the local and regional healthcare systems, providing them with “real-world” workforce training.

Dr. Shonk said the College also plans to enhance its computer technology offerings with the creation of a modern computer lab with 12 Apple iMac computers, a DJI Matrice 300 RTK drone and one Zenmuse H20T combination 20-megapixel camera, thermal camera, and laser range finder. He said the drone can be used in computer science and agriculture applications.

## Regional Workforce Grant Phase II



UACCB



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UACCB



XT - Standard Drawer Types (all with XT Guiding Lights!)



27-Bin  
Locking



48-Bin Open  
Configurable



10-Bin PCA  
Locking

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UACCB

Dr. Shonk also reported that UACCB would be participating in the Future Fit Arkansas program, a pre-employment workforce training program that will prepare employees for entry-level employment within manufacturing companies. This is a grant provided through the Arkansas Economic Development Commission. The first course will take approximately 96 hours of combined hands-on and online training for the basic skills needed to be successful in a manufacturing position. Dr. Shonk said the state would provide funding to cover the cost of trainers and instruction for the program. Applicants must have a high school diploma or a GED and have earned a Bronze level ACT National Career Readiness Certificate as a minimum qualification to enroll.

**Budget Report** – Ms. Mandy Walker, vice chancellor for finance and administration, presented a budget update. She said the budget for the fiscal year 2022 had been submitted and approved by the U of A System Board of Trustees. She noted that rising costs in many areas including health insurance premiums made forecasting the budget a challenge. She said sales tax revenue actually increased during the pandemic.

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University of Community College at Batesville  
Budgeted Revenues, Expenses and Changes in Net Position  
For the Year Ending June 30, 2022

|   | E&G                | Auxiliary       | Restricted         | Plant            | Other    | TOTAL               |
|---|--------------------|-----------------|--------------------|------------------|----------|---------------------|
| <b>OPERATING REVENUE</b>                  |                    |                 |                    |                  |          |                     |
| Student tuition & fees                    | \$ 2,789,943       |                 |                    |                  | \$       | 2,789,943           |
| Less: Institutional scholarships          | (275,000)          |                 |                    |                  |          | (275,000)           |
| Less: Other scholarship allowances        |                    |                 | (1,300,000)        |                  |          | (1,300,000)         |
| Patient services                          |                    |                 |                    |                  |          | -                   |
| Federal and county appropriations         |                    |                 |                    |                  |          | -                   |
| Federal grants and contracts              |                    |                 | 1,119,024          |                  |          | 1,119,024           |
| State and local grants and contracts      |                    |                 | 792,176            |                  |          | 792,176             |
| Non-governmental grants and contracts     |                    |                 |                    |                  |          | -                   |
| Sales/services of educational departments |                    | 19,500          |                    |                  |          | 19,500              |
| Insurance plan                            |                    |                 |                    |                  |          | -                   |
| Auxiliary enterprises:                    |                    |                 |                    |                  |          |                     |
| Athletics                                 |                    |                 |                    |                  |          | -                   |
| Less: Institutional scholarships          |                    |                 |                    |                  |          | -                   |
| Less: Other scholarship allowances        |                    |                 |                    |                  |          | -                   |
| Housing/food service                      |                    |                 |                    |                  |          | -                   |
| Less: Institutional scholarships          |                    |                 |                    |                  |          | -                   |
| Less: Other scholarship allowances        |                    |                 |                    |                  |          | -                   |
| Bookstore                                 |                    | 462,300         |                    |                  |          | 462,300             |
| Less: Institutional scholarships          | (25,000)           |                 |                    |                  |          | (25,000)            |
| Less: Other scholarship allowances        |                    |                 | (250,000)          |                  |          | (250,000)           |
| Other auxiliary enterprises               |                    | 91,500          |                    |                  |          | 91,500              |
| Less: Institutional scholarships          |                    |                 |                    |                  |          | -                   |
| Less: Other scholarship allowances        |                    |                 |                    |                  |          | -                   |
| Other operating revenues                  | 72,000             |                 |                    |                  |          | 72,000              |
| <b>TOTAL OPERATING REVENUES</b>           | <b>2,561,943</b>   | <b>573,300</b>  | <b>361,200</b>     | <b>-</b>         | <b>-</b> | <b>3,496,443</b>    |
| <b>OPERATING EXPENSES</b>                 |                    |                 |                    |                  |          |                     |
| Compensation & benefits                   | 6,502,142          | 191,683         | 1,392,890          |                  |          | 8,086,715           |
| Supplies & services                       | 2,312,610          | 431,617         | 3,076,640          |                  |          | 5,820,867           |
| Scholarships & fellowships                | 158,000            |                 | 2,909,500          |                  |          | 3,067,500           |
| Insurance plan                            |                    |                 |                    |                  |          | -                   |
| Depreciation                              |                    |                 |                    | 750,000          |          | 750,000             |
| <b>TOTAL OPERATING EXPENSES</b>           | <b>8,972,752</b>   | <b>623,300</b>  | <b>7,379,030</b>   | <b>750,000</b>   | <b>-</b> | <b>17,725,082</b>   |
| <b>OPERATING INCOME/LOSS</b>              | <b>(6,410,809)</b> | <b>(50,000)</b> | <b>(7,017,830)</b> | <b>(750,000)</b> | <b>-</b> | <b>(14,228,639)</b> |



University of Community College at Batesville  
Budgeted Revenues, Expenses and Changes in Net Position  
For the Year Ending June 30, 2022

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|  | E&G       | Auxiliary | Restricted | Plant        | Other | TOTAL        |
|--|-----------|-----------|------------|--------------|-------|--------------|
| NON-OPERATING REVENUES (EXPENSES)                        |           |           |            |              |       |              |
| State appropriations                                     | 4,986,195 |           |            |              |       | 4,986,195    |
| Property & sales tax                                     | 1,600,000 |           |            |              |       | 1,600,000    |
| Federal nonoperating grants                              |           |           | 7,132,067  |              |       | 7,132,067    |
| State and local nonoperating grants                      |           |           | 374,500    |              |       | 374,500      |
| Other nonoperating grants                                |           |           |            |              |       | -            |
| Gifts  |           |           |            |              |       | -            |
| Investment income  | 40,000    |           |            |              |       | 40,000       |
| Interest on capital asset-related debt                   |           |           |            | (18,270)     |       | (18,270)     |
| Other  |           |           |            |              |       | -            |
| NET NON-OPERATING REVENUES                               | 6,626,195 | -         | 7,506,567  | (18,270)     | -     | 14,114,492   |
| INCOME (LOSS) BEFORE OTHER REV/EXP                       | 215,386   | (50,000)  | 488,737    | (768,270)    | -     | (114,147)    |
| OTHER CHANGES IN NET POSITION                            |           |           |            |              |       |              |
| Capital appropriations                                   |           |           |            |              |       | -            |
| Capital gifts and grants                                 |           |           |            |              |       | -            |
| Other  |           |           |            |              |       | -            |
| TOTAL OTHER CHANGES                                      | -         | -         | -          | -            | -     | -            |
| TRANSFERS IN (OUT)                                       |           |           |            |              |       |              |
| Debt Service   | (260,056) |           |            | 260,056      |       | -            |
| Other  | 44,670    | 50,000    | (488,737)  | 394,067      |       | -            |
| TOTAL TRANSFERS IN (OUT)                                 | (215,386) | 50,000    | (488,737)  | 654,123      | -     | -            |
| INCREASE (DECREASE) IN NET POSITION                      | \$ -      | \$ -      | \$ -       | \$ (114,147) | \$ -  | \$ (114,147) |
| IF DECREASE IN NET POSITION ABOVE:                       |           |           |            |              |       |              |
| Use of prior year net position to balance budget*        |           |           |            | 114,147      |       | 114,147      |
|  | \$ -      | \$ -      | \$ -       | \$ -         | \$ -  | \$ -         |
| *Use of prior year net position for the following:       |           |           |            |              |       |              |
| Deferred critical maintenance                            |           |           |            | 114,147      |       | 114,147      |
| Total (agrees to "Use of prior year net position" above) | \$ -      | \$ -      | \$ -       | \$ 114,147   | \$ -  | \$ 114,147   |

University of Community College at Batesville  
Budgeted Revenues, Expenses and Changes in Net Position  
For the Year Ending June 30, 2022

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|  |    |            |    |         |    |       |
|--|----|------------|----|---------|----|-------|
| NET POSITION:  |    |            |    |         |    |       |
| Audited net position at June 30, 2020                          | \$ | 2,737,087  | \$ | 912,298 | \$ | 8,461 |
| Projected change in net position for year ending June 30, 2021 |    | 50,000     |    | (8,461) |    |       |
| Projected net position at June 30, 2021                        | \$ | 2,787,087  | \$ | 912,298 | \$ | -     |
|  |    |            |    |         |    |       |
|  | \$ | 12,515,955 | \$ | -       | \$ | -     |

**HEERF (Higher Education Emergency Relief Funding) Expenditure** – Mr. Perrine reviewed the three allotments of funds received by the college. He provided an overview of funds received through the Higher Education Emergency Relief Fund (HEERF). In phase I, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), UACCB received \$514,963 for direct student aid and the same amount for institutional support. In phase II, UACCB received \$514,963 in direct student aid and \$1,578,387 in institutional support from CRRSSA funds. UACCB provided an additional \$221,787 of the institutional support funds to the direct student aid portion to further assist students with financial struggles they may be facing as a result of the pandemic. In addition to direct student aid, the campus has utilized CRRSSA funds to provide additional student support, implement technology upgrades and program and learning resources.

Ms. Walker said the college will receive a third wave of funding from the American Rescue Plan Act (ARPA), \$1,792,025 for student aid and \$1,709,662 in institutional support. Mr. Perrine noted that the definition of a student was expanded with ARPA funding. The College will be able to provide direct student aid to students who attended during the pandemic beginning March 13, 2020. ARPA funding will also allow for some facility upgrades such as a new boiler for Independence Hall, updates to the campus

information technology infrastructure and materials that will continue to promote safe health practices to prevent the spread COVID-19, such as air filters.

Ms. Walker reviewed the appropriations process noting that the College is required to develop and submit a spending plan for ARPA funds. She said the College is utilizing and has been utilizing an internal form to justify expenses. This form as well as additional information will be used to defend the proposed expenditure plan for ARPA funds.

**COVID-19 update and UACCB Food Pantry Totals** – Mr. Perrine directed the board to the insert with information regarding COVID-19 cases and the Food Pantry.

Campus COVID-19 Update: Fall 2020 Total Cumulative Cases = 64; Spring 2021 Total Cumulative Cases = 26; Total Cumulative Cases from 8/1/2020 to Current = 90

UACCB Food Pantry: Summer II and Fall 2020 (July-December) Total Families Served = 175; Spring and Summer I 2021 (January-Current) Total Families Served = 94

The UACCB Foundation raised over \$5,000 in FY 21 to help fund the food pantry account.

**Title III grant update** – Dr. Anne Austin, executive director of special projects, provided an update on the Better Teaching for Better Learning program funding through a \$2.25 million Title III grant UACCB received in the fall 2020. Dr. Austin said there are 24 participants in the first faculty cohort. Participants are working towards certification from Quality Matters (QM), a nonprofit organization with the mission of promoting and improving the quality of online education and student learning, as well as the Association of College and University Educators (ACUE).

Austin said that thus far, faculty participating in the first cohort have a 97% engagement rate and have been able to implement new practices they are learning through the program. Dr. Andrew Seely, director for the center for teaching and learning, said discussions will begin soon for the recruitment of the second cohort of faculty participants. He said the hope is to pair completers from the first cohort with new participants in a mentorship capacity. He said that all faculty have been equipped with Windows Surface devices and ring lights to assist with creating videos for online learning.



# UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE BATESVILLE

Progress Report  
Cohort A



GENERATION DATE  
June 1, 2021

COHORT CODE  
UACCB-A\_Sp21Fa21



## ENROLLMENT

26

# course-takers  
invited

24

# course-takers  
post-add/drop  
period (30 days)

24

# course-takers  
currently enrolled

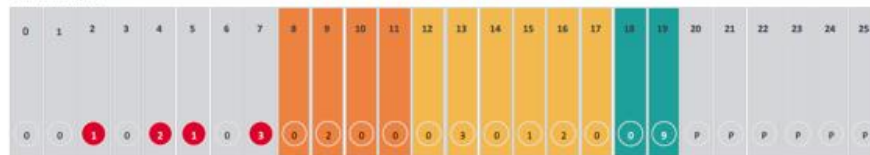
## DEMOGRAPHICS



Based on 24 responses

## MODULE COMPLETION DISTRIBUTION

# Modules Complete



# Course-takers

On Track 2-7 modules behind 8-11 modules behind >11 modules behind P = Pending

## ENGAGEMENT

Faculty report finding the course engaging and relevant to their work.

After completing 19 of 25 modules:



Faculty indicate they agree or strongly agree in 97.2% of responses that the knowledge and skills presented in the modules are relevant to their work. (24 respondents; 316 responses)

## LEARNING

Faculty report improved knowledge of evidence-based teaching practices.

Faculty who have completed 19 modules, on average:

Learned 46 new practices

(All course-takers learned, on average, 2.4 practices per module.)

Learned more about 68 practices

(All course-takers learned more about, on average, 3.6 practices per module.)

## IMPLEMENTATION

Faculty report implementing evidence-based teaching practices.

Faculty who have completed 19 modules, on average:

Implemented 21 new practices

(All course-takers implemented, on average, 1.1 practices per module.)

Plan to implement 44 additional practices

(All course-takers plan to implement, on average, 2.3 practices per module.)

## EXAMPLE REFLECTIONS

To complete each module, faculty:

- Select a technique from the module,
- Implement the technique in their classroom, and
- Write a reflection on the experience of implementing.

These written reflections:

- Describe what was done by the faculty member,
- Include the successes and challenges encountered, student reactions, as well as next steps for continuous improvement, and
- Are scored against a rubric by an ACUE national reader.

[This] class is often perceived as being "hard" and I wanted to help students see that they did understand more than they realized. At the beginning of lecture class, I selected three questions pertaining to our upcoming test from our homework electronic platform. I gave students about 8 minutes to work these and then asked if anyone had an answer for the first one. When a couple of students said they had an answer, I asked them to tell me how they started and I began to work it on the board. I did a similar thing near the end of class with the new material we were covering. Again, positive results. As we progressed in our work of these problems on the board, other students said they had gotten to the same point in the problem. It was really nice to see their masked faces light up with understanding!"

AL1, AL2: DEVELOPING EFFECTIVE CLASS SESSIONS AND LECTURES AND TEACHING POWERFUL NOTE-TAKING SKILLS

I revised my assignment transparency by not only providing a breakdown but gave examples and information that provided a clearer understanding and detail of information explaining my expectation of each section of the assignment to give a more clear understanding of what my expectation is for each section and the overall project for students to obtain a A grade. Students grades on exams, and submission of assignments are fantastic. Student feedback includes "Professor makes his instructions simple to follow and understand" and "I haven't been in school for years, so Professor [...] removes the fear by providing clear information."

DC4: DEVELOPING FAIR, CONSISTENT, AND TRANSPARENT GRADING PRACTICES

I don't require papers so I used the concept of conduct structured peer review session with a twist. Using the guideline instruction sheet I did make sure students had clear directions and set the standards before starting the exercise. I found the peer review activity workbook to be a total success. Students felt confident about their knowledge level and had an understanding of the concepts after the review. It was great seeing students engaged in the process of teaching and learning. Several students told me "I loved the activity workbook." "I totally understand the concepts now." and "I liked not having just lecture over the topics but active participation."

LE7: PROVIDING USEFUL FEEDBACK

**Strategic Plan Report** – Dr. Deltha Sharp, director of institutional research, provided an update on the college's strategic plan. Dr. Sharp said that while the pandemic put some efforts on hold, many goals outlined by the strategic plan had been accomplished including conducting a technology audit, creating a new campus website and creating an interdepartmental marketing workgroup. The strategic planning action teams are working towards achieving additional goals such as improving concurrent student orientation, strengthening industry and workforce partnerships, and seeking opportunities to interact with diverse student groups.

## Strategic Action Teams

|           |                                  |                                  |                                   |            |
|-----------|----------------------------------|----------------------------------|-----------------------------------|------------|
| Academics | Diversity and Cultural Awareness | Student Retention and Engagement | Employee Retention and Engagement | Technology |
|-----------|----------------------------------|----------------------------------|-----------------------------------|------------|



## Strategic Plan – PROGRESS

- Evaluated the physical and digital enrollment through graduation process.
- Created a new website.
- Conducted Employee focus groups to discuss employee recognition preferences.
- Completed a Technology Audit.
- Completed a Technology Employee Satisfaction Survey.





## Strategic Plan – PROGRESS

- Evaluated our diversity statements.
- Strengthened our communication plan for sharing advising information.
- Established an interdepartmental marketing workgroup.
- Surveyed our campus community to determine existing workforce relationships.



## Strategic Plan – IN PROGRESS

- Assessing our volunteer opportunities in academic programs.
- Improving our Concurrent and Secondary Career Center Orientation.
- Strengthening our Industry and Workforce Partner Relationships.
- Expanding target marketing to specific student groups.
- Investigating current opportunities for interactions with students from diverse groups.
- Evaluating the physical access to on-campus student services.
- Providing technology training on current campus technology.
- Refining the employee onboarding process.



## Strategic Plan – NEXT STEPS

- Strategic Action Teams complete remaining 2021 action items.
- Strategic Action Teams make recommendations for 2022 actions.
- REACH Teams review the work and establish 2022 actions.

**Moves UACCB Forward  
2020-2025 Strategic Plan**



*With no further business, the meeting was adjourned at 5:30 p.m.*

Submitted by Ms. Jodie Hightower, assistant to the chancellor.