

Arkansas Public Higher Education Minority Recruitment and Retention Report

Academic Year 20**14-15**



Academic Affairs

December 20**15**

Arkansas Department of Higher Education
423 Main Street, Suite 400, Little Rock, Arkansas 72201

Arkansas State University

Minority Recruitment and Retention Annual Report

2014-2015

June 30, 2015

**Office of Diversity
Division of Finance and Administration**



ARKANSAS STATE
UNIVERSITY

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Introduction

Dr. Maurice Gipson was hired by Arkansas State University as Assistant Vice Chancellor and Chief Diversity Officer beginning February 1, 2015, after a national search for a permanent replacement for Dr. Faye Cocchiara, Interim Chief Diversity Officer. Under his leadership, the Office of Diversity plans to institute new strategies designed to help A-State create an environment conducive to achieving its mission of:

Educating leaders, enhancing intellectual growth, and enriching lives (ASU = e³)

The numerical measurements¹ included in this report are instrumental for understanding our performance towards this mission. Reports include:

- Minority Students, by Minority Group, who currently attend the institution
- Number and Position Title of Minority Faculty and Staff who currently work for the institution
- Number of Minority, by Minority Group, Full-Time Faculty who currently work for the institution
- Number of Minority Adjunct Faculty who currently work for the institution
- Number and Position Title of Minority Faculty and Staff who began working at the institution within the past academic year

In addition to numerical measurements, the current report includes the following:

- Progress made toward meeting institutional goals related to the recruitment and retention of minority students, faculty, and staff
- New strategies and/or processes implemented during the reporting period, including indicators and benchmarks used to determine success
- The division budget, timeline, and other resources used to monitor progress towards achieving objectives

¹ The source of the demographic data contained in this report is the A-State Office of Institutional Research and Planning.

Numerical Measurements

Minority Students

We experienced a 1.6% decrease in overall minority student population since the 2013-14 year, with the most significant decreases in the African-American group. The percentages of Asian Americans, Pacific Islanders, and Hispanics increased. The mixed-race student population decreased by 2.

Table 1. A-State Students by Minority Group

| Ethnicity | 2014-2015 | 2013-2014 | Change | %Change |
|-----------------------|------------------|------------------|---------------|----------------|
| Asian American | 102 | 97 | 5 | 5.10% |
| African American | 1834 | 1923 | -89 | 4.90% |
| Hispanic American | 293 | 267 | 26 | 8.90% |
| American Indian | 71 | 57 | 14 | 19.70% |
| Pacific Islander | 16 | 10 | 6 | 37.50% |
| Two or More Races | 201 | 211 | -2 | 1.00% |
| Total Minority | 2525 | 2565 | -40 | 1.60% |

Minority Faculty and Staff

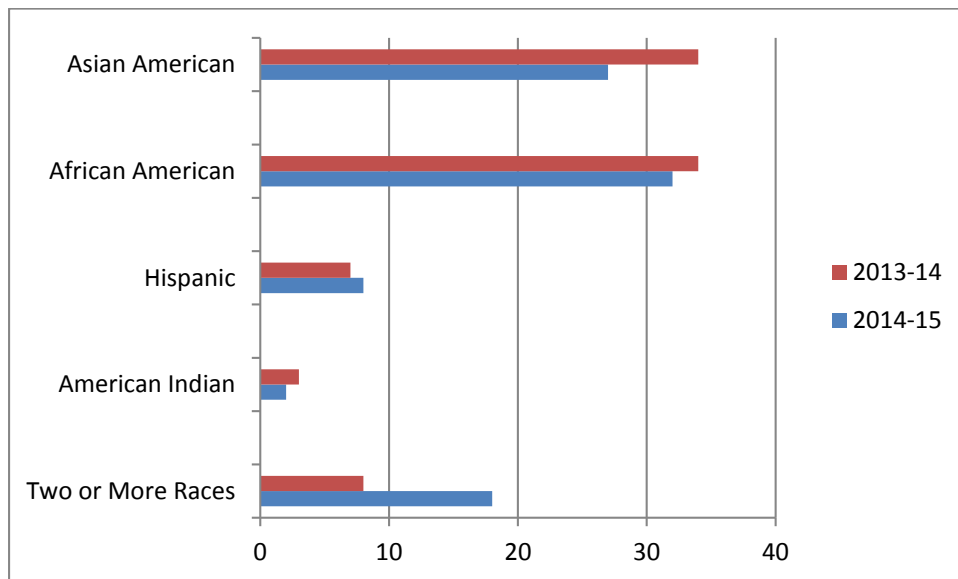
The total number of minority faculty and staff decreased 6.5 percent since the last reporting period, from 272 in 2013-14 to 255 in 2014-15. See Appendix A for the number and position title of current minority faculty and staff.

Minority Full-Time Faculty

We experienced a one percent increase in the overall proportion of full-time minority faculty since the last reporting period going from a total of 86 to 87.



Figure 1. Full-time Minority Faculty by Minority Group



Minority Adjunct Faculty

The number of minority faculty working in adjunct faculty positions increased 35 percent during 2014-15. There are currently 19 minorities serving in adjunct faculty positions, up from fourteen in 2013-14.

Table 2. Minority Adjunct Faculty by Minority Group

| Title | Ethnicity | Number |
|-------------------|------------------|--------|
| Part-time Faculty | African American | 18 |
| Part-time Faculty | Hispanic | 1 |

Recently-Hired Minority Faculty and Staff

We experienced a 60 percent decrease in the number of recently-hired minority faculty and staff who began working at A-State during the reporting period (from 25 in 2013-14 to 10 in 2014-15).

Table 3. Recently-Hired Minority Faculty and Staff

| Title | Ethnicity Code | Number |
|-------------------------|-----------------------|---------------|
| Asst. Professor | Hispanic | 1 |
| Instructor | Hispanic | 1 |
| | Total | 2 |
| | | |
| Instit. Services Asst. | American Indian | 1 |
| Instructor | American Indian | 1 |
| | Total | 2 |
| | | |
| Administrative Spec. II | African-American | 1 |
| Asst. Professor | African-American | 1 |
| Asst. Professor COB | African-American | 1 |
| Instructor | African-American | 1 |
| Project Program Mgr. | African-American | 2 |
| | Total | 6 |
| | | |
| | Total Recent Hires | 10 |

New Strategies, Activities, and Benchmarks

We initiated the following strategies and activities during the reporting period to support the achievement of our diversity and inclusion goals.

1. Provided cultural competency training for various campus community groups.

Benchmark: Participants receive a score ranging from 30-180 on the training assessment and are encouraged to participate in additional training based on the score.

2. Continue a formal grant program for requesting financial support from the Office of Diversity. Grants are available to faculty, staff, and students for activities and programs that advance campus diversity and inclusiveness and that meet one of the following six core diversity areas (Williams & Wade-Golden, 2007):
 - Build new institutional diversity infrastructure
 - Enhance structural diversity, equity, and success
 - Inform the search process
 - Cultivate diversity awareness, recognition, and appreciation



- Interface with institutional accountability systems
- Infuse diversity into curriculum

Benchmark: The Office of Diversity has awarded more than \$90,000 in grants to faculty and students this past year to support diversity and inclusion on the A-State campus. Most of the grant requests have fallen under the *diversity awareness, recognition, and appreciation* core diversity area.

3. Began actively recruiting faculty and students from diverse backgrounds through participation in conferences, fairs and formal networks.

Benchmark: Currently, the AVC is participating in several conferences that promote diversity and inclusion such as the National Conference on Race and Ethnicity and the National Association of Diversity Officers in Higher Education Conference. As a result, A-State has been able to successfully establish informal networks with various Historically Black Colleges and Universities in an effort to increase recruitment of minority faculty and graduate students.

Tools for Monitoring Progress

The Office of Diversity had a fiscal year 2014-15 budget of slightly over \$202,000 for diversity programming and initiatives, including supporting multicultural student initiatives and supplementing critical minority faculty salaries as appropriate. We will utilize the following methods to evaluate our performance towards achievement of diversity goals:

- Every three years, conduct a diversity climate survey to gauge perceptions of campus environment. Use the 2013 survey as the benchmark for the 2016 survey.
- On an annual basis, monitor employment selection data for year-to-year comparisons. Data includes the race, sex, and ethnicity of individuals who applied, individuals interviewed, and individuals hired.
- Monitor the racial, ethnic, and gender makeup of committees and panels to ensure the inclusion of racial and ethnic minorities and/or other individuals with diversity competence, particularly in situations where the recommendations or decisions from such committees and panels affect the employment outcomes of minority faculty, staff, or students.

- Use the number of diversity grants awarded to monitor the development of initiatives that increase understanding of diversity, build support for an inclusive environment, and create opportunities for dialogue.
- Use the annual Diversity Excellence Awards to incentivize and reward diversity research, pedagogy, and advocacy.
- Assess diversity initiatives at the department, college and unit levels to determine efficacy.



Appendix A – Number and Position Title of Current Minority Faculty and Staff

| Title | Ethnicity | Number |
|--------------------------------|------------------|-----------|
| Administrative Specialist II | Asian | 1 |
| Administrative Specialist III | Asian | 1 |
| Assistant Professor | Asian | 10 |
| Assistant Professor-COB | Asian | 1 |
| Associate Professor | Asian | 10 |
| Associate Professor-COB | Asian | 1 |
| Dir of Intl Programs | Asian | 1 |
| Head Coach | Asian | 1 |
| Information Technology Manager | Asian | 1 |
| Institutional Svcs Assistant | Asian | 1 |
| Instructor | Asian | 1 |
| Professor | Asian | 4 |
| Research Assoc Professor--ABI | Asian | 1 |
| Research Asst Prof--12 Mo--ABI | Asian | 1 |
| Research Asst Professor--ABI | Asian | 1 |
| Total | | 36 |
| Academic Advisor | African-American | 7 |
| Administrative Specialist I | African-American | 6 |
| Administrative Specialist II | African-American | 6 |
| Administrative Specialist III | African-American | 2 |
| Apprentice Tradesman | African-American | 2 |
| Assistant Professor | African-American | 12 |
| Assistant Professor--12 Mo | African-American | 2 |
| Assistant Professor-COB | African-American | 1 |
| Assoc Dean of Stdnt Affairs | African-American | 1 |
| Assoc Director Student Support | African-American | 1 |
| Assoc VC | African-American | 1 |
| Associate Professor | African-American | 4 |
| Associate Registrar | African-American | 1 |
| Asst Coach | African-American | 5 |
| Asst Dean of Stdnt | African-American | 2 |
| Asst Dir of Financial Aid | African-American | 1 |
| Asst Football Coach | African-American | 3 |
| ASU Asst Dir of Physical Plant | African-American | 1 |
| Athletic Facility Supervisor | African-American | 2 |



| | | |
|---------------------------------|------------------|------------|
| Broadcast Prod Specialist | African-American | 1 |
| Call Center Specialist | African-American | 1 |
| Childcare Technician | African-American | 10 |
| Comm Artist I/Graphic Artist I | African-American | 1 |
| Computer Operator | African-American | 1 |
| Computer Support Specialist | African-American | 3 |
| Coor of ASU Cmnty College | African-American | 1 |
| Counselor | African-American | 1 |
| Department Chairperson | African-American | 1 |
| Development Advncmnt Specialist | African-American | 2 |
| Dir of Disability Servs | African-American | 1 |
| Dir of Upward Bound | African-American | 1 |
| Director Academic Advising | African-American | 1 |
| Financial Aid Analyst | African-American | 1 |
| Fiscal Support Supervisor | African-American | 1 |
| Head Coach | African-American | 1 |
| Heavy Equipment Operator | African-American | 3 |
| HEI Program Coordinator | African-American | 4 |
| Institutional Svcs Assistant | African-American | 10 |
| Institutional Svcs Supervisor | African-American | 2 |
| Instructor | African-American | 8 |
| Instructor--12 Mo | African-American | 2 |
| Librarian | African-American | 1 |
| Library Supervisor | African-American | 1 |
| Library Support Assistant | African-American | 2 |
| Professor | African-American | 2 |
| Project Program Director | African-American | 1 |
| Project Program Manager | African-American | 22 |
| Project Program Specialist | African-American | 5 |
| Public Safety Officer | African-American | 1 |
| Research Assistant | African-American | 3 |
| Skilled Tradesman | African-American | 3 |
| Staff Development Coordinator | African-American | 1 |
| Student Development Specialist | African-American | 1 |
| Total | | 160 |

| | | |
|-------------------------------|----------|---|
| Academic Advisor | Hispanic | 1 |
| Administrative Specialist III | Hispanic | 1 |
| Assistant Professor | Hispanic | 4 |
| Assistant VC for Info Tech | Hispanic | 1 |
| Associate Professor | Hispanic | 1 |



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|--------------------------------|----------|---|
| Associate Professor-COB | Hispanic | 1 |
| Computer Support Specialist | Hispanic | 1 |
| Financial Aid Analyst | Hispanic | 1 |
| Fiscal Support Specialist | Hispanic | 1 |
| Institutional Printer | Hispanic | 1 |
| Institutional Svcs Assistant | Hispanic | 2 |
| Instructor | Hispanic | 2 |
| Research Assistant | Hispanic | 1 |
| Research Associate | Hispanic | 1 |
| Research Asst Prof--12 Mo--ABI | Hispanic | 1 |
| Student Development Specialist | Hispanic | 1 |

| | |
|--------------|-----------|
| Total | <u>21</u> |
|--------------|-----------|

| | | |
|------------------------------|-----------------|---|
| Assistant Professor | American Indian | 1 |
| Childcare Technician | American Indian | 1 |
| Computer Support Specialist | American Indian | 1 |
| Institutional Svcs Assistant | American Indian | 1 |
| Instructor | American Indian | 1 |
| Research Assistant | American Indian | 1 |

| | |
|--------------|----------|
| Total | <u>6</u> |
|--------------|----------|

| | | |
|-------------------------------|------------------|---|
| Administrative Specialist III | Pacific Islander | 1 |
| Dir. Interactive Teach & Tech | Pacific Islander | 1 |
| Project Program Specialist | Pacific Islander | 1 |

| | |
|--------------|----------|
| Total | <u>3</u> |
|--------------|----------|

| | | |
|-------------------------------|-------------------|---|
| Administrative Specialist II | Two or More Races | 2 |
| Admissions Analyst II | Two or More Races | 1 |
| Assistant Professor | Two or More Races | 2 |
| Associate Professor | Two or More Races | 4 |
| Childcare Technician | Two or More Races | 1 |
| Computer Support Specialist | Two or More Races | 1 |
| Coordinator of Housekeeping | Two or More Races | 1 |
| Department Chairperson | Two or More Races | 1 |
| Dir of Institutional Research | Two or More Races | 1 |
| Institutional Svcs Assistant | Two or More Races | 2 |
| Instructor | Two or More Races | 6 |
| Librarian | Two or More Races | 1 |
| Pest Control Tech | Two or More Races | 1 |
| Professor | Two or More Races | 5 |
| Project Program Specialist | Two or More Races | 1 |

| | | |
|---------------------------|-------------------|-----------|
| Radio News Director | Two or More Races | 1 |
| Research Assistant | Two or More Races | 1 |
| Skilled Trades Supervisor | Two or More Races | 2 |
| Skilled Tradesman | Two or More Races | 1 |
| Total | | <u>35</u> |



ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan
June 2015

Name of Institution: Arkansas Tech University (Including Ozark Campus)
Name of Contact Person: Dr. AJ Anglin, Interim Vice President for Academic Affairs

1. Number of minority students who currently attend the institution:

| | |
|-------------------------------|--------------|
| | Fall 14 |
| Black | 919 |
| Hispanic | 728 |
| American Indian/Alaska Native | 121 |
| Asian/Pacific Islander | 154 |
| Native Hawaiian | 8 |
| Total | 1,930 |

2. Number and position title of minority faculty and staff who currently work for the institution. The number in parenthesis is the number holding that rank in each ethnic category.

Minority Faculty:

| | |
|-------------------------------|------------------------------------|
| Associate Professor (4) | Asian/Pacific Islander |
| Associate Professor (1) | Black |
| Associate Professor (1) | Hispanic |
| Assistant Professor (10) | Asian/Pacific Islander |
| Assistant Professor (1) | Hispanic |
| Assistant Professor (2) | American Indian/Alaskan Native |
| Assistant Professor (2) | Black |
| Assistant Professor (1) | International – Non-Resident Alien |
| Instructor (1) | Black |
| Instructor (1) | Asian/Pacific Islander |
| Instructor (1) | Hispanic |
| Workforce Ed Faculty (1) | Asian |
| Workforce Ed Faculty (1) | Black |
| Total Minority Faculty | 27 |

Minority Adjunct Faculty

| | |
|-------------------------------|------------------------------------|
| Adjunct (1) | American Indian/Alaskan Native |
| Adjunct (5) | Black |
| Adjunct (2) | Hispanic |
| Adjunct (3) | International – Non-Resident Alien |
| Total Minority Adjunct | 11 |

Minority Staff:

| | |
|--|--------------------------------|
| Academic Advisor UB M/S Liaison (1) | Asian |
| Academic Advisor (1) | American Indian/Alaskan Native |
| Administrative Analyst (1) | Black |
| Administrative Specialist I (1) | Black |
| Administrative Specialist I (2) | Hispanic |
| Administrative Specialist II (1) | Hispanic |
| Administrative Specialist III (2) | Asian |
| Administrative Specialist III (2) | Black |
| Administrative Specialist III (1) | Hispanic |
| Assistant Coach (5) | Black |
| Associate Registrar (1) | Black |
| Assistant Athletic Trainer (1) | Hispanic |
| Associate Dean of Students (1) | Black |
| Associate Dean of Campus Life (1) | Black |
| Computer Operator (1) | Hispanic |
| Director of International Programs (1) | Asian |
| Director of Career Services (1) | Black |
| Financial Aid Analyst (1) | Black |
| Fiscal Support Analyst (1) | Hispanic |
| Fiscal Support Specialist (1) | Black |
| Head Coach (1) | Hispanic |
| Institutional Assistant (1) | Asian |
| Institutional Services Assistant (1) | American Indian/Alaskan Native |
| Institutional Services Assistant (1) | Asian |
| Institutional Services Assistant (1) | Black |
| Institutional Services Assistant (2) | Hispanic |
| Maintenance Assistant (1) | Black |
| Project Program Director Sports Medicine (1) | Black |
| Project Program Administrator (2) | Hispanic |
| Project Program Administrator (1) | Asian |
| Public Safety Officer (1) | American Indian/Alaskan Native |
| Public Safety Officer (1) | Asian |
| Registered Nurse (1) | American Indian/Alaskan Native |
| Special Events Supervisor (1) | Asian |
| Student Development Specialist (1) | American Indian/Alaskan Native |
| Systems Specialist (1) | American Indian/Alaskan Native |
| Total Minority Staff | 45 |

3. Number and position title of minority faculty and staff who began working at the institution in the past year.

| | |
|---------------------------------------|----------------------------------|
| Assistant Professor (4) | Asian |
| Administrative Analyst (1) | Black |
| Administrative Specialist I (1) | Black |
| Administrative Specialist I (2) | Hispanic |
| Administrative Specialist II (1) | Hispanic |
| Adjunct CLL (1) | Black |
| Adjunct HPE (1) | International Non-Resident Alien |
| Adjunct Ozark Business Technology (1) | International Non-Resident Alien |
| Adjunct Ozark Business Technology (1) | Hispanic |
| Adjunct Ozark Business Technology (1) | Black |
| Assistant Athletic Trainer (1) | Hispanic |
| Assistant Coach (2) | Black |
| Associate Dean of Students (1) | Black |
| Computer Operator (1) | Hispanic |
| Director of Career Services (1) | Black |
| Project /Program Administrator (1) | Hispanic |
| Public Safety Officer (1) | American Indian-Alaskan Native |
| Public Safety Officer (1) | Asian |
| Special Events Supervisor (1) | Asian |
| Total in Past Year | 24 |

4. Progress continues in the recruitment and retention of minority students. Statistics compiled by the Director of Institutional Research indicate that the number of minority students increased by 182 last year, an increase of 9.4% over the previous year. The largest increases were among Black and Hispanic students. The University is continuing to place emphasis on the retention of all students, not just minority students.

One of the major retention initiatives in recent years has involved an expansion of the Bridge to Excellence program in which all new freshmen are assigned to a faculty or staff mentor. The program uses the Noel Levitz College Student Inventory instrument to determine the types of assistance students might need for them to be successful. The results of the instrument are provided to each mentor as an aid in working with the student. The retention efforts have involved both the Academic Affairs and the Student Services components of the University working cooperatively for the benefit of students.

An initiative which began in 2008 was the development and implementation of TECH 1001. This is a one-hour class that is required of all new incoming students. The purpose of the class is to emphasize those student characteristics which are known to be associated with student success and to help the new student acclimate to campus and academic life.

An additional initiative which began as part of the Complete College American grant was a complete redesign of the remedial math courses. In the redesign, two courses were combined, removing a three hour requirement for many students, and the course was modularized to allow students to work through the materials more rapidly. The data for the first few semesters indicate a higher student success rate in remedial math and a much higher success rate in college algebra for those students who completed the remediation using the new method.

Arkansas Tech University, this past year, has been working with the John Gardner Institute on a three year project to identify five gateway courses (courses which most students must take but result in high numbers of D, F, W, or I grades). The purpose is to identify the reasons students have difficulty with the courses and to develop strategies to improve success.

Another new retention initiative which began in the fall semester 2013 is a major change to the freshman orientation program. All new students, not just volunteers as it has been in the past, are required to participate in a two-day orientation program. The activities not only provide orientation of the new students to campus, but also provide exposure to the types of software and hardware students use for their classes, helpful resources on campus, classroom behavioral expectations, and other issues that are helpful in adjusting to this new phase of their development.

Just this week, Arkansas Tech University was notified of acceptance into an Academy on Persistence and Completion under the auspices of the Higher Learning Commission. This is a four-year commitment and effort to improve retention and completion rates using mentoring and consultants from the Higher Learning Commission to help design programs and services that improve student success.

In terms of faculty and staff, the University continues to use a minority friendly procedure for recruitment. All faculty and administrative vacancies are filled according to guidelines and procedures published and administered by the Affirmative Action Office. The guidelines are disseminated to all departments and forms are included which provide a consistent and equitable approach to filling vacancies as they occur. The guidelines cover all aspects of the hiring process and include procedures relating to the following categories: Announcement and Advertising the Position, Responsibilities of the Search Committee, Required Documentation Maintained by the Affirmative Action Office, and Minority Recruitment Contacts. The job description to be advertised must be approved by the Affirmative Action Officer to ensure that the appropriate EOE information is included. After the position closes, the chair of the search committee sends an Interim Report to the Affirmative Action Office. The Interim Report must be approved prior to any candidate being interviewed. The Interim Report is used to determine the breadth of ethnic and gender representation. Only the Affirmative Action Officer has ethnicity data until the Position Filled Report is completed.

The Affirmative Action Officer works with every search committee prior to the initiation of any faculty/administrative search to ensure that all guidelines are understood and

followed. Following the confirmation of the hiring decision, a final report is filed with the Affirmative Action Office and the information is added to an ongoing database which includes data reflecting the ethnic/gender distribution of candidates and reasons for rejection by category.

4.a. There are currently no revisions or updates to the current five-year plan.
The plan currently in place is for 2012-2016.

4.b. Timeline, budget, and methods used to assess and monitor progress.

Timeline

These efforts began in 1997 and are continuing. The plan is assessed each year and re-evaluated as a result of the findings.

Budget

The budgets were put in place for the majority of these efforts in 1997. The budgets have continued to increase as the University has grown. In other instances, new initiatives have been added to existing services in such a way that the direct cost of the minority initiative can not be readily determined. For example, the International Student Office was redefined as the International and Multicultural Student Services Office and the mission was expanded to include “multicultural”. That office has worked closely with the Black Student Association to sponsor campus awareness, Black History Month, and programming activities that are of more interest to minority students. The International and Multicultural Student Services Office has grown to include an Assistant Director, a Student Advisor, and a full-time secretarial position but it is not feasible to determine how much is allocated to minority relationship efforts. In general, the University will continue to support these, and additional activities, that may be developed to assist with the identification, recruitment and retention of qualified minority faculty, staff, and students.

Initiatives such as the John Gardner, Gateways to Completion, project require significant resources but are not geared specifically for minority students. However, statistics indicate that minority students are most likely to be enrolled in remedial classes and to have difficulty in many of the gateway courses so the initiative should improve success and retention of minority students although not targeted as a minority initiative. The same is true of the Academy on Persistence and Completion, the costs are not small but the benefit to students, minority and others, has the potential to be significant.

Methods of Assessment

Assessment of the effectiveness of the plan is conducted on two levels. Action items are reviewed on an annual basis to assure the procedures are being followed and that policies are being enforced. The strategies and action items are designed to bring about the desired outcome of a more ethnically diverse campus. Therefore, the more important assessment method will be tracking and reporting the number of minority faculty, staff, and students on an annual basis to determine if progress is being made in the recruitment and retention of a

diverse faculty, staff, and student body. The final assessment is the development of data that identify trends in recruitment and retention of qualified minority faculty, staff, and students. The annual report is focused on the current status and annual changes in the quality and numbers of minorities in each group; faculty, staff and students. Increases in those areas provide indications that the plan is working as anticipated.

Henderson State University
2014-2015
Minority Recruitment and Retention
Annual Report

Dr. Lewis A. Shepherd, Jr.
Vice President for Student and External Affairs
Henderson State University
June 30, 2015

Introduction

In 2011, people of color (African Americans or people of African descent, Asian Americans, and Asian American descent, Hispanic Americans, Native Americans) comprised approximately 36.6% of the United States (U.S.) population. Non-Hispanic whites are projected to become a minority by 2042, according to a 2008 release by the Census Bureau. There are 52 million Hispanics in the U.S., an increase of 3.1 percent, making it the largest minority group in the country. The Census Bureau released estimates on the U.S. population's growth in 2011, finding that racial and ethnic minorities for the first time made up more than half of all children born in the country, totaling 50.4 percent.

Given these demographic changes, more and more students, especially those from underrepresented backgrounds, will need to be college educated if we are to maintain and advance our labor force.

This growing trend places Henderson State University in a unique position to respond to the diverse needs of our underrepresented populations. Therefore, one of the primary missions of the University is to create an environment that reflects diversity in the administration, faculty, staff and students, multiculturalism, equity, and inclusive academic excellence for all students.

The following information presents an overview of the current status of diversity on the Henderson State University campus.

Multicultural Students

The number of culturally diverse students enrolled during the 2014-2015 academic year at Henderson State University was 1,371. This number represents approximately 11.5 % of the HSU student body.

| Minority Students 2014-15 | |
|----------------------------------|------------------|
| Ethnicity | Headcount |
| African American | 1011 |
| American Indian | 9 |
| Asian American | 27 |
| Hispanic | 166 |
| Hawaiian | 1 |
| 2 or More Races | 157 |
| TOTAL | 1371 |

Minority Staff and Faculty

During the 2014-2015 academic year, Henderson State University employed 115 minority faculty and staff. The list below provides the number and position title of individuals currently employed.

Currently Employed Faculty and Staff

The position title and number of minority faculty and staff who are currently employed at Henderson State University:

| | |
|--------------------------------------|----|
| Part-time Faculty | 4 |
| Associate Professor | 12 |
| Associate Librarian | 1 |
| Instructor | 1 |
| Lecturer | 1 |
| Professor | 6 |
| Accountant I | 1 |
| Administrative Specialist I | 2 |
| Administrative Specialist II | 4 |
| Administrative Specialist III | 4 |
| Assistant Coach | 1 |
| Associate Dean of Student Services | 1 |
| Associate Dean | 2 |
| Assistant Director McNair Scholars | 1 |
| Assistant Dean of Student Services | 2 |
| Assistant Director of Athletics | 1 |
| Campus Postmaster | 1 |
| Computer Operator | 2 |
| Counselor | 6 |
| Dean of School | 1 |
| Director of University Relations | 1 |
| Director ERZ | 1 |
| Director of Testing | 1 |
| Director of TRIO Programs | 1 |
| Education Specialist/Counselor TS | 2 |
| Education Specialist Coordinator VUB | 2 |
| Fiscal Support Specialist | 1 |
| Fiscal Support Technician | 2 |
| Institutional Assistant | 2 |
| Institutional Services Assistant | 28 |
| Institutional Services Supervisor | 4 |
| Library Tech- Academic Support | 2 |
| Maintenance Assistant | 2 |

| | |
|--|----------|
| Network Support Analyst | 1 |
| President | 1 |
| Project/ Program Specialist | 1 |
| Public Safety Officer | 4 |
| Purchasing Specialist | 1 |
| Registrar's Assistant | 1 |
| Scholar Coordinator McNair Scholars | 1 |
| Shipping and Receiving Clerk | 1 |
| <u>Vice President for Student and External Affairs</u> | <u>1</u> |

110

Full-time Faculty by Minority Group

The number of minority full-time faculty who currently work for the institution by minority group:

| Minority Full-time Faculty | |
|----------------------------|------------------|
| Ethnicity | Headcount |
| African American | 9 |
| American Indian | 2 |
| Asian American | 6 |
| Hispanic | 4 |
| 2 or More Races | 6 |
| TOTAL | 27 |

Full-Time Faculty & Staff by Minority Group

The number of minority adjunct faculty who currently work for the institution by minority group:

| All Minority Faculty & Staff | |
|------------------------------|------------------|
| Ethnicity | Headcount |
| African American | 85 |
| American Indian | 2 |
| Asian American | 9 |
| Hispanic | 8 |
| 2 or More Races | 11 |
| TOTAL | 115 |

Recently Employed Minority Faculty and Staff

The position title and number of minority faculty and staff who began working at Henderson State University in the past year:

| Minority - New Employees | |
|--------------------------|-----------|
| Ethnicity | Headcount |
| African American | 15 |
| Asian American | 1 |
| Hispanic | 4 |
| 2 or More Races | 1 |
| TOTAL | 21 |

Institutional Goals and Objectives

The diversity we seek at HSU has not occurred through historic patterns of student matriculation; therefore, it is only through reaching out to and building relationships with external communities (Community and Technical Colleges, churches, and pre-college outreach programs) and the commitment of institutional resources, staff support, support services, and scholarships that we will achieve the diversity we seek.

In its continuing efforts to recruit and retain culturally diverse faculty, staff, and students, the Office of Student and External Affairs is utilizing the following strategies: (1) To successfully attract and retain racially and ethnically diverse students, HSU must be able to meet the psychological, sense of belonging, and self-esteem needs of students. Retention services include counseling, tutoring, academic support, career planning, and placement services. The Office of Diversity will provide cultural competency skills for academic advisors and faculty members; (2) Provide strong academic preparation and support programs – Summer Institute; (3) Provide strong social support and integration-social and cultural activities and organizations; (4) Provide additional financial resources; (5) Sending job announcements to Historically Black Colleges and Universities; (6) Create diversity action plans for all academic and non-academic units; (7) Create a campus-wide mentoring program that improves campus climate and retention; (8) Substantially increase revenues

from fundraising and partnerships in collaboration with the HSU Foundation for diversity-related initiatives.

Action and Elements

As a measure of progress we will:

1. Appropriate and fill a position dedicated full-time to leading the whole-campus initiative to improve our climate and ability to increase institutional diversity, equity, and inclusion.
2. Form a committee of faculty, staff, and students who have previously worked on diversity efforts as well as members who have interest in doing so.
 - Establish a clear definition of what diversity, equity, inclusion and cultural competence mean to Henderson.
 - Define how to measure success.
 - Determine what has been accomplished in the past and which programs or efforts were successful.
 - Analyze why some efforts may have failed and/or diminished over time.
 - Study successful efforts at other institutions and organizations.
3. Conduct a comprehensive study of our demographic data.
 - Measure data against labor market data where we recruit candidates.
 - Measure data against data from a selected set of comparable and competitive peer institutions.
 - Propose recommendations for changes and their implementation supported by study data.
4. Conduct and use a comprehensive survey measuring the climate for diversity, equity and inclusion on our campus.
 - Identify reasons for feelings of being excluded and other parameters as determined while making survey.

- Using data from the climate survey and findings from the study of other institutions and organizations, develop a plan with policies, procedures, and models to increase and continuously promote cultural competency and proactive behavior among all university constituents.
5. Be recognized as a leader in diversity, equity and inclusion
- Develop our own Diversity Excellence Award similar to the one at Arkansas State University which recognizes “individual faculty members, faculty groups, academic departments or academic units that demonstrate the highest commitment to enhancing excellence through diversity.” Our award could include staff and student groups.
 - Be the recipient of the CUPA-HR “Inclusion Cultivates Excellence Award.”

Budget

The Office of Diversity operates within the following budget:

| Account | Amount |
|-----------------------|-------------------|
| Travel | \$2,000.00 |
| Supplies and Services | \$4,200.00 |
| Total | \$6,200.00 |

*Additional funds are secured through private grants and foundations.



Southern Arkansas University
Minority Recruitment and Retention Annual Report
2014-2015

Southern Arkansas University
100 E. University
Magnolia, Arkansas 71754

MINORITY RETENTION PLAN 2014-2015

Although there are many goals and objectives that are University-wide that relate to the retention of minority faculty, staff, and students, the following goals and objectives relate directly to these groups.

Goal 1: To recruit and retain diverse, well-qualified and student-centered faculty and staff.

- Objective: Increase the percentage of underrepresented faculty and staff.
 - a. Annual comparison of the percent of underrepresented faculty and staff, using fall 2005 as the base year in October of each year

Goal 2: To recruit, retain, and graduate students who have the opportunity to succeed with the support of an educational community of committed and caring faculty and staff.

- Objective: Increase African-American retention and graduation rates.
 - a. Increase in African-American retention rate and graduation rate to University averages

Goal 3: To provide the opportunity for all students to have a full, meaningful, and well-rounded university life.

- Objective: Increase the level of awareness and acceptance of diversity in people and cultures.
 - a. Analysis of the types and number of courses, programs and activities that promote diversity

ACT 1091 of 1999
FACULTY/STAFF MINORITY RETENTION
2014-2015 Report

1. Minority representation is required on significant committees that have a great impact on the University.
2. The policy of minority representation on all search committees continues.
3. Beginning in 2003 and in observance of Martin Luther King, Jr. Day, all classes were cancelled for the observance of Martin Luther King, Jr. Day in February. Students and faculty were dismissed for the day's observations and programs.
4. A vote of the SAU staff (100% participation) showed clearly that the staff was overwhelmingly in favor of not either taking a mandatory day of leave or losing one day of Christmas leave time to observe Martin Luther King, Jr. Day. The staff wished for the University offices to remain open and that any staff employees wanting to observe Martin Luther King, Jr. Day are welcomed and encouraged to do so by taking a personal vacation day.

Office of Multicultural Affairs Goals relating to Minorities

1. To provide a nurturing environment for minority students.
2. To enhance retention and graduation rates among minority students.
3. To provide opportunities for multicultural growth.
4. To reach out to African-American alumni in order to establish a network of support for current African-American students.
5. To assist minority students in locating financial assistance.
6. To keep minority students abreast of University trends that affect graduation via 60+ meetings, written communications, etc.
7. To meet with freshmen students in Residence Halls weekly to discuss issues they may experience and assist with resolutions.
8. To act as a liaison for minority students and the University administration.
9. To communicate campus culture (i.e., student handbook) to entering freshmen as a proactive measure in preventing disciplinary suspensions.

New Minorities hired within the last year

2014-2015

| | |
|---|-----------|
| Administrative Specialist I | 3 |
| Administrative Specialist II | 1 |
| Assistant Professor | 4 |
| Assistant Women Basketball Coach | 1 |
| Assistant Men's and Women's Track Coach | 1 |
| Director of Health Services | 1 |
| Public Safety Officer | 1 |
| Fiscal Support Technician | 1 |
| Tutor Coordinator | 1 |
| Total | 14 |

2013-2014

| | |
|-------------------------------|---|
| Administrative Specialist I | 1 |
| Administrative Specialist III | 1 |

| | |
|---|----------|
| Director of Upward Bound | 1 |
| Education Specialis-Talent Search | 1 |
| Field Instructor for Title IV-E | 1 |
| Maintenance Assistant | 1 |
| Student Sevices Data and Research Coord | 1 |
| Tutor Coordinator | 1 |
| Total | 8 |

2012-2013

| | |
|--|----------|
| Administrative Specialist II | 2 |
| Admissions Counselor | 1 |
| Assistant Football Coach and Instructor of HKR | 1 |
| Assistant Professor of Biology | 1 |
| Assistant Professor of Engineering | 1 |
| Heavy Equipment Operator (Grounds) | 1 |
| Instructor of HKR and Assistant Football Coach | 1 |
| Maintenance Assistant | 1 |
| Total | 9 |

2011-2012

| | |
|-----------------------------|----------|
| Administrative Specialist I | 1 |
| Instructor of Science | 1 |
| Skilled Trades Worker/PC | 1 |
| Total | 3 |

2010-2011

| | |
|-------------------------------|-----------|
| Administrative Specialist I | 1 |
| Administrative Specialist II | 1 |
| Counselor | 1 |
| Faculty | 5 |
| Fiscal Support Specialist | 1 |
| Project/Program Administrator | 1 |
| Total | 10 |

2009-2010

| | |
|---------------------|----------|
| Assistant Professor | 1 |
| Counselor | 1 |
| Total | 2 |

2008-2009

| | |
|--------------------------|----------|
| Administrative Secretary | 1 |
| Assistant Director | 1 |
| Assistant Professor | 3 |
| Coordinator | 1 |
| Dean | 1 |
| Secretary I | 1 |
| Total | 8 |

2007-2008

| | |
|---------------------|-----------|
| Assistant Professor | 7 |
| Coordinator | 1 |
| Counselor | 1 |
| Custodian | 1 |
| Financial Analyst | 1 |
| Secretary I | 2 |
| Secretary II | 1 |
| Total | 14 |

2006-2007

| | |
|----------------------------|---|
| Assistant Football Coach | 1 |
| Equipment Operator | 1 |
| University Village Manager | 1 |
| Assistant Professor | 1 |
| Counselor Talent Search | 2 |
| Secretary I | 1 |
| Director Talent Search | 1 |
| PT Secretary I | 1 |

Total

9

Student Retention

| Fall 2000 Cohort Group | Number in Cohort | First Year Retained Fall 2001 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 161 | 69.57% |
| Native American | 1 | 0% |
| Hispanic | 14 | 57.14% |
| Asian | 1 | 0% |
| White | 432 | 66.90% |

| Fall 2001 Cohort Group | Number in Cohort | First Year Retained Fall 2002 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 145 | 67.59% |
| Native American | 1 | 100.00% |
| Hispanic | 8 | 37.50% |
| Asian | 3 | 100.00% |
| White | 388 | 63.14% |

| Fall 2002 Cohort Group | Number in Cohort | First Year Retained Fall 2003 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 149 | 74.32% |
| Native American | 5 | 40.00% |
| Hispanic | 9 | 55.56% |
| Asian | 2 | 50.00% |
| White | 382 | 63.59% |

| Fall 2003 Cohort Group | Number in Cohort | First Year Retained Fall 2004 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 152 | 68.42% |
| Native American | 3 | 66.67% |
| Hispanic | 5 | 60.00% |
| Asian | 5 | 80.00% |
| White | 345 | 60.87% |

| Fall 2004 Cohort Group | Number in Cohort | First Year Retained Fall 2005 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 181 | 61.88% |

| | | |
|-----------------|-----|--------|
| Native American | 7 | 71.43% |
| Hispanic | 8 | 50.00% |
| Asian | 8 | 75.00% |
| White | 409 | 63.81% |

| Fall 2005 Cohort Group | Number in Cohort | First Year Retained Fall 2006 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 143 | 54.55% |
| Native American | 2 | 100% |
| Hispanic | 5 | 80.00% |
| Asian | 2 | 0% |
| White | 372 | 66.40% |

| Fall 2006 Cohort Group | Number in Cohort | First Year Retained Fall 2007 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 156 | 71.79% |
| Native American | 5 | 80% |
| Hispanic | 12 | 66.67% |
| Asian | 6 | 50% |
| White | 345 | 64.05% |

| Fall 2007 Cohort Group | Number in Cohort | First Year Retained Fall 2008 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 169 | 53.85% |
| Native American | 1 | 100% |
| Hispanic | 10 | 40% |
| Asian | 6 | 66.67% |
| White | 296 | 62.5% |

| Fall 2008 Cohort Group | Number in Cohort | First Year Retained Fall 2009 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 178 | 62.92% |
| Native American | 4 | 75% |
| Hispanic | 11 | 72.73% |
| Asian | 5 | 80.00% |
| White | 382 | 66.49% |

| Fall 2009 Cohort Group | Number in Cohort | First Year Retained Fall 2010 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 167 | 62.28% |
| Native American | 2 | 100% |
| Hispanic | 14 | 42.85% |
| Asian | 9 | 67.00% |
| White | 399 | 63.41% |

| Fall 2010 Cohort Group | Number in Cohort | First Year Retained Fall 2011 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 201 | 59.70% |
| Native American | 3 | 100% |
| Hispanic | 15 | 66.67% |
| Asian | 11 | 66.64% |
| White | 395 | 61.01% |

| Fall 2011 Cohort Group | Number in Cohort | First Year Retained Fall 2012 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 190 | 55.26% |
| Native American | 4 | 50% |
| Hispanic | 28 | 39.28% |
| Asian | 4 | 75% |
| White | 402 | 64.18% |

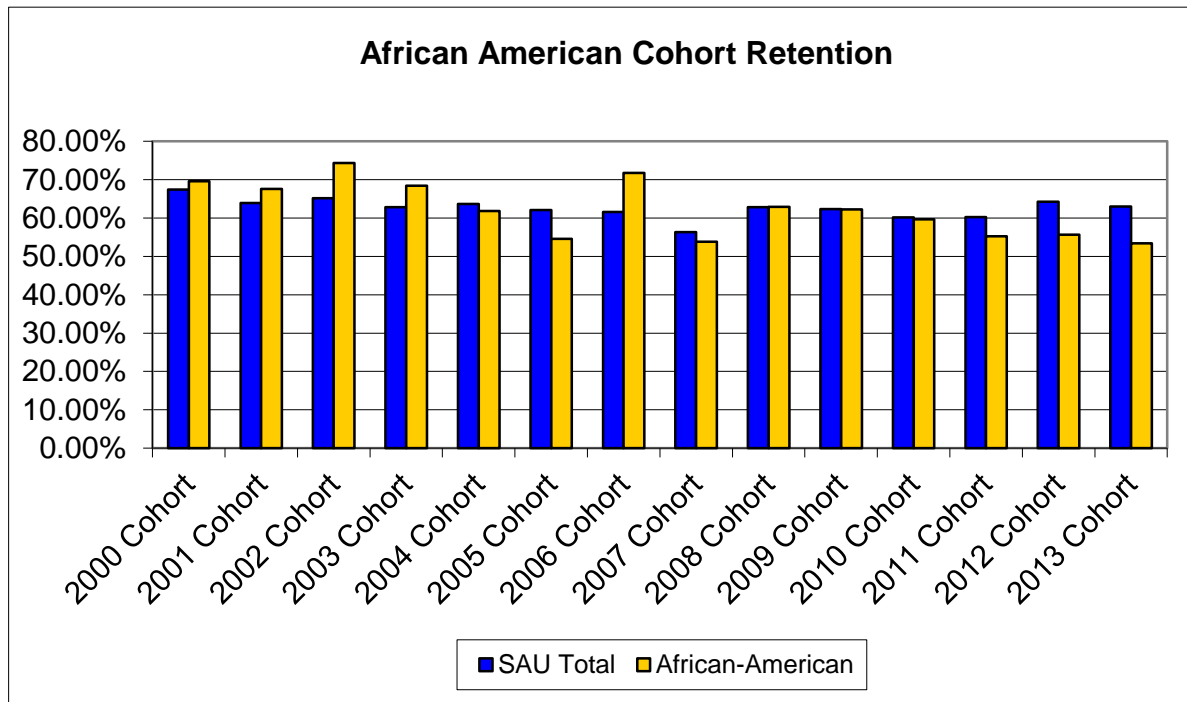
| Fall 2012 Cohort Group | Number in Cohort | First Year Retained Fall 2013 |
|-------------------------------|-------------------------|--------------------------------------|
| African-American | 158 | 55.7% |
| Native American | 3 | 100% |
| Hispanic | 20 | 60% |
| Asian | 3 | 33.3% |
| White | 382 | 68.3% |

| Fall 2013 Cohort Group | Number in Cohort | First Year Retained Fall 2014 |
|-------------------------------|-------------------------|--------------------------------------|
|-------------------------------|-------------------------|--------------------------------------|

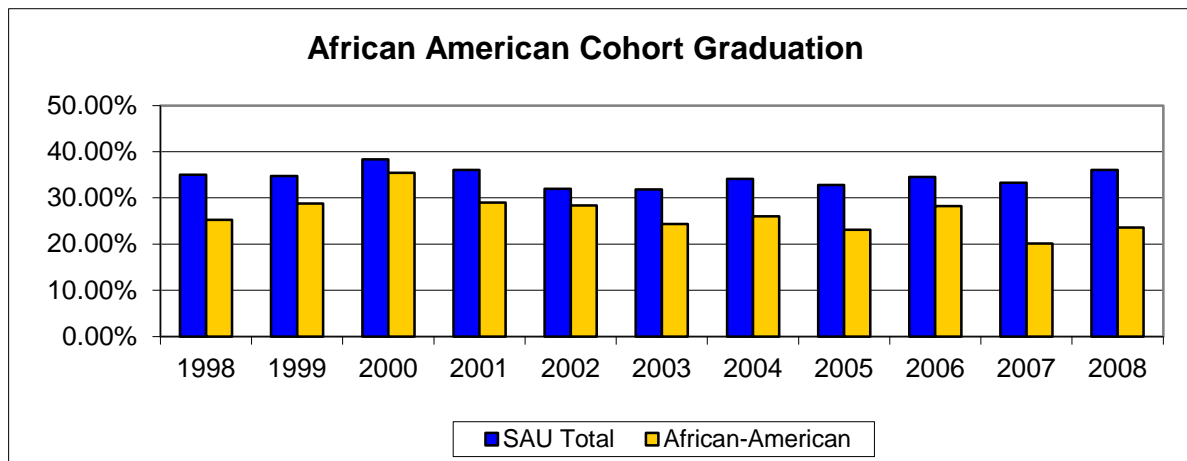
| | | |
|------------------|-----|--------|
| African-American | 146 | 53.42% |
| Native American | 4 | 25% |
| Hispanic | 11 | 81.82% |
| Asian | 3 | 33.3% |
| White | 451 | 65.41% |

African-American Beginning Freshmen Retention

| Cohort | SAU Total | African-American |
|-------------|-----------|------------------|
| 2000 Cohort | 67.42% | 69.57% |
| 2001 Cohort | 63.92% | 67.59% |
| 2002 Cohort | 65.19% | 74.32% |
| 2003 Cohort | 62.87% | 68.42% |
| 2004 Cohort | 63.68% | 61.88% |
| 2005 Cohort | 62.08% | 54.55% |
| 2006 Cohort | 61.62% | 71.79% |
| 2007 Cohort | 56.36% | 53.85% |
| 2008 Cohort | 62.82% | 62.92% |
| 2009 Cohort | 62.34% | 62.28% |
| 2010 Cohort | 60.19% | 59.70% |
| 2011 Cohort | 60.28% | 55.26% |
| 2012 Cohort | 64.30% | 55.70% |
| 2013 Cohort | 63.00% | 53.42% |

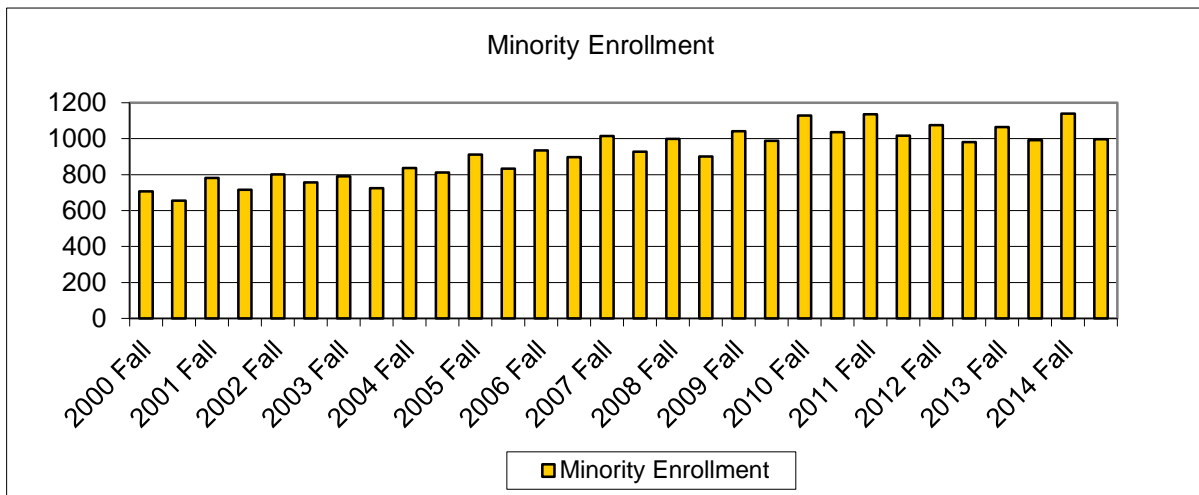


| Cohort | SAU Total | African-American |
|--------|-----------|------------------|
| 1998 | 34.99% | 25.23% |
| 1999 | 34.77% | 28.79% |
| 2000 | 38.36% | 35.40% |
| 2001 | 36.07% | 28.96% |
| 2002 | 31.97% | 28.37% |
| 2003 | 31.80% | 24.34% |
| 2004 | 34.15% | 26.00% |
| 2005 | 32.80% | 23.08% |
| 2006 | 34.50% | 28.21% |
| 2007 | 34.10% | 20.10% |
| 2008 | 36.05% | 23.60% |

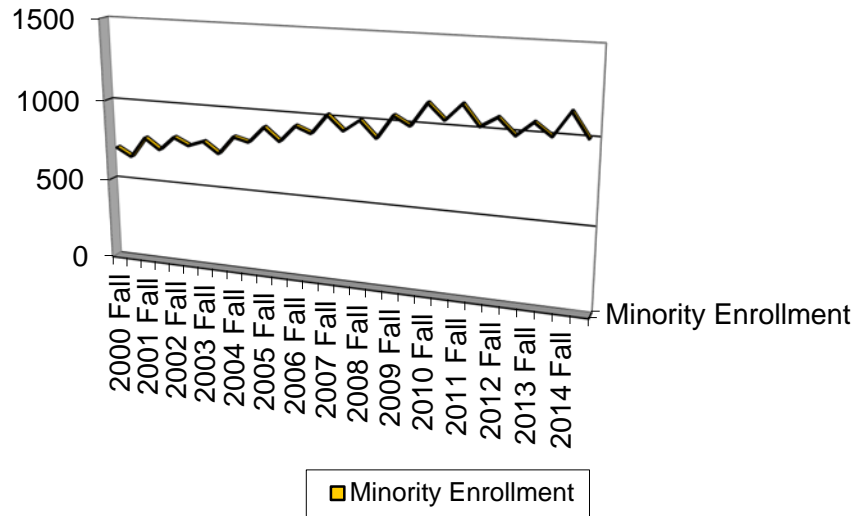


| Term | Minority Enrollment |
|-------------|---------------------|
| 2000 Fall | 706 |
| 2001 Spring | 655 |
| 2001 Fall | 781 |
| 2002 Spring | 715 |
| 2002 Fall | 801 |
| 2003 Spring | 757 |
| 2003 Fall | 791 |
| 2004 Spring | 725 |
| 2004 Fall | 836 |
| 2005 Spring | 812 |
| 2005 Fall | 911 |
| 2006 Spring | 833 |
| 2006 Fall | 934 |
| 2007 Spring | 897 |
| 2007 Fall | 1015 |
| 2008 Spring | 928 |

| | |
|-------------|------|
| 2008 Fall | 998 |
| 2009 Spring | 901 |
| 2009 Fall | 1041 |
| 2010 Spring | 988 |
| 2010 Fall | 1128 |
| 2011 Spring | 1036 |
| 2011 Fall | 1136 |
| 2012 Spring | 1016 |
| 2012 Fall | 1075 |
| 2013 Spring | 981 |
| 2013 Fall | 1064 |
| 2014 Spring | 992 |
| 2014 Fall | 1139 |
| 2015 Spring | 996 |



Minority Enrollment



Multicultural Services Mission Statement

The Office of Multicultural Services is dedicated to providing and promoting cultural and educational enrichment opportunities that foster an environment conducive to multicultural growth. It recognizes that internal and external partnerships must be established to stimulate and institutionalize an awareness of, acknowledgement of, and appreciation for diversity among students, faculty, and staff. Further, the Office supports the students of color pursuit of educational and career goals by providing opportunities for intellectual, social, and moral development.

OFFICE of MULTICULTURAL SERVICES 2014/2015 ACTIVITIES and EVENTS

AUGUST 2014

- Diversity Awareness Session for Mulerider Round-Up
- Project Pal Day of Orientation- Rooftop Social
- Informal Greek stepshow for freshmen students
- National Pan-Hellenic Council meeting (NPHC)

SEPTEMBER 2014

- Black Students Association meeting
- Sexual Assault Awareness Week activities
- NPHC meeting
- Black Students Association meeting
- NPHC meeting
- Black Students Association meeting
- Sister-To-Sister meeting
- Brother-To-Brother

OCTOBER 2014

- NPHC meeting
- Sister-To Sister meeting
- BSA meeting
- Black Alumni Reception
- Homecoming Greekshow and Afterset
- Latinos Unidos Freshman Fiesta
- NPHC meeting
- BSA meeting
- Brother-To-Brother meeting
- Diversity Initiative Task Force meeting
- Developed Diversity Faculty Recruitment & Retention Cooperative

NOVEMBER 2014

- Diversity Initiative Task Force meeting
- Brother-To-Brother meeting
- NPHC meeting
- Sister-To-Sister meeting
- BSA meeting
- Brother-To-Brother meeting
- NPHC meeting
- BSA meeting
- NPHC meeting
- Visited Grambling State and Southern Universities to establish faculty recruitment through their graduate programs

DECEMBER 2014

- BSA meeting
- NPHC
- Diversity Task Force meeting

JANUARY 2015

- Columbia County NAACP Annual Freedom Fund Banquet
- Dr. Martin Luther King, Jr. March and Program – featuring Cory Childs
- Brother-To-Brother meeting
- Sister-To-Sister meeting
- Diversity Initiative Task Force meeting
- Sister-To-Sister

FEBRUARY 2015

- NPHC meeting
- Diversity Initiative Task Force meeting
- BSA meeting
- Sister-To-Sister meeting
- BSA Panel Discussion
- NPHC meeting
- BSA meeting
- Brother-To-Brother meeting
- Sister-To-Sister
- African American Male Initiative Consortium Conference – UALR
- Registered for Southern University Career Fair (Black faculty recruitment)

MARCH 2015

- NPHC meeting
- Diversity Initiative Task Force meeting
- BSA meeting
- Sister-To-Sister meeting
- NPHC meeting
- BSA meeting
- The Image of Black Male Students in Higher Education – A Panel Discussion
- Black Student Association Panel Discussion
- Sister-To-Sister meeting
- Brother-To-Brother meeting
- Selection and announcement of the 2nd Annual Staff Diversity Excellence Award

APRIL 2015

- NPHC Annual Spring Greekshow & After Party
- Selection and announcement of 2nd Annual Mary Armwood Faculty Diversity Excellence Award
- Sister-To-Sister meeting
- NPHC meeting
- BSA Scholarship Extravaganza
- NPHC officer nominations and elections
- Sister-To-Sister meeting
- Selection and announcement of the 2nd Annual Wilbur B. Moss Student Organization Diversity Excellence Award
- Let Freedom Ring – 150th observation of the 13th Amendment
- BSA meeting
- Genesis Ministry Choir Annual Spring Concert
- Brother-To-Brother meeting

May 2015

- Attended NCORE (National Conference on Race and Ethnicity) Conference in Washington D.C.

University of Arkansas

2015 Annual Report

The University of Arkansas, Fayetteville (UAF) is dedicated to developing a community of faculty, staff, and students whose composition mirrors the population of the State of Arkansas. Moreover, the UAF is committed to developing and institutionalizing a campus climate that is supportive of ethnic and racial diversity—a climate that also enhances the retention of diverse members of the University community.

This annual report contains tabulations of the results of minority faculty and staff recruitment and student enrollments as required under Legislative Act 1091 (1999). For the purposes of this plan, “minority” refers to African-Americans, Hispanic Americans, Asian Americans, and Native Americans.

Besides the data portrayed in the tables below, the University has made progress pursuing the goals and objectives elaborated in its *Minority Recruitment and Retention Plan, 2011-2016*, which was filed with the Arkansas Department of Higher Education (ADHE) on June 29, 2011.

Progress in Meeting Minority Recruitment and Retention Goals, 2014 -2015

Over the past decade the **2010 Commission** issued a series of four reports that addressed the University’s commitment to minority recruitment and retention and tracked progress. In 2009 Chancellor Gearhart and the Chancellor’s Administrative Policy Council developed a new report that superseded the work of the 2010 Commission but was similar in intent. **Providing Transparency and**

Accountability to the People of Arkansas reaffirmed and updated the University's commitment to minority recruitment and retention. This document will be used in the coming decade and beyond to track implementation of our commitments. UAF has made considerable progress in meeting its minority recruitment and retention goals during 2013-2014. Following are more specific indicators of this progress.

Minority Student Enrollment

Between the fall 2013 and fall 2014, the University of Arkansas experienced progress in growing its numbers of minority students. The following graph illustrates increases among most ethnic groups.

***MINORITY STUDENT ENROLLMENT**

| ETHNICITY | FALL 2013 | FALL 2014 | % of Total 2014 | % of Change |
|-------------------------|------------------|------------------|------------------------|--------------------|
| Hispanic and any race | 1507 | 1666 | 6.3% | 10.6% |
| American Indian | 327 | 323 | 1.2% | -1.2% |
| Asian | 592 | 649 | 2.5% | 9.6% |
| African American | 1284 | 1330 | 5.1% | 3.6% |
| Hawaiian | 18 | 22 | 0.1% | 22.2% |
| Two or More Races | 751 | 778 | 3.0% | 3.6% |
| TOTAL | 4,479 | 4768 | 18.2% | 6.5% |
| Foreign (International) | 1,387 | 1525 | 5.8% | 9.9% |
| Ethnicity Not Available | 100 | 131 | .5% | 31.0% |

*(UA Office of Institutional Research)

Minority Faculty/Staff

For FY 15, the university hired 566 employees in both faculty and staff positions. Federally defined minorities accounted for **17.84%** of these hires. This number represents a **3.83%** increase for the 2013-2014 school year. Women comprised 54.95% of the new employees while foreign nationals made up 9.36% of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2013-2014, showing the total number of

minority faculty and staff at the university by position and the total number minority full-time and adjunct faculty.

FACULTY/STAFF NEW HIRES

| <u>Ethnicity</u> | <u>FY 14#</u> | <u>%</u> | <u>FY 15#</u> | <u>%</u> |
|-------------------------|----------------------|-----------------|----------------------|-----------------|
| African American | 39 | 7.39% | 62 | 10.95% |
| American Indian | 2 | .38% | 5 | .9% |
| Asian | 12 | 2.27% | 13 | 2.29% |
| Hispanic | 14 | 2.65% | 14 | 2.47% |
| Native Hawaiian | 1 | .19% | 0 | 0.00% |
| Two or More Races | 7 | 1.32% | 7 | 1.23% |
| Foreign | 36 | 6.82% | 53 | 9.36% |
| Unknown | 0 | 0.00% | 0 | 0.00% |
| Caucasian | 417 | 78.98% | 412 | 72.8% |
| Totals | 528 | 100.00% | 566 | 100.00% |

Gender Totals

| | | | | |
|---------------|------------|----------------|------------|----------------|
| Female | 290 | 54.92% | 311 | 54.95% |
| Male | 238 | 45.08% | 255 | 45.05% |
| Totals | 528 | 100.00% | 566 | 100.00% |

Minority Faculty/Staff by Position

| Position | # of Employees |
|-----------------|-----------------------|
| Vice Chancellor | 1 |
| Assistant Dean | 2 |
| Dean | 1 |

| | |
|---------------------------------|----|
| Dean Of Business Administration | 1 |
| Dean Of Law | 1 |
| Associate Dean | 2 |
| Director Of Career Services | 1 |
| Director of University Police | 1 |
| Director Of Alumni | 1 |
| Project/Program Director | 12 |
| Sr. Project/Program Director | 2 |
| Assistant Professor | 74 |
| Assistant Professor – ENGR | 9 |
| Assistant Professor-Law | 1 |
| Assistant Professor - WCOB | 10 |
| Associate Professor | 39 |
| Assoc Professor - WCOB | 4 |
| Assoc Professor-Law | 4 |
| Associate Professor - ENGR | 6 |
| Asst Librarian | 2 |
| Departmental Chairperson | 3 |
| Departmental Chairperson-ENGR | 1 |
| Departmental Chairperson-WCOB | 2 |
| Distinguished Professor | 3 |
| Distinguished Professor-ENGR | 1 |
| Distinguished Professor – WCOB | 2 |
| Instructor | 45 |

| | |
|----------------------------------|----|
| Lecturer | 17 |
| Librarian | 1 |
| Professor | 20 |
| Professor – ENGR | 10 |
| Professor - WCOB | 2 |
| Professor Law | 6 |
| University Professor | 2 |
| University Professor – ENGR | 1 |
| University Professor – WCOB | 1 |
| Academic Counselor | 12 |
| Accountant II | 2 |
| Administrative Analyst | 6 |
| Asst To The Dean | 1 |
| Computer Support Specialist | 10 |
| Coordinator of Academic Space | 1 |
| Development/Advancement Mgr. | 1 |
| Development/Advancement Spec | 2 |
| Director of Affirmative Action | 1 |
| Asst Direc of Affirmative Action | 1 |
| Fiscal Support Analyst | 3 |
| Fiscal Support Manager | 1 |
| Fiscal Support Supervisor | 1 |
| HEI Program Coordinator | 9 |
| Master Scientific Res Tech | 1 |

| | |
|--------------------------------|----|
| Network Support Analyst | 1 |
| Network Support Specialist | 1 |
| Benefits Specialist | 7 |
| Cashier | 1 |
| Occupation Safety Coordinator | 1 |
| Payroll Services Specialist | 1 |
| Police Captain | 1 |
| Post-Doctoral Associate | 39 |
| Post-Doctoral Fellow | 20 |
| Program Assistant | 1 |
| Program Associate | 15 |
| Program Technician | 15 |
| Project/Program Manager | 12 |
| Project/Program Specialist | 95 |
| Project Coordinator | 1 |
| Research Assistant | 14 |
| Research Associate | 35 |
| Personnel Manager | 1 |
| Research Field Technician | 2 |
| Student Accounts Officer | 1 |
| Scientific Research Tech | 2 |
| Special Events Manager | 1 |
| Student Development Specialist | 7 |
| Administrative Specialist I | 2 |

| | |
|--------------------------------|----|
| Administrative Specialist II | 13 |
| Administrative Specialist III | 13 |
| Admin. Supp. Supervisor | 15 |
| Admissions Analyst | 1 |
| Fiscal Support Technician | 1 |
| Inventory Control Manager | 1 |
| Library Specialist | 1 |
| Assistant Registrar | 1 |
| Registrar's Assistant | 4 |
| Computer Operator | 1 |
| Computer Support Technician | 4 |
| Computer Lab Technician | 1 |
| Financial Aid Analyst | 1 |
| Fiscal Support Specialist | 4 |
| Editor | 1 |
| HE Public Safety Commander I | 3 |
| HE Public Safety Supervisor | 1 |
| HE Public Safety Officer | 6 |
| Major Gift Development Officer | 3 |
| Multi-Media Specialist | 1 |
| Library Supervisor | 2 |
| Library Support Assistant | 2 |
| Research Technologist | 2 |
| Senior Software Supp Analyst | 1 |

| | |
|-------------------------------------|------------|
| Skilled Trades Foreman | 1 |
| Systems Analyst | 5 |
| Systems Specialist | 4 |
| Apprentice Tradesman | 1 |
| Equipment Mechanic | 1 |
| Skilled Tradesman | 7 |
| Skilled Trades Helper | 1 |
| Research Scientist | 1 |
| Stationary Engineer | 2 |
| Software Support Analyst | 1 |
| Security Analyst | 1 |
| Software Support Specialist | 1 |
| Coordinator of Housekeeping | 2 |
| Institutional Service Asst. | 30 |
| Institutional Service Super. | 5 |
| Lodge Housekeeping Supervisor | 1 |
| Maintenance Specialist | 2 |
| Agriculture Farm Technician | 2 |
| Agriculture Lab Technician | 1 |
| Total Minority Faculty/Staff | 771 |

Minority Full-time Faculty

| Ethnicity | Number |
|-------------------|---------------|
| African American | 35 |
| American Indian | 07 |
| Asian | 89 |
| Hispanic | 31 |
| Pacific Islander | 00 |
| Foreign | 54 |
| Two or More Races | 19 |
| Total | 235 |

Minority Adjunct Faculty

| Ethnicity | Number |
|-------------------|---------------|
| African American | 12 |
| American Indian | 1 |
| Asian | 3 |
| Hispanic | 6 |
| Pacific Islander | 0 |
| Foreign | 8 |
| Two or More Races | 2 |
| Total | 32 |

Minority Faculty/Staff New Hires by Position

| | |
|-------------------------------|----|
| Academic Counselor | 2 |
| Administrative Analyst | 1 |
| Administrative Specialist I | 1 |
| Administrative Specialist II | 3 |
| Administrative Specialist III | 2 |
| Admissions Analyst | 1 |
| Assistant Librarian | 1 |
| Assistant Professor | 17 |
| Assistant Professor-ENGR | 2 |
| Assistant Professor-WCOB | 3 |

| | |
|---------------------------------|------------|
| Associate Dean | 1 |
| Associate Professor-Law | 1 |
| Agriculture Farm Technician | 1 |
| Benefits Specialist | 4 |
| Cashier | 1 |
| Computer Lab Technician | 1 |
| Coord of Academic Space | 1 |
| Coord of Housekeeping | 1 |
| Devel/Advancement Spec | 1 |
| Fiscal Support Specialist | 1 |
| HE Public Safety Officer | 2 |
| Institutional Service Assistant | 5 |
| Instructor | 9 |
| Lecturer | 11 |
| Major Gift Dev Officer | 1 |
| Post-Doctoral Associate | 10 |
| Post-Doctoral Fellow | 9 |
| Professor-ENGR | 1 |
| Professor-Law | 1 |
| Program Associate | 1 |
| Program Technician | 4 |
| Project/Program Director | 2 |
| Project/Program Manager | 1 |
| Project/Program Specialist | 39 |
| Registrar's Assistant | 1 |
| Research Assistant | 3 |
| Research Associate | 3 |
| Security Analyst | 1 |
| Software Support Analyst | 1 |
| Student Accounts Officer | 1 |
| Student Devel. Specialist | 2 |
| Total | 154 |

Diversity Initiatives 2014-2015

Diversity Affairs has been involved in a number of diversity/inclusion initiatives this year designed to increase our institutional ability to recruit and retain underrepresented students, faculty and staff.

Student: Recruitment/Retention

Diversity Affairs has expanded the Razorback Bridge Plan, a strategic recruitment strategy that involves addressing the systemic barriers that limit the number of underrepresented students attending the University of Arkansas. The Razorback Bridge Plan has three components. First, Diversity Affairs targets Arkansas high schools with sizeable numbers of underrepresented students and establishes multiple contacts between Diversity Affairs representatives and each targeted school. This outreach includes visits to and from targeted schools, and the recruitment for special summer learning opportunities on the UAF campus. Through its College Access Initiative, Diversity Affairs has established a plan to deliver regular college-readiness training, including a week-long ACT Academy, to help students better understand and navigate admissions related hurdles. Lastly, the Razorback Bridge Plan attempts to better support underrepresented students with scholarships and retention programming. Over the course of the last five years, the university has aggressively awarded its Razorback Bridge scholarship and raised money to establish a new scholarship line, the College Access Responsibility Endeavor (CARE), designed to support underrepresented students from Arkansas who demonstrate need and have achieved academic excellence.

The Razorback Bridge and CARE scholarships also carry mandatory programmatic retention support. Students awarded these scholarships are required to participate in the Diversity Affairs Academic Retention Program, a four-year long

academic support program designed to better ensure that participating students make successful academic progress, have enriched social experiences, and build a stronger sense of campus community. Entering freshmen are housed together in a Living Learning Community and are assigned to strategically-aligned academic cohorts.

In December 2013, as a result of a \$2.1 million gift from the Walton Family Foundation, the University of Arkansas launched a special initiative called the Diversity Affairs Compact to College Completion (DACCC). The program gave the university expanded resources to better recruit and retain underrepresented students from Arkansas open-enrollment charter schools and all Philips County public schools. The first cohort of DACCC scholars has been successfully brought to the university and through the first year experience, and we are preparing to welcome our second cohort. Like other diversity scholarship recipients, DACCC scholars benefit from academic retention support.

The Office of Latino Academic Advancement and Community Relations (la OLAA-CR) brought over 600 high school students to the university campus over the course of the school year. La OLAA-CR sponsored several recruitment events including Latino Campus Day(s), Latino Transfer Day, and Latino Scholars Day. La OLAA-CR staff also participated in numerous statewide college fairs and community events. Furthermore, la OLAA-CR facilitated Sin Limites, a Latino youth Bi-literacy project that utilizes college students as mentors to local Latino elementary students in order to create early college awareness for the program participants and their parents.

The Center for Multicultural and Diversity Education (MC) continues to facilitate the Diversity Affairs Academic Enrichment Program, a mentoring program that provides participants with faculty and peer mentoring and workshops

designed to improve academic and study skills for college course success. This year the MC also continued its relationship with the Enhanced Learning Center, serving as tutoring facility after hours and on weekends. Furthermore, the MC sustained its recognition of the various cultural heritage months by sponsoring a number of guest lecturers and academic events and served as the principal manager of Connections, the largest Registered Student Organization on campus that focuses on retaining underrepresented students.

Diversity Affairs also continued its oversight of the eight different, diversity-oriented, federally funded programs on the university campus. Upward Bound has four separate programs, Talent Search has three, and Student Support Services has one. Upward Bound, Talent Search and Student Support Services facilitated a number of programs designed to retain and/or enhance the college readiness of underrepresented students. Among these programs were the following: STEM Day, Campus Day, Test Success, SSS Ambassadors, Upward Bound Summer Bridge, Upward Bound Saturday Academies, and ACT Prep courses. Often, these programs involved collaborations with campus departments, divisions, colleges, schools and other Diversity Affairs units.

Faculty/Staff: Recruitment/Retention

The University of Arkansas has maintained its intentional approaches in attracting a more diverse faculty and staff. Campus units are required by our Affirmative Action Plan to place advertisements in publications that address diverse audiences. Also, our Office of Equal Opportunity and Compliance (OEOC) is tasked with overseeing our hiring processes, making efforts to ensure that university units are better equipped to both attract and protect applicants who

comprise the federally defined protected classes. In addition, our Human Resource Office offers a new employee orientation that includes diversity training.

With regard to attracting and retaining faculty, the Office of Diversity and the Office of the Provost collaborated to provide support to the various colleges. The Strategic Fund designated resources for targeted hires of underrepresented faculty. The Maintenance Incentive Fund allowed departments to receive a 30% increase to their budgets if they successfully hired an underrepresented faculty candidate. The departments are permitted to keep the increase for as long as the faculty member remains at the university.

The University of Arkansas is dedicated to maintaining a welcoming and inclusive campus environment. We have many other academic programs housed in the various schools/colleges such as our African and African American Studies, Latin American Studies, and the Engineering Career Awareness programs that further enrich the diversity of our campus environment. The university will continue adding to the richness of our diversity-focused initiatives in order to better serve our entire campus community.

Minority Retention Report 2014-15
University of Arkansas – Fort Smith

June 30, 2015



Report on Minority Retention

University of Arkansas – Fort Smith

Overview

The University of Arkansas – Fort Smith's mission is to prepare students to succeed in an ever-changing global world while advancing economic development and quality of place in its service area. Through exposure to a racially and ethnically diverse environment, students become further prepared to successfully engage in the global world in which we live. The educational support UAFS provides to minority students ensures that the University is a factor in enhancing the diverse and multicultural atmosphere of our service area. The retention and successful completion of minority students is critical to overall success of the University. Long-term positive growth patterns in minority populations indicate that strategies are working.

Total credit enrollment for fall 2014 was 6,823 students. This number represents a 4.6 percent overall decrease in enrollment over fall 2013, while minority student enrollment increased at a rate of 3.4 percent (n=63). In fall 2014, minority students made up 28.2 percent of the student body, up from 26 percent in 2013.

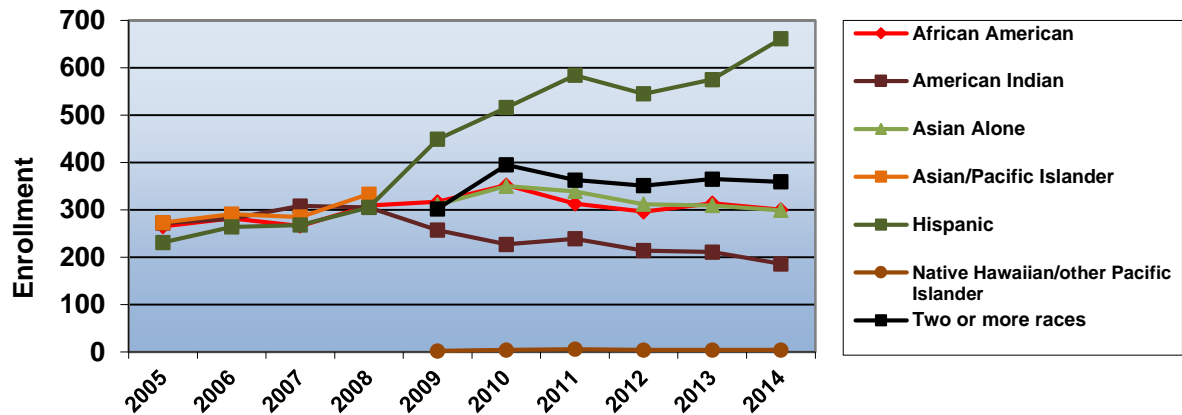
Minority Student Enrollment

UAFS experienced a 15 percent increase (n=86) in enrollment for Hispanics of Any Race. Native Hawaiian or Other Pacific Islanders remained the same, representing neither growth nor decline. The following racial minorities decreased in enrollment: American Indian or Alaska Native (11.8%, n=25), Asian (3.2%, n=10), Black or African American (4.5%, n=14), and Two or More Races (1.6%, n=6). White students also declined (7.4%, n=394).

Of the total ADHE count for fall 2014, the American Indian population comprised 2.7 percent (n=186); the Asian population comprised 4.4 percent (n=299); the Hispanic population comprised 9.7 percent (n=661); the African American population comprised 4.4 percent (n=300); Native Hawaiian or other Pacific Islanders comprised 0.1 percent (n=4); and the population of students reporting More Than One Race comprised 5.3 percent (n=359; see Figure 1 on the next page).

Since 2004, minority enrollment has increased 87.5 percent (n=844). In the past ten years, the largest percentage increase has been in the Hispanic population, which increased 271.3 percent (n=483). The Black or African American population increased by 11.1 percent (n=30). The Asian population has increased over the Asian/Pacific Islander population by 9.9 percent (n=27), while the American Indian or Alaska Native population decreased by 24.1 percent (n=59).

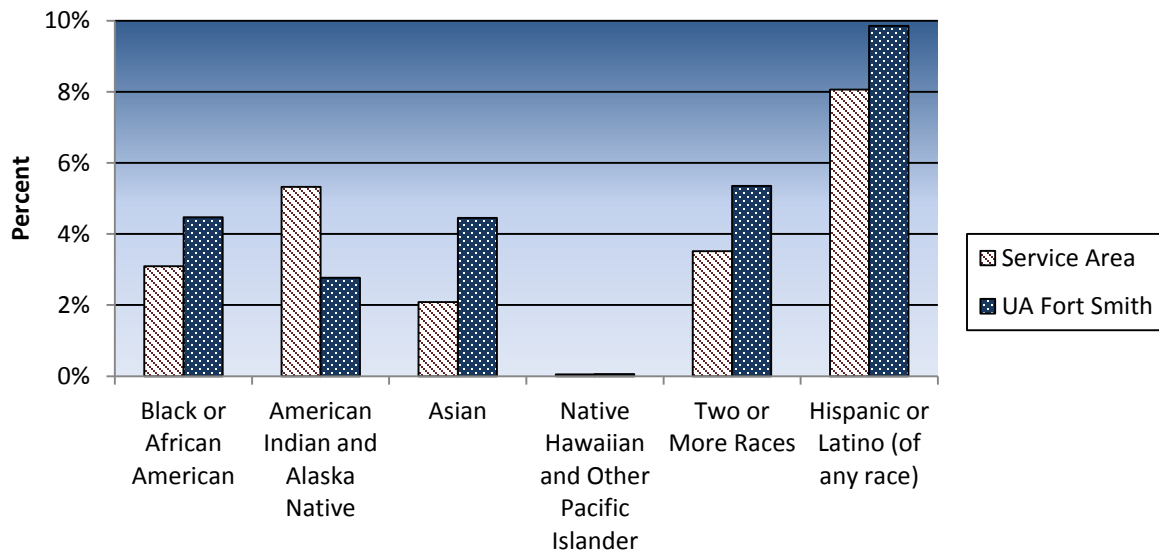
Figure 1: UA Fort Smith Minority Headcount



Source: Office of Institutional Effectiveness

An overarching goal of the 2012-2017 Minority Plan (and past plans) is to obtain a minority enrollment percentage that reflects the growing minority population of our region. According to the 2010 U.S. Census data, the University's primary service area has a 22.2 percent racial minority population. Fall 2014 enrollment data shows a 28.2 percent racial minority population at UA Fort Smith with Hispanic, Asian, and African American proportions exceeding that of the service area (see Figure 2). However, UA Fort Smith's current Native American enrollment numbers are lower in proportion to the Native American populations in our service area (see Figure 2).

Figure 2: Service Area Minority Population per 2010 U.S. Census Compared to Fall 2014 UA Fort Smith Minority Enrollment



Sources: Office of Institutional Effectiveness; U.S. Census Bureau, American Fact Finder 2010 Census Data

Minority Recruitment Efforts 2014-2015

UA Fort Smith carried out several recruitment initiatives during the 2014-2015 academic year. Both traditional and nontraditional minority students were sought through multiple channels.

The UAFS Admissions Office collected names of minority high school students from Arkansas and surrounding states through attendance at college fairs, high school visits, and the purchase of student names from ACT EOS. The Admissions Office also designed mailings to introduce students to the University, promote programs, and encourage prospective students to schedule a campus tour.

All recruitment publications include student photographs that represent the diversity of the student population. Billboards featuring minority students are placed in Fort Smith, the city with the highest minority population in the region. High school recruitment areas include other high-minority areas such as Tulsa, Oklahoma; Memphis, Tennessee; and West Memphis, Pine Bluff and Little Rock, Arkansas. Admissions officers also work with the local Native American Tribes in Oklahoma to talk with the students they work with about college planning.

Newspaper advertisements focusing on scholarship deadlines, campus tours, and other access-related issues are printed in the *Lincoln Echo*, a Fort Smith regional newspaper targeting the African American population.

In March, an Associate Admissions Officer for Diversity was hired to assist with diverse population recruitment. The Admissions Officer is bi-lingual in English and Spanish and thus far has assisted with the university's Spanish Club activities, is translating the Admissions website and publications into Spanish, and will be offering campus tours in Spanish.

Minority Retention

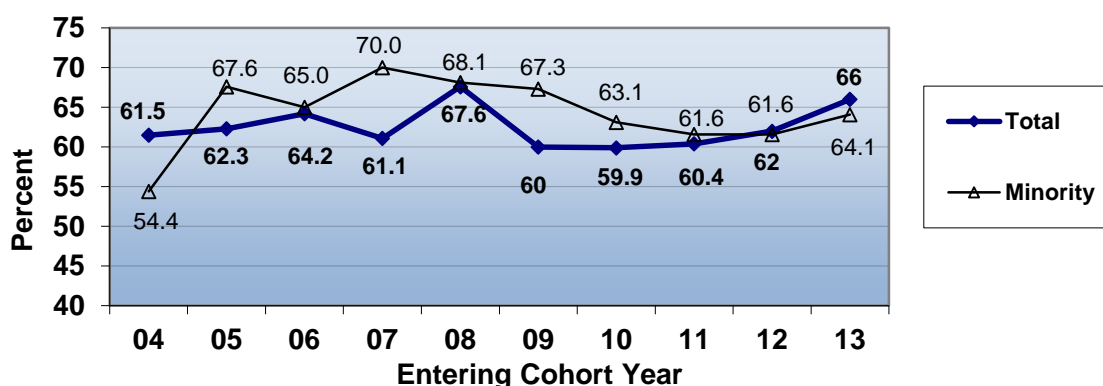
UAFS is committed to retaining minority students at a rate equal to or greater than the retention rate of the total student population. Although this goal was not met in 2013, the 2014 minority retention rate exceeded the previous year by 2.5 percent.

Within the past 10 years, UAFS exceeded the goal for seven consecutive years, with minority retention rates for fall 2005 through fall 2011 varying between .5 percent and 8.9 percent above the total retention rate of all students (see Figure 3). Minority retention for fall 2012 and 2013 were both lower than the total retention rate, but showed an increase in minority retention from 2012 to 2013.

During the 2013-2014 academic year, two minority groups showed a retention rate larger than the overall retention rate of 66 percent: Asians, who had a 70.8 percent retention, and Hispanics, with a 75 percent retention rate.

Extensive efforts are in place to increase the retention rates for all student populations. These efforts include entry-level analyses as well as mid-course interventions designed to intercede with students before they withdraw from courses and/or college. UAFS continues to work toward creating new initiatives and improve current efforts to retain these students.

Figure 3: UA Fort Smith Fall-to-Fall Retention



Source: Office of Institutional Effectiveness

Retention Services

UAFS designed each of the services detailed below with an eye to retention and how students may be encouraged to stay in school and graduate.

Recruitment UAFS has a comprehensive recruitment plan designed for high school, adult, and returning students. Admissions staff makes presentations across the region at college fairs, individual high schools, and at area businesses and industries. Prospective students are encouraged to visit campus prior to making a decision to determine whether UAFS is the right campus to begin a college career. UAFS staff maintains direct contact with prospective students through broad use of mail, telephone, and e-mail contacts. The University's website also plays a pivotal role in recruitment by providing an institutional face to prospective students. Both the website and printed recruitment pieces are carefully designed to reflect the diversity of the University. With the recent hire of the diversity recruiter, the website and recruitment materials will be translated into Spanish as well.

NSO UAFS requires all first-time students to complete a new-student orientation (NSO) where they learn about the resources available to them, including Web-based services. They receive degree plans and detailed information on where to find help for the various challenges they may face as new students. Evaluations of these NSO sessions indicate that students are finding the information valuable as they begin their college careers.

On Course for Success The On Course for Success course was implemented in Fall 2007. On Course for Success is required for conditional-prep students and recommended for students who place into developmental classes in all three subject areas—Reading, Writing, and Mathematics. This target group is at extremely high risk because students often lack study skills as well as content skills. These students often have the ability to succeed if they can develop success strategies and become empowered to take control of their education.

Students who successfully complete On Course for Success will develop the skills necessary for success in college and in life. Topics include taking personal responsibility; increasing self-motivation, self-awareness, and self-esteem; improving self-management; employing interdependence; developing emotional intelligence; acquiring lifelong learning strategies, and using technology to aid learning.

The course is now available for any student taking at least one developmental course. SAS 0203 has also been offered to other students who need to improve on their student skills and study strategies. The course is required for conditional-prep students.

Academic Success Center The mission of the Gordon Kelley Academic Success Center (ASC) is to help students become independent and efficient learners so they are better equipped to meet the University's academic standards and successfully attain their own educational goals. Students are challenged to become actively involved in their own learning. The goal of the ASC is to provide all students an equal opportunity to succeed in college by maintaining a program of academic support services to address their educational needs. The ASC administers exams for all online courses and for ADA students with accommodations. The ASC provides small group tutoring for most courses. The focus is on a tutor helping students with learning the content, study strategies for a specific course, and students learning to study and learn from each other. Supplemental Instruction (SI) tutoring is offered for some classes. Drop-in tutoring labs are available in the ASC for writing, math, chemistry, biology, macro/micro economics, and operations management. Tutoring is available throughout the week to accommodate students' schedules as much as possible. The ASC is open seventy hours a week offering day, evening, and weekend hours. The drop-in tutoring labs also offer some hours on Saturday and/or Sunday. Some students need individualized assistance with learning how to effectively study for college-level courses. The Guided Study Specialist works with these students to design a plan for success. Topics include discovering their learning style, time management skills, or finding a balance with the demands of college courses, family, work, and student activities. Academic workshops designed to address specific academic challenges are presented throughout the semester. The ASC staff considers not only the student's academic background, preparation, and study habits, but also the specific challenges of the course content and the student's overall college experience.

Target Success Program The Target Success Program offers additional assistance to students who have to repeat a developmental course. The program addresses reasons why students fail a course. The most common reasons for failure are excessive absences and lack of coursework completion. Students sign a contract that they will attend class regularly, complete all homework, meet weekly with the instructor or assigned mentor, and use other resources such as the Academic Success Center and faculty office hours. Students who participate in Target Success successfully complete their repeated courses at a much higher rate than students who choose not to participate.

Academic Early Alert Program An academic early alert program is in use by faculty and advisors to target students at high risk of academic failure. Faculty members who identify students in academic distress post a concern in the early alert system. An email is generated to the student and one to the student's advisor to notify both of the concern. Students are encouraged to visit with the faculty that posted the concern and/or their advisor to discuss taking the necessary steps to be successful in the class and at the institution.

Financial Aid Comprehensive financial planning is vital to college success. UAFS financial aid staff provides individual counseling to students and their parents to determine the grants, scholarships, and loans for which they qualify. The staff also conducts financial aid workshops throughout the region at high schools and community centers. All students receiving aid are monitored to verify their continued academic success.

The financial aid office also provides FAFSA filing assistance events to the community throughout the year. Bilingual assistance is available during these events. A new initiative to increase awareness of financial aid is FAFSA Fridays, which are drop-in workshops offered during the summer to assist with FAFSA completions.

The financial aid office also provides qualified students with a full range of student employment options on campus. Approximately 200 work-study positions are available for students to gain valuable real-world experiences while maintaining close ties with the University. UAFS believes students with on-campus jobs are more likely to be retained in future semesters than those with jobs off campus.

Student Activities Students are strongly encouraged to participate in a wide range of student activities, programs, and organizations. Many of these are tied to academic programs or have service requirements that aid the student in developing closer relationships on campus and ultimately aid in retention. These programs are designed to provide opportunities for social, cultural, and intellectual growth, while developing values and leadership characteristics in the participant.

African Students Association – The main purpose of the African Students Association is to educate our university, communities and society about the aspects of African cultures.

American International Activities Council – To help international and American students better understand one another's culture.

Black Students Association - a forum for the dissemination and collaboration of information pertinent to minority students of UA Fort Smith.

Cultural Net – The main purpose of the UAFS Cultural Network is to educate our university, communities, and society about various cultures and languages and promote higher education for younger generations.

Hmong Student Organization - The focus of this organization is to recognize and promote the cultural differences of the campus community.

Japan Club – The main purpose of Japan Club is to educate our university, communities, and society about the aspects of global cultures and to promote higher education to younger generations. This may include but not be bounded by pop culture, music, films, anime, politics, economics, and history.

Native American Students Association - to provide current and accurate information about Native American cultures.

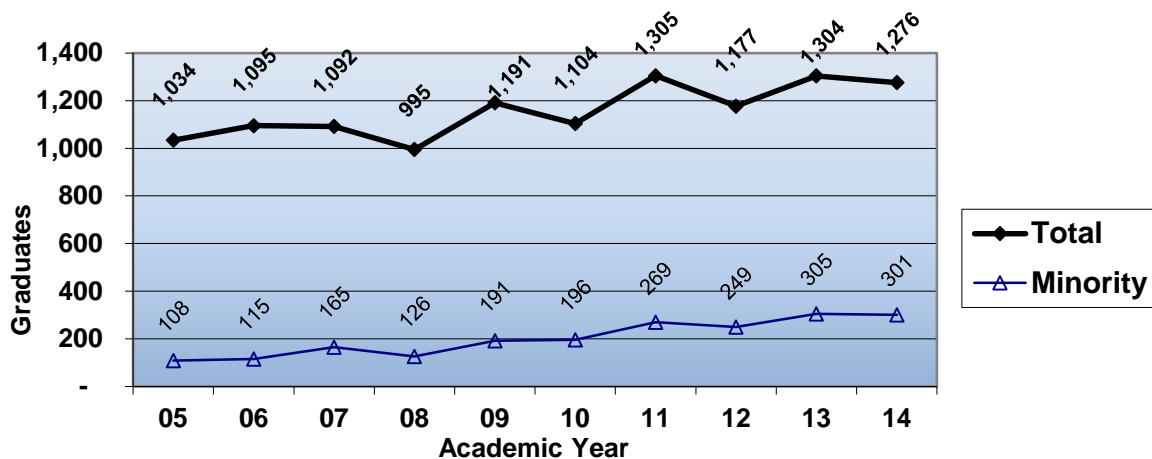
Spanish Club – To advocate Spanish language and culture.

Vietnamese Students Association - Introduces the Vietnamese culture and language to UAFS by hosting activities where students can learn about the Vietnamese culture.

Minority Graduation

UAFS awarded 301 degrees or certificates to minority students during the 2013-14 academic year. Over the last decade, minority graduates have increased over 178.7 percent at UAFS. These numbers are strong indicators of the success of the minority retention plan and the institution's commitment to the success of the minority student (see Figure 4).

Figure 4: UA Fort Smith Graduates (2005 to 2014)



Source: Office of Institutional Effectiveness

While the total number of graduates from UAFS have increased 23.4 percent over the last decade, minority graduates have increased by 178.7 percent.

Summary

The University remains committed to attracting, retaining, and graduating a strong minority population. During the last year, UAFS met each of the goals outlined in its Minority Recruitment Plan.

Employee Recruitment and Retention

(2014/2015)

University of Arkansas - Fort Smith

OVERVIEW

The primary role of Human Resources is to support all University units in the accomplishment of their goals by recruiting and retaining qualified staff to carry out the University's mission. As an institution, nothing is more important to success than the dedication and effort of its employees. It is imperative to recruit, hire, and retain qualified people. Seeking employees with diverse backgrounds and culture ranks high among recruitment goals.

According to 2010 census data, the percentage of nonwhite residents in the service area is 22.2 percent. When compared to the UAFS FY 2014–2015 workforce - which includes 15.4% percent nonwhite employees - it is clear that the University still has work to do to close that gap. However, UAFS and Human Resources continues to strive to accomplish the goal of recruiting and retaining the best employees, while taking advantage of the benefits that a diverse workforce can bring to an employer.

EMPLOYMENT PHILOSOPHY

UAFS's philosophy is based on the conviction that the well-being of the University and the well-being of its employees are synonymous; the most valuable asset is the people. The University employs people in a nondiscriminatory manner, treating everyone with respect and dignity, applying policies and procedures in a fair, consistent, and equitable manner. UAFS is committed to work with, encourage, and aid employees in realizing their full potential.

As an equal opportunity/affirmative action employer, the University is committed to providing equal employment opportunities for all applicants and employees with regard to recruitment, hiring, transfer, promotion, compensation, training, fringe benefits, and all other aspects of employment.

RECRUITMENT

Recruiting & Hiring – UAFS does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment; does not knowingly violate the law in the areas of recruitment and hiring; and will not tolerate those who do.

UAFS recruitment activities go beyond local and area newspapers, utilizing a number of internet sites and routinely advertising in the multi-state region, throughout the state of Arkansas, and nationwide in an effort to draw from a more diverse population. Trade publications are used to target professionals in specific fields. Minority and other groups are actively sought through publications such as *Diverse Issues in Higher Education*, through specialized mailing lists such as the HigherEdJobs.com's affirmative action e-mail list, and through local entities such as the Alliance of Black Ministers, local churches, military organizations, agencies offering rehabilitation services, and other special-interest groups. UAFS also frequently recruits through college placement offices, whose clientele mirror the diversity of the institution.

The director of Human Resources is responsible for the University's compliance with all EEO laws.

RETENTION

Compensation - Working within fairly restrictive boundaries established by state guidelines, UAFS strives to be competitive in order to attract and retain the best candidates. Employment and compensation of classified staff are subject to the Uniform Classification and Compensation Act. Base salaries are set by the Arkansas General Assembly. Faculty and administrative salaries follow established state guidelines and are comparable to like positions at other institutions using College & University Professional Association for Human Resources (CUPA-HR) data which correlates to factors such as region, affiliation, Carnegie Class, budget and enrollment quartiles, etc.

Training – One of the institutional goals is to attract and develop highly qualified faculty and staff. UAFS recognizes the importance of providing opportunities for growth and change at both individual and departmental levels. Faculty & staff development funds are available to link workplace learning with the University's strategic goals, as well as with departmental objectives.

UAFS has offered free English as a Second Language (ESL) classes to Spanish-speaking employees as a way to enhance communication skills and boost retention. Several employees have taken advantage of this program, which was offered during their workday.

Employee Benefits Program – A competitive benefits program is crucial in recruiting efforts. Through careful and ongoing program review and monitoring, UAFS is able to provide a comprehensive employee benefits package that is competitive with most local and regional employers. Plan highlights include self-insured health insurance, dental insurance, vision insurance, long-term disability insurance, life insurance, retirement benefits,

a liberal leave and holiday plan, a flexible benefit plan, employee and dependent tuition program, and a comprehensive employee wellness program.

UAFS offers discounted individual health coverage to every employee enrolled in the employee wellness program, thereby accomplishing the Chancellor's goal of making affordable health insurance available to all eligible employees and further promoting employee wellness. Additionally, UAFS restructured the health plan premium structure which allows those at the lower level of the pay scale to pay less for their health insurance.

Orientation Program - The University provides a comprehensive orientation program for new employees. The two primary goals of the orientation program are (1) employee retention and (2) customer service - to better prepare the employee to serve customers. One of the benefits of the program is to welcome new employees as part of the "UAFS family" and to introduce them to the organization as a whole. UAFS strives to prevent the feeling of isolation common for new employees, and focuses on mentoring new employees, information sharing, the clarification of issues, and team building. The orientation program is mandatory for all new employees.

During orientation, employees are introduced to the mission and vision of the institution. They receive training in the institution's policies and procedures, sexual harassment prevention, safety issues, FERPA and FLSA compliance, and other important issues.

All new faculty members, both full- and part-time, are assigned a mentor. A mentoring program for clerical and support staff is also available.

Policies & Procedures – UAFS's policies and procedures emphasize employee retention. Employees are provided with an *Employee Handbook*, which provides information about the institution's policies and procedures related to employment and employee benefits, and serves as a guide to programs and services available to faculty and staff.

Whenever disputes arise in which the law is unclear or inconsistent, the University tends to err on the side of the employee when possible (and when doing so is in the best interest of the students and University). Employee retention is emphasized through alternative ways to resolve problems and grievances:

- Informal Complaint Resolution - To resolve problems informally through discussion with other persons involved, in a spirit of goodwill and cooperation. If "potential" problems are addressed early, they are less likely to escalate into grievances.
- Corrective Action Procedures – This involves progressive corrective action steps that enable supervisors to work with employees to correct job-performance problems and retain employment.
- Grievance Procedure - When all else fails, employees can resort to the formal grievance procedure. We know it is important for employees to feel that they have been treated fairly and to receive proper responses to problems and complaints. The grievance procedure is designed to promote prompt and responsible resolutions to problems and/or complaints.

University Communication - A survey by the Families and Work Institute (as reported on the SHRM website in a review entitled "Retention Tactics that Work") asked a nationally representative group what they considered to be very important factors in deciding to take their current job. One of the most frequent responses given was open communication.

Communication is critical to the success of the institution. As UAFS continues to work toward the commitment of becoming a full-service regional four-year institution of choice, change is ongoing. With change comes the

responsibility of keeping employees informed. This has been accomplished through open-forum meetings, e-mail communications, regularly scheduled in-service sessions, etc.

Shared governance is a tradition at UAFS. In addition to the formal organization structure and lines of authority and responsibility, a parallel structure exists to insure that the campus community at large has information about, and input in, the operation of the University. The purpose of the organization is to provide a two-way system that fosters campus-wide communication. Every employee is a member of one of the following groups: the University Staff Council, the Faculty Council, the Dean's Council, or the Chancellor's Senior Staff.

Participation is encouraged. Meetings are held during business hours and employees are given release time to attend. Each council meets regularly, at which time employees have a chance to voice their opinion, ask questions, or make recommendations via the established mechanisms within each council.

Work Schedule Flexibility - One of the biggest challenges an employee faces today is the continuous struggle to attempt to balance work and family life issues. UAFS works to provide opportunities (where possible) to help employees achieve this goal through part-time employment, job-sharing, and other flexible scheduling arrangements.

Chancellor's Open Door Policy. Though employees are encouraged to use their chain-of-command when appropriate, the chancellor does maintain an open-door policy and is available to all employees.

Exit Interviews - UAFS maintains an exit interview process that gives employees an opportunity to share reasons for leaving their job and to share ideas for improvement. When appropriate, information obtained through this process is used to address areas of concern and in an effort to pinpoint areas that need improvement to strengthen future retention in that position. A portion of the interview specifically focuses on the area of discrimination. This is the final effort on the part of the institution to attempt to uncover the reason for turnover and work to prevent such instances from occurring in the future.

DATA SUMMARY

Current Employment Statistics – UAFS's current Ethnic Summary Report shows that of the individuals employed during FY 2014-2015, 174 or 15.4 percent were minorities.

Ten-year Employment Trend – To provide a more historical perspective, it is helpful to compare the current year's numbers to 10 years ago. The Ethnic Summary Report from FY 2004-2005 shows 1,147 employees with 104 minorities, or 9.1 percent. Based on these figures, it is easy to see that progress is occurring.

The Ethnic Summary Report includes all full-time and part-time employees who were issued W-2's. While most recruiting efforts are focused on recruiting full-time faculty and staff, our part-time workforce directly reflects the local job market and student population.

Another statistic that speaks of the University's diversity is the number of foreign nationals employed during FY 2014-2015. UAFS employed 26 faculty and staff members during FY15 who were foreign nationals.

The following chart details the number of minority faculty and staff that were newly hired during FY 2014-2015 and their position categories. This includes full-time and part-time employees.

| POSITION CATEGORY | NUMBER OF STAFF |
|---|-----------------|
| Executive/Administrative & Managerial | 0 |
| Faculty | 9 |
| Other Professionals | 2 |
| Technical & Paraprofessional | 0 |
| Clerical and Secretarial | 3 |
| Service/Maintenance | 0 |
| Other (includes tutors, student help, etc.) | 65 |
| TOTAL | 79 |

CONCLUSION

The numbers certainly show that UAFS is making strides in closing the gap between the number of minority employees and that of the service area. This is not to say that UAFS will be content to sit back once that number is met. Diversity in the workforce is an important factor to any business, and perhaps even more so in the university environment, where it can contribute to the goal of broadening the minds and perceptions of the entire campus community.

Meeting Institutional Goals

University of Arkansas - Fort Smith

OVERVIEW

The population in western Arkansas continues to see rapid increases in minority populations, especially the Hispanic population. UAFS provides access to all populations throughout the region as it works to fulfill the mission of preparing students to succeed in an ever-changing global world.

Indicators

The Office of Institutional Effectiveness monitors the U.S. Census data and county population projections and then uses these data as the primary baseline data in comparing minority student enrollment and minority faculty and staff employment indicators.

Timeline

Student: All strategies listed in this report are ongoing.

Employee: All employee strategies are ongoing as well.

Assessment Methods

The Offices of Institutional Effectiveness, Admissions, Enrollment Management, and Human Resources work collaboratively to monitor, assess, and evaluate the effectiveness of all strategies identified in this report. The Office of Institutional Effectiveness supplies all data and gauges how well

UAFS is meeting the recruitment and retention goals. Appropriate administrators charged with recruitment and retention of students, faculty, and staff receive the data and work to identify strengths that contribute to stabilizing or increasing numbers of minority students, faculty, and staff. Administrators also work to identify weaknesses that contribute to declining populations.

University of Arkansas at Little Rock

**Minority Recruitment and Retention
Annual Report
June 2015**

Submitted to:
Arkansas Department of Higher Education

**University of Arkansas at Little Rock
Submits the following
Minority Retention Plan Progress Report
in compliance with
ACT 1091 of 1999**

**Minority Retention Plan Progress Report is available at the University of Arkansas at Little Rock's
website at www.ualr.edu**

Questions or comments concerning this document should be directed to:

Department of Human Resources

**University of Arkansas at Little Rock
2801 S. University Ave
Little Rock, AR 72204**

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I. INTRODUCTION

ACT 1091 of 1999 requires all state-supported colleges and universities to establish a program for the recruitment and retention of minority students, faculty, and staff. Under the Act, the term "minority" refers to African-Americans, Hispanic Americans, Asian Americans, and Native Americans. A main provision of ACT 1091 requires each institution to prepare an annual progress report on the steps taken to reach the goals of the institution's Five-Year Minority Retention Plan.

The University of Arkansas at Little Rock (UALR) is committed to the principles of its mission as a public metropolitan university. The Declaration of Metropolitan Universities states that teaching efforts must "be adapted to the particular needs of metropolitan students, including minorities and other underserved groups, adults of all ages, and the place-bound" and outlines three main points that have been adopted by UALR:

1. As leaders of a metropolitan university we must commit our institution to be responsive to the needs of our metropolitan area by seeking new ways of using our human and physical resources to provide leadership in addressing metropolitan problems, through teaching, research, and professional service.
2. Our teaching must be adapted to the particular needs of metropolitan students, including minorities, other underserved groups, adults of all ages, and the place-bound; and
3. Our professional service must include the fullest possible contributions to the cultural life and general quality of life of our metropolitan regions.

UALR has adopted institutional policies and procedures, practices, programs, behaviors, attitudes and expectations that encourage and facilitate the achievement of educational goals of all students, particularly racial/ethnic minorities, who have been underrepresented in higher education. Additionally, UALR has established various initiatives to promote minority recruitment in the faculty and staff ranks.

The information provided in this report demonstrates UALR's commitment to increasing the overall numbers of minority students, faculty and staff through the development and implementation of innovative programs, the use of technology to improve data collection and reporting requirements, and the dedication of personnel to mentor minority students and faculty.

II. MINORITY STUDENT RECRUITMENT AND RETENTION

A. Overview

The institutional goals for minority student enrollment are based on the principle that UALR's student population should match the diversity of the region that it serves and should also provide

programs of study that will educate students to live, work, and lead in the complex, technological, diverse world of the 21st Century (Chapter 9 - Implementation, Goal 1 of UALR's Strategic Plan; see *UALR Fast Forward* at <http://ualr.edu/about/strategicplan>). In keeping with that principle, UALR historically has served a very diverse student population. As shown below, the University's fall 2014 student body continued the historical trend.

The UALR student body is diverse. Fall 2014 enrollment percentages, categorized by ethnicity, are as follows:

| | |
|---------------------------|-----|
| White | 57% |
| African-American | 23% |
| Hispanic | 6% |
| Unknown/Not Disclosed | 1% |
| Non-Resident Alien | 4% |
| Two or More Races | 7% |
| Asian | 2% |
| Amer. Indian/Alaskan | 0% |
| Hawaiian/Pacific Islander | 0% |

Table 1: UALR Minority Student Enrollment for Fall 2009 through Fall 2014

| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| African-American | 3,364 | 3,060 | 2,990 | 2,879 | 2,787 | 2,625 |
| Hispanic | 306 | 451 | 553 | 624 | 707 | 713 |
| Amer. Indian/Alaskan | 102 | 72 | 62 | 44 | 41 | 44 |
| Asian | 405 | 345 | 309 | 312 | 312 | 260 |
| Hawaiian/Pacific Islander | ----- | ----- | ----- | 0 | 4 | 0 |
| Two or More Races | ----- | ----- | 333 | 642 | 761 | 823 |
| Total Minority | 4,177 | 3,928 | 4,247 | 4,501 | 4,612 | 4,465 |
| Minority/Total | 31.8% | 29.8% | 32.5% | 35.0% | 37.3% | 38.3% |
| White | 8,486 | 8,182 | 7,827 | 7,718 | 7,159 | 6,599 |
| Non-Resident Alien | 336 | 437 | 486 | 545 | 498 | 480 |
| Unknown | 133 | 316 | 508 | 107 | 108 | 101 |
| Total Student Enrollment | 13,132 | 13,176 | 13,068 | 12,872 | 12,377 | 11,645 |

Source: UALR Office of Institutional Research

As indicated in Table 1, the most significant enrollment increase during the past five year period (Fall 2009- Fall 2014) was seen among Hispanics. The number of enrolled Hispanic students totaled 713 for fall 2014, up from 306 in fall 2009. Also with the introduction of the “two or more races” category in 2012, the total number of minority-identifying students increased sharply and increased as a percentage of total enrollment. Minority enrollment has increased from 31.8% in fall 2009 to 38.3% in fall 2014. The percentage of minority residents for Pulaski County according to the 2010 U.S. Census is 42.8%. UALR minority enrollment does not yet match the regional demographics, but it is moving closer to this goal.

First-Time Undergraduate Minority Enrollment for Fall 2009-2014. UALR’s first time undergraduate minority enrollment remained steady in fall 2014. First time undergraduate minority enrollment was 43% of total first time undergraduate enrollment in 2009 and 55% in 2014.

Table 2: UALR First Time Undergraduate Minority Enrollment

| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|---------------------------|------------|------------|------------|------------|------------|------------|
| African-American | 247 | 199 | 243 | 186 | 193 | 191 |
| Hispanic | 26 | 15 | 81 | 58 | 51 | 68 |
| Asian | 23 | 31 | 20 | 26 | 15 | 15 |
| Amer. Indian/Alaskan | 4 | 0 | 6 | 2 | 2 | 1 |
| Hawaiian/Pacific Islander | - | - | - | 0 | 0 | 0 |
| Two or More Races | - | - | - | 157 | 133 | 126 |
| Total Minority | 300 | 245 | 350 | 429 | 394 | 401 |
| White | 397 | 429 | 447 | 379 | 244 | 312 |
| Non-Resident Alien | 2 | 0 | 29 | 39 | 33 | 21 |
| Unknown | 2 | 27 | 97 | 0 | 0 | 0 |
| Total Students | 701 | 701 | 923 | 847 | 671 | 734 |

Source: UALR Office of Institutional Research

Undergraduate Minority Enrollment for Fall 2009-2014. Total undergraduate minority enrollment matches the trends of the total university enrollment with an overall percentage increase and numerical increases for Hispanic and two or more races.

Table 3: Undergraduate Minority Enrollment for Fall 2009- 2014

| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|------------------------------|---------------|---------------|---------------|---------------|--------------|--------------|
| African-American | 2,744 | 2,594 | 2,475 | 2,402 | 2,342 | 2,223 |
| Hispanic | 249 | 258 | 481 | 552 | 615 | 636 |
| Asian | 322 | 330 | 255 | 264 | 264 | 220 |
| Amer. Indian/Alaskan | 80 | 72 | 46 | 32 | 30 | 29 |
| Hawaiian/Pacific Islander | - | - | - | 0 | 3 | 0 |
| Two or More Races | - | - | - | 589 | 707 | 768 |
| Total Minority | 3,395 | 3,254 | 3,257 | 3,839 | 3,961 | 3,876 |
| Minority/Total | 33.3% | 31.5% | 31.4% | 37.2% | 39.7% | 41.3% |
| White | 6,585 | 6,648 | 6,465 | 6,126 | 5,692 | 5,209 |
| Non-Resident Alien | 154 | 210 | 256 | 312 | 271 | 230 |
| Unknown | 66 | 209 | 396 | 34 | 46 | 69 |
| Total Students | 10,200 | 10,321 | 10,374 | 10,311 | 9,970 | 9,384 |

Source: UALR Office of Institutional Research

Total Undergraduate Minority Enrollment 2013-2014. Table 4 shows unduplicated undergraduate minority enrollment for the entire year (as opposed to the fall census snapshot). Undergraduate minority enrollment has decreased since 2008 among African-American and American Indian students. The greatest student enrollment gain since 2008 has been in the Hispanic and Two or More Races minority groups. Some of the decline in other groups may be attributed to shifts to the new category since total minority enrollment has trended up.

Table 4: UALR Annual Undergraduate Minority Enrollment (Unduplicated)

| | 2008 -09 | 2009 -10 | 2010-211 | 2011-12 | 2012-13 | 2013-14 |
|------------------|----------|----------|----------|---------|---------|---------|
| African-American | 3,173 | 3,216 | 2,951 | 2,883 | 2,833 | 2,733 |
| Hispanic | 279 | 301 | 589 | 589 | 648 | 674 |

| | | | | | | |
|------------------------------|-------|-------|-------|-------|-------|-------|
| Asian | 271 | 338 | 270 | 270 | 282 | 263 |
| Amer. Indian/Alaskan | 93 | 78 | 55 | 50 | 39 | 38 |
| Hawaiian/Pacific Islander | - | - | - | 0 | 0 | 0 |
| Two or More Races | - | 109 | 340 | 432 | 702 | 783 |
| Total Minority | 3,816 | 4,042 | 4,205 | 4,224 | 4,504 | 4,491 |

Source: UALR Office of Institutional Research

Graduate Student Minority Enrollment for Fall 2009-2014. UALR's graduate student enrollment (Table 5) shows fluctuation in overall numbers over six years with a marked decline in African American graduate students. This will need special attention in the next few years.

Table 5: Graduate Student Fall Semester Minority Enrollment

| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| African-American | 559 | 532 | 471 | 477 | 445 | 402 |
| Hispanic | 36 | 35 | 64 | 72 | 92 | 77 |
| Asian | 70 | 51 | 43 | 48 | 48 | 40 |
| Amer. Indian/Alaskan | 17 | 13 | 11 | 12 | 11 | 15 |
| Hawaiian/Pacific Islander | | | | 1 | 1 | 0 |
| Two or More Races | - | - | - | 53 | 54 | 55 |
| Total Minority | 682 | 631 | 589 | 610 | 651 | 589 |

Source: UALR Office of Institutional Research

UALR records minority student enrollment information for every term of the academic year. It also maintains a cohort database that allows the tracking of retention and graduation rates by any field, including ethnicity. The recruitment and retention data in this report are based on enrollment on the fall census date. Complete minority enrollment data can be found on the website of the UALR Office of Institutional Research: <http://ualr.edu/institutionalresearch>.

B. Retention

In 2014, the total minority student retention rate increased to 71.4% a 1.7% improvement from 2013 figures. This also marks a 7.2% increase over the five year period. Total minority retention is equal to white student retention. There is still much work to be done in student retention in general, but the significant improvements illustrate the positive benefit of the university's strategic initiatives in this area.

Table 6: Minority Students One-Year Retention Rates for Entering Undergraduates*

| | F09 Returned F10 | F10 Returned F11 | F11 Returned F12 | F12 Returned F13 | F13 Returned F14 |
|---------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| African-American | 58.6 | 58.8 | 64.9 | 64.2 | 64.7 |
| Hispanic | 71.0 | 57.9 | 73.1 | 71.9 | 76.0 |
| Asian | 82.6 | 66.7 | 90.0 | 87.0 | 85.7 |
| Amer. Indian/Alaskan | 75.0 | 0.0 | 25.0 | 50.0 | 100.0 |
| Hawaiian/Pacific Islander | - | - | | - | - |
| Two or More Races | - | 62.8 | 70.0 | 75.0 | 74.8 |
| Total Minority | 62.0 | 59.9 | 68.1 | 70.0 | 70.6 |
| White | 66.1 | 62.1 | 65.6 | 67.0 | 70.7 |
| Non-Resident Alien | 50.0 | 73.1 | 85.7 | 86.8 | 84.8 |
| Unknown | 50.0 | 59.1 | 66.0 | 0 | 0 |
| All Entering Freshmen | 64.2 | 61.5 | 67.2 | 69.7 | 71.4 |

*Includes first-time, full-time undergraduates only; Source: UALR Office of Institutional Research

C. Completion

The Six-Year Minority Student Graduation rate at UALR has increased (1.4%) from the previous six-year period. The six-year graduation rate for African-American students increased to 13.5% and Hispanic students to 34.6% from the previous six-year period. This statistic only counts students who started at UALR as first-time, full-time undergraduates and does not take into account transfer students who graduate or part-time students who take longer than six years to graduate. For categories with small numbers of first-time, full-time freshman, the differences may not be statistically meaningful.

Table 7: UALR Minority Student Six-Year Graduation Rate

| | 2005-2011 Cohort | | 2006-2012 Cohort | | 2007-2013 Cohort | | 2008-2014 Cohort | |
|----------------------------------|------------------|-------|------------------|-------|------------------|-------|------------------|-------|
| | Grads/ Cohort | % | Grads/ Cohort | % | Grads/ Cohort | % | Grads/ Cohort | % |
| African-American | 40/295 | 13.6% | 22/226 | 9.7% | 36/315 | 11.4% | 29/215 | 13.5% |
| Amer. Indian/ Alaskan | 0/5 | 0.0% | 0/4 | 0.0% | 1/4 | 25.0% | 3/10 | 30.0% |
| Asian | 7/17 | 41.2% | 4/7 | 57.1% | 13/18 | 72.2% | 3/11 | 27.2% |
| Hispanic | 4/22 | 18.2% | 7/22 | 31.8% | 2/18 | 11.1% | 9/26 | 34.6% |
| Hawaiian/ Pacific Islander | 0/0 | 0% | 0/0 | 0.0% | 0/0 | 0.0% | 0/0 | 0% |
| Two or More Races | 0/0 | 0% | 1/5 | 20.0% | 5/8 | 62.5% | 2/7 | 28.6% |
| Total Minority | 51/339 | 15.0% | 34/264 | 12.8% | 57/363 | 15.7% | 46/269 | 17.1% |
| White | 103/397 | 25.9% | 78/334 | 23.4% | 117/450 | 26.0% | 103/345 | 29.8% |
| Non-Resident Alien | 4/11 | 36.45 | 2/3 | 66.6% | 0/0 | 0% | 0/0 | 0% |
| Unknown | 2/8 | 25.0% | 1/4 | 25.0% | 0/0 | 0% | 1/2 | 50.0% |
| Total Non- Minority | 109/416 | 26.2% | 81/341 | 23.8% | 117/451 | 25.9% | 104/347 | 29.9% |
| All Students | 160/755 | 21.0% | 115/603 | 19.0% | 174/812 | 21.0% | 150/614 | 24.0% |

Note: Non-Minority includes: White, Non-Resident Aliens and Unknown Race; Source: UALR Office of Institutional Research/IPEDS Graduation Rates 150%

D. Summary of Minority Student Recruitment and Retention

With the recent decline in overall enrollment at UALR, minority enrollment has also dipped from last year's total of 4,612. However, minority enrollment as a percentage of total enrollment has increased steadily over the last five years and has increased 1% from last year.

Undergraduate minority enrollment has increased steadily while graduate minority enrollment has fluctuated. An important enrollment challenge for the next few years is to increase African American graduate student enrollment.

Due to small cohort sizes, retention rate comparisons among race/ethnic categories are not possible. However, it is important to note that the completion rate of minority students as a whole continue to increase.

E. Initiatives for Minority Student Recruitment and Retention

UALR has made retention a top priority since 2008 when Chancellor Anderson charged the campus with implementing six retention initiatives in an effort to bring retention rates in line with its peer institutions and to increase minority retention rates so they are equal to campus retention rates. Since then, the university has created two new positions to address recruitment and retention: an associate vice chancellor for student success in 2011 and a vice chancellor for enrollment management in 2012. With the administrative restructuring in 2014, Student Affairs was brought into the Academic Affairs division to better facilitate collaboration and oversight of student success and student support programs. A full summary of UALR's current recruitment and retention efforts can be found in Appendix E.

The current initiatives that specifically focus on minority recruitment and retention are:

1. **The Student Services Success Initiatives (SSSI)** are housed in Student Affairs division, now reporting to the Provost. SSSI consists of the African American Male Initiative (AAMI), African American Female Initiative (AAFI) and the Hispanic/Latino Initiative (HLI) student success programs designed to empower, support, and assist African American and Hispanic/Latino students to increase retention and graduation rates. High expectations, early interventions, and intrusive advising and interactions form the operational base of the program. The programs' mantra affirms "Failure is not an option!" The programs are multi-faceted. SSSI offers students the opportunity to receive both professional and peer mentoring. First year student participants are assigned peer success advisors (PSAs), upperclassmen who have excelled academically and exemplified strong leadership skills. The PSAs work with their assigned students throughout their first year at the university. Student participants also

develop informal and formal mentoring relationships with professionals including faculty, staff and university alumni. Specialized programming is designed to assist students with making the transition to college, understanding the institutional milieu, developing the necessary academic skills, and achieving success both inside and outside of the classroom.

2. **Ronald E. McNair Scholars Program** – This federally funded TRiO program is housed in the Academic Success Center (ASC) and has been on the UALR campus since 1991. The Ronald E. McNair Program is designed to prepare students who are underrepresented in graduate education for doctoral study. The program provides skill building seminars, research, mentorship and graduate school admission assistance. While the McNair Scholars program operates year-round, the scholars interface with the program heavily during the summer terms.
3. **UALR Charles W. Donaldson Summer Bridge Academy**—With additional funding from the Winthrop Rockefeller Foundation, Bank of America, and UALR as well as institutional partnerships, The SSSI Office piloted the Charles W. Donaldson Summer Bridge Academy (SBA) in July 2013. SBA is an academically intense, three-week residential program for multi-ethnic students who were selected based upon their need for math remediation. The purposes of the academy were to eliminate required remedial coursework and to improve the retention and graduation rates of the participants. While the bypassing of math remediation was the primary focus, the academy also assisted students in English and reading. It provided students with the necessary skills to successfully fulfill their remedial requirements. <http://ualr.edu/studentssupport/summer-bridge-program/>

III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

A. Faculty

In fiscal year 2015, there are 437 full-time faculty members at UALR. This is an overall decline of 34 full-time faculty members (7.2%) from the previous year. Of the total number, 87 (19.9%) were members of a minority group, a 0.9% decrease from the previous year. The largest minority group was comprised of 44 faculty members who self-identified as Asian/Pacific Islander. The number of faculty members who self-identified as African-American increased by 8 from the previous year. See Appendix A for numbers of minority faculty by rank.

Table 8: UALR Minority Full-Time Faculty by Ethnic/Racial Category and Rank: 2014

| | Chair | Professor | Assoc. Prof | Asst. Prof | Instructor | Total |
|------------------------|-------|-----------|-------------|------------|------------|-------|
| African-American | 1 | 5 | 7 | 14 | 2 | 29 |
| Hispanic | - | - | 3 | 2 | 2 | 7 |
| Asian/Pacific Islander | 1 | 18 | 14 | 11 | - | 44 |

| | | | | | | |
|-----------------|---|----|----|----|----|-----|
| Native American | - | - | - | 1 | - | 1 |
| 2 or More Races | 1 | 1 | 2 | - | 2 | 6 |
| Unknown | 2 | 7 | 12 | 4 | 8 | 33 |
| Total | 5 | 31 | 38 | 32 | 14 | 120 |

Source: UALR Department of Human Resources (2015)

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2010 to 2014

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------|------|------|------|------|------|
| African-American | 27 | 28 | 22 | 21 | 29 |
| Hispanic | 8 | 9 | 9 | 13 | 7 |
| Asian/Pacific Islander | 46 | 45 | 46 | 49 | 44 |
| Native American | 4 | 2 | 2 | 1 | 1 |
| 2 or More Races | - | - | 3 | 14 | 6 |
| Unknown | 13 | 47 | 42 | 37 | 33 |
| Total (Excluding Unknown) | 85 | 84 | 82 | 98 | 87 |

Source: UALR Department of Human Resources (2015)

The goal for minority faculty employment is based on the latest available data extracted from Digest of Educational Statistics (2005-2006) which lists the number of persons receiving doctoral degrees by race/ethnicity. Current 2014 percentages of full-time minority faculty are compared to these goals in table 10. See Appendix B for a listing of all minority faculty hires, as of May 2014, by appropriated titles.

Table 10: UALR Minority Full-Time Faculty Percent Compared to Goals

| | 2010 | 2011 | 2012 | 2013 | 2014 | Goal | Status |
|------------------------|-------|-------|-------|-------|-------|-------|--------|
| African-American | 5.4% | 5.9% | 5.1% | 4.5% | 6.6% | 6.3% | .3% |
| Hispanic | 1.6% | 1.9% | 2.1% | 2.8% | 1.6% | 5.2% | -3.6% |
| Asian/Pacific Islander | 9.2% | 9.5% | 10.6% | 10.0% | 10.1% | 5.9% | 4.2% |
| Native American | 0.8% | .004% | 0.2% | 0.2% | .2% | 0.4% | -0.2% |
| 2 or More Races | - | - | 0.7% | 3.0% | 1.4% | - | - |
| Total Percentage | 17.0% | 17.3% | 18.7% | 20.5% | 19.9% | 17.8% | 0.7% |

Source: UALR Department of Human Resources (2015)

The percentage of faculty members who identified as African-American increased by 2.1%, bringing the total above the institutional goal of 6.3% for the first time. The percentage of Asian/Pacific Islander faculty members stayed roughly even with last year, still well above the

goal of 5.9%. Unfortunately, the percentage of faculty members who identified as Hispanic decreased sharply from last year leaving the institution at 3.6% below its goal in this category. The total percentage of minority, full-time faculty decreased slightly from 20.5% in 2013 to 19.9% in 2014, representing a decrease of 0.6%. UALR still exceeded its established goal for total percentage of minority, full-time faculty (17.8%) by 0.7%.

Table 11: New Faculty Minority Hires 2010 to 2014

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------|------|------|------|------|------|
| African-American | 1 | 6 | 2 | 1 | 7 |
| Hispanic | 1 | 1 | 0 | 1 | - |
| Asian/Pacific Islander | 2 | 4 | 3 | 4 | 2 |
| Native American | 1 | - | - | - | - |
| 2 or More Races | - | - | - | 1 | - |
| Unknown | - | 2 | 1 | - | - |
| Total | 5 | 13 | 6 | 7 | 9 |

Source: UALR Department of Human Resources (2015)

As seen in Table 11, there were nine minority faculty new hires in 2014: seven who identified as African-American and two who identified as Asian/Pacific Islander.

The Provost's Office, in collaboration with the UALR Diversity Council, the academic departments and the Department of Human Resources, is working to improve recruitment efforts to hire more minority faculty. Some of the most recent efforts consist of the following:

1. The UALR Diversity Council has conducted two studies: 1) a campus climate diversity survey in 2013 and 2) a Minority Faculty Recruitment and Retention report in 2014. The latter revealed that most department chairs feel that they have limited resources with which to attract more minority candidates. The Provost's Office has set a goal of providing more support for these efforts. The Diversity Council report also researched and reported the best practices in minority faculty recruitment across the country.
2. The Office of Human Resources has implemented a new applicant tracking system in the last two years that greatly assists the institution in tracking minority applicants and hires. This office has been proactive in assisting hiring units with minority recruitment efforts and EEO compliance.

B. Minority Faculty Retention

To date, UALR has not tracked minority faculty retention in any systematic way and this will need to become a part of our employee tracking in the future. We can deduce that with the number of new minority hires averaging eight per year over the last five years, we should have a growing number of minority faculty members overall and this is not the case. Table 8 shows that

the total number of minority-identified faculty members has remained relatively flat with the exception of 2013, which was an outlier year. Even with retirements and the overall decline in faculty size at UALR, we should expect to an increase in minority faculty numbers with an average of eight hires a year. This suggests that minority faculty retention must become a priority project in the coming years.

C. Staff

In 2014, there were 992 staff members at UALR as shown in Table 12. Of that number 381, or 38.4%, were minorities, which increased slightly from 38.3% in 2013. African-Americans represented the largest minority staff group with 306 staff members, or 30.8%, of the total staff population, which is a slight increase from the previous year (29.4%). It is also worth noting that the number of minority administrative/managerial staff members increased by 4 from the previous year. Table 13 shows that the total number of minority staff members at UALR has increased 19.4% over the last five years. Part of this increase is the decrease in unknown ethnic/racial category. The new applicant tracking system has helped the institution get more reliable demographic information on its employees. See Appendix C for numbers of minority staff by appropriated titles.

Table 12: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: 2014

| | African-American | Hispanic | Asian/ Pacific Islander | Native American | White | 2 or More Races | Unknown | Total |
|---------------------------------|------------------|----------|-------------------------------|--------------------|-------|-----------------------|---------|-------|
| Administrative/ Managerial | 13 | 1 | 3 | - | 68 | 7 | 1 | 93 |
| Other Professionals | 138 | 7 | 15 | - | 380 | 22 | 6 | 568 |
| Technical & Paraprofessional | 24 | 1 | 1 | - | 24 | - | - | 50 |
| Clerical & Secretarial | 45 | 1 | 1 | - | 64 | 10 | 4 | 125 |
| Skilled Crafts | 5 | - | 1 | - | 31 | 1 | - | 38 |
| Service/Maintenance | 81 | 1 | 1 | - | 33 | 2 | - | 118 |
| Total | 306 | 11 | 22 | 0 | 600 | 42 | 11 | 992 |

Source: UALR Department of Human Resources (2015)

Table 13: Full-Time Staff by Ethnic/Racial Category from 2010 to 2014

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------|------|------|------|------|------|
| African-American | 269 | 289 | 293 | 286 | 306 |
| Hispanic | 11 | 14 | 9 | 11 | 11 |
| Asian/Pacific Islander | 35 | 29 | 28 | 19 | 22 |
| Native American | 4 | 4 | 2 | 1 | 0 |
| 2 or More Races | - | - | - | 39 | 42 |
| Unknown | 34 | 29 | 50 | 17 | 11 |
| Total (Excluding Unknown) | 319 | 336 | 332 | 356 | 381 |

Source: UALR Department of Human Resources (2015)

Table 14 shows that in 2014 the number of minority staff hires doubled from 2013. The largest growth was in African American hires which represented 87.5% of all minority hires in 2014. In the five year period shown there is a net increase of 18 minority staff hires. See Appendix D for numbers of minority staff hired in 2012 by appropriated titles.

Table 14: New Minority Staff Hires from 2010 to 2014

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------|------|------|------|------|------|
| African-American | 34 | 40 | 47 | 22 | 56 |
| Hispanic | 3 | 2 | 2 | 2 | 3 |
| Asian/Pacific Islander | 9 | 3 | 6 | 2 | 4 |
| Native American | 0 | 0 | 2 | - | - |
| 2 or More Races | - | - | 1 | 4 | 1 |
| Unknown | - | - | - | - | - |
| Total New Hires | 46 | 45 | 58 | 30 | 64 |

Source: UALR Department of Human Resources (2015)

D. Initiatives for Minority Faculty/Staff Recruitment and Retention

Over the last four years, the Office of Human Resources and the Office of the Provost have worked together to implement a more robust applicant tracking system and to better document demographic makeup of the existing workforce. Although a major institutional restructuring has delayed our progress in identifying recruitment goals by hiring unit, UALR has nevertheless increased its minority-identified workforce overall in that period of time.

In the next two years, UALR will rededicate itself to developing a detailed workforce analysis for each hiring unit, and assisting its hiring units with minority recruitment and retention.

During the 2014-2015 academic year, the Provost's Office established a UALR Faculty Fellowship with the first recipient assigned two initiatives, one of which is the formation of a faculty mentoring program. The Diversity Council's 2014 report on Minority Faculty Recruitment and Retention emphasized best practices in minority faculty retention including mentoring programs. The recipient of the Faculty Fellowship, John Miller, is also the co-chair of the Diversity Council and will be working in both capacities to create a more comprehensive approach to minority faculty retention.

UALR Diversity Council

In October of 2011, the Chancellor established the UALR Diversity Council to address diversity-related matters. More specifically, the Council's charge includes:

- Developing strategies to strengthen faculty/staff/student diversity and improve campus climate;
- Examining campus climate in terms of a broad definition of global understanding and diversity (race/ethnicity; gender; individuals with disabilities; sexual orientation);
- Presenting recommendations to the Chancellor that include strategies, individuals responsible for specific action, timelines for implementation, and measurable outcomes that reflect continuous improvement of campus climate and diversity; and
- Collaborating with the Department of Human Resources in developing the Annual Minority Recruitment and Retention Report submitted to the Arkansas Department of Higher Education and the Arkansas General Assembly.

The UALR Diversity Council began meeting monthly in January 2012. In the last several years it has made the following contributions to the Chancellor's diversity initiative.

- In 2013 the Diversity Council published a report based on a comprehensive campus climate survey of faculty, staff and students. This report highlighted the institution's strengths and weaknesses in creating an inclusive campus environment. The survey

results were shared with the campus on the web and discussed in an open forum. The Council subsequently focused on several issues for further study and action.

- In 2014 the Diversity Council published a second report based on interviews with department chairs regarding minority hiring. The research suggested that many hiring units feel adrift when it comes to minority hiring initiatives. Better training and guidance is called for to assist hiring managers in recruiting and retaining minority faculty and staff. The second part of the report surveyed other university efforts in this area and catalogued best practices.
- Since its inception, the Diversity Council has hosted lunchtime forums (lunch and learns) with guest speakers on diversity topics. These events are open to all faculty, staff and students and are intended to stimulate more discussions of diversity on campus and to contribute to a campus climate of inclusiveness.
- In 2015 the Diversity Council launched a new campus event called Diversity Week which featured twenty individual events including presentations, panels, films, performances, etc. The goal was to highlight and celebrate the diversity that is UALR and to contribute to a positive campus climate.

IV. MONITORING

The Office of Institutional Research and the Office of Human Resources will continue to provide the institution with data to inform decision-making about achieving institutional goals related to diversity.

The Department of Human Resources provides enhanced monitoring and support of recruitment efforts via the electronic applicant tracking system and improved monitoring of the recruitment process.

Monitoring of goals of the institution's strategic plan and plan for recruitment and retention continue to be part of the responsibilities of the Chancellor's Leadership Group, a broad collection of institutional leaders.

V. CONCLUSION

In order to support the various initiatives, the University spends an estimated amount of \$850,000 annually. Assessment of the effectiveness of the plan will be through the tracking and reporting of the number of minority faculty, staff and students to determine if progress is being made in the recruitment and retention of a diverse faculty, staff and student body. Every year an annual report will focus on the current status and annual changes in the numbers of minorities in faculty, staff and students. Recognizable increases in those areas will provide indication that established initiatives and recruitment processes outlined in the plan are working as designed.

APPENDIX A
MINORITY FACULTY BY RANK*

| Position Title | African American | Hispanic | Asian/ Pacific Islander | Native American | 2 or More Races | Unknown | Total |
|-------------------------------|-------------------------|-----------------|--|------------------------|------------------------|----------------|--------------|
| Instructor 9 mnth | 2 | 2 | - | - | 2 | 5 | 11 |
| Instructor 12 mnth | - | - | - | - | - | 3 | 3 |
| Assistant Professor 9 mnth | 12 | 2 | 11 | 1 | - | 4 | 31 |
| Assistant Professor 12 mnth | 2 | - | - | - | - | - | 2 |
| Associate Professor 9 mnth | 7 | 3 | 13 | - | 2 | 11 | 34 |
| Associate Professor 10 mnth | - | - | 1 | - | - | - | 1 |
| Associate Professor 10.5 mnth | - | - | - | - | - | 1 | 1 |
| Associate Professor 12 mnth | - | - | - | - | - | - | 0 |
| Professor 9 mnth | 3 | - | 18 | - | 1 | 7 | 29 |
| Professor 10.5 mnth | 1 | - | - | - | - | - | 1 |
| Professor 12 mnth | 1 | - | - | - | - | - | 1 |
| Department Chair 12 mnth | 1 | - | 1 | - | 1 | 2 | 5 |
| Total | 29 | 7 | 44 | 1 | 6 | 33 | 120 |

* Due to hires and separations, numbers reflected in this table may vary from the figures in Table 8.

APPENDIX B
MINORITY NEW HIRE - FACULTY
BY APPROPRIATION TITLES*

| Position Title | African-American | Hispanic | Asian/ Pacific Islander | Native American | 2 or More Races | Unknown | Total |
|--------------------------|-------------------------|-----------------|--|----------------------------|--------------------------------|----------------|--------------|
| Asst Professor 9 month | 6 | - | 2 | - | - | - | 8 |
| Asst Professor 12 month | 1 | - | - | - | - | - | 1 |
| Assoc Professor 9 month | - | - | - | - | - | - | 0 |
| Assoc Professor 10 month | - | - | - | - | - | - | 0 |
| Instructor 9 month | - | - | - | - | - | - | 0 |
| Total | 7 | 0 | 2 | - | 0 | - | 9 |

* Due to hires and separations, numbers reflected in this table may vary from the figures in Table 11.

APPENDIX C
MINORITY STAFF BY APPROPRIATED TITLE*

| Position Title | African-American | Hispanic | Asian/ Pacific Islander | Native American | 2 or More Races | Unknown | Total |
|-------------------------------|-------------------------|-----------------|--|----------------------------|--------------------------------|----------------|--------------|
| Accountant II | 1 | - | - | - | - | - | 1 |
| Administrative Analyst | 1 | 1 | - | - | - | - | 2 |
| Administrative Specialist I | 1 | - | - | - | - | 1 | 2 |
| Administrative Specialist II | 2 | 1 | 1 | - | - | - | 4 |
| Administrative Specialist III | 32 | - | - | - | 8 | 3 | 43 |
| Admin Support Supervisor | 2 | - | - | - | - | - | 2 |
| Associate Vice Chancellor | 1 | - | - | - | - | - | 1 |
| Asst Athletic Dir | - | - | - | - | 1 | - | 1 |
| Asst Coach | 3 | - | - | - | - | - | 3 |
| Asst Dean | 3 | - | - | - | - | - | 3 |
| Asst Dean of Students | 1 | - | - | - | - | - | 1 |
| Asst Personnel Manager | 2 | - | - | - | - | - | 2 |
| Asst Registrar | 1 | - | - | - | - | - | 1 |
| Asst Rsch/Ext Specialist | 3 | - | 2 | - | 1 | - | 6 |
| Asst Dir Aquatics & Fitness | 1 | - | - | - | - | - | 1 |
| Asst Dir Student Union | 1 | - | - | - | - | - | 1 |
| Assoc Dean of Students | 1 | - | - | - | - | - | 1 |
| Associate Dean | - | - | - | - | - | 1 | 1 |
| Assoc Rsch/Ect. Specialist | - | - | - | - | - | 2 | 2 |
| Benefits Technician | 1 | - | - | - | - | - | 1 |
| Budget Specialist | 1 | 1 | - | - | 1 | - | 3 |
| Buyer | 2 | - | - | - | - | - | 2 |
| Campus Maintenance Superv | 1 | - | - | - | - | - | 1 |
| Chemical Hygiene Officer | - | - | - | - | 1 | - | 1 |
| Chief Technology Officer | - | - | - | - | 1 | - | 1 |
| Commercial Graphic Artist | - | - | - | - | 1 | - | 1 |
| Computer Operator | 1 | - | - | - | - | - | 1 |
| Computer Support Specialist | 4 | - | - | - | - | - | 4 |
| Computer Support Technician | 1 | - | - | - | - | - | 1 |
| Computer Systems Mgr | - | - | - | - | 1 | - | 1 |
| Dean, Schools/Colleges | - | - | 1 | - | 1 | - | 2 |
| Development Officer | 1 | - | - | - | - | - | 1 |

| | | | | | | | |
|-------------------------------|----|---|---|---|---|---|-----------|
| Director, Admin Services | - | - | - | - | 1 | - | 1 |
| Director, Coop Educ Program | 1 | - | - | - | - | - | 1 |
| Director, Disability Services | - | - | - | - | 1 | - | 1 |
| Director, Instructnl Fac Dev | 1 | - | - | - | - | - | 1 |
| Director, Race & Ethnicity | 1 | - | - | - | - | - | 1 |
| Director, Stu Dev. Center | 1 | - | - | - | - | - | 1 |
| Division Chief | - | - | 1 | - | - | - | 1 |
| Educ & Instruction Specialist | 5 | - | - | - | - | - | 5 |
| Education Counselor | 3 | - | - | - | 1 | - | 4 |
| Equipment Operator | 1 | - | - | - | - | - | 1 |
| Executive Asst. to Chancellor | - | - | - | - | 1 | - | 1 |
| Exec VC & Provost | - | 1 | - | - | - | - | 1 |
| Extension Assistant | 1 | - | - | - | 1 | - | 2 |
| Fiscal Support Analyst | 9 | - | - | - | - | - | 9 |
| Fiscal Support Specialist | 3 | 1 | - | - | - | - | 4 |
| HE Inst Program Coordinator | 7 | - | - | - | 3 | - | 10 |
| HE Public Safety Commander I | 2 | - | - | - | - | - | 2 |
| HE Public Safety Dispatcher | 8 | - | 1 | - | - | - | 9 |
| HE Public Safety Supervisor | 1 | - | - | - | - | - | 1 |
| Human Resources Assistant | 1 | - | - | - | - | - | 1 |
| Human Resources Specialist | 2 | - | - | - | - | - | 2 |
| Institutional Assistant | 28 | 1 | 1 | - | 4 | 1 | 35 |
| Institutional Services Asst | 65 | - | - | - | - | - | 65 |
| Institutional Services Supv | 6 | - | - | - | - | - | 6 |
| Interim Assoc Dean | - | - | 1 | - | - | - | 1 |
| Job Developer/Coop Educ | 1 | - | - | - | - | - | 1 |
| Librarian | 1 | - | 1 | - | - | - | 2 |
| Library Technician | 5 | - | - | - | - | - | 5 |
| Mail Services Assistant | 1 | 1 | 1 | - | - | - | 3 |
| Maintenance Assistant | 4 | - | - | - | - | - | 4 |
| Media Specialist | 1 | - | - | - | - | - | 1 |
| Post Doctoral Fellow | - | - | 3 | - | - | - | 3 |
| Project Coordinator | 2 | - | 1 | - | - | - | 3 |
| Project/Program Director | 2 | - | - | - | - | - | 2 |
| Project/Program Manager | 4 | 1 | 1 | - | 1 | - | 7 |
| Project/Program Specialist | 4 | - | - | - | 1 | - | 5 |
| Public Safety Officer | 4 | - | - | - | 1 | - | 5 |
| Registered Nurse Practitioner | 1 | - | - | - | - | - | 1 |

| | | | | | | | |
|------------------------------|------------|-----------|-----------|----------|-----------|-----------|------------|
| Research Assistant | 16 | 1 | 1 | - | 3 | 3 | 24 |
| Research Associate | 13 | 1 | 4 | - | 2 | - | 20 |
| Research Coordinator | 2 | - | - | - | - | - | 2 |
| Research/Ext. Specialist | - | - | - | - | 1 | - | 1 |
| Research Project Analyst | 1 | - | - | - | - | - | 1 |
| Research Scientist | - | - | 1 | - | - | - | 1 |
| Residential Life Coordinator | - | - | - | - | 1 | - | 1 |
| Senior Rsch/Ext Spec | - | - | - | - | 1 | - | 1 |
| Shipping & Receiving Clerk | 1 | - | - | - | - | - | 1 |
| Skilled Trades Supervisor | - | - | - | - | 1 | - | 1 |
| Skilled Tradesman | 4 | - | - | - | - | - | 4 |
| Student Devl Specialist | 24 | 1 | 1 | - | 3 | - | 29 |
| Technical Support Staff | 2 | - | - | - | - | - | 2 |
| Total | 306 | 11 | 22 | 0 | 42 | 11 | 392 |

* Due to hires and separations, numbers reflected in this table may vary from the figures in Table 13.

APPENDIX D
MINORITY NEW HIRE - STAFF
BY APPROPRIATION TITLES*

| Position Title | African-American | Hispanic | Asian/ Pacific Islander | Native American | 2 or More Races | Unknown | Total |
|--------------------------------|-------------------------|-----------------|--|----------------------------|--------------------------------|----------------|--------------|
| Accountant II | 1 | - | - | - | - | - | 1 |
| Administrative Analyst | 1 | 1 | - | - | - | - | 2 |
| Administrative Specialist II | - | 1 | - | - | - | - | 1 |
| Administrative Specialist III | 4 | - | - | - | - | - | 4 |
| Commercial Graphic Artist | 1 | - | - | - | - | - | 1 |
| Dir. Instructional/Fac Dev | - | - | - | - | 1 | - | 1 |
| Education Counselor | 1 | - | - | - | - | - | 1 |
| Educ. & Instr. Spec | 5 | - | - | - | - | - | 5 |
| Equipment Operator | 1 | - | - | - | - | - | 1 |
| Fiscal Support Analyst | 2 | - | - | - | - | - | 2 |
| HE Public Safety Dispatcher | 4 | - | 1 | - | - | - | 5 |
| Human Resources Specialist | 1 | - | - | - | - | - | 1 |
| Institutional Assistant | 4 | 1 | 1 | - | - | - | 6 |
| Institutional Services Asst | 21 | - | - | - | - | - | 21 |
| Institutional Services Superv | 1 | - | - | - | - | - | 1 |
| Maintenance Assistant | 1 | - | - | - | - | - | 1 |
| Project/Program Director | - | 1 | - | - | - | - | 1 |
| Public Safety Officer | 2 | - | - | - | - | - | 2 |
| Research Assistant | - | - | - | - | 1 | - | 1 |
| Research Associate | 1 | - | 1 | - | - | - | 2 |
| Research Scientist | - | - | 1 | - | - | - | 1 |
| Student Development Specialist | 3 | - | - | - | - | - | 3 |
| Total | 56 | 3 | 4 | 0 | 1 | - | 64 |

* Due to timing of when reports were run, information in this table may vary slightly from Table 14.

APPENDIX E

University of Arkansas at Little Rock Recruitment and Retention Initiatives

May 2015



University of Arkansas at Little Rock Recruitment and Retention Initiatives

May 2015

The Chancellor and Provost have been consistently and emphatically sharing the message with the university community that the most effective strategy to address UALR's challenges is to make recruitment, enrollment, and student success the responsibility of every individual who works at the University. Since the start of the 2014 fiscal year, one of the main goals shared by the Provost's Office with the academic deans has been to develop a student-centered culture in their units, and therefore throughout UALR.

The following details both recruitment and retention initiatives at the University-level along with military-targeted initiatives. Following, a report from each college illustrates individual efforts by the College of Social Sciences and Communication (CSSC), College of Business (COB), College of Arts, Letters, and Sciences (CALS), College of Engineering and Information Technology (CEIT), College of Education and Health Professions (CEHP), the graduate school, and the Bowen School of Law.

University Recruitment Initiatives

A selected number of current initiatives, as well as UALR's plan for academic activities to support the recruiting of students, are included in this section.

Selected Current University Recruitment Initiatives

- **Graduation Incentive Scholarships**—Designed to encourage degree completion by students who have stopped out, the Graduate Incentive Scholarship (GIS) targets students whose last term of enrollment was between two to five years ago, who were in good academic standing when they last attended, and who have already accumulated a substantial number of hours (90 or more). The scholarship covers 50% of tuition and general fees for a maximum of two years, as long as the student maintains a 2.0 cumulative GPA and takes courses, which count toward a degree, approved by an academic advisor. Fifty-five students participated in the GIS fall 2014-spring 2015. In fall 2015, 686 students are eligible for the GIS. The selection process for 2015 participants is underway.
- **Graduate School Applicants**—In an effort to address declining enrollment at the graduate level, UALR began outsourcing its recruiting efforts. The third-party company identified potential graduate students by acquiring GRE and GMAT scores, and then engages in specific, targeted marketing for students (both international and domestic) who meet UALR's graduate admissions

criteria. The company has an excellent reputation for developing quality applicant pools. UALR's overall goal was to increase graduate enrollment by a minimum of 100 students over the 2015-2016 academic year. As of May 2015, this goal has been exceeded.

- **Off-Campus Centers**—UALR has established partnerships with two-year institutions to serve students who are placed bound and would like to pursue a baccalaureate degree. These efforts are expected to provide seamless transitions for student, decrease their time-to-degree through close program articulation, provide integrated academic and student support services, and facilitate overall student success. Additionally, UALR's satellite campus has expanded from Benton to a new facility in Texarkana where courses in construction management and business will be offered in fall 2015.
- **Program Articulation with Two-Year Colleges**—UALR's Office of Transfer Student Services is updating program-to-program articulations with two-year schools. Initial efforts are focused on transferable associate's degrees from Pulaski Technical College and the University of Arkansas Community College-Hope. The office of undergraduate academic advising is in process of hiring a transfer advisor dedicated to students from Pulaski Technical College. The goal is for UALR to be the primary University of Arkansas at Community College four-year partner. Memorandums of Understanding (MOU) for Elementary Education have been signed with University of Arkansas Community College Batesville and Pulaski Technical College. Additionally, UALR and PTC have an MOU for Computer Science. Fourteen MOUs are pending
- **High School Partnership for Associate of Arts** – A memorandum of understanding has been signed by the UALR and Greenbrier High School to allow High School students to enroll in University courses, which are offered on the high school campus, and earn an Associate of Arts degree from UALR. In the spring of 2015, the first five graduates of this program received degrees.
- **Development of New Degrees**—UALR has developed and approval two new degree programs: the Bachelor of Applied Science (BAS) and Bachelor of Professional Studies (BPS) academic programs.
- **UALR Online Flat Rate Tuition:** To attract students to the eleven completely online programs, UALR will begin offering a flat rate of \$260 per undergraduate credit hour and \$370 per graduate credit hour. Additionally, all military personnel will continue to receive the reduce rates currently offered; the projected rates are \$225 per undergraduate credit hour and \$325 per graduate credit hour—not to exceed \$250 per credit undergraduate hour per the Department of Defense Memorandum of Understanding.
- **Academic Advising:** UALR is currently conducting a search for an advisor who would be located on the campus of Pulaski Technical College and serve for student transfer services.

University Retention and Student Success Initiatives

This section presents a selected set of initiatives that have been implemented with the goal of retaining students and facilitating their progress toward degree completion.

Selected Current University Retention Initiatives

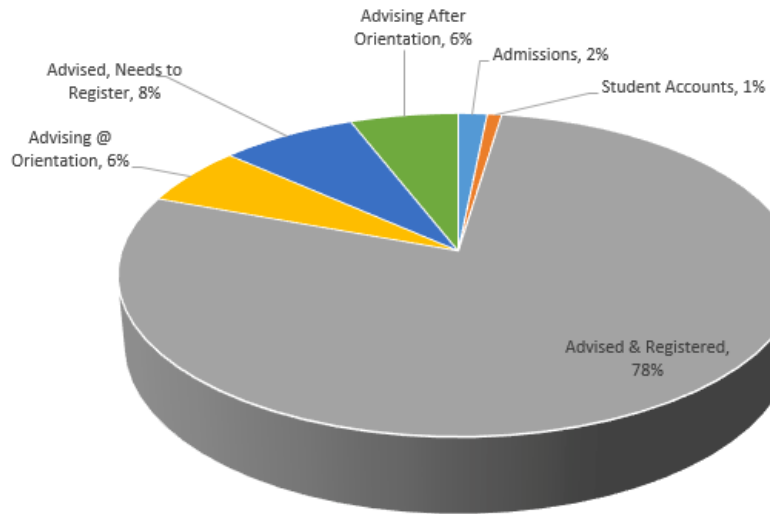
- **UALR Works**— Each semester we have a number of students who are unable to continue their education due to financial concerns. In order to support these students we have created a new program called **UALR works**. This new program, launched in August of 2014, provides on campus jobs for students, so that they can pay their tuition and earn additional money for other expenses. The program was developed to impact student retention and provide unique work experience to prepare students for professional positions in the workplace. UALR works aims to distinguish UALR in the impact on student debt. In Spring 2015, there were 111 students who participated in the program working an average of 10.5 hours per week.
- **Academic Advising:** At the beginning of the 2015 Spring semester personnel from the Office of Academic Advising contacted 95% (380) of students who were identified in the system to be dropped for nonpayment. This effort resulted in students making payments or initiating a payment plan, as well as keeping them from being dropped from their courses. The university has increased the amount a student can owe to the university up to \$800 to serve as a student retention effort.

In preparation of retaining current students and providing services to attract new students, the Office of Academic Advising has two campaigns are underway. The first campaign is a retention campaign, which aimed to register 90% of current students by May 8, which was accomplished at 87.5% by that date. Achieving this goal of registering before the end of a current academic term is a record for advising—both at this volume and at this early of a date. This campaign will move UALR out of the reactive mode that has occurred since the decline in enrollment and for much of the history of UALR’s academic advising.

Academic Advising has a student campaign targeting new students and transfer students along with Chancellor Leadership Corp Scholars, which is running simultaneous to the current students advising campaign. During the last few weeks of May and into the summer, advising have 71 new students and 113 current students set to be advised for our four advisors.

By the June 2, 2015 orientation session, the office of academic advising had ensured that 78% of the 250 attendees were advised and registered with 6% that were scheduled to be advised and registered that day, as shown in the figure below. An additional 6% are scheduled to be advised post-orientation.

June 2, 2015 Orientation:
Advising & Registration Status of Student Registrants



- Trojan Warrior Student Success Center grant application:** This grant is aimed at establishing a student success center for veterans at UALR, was developed by the Provost's Office to be submitted to the U.S. Department of Education on June 23, 2015. A total of up to \$500,000 for a three-year period could be awarded. If approved, this grant will enable UALR to offer the military students a broad array of programs to facilitate their success.
- Mandatory New Student Orientation**—All entering freshman are required to attend an orientation, which is designed to introduce new students to the UALR campus, academic programs, and student support services offered across campus. Plans are underway to require transfer students to attend a re-designed orientation. Four orientation sessions will be offered in the spring and summer of 2015, and an online orientation has been developed and will be sent out to any student who does not attend an on-campus orientation.
- Freshman Convocation**—Freshman Convocation ceremonially marks the beginning of the students' academic journey at UALR, provides students the opportunity to assemble a class, and serves as a prelude to their graduation celebration. It also serves as the official welcome to the University and informs new students of their roles and responsibilities. Freshman Convocation takes place before the first day of classes and is followed by the Faculty-Freshman luncheon.
- Supplemental Instruction**—UALR's supplemental instruction (SI) is an academic support program utilizing peer-assisted study sessions to enhance student performance and retention. Support is provided through a series of weekly discussion and review sessions for students in courses that have proven difficult for UALR students in the past. The Academic Success Center is coordinating SI as part of the University's extensive retention efforts.

- **Counseling for Students on Academic Probation**—Dedicated counseling for students on academic probation includes weekly meetings with an Academic Success Center coach, with the goal of helping students raise their GPA to good academic standing. Students on academic probation create semester action plans with an academic coach and are required to attend workshops.
- **Developmental Writing Program**—The developmental writing program, housed within the Composition program in the Department of Rhetoric and Writing, has been revised so that students enroll in connected developmental and credit-bearing composition courses based on the Accelerated Learning Program model. Students have the same teacher for the two courses, which are offered back-to-back. This revision occurred through the Complete College America grant. All developmental reading has been combined with developmental writing, so that students take one course rather than two courses. It is expected that UALR's time-to-graduation for students identified with developmental reading and writing needs will improve due to this program.
- **Developmental Math Program**—The developmental math program, housed in the Department of Mathematics, has been revised and customized to address specific difficulties of the individual student. Much like the revised developmental writing courses, UALR is piloting a developmental math program in which students concurrently enroll in developmental and credit-bearing courses.
 - Two academic coaches collaborate with the coordinator of developmental math and work with students to address issues—unrelated to mathematics—that are impacting their performance (study skills, inability to manage time properly, personal issues, etc.) in the course. When appropriate, these coaches will connect students with other services, such as Academic Advising, Counseling, the Mathematics Assistance Center, Workshops on study skills and time management, etc.
- **Living Learning Communities**—Living learning communities (LLC) connect classroom learning with a residential experience. UALR students who choose to join an LLC are assigned to a residence hall floor with other students who share their academic goals and interests. These communities encourage partnerships between faculty and students, provide programs and activities specifically designed for each community, and create a support system that builds a strong foundation for student success. Currently, UALR supports four LLCs: Future Business Leaders; Nursing as a Career; Exploring Arts and Culture; and Exploring Majors and Careers. Two LLC are planned for the 2015-2016 academic year, along with a new addition of Freshman Interest Groups (FIG).
- **Charles W. Donaldson Scholars Academy**— The Charles W. Donaldson Scholars Academy (CWDSA) was established in July 2014 and serves the Pulaski County Special School District. CWDSA aims to improve educational achievement by all students who are at risk of academic failures due to socioeconomic disadvantage, or other factors. The program goals are to prepare students for success beyond high school, eliminate the need for remediation, and increase high school and college graduation rates. The program blends traditional and contemporary teaching methods (teacher instruction, peer-to-peer instruction, group learning, technology assisted, videos, songs, games, kinesthetic, and motivation). Students meet one Saturday a month and attend a bridge program in the summer. This program works with 9th through 12th grade students year round.

- **Summer Bridge Academy**—The Dr. Charles W. Donaldson Summer Bridge Academy (SBA) is a three-week residential program aimed at preparing incoming freshmen for college-level work in math and writing, which began in summer of 2013. SBA is funded by the Rockefeller Foundation through 2015. Additional funding comes from Bank of America and The Charles A. Frueauff Foundation.
 - Students who participated in the Summer Bridge Academy during the summer of 2014 were registered in a block of 15 common credit hours. Students in this cohort took First-Year Composition, First Year Experience, US History, and World Civilization I. In addition, most took either College Algebra or Quantitative and Mathematical Reasoning together (a few STEM majors will be enrolled in trigonometry based on their placement scores).

The History, Composition, and First-Year Experience faculty integrated their curricula and assignments organized around the theme of the 50th anniversary of the integration of Little Rock University (LRU), now UALR. The lessons learned from this initiative will be used to explore the expansion of required block scheduling or learning communities for other students—at least those identified as at risk. In the Spring 2015 semester, students electively took Composition II together to complete the primary research of the LRU desegregation; students collected oral histories on attendees of 1964/1965 academic years.

- **Military Student Support**—UALR applies military training credits to degree programs articulated through the American Council on Education. The military-friendly efforts of the UALR faculty, the Office of Veterans Affairs, and the Military Ombudsman support veterans and their eligible dependents while attending UALR.
- **Student Services Success Initiatives**—These initiatives are a composite of mentoring programs that improve retention and graduation rates of African-American and Hispanic students who are first-time, full-time entering freshmen. The initiatives include: African-American Male Initiative (AAMI); African-American Female Initiative (AAFI); and the Hispanic/Latino Initiative. Activities include a special orientation, designated first-year experience courses, intrusive advising, peer mentoring, professional mentoring, ongoing academic and professional workshops for high-risk subpopulations, and awards ceremonies for student success.
- **Aligning Curriculum**—The Office of Transfer Student Services has created general education core curriculum as a cross-walk transfer guide for each of the 22 in-state community colleges. These guides transparently show prospective students how the general education core curriculum at each community college is applied to satisfy the current general education core requirements at UALR.
- **Chancellor's Sub-Committee on Recruitment and Retention**—In Fall 2013, Chancellor Anderson established a group comprised of his cabinet and other key administrators to address UALR's decline in enrollment. The sub-committee has submitted reports and recommendations regarding the K-Beyond-16 student pipeline, recruitment targets, and retention activities that include processes from initial student contact with the University through graduation. The sub-committee will also be establishing enrollment goals for various student sectors including: traditional high school graduates, two-year college transfers, members of the military, and adults in the metropolitan area with some college credit but not a degree.

- **Provost's Faculty Advisory Board**—The UALR Provost has established a Faculty Advisory Board for the purpose of engaging faculty in activities that lead to student success. Recently, the advisory board has considered a faculty-mentoring program tied to academic advising.
- **University Unit Heads**—This group is comprised of academic and student affairs leaders from across campus. Meeting agendas have focused on real UALR case studies in which students have experienced barriers to success. These case studies provide an opportunity for problem solving and looking at processes from the student perspective.
- **Reorganization of the Student Affairs Division**—In December 2013, the Division of Student Affairs was moved to Academic Affairs and began reporting to the Provost. This move has provided diligent coordination and integration of student success initiatives and programs.
- **Faculty Workload Policy**—UALR faculty and administrators are discussing a change in the faculty workload policy to reflect and realign with governance documents. One model would allow faculty members to request the percentage of time that he/she would devote to teaching, research, and community engagement as part of the annual review process. The agreed upon workload percentages and productivity within each of the categories would be used for performance appraisals and tenure/promotion decisions.
- **Student Feedback Surveys**—UALR conducted two student surveys in an effort to understand factors influencing enrollment and retention. The first survey explored why students do not return to UALR. The second survey focused on why students who apply for admission and are accepted do not ultimately enroll.
- **Campus Safety Efforts**—Chancellor Anderson appointed the Committee on Campus Safety to review campus policies and practices. The committee released their report on Campus Safety. Other efforts have included the posting of campus police in key locations at key times, increasing the visibility of campus police in the heart of campus, and launching an environmentally-friendly, battery-powered and solar-rechargeable shuttle system that services campus parking lots and provides a convenient alternative to walking to perimeter parking lots after evening classes.
- **Academic Restructuring**—UALR underwent a significant restructuring of its Academic division. The purpose of this action was to implement an efficient structure that will enhance student retention and graduation, as well as improve strategic budgeting to match resources and institutional strategic priorities. The restructuring process began in Spring 2013 and was completed in Spring 2014. Implementation of recommendations began in Summer of 2015.
- **Revision of University General Education Core Requirements**—UALR decreased its general education core from 44 hours to 35 hours. Not only does the reduction in required hours align with Arkansas Higher Education Coordinating Board requirements (and those of other universities in the state), it also reduces the number of hours required for a degree and the time-to-degree completion.

- **Test Preparation Services**—Academic Success Center offers free testing preparation for reading and writing on Praxis I, LSAT, and GRE for any current UALR student. Alumni pay a fee of \$35 for this service. Community members are eligible for this service.

Works-In Progress and Projected University Initiatives

- **Meta-Major Designations and Curricular Redesign**—UALR is exploring the creation of “meta-majors” for freshmen, a restructured curricula for undeclared students who can develop prerequisite and requisite knowledge and skills by taking courses within an area that surveys degree options. The creation of curriculum maps that outline clear pathways to graduation will be developed. If adopted by the University community, the meta-major will be a broadly defined degree area with a beginning package of courses that will apply to several majors within the degree area. After trying courses in the meta-majors, students can make a more informed decision without the loss of hours toward graduation when exploring a major.
- **Re-Accreditation Open Pathway/Quality Initiative**—UALR is pursuing the Open Pathway option for reaccreditation through the Higher Learning Commission and will propose the creation of a decision making decision for its required Quality Initiative. The system will include metrics adopted by faculty, staff, and administrators that will be used as a standard measure for performance and accountability, a data warehouse that will join all data systems across campus and provide access to real-time data queries, a data governance structure that will ensure the validity and reliability of all data contained in the data warehouse, and extensive analytics that culminate in rich information used for decision-making.

Upon completion, the Quality Initiative will provide a mechanism for informed decision-making related to student learning outcomes, return on investment across the functional areas of the institution, the adoption of new initiatives, curricular modifications, research and commercialization, and the contribution of UALR to its community.

- **Military Student Support**—In order to further assist military students in reaching their educational goals, partnerships and non-traditional degree completion programs have been designed to help military students complete their degrees quickly and efficiently. Programs of interest for military students include Criminal Justice, Nursing, Social Work, and Applied Science. In the fall of 2015, all military students who are enrolled in any course, including the UALR Online Campus, will receive discounted flat tuition rates of \$225 per undergraduate credit hour and \$325 per graduate credit hour.
- **Freshman Interest Groups**—To support student success through academic engagement, faculty interaction, and social development, freshman interest groups (FIG) through intentional programming and learning experiences in on-campus living have been developed for the Fall 2015.
- **High Impact Learning Activities**—The Provost’s Task Force on High Impact Activities explored a university-wide requirement for all students to complete at least one activity in which experiential learning is a significant component (e.g., service learning, internship or cooperative education, undergraduate research, study abroad, leadership training, etc.) Actions on the recommendations submitted by the task force will be taken by Fall 2015.

- **Academic Advising**—The Task Force on Academic Advising recommended a new system that will expand the use of professional advisors and a comprehensive early warning system. The implementation of this system is under consideration.
- **Customer Service Program**—In an effort to improve campus-wide customer service, Department of Human Resources (HR) has developed a customer service training program for new employees, including faculty, staff, and student workers. The new program provides participants with the knowledge and skills needed for exceptional customer service. The training program for new employees is under implementation. Additionally, the Chancellor's office is supporting a professional development initiative for the Trojan campus; this campaign focuses on the values of UALR and a leadership team is driving the project in consultation with the Chief of Staff. The values were identified through a campus survey. The results indicated that the community values: respect, knowledge, innovation, engagement, and accessibility. The values are called the Trojan Touchstones.

In Spring 2015, an employee appreciation event was held to launch the Trojan Touchstones. Current planning is underway to provide orientation to 45 ambassadors, and then the team of 55 will design and implement a Trojan Touchstone Academy in October of 2015.

Office of the Provost, Military Retention and Recruitment Efforts

Kathy Oliverio, Military Ombudsman

UALR targets the success of active military personnel and veterans and aims to provide specialized programs and affordable education.

Military Recruitment Initiatives

- Completed the application process and now currently serves as the only Arkansas public university to be accepted as a Community College of the Air Force General Education Mobile (GEM) school-informed Chairs of potential impact for online students, as illustrated in figure 1.
 - Promotes 23 of UALR online general education courses in “ . . . 82 Education Service Offices located worldwide, and more than 1,500 civilian academic institutions to serve approximately 300,000 active, guard, and reserve enlisted personnel, making CCAF the world's largest community college system. The college annually awards over 22,000 associate in applied science degrees from 68 degree programs.”
 - Pursuing next step to become an Air University Associates to Bachelors Cooperative (AU-ABC) program, which connects CCAF graduates (22,000 annually) with online 4-year degree programs. The AU-ABC program includes postsecondary schools with regional accreditation and national accreditation through the Distance Education and Training Council.

The screenshot displays the AIRPortal Academic Institution Portal interface. At the top, there is a navigation bar with links for Home, School, Online Services, and Support. The main content area is titled "GEM Plan" and shows details for the University Of Arkansas At Little Rock, including the Date Activated (02/05/2014), Plan Activated (True), and Date Created (9/24/2013).

Under the "Oral Communication" section, a description states: "Speech. Courses that prepare students to organize oral presentations to persuade, debate, argue or inform in a clear, concise and logical manner. Emphasis must be on content and delivery. Group and interpersonal communication courses are not acceptable." Below this is a table of available courses:

| Status | Code | Long Title | Credits | Credit Type |
|--------|----------|----------------------|---------|---------------|
| ● | SPCH1300 | Speech Communication | 3.00 | Semester Hour |

Navigation controls at the bottom of the table show "1 - 1 of 1 items". An "Add Course" button is located below the table.

Under the "Written Communication" section, a description states: "English composition. Applicable communication courses must satisfy the delivering institution's writing and composition requirement for graduation. Business communication and technical writing courses are not acceptable. Higher-level writing and composition courses may be applied as a program elective." Below this is a table of available courses:

| Status | Code | Long Title | Credits | Credit Type |
|--------|----------|----------------|---------|---------------|
| ● | RHET1311 | Composition I | 3.00 | Semester Hour |
| ● | RHET1312 | Composition II | 3.00 | Semester Hour |

Navigation controls at the bottom of the table show "1 - 2 of 2 items". An "Add Course" button is located below the table.

Figure 1: AIRPortal GEM Plan

- Visited with Gene O’Nale, Chief of Staff for the National Guard Professional Education Center
 - **Purpose:** To forge a partnership between National Guard and UALR so that we can train them on cyber operations
 - **Result:** PEC and UALR should have an MOA in 2015 that will help train Cyber Security soldiers and provide UALR credit for classes (Cyber course is currently undergoing ACE evaluation, which will make it easier to use military training credit per Faculty Senate legislation of 2008)
 - **Notation:** UALR is the only university in Arkansas to have the NSA's Center of Academic Excellence (CAE) in Information Assurance Education (Only CAE in the state)
- Spoke with LRAFB Education Center Personnel to discuss establishing a presence and presenting programs that will suit active-duty Air Force Students’ needs
 - Emphasized the section of the DoD’s MOU signed in 2014, which states:
The responsible installation education advisor will limit DoD installation access to educational institutions or their agents meeting the requirements as stated in the policy section of this instruction and in compliance with the DoD Voluntary Education Partnership MOU. Agents representing education institutions in the performance of contracted services are permitted DoD installation access only in accordance with the requirements of their contract and/or agreement.
 - New BAS degree will match military credit with UALR degree programs (Made promotional brochures directly targeting Air Force and Army students)
- Held meetings with both Camp Robinson GoArmy Ed counselors and Little Rock Air Force Base Education Office personnel to go over what we can offer
- Completed Veteran Student Success Website
 - ualr.edu/military (Has prominence on home page) and coordinated with Gail, LRAFB, military students, and Camp Robinson personnel for completeness and accuracy
 - Provides a one-stop landing page for veteran students (All literature states that this is paramount to both military student recruitment, but also retention.)
- Spoke with Judy Williams in the Office of Communication about ad placement in weekly local base paper and monthly base magazine
 - Over 5,000 active-duty and guard Air Force personnel plus civilian employees and dependents

Military Student Success and Retention Initiatives

- Successfully coordinated with transfer credit office, college deans’ offices, office of the AVAA Student Success for acceptance of 18 hours of military for as minor via Transflex (and possible as one of the concentration areas within the BAIS program)
- Met with all undergraduate coordinators and chairs to discuss military credit initiative
- Coordinated with Pulaski Technical College’s Director of the Central Arkansas Veterans Upward Bound (US grant-based program) to developed a partnership once student has successfully completed program
- Researched other colleges and universities military student support
- Revitalized UALR’s military-student organization, *Students Affected by the Military* (SAM)
 - Became a Student Veterans of America chapter
 - Recruited approximately 250 members to date
 - Energized new executive committee is pursuing various ways to promote association within the local community
 - Pursuing SVA Home Depot grant to establish Veteran Student Success Center

- Setting up meetings with local alum, Camp Robinson leadership, and Arkansas Veterans support groups (General Anslow, Alumna, is ready to write a check and be involved)
- Evaluated over 396 records over two past years beginning September 2013
 - Averaging five requests a week during semester, more before each registration period
 - Requested and granted many academic credits for military coursework
- Created degree plans for both active duty and GI bill students (approximately one for each program)
 - Used the 8-semester-planning system—not as a contractual agreement, but a guideline
 - Uploaded degree plans and course descriptions into the GoArmyEd website and the Air Force Portal (Students cannot sign up for a class nor programs without these being loaded)
- Initiated tracking military student success
 - Coordinated with ITS to create a Listserv for anyone with a military signifier, currently over 2,150 students
 - Used criteria of “M” designation on UALR application, receipt of educational benefits (VA and Tuition Assistance), and military self-identifying information found on the FAFSA

College of Social Sciences and Communication Retention and Recruitment Efforts

Dr. Lisa Bond-Maupin, Founding Dean

Centered on Student SucCess

The newly founded College of Social Sciences and Communication (CSSC) is comprised of programs with a demonstrated commitment to student success and a drive to grow enrollment toward the university's tripartite vision to be a top metropolitan, research intensive, community engaged institution. AY 14-15 has been spent building processes and capacity to support students at the departmental and college level, including the hiring of two new student serving staff members focusing on student success and student outreach. Details of these positions are included. For AY 16, CSSC has dedicated priority for recruitment scholarships in the College development plan.

Summary of Recruitment, Student Success, Retention Efforts

- Focus on student-driven scheduling with two year rotations of courses and three years of enrollment scheduling data to guide planning so that students do not encounter difficulties progressing through the majors toward graduation.
- Creation and implementation of a CSSC department-level annual award for recruitment and retention.
- Construction of a CSSC specific retention database using Office of Institutional Research 'canned' reports of college majors over the past seven years. Database also contains information about where our students come from in the state and can be used to create a 'heat map' by zip code and city for potential opportunities for outreach, recruitment, and concurrent development.
- Production of a CSSC specific transfer articulation database using the existing transfer articulations (with ability to update as these change). This provides an overview by department and by course type the extent to which typical lower divisions courses articulate as more than generic transfer credit. Database can be used to explore potential Memorandum of Understanding development with our departments and think geographically about strategic partnerships, especially in partnership with the Provost's Office.
- Implementation by Dean's office of the Graduation Incentive Scholarship (approximately 30 students across AY14-15).
- Construction of a graduation checkout process database, which lists problems encountered at all stages of process, including the SWAGACK reports located in Banner from Records. Follow up with this database after graduation allows for implementation of changes to avoid common problems with processing at the department level (e.g. proliferation of catalog year issues and occasional unreliability of 'what-if analysis' in BOSS system). Additionally, a database with four years of data on CSSC concurrent enrollment by location is being developed.
- Development of CSSC promotional materials to be use in orientations and recruitment events.
- Dedication of college funds for departmental and college promotional materials.
- Insurance of College representation at luncheon meeting with high school counselors to discuss opportunities for recruitment.
- Articulation of faculty role in retention added to the college website (ualr.edu/cssc).
- Coordination with Office of Provost and Facilities to improve Ross Hall and Stabler Hall and create more student-welcoming environments within and outside of the classroom.

CSSC capacity will be greatly enhanced by the successful recruitment of the following two college level positions, both of which are at the campus interview stage, to be in place for AY15.

Recruitment and Student Outreach Specialist

Proposed Duties:

- Coordinate, help develop, and lead college-level recruitment efforts
- Gather, track, and manage Graduate and Undergraduate program pipeline data
- Track and respond to prospective student interest
- Help develop effective recruitment strategies for Graduate and Undergraduate programs
- Represent CSSC at student recruitment and transfer events
- Assist departments in developing promotional materials for recruitment and outreach
- Promote departmental and college level scholarships
- Contact prospective students
- Attend and represent CSSC at new student orientations
- Develop CSSC presentations for orientations and recruitment events
- Answer inquiries from web, email, telephone, and social media
- Liaise with university partners on recruitment efforts and enrollment management
- Coordinate and generate social media content for college
- Liaise with the Office of Transfer Student Services on transfer articulation agreements
- Identify and participate in relevant professional development opportunities
- Assist with off-site and community college branch campus programs
- Collect data to support the assessment of community engagement and its impact on students
- Perform other duties as assigned

Advising and Student Success Coordinator

Proposed Duties:

- Coordinate college-level academic advising and retention initiatives
- Develop and implement advising materials for students and training materials for advisors
- Help develop and lead advising and retention related support for CSSC staff, faculty, and chairs
- Represent college on university-wide student success committees
- Administer CSSC student declarations process
- Serve as resource for faculty advisors on advising and retention concerns / questions
- Liaise with University partners in student success and student affairs
- Administer Graduation Incentive Scholarship
- Attend and represent CSSC on university retention at advising committees / events
- Provide direct advising support as needed
- Contact at-risk students
- Coordinate and complete CSSC graduation checkout in an accurate and timely manner
- Assist students with academic questions and concerns
- Generate and maintain advising and student success-related CSSC web content
- Coordinate college-level interventions for at-risk students
- Track retention specific data at college level and provide support to CSSC departments
- Identify and participate in relevant professional development opportunities
- Gather and report data on systematic barriers to timely graduation
- Collect data to support the assessment of college advising and retention activities'

- Supervise Recruitment and Student Outreach Specialist
- Perform other duties as assigned

College of Business Retention and Recruitment Efforts

Dr. Jane Wayland, Founding Dean

The College of Business (COB) offers a variety of student success and retention efforts. These initiatives include career placement, an advising center with dedicated professional advisors, strong student organizations, along with other professional activities. Students are recruited to the COB through scholarships and competitions. A majority of COB scholarships are designated for current students as a recruiting effort.

Career Placement

COB offers a range of opportunities to professionalize majors and place students into the workforce:

- Professional Edge Series – career ready workshops (interviewing, resume, dress for success, etiquette dinner)
- Student-Employer Mixers – connects students to employers (four per year)
- Host businesses in the building to expose students to opportunities for career and internships

Advising Activities

COB has a strong advising center with professional advisors that incorporate Business faculty. Activities include:

- Advisors contact their advisees early for appointments and follow up with those that have not registered. Advisors review students' course work relative to prior advising.
- Professors send lists of students who exhibit at risk factors to advisors who contact the students.
- Advisors attend student organization meetings occasionally and walk the atrium to talk to students.

Student Organizations

The Student Marketing Organization hosts a Carnival of Clubs each semester to encourage students to join organizations. During the Carnival of Clubs, organizations set up tables with food and games.

Student organizations include:

- Beta Gamma Sigma
- Beta Alpha Psi
- Phi Beta Lambda
- Accounting Society
- Association of Information Technology Professionals
- Ambassadors
- Finance and Economics Association
- Society of Human Resources
- Student Marketing Association

Competitions

COB students participate in a variety of competitions throughout the year:

- AT&T Marketing Challenge
- Phi Beta Lambda Competition
- QVC Analytics Challenge

- Microsoft Imagine Cup
- CFA Investment Research Challenge

Other Student Success and Retention Activities

Students have the opportunity to participate in professional activities, which serve as retention efforts. Some activities include:

- App Development and Microsoft workshops
- BINS and ECON/FIN have student faculty picnics and activities such as paintball
- Movie day on consultation day in the auditorium
- Connection with the business community (speakers, executives-in-residences)
- Café MBA – networking for alums, the business community, and students in the graduate programs
- Leadership training for students for Beta Gamma Sigma in San Diego

College of Arts, Letters, and Sciences Retention and Recruitment Efforts

Dr. Shearle Furnish, Founding Dean

The College of Arts, Letters, and Sciences (CALS) offers both a strong liberal arts education and science degrees that will prepare students for various industries and professions. The eleven departments that make up CALS participate in a wide assortment of recruiting and retention events to serve its diverse body of students.

CALS Recruitment Initiatives:

- Sponsored events at the Arkansas Literacy Festival
- Participated in Science and Engineering Festival
- Hosted Science Olympiad
- Provided Fribourgh Awards
- Engaged in UAMS Day for pre-professional health studies majors in the sciences

CALS Student Success and Retention Initiatives:

Programs within CALS that offer unique learning and networking opportunities include:

- **UALR Teach:** In partnership with College of Education and Health Professions, CALS students receive early field experiences in the first two classes and learn from mentor teachers while still pursuing their core degree.
- **University Science Scholars Program:** The University Science Scholars Program is a scholarship and enrichment program for UALR students majoring in biology, chemistry, physics, or mathematics. The program was developed with funds from the National Science Foundation and is currently funded by the UALR. Scholarships are provided to undergraduate students for up to four years.
- **Louis Stokes Alliance:** Arkansas Louis Stokes Alliance for Minority Participation (ARK-LSAMP) aims to increase the number of under-represented minority students in Science, Technology, Engineering, and Mathematics (STEM) areas. The scholarship is funded by the National Science Foundation and is a collaborative alliance of nine Arkansas institutions that have a goal of increasing the pool of underrepresented baccalaureate, masters, and doctoral degree graduates in STEM disciplines in Arkansas' workforce.
- **CALS Ambassadors:** Excelling students are selected to represent the college and a variety of campus and community events. Ambassadors serve in recruiting efforts and the program aims to retain and recognize students' successes.
- **STEM Center:** UALR's Arkansas Partnership for STEM Education (APSTEME) is made up of science, mathematics, and education units that work together to provide quality resources and materials to the public, private, and home-school education community.

Performances, Competitions, and Events:

CALS students have the opportunity to engage in a variety of activities throughout the year that move the classroom into the community. Some of these events include:

- Opera Gala
- History Day
- Martha Redbone performs William Blake
- UALR BodyWorks
- Ethics Bowl National Championship
- Song Writers Showcase
- UALR Artworks
- Art Exhibitions
- Central Arkansas Science and Engineering Festival
- Shakespeare Scene Festival
- CALS Awards Ceremony

Select Student and Professional Organizations

- Biology Club
- Clay Guild
- American Chemical Society Club, with faculty (national) advisor Jeff Gaffney

College of Engineering and Information Technology Retention and Recruitment Efforts

Dr. Abhijit Bhattacharyya, Interim Dean

The George W. Donaghey College of Engineering and Information Technology (CEIT) Student Services conducts year round recruiting activities through both college fairs and outreach programs, which brings more than 1650 students, parents, and teachers annually from Arkansas and other states to UALR. All outreach programs are externally funded and are sustainable. The retention efforts include an ambassador program, organizations, scholarships, and opportunities for both service learning and learning communities.

CEIT Recruitment Initiatives:

College Fairs – Annually, CEIT Student Services attends more than 25 college fairs in Arkansas, Tennessee, Texas, and Louisiana. Attendance at these fairs is coordinated with the Office of Admissions.

Outreach Programs – CEIT's outreach programs are designed, managed, and operated by CEIT Student Services. Most programming is free, including all summer programming; the monetary expense to the school for these programs are kept at an affordable level (less than \$20 per student). All CEIT outreach programs have proven sustainable and are externally funded. These programs include:

BEST Robotics – Little Rock BEST (Boosting Engineering Science and Technology) Robotics Competition is managed and operated by CEIT. The six-week competition is open at no charge to middle and high schools interested in competing. All materials are provided by CEIT. The Little Rock hub has grown from 8 to 24 teams and includes teams from Arkansas, Tennessee, and Alabama. ***BEST*** is also one of the programs featured by the Community Connection Center and brings more than 750 students and parents on campus during Game Day.

TEAMS Competition – CEIT is the only site in Arkansas hosting this national engineering competition of Tests of Engineering Aptitude, Mathematics and Science (TEAMS). Hosting this competition allows UALR and CEIT access to the students participating in the event nationally. CEIT shares this information with the Office of Admissions.

Engineering Olympics – Annually, more than 125 middle school students are exposed to engineering and critical thinking problems through an Olympic-styled event.

MATHCOUNTS – CEIT hosts the local area competition and the state competition. This middle school math competition is a national event with winners receiving an all-expense paid trip to represent Arkansas at the national competition. CEIT Student Services staff members are chapter and state coordinators of this event.

Engineering Scholars Program – CEIT operates and manages this residential engineering exploration program. Annually, 60 students attend three sessions of the one-week program. Since 2008, seventeen percent of the students participating attend CEIT.

High School Research Program – This program attracts high achieving students who are interested in conducting college level research with faculty and researchers from CEIT, CALS,

and the Center for Integrative Nanotechnology Sciences. Since 2006, this three-week residential program has yielded 15% of its students to college students at UALR.

Exxon Mobil Bernard Harris Summer Science Camp – UALR has been the recipient of this national award for seven consecutive years. Forty-eight (48) middle school students from across Arkansas attend the two-week residential program designed to maintain the interest of high achieving students in STEM fields through a demanding curriculum consisting of hands-on labs and challenging projects. To date, 25% of the attendees of the program attend UALR.

National Summer Transportation Institute – CEIT hosts and designs the programming for Arkansas' National Summer Transportation Institute. This institute is designed to generate interest for females and underrepresented students in careers within the transportation industry, primarily civil engineering. The two-week program is residential and includes many field excursions exposing students to land, air, and water transportation careers.

Partnerships – CEIT has partnerships with the Arkansas Alumni Extension Chapter of the National Society of Black Engineers, Girls, Inc. (Memphis, TN), and ASMSA's Science and Engineering Institute (SEI). Working with these groups has allowed CEIT to be showcased during their respective organization's outreach programs with many students electing to participate in CEIT programs.

Girls Coding Program – CEIT is currently planning to design a coding program exclusively for females to encourage more females to enter the field of computer science. This program would debut summer 2016 and would be augmented with area professionals' presentations that are of interest to females to assist them in navigating the male-dominated world of computer science.

Regional Science & Engineering Fair – The college will determine interest in co-hosting with Henderson State University an Intel ISEF-affiliated fair to cover an area of the state that currently does not have a science and engineering fair (Clark, Dallas, Garland, Grant, Hot Spring, Howard, Montgomery, Pike, Polk, Saline, and Sevier counties.)

Middle and High School Presentations – Outreach programs provide opportunities for CEIT Student Services staff to make presentations at various schools within a 60-mile radius of UALR. Presentations range from motivational speeches to interactive activities to career day presentations. More than 20 presentations are made annually.

Regional Science Fairs – CEIT faculty and staff serve as judges at Intel ISEF-affiliated fairs throughout Arkansas. These venues provide staff and faculty an opportunity to identify students for summer programs and CEIT programs.

Presentations at Professional Conferences – CEIT Student Services staff have made professional development presentations for counselors and educators at conferences in Arkansas.

CEIT Student Success and Retention Initiatives:

CEIT has various retention initiatives that have been in place for a number of years, and CEIT continues to build on the successes of those initiatives that are proven and improve on those requiring adjustments to achieve the successes desired. Additional funding will serve to strengthen development programs and living learning communities.

Ambassador Program – Diverse group of 25 CEIT students representing all CEIT programs providing tutoring services, administrative assistance to CEIT Student Services, recruiting and outreach program assistance, and assistance with freshmen development.

Freshman Development Programs – Peer mentoring programs designed and managed by CEIT Ambassadors for CEIT freshmen. Three to four programs are offered each semester.

Boot Camp – Program for freshman CEIT Scholars assists students in surviving their first year of college and becoming acclimated to campus life. Peer mentoring sessions are led by CEIT Ambassadors.

Free Tutoring – CEIT Ambassadors provide tutoring of students for lower level CEIT classes. Coordination of electronic tutoring requests is handled through CEIT Student Services.

Student Professional Organizations – Student academic-based competitions and conventions provide students with an opportunity to put theory into practice, network with other students, and obtain internships and permanent employment. (Sponsorship is provided by CEIT faculty and staff.) The most notable organizations are e-sports club and the local affiliation of the professional organization of Society of Women Engineers.

E-Sports Club – Student-driven club meeting every Friday that allows gamers and programmers an opportunity to assemble in the CEIT Computer Lab after hours. IT firms have used the venue to conduct on-site informal interviews in an attempt to identify talent.

Society of Women Engineers (SWE) – Student run organization that has sponsored, managed, and hosted the past four CEIT Career Fairs in the Jack Stephens Center. The event has grown to 50 companies and graduate programs and attracted students outside of UALR, which includes an interviewing skills session. CEIT Student Services provides assistance on resume writing and maintains an electronic resume book for interested companies.

Summer Scholarships – Scholarships are awarded to CEIT students to assist with their matriculation during the summer. These scholarships often provide students with an opportunity to raise their GPA to ensure their receipt of scholarship awards for the upcoming fall semester.

Engineering & Technology Living Learning Community – In Fall 2015, CEIT will partner with the Office of Housing to develop programming for freshmen students in West Hall. Programming will center on providing students with interactive presentations and activities designed to assist them in finding their niche within CEIT.

Interdisciplinary Experiential Cohort – Starting Fall 2015, CEIT and COB will partner with the Charles W. Donaldson Summer Bridge Academy (SBA) and Scholars Academy (CWDSA) to develop an interdisciplinary experiential cohort (IEC) for students interested in potential careers in either of the two colleges. By developing programming designed to demonstrate the relationship that engineering has on the business community and allowing students to remain in specified classes as a cohort, at-risk and underrepresented students are better able to understand the importance and relevance of their career choice.

Service Learning Component – CEIT Student Services will be working with the Department of Computer Science to develop a service-learning component in one computer science class.

College of Education and Health Professions Retention and Recruitment Efforts

Dr. Ann Bain, Founding Dean

College of Education and Health Professions (CEHP) brings together several of UALR's most well established and successful professional programs. By emphasizing multidisciplinary collaboration and sharing departmental strengths, CEHP is poised to become a 21st century leader in opening doors to high-demand careers for graduates of all ages. A vast array of recruiting and retention efforts occur year-round for the students of CEHP. The college welcomes meetings/tours provided for high schools, students and parents, community college and those interested in returning to college to enter one of the multiple professions offered in CEHP.

CEHP Recruitment Initiatives:

- CEHP participated in advertisement and marketing for UALR Teach, Reading (masters), Nursing, and Gifted and Talented Education programs. Nursing advertised in discipline specific publications such as Arkansas State Board of Nursing magazine. GATE published an ad in their annual national discipline e-newsletter. The college is currently revising marketing materials to be more integrated across programs. Additionally, there is new advertisement/marketing planned for current and future online programs. Development of these programs includes marketing plans through eLearning to promote the programs.
- Assistant Dean headed the marketing campaign for UTeachArkansas. CEHP housed the funds from the state – which provided UALR Teach with some indirect funds to assist with our individual marketing approach. Ads were aired on television, radio, movie theatre, YouTube, website, and social media venues. This was a very successful campaign with over 9,000 individual visits to the UTeach website.
- CEHP participated in the Zoho online lead generation pilot program with the Office of Communications for Reading, Nursing, and GATE programs. Nursing's campaign was the most successful with over 200 leads generated. Advisors did contact these leads several times and responded within 24 hours to student requests.
- A plan is in place to create a communication plan for prospective students using Talisma and the Graduate School system to automate communications to help incoming students. The administration in CEHP has piloted use of Talisma with UALR Teach last summer. Numbers doubled from the previous year in enrollment in the Step 1 course as a result of the ramped up recruitment efforts for this program.
- CEHP has participated in general and discipline specific recruiting events at area conferences and industry related to our fields. Examples include: Nursing Expo, Teacher Fairs, Hospital visits, Arkansas School for the Deaf, Arkansas Curriculum Conference, Reading Conference, Summer Teaching Institutes, etc. Marketing materials and giveaways are handed out at each of these events to promote CEHP and data is collected for specific events that CEHP organizes and attends.
- Specific initiatives are in place to recruit underrepresented populations. For example, CEHP recently received a small grant to recruit African American and Latino males into the teaching profession. The CEHP Assistant Dean and Dr. Rascheel Hastings are in the process of building bridges on campus with the African American Initiative and the Donaldson's scholars. Further

plans are in place to reach out the broader community such as 100 Black Males initiative to build pipelines into teaching preparation programs.

- The CEHP Dean's Office and Schools/ Departments have reached out to school districts and agencies to develop future partnerships for intern placement and recruiting employees and high school students into CEHP programs. The CEHP Assistant Dean and Director of Licensure and Placement met with two school districts to develop future partnerships including Hot Springs and Benton. The Director of Licensure and Placement and Educational Counselor Dee Dee Wallace also met with the Bryant school district for future partnerships. The Dean and Associate Deans reached out to and met with several school districts including Saline County to develop partnerships.
- CEHP faculty and staff participated in several individual school events such as Forest Heights Stem Academy, Hall High School, and upcoming Southeast Arkansas College event.
- Several 2+2 agreements are underway, with UA-Batesville and Pulaski Technical College (PTC) MOUs already in the system queue for Elementary Education and active work occurring with UA-Hope, Morrilton, and Beebe. Middle Childhood Education and Social Work 2+2 plans will follow quickly, as well as articulation plans with Nursing. The college has also involved other colleges at UALR to advise them of University of Arkansas Community College at Batesville (UACCB) interests in their areas. Other agreements have been framed with PTC and partially framed with University of Arkansas Community College at Morrilton (UACCM). The goal is for UALR to be the primary partner with UACC schools. We have formed a strong partnership with the UACCB leadership team – through onsite visits, a direct recruitment at UACCB, a specific point-of-contact within CEHP for the UACCB students.
- Programs are utilizing their current scholarship funds to recruit and retain students. "Old" COE scholarships have been reviewed by a panel of faculty in order to clarify the intent of the scholarship and to maximize the number of units who can benefit from several specific scholarships.
- As a follow up the Chancellor's letter regarding two-year school chancellors/presidents, the Ed Leadership unit has sent targeted recruitment letters to over 100 two-year community college administrators.
- CEHP assisted with coordination and implementation in the first annual "PTC" advising day. Carmen Robinson and Lisa Palacios coordinated an event with the Director of Advising at PTC, Zach Perrine, to host the first-ever UALR advising Day at Pulaski Tech in October of 2014. This group invited representatives from across academic colleges, departments, admissions, transfer services and financial aid. They hosted a series of meetings to ensure our first event went well at PTC North campus. Even with torrential rain that morning, over 100 PTC students attended and were advised. The coordinators kept Karen Wheeler abreast of this event and plan to host again next fall due to its success.
- CEHP Student Success Center (SSC) recruited at all local high school events including North Little Rock School District, Little Rock School District, Saline and Grant County, Fort Smith, Hot Springs, ASMSA, Little Rock Independent School District, and Memphis; as well as designated community colleges including PTC North and South, National Park, UA-Batesville, ASU-Beebe, and UA-Morrilton. CEHP faculty and staff also attended several graduate fairs at local universities, including Harding, Hendrix, and Henderson, as well as UALR Graduate Fest

and a McNair event. The Department of Health and Human Performance sends out a letter to their graduating seniors on the graduate program, as well as meets with each student to discuss.

- SSC staff conduct weekly meetings with prospective students in CEHP programs. They also correspond with prospective students via phone and email. Faculty and staff follow-up with student inquiries within 24-hours of receipt and track communication. The college receives inquiries in-person, through phone, email, and website traffic.
 - SSC worked closely with Office of Enrollment Management on: Discover Day, EAST Conference, Explore UALR Days, Transfer Day, etc.
- CEHP activated a “contact link” on the STEMCenter website. This enables prospective students to obtain a rapid response to a request for information. Note: This was “tested” by a staff member at Arkansas Department of Education (ADE), and he received a response within an hour of the inquiry. The STEMCenter website was completely revamped to meet ADE expectations.
- CEHP, primarily through the Assistant Dean, participated and led the First Year Experience for future educators and participated in Nursing LLC. Both of these initiatives will continue. Additionally, the CEHP is planning a Living Learning Community (LLC) for future educators. Met with Deb Gentry and have assigned specific faculty to lead the LLC for Nursing (Johnson) and Education (Burgin). This provides a point of contact for planning and follow up. CEHP is developing an IEC to pull in students interested in health professions and education. A First-Year Experience course will be offered in Fall 2015.
- CEHP Dean and Ed Leadership faculty (Lowery and Kuykendall) have met with the superintendent of the Little Rock School District, Dr. Sain, and are developing a model for meshing a future teacher leader program (offered via grant with LRSD) with articulation in to the education leadership program at UALR. The college is exploring the potential for awarding dual credit for LRSD leadership academy courses and the UALR program. This will provide a direct pipeline for recruitment to UALR and will hopefully strengthen our partnership with LRSD. Dr. Sain has indicated that LRSD wants UALR to be their key partner, as this offers many options to both partnership.
- Several programs including Audiology, Communication Disorders and Speech Pathology, as well as Nursing have regular information sessions and open houses to promote their programs. Plans are underway to expand this for the broader college.
- CEHP has hired six student ambassadors across the college to assist with events. These students help with recruitment and retention events for CEHP including high school recruiting and orientations. Small stipends are provided via CEHP Dean designated funds. The programs of Nursing, Audiology, Speech Pathology, and Communications Disorders have students who also assist with recruitment initiatives.

CEHP Student Success and Retention Initiatives:

- The Student Success Center (SSC) has been framed and will house seven current staff members who will help with advising and recruiting. Staffing has been achieved by moving some staff

from previous units and retraining them in the areas of recruitment, advising, and degree tracking. Student Success Staff members currently, and on a larger scale in the future, track CEHP current and intended students with a goal of facilitating successful completion of their degrees and to determine barriers to completion.

- The SSC staff does help with all aspects of general recruiting and retention for CEHP. They act as a cohesive group for events. Currently all identified SSC staff members are assisting, but offices are in various locations throughout Dickinson Hall and in Administrative North-Nursing. The SSC will be more efficient once it is centralized on the 3rd floor of DKSN and is clearly identifiable to prospective and current students.
 - CEHP hosts career fairs for educators and resume workshops, along with a “Dissertation Day” for doctoral students.
 - Nursing has several services and staff members in place to assist students with test preparation, study skills, time management, etc.
 - The college is actively developing an online portal to track and advise students and to predict future enrollment. The portal will also allow, at varying user level access points, student/faculty/administration to access degree plans and student progress toward degree completion.
 - All advising forms are being revised to reflect a new, consistent format.
 - An access database of current and future students for the college is being established to track information on students.
 - CEHP has developed a consistent and comprehensive advising model with declared majors in which faculty across departments will be cross-trained and students assigned faculty advisors.
 - An advising workshop has been developed for faculty and staff. The SSC staff provided this training to HHP this semester. This unit was targeted due to the immediate need to clarify degree plans. CEHP will provide training to faculty and staff for student success efforts for each unit. SSC staff are simultaneously working to develop strong faculty advising models for both Teacher Education and Ed Leadership. Nursing, Social Work, and Audiology/Speech Path already have strong existing processes that will continue to receive support.
 - Faculty have been assisting with advising efforts throughout the college. Some faculty have regularly scheduled office hours to meet with students and work with them in courses to help them succeed – others need to develop this process in order to meet student and unit needs.
 - Nursing has a re-entry committee to help students come back to finish their degrees. Nursing has revised the criteria for reentry to facilitate student return and has modified the final capstone course to facilitate program completion. The “high stakes” testing model has been eliminated.
 - Social work faculty actively advised students. They also have a plan of action, called a “performance review,” in place for students who are struggling in their classes and/or internships.
-
- The Director of Licensure and Intern Placement, is expanding the number of MOU’s with schools for student teaching placements. These include:
 - Benton
 - Bryant
 - eStem

- Hot Springs
- Lake Hamilton
Lakeside
- Little Rock School District
- Malvern
- N. Little Rock
- Pulaski County
- White Hall

Future possibilities include:

- Lonoke
- Sheridan
- Arkansas School for the Blind
- Arkansas School for the Deaf
- Bauxite
- Beebe
- Cabot
- Carlisle
- Conway
- Cutter Morning
- Des Arc
- Dollarway
- England
- Episcopal Collegiate
- Fountain Lake
- Hazen
- Jessieville
- KIPP (MOU form already in file
but school not signed)
- Lisa Academy North
- Lisa Academy West
- Little Rock Christian Academy
- Mayflower
- Mountain Pine
- Pangburn
- Pine Bluff
- Pulaski Academy
- Searcy
- Watson Chapel

- Teacher Education in CEHP developed a Praxis Core prep online course to help future teachers succeed on this test, required for licensure, as well as other prep services for departments such as Nursing. This course was first offered in spring 2015, and, although it was not posted in a timely manner, yielded 19 students. There is a section being offered this summer with an activated wait list. If the wait list grows to sufficient numbers, the college will offer a second section of this class. The course was developed to prepare students to pass the Praxis that is required for entry into the third semester of the degree program. This was noted as a specific need for both the UALR students and our partners at UACCB.
- CEHP marketed and promoted student resources available on CEHP website and Facebook page. Many of the departments/programs do have their own Facebook pages. These resources include information in regards to registration, scholarships, financial aid, career opportunities and resources, research opportunities, student resources on campus both academic and student life related, drop dates, alumni, faculty and student highlights, as well as course offerings.
- Student Success Center staff regularly communicate with students via email and/or phone on items such as registration updates, scholarships available, etc.
- Faculty and staff individually called and/or texted all students who did not reregister for the Spring 2015 semester.
- Coordinated and participated in a series of 8 orientations for incoming undergraduate students for CEHP including the Chancellors Leadership Group and the African American Initiative. CEHP was the only academic college to work with the African American initiative orientation.
 - Each orientation included all programs and resources within our education programs and was expanded to all programs in CEHP in Spring 2015. Student ambassadors and faculty assisted with these in which we just had an interactive and engaged discussion about our disciplines from a student perspective. Very well received by students and as a result the FYE for future educators enrollment doubled in Fall 15.
- The Assistant Dean and staff coordinated a Graduate Orientation on behalf of CEHP last summer. This included a reception and networking session, as well as a full set of information to incoming graduate students on services on-campus. It also included break-out sessions for each program to meet with students one-on-one. Thirty-five students attended the CEHP session.
- The plan in the upcoming year is to have a full set of services to help students succeed in CEHP including time management, career preparation (expanded), study skills, writing support, and test preparation. Currently the college covers all of these items in the FYE for education and the LLC for nursing. Service learning is included in the FYE for educators for students to work for Children's International. A future LLC for educators will also include this information.
- The college is in process of revamping and maintaining CEHP websites to be more user-friendly. This has been an ongoing project, as CEHP does not have a designated webmaster.
- The Assistant Dean works with a Student Success committee to oversee private scholarships for CEHP programs and they are in process of coordinating a Student Success recognition event for recipients and excellent students in fall of 2015. The "Scholarship Event" will recognize scholarship award winners and will include donors and the CEHP advisory board members.
- Student Success staff members across the college are auditing files and helping faculty advisors with degree plans and ensuring students are on track and check graduation files. The college has completed degree audits in advance of the timeframe that graduation applications are due and have assertively addressed areas of concern in order to avoid difficulties with graduation check out.

- In some units, the curriculum is regularly reviewed to assess whether student learning outcomes are being met and what changes need to be made. This process must be extended to all units via activation of a solid governance model.
- Student groups, organizations and honors societies are in place to help with peer-to-peer guidance on student success. Specific examples include the Audiology, Communications, and Speech Pathology Department and Social Work.

William H. Bowen School of Law Retention and Recruitment Efforts

Dr. Michael Schwartz, Dean

With a student body of approximately 440 and one of the lowest student/faculty ratios of any law school, the UALR Bowen School of Law (BSL) offers a challenging educational experience in a close and supportive environment. Smaller classes enhance the learning experience. Students interact with their peers and with the members of the faculty to a degree not possible at many schools. Our faculty is an experienced group of caring teachers and scholars. The academic experience at the UALR Bowen School of Law is challenging and rigorous, yet supportive.

BSL Recruitment Initiatives:

- Offers mock classes at multiple Arkansas universities one year and teaches “How to Succeed in Law School” classes the next year (approximately five to eight colleges and universities per year.) Both the mock classes and the “How to Succeed in Law School” classes include 20-minute “Why Bowen” talks, distribution of recruitment literature, and collection of interest cards.
- Hosts an annual Open House event each fall and an Admitted Students Day is celebrated each spring.
- Developed printed recruitment materials, including a:
 - list of the law school’s achievements in national rankings (e.g., legal writing, Best Value),
 - pamphlet entitled “10 Reasons to Attend Bowen,”
 - list of the admissions credentials for the current entering class, and
 - student contact information card.
- Distribution of congratulatory welcome notes handwritten by law school dean to every admitted student customized to facts from each student’s admissions application.
- Provides tours for students who visit the law school and arrange for students to attend regular class sessions.
- Meets with every student who visits the law school.
- Tracks all contacts with students to gather data about viability of each applicant.

In law school admissions, many students switch their law school choices in the summer as they are admitted from other school’s wait lists. As a result of the summer initiatives listed below, Bowen ranked between Harvard and Yale in the top three law schools in terms of yield.

During the summer, the law school:

- Sends *Expert Learning for Law Students* and “Core Grammar for Lawyers” to all students who pay a seat deposit.
- Teaches a free summer, online “Expert Learning for Law Students” class.
- Offers a free, 6-week, online, no credit “Writing for Lawyers” course.

- Has carefully sequenced a series of contacts throughout the summer. Students receive communication to:
 - inform students about the opportunities listed,
 - inquire about what area of law is of interest to them (so we can match them with a mentor who practices in an area of law that interests them,)
 - ask them their t-shirt size, so we can order them a Bowen t-shirt,
 - inform them about First Week, our Structured Study Groups, their class schedules, etc.

BSL Student Success and Retention Initiatives:

- First Week Program – Provides students with an academic and professionalism-focused head start on their law school experience. It is an integral part of the academic semester and includes an extra week of one law school class, training on expert learning skills, meetings with Structured Study Groups, and graded assignments.
- Professional Mentoring Program - Connects students with practicing attorneys in the student's field of interest. Students and mentors go through a structured process in which they set career goals, begin planning how to achieve those goals, and experience a total of 13 hours of shadowing experiences.
- Bar Pass Program - At Bowen, preparation for the bar exam is a process that begins during the first week of classes and continues through passage of the exam. The Office of Student Affairs provides advice and resources to students throughout the application and bar preparation process. Through the Bowen Expert Student Training Program structured study groups and workshops students also learn about the process and timing of applying for the bar, including character and fitness qualifications. The program aims to work with students throughout their academic careers, and has yielded success rates at an average of 94%, which is a 25% increase, and higher than any other law school in the state.
- Structured Study Groups - Each entering student is placed in a small group (4-6 students) facilitated by an upper-division student who receives a training manual and dozens of hours of training. The groups meet twice per week throughout the fall semester to work on law school success skills.
- Infrastructure for students struggling academically:
 - One-on-one counseling with law school's Dean of Students
 - One-on-one counseling with law school's Writing Specialist
- Support for students on probation
 - Required counseling with law school's Dean of Students
 - Required completion of education plan (with Dean of Students) and continued counseling
 - Required small group program (weekly meetings to work on law school success skills)
- Students, faculty and alums send emails and make calls to admitted students.
- Strong students can get a research assistant position or TA position.
- Students have the ability to attend national and regional graduate and law-specific recruitment events.
- Bowen Law School welcomes 3-4 colleges' pre-law societies on campus each year by providing tours, which includes class attendance.

Graduate School Retention and Recruitment Efforts

Dr. Paula Casey, Interim Dean

The UALR Graduate School serves the needs of graduate students, faculty, and staff in the wide range of programs offered in the College of Arts, Letters, and Sciences; the College of Business; the College of Education and Health Professions; the Donaghey College of Engineering and Information Technology; and the College of Social Sciences and Communications. UALR graduate students have the privilege of learning from and working with faculty members who will invest in and expand their academic interests. As the central administrative unit for graduate studies, the Graduate School manages all aspects of graduate education from application to graduation. The recruiting and retention efforts have aimed to streamline processes and grow the graduate student body.

Graduate School Recruitment Initiatives:

The Graduate School has set a goal of responding to applicants as quickly as possible and supporting each applicant through decision as quickly as possible. To achieve that goal, the graduate program has completed the following:

Implemented a new application: This process uses the services of an outside vendor. The new application, in its first version, went live on March 19, 2014. The second version, which separates domestic from international applicants, went live during April of 2015.

Initiated the use of targeted marketing. Through the services of the outside vendor, the graduate school purchased contact information through various testing services to communication through emails and USPS mail to potential applicants who fall within certain parameters; these parameters were constructed in consultation with various program coordinators. The targeted marketing pushes are on a schedule aligned with the vendor and occur several times throughout the year.

Automated various processes: To increase speed of response and transparency of the admissions processes, the graduate school:

- ensures, immediately upon submission of an application, the applicant receives a thank you email response from me (through the outside vendor);
- uploads the application into UALR's system within 24 business hours. The graduate school is trying to improve this process because currently the upload is done manually. To automate the upload access to Banner API is necessary, which is managed by Information Technology Services (ITS). Other departments utilize API and internal scripting for business critical processes but due to change in policy at ITS, this has not been possible.
- receives a daily list of new applications and conducts a document review to ensure that everything on the checklist (which varies by program) that has been received has been logged into the system and linked to the applicant's file;
- notifies the application at 4:00 p.m. on the day of review any outstanding items on the checklist that need to be submitted;
- sends reminders every two weeks on Sunday of any items that remain missing from the checklist;
- notifies applicants within one hour when a checklist item has been received in the Graduate School and logged and linked into the file;
- notifies both graduate coordinators and applicants via email when an application is complete and ready for review.

As a result of these processes, graduate coordinators can make a decision based on the information in the email or by looking at the underlying documents. The email includes a live link to Image Now for easy

access to the underlying documents. Additionally, admission can be notified via an online decision letter, also accessible through a live link in the email.

Coordinators receive a list each Monday of applicants who are complete and awaiting decisions in their programs as well as a list of applicants with incomplete files. The hope is that this new process will encourage them to communicate with applicants and improve enrollment.

The recruitment efforts of the Graduate School in the past were generally focused on sending representatives to the career fairs conducted at the four-year institutions in Arkansas and contiguous states. At the conclusion of the 2013 – 2014 academic year we tracked the number of applications and admissions that could be attributed to the Graduate School efforts at those events. The number was zero. As a result, I decided to suspend our participation in those events for 2014 – 2015 and save the money (registration fees, travel, and employee time.) Some of the graduate programs continue to attend various events and career fairs. I used a portion of the money that we saved to support the efforts of the College of Business, especially in the recruitment of applicants for their new weekend MBA program. A similar offer was made to other programs.

The following processes are in development and being tested:

- Creation of Argos access so that coordinators will have access to admission and retention information for their programs;
- Development of a web site for graduate coordinators so that information they need will be readily accessible in one place. This site will include online form processing (change of status, committee appointment and decision forms, etc.);
- New admission and recruitment initiatives supported by the Office of Communication;

Graduate School Student Success and Retention Initiatives:

While much of the work of retention rests with the academic units of the various disciplines, the Graduate School assists in several ways.

Distribution of graduate assistantships: Distribution was both difficult and late last year because of restructuring. This year each dean has been given a portion of the GA allotment for distribution within his or her college. The hope is that the deans will be in a better position to make subjective judgments about how and where to spend the money. Assistantships in the administrative offices will be more closely managed through the Graduate School. The ultimate goal is to more align the award of the GA's in the administrative offices with the academic units so that we accommodate the needs of the administrative units and at the same time allow the academic units to use those assistantships for recruitment and retention.

Division of graduate levels in Banner: The graduate schools wants to divide the record of work in academic programs to better track students. Currently, all graduate work is recorded and tabulated together, which leads to problems and misunderstandings about a student's actual standing in a particular program.

The Graduate School is working to achieve automated degree audit for graduate programs. Students would be able to check their degree plans and progress through BOSS, which would decrease the problems of students not understanding outstanding program requirements. This would also greatly increase our efficiency during graduation checkout.

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Recruitment and Retention of African
Americans, Other Minorities and Females

ANNUAL REPORT

2014-2015

University of Arkansas for Medical Sciences (UAMS)
Recruitment and Retention of African Americans,
Other Minorities and Females
Annual Report 2014-2015

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UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES RECRUITMENT AND RETENTION OF AFRICAN AMERICANS, OTHER MINORITIES AND FEMALES 2013 – 2014

I. About UAMS

The University of Arkansas for Medical Sciences was founded in 1879 by eight physicians. Today UAMS is the state's only academic health center, part of a statewide network of post-secondary education institutions of the University of Arkansas System governed by a 10-member Board of Trustees.

Our Mission:

The mission of UAMS is to improve the health, health care and well-being of Arkansans and of others in the region, nation and the world by:

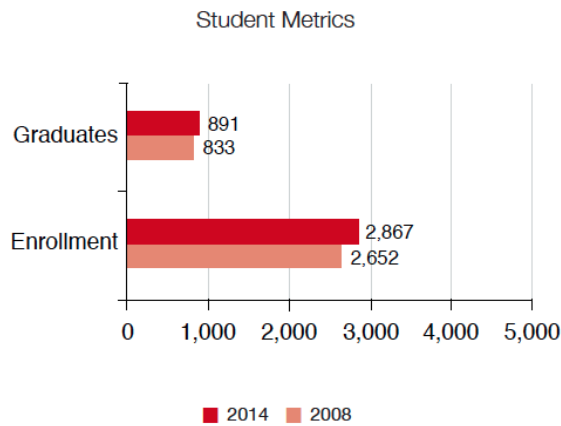
- Educating current and future health professionals and the public
- Providing high-quality, innovative, patient- and family – centered health care and specialty expertise not routinely available in community settings
- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements

Our Core Values

Integrity, Respect, Teamwork, Creativity, Excellence, and Diversity.

Vision 2020

UAMS, with its intersection of education, research and clinical programs, brings a unique capacity to lead health care improvement in Arkansas. Among its assets for leadership are its status as the only academic health center in the state, its statewide network of centers for public education and clinical outreach, its emphasis on population health, and its leadership in health informatics and statewide information technology. In addition, UAMS has a unique capacity for translational research – speeding the rate at which research can inform clinical care and health improvement.



Education

- 2,890 students
- 782 residents
- College of Nursing – 712 students*
- College of Medicine – 682 students*
- College of Health Professions – 558 students*
- College of Pharmacy – 468 students*
- College of Public Health – 153 students*
- Graduate School – 317 students*
- 1,429 faculty members

* As of September, 2014

- The Donald W. Reynolds Department of Geriatrics educational program ranked in the ***U.S. News & World Report*** magazine's top 10 postdoctoral education programs in the U.S. for seven consecutive years
- Chronicle of Higher Education ranks Pharmaceutical Sciences program 5th in nation.

- UAMS Northwest campus total enrollment 155
 - College of Medicine – 33
 - College of Pharmacy – 51
 - College of Nursing – 48
 - College of Health Professions – 32
 - Number of Residents – 32
- Family Medical Centers at six Regional Centers – 169,984 outpatient visits in 2014 FY
- Hospital capacity – 332 adult beds, 64 newborn bassinets, 40 psychiatry beds
- Only adult Level One Trauma Center in Arkansas
- 912 College of Medicine clinicians staff UAMS Medical Center, Arkansas Children's Hospital and the Central Arkansas Veterans Healthcare System
- Faculty physicians at 8 Regional Centers provide care and supervise residents at the UAMS Family Medical Centers located in six regions outside of central Arkansas
- The Myeloma Institute has treated more than 11,000 patients from every state in the U.S. and more than 50 countries.
- The Myeloma Institute has performed more than 9,500 peripheral blood stem cell transplants – more than any other center in the world – for multiple myeloma and related diseases.
- Only adult sickle cell clinic in Arkansas
- Only adult spina bifida clinic in Arkansas
- Only adult cystic fibrosis center in Arkansas
- Only ALS (Lou Gehrig's Disease) treatment center in Arkansas
- Only cord blood bank and adult blood stem cell collection unit in Arkansas
- First liver transplant in Arkansas
- Only liver transplant program in Arkansas
- First bone marrow transplant in Arkansas
- Liver and kidney transplant survival rates higher than national average
- First accredited echocardiography lab for careful cardiac diagnosis

- Only high-risk pregnancy program in Arkansas, with board-certified maternal fetal specialists.

Research

- Total research funding near \$103 million across UAMS and UAMS researchers working in the Arkansas Children's Hospital Research Institute and Central Arkansas Veterans Healthcare System
- Ranking in top 18% of all U.S. Colleges & Universities in research funding from federal government
- Total National Institutes of Health (NIH) funding - \$52.5 million
- More than 500,000 sq. ft. devoted to research on UAMS campus
- The UAMS BioVentures business incubator has created 46 companies since its beginning, currently 19 of these companies produce annual payroll of \$26.5 million.
- Contributing to expand scientific knowledge: 1099 articles in scientific journals included UAMS-affiliated authors in 2012-2013; a 65% increase from 2003 to 2013.
- Home to Arkansas Biosciences Institute - A research consortium of Arkansas institutions using funds from the state's tobacco settlement on work to reduce or prevent smoking-related illness
- World leader in multiple myeloma research and treatment
- Cancer Institute – two new research floor opened in 2012 with 33,660 sq. ft.
- Translational Research Institute – Funded by \$19.9 million award in 2009 from NIH to support research that will improve health and health care
- UAMS is an active participant in the Arkansas Research Alliance
- Fully operational Research Data Warehouse that facilitates clinical and translational research and houses data on more than 1 million unique patients
- J. Thomas May Center for ALS Research – only research for Amyotrophic lateral sclerosis in Arkansas

Statewide Reach

- Eight Regional Centers and a comprehensive Rural Hospital Program
- 11 KIDS FIRST Program Sites
- Regional campus in Northwest Arkansas
 - UAMS students participate in delivering care to residents in the Arkansas State Veterans Home
 - Has education programs for the Colleges of Medicine, Pharmacy, Nursing and Health Professions
 - Physical therapy clinic opened in 2014
 - Doctor of Physical Therapy program begins in 2015
 - Expanded access to medical and mental health care with new psychiatric medical residencies
- 35 Pediatric Subspecialty Clinics
- Head Start – 14 sites in Pulaski County serve 840 children ages 3-5, and three sites serve 88 infants and toddlers
- Poison Control Hotline – 40,000 calls/year
- Nine Centers on Aging, supported by the Donald W. Reynolds Institute on Aging
- Center for Distance Health Stroke Diagnosis and Treatment Network – connecting more than 40 rural Arkansas hospitals with stroke neurologists
- Center for Distance Health ANGELS high-risk pregnancy consultation, diagnosis through real-time telemedicine with 36 sites across Arkansas
- Evidence-Based Prescription Drug Program (College of Pharmacy) saved state \$70M since inception in 2005
- Arkansas e-Link – linking health, education, research and public safety by connecting 454 sites across the state to a 5,600-mile high-speed optical network making Arkansas one of the most well-connected states in the country
- Nine Schmieding Home Caregiver Training Program sites across the state
- The Psychiatric Research Institute's, Psych TLC program, in partnership with the Arkansas Department of Human Services, provides Arkansas' primary care physicians with access to child and adolescent mental health expertise.

Institutes

- Winthrop P. Rockefeller Cancer Institute
- Harvey & Bernice Jones Eye Institute
- Myeloma Institute
- Donald W. Reynolds Institute on Aging
- Jackson T. Stephens Spine & Neurosciences Institute
- Psychiatric Research Institute
- Translational Research Institute

As the state's only comprehensive academic facility and largest public employer, we are committed to providing a welcoming and inclusive environment that emphasizes the dignity and worth of every member of our campus community. We will not discriminate on the basis of, or use race, color, religion, national origin, creed, service in the uniformed services, status as a protected veteran, sex, age, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance, and other personnel or educationally related actions and will administer our policies, practices and activities without regard to these factors. We remain committed to taking positive, good faith efforts to recruit, employ, retain and promote people of color, women, individuals with physical and mental disabilities and protected veterans.

Our student and workforce populations are largely female, and the majority of our talented Non-Academic workforce comes from Pulaski and Saline counties. We will continue to recruit, employ and retain minorities and females in numbers that reflect their availability in the geographical area from which we recruit. While some of our Professional Staff are recruited internationally, and some of our Executive/Administrative Managerial and Faculty personnel are recruited nationally, some are also recruited on a state level. This progress report for the academic year 2014-2015 measures our progress since the previous academic year.

II. Non-Academic Personnel

A. Utilization of Minority Non-Academic Full-Time Personnel

B. Utilization of Minority Non-Academic Part-Time Personnel

See tables on pages 9 and 10.

Utilization of Minority Non-Academic Full-Time Personnel

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

NON-ACADEMIC FULL-TIME WORKFORCE BY RACE AND SEX AS OF 1-25-2015

2014-2015

| JOB CATEGORIES | TOTAL # | NATIVE AMERICAN # % | ASIAN AMERICAN # % | AFRICAN AMERICAN # % | HISPANIC AMERICAN # % | WHITE AMERICAN # % | FEMALE # % | MALE # % |
|-------------------------------------|------------|---------------------------|--------------------------|----------------------------|-----------------------------|--------------------------|---------------|--------------|
| Executive/ Administrative | 2067 (0) | 10 0.5 -1 | 61 3.0 +5 | 369 17.9 +13 | 30 1.5 +7 | 1594 77.0 -26 | 1447 70.0 +2 | 620 30.0 -2 |
| Professional Non-Faculty | 3847 +48 | 22 0.6 -2 | 139 3.6 -7 | 1110 28.8 +32 | 97 2.5 (0) | 2476 64.4 +22 | 3191 82.9 +49 | 656 17.1 -1 |
| Secretarial/ Clerical | 306 -48 | 1 0.3 -3 | 1 0.3 -1 | 157 51.3 -16 | 7 2.3 +1 | 139 45.4 -30 | 273 89.2 -54 | 33 10.8 +6 |
| Technical/ Para- Professional | 782 -17 | 9 1.2 +2 | 14 1.8 -2 | 308 39.4 +7 | 16 2.0 -2 | 433 55.4 -24 | 697 89.1 -9 | 85 10.9 -8 |
| Skilled/Craft | 117 +1 | 0 0.0 (0) | 0 0.0 (0) | 32 27.4 +3 | 3 2.6 (0) | 82 70.0 -2 | 7 6.0 (0) | 110 94.0 +1 |
| Service/ Maintenance | 233 -14 | 3 1.3 (0) | 3 1.3 (0) | 158 67.8 -11 | 5 2.1 +1 | 64 27.5 -4 | 89 38.2 -9 | 144 61.8 -5 |
| Grand Total | 7352 -30 | 45 0.6 -4 | 218 3.0 -5 | 2134 29.0 +28 | 158 2.2 +7 | 4788 65.1 -64 | 5704 77.6 -21 | 1648 22.4 -9 |

+plus indicates increase over 2013-2014

-minus indicates decrease over 2013-2014

%percent indicates percentage of job category/total workforce 2014-2015

() indicates same number as 2013-2014

Please note: Total #, Executive/Admin (3), Professional Non-Faculty (3), Secretarial/Clerical (1), Technical Para-Professional (2) and Grand Total include nine(9) non-disclosed race/ethnicity.

Utilization of Minority Non-Academic Part-Time Personnel

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

NON-ACADEMIC PART-TIME WORKFORCE BY RACE AND SEX AS OF 1-25-2015

2014-2015

| JOB CATEGORIES | TOTAL # +- | NATIVE AMERICAN # % +- | ASIAN AMERICAN # % +- | AFRICAN AMERICAN # % +- | HISPANIC AMERICAN # % +- | WHITE AMERICAN # % +- | FEMALE # % +- | MALE # % +- |
|--|-----------------------------|--|---|---|--|---|-----------------------------------|---------------------------------|
| Executive/ Administrative | 59 -2 | 1 1.7 (0) | 1 1.7 (0) | 5 8.5 +2 | 2 3.4 (0) | 50 84.7 -4 | 44 74.6 -3 | 15 25.4 +1 |
| Professional Non-Faculty | 235 -6 | 3 1.3 +1 | 9 3.8 +3 | 24 10.2 -7 | 4 1.7 (0) | 195 83.0 -3 | 215 91.5 -5 | 20 8.5 -1 |
| Secretarial/ Clerical | 17 -6 | 0 0.0 (0) | 0 0.0 (0) | 1 5.9 -3 | 1 5.9 -1 | 15 88.2 -2 | 16 94.1 -5 | 1 5.9 -1 |
| Technical/ Para- Professional | 22 -11 | 0 0.0 (0) | 2 9.1 -1 | 6 27.3 -4 | 0 0.0 (0) | 14 63.6 -6 | 16 72.7 -8 | 6 27.3 -3 |
| Skilled/Craft | 1 (0) | 0 0.0 (0) | 0 0.0 (0) | 0 0.0 (0) | 0 0.0 (0) | 1 100.0 (0) | 0 0.0 (0) | 1 100.0 (0) |
| Service/ Maintenance | 17 -4 | 0 0.0 (0) | 0 0.0 (0) | 13 76.5 -4 | 0 0.0 (0) | 4 23.5 (0) | 11 64.7 -3 | 6 35.3 -1 |
| Grand Total | 351 -29 | 4 1.1 +1 | 12 3.4 +2 | 49 14.0 -16 | 7 2.0 -1 | 279 79.5 -15 | 302 86.0 -24 | 49 14.0 -5 |

+plus indicates increase over 2013-2014

-minus indicates decrease over 2013-2014

%percent indicates percentage of job category/total workforce 2014-2015

() indicates same number as 2013-2014

C. Explanation and Examples of Each Job Category

1. Executive/Administrative: Job duties require primary and/or major responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operation of the institution, department, or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others.

Examples:

Chancellor
Vice Chancellor
Director
Associate Director
Assistant Director
Manager
Department Chairperson

2. Professional Non-Faculty: Included in this category are persons employed for the primary purpose of performing specialized skills and duties that require either a college graduation or experience of such kind and amount as to provide a comparable background.

Examples:

Registered Nurse
Pharmacist
Nurse Anesthetist
Social Worker
Accountant
Audiologist
Medical Technician

3. Secretarial/Clerical: These jobs involve non-managerial tasks providing administrative and support assistance, primarily in office settings.

Examples:

Administrative Analyst
Administrative Assistant
Clerk
Cashier
Medical Records Technician
Claims Examiner

4. Technical Para-Professional: Included in this category are persons whose assignments include activities that require applied scientific skills, usually obtained by post-secondary education of varying lengths, depending on the particular occupation, recognizing that in some instances additional training, certification, or comparable experience is required.

Examples:

Computer Programmer and Operator
Licensed Practical Nurse
ECG Technician
EEG Technician
Histology Tech
Dental Assistant
Surgical Technician

5. Skilled/Craft: Included in this category are persons whose assignments typically require special skills and a thorough and comprehensive knowledge of the processes involved in the work acquired through on-the-job training and experience, or through apprenticeship or other formal training programs.

Examples:

Carpenter
Electrician
Painter
Stationary Engineer
Heating and Air Conditioning Mechanic

6. Service/Maintenance: Included in this category are persons whose assignments require limited degrees of previously acquired skills and knowledge through formal training, job-related training or direct experience. These workers perform duties that result in or contribute to the comfort, convenience, and hygiene of personnel; that contribute to the upkeep and care of buildings, facilities, or grounds, or that involve protective service activities.

Examples:

Environmental Services Personnel
Food Preparation Technician
Groundskeeper
Institutional Services Assistant
General Maintenance Repair Person
Police Officer
Cook

D. Salary Analysis

Full-time non-academic employees with an annual salary below \$25,000 as compared to total number of full time non-academic employees by race/ethnicity and sex:¹

| Race/Ethnicity | # Employees < \$25K | # FT Non-Academic EES | % |
|-------------------|---------------------|-----------------------|------------|
| African American | 470 | 2,134 | 22.0 |
| Asian American | 18 | 218 | 8.3 |
| Hispanic American | 26 | 158 | 16.4 |
| Native American | 6 | 45 | 13.3 |
| White American | 198 | 4,788 | 4.1 |
| Non-Disclosed | 1 | 9 | 11.1 |
| Total | 719 | 7,352 | 9.8 |

| Sex | # Employees <\$25K | # FT Non-Academic EES | % |
|--------------|--------------------|-----------------------|------------|
| Female | 514 | 5,704 | 9.0 |
| Male | 205 | 1,648 | 12.4 |
| | | | |
| Total | 719 | 7,352 | 9.8 |

Full-time non-academic employees with an annual salary of \$75,000 and above, as compared to total number of full-time non-academic employees by race/ethnicity and sex:²

| Race/Ethnicity | # Employees ≥\$75K | # FT Non-Academic EES | % |
|-------------------|--------------------|-----------------------|-------------|
| African American | 49 | 2,134 | 2.3 |
| Asian American | 32 | 218 | 14.7 |
| Hispanic American | 7 | 158 | 4.4 |
| Native American | 4 | 45 | 8.9 |
| White American | 837 | 4,788 | 17.5 |
| Non-Disclosed | 1 | 9 | 11.1 |
| Total | 930 | 7,352 | 12.6 |

| Sex | # Employees ≥\$75K | # FT Non-Academic EES | % |
|--------------|--------------------|-----------------------|-------------|
| Female | 627 | 5,704 | 11.0 |
| Male | 303 | 1,648 | 18.4 |
| | | | |
| Total | 930 | 7,352 | 12.6 |

¹ Percentages are based on the number of employees in each race/ethnicity and sex category, and not on the total workforce.

² Percentages are based on the number of employees in each race/ethnicity and sex category, and not on the total workforce.

E. Summary

UAMS has a total of **7,352** full-time non-academic employees of which **2,134 (29.%)** are African American; **45 (0.6%)** are Native American; **218 (3.0%)** are Asian American; **158 (2.2%)** are Hispanic American; and **4,788 (65.1%)** are White American, and **nine** are non-disclosed (**0.1**). Our total full-time non-academic minority workforce includes **2,555** employees, who represent **34.7%** of workforce. We have **5,704 (77.6%)** full-time non-academic female employees. There are **1,648 (22.4%)** full-time non-academic male employees.

UAMS has a total of **351** part-time non-academic employees. Of this number, **72 (20.5%)** are minorities. There are **302 (86.0%)** part-time non-academic female employees and **49 (14.0%)** part-time non-academic male employees.

We experienced an overall decrease of non-academic full-time employees by **30**. African American employees increased by **28**; Native American employees decreased by **four**; Asian American employees decreased by **five**; and Hispanic American employees increased by **seven**. White American, non-academic full-time employees decreased by **64**. Female non-academic full-time employees decreased by **21**. Male non-academic full-time employees decreased by **nine**.

The Executive/Administrative job category of full-time non-academic employees remained the same. African-American full-time non-academic executive administrative employees increased by **13**. Asian American full-time non-academic executive administrative employees increased by **five**. Native American full-time non-academic executive administrative employees decreased by **one**. Hispanic American full-time non-academic executive employees increased by **seven**. White American full-time non-academic executive administrative employees decreased by **26**. Female full-time non-academic executive administrative employees increased by **two**, and male full-time non-academic executive administrative employees decreased by **two**.

Our Professional Non-Faculty job category of full-time non-academic employees experienced an overall increase of **48** positions. African American professional non-faculty, full-time non-academic employees increased by **32**. Asian American professional non-faculty full-time non-academic employees decreased by **seven**. The number of Hispanic American employees in this category remained the same. Native American professional non-faculty full-time non-academic employees decreased by **two**. White American professional non-faculty full-time non-academic employees increased by **22**. Female professional non-faculty, full-time, non-academic employees increased by **49**. Male professional non-faculty, full-time employees decreased by **one**.

The Secretarial/Clerical job category of full-time non-academic employees also experienced an overall decrease of **48** positions. African American secretarial/clerical full-time non-academic employees decreased by **16**. Asian American secretarial/clerical full time non-academic employees decreased by **one**. The number of our Hispanic

American employees increased by one, while the number of Native American secretarial/clerical full-time non-academic employees decreased by **three**. White American secretarial/clerical full-time non-academic decreased by **30**. Female Secretarial/Clerical full-time non-academic employees decreased by **54**, and male Secretarial/Clerical full-time non-academic employees increased by **six**.

The Technical/Para-Professional job category of full-time non-academic employees decreased by **17** positions. African American technical/para-professional full-time non-academic employees increased by **seven**. Asian American technical/para-professional full-time non-academic employees decreased by **two**. Hispanic American technical/para-professional full-time non-academic employees decreased by **two**. Native American technical/para-professional full-time non-academic employees increased by **two**. White American technical/para-professional full-time non-academic employees decreased by **24**. Female technical/para-professional full-time non-academic employees decreased by **nine**. Male technical/para-professional full-time non-academic employees decreased by **eight**.

The Skilled/Craft job category of full-time non-academic employees increased by **one**. African American skilled/craft full-time non-academic employees increased by **three**. Our Asian American and Native American skilled/craft full-time non-academic employees remain at **zero**. The number of Hispanic American skilled/craft full-time non-academic employees remained the same. White American skilled/craft full-time non-academic employees decreased by **two**. Female skilled/craft full-time non-academic employees remained the same. Male skilled/craft full-time non-academic employees increased by **one**.

The Service/Maintenance job category of full-time non-academic employees decreased by **14**. African American service/maintenance full-time non-academic employees decreased by **11**. The number of Native Americans and Asian Americans in this group remained the same. Hispanic Americans increased by **one**. White American service/maintenance full-time non-academic employees decreased by **four**. Female service/maintenance full-time non-academic employees decreased by **nine**. Male service/maintenance full-time non-academic employees increased by **five**.

We saw a slight increase in the overall number of minorities in our full-time non-academic minority workforce with the addition of **26** employees. With the exception of Hispanic Americans³, our workforce demographics are above the state of Arkansas' population for every race/ethnicity.

The percentage of our African-American full-time non-academic workforce in each of our non-academic job categories exceeds the percentage of African Americans in the state of Arkansas, which is approximately **15.4%**.⁴ These percentages are as follows:

³ Based on the 2010 U.S. Census Bureau Data for Arkansas, persons of Hispanic or Latino origin represent 6.4% of the population in Arkansas.

⁴ Based on 2010 U.S. Census Bureau Data for Arkansas.

executive/administrative **(17.9%)**; professional non-faculty **(28.8%)**; secretarial/clerical **(51.3%)**; technical/para-professional **(39.4%)**; skilled/craft **(27.4%)**; service/maintenance **(67.8%)**.

Although our full-time non-academic workforce remains overwhelmingly female **(77.6%)**, we will continue our efforts to increase our applicant pool of qualified females in our skilled/craft job category, which is currently **6%** female.

A total of **719 (9.8%)** of our full-time non-academic employees receive an annual salary of less than **\$25,000**. These employees hold classified positions, and salaries for classified positions are determined by the Arkansas State Legislature. Of this number, **198** are White Americans; **470** are African Americans; **six** are Native Americans; **18** are Asian Americans; **26** are Hispanic Americans; and **one** is non-disclosed. We have **514 (9.0%)** of female full-time non-academic employees who receive an annual salary of less than **\$25,000**. **Two hundred and five (12.4%)** of our male full-time non-academic employees also receive an annual salary of less than **\$25,000**.

Nine hundred and thirty full-time non-academic employees earn a salary of **\$75,000** or above. Of this number, **49** are African American, and a total of **92** are racial/ethnic minorities. **Eight hundred thirty-seven** White American full-time non-academic employees receive an annual salary of **\$75,000** or above. **Six hundred and twenty-seven** female full-time non-academic employees receive an annual salary of **\$75,000** or above. **Three hundred and three** male full-time non-academic employees also receive an annual salary of **\$75,000** or above.

As part of our ongoing commitment to provide our campus community with relevant resources and information regarding women, people with disabilities, people of color and veteran and active duty employees we maintain an Affirmative Action webpage. The webpage features articles designed to heighten the awareness of, and to celebrate the accomplishments of, these groups.

We routinely engage in outreach and recruitment activity designed to increase our representation of qualified women, people of color, individuals with mental or physical disabilities and veterans in our workforce. This past year, we interviewed candidates at Arkansas Workforce Services, the Church at Rock Creek, Goodwill, Arkansas Rehabilitation Services, and the University of Arkansas at Little Rock. We also participated in job fairs designed specifically to attract people of color, women, people with disabilities and veterans at Arkansas Rehabilitation Services, Hola! Arkansas, Easter Seals, Arkansas Workforce Services, Workforce Development, Goodwill, Pulaski Technical College, National Guard Youth Challenge, and Heritage College. We delivered Interviewing Skills and Resume Writing workshops to attendees at the Church at Rock Creek and Goodwill Industries. We also participated in Career Day at Hamilton Learning Center. We also hosted internal job fairs, which resulted in the hiring full-time and temporary personnel including women, people of color, veterans and individuals with physical and mental disabilities.

This past year, UAMS was recognized as the Employer of the Year at Goodwill Industries of Arkansas in recognition of our hiring 19 individuals through Goodwill's TEO (Transitional Employment Opportunities) and Adults with Disabilities programs. These programs are designed to provide people who were formerly incarcerated, individuals with disabilities, and other marginalized populations employment opportunities. We also received an award for partnering with Arkansas Department of Career Education in October 2014 and hiring individuals through their Career and Technical Education (CTE) program.

UAMS has more than 450 veteran employees, and in November 2014, we received the Pro Patria Award. This award was given to our Chancellor by the Arkansas Employer Support of the Guard and Reserve (ESGR) in recognition of our leadership and policies that ease the participation of employees in the National Guard or Reserves. We continue to support our veteran employees and students with veteran-related policies and practices, along with special initiatives.

We completed a successful second year of UAMS Project SEARCH, in partnership with ACCESS Group, Inc., a non-profit organization that provides evaluation, education and training programs for people with developmental disabilities and Arkansas Rehabilitation Services, an agency that prepares Arkansans with disabilities to work and to lead productive and independent lives by giving them the assistance they need to enter or to return to the workplace. We serve as the host business for Project SEARCH and provide entry-level work experiences with the goal of helping participants with disabilities build competitive, marketable and transferable skills and enable them to apply for related jobs upon completion of the internship. ACCESS advisors met the interns daily on site at UAMS to provide vocational instruction, job coaching and lessons in independent learning skills. Arkansas Rehabilitation provided financial support for the program, applied directly to vocational education and career development. Ten of our thirteen interns have found employment, and a group of 13 interns, who include women, African Americans, and other racial minorities have been accepted into our 2015-2016 UAMS Project SEARCH program.

We are an inclusive community and our minority, female, people with disabilities and veteran employees are a vital presence within our campus. Through their participation in various career fairs, civic events, community events, career days, youth motivation programs, our campus community is enriched. Diverse employee groups are featured in UAMS publications/multi-media outlets, including consumer publications, promotional publications, help-wanted advertisements, informational brochures and on our website.

Employees who wish to attend a college or university within the University System are provided the opportunity to do so through our tuition discount program. Employees are informed of these programs and/or services and encouraged to participate. These activities are geared toward enhancing the upward mobility of minorities and females, and all employees, thereby increasing the number of minorities and females in higher paid positions.

As part of our ongoing commitment to provide an opportunity to mentor the development of employees and the organization, we offer employees numerous opportunities to participate in development courses and invite eligible employees to participate in the UAMS Leadership Institute and the UAMS Leadership Academy.

The UAMS Leadership Institute is aimed at identifying and developing a diverse group of leaders who will contribute to the continued success of UAMS. Individuals who hold the position of director, business administrator, faculty or the equivalent are eligible to participate. Participants have the opportunity to interact with colleagues and professionals from the campus and community to gain a better understanding of their personal leadership styles; to build relationships across campus; and to understand the issues facing leaders in the health care industry.

The UAMS Leadership Academy is the third of four leadership courses designed specifically for UAMS employees. The Academy is a twelve-month program designed to promote the development of UAMS managers and to promote relationships across departmental boundaries. The program invites individuals who have the desire to develop their leadership skills and to be a positive contributing force at UAMS. The prerequisite for participating in the program is a minimum of one year in a management position, not necessarily at UAMS, and graduation from the UAMS Leadership Boot Camp and the Leadership Essentials course.

We remain committed to the principles of diversity, inclusion and equity in all areas of learning, employment and service that affect our students, staff, and faculty. Our commitment to these principles is enhanced through the activities of the Center for Diversity Affairs, the Chancellor's Diversity Committee, the Chancellor's Minority Recruitment and Retention Committee, the Women's Faculty Development Caucus, the Minority Faculty Development Caucus, and the Affirmative Action section of the Office of Human Resources.

F. Women's Faculty Development Caucus (WFDC):

Goals

- To inspire, encourage and enable women physicians and scientists to realize their professional and personal potential and goals.
- To serve as a training ground for future leadership and/or administrative positions for women faculty.

Accomplishments:

- One of the first women's groups established in a medical school, celebrating 25 years this year
- Recognized nationally in 1997 by the Association of American Medical Colleges, receiving the first Women in Leadership Award
- Open to women faculty in all UAMS colleges
- Many committee chairs and past presidents of WFDC have served or are serving in various leadership positions on campus.
- Recipient of UAMS Phenomenal Women Award – 2014
- Publish yearly publication: *FIGS: The Absolutely Unofficial Faculty Handbook*, which is currently in its 17th edition
- Provide formal and informal mentoring
- Complete a salary equity study every five years
- Present an Outstanding Woman Faculty Award each year
- Send two faculty members to Early and Mid-Career training through the AAMC each year
- Provide WFDC List Serve to members to allow women faculty members to seek help from other faculty members (i.e. nanny, housecleaner, babysitter, daycare, etc.).

Events:

- Annual Professional Development Conference. This event is open to all faculty members and is organized by a committee of women faculty members from all colleges who meet and choose topics that are relevant to faculty at UAMS.
- Monthly faculty development seminar series. This seminar series is open to everyone and features faculty development topics provided by the WFDC mentoring committee. The topics range from women specific needs, to a broader audience. This series focuses on career planning, interpersonal issues, "how to" write better, how to be more successful at research/grant submission, gaining work/life balance, obtaining promotion and tenure, etc.
- Fall and Spring dinners. These dinners allow women faculty to mingle, meet each other and network.
- Annual Freshmen Women's luncheon. Women faculty organize this event where they can introduce themselves to incoming freshman women medical students. The women faculty share what they do and provide insight into what it is like to practice women while maintaining family/personal life.

- Bi-annual Residency Fair. The Women in Training Committee hosts this event and invites all residencies to come and share what they do and what it is like to be in that particular residency.
- Quarterly research luncheons. Post-docs and graduate students are invited.
- Networking events. Women faculty and partners are encouraged to attend.
- Poster presentations for women in research. Women are given an opportunity to show off their work to their colleagues and the college as a whole.
- Faculty picnic
- Match panel for medical students.

G. Minority Faculty Development Caucus (MFDC)

Established in 2002, the Faculty Diversity and Community Outreach (FDCO) program, which is now the Minority Faculty Development Caucus (MFDC), is designed to substantially increase and retain minority faculty at UAMS through networking, mentoring, research opportunities, and skills-building with a long-term goal of directly improving health care at both the institutional and state level.

MFDC has community partners who share common concerns of disparities in health care and workforce diversity. We also promote adjunct appointments for minority community physicians to give these physicians the opportunity to participate in teaching and basic and clinical research. The involvement of minority physicians in addressing health care disparities through research and the clinical care of underserved populations is important to the healthcare improvement of all Arkansans.

The MFDC aims to unite minority faculty throughout the UAMS campus in a collective effort to recruit and retain minority faculty from various healthcare fields. The MFDC is supported through the Center for Diversity Affairs.

MFDC supports minority faculty members throughout all of the colleges at UAMS through professional development, mentorship, skills-building, advocacy, and networking. The MFDC strives to substantially increase minority faculty recruitment and retention at UAMS and thereby, help address health inequities faced by minority populations at a local, state, and national level. The MFDC seeks to establish an environment at UAMS that promotes career advancement among minority faculty, trainees, and students.

MFDC sub-committees include:

Research

This is a group of health professionals dedicated to increasing the number of minority investigator initiated research projects through collaborations and partnerships involving UAMS and other academic institutions.

Mentoring

By offering a cross cultural mentoring program to support majority and minority faculty, residents and students, this effort encourages the theme of “mutuality” which supports the idea that each cultural group has values and knowledge that others need.

Residents and Students

This active committee focuses on encouraging and supporting minority students and residents as they become actively involved in scholarly activities early in their professional careers with the goal of retaining these students in academic medicine.

Significant events over the past year:

1. Continuation of mentoring programs, mentees and mentors, e.g. mentor/mentee program through Translational Research Institute (TRI)
2. Continued support of minority faculty through the TRI. KL-1 awards to minority faculty (three over the past the three years)
3. May 2015, Conference *"Increasing Health Care Diversity from Pipeline to Professional,"* a collaboration between the following University of Arkansas for Medical Sciences colleges, centers & departments: College of Nursing, College of Public Health (COPH), Center for Diversity Affairs, Center for Health Literacy, Arkansas Center for Health Disparities, and the COPH-Office of Community Based Public Health. The primary focus of the conference was workforce development. The conference also included workshops on mentoring, networking, building community coalitions, poverty, health literacy and academic enrichment programs.

H. Center for Diversity Affairs

The Center for Diversity Affairs (CDA) strives to increase the number of medical graduates from traditionally underrepresented groups (African Americans, Hispanics, Native Americans and Pacific Islanders) and to support students from these groups during their healthcare training. While this mission is ongoing, the CDA's mission at the University of Arkansas for Medical Sciences (UAMS) was broadened in 2010 when Chancellor Dan Rahn established it as the campus's "center of gravity" for diversity and inclusion at UAMS. This was done in recognition of diversity as an institutional core value, critical to the fulfillment of the mission of UAMS, as stated in the 2020 Strategic Plan

The CDA operates to serve all components of the entire UAMS institution, including the six academic units, seven institutes, and University Hospital, in its efforts to become a more diverse, inclusive, and culturally competent academic health center, through the provision of leadership, programs, and resources, as well as collaboration and partnerships.

The CDA seeks to advance diversity, inclusiveness, equity, and cultural competency in all aspects campus life. The CDA has been charged by the UAMS administration to take a leadership role in increasing diversity and improving cultural competency across the four domains of the institutional mission: patient and family centered care, education, research and outreach. As the umbrella entity for diversity across the UAMS system, the CDA seeks to develop structures and activities that will provide direction and support for the planning and coordination of related activities across the UAMS system; conduct monitoring, data collection and reporting; make recommendations on relevant policies and practices; promote research and scholarship; facilitate dialog and understanding; raise awareness about UAMS initiatives, practices and programs; and provide coordination and communication among UAMS entities dedicated to diversity, including the Chancellor's Diversity Committee, and the Chancellor's Minority Recruitment and Retention Committee.

Through the leadership of Dr. Billy Thomas, who serves as the Vice Chancellor for Diversity and Inclusion, the CDA held the following grant awards for the 2014-2015 school year:

- Initiative for Maximizing Student Diversity (IMSD) - NIH funding – National Institute of General Medical Sciences.
- Summer Undergraduate Research Program (SURP) - NIH funding. National Heart Lung and Blood Institute

The **Chancellor's Diversity and Inclusion Committee** consists of employees from various campus departments and Colleges who are committed to the committee's overarching goal of being recognized as a strategic partner in execution of the University's organizational change efforts. Listed below are Campus Events, Activities and Programs for Fiscal Year 2014-2015 hosted by the committee:

| | |
|------------------|--|
| August 2014 | College of Nursing Faculty/Staff Retreat Interactive Diversity Presentation: "Drop By Drop: Increasing Cultural Sensitivity" |
| September 2014 | 17 th Annual Diversity Celebration for TeamUAMS |
| September 4 | "Barnga" (Interactive cross-cultural communication experience) |
| September 10 | "The Ladder of Inference" (The thinking process we go through, usually without realizing it, to get from a fact to a decision or action.) |
| September 15 | Open House, Center for Diversity Affairs (CDA) |
| September 16 | Annual Progress Report: Diversity and Inclusion at UAMS Dan Rahn, M.D., Chancellor Billy Thomas, M.D., Vice Chancellor for Diversity and Inclusion |
| September 24 | Presentation of 2014 "Excellence in Diversity and Inclusion" Awards Research Forum: Addressing Health Disparities in Arkansas Karen Yeary, Ph.D., Associate Professor, CPH "Faith-based health promotion in the Delta" Keneshia Bryant, Ph.D., Assistant Professor, CON "Depression health disparities among African-Americans" Brooke Montgomery, Ph.D., Assistant Professor, CPH "Sexual health promotion among female survivors of violence" |
| September 26 | "International Fest" - Sponsored by the Graduate School |
| January 2015 | "Generational Diversity at UAMS: Back to the Future" |
| January 14 | Theme: "Name that Decade" Interactive fashion show, displays and slide presentation offered quick trips down memory lane. |
| January 15 | "5 Generations in the Workplace" Interactive activities and a presentation about the different generations and how to help them work as a team to improve UAMS. |
| January 28, 2015 | Annual Dr. Martin Luther King, Jr. Commemoration Theme: "5 Generations of the Dream" Keynote Speaker: Dr. Michael Nellums Author and Principal, Pine Bluff High School Posting and Retiring of Colors Parkview JNROTC Color Guard Musical Selections Parkview Madrigals "A Tribute to Dr. Martin Luther King, Jr." Little Rock Central High School Drama Students |
| March 12 | Black History Month Celebration (Rescheduled from February due to weather) |
| March 31 | Black History Trivia, Bingo, Prizes and Pizza National Women's History Month Honoring 30 UAMS Phenomenal Women: "Her-Story Woven on the Loom of History" |

- May 28 Asian American/Pacific Islander Heritage Month Panel
Venusa Phomakay, student, COM, Laos
Leonie DeClerk, Clinical Assistant Professor, D.N.P., CON, New Zealand
Jason Chang, Ph.D., Associate Professor, COM, Taiwan
Williamina (Wana) Bing, project coordinator, UAMS Northwest Campus, Marshall Islands
- June 23 “Unconscious Bias: Through the Looking Glass” (Confronting unconscious bias and stereotyping in the workplace-deterrents to team productivity)
Presenter: Dr. Erick Messias, Associate Professor, Psychiatry
Medical Director, Walker Family Clinic, PRI

CDA Outreach Programs

The overall aim of the Center for Diversity Affairs (CDA) outreach programs is to increase the number of underrepresented minority/disadvantaged students in the healthcare professions. Our programs reach kindergarten to college students and the goal is to prepare these students for future studies in health care fields.

We started a new partnership with the City of Little Rock by providing an enhancement program in STEM and Literacy. Our Pipeline to Health Professions Program (PHP2) was offered to community based programs that are funded by the City of Little Rock. PHP2 is a six week module of introduction to health professions, math and literacy to include writing (through journaling, etc.) and book discussions.

This year’s Summer Science Discovery Program (SSDP) was composed of two one-week sessions, and a total of 80 students participated. Each session involved a different group of students. Curriculum and instruction for the program is coordinated by the CDA and St. Mark Baptist Church Y.E.S. Camp. In addition to these curricular aspects of the program, motivational speakers were utilized from the Arkansas Medical, Dental, and Pharmaceutical Association. Speakers discussed their professions, educational backgrounds and the importance of valuing education. Students were also exposed to health careers at the various colleges of UAMS.

Bridging the Gap II (BTG), our six week math and science enrichment program was enhanced with an ACT preparation component. Our BTG II program was attended by underrepresented minority/disadvantaged students in the 9th or 11th grade. Certified teachers provided daily instruction in math, English and science. The science instruction focused on body systems (anatomy & physiology) and development/implementation of international science fair eligible projects. The students developed impressive interactive presentations on health disparate conditions within their community as they related to the science fair project that was completed.

In addition, the students completed career exploration tours across many departments/schools of UAMS (nursing, pharmacy, medicine, public health, health professions, Institutes, i.e. Spine, Cancer, etc.) Eleven males and 19 females comprised the 2014 class of 30. Students were evaluated based on a pre/posttest of the ACT.

Arkansas Commitment scholars have participated in mentored research at UAMS since 2000. Last year, 7 scholars (2-males and 5-females) were placed in mentored research positions at UAMS and Arkansas Children's Hospital. The CDA also placed a scholar in the pharmacogenomics department from Morehouse (GA) College and coordinated with three Donaughey scholars. Three of the students were recent high school graduates headed to Middlebury (VT) College, Washington (St. Louis) University and Pomona (CA) College. The returning college students attended Lehigh (PA) University, Agnes Scott (GA) College and Trinity (TX) University.

Undergraduate Summer Science Enrichment Program (USSEP) I is a program for freshmen/sophomore science majors interested in health careers. We did not hold a phase one program this summer. The program aims to build core skills in science incidental to the study of medicine although the students had an interest in pharmacy, veterinary science, nursing and medicine.

Undergraduate Summer Science Enrichment Program (USSEP) II is a MCAT preparation program facilitated by Kaplan. The students also network with health professionals and attempts are made to match students with members of our partner, Arkansas Medical Dental and Pharmaceutical Association, and UAMS staff for shadowing experiences. There were twenty students (3-male, 17-female) in the 2014 program hailing from UA-Pine Bluff, UA-Fayetteville, UA-Little Rock, Southern Arkansas University, Hendrix, Kettering (OH) College of Medical Arts, Philander Smith College, Oral Roberts University, Southern University/A&M College, University of Florida/Florida Atlantic University and Hampton (VA) University. Eight of these students applied for admittance to the Class of 2018 at UAMS.

Spring MCAT is a medical student facilitated MCAT preparation course held in the late spring. Rising M2 class members assist in the presentation of the ExamCrackers study guide to students. Thirty-five students from various universities registered, and thirty- (30) actually attended this program. About one-half (15) of these students applied to UAMS.

The CDA Outreach Director and Senior Diversity Specialist participated in a number of recruiting visits to schools for the purpose of providing information regarding outreach programs and health careers. We served as host for the first CDA Diversity Day bringing college students to the campus for exposure. We visited schools and held events in south Arkansas with Jefferson Area Technical Career Center (JATCC); hosted numerous groups from across the state; provided tours and information of colleges within UAMS; continued in a recognized partnership with the Little Rock School District's Metropolitan Career Technical High School Medical Profession program. We hosted students from one of our partner schools, Henderson Health Science Magnet, as well as other schools such as Hall and North Little Rock High.

We participated in health fairs for Cinco de Mayo in coordination with the Hispanic-Latino Association; worked with the Arkansas Medical, Dental and Pharmaceutical Association (AMDPA); worked with the Arkansas Mentoring and Networking Association; and participated in various parental involvement events in the Pine Bluff with the Ivy Center, Pulaski County Special, and North Little Rock and Little Rock school districts. The Senior Diversity Specialist took the lead in organizing PhUn Week with the department of Physiology and students from Little Rock Central High. The CDA also worked with the College of Public Health/Public Health Laboratories to offer students an introduction to public health labs.

The Edith Irby Jones Chapter of the Student National Medical Association (SNMA) had a successful year. We commend the president of SNMA and the executive staff. They did a great job and a huge amount of community service for not only the local area of Little Rock but also the state. The CDA/SNMA sponsored the 3rd Spring Forward Health Profession Camp/ Health Profession Recruitment and Exposure Program (SFHPREP), on the campus of UAMS during Spring Break 2015. One hundred (100) youth, Grades 8-12 registered and 55 attended the one day camp, March 28, 2015. The camp highlighted the various health profession careers available at UAMS with each college providing program information, tours and practical experiences.

UAMS Head Start/ Early Head Start Program

Purpose of Services:

Head Start began in 1965 and is a federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development.

Head Start programs provide a learning environment that supports children's growth in:

- Language & literacy
- Cognition & general knowledge
- Physical development & health
- Social & emotional development, and approaches to learning.

Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support:

- Family well-being and positive parent-child relationships
- Families as learners and lifelong educators
- Family engagement in transitions
- Family connections to peers and community, and
- Families as advocates and leaders.

Types of Services Provided:

Developmental Education
Health- Vision/ Hearing Screening; Immunization Monitoring, and Health Education
Oral Health Nutrition
Family and Community Support
Mental Health
Disability Education

Leadership:

Executive Director: Dr. Charles Feild
Director: Director Tyra Larkin
Governing Board: Appointed by the UAMS Chancellor
Policy Council: Elected parent from each site to serve on Council

Background: Since 1998, the University of Arkansas for Medical Sciences (UAMS), a teaching university, has had the opportunity to administer the Head Start program in Pulaski County, Arkansas. The UAMS Department of Pediatrics became the grantee for the Pulaski County Head Start program in November of that year and today enrolls 840 Head Start and 88 Early Head Start children and serves the interests of many more in the community.

The UAMS Vice Chancellor of Diversity and Inclusion serves on the board of Head Start, and has been associated with the program since its inception.

Purpose: The primary purpose of the national Head Start and Early Head Start programs is to increase the school readiness of low-income children. This is a perfect fit with the overall mission of UAMS, which offers more than the traditional Head Start services. The UAMS Head Start program is highly successful at improving child and family outcomes and school readiness, by providing a continuum of comprehensive services that support children's development and family functioning.

Educating the Community: In addition to educating children, our program provides educational opportunities to many others. The program provides service-learning opportunities to students enrolled in the UAMS Colleges of Nursing, Medicine, Health Professions and Public Health. These graduate level students work with our Head Start children and as a result gain valuable experience in dealing with children. Their involvement provides hands on experience and prepares them for the challenges they may face in their medical practice. We also provide tuition discounts to help our Head Start employees (and their family members) continue their education at University of Arkansas affiliated higher education institutions.

Ensuring a Healthy Community: Our Head Start program strives to promote the health and welfare of our community. Participants and their parents/guardians have access to health, nutrition, dental and mental health services from UAMS and other sources. These services, provided by our students and faculty, range from basic medical screening services, to consultations with medical specialists.

Current Operations: The UAMS Department of Pediatrics became the grantee for the Pulaski County Head Start program in November of that year and today enrolls 840 Head Start and 88 Early Head Start children and serves the interests of many more in the community. We currently operate 13 Head Start centers and 3 Early Head Start centers throughout Pulaski County, Arkansas. All centers operate 5 days per week, for a minimum of 7 hours each day. Our Head Start Program serves 840 children, ages 3 to 5 years, for 160 days. Our Early Head Start centers serve 88 children, aged birth to 3 years, for 229 days. Our program targets children of low income families most in need of services. We work collaboratively with the three public school districts within Pulaski County regarding the provision of classroom space, referrals and staff development.

Head Start staff members offer children acceptance, understanding, and the opportunity to learn and to experience success. Our children learn to socialize• with others, solve problems, and have other experiences which help them become self-confident, and to improve their listening and speaking skills.

Our UAMS Head Start/Early Head Start program offers families a sense of belonging, other support services, and a chance to be involved in activities to help the entire family. Parents may take part in educational classes on many subjects, such as child rearing, job development, learning about health and nutrition, and using free resources in the community. Some parents learn English as a second language; others learn to read.

Head Start also offers assistance to parents interested in obtaining a General Equivalency Diploma (GED) or other adult education opportunities.

III. Academic Personnel Faculty and Students

UAMS Non-Resident Diversity Scholarship Program

The UAMS Non-Resident Diversity Scholarship Program was established in 2011-12 with the following objectives:

- Assist educational programs at UAMS to achieve diversity recruitment goals;
- Increase the diversity of applicant pools to UAMS educational programs with respect to race, ethnicity, gender, socio-economic status, and geographic origins;
- Help defray rising educational costs for UAMS students, especially those who are economically disadvantaged; and
- Increase the diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

Each year, our Chancellor will approve selected, qualified out-of-state applicants to the colleges and the Graduate school to receive a reduction in tuition to the in-state (resident) rate. This is designed to allow UAMS to be competitive with other health sciences campuses in attracting a diverse and promising student applicant pool. The program includes performance monitoring of the students over time and program review provisions to assure that the program is effective in improving college recruitment efforts.

During the 2014-2015 academic year, 3 student-applicants accepted the Scholarship within the College of Medicine.

The UAMS League of the United Latin American Citizens (LULAC) Tuition Waiver was established in order to:

1. Increase the success of UAMS students representing diverse populations to UAMS education programs with respect to race, ethnicity, gender, socio-economic status and geographic origins.
2. Help defray rising educational costs for UAMS students who are economically disadvantaged.
3. Increase the diversity among the Arkansas healthcare professions workforce.
4. Two students will receive a tuition waiver fall 2015.

Current State of Minority Faculty:

| <i>UAMS faculty and employees by race and ethnicity, 2014</i> | | | | |
|---|----------------|----------------|--------------------|----------------|
| Race and Ethnicity | Faculty | | Non-faculty | |
| | Counts | Percent | Counts | Percent |
| American Indian or Alaskan Native | 5 | 0.4% | 35 | 0.4% |
| Asian | 210 | 15.0% | 488 | 5.1% |
| Black or African American | 55 | 3.9% | 2,428 | 25.4% |
| Hispanic | 39 | 2.8% | 222 | 2.3% |
| Native Hawaiian-Pacific Islander | 0 | 0% | 9 | 0.1% |
| White | 1,077 | 76.9% | 6,125 | 64.1% |
| Multi-racial | 10 | 0.7% | 176 | 1.8% |
| Not disclosed | 3 | 0.2% | 39 | 0.4% |
| Unknown | 2 | 0.1% | 31 | 0.3% |
| Grand Total | 1,401 | 100.0% | 9,553 | 100.0% |

A. College of Medicine (COM)

Student Admissions Data for 2014-15 COM

- ☐ Acceptances: 67% male, 33% female
- ☐ White: 78%
- ☐ African American: 4%
- ☐ Asian American: 8%
- ☐ Hispanic: 4%
- ☐ Native American: less than 2%
- ☐ 68% received undergraduate degree in Arkansas
- ☐ A record 2,379 applicants from 44 states and Puerto Rico submitted AMCAS applications. The states from which we received the most applications were California, Texas, Tennessee, Missouri, Oklahoma, Florida, Louisiana, and Illinois.
- ☐ There are 27 non-Arkansas residents in entering freshman class
- ☐ 147 Arkansans in entering freshman class of 174

Total# of URM Applicants Reviewed by Admissions Committee, by category

| | |
|------------------|----|
| African American | 42 |
| Hispanic | 28 |
| Native American | 11 |
| Vietnamese | 3 |

Total# of URM's offered admission at COM as of June 18, 2015 (20)

| | |
|------------------|---|
| African American | 9 |
| Hispanic | 7 |
| Native American | 2 |
| Vietnamese | 2 |

Total# of URM's who accepted offers of admission (14)

| | |
|------------------|---|
| African American | 9 |
| Hispanic | 2 |
| Native American | 7 |
| Vietnamese | 2 |

Acceptance Rates (COM):

- URM acceptance rate was 31.8%. (Total URM acceptance offered/total number of URM applicants.)
- The non-URM acceptance rate was 45.9% (Total number of non-URM accepts offered/total number of non-URM applicants.) •
- In Arkansas, URM's (mostly African American and Hispanic) make up 23-24% of the population.

National Acceptance Rates

- Nationally, URM students make up 17.9% of the applicants and 17.2% of the matriculates, respectively.
- In 2011, 45.9% of ALL national applicants accepted,
49.2% of Hispanic applicants accepted
38.3% of African American applicants accepted

FIRST YEAR ENROLLMENT AND PERCENT

| RACE/ETHNICITY | 2012-2013 | | 2013-2014 | | 2014-2015 | | | | | |
|--|------------------|-------------|------------------|-------------|------------------|-------------|--|--|--|--|
| | No. | % | No. | % | No. | % | | | | |
| Black or African American (Non-Hispanic) | 8 | 4.5 | 8 | 4.5 | 6 | 3.4 | | | | |
| Hispanic or Latino | 6 | 3.4 | 4 | 2.3 | 6 | 3.4 | | | | |
| Native American, Alaska Native | 0 | 0 | 1 | 0.6 | 3 | 1.7 | | | | |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| Asian, Under-represented | 4 | 2.3 | 3 | 1.7 | 3 | 1.7 | | | | |
| Total URM Students | 18 | 10.3 | 16 | 9.2 | 17 | 9.8 | | | | |
| Other (Asian, Mainland Puerto Rican) | | | 14 | 8.0 | | | | | | |
| Total Non-Under-represented Students (White (Non-Hispanic); Asian, Non-Under-represented) | 157 | 89.7 | 144 | 82.8 | 157 | 90.2 | | | | |
| Total First-Year Enrollment | 175 | 100% | 174 | 100% | 174 | 100% | | | | |

Number & Percent Distribution of Total Enrollment by Race/Ethnicity & Academic Year. 2012-2015

TOTAL ENROLLMENT AND PERCENT (College of Medicine)

| RACE/ETHNICITY | 2012-2013 | | 2013-2014 | | 2014-2015 | |
|---|------------|--------------|------------|--------------|------------|--------------|
| | No. | % | No. | % | No. | % |
| Black or African American (Non-Hispanic) | 30 | 4.4% | 29 | 4.3% | 28 | 4.1% |
| Hispanic or Latino | 25 | 3.7% | 25 | 3.7% | 21 | 3.1% |
| Native American, Alaska Native | 2 | 0.3% | 2 | 0.3% | 0 | 0.0% |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian, Under-represented (not applicable) | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total URM Students | 57 | 8.4% | 56 | 8.3% | 49 | 7.2% |
| | | | | | | |
| Total Non-Under-represented Students (White-Non-Hispanic); Asian, Non-Under-represented) | 618 | 91.7% | 621 | 91.7% | 633 | 92.8% |
| | | | | | | |
| Total First-Year Enrollment | 675 | 100% | 677 | 100% | 682 | 100% |

Number of URM graduates in 2015:
Underrepresented Minority Enrollment by Gender:

| Fall 2014, COM (n=682) | G-P (n=682) | | | | UG | | | |
|---|-------------|------------|------------|---------------|----|---|---------|---------|
| | M | F | Total N | Total % | M | F | Total N | Total % |
| Black or African American | 16 | 12 | 28 | | | | | |
| Hispanic or Latino | 13 | 8 | 21 | | | | | |
| American Indian, Alaska Native | 0 | 0 | 0 | | | | | |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | | | | | |
| <i>Total URM Students</i> | <i>29</i> | <i>20</i> | <i>49</i> | <i>7.18%</i> | | | | |
| | | | | | | | | |
| Asian | 35 | 25 | 60 | | | | | |
| White | 352 | 170 | 522 | | | | | |
| Multiple races | 9 | 6 | 15 | | | | | |
| Unknown | 18 | 18 | 36 | | | | | |
| <i>Total Non-Under-represented Students</i> | <i>414</i> | <i>219</i> | <i>633</i> | <i>92.82%</i> | | | | |
| | | | | | | | | |
| Total Students Enrolled | 443 | 239 | 682 | | | | | |

Underrepresented minority students in the freshman class were paired with an upper level student for advice and materials. There was also significant input from the faculty in the freshman class pertaining to tutoring.

The Edith Irby Jones Chapter of the Student National Medical Association (SNMA) had a successful year. The chapter coordinated a well-attended regional MAPS conference and a Health Professions Recruitment and Exposure Program (HPREP). Monthly speakers included members from the UAMS-College of Medicine faculty and the AMDPA. Members of the chapter participated in Project Excel, a student success program established by the CDA to enhance COM students' performance on the United States Medical Licensure Exam (USMLE).

Through Project Excel, approximately forty (50) students were able to purchase Kaplan USMLE preparation materials at the institutional rate and to receive an additional purchasing incentive by joining and participating in SNMA. Project Excel also scheduled and proctored two (2) diagnostic Step 1 exams to over 50 students. The first 3-4 hour diagnostic exam was given in January, and a full length Step 1 exam was given in May.

At many of the monthly SNMA meetings, upper level students shared their experience of what to expect at the next level and COM faculty members provided insight into the significance of residencies/clerkships and keys to attaining a successful MATCH. Several chapter members served in national positions. Nineteen (23) underrepresented minority students graduated this year (2015).

COLLEGE OF MEDICINE SENIOR MATCH

By

Richard P. Wheeler, M.D.

Executive Associate Dean for Academic Affairs

March 20, 2015

EMBARGOED UNTIL 1 p.m. EASTERN TIME 3/20/2015

The general release of the results of the National Resident Matching Program (NRMP) occurred at 11 a.m. Central time on March 20, 2015. The NRMP allows senior medical students who are seeking first year post-graduate positions and institutions that are offering positions the opportunity to rank their preferences confidentially at a uniform date. The NRMP matches each student to the program ranked highest on his or her listing that offers a position.

This year, 157 UAMS College of Medicine senior students participated in the NRMP match. Thirteen graduating seniors failed to match into a PGY1 position initially but as of this writing, many of them have obtained a position. From a national perspective, there were 27,293 PGY1 positions to be filled through the NRMP match. There were 34,905 total active applicants for these positions (18,025 U.S. seniors). 26,252 matched (16,932 U.S. seniors) and 8,653 failed to match (1,093 U.S. seniors). In addition to the UAMS seniors who utilized the NRMP, nine received residencies in early matches (Military, Urology, and Ophthalmology). Nationally, of those applicants who matched, 51.6% received their first choice, 16.5 their 2nd choice, 10.3 their third, 6.7 their fourth choice, and 14.9% received a choice greater than their 4th choice.

As of this date, 67 seniors were appointed to Arkansas residency positions. Seventy-nine received out-of-state residencies in 27 different states.

Forty-nine percent of the students received residencies in a primary care specialty (Internal Medicine, Pediatrics, Family Medicine, and Ob/Gyn). The choice of specialties, statistics concerning the match and individual student match information are shown on the following pages.

NRMP 2015

| LastName | FirstName | Program | Hospital | City | StateCode |
|---------------|-------------|----------------------------|---------------------------------|---------------|-----------|
| Achi | Oliver | Neurology | Baylor Coll Med-Houston-TX | HOUSTON | TX |
| Aguilar | Michael | Radiology-Diagnostic | Univ of South Alabama | MOBILE | AL |
| Arthur | Jason | Emergency Medicine | U Florida COM-Jacksonville | JACKSONVILLE | FL |
| Barber | Kevin | Obstetrics-Gynecology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Baughn | Denise | Psychiatry | U Texas Med Branch-Galveston | GALVESTON | TX |
| Baughn | Stephen | Psychiatry | U Texas Med Branch-Galveston | GALVESTON | TX |
| Baxter | Samuel | Orthopaedic Surgery | Univ of MO-KC Programs | KANSAS CITY | MO |
| Bayrak | Sinehan | Otolaryngology | U Kansas SOM-Kansas City | KANSAS CITY | KS |
| Behrens | Alice | Ophthalmology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Behrens | Emily | Dermatology | Texas Tech U Affil-Lubbock | LUBBOCK | TX |
| Belknap | Toby | Psychiatry | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Bell | Robert | Pathology | U Arizona Affil Hospitals | TUCSON | AZ |
| Belt | Michael | Family Medicine/Jonesboro | UAMS-Regional Programs-AR | JONESBORO | AR |
| Bhargava | Ankit | Internal Medicine | Emory Univ SOM-GA | ATLANTA | GA |
| Blair | Kyle | Family Medicine/Fort Smith | UAMS-Regional Programs-AR | FORT SMITH | AR |
| Bowlin | Brian | Family Medicine/Fort Smith | UAMS-Regional Programs-AR | FORT SMITH | AR |
| Boye | Bradley | Medicine-Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Briggler | Andrew | Internal Medicine | Mayo School of Grad Med Educ-MN | ROCHESTER | MN |
| Broughton | Stephen | Internal Medicine | Wake Forest Baptist Med Ctr-NC | WINSTON-SALEM | NC |
| Brummett | Shawn | Family Medicine/Jonesboro | UAMS-Regional Programs-AR | JONESBORO | AR |
| Bull | Aaron | Emergency Medicine | John Peter Smith Hosp-TX | FORT WORTH | TX |
| Burks | John | Ophthalmology | University of Oklahoma | OKLAHOMA CITY | OK |
| Burroughs-Ray | Desiree | Medicine-Pediatrics | U Tennessee COM-Memphis | MEMPHIS | TN |
| Calloway | Stacy | Orthopaedic Surgery | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Camp | Sara | Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Cannatella | Jeffrey | Pathology | UC San Francisco-CA | SAN FRANCISCO | CA |
| Card | Peyton | Internal Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Childers | Daniel | Radiology-Diagnostic | U Alabama Med Ctr-Birmingham | BIRMINGHAM | AL |
| Cockerell | John | Family Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Connelly | James | Transitional | Naval Medical Center | PORTSMITH | VA |
| Crawford | Richard | Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Dajani | Omar | Ophthalmology | Tufts/New England Eye Center | BOSTON | MA |
| Davis | Kelly | Surgery-Preliminary | U Arkansas-Little Rock | LITTLE ROCK | AR |
| DeRusse | Jamie | Family Medicine/Fort Smith | UAMS-Regional Programs-AR | FORT SMITH | AR |
| DeVries | Matthew | Anesthesiology | U Cincinnati Med Ctr-OH | CINCINNATI | OH |
| Dickson | John | Family Medicine/Jonesboro | UAMS-Regional Programs-AR | JONESBORO | AR |
| Eichhorn | Joshua | Radiology-Diagnostic | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Ellington | Christopher | Radiology-Diagnostic | Univ of MO-KC Programs | KANSAS CITY | MO |

| | | | | | |
|------------|-----------|------------------------------|-------------------------------------|------------------|----|
| Epstein | Dina | Obstetrics-Gynecology | LSU SOM-Baton Rouge-LA | BATON ROUGE | LA |
| Evans | Nicholas | Emergency Medicine | Univ of MO-KC Programs | KANSAS CITY | MO |
| Fish | David | Anesthesiology | U Oklahoma COM-OK City | OKLAHOMA CITY | OK |
| Fleming | Nicholas | Neurology | Virginia Commonwealth U Hlth Sys | RICHMOND | VA |
| Flowers | Maureen | Obstetrics-Gynecology/Dallas | U Texas Southwestern Med Sch-Dallas | DALLAS | TX |
| Flynn | Victoria | Psychiatry | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Frizzell | William | Psychiatry | Oregon Health & Science Univ | PORTLAND | OR |
| Fulks | Blake | Family Medicine | Cox Medical Centers-MO | SPRINGFIELD | MO |
| Ghosh | Toshi | Path-Anatomic and Clinical | Mayo School of Grad Med Educ-MN | ROCHESTER | MN |
| Goodson | Kristi | Pediatrics | U Oklahoma COM-Tulsa | TULSA | OK |
| Gray | Bradley | Family Medicine/Fayetteville | UAMS-Regional Programs-AR | FAYETTEVILLE | AR |
| Griffin | Tyler | Emergency Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Hall | Lauren | Dermatology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Havens | Tara | Pediatrics | U Arizona Affil Hospitals | TUCSON | AZ |
| Haydar | Ali | Family Medicine/Jonesboro | UAMS-Regional Programs-AR | JONESBORO | AR |
| Hendrix | Michael | Internal Medicine | Barnes-Jewish Hosp-MO | ST LOUIS | MO |
| Henson | Hannah | Psychiatry | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Hoover | Dustin | Family Medicine/Fort Smith | UAMS-Regional Programs-AR | FORT SMITH | AR |
| Iqbal | Umair | Pediatrics | U Oklahoma COM-OK City | OKLAHOMA CITY | OK |
| Jacks | Blake | Radiology-Diagnostic | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Jeffers | Charles | Internal Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Jenkins | Mitchell | Internal Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Johnson | Barbara | Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Jones | Amanda | Internal Medicine | U Kansas SOM-Kansas City | KANSAS CITY | KS |
| Kern | Emily | Neurology - Child | Emory Univ SOM-GA | ATLANTA | GA |
| Kern | Matthew | Psychiatry | Wake Forest Baptist Med Ctr-NC | WINSTON-SALEM | NC |
| Khaidakova | Galimat | Radiology-Diagnostic | U Arkansas-Little Rock | LITTLE ROCK | AR |
| King | Caitlin | Pediatrics | Hershey Med Ctr/Penn State-PA | HERSHEY | PA |
| Knox | Robert | Ophthalmology | University of Alabama | BIRMINGHAM | AL |
| Langford | Aaron | Surgery-Preliminary | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Lassiter | William | Anesthesiology | San Antonio Military Medical Center | FORT SAM HOUSTON | TX |
| Lau | Francesca | Family Medicine | Texas A&M-Bryan/College Station | BRYAN | TX |
| Lee | David | Otolaryngology | U Cincinnati Med Ctr-OH | CINCINNATI | OH |
| Levine | Adam | Anesthesiology | Texas Tech U Affil-Lubbock | LUBBOCK | TX |
| Lisle | Benjamin | Neurology | Wake Forest Baptist Med Ctr-NC | WINSTON-SALEM | NC |
| Lock | Wallace | Family Medicine/Fort Smith | UAMS-Regional Programs-AR | FORT SMITH | AR |
| LunBeck | Spencer | Psychiatry | Harvard South Shore-MA | BROCKTON | MA |
| Mardanlou | Sarah | Pediatrics | West Virginia University SOM | MORGANTOWN | WV |
| Marks | Matthew | Emergency Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Maruthur | Mario | Dermatology | Emory Univ SOM-GA | ATLANTA | GA |
| McCormack | Carl | Medicine-Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |

| | | | | | |
|------------|-----------|------------------------------|---|--------------|----|
| McDermott | Amelia | Neurology | Cleveland Clinic Fdn-OH | CLEVELAND | OH |
| McElroy | David | Psychiatry | U Arkansas-Little Rock | LITTLE ROCK | AR |
| McGowan | Patrick | Family Medicine | Palmetto Health Richland-SC | COLUMBIA | SC |
| Miller | James | Family Medicine/Texarkana | UAMS-Regional Programs-AR | TEXARKANA | AR |
| Moak | Teri | Plastic Surgery (Integrated) | Barnes-Jewish Hosp-MO | ST LOUIS | MO |
| Morgan | Elizabeth | Family Medicine | Shasta Community Health Ctr-CA | REDDING | CA |
| Myers | Catherine | Internal Medicine | Case Western/Univ Hosps Case Med Ctr-OH | CLEVELAND | OH |
| Neaville | Emily | Medicine-Pediatrics | U Cincinnati Med Ctr-OH | CINCINNATI | OH |
| Nichols | Kody | Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| O'sullivan | Kevin | Family Medicine/Texarkana | UAMS-Regional Programs-AR | TEXARKANA | AR |
| Parsons | Andrew | Psych-Fam Med/McKeesport | UPMC Medical Education-PA | PITTSBURGH | PA |
| Pasko | Bryce | Pathology | B I Deaconess Med Ctr-MA | BOSTON | MA |
| Patel | Kevin | Internal Medicine | U South Florida COM-Tampa | TAMPA | FL |
| Penny | William | Pathology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Pham | Sarah | Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Pickhardt | Mark | UROLOGY C | Indiana University Medical Center | INDIANAPOLIS | IN |
| Powell | Renee | UROLOGY C | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Price | Daniel | Psychiatry | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Provaznik | Jill | Internal Medicine | Prov St Vincent Hospital-OR | PORTLAND | OR |
| Ranahan | Mikio | Anesthesiology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Ricca | Aaron | Ophthalmology | University of Iowa | IOWA CITY | IA |
| Robb | James | Obstetrics-Gynecology | Texas Tech U Affil-El Paso | EL PASO | TX |
| Rogers | William | Family Medicine/Fayetteville | UAMS-Regional Programs-AR | FAYETTEVILLE | AR |
| Russell | James | Otolaryngology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Salem | Omar | Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Schandavel | Nathan | Family Medicine | Texas A&M-Bryan/College Station | BRYAN | TX |
| Scruggs | Lisabeth | Emergency Medicine | U Tennessee COM-Chattanooga | CHATTANOOGA | TN |
| Shipman | Samantha | Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Skarda | Adam | Emergency Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Slater | Jantzen | Family Medicine | McKay-Dee Hospital Ctr-UT | OGDEN | UT |
| Smith | Gregory | Anesthesiology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Smithson | Kaleb | Orthopaedic Surgery | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Sowell | Erik | Internal Medicine | LSU SOM-New Orleans-LA | NEW ORLEANS | LA |
| Spriggs | Madison | Surgery - General | Texas A&M-Scott & White | TEMPLE | TX |
| Starnes | Kenneth | Family Medicine | Cox Medical Centers-MO | SPRINGFIELD | MO |
| Stephens | Richard | Anesthesiology | U Louisville SOM-KY | LOUISVILLE | KY |
| Stoner | Kyle | Anesthesiology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Stryker | Emily | Pediatrics | Johns Hopkins Hosp-MD | BALTIMORE | MD |
| Sullivan | Bonnie | Pediatrics-Medical Genetics | Cincinnati Childrens Hosp MC-OH | CINCINNATI | OH |
| Taillac | Nathan | Internal Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Tellez | Timothy | Family Med/Ypsilanti | U Michigan Hosps-Ann Arbor | ANN ARBOR | MI |

| | | | | | |
|-----------|----------|------------------------------|---------------------------------|---------------|----|
| Tennyson | Joshua | Family Medicine/Pine Bluff | UAMS-Regional Programs-AR | PINE BLUFF | AR |
| Thiel | Garrett | Emergency Medicine | UC Davis Med Ctr-CA | SACRAMENTO | CA |
| Thomas | Joseph | Internal Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Tingquist | Nicholas | Surgery - General | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Tippit | Danielle | Internal Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Tong | Nhien | Radiology-Diagnostic | Hershey Med Ctr/Penn State-PA | HERSHEY | PA |
| Trapp | Clark | Family Medicine/Fort Smith | UAMS-Regional Programs-AR | FORT SMITH | AR |
| Tullos | Amanda | Surgery-Preliminary | LSU SOM-New Orleans-LA | NEW ORLEANS | LA |
| Turner | Samuel | Family Medicine/Pine Bluff | UAMS-Regional Programs-AR | PINE BLUFF | AR |
| Vo | Daniel | Internal Medicine | U Alabama Med Ctr-Birmingham | BIRMINGHAM | AL |
| Vuong | Mai | Neurology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Wagner | Matthew | Family Med/Via Christi | U Kansas SOM-Wichita | WICHITA | KS |
| Wantulok | Natasha | Family Medicine/Jonesboro | UAMS-Regional Programs-AR | JONESBORO | AR |
| Warford | Brock | Obstetrics-Gynecology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Watson | Alec | Emergency Medicine | U Oklahoma COM-Tulsa | TULSA | OK |
| Wayne | Michelle | Medicine-Pediatrics | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Webb | Zachary | Pathology | U Oklahoma COM-OK City | OKLAHOMA CITY | OK |
| Weidner | Tiffany | Surgery - General | Mayo School of Grad Med Educ-AZ | SCOTTSDALE | AZ |
| Wilkins | John | Family Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Williams | David | Internal Medicine | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Williams | Hillary | Neurology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Williams | Matthew | Anesthesiology | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Wilson | Margaret | Orthopaedic Surgery | U Arkansas-Little Rock | LITTLE ROCK | AR |
| Wolken | Spenser | Family Medicine | U Tennessee Grad SOM-Knoxville | KNOXVILLE | TN |
| Woods | Sean | Pediatrics | Emory Univ SOM-GA | ATLANTA | GA |
| Yang | Edward | Family Medicine/Fayetteville | UAMS-Regional Programs-AR | FAYETTEVILLE | AR |

Seniors

| | Female | Male | Total |
|------------------------|--------|------|-------|
| American Indian | | | 0 |
| Asian | 2 | 3 | 5 |
| Black | 5 | 4 | 9 |
| Chinese | 4 | 1 | 5 |
| Filipino | | | 0 |
| Hawaiian | | | |
| Hispanic | | 1 | 1 |
| Indian or Pakistani | 1 | 5 | 6 |
| Japanese | | 1 | 1 |
| Korean | | | 0 |
| Mexican American | 1 | 2 | 3 |
| Other Pacific Islander | | 1 | |
| Puerto Rican | | | 0 |
| Vietnamese | 3 | 1 | 4 |
| White | 38 | 92 | 130 |
| Total | 54 | 111 | 165 |

B. College of Health Professions (CHP)

I. CHP Student Demographics

| | |
|---------------------|------------|
| Hispanic | 23 |
| American Indian | 2 |
| Asian | 24 |
| Black | 65 |
| White | 505 |
| Native Hawaiian | 0 |
| Two or more | 20 |
| Chose not to answer | 0 |
| Unknown | 0 |
| TOTAL | 639 |

II. Number and position title of minority faculty and staff who currently work for CHP

Faculty: 7.75 FTE

| | |
|----------------------|---|
| Clinical Instructor | 0.45 FTE Audiology and Speech Pathology |
| Instructor: | 1.0 FTE Respiratory and Surgical Technologies |
| Instructor: | 2.0 FTE Imaging and Radiation Science |
| Assistant Professor: | 1.0 FTE Physician Assistant Studies |
| Assistant Professor: | 1.0 FTE Audiology and Speech Pathology |
| Assistant Professor: | 1.0 FTE Medical Laboratory Sciences |
| Assistant Professor | 0.3 FTE Genetic Counseling |
| Professor: | 1.0 FTE Audiology and Speech Pathology |

Staff: 12

| | |
|------------------------------------|---|
| Assistant Dean for Student Affairs | 1.0 FTE Dean's Office |
| Student Service Specialist | 2.0 FTE Dean's Office |
| Project/Program Specialist | 1.0 FTE Imaging & Radiation Sciences |
| Administrative Specialist III | 1.0 FTE Dental Hygiene |
| Laboratory Technician | 1.0 FTE Dental Hygiene |
| Executive Assistant | 1.0 FTE Emergency Medical Sciences |
| Executive Assistant | 1.0 FTE Dietetics/Nutrition & Genetic Counseling |
| Administrative Analyst | 1.0 FTE Imaging & Radiation Sciences |
| Executive Assistant | 1.0 FTE Medical Laboratory Sciences |
| Administrative Analyst | 1.0 FTE Physician Assistant Studies |
| Dental Hygienist | 1.0 FTE Oral Health Clinic |

III. Number of minority, by minority group, full-time faculty who currently work for CHP

| | |
|----------------------|------------|
| Instructor: | 3 Black |
| Assistant Professor: | 1 Black |
| Assistant Professor: | 1 Hispanic |
| Assistant Professor: | 1 Indian |
| Professor: | 1 Black |
| Total | 7 |

IV. Number of minority adjunct faculty who currently work for CHP

| | |
|----------|-----------------|
| 1 | Black |
| 1 | Asian |
| <u>1</u> | <u>Hispanic</u> |
| 3 | Total |

V. Number and position title of minority faculty and staff who began working at the CHP in the past year

| | |
|---|----------|
| Imaging and Radiation Sciences (Instructor) | 1 |
| Audiology and Speech Pathology (Assistant Professor) | 1 |
| <u>Dietetics/Nutrition and Genetic Counseling (Executive Assistant)</u> | <u>1</u> |
| Total | 3 |

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff:

For the 2014-2015 academic year, CHP awarded 38 scholarships, of which 4 (11%) were awarded to minority students. The total number of CHP scholarships awarded in AY 15 decreased by 9% (38/41) over the total number awarded in AY 14, while the number scholarships awarded to minority students decreased by 50% (4/8). Thirteen percent of the total funds awarded in scholarships (\$6,250) went to minority students. The number of CHP scholarships awarded annually is dependent upon the funds raised through the annual college phone-a-thon.

It is recommended that the CHP Diversity Committee examine ways to continue analyzing diversity of applicants and admitted students. It is further recommended that the committee examine ways to recruit more minority students and more male students into our programs.

The college's student recruiter is charged with increasing minority applicants within the CHP, and each academic program has a recruitment plan which includes increasing the number of minority applicants. The percentage of minority applicants enrolled in CHP programs during the 2014-2015 academic year was 26.16%. This is 6.6% increase over the previous academic year.

Faculty in the respiratory care and radiologic imaging sciences programs have completed a research study on self-regulated learning and the use of the Learning and Study Strategies Inventory (LASSI). For the past four fall/spring semesters, all new students in Respiratory Care and Radiologic Imaging Sciences were required to take the LASSI and complete two journal entries regarding the development of their self-regulated learning skills. The group is writing the manuscript and will be submitting it to a peer-reviewed professional journal. Recommendations on the use of the LASSI and accompanying self-regulated learning strategies coming from the study will be made to the College's executive committee.

The CHP Welcome Center is continuing to expand services provided to both applicants and enrolled students. Inclusion of all students, enhancement of a culturally diverse applicant pool, development of new recruitment and retention strategies for students, and the assessment of the College environment are part of the Center's responsibilities.

The CHP Diversity Committee sole focus is the enhancement of recruitment and retention activities for minority faculty, staff and students. The Committee was charged with reviewing, developing, and recommending policies and practices that enhance diversity among the students, staff and faculty. The committee also reviews and disseminates current data relative to student, staff and faculty recruitment, retention, staff/faculty development, teaching techniques, and assessment strategies.

The central focus of the Committee is to identify under-represented student and applicant populations. Moreover, the CHP Diversity Committee will review and evaluate current recruitment and retention practices of the College of Health Professions. The Committee has collected and analyzed data from CHP departments in an effort to identify the underrepresented student and applicant population. The committee will meet with the department Chairs to survey current recruitment and retention practices. With the data collected from CHP departments and Chairs, the committee will compose a report to identify the sex, age, gender, demographics, prior institution, and economically challenged student and applicant populations for the past five years. The report will identify and evaluate current CHP departmental recruitment and retention activities. The CHP Diversity Committee has also developed a student survey to gather data not currently collected i.e., LGBT, disability, and veteran status.

New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

| Program Outcomes | Assessment Methods | Assessment Criteria |
|--|--|--|
| Recruit and select high quality students with diverse backgrounds to form a community of learners. | Document admissions criteria and percentage of students who meet those criteria Document diversity – gender, ethnicity, age, etc. Annually assess the degree to which the admissions criteria is relevant to quality of student performance in the college | Review admissions criteria annually. Work with departments to gather data. The College will maintain its commitment to cultural advancement with no less than 15% of the fall cohort admitted from diverse backgrounds. Applicants from diverse backgrounds will increase by 3-5% annually. |
| Cultural Climate Questionnaire | Analysis of data and establishment of a baseline | CHP Bi-Annual Web Survey will indicate that demonstrate an improvement of the overall cultural climate within the College. |
| Academic Cultural Competency review | Bi-Annual Workshop for CHP faculty to gain the skills and knowledge to effectively serve students from diverse cultures. Workshop will include a review of the cultural competence standards. | 100% of CHP programs will incorporate the cultural competency standards into their curricula. |
| CHP Diversity Committee Report | Collect data from CHP departments in an effort to identify the underrepresented student and applicant population. The committee will meet with the department chairs to survey current recruitment and retention practices. | Compose a report to identify the sex, age, gender, demographics, prior institution, and economically challenged student and applicant for the past five years. |

Timeline, budget, and methods used to assess and monitor progress.

Academic Cultural Competency Faculty In-Service - Spring 2017 – approximately \$250
Student Experience Survey – Spring 2016

C. COLLEGE OF NURSING (CON)

STUDENTS ADMISSIONS

For UAMS College of Nursing baccalaureate and master's students, the admission's process is the direct responsibility of the College of Nursing. The Graduate School admits the students to UAMS, and the College of Nursing, in turn, admits qualified students to the Doctor of Philosophy in Nursing program. The Admissions and Progressions Committee, chaired by a faculty member, reviews and makes decisions about the admission of applicants to the baccalaureate and master's programs. The Director of Student Services and the Associate Deans also serve as members of the Admissions and Progressions Committee.

BACCALAUREATE PROGRAM ENROLLMENT AND MINORITIES

For the incoming junior class that will begin in late May 2015, the College offered admission to 116 juniors for the Bachelor of Science in Nursing (BSN) program on the Little Rock campus and to 16 juniors for the off-campus BSN program in Hope, Arkansas.

Although exact enrollment figures will not be available until after registration in late May 2015, the following students, as identified by race/ethnicity and gender are anticipated to enroll by campus for the summer 2015 term:

BSN program, Little Rock campus:

| | | |
|--------------------------|----|-------|
| • American Indian | 2 | 1.7% |
| • Asian | 1 | 0.8% |
| • Black/African American | 13 | 11.4% |
| • Hispanic/Latino | 3 | 2.6% |
| • White | 93 | 81.5% |
| • Two or More | 2 | 1.7% |
| • Did not answer | 0 | |

BSN program, Hope campus:

| | | |
|--------------------------|----|-------|
| • Black/African American | 2 | 12.5% |
| • White | 14 | 87.5% |
| • Did not answer | 0 | |

Of the 130 anticipated total BSN enrollment:

- 107 (82.3) are female
- 23 (17.6) are male

For the RN to BSN program, an anticipated 49 newly admitted students are expected to enroll for the summer 2015 session:

| | | |
|--------------------------|----|-------|
| • American Indian | 1 | 2.0% |
| • Black/African American | 3 | 6.0% |
| • Hispanic/Latino | 2 | 4.0% |
| • White | 43 | 87.7% |

Of the 49 anticipated total RN to BSN enrollment:

- 47 (95%) were female
- 2 (5%) were male

Fall 2014 enrollment figures totaled 252 in the BSN program, including:

| | | |
|----------------------------------|-----|-------|
| • American Indian/Alaskan Native | 0 | |
| • Asian | 6 | 2.3% |
| • Black/African American | 30 | 11.9% |
| • Hispanic/Latino | 5 | 1.9% |
| • Nat Hawaiian/Other Pac. | 1 | 0.3% |
| • White | 201 | 79.7% |
| • Chose two or More | 15 | 5.9% |
| • Unknown/No Answer | 6 | |

Please note: The chart above reflects a higher number than 252 because nursing students are given the opportunity to self-identify as one or more race/ethnicities.

Of the 252 baccalaureate students who enrolled in the fall 2014 semester,

- 207 (82%) were female
- 45 (18%) were male

GRADUATE PROGRAM ENROLLMENT AND MINORITIES

For the 2014-15 academic year, 84 fall 2014 master's applicants were admitted to the graduate program and 83 started graduate classes in spring 2015. The College of Nursing graduate program has made an offer of admission to 85 MNSc students for the fall 2015 term and anticipates that all will accept and register late May 2015. Currently, seven PhD students have been admitted for summer 2015.

The fall 2014 enrollment was 389 with

- 320 MNSc students
- 37 DNP students
- 32 PhD students

| | | |
|----------------------------------|-----|-------|
| • American Indian/Alaskan Native | 2 | 0.5% |
| • Asian | 4 | 1.0% |
| • Black/African American | 32 | 8.2% |
| • Hispanic/Latino | 6 | 1.5% |
| • Nat Hawaiian/Other Pac. | 0 | |
| • White | 334 | 85.8% |
| • Chose two or More | 11 | 2.8% |

Of the 389 MNSc, PhD and DNP students who enrolled in the fall 2014 semester:

- 355 (91%) were female
- 34 (9%) were male

TRAINEESHIP FUNDING AND SCHOLARSHIPS – Not available at this time

STUDENT RETENTION

Retention activities and interventions are vitally important in planning for the success of our BSN students. Retention activities begin immediately with a pre-matriculation conference when new junior students are admitted into the program. Information is provided to students on topics such as an introduction to the UAMS Library and the Nursing Learning Resource Lab, drug math review, scholarship availability and the scholarship application process, stress reduction and management, ATI standardized testing, a review of computer and online usage, College of Nursing Policies and Procedures, information regarding course schedules and academic success and remediation services within the college.

The College uses the Assessment Technologies Institute (ATI) for standardized testing, retention resources, and identification and remediation for high risk students. The admission criteria mandate that each student take the TEAS V Entrance Exam. This test measures reading comprehension, math, science, and verbal skills. The student is expected to achieve a minimum score of 60 on the exam to be eligible for admission to the program. Once a student has been accepted into the program, the student is required to take the ATI Critical Thinking Inventory Exam. This exam is used to help identify critical thinking levels, areas of coping, and adaptive risk factors. Students who are identified as “at risk” will receive individualized assistance from the CON academic coach using remediation resources from ATI online resources and other course specific remediation tools. Throughout the BSN program, students are required to take standardized benchmark exams after each course to determine proficiency of course content. Students who do not meet the required benchmark scores on the standardized exams are required to complete specific remediation modules through ATI and receive assistance from faculty in assigned specialties. The College employs an ATI Coordinator/Academic Coach who manages all student testing and remediation for this standardized content.

Incoming junior students who are unsuccessful with the foundational courses (Health Assessment, Foundations I or Foundations II) can receive an opportunity to participate in the CON Support Pathway for Advancing in Nursing (SPAN) program. This program provides students with the opportunity to become certified as a nurse assistant and work as a CNA while waiting to come back into the nursing program the following year to repeat a course. This program involves collaboration between the Schmieding Home Caregiver Training Program and the Arkansas Partnership for Nursing’s Future (APNF) grant funded by the State of Arkansas. This program allows students to get hands on clinical experience working as a CNA developing patient care experience to better assist them in academic and clinical success in the nursing program once they return.

Seniors in their last semester will enroll in a Capstone course designed to prepare them for their licensing examination (NCLEX-RN). They will have three opportunities to take a standardized ATI test called the RN Predictor and the Medical Surgical Exam. If they fail to pass both exams by the third attempt, they will fail the course and be required to repeat it the following semester. Any student who fails two nursing courses (including the Capstone course) will be dismissed from the program. The ATI Coordinator will provide individual and small group remediation sessions to students who fail the RN Predictor test and the Medical Surgical Exam.

There are computer centers in the campus library as well as within the College which are available as a resource for students to not only access the ATI programs but also other learning modules on various nursing topics. Faculty members are available for both content and testing review on a one-on-one basis. The UAMS Office of Educational Development offers services to students to enhance study and test-taking skills. English-as-a-Second-Language students also receive assistance from the OED on enhancing their language skills and reading comprehension. Students are often referred to the Student Wellness Center, a student mental health facility, which provides counseling for testing anxiety and stress management.

STUDENT RECRUITMENT (See Table 1 and Table 2 for Breakdown of Recruitment Contacts.)

HIGH SCHOOL CONTACTS

September through November is a designated three-month period scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers for the sole purpose of educating students regarding their future in college. This schedule of College Planning Programs offers the opportunity to contact and provide degree information to high schools counselors and 953 students in 12 consolidated statewide programs. Area Health Education Centers (AHEC) assisted the recruiter in attending the Southern Region College Planning Programs.

COLLEGE CONTACTS

During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year colleges and various professional institutions. Students are able to speak with a College of Nursing representative, have their transcripts evaluated, and receive tentative degree plans for future planning toward their careers in nursing. College of Nursing representatives met with 442 students from 7 community colleges around Arkansas.

OTHER RECRUITING OPPORTUNITIES

The College of Nursing Coordinator of Recruitment invites nursing faculty to the annual Graduate Education Day at UAMS Medical Center. The recruiter and faculty provide information to prospective applicants regarding programs the College offers.

The Coordinator of Recruitment meets with all AHEC directors about coming to their campuses and holding information sessions for the people in their area who are not able to come to Little Rock. She also meets with some of the nurse managers at the UAMS Medical Center about attending our programs.

The College of Nursing has been featured in the *Arkansas Times' Nurses Guide* during National Nurses' Week. In addition to providing contact information, the article highlighted the College of Nursing faculty.

The College of Nursing and UAMS Department of Nursing, partner to hold forums in the hospital for nurses who are interested in continuing their education, as well as for other professionals who are considering nursing as a career.

Over 300 graduate students have received information through one-on-one meetings, phone conversations, and packet information mailed and emailed.

The College of Nursing Coordinator of Recruitment participated in the annual Steps for Success Saturday Program (S4S). The S4S program is designed to target and introduce Hispanic students in the northwest Arkansas area to higher education. The recruiter presented steps to prepare for college and requirements for the UAMS College of Nursing Program.

Individuals, as well as group information sessions, are held regularly and students are presented program information along with tentative degree plans when they provide college transcripts. In

addition to these sessions, information is disseminated via internet, email, and fax. Upon first contact, prospects are given the website information for their viewing and are requested to fax their transcripts to the recruiter for evaluation. A tentative degree plan is prepared and returned to the prospective student, and an appointment is made if necessary. This has made the process more efficient and convenient for the student and the recruiter.

The Coordinator of Recruitment along with the Director of the DNP program have presented information to 11 prospective applicants through emails, information sessions, phone calls, and face-to-face interaction.

Throughout the year, the College of Nursing Director of Recruitment participated in AHEC's 'A Day in the Life' presentations, Center for Diversity Affairs programs, and several recruitment activities with the UAMS recruiters from various programs and departments.

We have developed an ongoing relationship with several schools in the area, such as our Partners in Education schools and the Head Starts, and other schools where we do screenings, teaching projects, flu vaccine clinics, etc. Each time we do such activities, we promote a positive role model for the high percentage of minority students in these schools. We also have a Breakthrough to Nursing Committee in our Student Nurses Association, which is modeled after the National Student Nurses Association program designed over 40 years ago to recruit more minority students into nursing.

The bigger challenge is recruiting faculty, but we need to first recruit more minority students into our graduate program to prepare them for educator roles. One strategy to recruit them into teaching is to have them do a teaching practicum as part of their program to gain first-hand experience in the role of nurse educator.

FACULTY AND STAFF

RECRUITMENT AND HIRE OF MINORITY FACULTY AND STAFF

Eighteen (18) part-time/contract faculty have been hired to date for the 2014-15 academic year. Of these, two (2) are Hispanic (Clinical Instructors). For full-time faculty positions, nine (9) people have been hired, one (1) is African-American (Clinical Assistant Professor).

Three (3) staff and four (4) student employees have been hired to date for the 2014-15 academic year. For the full-time staff positions, none are minorities. For the part-time student positions, one (1) is African-American.

Therefore, as of June 1, 2015, the College of Nursing employs

- 2 Asians
 - 1 Professor

- 1 Assistant Professor
- 3 Hispanics
 - 1 Clinical Assistant Professor
 - 2 Clinical Instructors
- 14 African-Americans
 - 1 Assistant Professor
 - 3 Clinical Assistant Professors
 - 2 Clinical Instructors
 - 3 Assistant Clinical Instructors
 - 4 Administrative Analysts
 - 3 Administrative Specialists
 - 1 Recruiter
 - 1 Retention Coordinator
 - 1 Research Assistant

MEETING INSTITUTIONAL GOALS FOR RECRUITMENT AND RETENTION

We have not applied for a grant to support the ENS program since 2010. We recently submitted an application for the grant that funded the ENS program: DHHS/HRSA Nursing Workforce Diversity grant. Below is an overview of the project.

Bryant, K. (PI)

Title: Growing Our Own in the Delta (GOOD)

Agency: DHHS/HRSA Nursing Workforce Diversity

Amount Awarded: \$1,041,621

Funding Period: 7/1/2014 – 6/30/2017

Project Overview and Purpose: To lead, one must know, understand, and be equipped with the skills and knowledge necessary to address problems. **The purpose of this proposed project is to increase nursing educational opportunities and the number of nurses with advanced degrees to serve Arkansas' underserved communities, including persons from disadvantaged backgrounds, men, first generation college students, and underrepresented minorities.** The Growing Our Own in the Delta (GOOD) project is designed to increase the number of culturally competent master's prepared nurses in rural communities by providing them education and training locally. This will increase access to quality health care and health literacy for underserved areas in Arkansas. The project will provide nurses the education required to address health disparities, social determinants of health, and health equity in communities that have a disproportionate share of poverty and poor health. A community-based multidisciplinary, inter-professional approach will be stressed to meet the Institute of Medicine (IOM) recommendations on the Future of Nursing. Currently, there is limited financial or academic support for nursing students in underserved areas. This project will provide pre-entry nursing support and scholarships, stipends, academic support, and retention strategies to qualified nursing students enrolled in the College of Nursing (CON). Strategies will include tutoring, standardized test preparation, networking, mentoring, and professional and leadership development. Students not awarded financial support will also benefit from the project through other project activities, such as cultural competency training of faculty and staff. The GOOD

project will be a benefit to all who are underrepresented and/or from disadvantaged backgrounds.

Rainey, Larronda (PI)

Title: Arkansas Partnership for Nursing's Future

Agency: US Department of Labor/ Department of Workforce Services

Amount Awarded: \$4,952,848

Funding Period: 4-1-2012- 3-31-2016

Arkansas Partnership for Nursing Future's (APNF) Grant is an Arkansas Workforce Investment Board/Department of Workforce Services grant. This grant was awarded from the US Department of Labor in total for \$4,952,848 with the College of Nursing receiving 2,799,720. Key partnerships in this grant include the Arkansas Department of Workforce Services, UAMS CON, and the Arkansas Association of Two-Year Colleges. The purpose of the APNF grant is to provide resources to train a minimum of 1500 individuals in the nursing profession which include Certified Nursing Assistants (CNAs), Licensed Practical Nurses (LPNs), Associate Degree Nurses (ADNs) and Bachelor of Science in Nursing (BSNs). Special efforts were made to increase diversity in the professions and to increase the number of men entering the healthcare professions. The project will also target qualified individuals who are on the waiting lists to enter nursing programs, Temporary Assistance for Needy Families (TANF) participants, unemployed and dislocated workers, and those currently working in the health care field looking to further their education and credentials especially those working in long-term care facilities. To date, the APNF grant has met their diversity goal by 260%.

MONITORING PROGRESS

The College of Nursing monitors the following outcome measures annually several ways:

- The College's Strategic Plan is reviewed annually.
- The College monitors progress through an annual report and based on outcomes, we revise and adjust goals as necessary.

OUTCOME MEASURES

Baccalaureate Education:

- The BSN completion program continues to recruit from within and outside of Arkansas
 - Approximately 25 new students are recruited from the Regional Centers and Little Rock
- Replacement faculty are hired as necessary
- 90% of students will satisfactorily pass all evaluation measures
- Pass rate on NCLEX each year for graduates should be at least 90%
- 100% of students who need assistance will be referred to Office of Educational Development or appropriate faculty resource
- At least 15% of the BSN class admitted per year is from underrepresented populations

Graduate Education:

- At least 16% of the graduate student body admitted annually adequately reflects the underrepresented population of the state; annual recruitment activities focus on diverse populations
- A minimum of 5 PhD and DNP students are admitted annually
- 100% of graduating PhD students receive funding grants for dissertation support

Faculty/Staff

- Mentoring program is in place continuously
 - Faculty members serve as mentors and/or mentees/protégé
 - A minimum of one meeting per semester is held with new faculty to discuss teaching issues/concerns
- Using the newly developed recruitment package, three research faculty applicants will interview per year provided vacant faculty positions exist
- The Dean or Associate Dean will conduct an exit interview with outgoing faculty
- Annual support is provided for all faculty
 - Clinics/forums occur twice each year
 - Consultation services are provided by the SRC and the College of Nursing IRB committee members
- At least 10% of faculty participate in the faculty incentive plan
- A minimum of one event annually is held to recognize achievements of students, staff, and faculty.
- The College of Nursing will provide funding for 100% of faculty to attend conferences, seminars, or clinics pertaining to professional development in their respective areas, budget permitting.

PROGRESS: BUDGET/TIMELINE

- Our current budget is 96% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.

| | | | | | | | | | | |
|-------------|--|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------------|------------------------------------|
| | Table 1 | | | | | | | | | |
| | UNDERGRADUATE RECRUITMENT ACTIVITIES REPORT | | | | | | | | | |
| | 2014-2015 | | | | | | | | | |
| Date | Program | WF | WM | BF | BM | OF | OM | REG | Total | Recruiter |
| 6/4/2014 | MASH - Paragould | 9 | 1 | 3 | 3 | 4 | 0 | C | 20 | CON Senior Student - J. Orahood |
| 6/10/2014 | MASH - Magnolia | 5 | 4 | 7 | 0 | 0 | 0 | C | 16 | CON Senior Student - J. Peters |
| 6/11/2014 | MASH - Jonesboro | 13 | 0 | 0 | 0 | 0 | 0 | C | 13 | CON Senior Student - M. Rogers |
| 6/12/2014 | MASH - Stuttgart | 1 | 1 | 2 | 1 | 0 | 0 | C | 5 | CON Senior Student - L. Poole |
| 6/16/2014 | MASH - Helena | 14 | 5 | 9 | 1 | 2 | 0 | C | 31 | CON Senior Student - K. Wright |
| 6/17/2014 | MASH - Salem | 5 | 2 | 5 | 1 | 0 | 0 | C | 13 | CON Senior Student - J. Peters |
| 6/18/2014 | MASH - Nashville/DeQueen/Hope | 6 | 1 | 3 | 2 | 1 | 0 | C | 13 | CON Senior Student - K. McDowell |
| 6/19/2014 | MASH - Dumas/Lake Village | 12 | 1 | 9 | 2 | 1 | 0 | C | 25 | CON Senior Student - J. Peters |
| 6/20/2014 | MASH - Blytheville | 12 | 0 | 0 | 0 | 0 | 0 | C | 12 | CON Senior Student - K. McDowell |
| 6/23/2014 | MASH - Camden | 9 | 4 | 16 | 2 | 1 | 0 | C | 32 | CON Senior Student - C. Greene |
| 6/24/2014 | MASH - Heber Springs | 2 | 2 | 3 | 1 | 0 | 0 | C | 8 | CON Senior Student - C. Brizzolara |
| 6/25/2014 | MASH - Mena | 16 | 0 | 14 | 2 | 3 | 0 | C | 35 | CON Senior Student - A. Cockerham |
| 6/26/2014 | MASH - Clinton/Harrison | 21 | 2 | 1 | 0 | 4 | 0 | C | 28 | CON Senior Student - A. Keathley |
| 6/30/2014 | MASH - Mountain View | 10 | 1 | 1 | 0 | 0 | 0 | C | 12 | CON Senior Student - R. Church |
| 7/15/2014 | MASH - Texarkana / Pine Bluff | 2 | 0 | 17 | 0 | 1 | 0 | C | 20 | CON Senior Student - R. Nelson |
| 7/16/2014 | MASH - Crossett | 9 | 0 | 2 | 0 | 0 | 0 | C | 11 | CON Senior Student - C. Brizzolara |
| 7/18/2014 | MASH - Fayetteville | 9 | 0 | 0 | 0 | 1 | 0 | C | 10 | CON Senior Student - K. Robin |
| 7/23/2014 | MASH - Batesville | 5 | 1 | 2 | 1 | 0 | 0 | C | 9 | CON Senior Student - Z. Coco |
| 7/29/2014 | MASH - Magnolia | 4 | 2 | 1 | 2 | 0 | 0 | C | 9 | CON Senior Student - C. Brizzolara |
| 7/30/2014 | MASH - West Memphis | 3 | 5 | 2 | 0 | 0 | 0 | C | 10 | CON Senior Student - A. Cockerham |
| 9/2/2014 | Articulation Workshop - ASU Jonesboro | | | | | | | NW | 94 | O. Beard |
| 9/3/2014 | Articulation Workshop - Ark. Tech Univ | | | | | | | NE | 62 | O. Beard |
| 9/4/2014 | Articulation Workshop - Ouach. Bapt. Coll | | | | | | | SE | 48 | O. Beard |
| 9/5/2014 | Articulation Workshop - ASU Beebe | | | | | | | C | 124 | O. Beard |
| 9/16/2014 | National Park Community College | 24 | 11 | 18 | 7 | 20 | 3 | C | 83 | O. Beard |
| 9/18/2014 | VA LR | 2 | 2 | 5 | 3 | 4 | 6 | C | 22 | O. Beard |
| 9/19/2014 | VA NLR | 8 | 5 | 4 | 2 | 2 | 1 | C | 22 | O. Beard |
| 9/20/2014 | Steps for Success Saturday | 5 | 0 | 3 | 6 | 104 | 62 | NW | 180 | O. Beard |
| 8/1/2014 | UAMS Family/Friends Day | 2 | 0 | 1 | 0 | 0 | 0 | C | 3 | O. Beard |

| Date | Program | WF | WM | BF | BM | OF | OM | REG | Total | Recruiter |
|--------------|---|------------|-----------|-----------|-----------|-----------|----|----------|------------|---|
| 10/6/2014 | LR Independent Schools | 24 | 9 | 7 | 2 | 14 | 3 | C | 59 | O. Beard |
| 10/7/2014 | PCSSD | 84 | 19 | 97 | 14 | 25 | 3 | C | 242 | O. Beard |
| 10/7/2014 | LRSD | 62 | 22 | 37 | 8 | 19 | 2 | C | 150 | O. Beard |
| 10/14/2014 | Information Session | | | | | | | C | 24 | A. Spinks, J. Kyle |
| 10/15/2014 | Texarakana Community College | 18 | 6 | 21 | 2 | 2 | 0 | SW | 49 | J. Cornelius |
| 10/16/2014 | Texarakana Community College | 23 | 2 | 21 | 1 | 2 | 3 | SW | 52 | J. Cornelius |
| 10/23/2014 | Biomedical Career Day | 15 | 4 | 9 | 1 | 3 | 0 | C | 32 | O. Beard |
| 10/24/2014 | ARNA | 15 | 3 | 17 | 1 | 1 | 0 | C | 37 | O. Beard |
| 10/29/2014 | UCA Health Career Fair | 108 | 54 | 95 | 22 | 19 | 4 | C | 302 | O. Beard |
| 11/14/2014 | Information Session | | | | | | | | 23 | A. Spinks, J. Kyle |
| 12/5/2014 | ACH Education Fair | 9 | 0 | 4 | 1 | 0 | 0 | C | 14 | O. Beard |
| 12/6/2014 | EXPO | 101 | 24 | 84 | 12 | 19 | 2 | C | 242 | O. Beard |
| 1/15/2015 | Information Session | | | | | | | | 28 | A. Spinks, J. Kyle |
| 1/28/2015 | Individual Appointment | 1 | 0 | 0 | 0 | 0 | 0 | C | 1 | O. Beard |
| 2/2/2015 | UACCH/Texarkana Information Session | 5 | 2 | 4 | 0 | 1 | 0 | SW | 12 | J. Cornelius, K. Betts |
| 2/2/2015 | UACCH/Hope Information Session | 1 | 0 | 9 | 1 | 1 | 0 | SW | 12 | J. Cornelius, K. Betts |
| 2/9/2015 | Foreman High School | | | | | | | SW | 140 | J. Cornelius |
| 2/10/2015 | Individual Appointment | 1 | 0 | 0 | 0 | 0 | 0 | C | 1 | O. Beard |
| 2/27/2015 | Diversity Day | 4 | 1 | 25 | 8 | 2 | 0 | C | 40 | O. Beard |
| 3/2/2015 | Parkview High School | 1 | 0 | 2 | 1 | 1 | 0 | C | 5 | O. Beard |
| 3/10/2015 | ASU Beebe | 15 | 5 | 1 | 2 | 0 | 0 | C | 23 | O. Beard |
| 3/13/2015 | PTC – North | 25 | 9 | 23 | 7 | 4 | 2 | C | 70 | O. Beard |
| 3/13/2015 | SEARK | 0 | 0 | 5 | 1 | 2 | 1 | C | 9 | O. Beard |
| 3/31/2015 | COTO | 17 | 6 | 10 | 2 | 2 | 1 | C | 38 | O. Beard |
| 4/24/2015 | CON Research Day | | | | | | | C | 45 | O. Beard |
| 4/25/2015 | HRSA - A Day in the Life of a Nurse | 4 | 2 | 14 | 0 | 0 | 0 | C | 20 | O. Beard, K. Bryant, A. Bessette, A. Spinks |
| 5/6/2015 | UAMS Nursing Professional Practice Fair | | | | | | | C | 52 | O. Beard, C. Carithers |
| 5/8/2015 | ACH Education Fair | 3 | 1 | 5 | 1 | 0 | 0 | C | 10 | O. Beard, R. Patterson, T. Whited, C. Carithers |
| TOTAL | | 167 | 32 | 97 | 18 | 18 | | C | 332 | |

Table 2
GRADUATE RECRUITMENT ACTIVITIES
REPORT
2014-2015

| Specialty | No. |
|----------------------------------|------------|
| Administration | 9 |
| Adult/Gero Acute Care | 5 |
| Adult/Gero Primary Care | 2 |
| DNP | 11 |
| Education | 19 |
| Family Nurse | 62 |
| Family Psychiatric Mental Health | 13 |
| Pediatric Acute Care | 2 |
| Pediatric Primary Care | 4 |
| PhD | 5 |
| Undecided | 190 |
| Women's Health | 10 |
| TOTAL | 332 |

D. College of Pharmacy (COP)

The mission of the College of Pharmacy (COP) is supportive of UAMS' mission. The UAMS COP's mission statement is to improve the health of culturally diverse populations by educating pharmacy leaders to address community health needs, advancing scientific discovery to produce innovations in healthcare, and fostering progressive pharmacy practice through service to the profession. The mission statement was revised in 2008, along with addition of a vision statement. The vision statement is "transforming healthcare throughout Arkansas and beyond."

COP Curriculum

All applicants must complete a pre-pharmacy curriculum (a minimum of 69 credit hours) which guides the students through introductory courses in mathematics and the natural sciences. In addition, the pre-pharmacy curriculum requires courses in the humanities and social sciences. Approximately 64% of recent successful applicants earned a BS or BA degree prior to enrollment in the College of Pharmacy. The professional curriculum that leads to the Doctor of Pharmacy (Pharm.D.) degree requires four years of full-time study at UAMS.

COP Student Support Services

Student services in the COP are provided through the Dean's office and coordinated with centralized service areas such as the Office of Educational Development (OED) and the Student Wellness Program. These centralized programs are critical to the success of our students. Dr. Schwanda Flowers has served as the Associate Dean of Student Affairs and Faculty Development since May 2012. This position is responsible for coordination of student services.

COP Student Recruitment

Recruitment efforts are a focus of the Dean's Executive Committee, whose members each have responsibility for recruitment visits at 4-year universities/colleges in Arkansas. Efforts in this area have been advanced with the addition of a full-time recruiter in July 2011. The current COP recruiter, Alex Holladay, is responsible for student recruitment efforts and reports to Dr. Flowers. The COP recruiter has extended our recruitment reach beyond 4-year universities/colleges in Arkansas to interact with minority students in the states of Kansas, Oklahoma and Missouri during the Spring 2015 semester, with plans to recruit Mississippi and Louisiana in the fall of 2015. The COP recruiter was also heavily involved in the planning and implementation of the first ever campus wide Diversity Day held at the UAMS campus in February 2015 for all colleges in the State of Arkansas.

The Center for Diversity Affairs (CDA) coordinates with the efforts of the College's Associate Dean of Student Affairs and Faculty Development and COP Recruiter in order to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession, the CDA and COP recruiter focus on minority students in both high school and early college years.

Since 2007, the COP has hosted 20-40 high school students in June for Pharmacy Camp. Since that time 266 students have participated in this camp at UAMS. They participate in pharmacy related activities in the classroom, laboratory, and practice site during the week long camp. Many of these students have received scholarships to attend the camp; 5 of the 34 campers received scholarships in 2014 to cover the camp tuition. The COP recruiter is also involved with KIPP and preparatory public charter schools in Arkansas to introduce these high school students to the profession of pharmacy. The Director of Admissions (DOA), Angie Choi also contributes to the recruitment efforts of the college through campus tours, counseling of prospective students and other activities. The DOA participated in MAPS Conference/Diversity Day in February 2015 and the HPREP Health Professional Recruitment Exposure Program (HPREP) in March 2015. In addition, the College's SNPhA chapter hosts high school students on campus to participate in compounding sessions and career discussions. The COP SNPhA Chapter and the COP recruiter also extended invitations to minority high school students to become a member of SNPhA, and SNPhA members spoke on behalf of the College at various diversity affairs events this academic year. During Fall 2008, a trial of the Pharmacy College Admission Test (PCAT) prep course was supported by the COP. The pilot program produced positive outcomes. Since 2009, the College, with support from Walgreens, has invested in a more extensive PCAT preparatory program with coordination by the Center for Diversity Affairs and the National Pharmacists Association of Arkansas (NPAA). The purpose of the program is to assist a significant number of students from historically underrepresented backgrounds to improve their individual PCAT scores. In 2013, seven students participated in the prep program and four students participated in 2014 (2011= 7 students; 2012= 5 students). On average, PCAT composite percentile scores increased over the original best. To date, fourteen students from the PCAT prep course have been admitted to the COP. It is too early in the process to determine what the rate of matriculation and program completion, but we are hopeful for the continued success of the program.

In addition, the UAMS campus approved a Non-Resident Diversity Scholarship Program in 2011. The UAMS Non-Resident Diversity Scholarship Program was established with the following objectives.

- Assist educational programs at UAMS to achieve established diversity recruitment goals.
- Increase the diversity of the applicant pools to UAMS education programs with respect to race, ethnicity, gender, socio-economic status and geographic origins.
- Help defray rising educational costs for UAMS students especially those who are economically disadvantaged.
- Increase diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

The College of Pharmacy provided six of these scholarships for incoming freshman for the 2012-2013 academic year and three for incoming freshman for the 2013-2014 academic year.

There was a total of nine diversity scholarships provided to COP students in the 2013-2014 academic year. The college provided four 2014 applicants with diversity scholarships and plans to continue providing these opportunities for the upcoming academic year.

Student Retention

Mentoring

The College has continued to develop a mentoring program for our minority students by working with practicing pharmacists who belong to the NPAA, a predominantly minority membership professional organization. A group of students from the local SNPhA chapter attends the national meeting of this organization.

Scholarships – UAMS COP

Scholarships serve as a mechanism to decrease the financial burdens of students from disadvantaged communities. The COP's Dean and Development staff has been assisted by Dr. Alvin Simmons, Pharm.D. (UAMS '77 and '95) to create an endowment to provide scholarships for underrepresented minorities. Using unrestricted funds available at her discretion, Dean Gardner funded three initial scholarships that were awarded April 15, 2007. This has continued each year, with four being awarded this year. In the last seven years (2007-2014) the Dean has provided \$29,000 for the NPAA scholarship awards. The use of unrestricted funds allows all income derived from invested funds to remain invested, thereby more rapidly increasing the capital in the endowment. This has been the Dean's practice with newly endowed scholarships, honoring donors by presenting first scholarship awards in the same academic year that funds are raised, rather than waiting for investment income to become available.

The initial goal was to raise a \$100,000 endowment for these scholarships. Funds raised to endow these scholarships are administered for the College of Pharmacy by the University of Arkansas Foundation, Inc. According to the gift agreement, signed on February 6, 2006, income from this endowment will be reserved in perpetuity to fund scholarships for pharmacy students representing historically underserved minority groups, or who demonstrate particularly great need.

At this time the endowment has \$121,035 in cash and pledges. We also note that Dean Gardner has continued to commit a minimum of \$3,000 annually from general scholarship funds to be distributed as NPAA Scholarships. This allows all earnings to be reinvested, accelerating the growth of the endowed principal. We continue focused efforts to secure additional givers, with a new goal to increase the endowment in this fund to \$200,000 over the next few years. The recipients (below) for 2014 were awarded at the COP's Award Ceremony in February 2015.

| <u>NPAA Recipients</u> | <u>Award</u> |
|-------------------------------------|----------------|
| Sonia Tinko Ngankwe* | \$1,000 |
| Viola Surratt* | \$1,000 |
| Mariam Khan | \$1,000 |
| Miyako Franklin* | \$1,000 |
| Ambre Camp* | \$1,000 |
| * underrepresented minority student | |
| Total | \$5,000 |

In addition to the NPAA scholarships, the College awarded three scholarships with an emphasis on diversity. These three scholarships are the Phillips County Endowment, Robert N. Manley & Robert H. Manley Memorial Scholarship, and the Walgreens Diversity Scholarship.

- The Phillips County Endowed Scholarship is granted annually, starting in the Spring of 2010. Phillips County represents the focus of the Delta region of Arkansas and has great numbers of students from historically underrepresented minorities. The College is committed to using this scholarship to enhance the diversity of our student body in the future.
- The Robert N. Manley and Robert H. Manley Memorial Scholarship is a scholarship awarded to a first year pharmacy student from Johnson, Pope or Franklin counties with significant diversity of background and interest in community pharmacy practice.
- The Walgreens Diversity Scholarship is a scholarship that recognizes a student who has made significant efforts towards raising awareness about cultural competency and diversity related matters impacting the pharmacy profession.

| <u>Scholarships & Recipients</u> | <u>Award</u> |
|--|----------------|
| Phillips County Endowed Scholarship | |
| Lori Schubach | \$1,500 |
| Robert N. Manley & Robert H. Manley Memorial Scholarship | |
| Dominique Hamby* | \$2,500 |
| Walgreens Diversity Scholarship | |
| Ashley Bizzell* | \$3,000 |
| Kelsey Willis | \$2,000 |
| *underrepresented minority student | |
| Total | \$9,000 |

In addition to the above mentioned scholarships, minority students will be honored at this years' Awards Ceremony for their achievements by receiving the following scholarships/awards:

| <u>Scholarships & Recipients</u> | <u>Award</u> |
|--|--------------|
| AMDPA Award | |
| Kanesha Day* | \$1,250 |
| Jessica Ramirez Carmen* | \$1,250 |
| Buice Drug Endowed Scholarship | |
| Ammon Martin * | \$1,000 |
| Class of 1952 Endowed Scholarship | |
| Dimpi Desai | \$1,500 |
| College of Pharmacy Scholarship | |
| Mallory Jones | \$2,000 |
| Lester Hosto Award | |
| Clarice Montgomery* | \$1,500 |
| Nelson Volding Student Research Fellowship | |
| Randi Jeffers* | \$4,000 |
| Walgreens Student Scholarship | |
| Jennifer Ngyen | \$1,000 |
| Rural Health Scholarship | |
| Sara Camp* | \$5,000 |
| <u>COP Student Research Fellowships</u> | |
| Yusra Saman | \$4,000 |
| Sathyanand Kumaran | \$4,000 |
| Mariam Khan | \$4,000 |
| Kanesha Day* | \$4,000 |
| Ashley Bizzell* | \$4,000 |
| *underrepresented minority student | |

| | |
|---|-----------------|
| Underrepresented Minority recipients | \$31,500 |
| All Minority recipients | \$52,500 |

The amount of scholarship and awards received by underrepresented minority students continues to develop each year (2007=\$6,000; 2008=\$13,000; 2009=\$20,000, 2010=\$20,000, and 2011=\$19,750; 2012=\$19,500; 2013=\$26,500; 2014=\$27,000). The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

COP Student Enrollment

| | 2014-15 | | 2013-2014 | |
|----------------------|---------------|----------------|---------------|----------------|
| | Number* | Percent | Number* | Percent |
| Native American | 1 | .21% | 11 | 2.3% |
| Asian | 21 | 4.5% | 30 | 6.3% |
| African American | 22 | 4.7% | 26 | 5.4% |
| White (non-Hispanic) | 391 | 83.5% | 430 | 89.8% |
| Hispanic/Latino | 2 | .43% | 12 | 2.5% |
| Two or more races* | 31 | 6.6% | | |
| | | | | |
| | Number | Percent | Number | Percent |
| Female | 287 | 61% | 304 | 63.5% |
| Male | 181 | 39% | 175 | 36.5% |
| Total | 468 | 100% | 479 | 100% |

* Two or more races column added beginning 2014-15. Total % URM students includes those reporting multiple races (2014= 10%).

The 2014-2015 academic year reflects a slightly higher proportion of male students but still remained between 30-40%. Underrepresented minority students accounted for 10% of the student body (46 out of 468). This continues to increase compared to the last few years of data (2008=7.82%, 2009=7.75%; 2010=8.21%; 2011=8.02%; 2012=8.03%; 2013=9.6%; 2014=10.2%).

COP Faculty and Staff

| Faculty | 2014-2015 | | 2013-2014 | |
|----------------------|-----------|-------------|-----------|-------------|
| | Number | Percent | Number | Percent |
| Native American | 0 | NA | 0 | NA |
| Asian | 16 | 20% | 15 | 20.5% |
| African American | 5 | 6.25% | 5 | 6.8% |
| White (non-Hispanic) | 58 | 72.5% | 52 | 71.2% |
| Hispanic/Latino | 1 | 1.25% | 1 | 1.4% |
| Total | 80 | 100% | 73 | 100% |
| | | | | |
| Female | 37 | 46.25% | 37 | 50.7% |
| Male | 43 | 53.75% | 36 | 49.3% |
| Total | 80 | 100% | 73 | 100% |

*Faculty includes residents

Minority faculty members comprise 27.5% out of a total of eighty faculty members. The percentage of underrepresented minority faculty has changed slightly from 8.2% in 2014 to 7.5% in 2015 (5.64% in 2012; 6.67% in 2013).

| Staff | 2014-2015 | | 2013-2014 | |
|----------------------|-----------|-------------|-----------|-------------|
| | Number | Percent | Number | Percent |
| Native American | 0 | NA | 0 | NA |
| Asian | 19 | 28.35% | 20 | 28.6% |
| African American | 7 | 10.45% | 5 | 7.1% |
| White (non-Hispanic) | 39 | 58.2% | 44 | 62.9% |
| Hispanic/Latino | 2 | 3% | 1 | 1.4% |
| Total | 67 | 100% | 70 | 100% |
| Female | 42 | 62.7% | 44 | 62.9% |
| Male | 25 | 37.3% | 26 | 37.1% |
| Total | 67 | 100% | 70 | 100% |

*staff includes research, administration & non-classified employees

Minority staff members have increased from 37.1% in 2014 to 41.8% out of a total of 67 staff positions. The percentage of underrepresented minority staff has increased in 2015 to 13.44% (2012=10.3%; 2013=9.6%; and 2014=8.5%).

E. College of Public Health (COPH)

Students by Race/Ethnicity

| Race/Ethnicity | Fall 2014 | | Spring 2015 | |
|-----------------------------|------------|-------------|-------------|-------------|
| | Number | Percent | Number | Percent |
| American Indian | 1 | .42% | 1 | .42% |
| Asian | 20 | 8.43% | 25 | 10.42% |
| Black | 60 | 25.32% | 57 | 23.75% |
| Hispanic/Latino of any race | 9 | 3.80% | 10 | 4.16% |
| White (non-Hispanic) | 124 | 52.32% | 123 | 51.25% |
| Native Hawaiian | 0 | 0% | 0 | 0% |
| Two or more reported | 3 | 1.27% | 5 | 2.08% |
| None reported | 20 | 8.44% | 19 | 7.92% |
| Total | 237 | 100% | 240 | 100% |

Staff and Faculty by Race/Ethnicity, Spring 2015

| Race/Ethnicity | Staff N (% of Total) | Full-time Faculty* N (% of Total) | Adjunct Faculty** N (% of Total) |
|--|----------------------------|--------------------------------------|-------------------------------------|
| American Indian/Native Alaskan | | 0 (0%) | 0 (0%) |
| Asian | | 4 (7.7%) | 0 (0%) |
| Black | | 6 (11.5%) | 4 (10%) |
| Hispanic/Latino | | 3 (5.8%) | 0 (0%) |
| White | | 38 (73.0%) | 35(87.5%) |
| Native Hawaiian/Other Pacific Islander | | 1 (2.0%) | 1 (2.5%) |
| 2 or more Race/Ethnicities | | 0 (0%) | 0 (0%) |
| Unknown | | 0 (0%) | 0 (0%) |
| Minority Total | | 14 (27%) | 5 (12.5%) |
| TOTALS | | 52 (100%) | 40 (100%) |

* Full-time faculty: The count here represents primary faculty in the COPH who work 1 FTE.

** Adjunct faculty: The count here includes faculty who have an adjunct appointment with a COPH department and serve in various capacities (may or may not include teaching). Not all are compensated.

Number and Position Title of Full-Time Minority Faculty, Spring 2015

| Faculty Position Title | Number |
|-------------------------------|---------------|
| Department Chair/Professor | 1 |
| Professor | 0 |
| Associate Professor | 9 |
| Assistant Professor | 4 |
| Instructor | 0 |
| TOTAL | 14 |

Number and Position Title of Minority Staff, Spring 2015

| Staff Position Title | Number |
|-----------------------------|---------------|
| Administrative Analyst | 1 |
| Clinical Research Assistant | 1 |
| Computer Programmer | 1 |
| Director of Admission | 0 |
| Executive Assistant III | 1 |
| Health Services Specialist | 10 |
| HR Generalist | 1 |
| Program Coordinator | 1 |
| Program/Project Manager | 5 |
| Program/Project Specialist | 9 |
| Project Director | 1 |
| Registrar | 0 |
| Research Associate | 5 |
| Student Services Specialist | 1 |
| TOTAL | 37 |

Number and Position Title of Minority Faculty and Staff Who Began Working at the Institution in the Past Year

| Staff Position Title | Number |
|-----------------------------|---------------|
| Assistant Professor | 2 |
| Associate Professor | 0 |
| Clinical Research Assistant | 0 |
| Health Services Specialist | 2 |
| Program/Project Manager | 0 |
| Program/Project Specialist | 0 |
| TOTAL | 4 |

Progress made in meeting CPH goals and objectives related to the recruitment and retention of minority students, faculty, and staff

The goals for achieving diversity and cultural competence were developed by the College's Diversity Committee, and then reviewed and endorsed by the Dean's Executive Committee (DEC) and the Dean and are listed below. The rationale for focusing on these particular diversity-related goals is to ensure consistency with the University's mission, strategic plan and other initiatives on diversity.

Goal 1: The proportion of African-American faculty and staff members meets or exceeds the proportion of African-Americans in Arkansas (15.6% based on the most recent census data) by January 2015.

Progress made: Twelve percent of CPH faculty are African-American, slightly below that of the general population of African-Americans in the state. An incentive program has been developed for department chairs to hire minority doctoral students, post-doctoral fellows and junior faculty. The percentage of African-American staff members is well above the state average.

Goal 2: The proportions of Hispanic/Latino faculty and staff members meet or exceed the proportion of Hispanic/Latino individuals in Arkansas (6.8% by most recent census) by January 2017.

Progress made: The percentage of Hispanic/Latino faculty is less than that of the Hispanic/Latino population of the state. An incentive program has been developed for department chairs to hire minority doctoral students, post-doctoral fellows and junior faculty. The CPH Hispanic/Latino staff is also less than that of the state's population.

Goal 3: The proportion of African-American students continues to meet or exceed the proportion of African-Americans in Arkansas (15.6% by most recent census) in all succeeding years.

Progress made: CPH African-American student enrollments (25% in Fall 2014 and 24% in Spring 2015) continue to be above the proportion of African-Americans in Arkansas' general population at last census.

Goal 4: The proportion of Hispanic/Latino students meets or exceeds the proportion of Hispanic/Latino individuals in Arkansas (6.8% by most recent census) by January 2017.

Progress made: Hispanic/Latino student enrollment at CPH (4% in Fall 2013 and Spring 2014) is steady, but below the 6.8% represented in the most recent census, in part because Hispanic/Latino students currently represent only 3.8% of all Arkansas undergraduate students (and only 43% of Hispanic/Latino students enrolled at the undergraduate level go on to graduate with an undergraduate degree), *Chronicle of Higher Education Almanac 2013-2014*.

New strategies or activities added to the coming year; indicators/benchmarks used to determine success in meeting any new objective

Recruitment strategy/method/activity for Goals 1 and 2: Incentive program for department chairs to hire minority doctoral students, post-doctoral fellows and junior faculty. A portion of indirect funds from the CPH's Arkansas Center on Health Disparities (ARCHD) is used for hiring incentives. A committee, the ARCHD Minority Recruitment Committee, was established to oversee the program.

The CPH Diversity Committee meets semi-annually to review progress and discuss strategies to strengthen efforts to recruit and retain minority students and faculty.

Date for achieving goal/objective: Fall 2020

Measurable outcome: Number and percentage of minority students, faculty and staff.

Timeline, budget, and methods used to assess and monitor progress:

Date for achieving goals/objectives: Fall 2020

Budget: Minority recruitment and retention is not a specific budget category, but is woven into the work of multiple departments in the College of Public Health. Therefore, a budget amount cannot be determined.

Methods used to access and monitor progress: Data are supplied by CPH Human Resources and the Office of Student Affairs. The committees noted above are charged with monitoring progress.

F. Graduate School

Graduate School staff and students

| Graduate School Student Enrollment Spring 2014-15 | | |
|--|--------|-----|
| | Number | % |
| Asian | 43 | 15 |
| Black or African American | 44 | 15 |
| Hispanics of any race | 3 | 1 |
| American Indian or Alaska Native | 2 | 1 |
| White | 183 | 64 |
| Unknown | 5 | 2 |
| Chose two or more | 5 | 2 |
| Total | 285 | 100 |
| | | |
| Female | 200 | |
| Male | 85 | |
| Total | 285 | 100 |

| Graduate School Staff 2014-15 | | |
|----------------------------------|--------|------|
| | Number | % |
| White | 3 | 100 |
| | | |
| Female | 3 | 100% |
| Male | 0 | 0% |

All graduate faculty have primary appointments in other colleges.

Progress made meeting institutional goals and strategies and activities for recruitment and retention

RECRUITMENT

The Graduate School has continued a number of initiatives to improve recruitment of students from underrepresented (UR) groups. The Associate Dean, Dr. Kristen Sterba, is responsible for initiatives aimed at recruitment and retention of graduate students. To accomplish this, the Graduate School was represented at numerous Career/Graduate Fairs. Some of the schools visited in the 2014-15 academic year included Harding University and the University of Arkansas at Pine Bluff. The Graduate School was also represented at the Society for the Advancement of Chicanos and Native Americans in Science conference and the Annual Biomedical Research Conference for Minority Students. The Graduate School also participated in the first annual UAMS Diversity Day which exposed undergraduates to UAMS programs. Ronald E. McNair Scholars interested in pursuing a doctoral degree in the biomedical sciences were contacted through the McNair Scholars Directory. Lastly, prospective students were identified using the Graduate Records Exam (GRE) Search Service.

The UAMS Graduate School sponsored the annual Career Day for Biomedical Sciences in October 2014 to introduce undergraduate and graduate students to the various science career options. At this event, speakers from a wide range of career options discuss the job description, advantages, disadvantages, salaries, and opportunities for advancement within each career track. Representatives from each Graduate School program were present to meet with students throughout the day. Students were also informed about the steps for applying to graduate school, with emphasis placed on the UAMS Graduate School, and are offered tours of the UAMS research facilities. UR students are a specific target audience for this program. Students and faculty from the following HBCU's were invited to Career Day 2014: Alcorn State University, Fisk University, Grambling State University, Jackson State University, Lane College, Philander Smith College, Tougaloo College and UAPB. Since 2008, this event has attracted 153 (32% of all undergraduate attendees) UR undergraduates.

UAMS INITIATIVE FOR MAXIMIZING STUDENT DEVELOPMENT PROGRAM

Dean McGehee serves as Co-Director with Dr. Billy Thomas, Vice Chancellor for Diversity and Inclusion, on an NIGMS R25 grant aimed at increasing the number of underrepresented minorities (URM) in the behavioral and biomedical sciences. Dr. Kristen Sterba serves as Co-Investigator (and Assistant Director). This grant, entitled The UAMS Initiative for Maximizing Student Development (IMSD) Program, was renewed in 2014 for 5 years with \$2.4 million in funding (04/01/2014-01/31/2019). Student participants are funded (stipend and tuition) by the IMSD Program for their first two years of graduate study in one of the seven biomedical science PhD programs. After two years, funding is provided by the graduate program or faculty mentor.

Students selected for the IMSD Program participate in an eight week summer transition program consisting of lectures on various biomedical topics, career and developmental seminars, and a summer research rotation prior to the fall of their first year. Students receive funding and academic credit during this transition program. Additional benefits of the IMSD Program includes a formal mentoring program, a seminar series featuring nationally recognized minority scientists, development of a competency-based academic portfolio, and group problem-solving sessions. Meetings are held with the students and the IMSD Leadership Team every 2 months to discuss student progress and development. To promote the program to prospective students, Dr. Sterba sends letters to McNair Scholars, Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U-STAR) Directors, SACNAS attendees, ABRCMS attendees, and additional UR students identified by the GRE Search Service. The program has been successful recruiting and retaining UR students. Of the 23 students who began the IMSD Program, 20 are still enrolled or are completing their doctorates in 2014-15. It is anticipated that 90% of IMSD program participants will complete their doctoral program.

UAMS SUMMER UNDERGRADUATE RESEARCH PROGRAM TO INCREASE DIVERSITY IN RESEARCH

Dean McGehee also serves as Co-PI with Dr. Billy Thomas on an R25 proposal from the NHLBI for a summer undergraduate research program to increase diversity in health related research (06/01/2011-05/30/2016). A competitive renewal for this grant was submitted in March 2015. This program's overall goal is to provide students with research, mentoring, and networking experiences; real life surgical observations; and simulated cardiovascular demonstrations to increase their interest in careers in cardiovascular, pulmonary and hematologic research. Three cohorts of students (34 total) have participated in the SURP during summer 2012, 2013, and 2014. Approximately 95% of participants are expected to complete their bachelor's degrees, with 75% continuing their education in a health profession or graduate program. The program has been successful. In the first 3 years, 100% have completed or are still enrolled in a bachelor's degree program. Of those that have graduated, 64% continued their education in a health profession or graduate program, but the students who have not continued on to a health profession or graduate program are either preparing to apply to a graduate/health profession program or still actively engaged in research.

ADDITIONAL ACTIVITIES

The Graduate School has also worked hard to retain graduate students in the various programs by providing student development activities and recognizing student achievements at student/faculty receptions. Students who have completed their PhD qualifying exams are recognized each fall at the annual Research Induction Ceremony. The Graduate Student Association also provides a number of opportunities for students to interact through intramural sports, social events, community service projects, and professional development seminars. These efforts are supported by the Graduate School. Finally, each program works with their graduate students to assist them throughout their academic career.

Timeline, budget, and evaluation

At the activities are evaluated for effectiveness. Recently a five-year plan was developed and the following goals were included.

1. Increase the number of UR applicants 25% by 2018.
2. Increase the number of graduate fairs attended from an average of 7 per year to 9 per year.
3. Continue to modify the IMSD program based on yearly evaluations.
4. Continue UAMS SURP to Increase Diversity in Research and modify program based on yearly evaluations.
5. Identify additional funding mechanisms that partner the Graduate School with the Center for Diversity Affairs.
6. Continue to support the Graduate Student Association.
7. Add one additional development seminar per year by 2017.

There is no separate budget for minority recruitment and retention. Many of the retention efforts are funded by the NIGMS IMSD grant described above. In addition, the Graduate School spends approximately \$4000 per year on travel (this includes exhibit booth costs) to conferences that have a significant number of underrepresented minority undergraduate students. These efforts will continue and will be reevaluated every year.

University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2015

The University of Arkansas at Monticello's Minority Recruitment and Retention Annual Report is presented herein. The updated Affirmative Action Plan reaffirms the University's commitment to providing educational and employment opportunities to all individuals.

I. STUDENTS

The University continued to offer campus programs and activities that enhanced the educational environment for minority students as well as supported retention efforts. The University continued its outreach and summer bridge programs for beginning students and pre-college enrichment as well as its concurrent enrollment program. The University also maintained its tutoring, counseling initiatives, and the peer mentoring program. Workshops regarding financial aid, job skills, time management, and other areas of student interest were held throughout the year. In the past year, E-Mentoring Workshops were held for students who were new to distance education courses via Blackboard as well as other electronic services for students. The Provost set committees of faculty and staff for different retention initiatives including committees for "The First Four Weeks," a retention committee.

Total minority population since 2010 has been approximately 36 percent: 2010, 35.1%; in 2011, 37.7%; 2012, 37.0%; 2013, 36.2% and in 2014, 35.5%. Since 2009, the African American population has held relatively steady from 30.8% of total student population to a high of 32.7% of student population in 2011. In 2014, however, the African American population declined to 27.3%; a decline of two straight years. It should be noted here that total student enrollment also declined from 2012-2014 by 91 total students. The Hispanic population has increased, albeit slowly since 2009 from 1.1% in 2009 to 3.4% in 2014. Other ethnic minorities have stayed relatively constant from 2009-2014. The number of students who identified themselves as having two or more ethnicities has continued to show a slight increase from 0.4% in 2009 to 1.9% in 2014.

Using Fall 2013 and Fall 2014 data provided by the Office of Institutional Research, the following table indicates changes in ethnic minority enrollment for the last two years.

| <u>Fall 2013 Headcount</u> | | <u>Fall 2014 Headcount</u> | |
|----------------------------|------|----------------------------|------|
| African American | 1117 | African American | 1051 |
| Hispanic | 130 | Hispanic | 130 |
| American Indian | 10 | American Indian | 17 |
| Asian | 19 | Asian | 23 |
| Non Resident Alien | 16 | Non-resident Alien | 17 |

| | | | |
|-------------|----|-------------|----|
| Unknown | 47 | Unknown | 54 |
| Two or more | 68 | Two or more | 72 |

A review of University baccalaureate major fields of study by ethnicity indicated that African-American enrollment was highest in the following areas: Psychology, Criminal Justice, the Bachelor of Business Administration, and Health and Physical Education-non-licensure. Hispanic enrollment was highest Biology, Bachelor of Business Administration, Criminal Justice, Music, and Nursing. It should be noted that for non-minority populations, General Studies, Nursing (BSN), and Business Administration were also some of the more popular major fields of study.

In the technical programs, minority enrollment was highest for African-Americans in the Associate of Applied Science in General Technology, Practical Nursing, Automotive Technology, and Early Childhood Education programs. The majority of Hispanic students in enrolled in technical students chose Practical Nursing or Electromechanical Instrumentation.

Minority and non-minority enrollment in pre-professional studies is no longer calculated due to changes in financial aid awards requiring that pre-professionals must declare a major in order to receive financial aid. No particular major showed a significant decline in any minority population from 2013 to 2014.

II. STUDENT AFFAIRS

Vice Chancellor Report

I. Minority Students' Special Interest Activities

A. African-American Step Shows

UAM sponsored four step shows hosted by African-American student organizations.

1. August 27, 2014, the Office of Student Programs and Activities hosted Meet the Greek. The NPHC organizations stepped individually and together. There were approximately 300 students, faculty, and staff in attendance.
2. October 11, 2014, Alpha Phi Alpha hosted a Homecoming Step Show students, faculty, staff, alumni, and guests were in attendance.
3. January 14, 2015, the Office of Student Programs and Activities hosted Meet the Greek. The organizations stepped individually and together. There were approximately 200 students, faculty, and staff in attendance.
4. March 11, 2015, the NPHC organizations hosted a Yard Show. Fraternities and sororities stepped together to stroll, stomp, and

communicate through dance. Approximately 60 students, faculty, staff, and guests were in attendance.

5. May 2, 2015, Kappa Alpha Psi hosted a Halftime Step Show for all Greeks to participate in during the Power 92 Jams basketball games at Drew Central High School.

B. Martin Luther King, Jr. Appreciation Program

1. January 20, 2015, 260 students, faculty, and staff attended a banquet styled dinner to honor Martin Luther King Jr. The Office of Student Programs and Activities created a power point presentation that played repetitively throughout the evening. UAM's chapter of Alpha Phi Alpha prepared a special presentation in honor of MLK being a member of the Alpha Phi Alpha Fraternity. Aramark prepared the meal featuring MLK's favorite dishes.

C. Black History Month

1. February 3, 2015, The Tunican Chapter of the Arkansas Archeological Society invited Dr. Blake Wintory, the assistant director of Lakeport Plantation, to the UAM campus. Mr. Wintory presented "From Mosaic Templars to Royal Circle of Friends: Identifying Arkansas's African American Fraternal Headstones."
2. February 9, 2015, the Office of Student Programs and Activities arranged for the showing of the movie "Beyond the Lights." 160 students, faculty, and staff attended our on campus movie night. Students were provided with popcorn, candy, and drinks.
3. February 26, 2015, the Office of Student Programs and Activities executed a Black History Month balloon release. Over 70 students, faculty, and staff received a balloon and listened to each of the Greek organizations present an African American historical figure. After, presentations were completed everyone proceeded to release of the balloons. All balloons and string were biodegradable. The balloons were red, black, green, and yellow in honor of Black History Month.

II. Minority Based Recognized Student Organizations

A. NPHC- National PanHellenic Council

The NPHC of the University of Arkansas at Monticello (UAM) is comprised of six African American fraternities and sororities; each

organization takes a week out of the year to celebrate their heritage, culture, and special traditions.

Fraternities:

1. Alpha Phi Alpha
2. Kappa Alpha Psi
3. Omega Psi Phi
4. Phi Beta Sigma

Sororities:

1. Delta Sigma Theta
2. Zeta Phi Beta

B. International Student Association

The Division of Student Affairs in conjunction with the Office of Admissions sponsored an International Culture Bazaar. This event exposes the UAM student body to the cultural traditions of our international students. Students from the following nations participated in the event:

1. Argentina
2. Africa
3. Bangladesh
4. Canada
5. Colombia
6. Iceland
7. Malaysia
8. Mexico
9. Nepal
10. Sweden

III. Individual Group Activities

A. Celebration Weeks

1. The groups identified below hosted their own celebration weeks to recognize their history, chartering and significance to the African-American Culture. All groups below had several events both on and off campus ranging from voter registration, social events, educational programs re: hazing, sexual abstinence, conflict resolution, community service programs, and award banquets.

Alpha Phi Alpha
Delta Sigma Theta
Kappa Alpha Psi
Omega Psi Phi
Phi Beta Sigma
Zeta Phi Beta

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2014-2015 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- UAM serves as a host international college for F-1 and M-1 VISA students through U. S. Immigration and Customs Enforcement on all three campuses.
- The International Club membership remained stable in 2014-2015, meeting monthly for lunch and community speakers. All international students were participants. International week was held, featuring international cuisine, and an international display placed in area middle schools. The Chancellor honored international students with a luncheon during the week. Community assistance was sought to provide international students with opportunities in the community. Four events resulted from this, at Pauline Baptist, Rotary International, and two recognition events at St. Mark's Catholic Church. In addition, international students volunteered in community English as Second Language classes. International students had the opportunity to visit area homes as guests for dinner on a regular basis. International students were provided with transportation for personal needs, as well as area social events.
- International brochures were updated to provide changes in Homeland Security requirements, area resources, travel information, and information on living needs in this area.
- Special Student Services reference material was provided to all academic units.
- Special Student Services brochures were updated to better educate the campus and provide information regarding services and resources.
- Ten minority recruitment fairs were attended in Arkansas.
- Recruitment/campus representation was available during area/regional programs and fairs.
- Recruitment presentations were offered to all high school seniors across the state, and in neighboring states.
- Recruitment opportunities were available at Dislocated Worker events throughout Arkansas.

- Information and representation was offered to the Single Parent Scholarship Committee in Drew County. The same was offered to any of the Southeast Arkansas counties.
- Scholarship opportunities were made available to all students, faculty, and staff. These included opportunities both on and off campus.
- The Office of Admissions attended all Articulation Workshops in Arkansas. There, counselors were given information regarding UAM. Regional Articulation workshops were also attended in Mississippi and Louisiana and Texas.
- The Office of Admissions attended all College Planning Programs. This allowed high school students and parents the opportunity to visit with an admissions officer. Likewise, these were attended in identified regions of Louisiana, Mississippi, and Texas.
- Two Weevil Welcome Days and a fall Senior Visitation Day were held for high school seniors and parents. These allowed them to learn about admission, scholarships, academic areas, programs, activities, residence life, financial aid, athletics and other services offered on the UAM campuses.
- An admissions representative provided materials to all work force sites.
- Regional libraries were provided with UAM information, including contact cards for interested visitors.
- Website information regarding admission, scholarships, special student services, visitation days, international services, programs, activities, and general university information was updated regularly.
- Live Chat sessions were offered monthly, which allowed anyone the chance to “chat” live with a representative from the Office of Admissions.
- The Ambassadors provided 32 phone nights, where prospective students were contacted. The Ambassadors also provided follow-up emails and social media contacts to these students.
- The Office of Admissions accepted invitations to high school awards programs to present students with scholarship awards. This also allowed those interested in the campuses to visit with an admissions officer.
- Any high school in Arkansas and some surrounding states was offered visits for prospective students and parents.
- Prospective student contact information was provided to areas on campus, when students requested information.
- Scholarship opportunities were offered to pageants across the state, when requested.
- Science fair and art fair scholarship opportunities were offered for any students who participated and met the criteria.

- All Arkansas two-year school transfer fairs were attended. Scholarship opportunities for transfer students were discussed and provided. Some out of state transfer fairs were also attended.
- EAST scholarship opportunities were made available to all interested students.
- Institutional/private scholarship information was made available throughout the state and neighboring states.
- Any off campus scholarship information was released to all students, faculty and staff.
- Extensive marketing of campus opportunities was provided through billboards, radio announcements, newspaper releases, movie theatres, commercials, and social media.

III. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students. The following schedule shows the number of students awarded aid for the Fall 2013 through Summer 2014.

| 2013-14 Aid by Ethnicity | | | | |
|---------------------------------|----------------------------------|--------------|-----------------|-------------------|
| | Unduplicated Students | White | Minority | Unreported |
| Loans | 2,225 | 1,094 | 1,114 | 17 |
| Scholarships | 1,968 | 1,291 | 659 | 18 |
| Federal WS | 215 | 122 | 92 | 1 |
| Institutional WS | 383 | 304 | 79 | 0 |
| All Grants | 2,293 | 1,095 | 1,184 | 14 |
| Pell Grants | 2,278 | 1,088 | 1,176 | 14 |
| SEOG | 192 | 84 | 108 | 0 |
| Career Pathways | 57 | 18 | 39 | 0 |

The unduplicated student listing represents the number of students that received some type of award within the category. A listing of all available scholarships is provided in the University's online catalog.

FACULTY AND STAFF

Recruitment and retention of a diverse faculty and professional staff were basic expectations in all searches to fill job openings. The University advertised, as needed, in newspapers and periodicals that target minority groups. Also, internet advertisements were used to target a wide ethnically diverse population.

During the 2013-14 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2014, the percentage of minorities employed on a full-time basis was as follows:

| | |
|----------------|--------|
| Non-Classified | 18.81% |
| Classified | 23.61% |
| Faculty | 9.86% |

As of June 30, 2014, the University hired the following percentage of minorities in full-time positions during the 2013-14 fiscal year:

| | |
|----------------|-----|
| Non-Classified | 13% |
| Classified | 25% |

UAM COLLEGE OF TECHNOLOGY-CROSSETT

The staff and faculty of the UAM College of Technology-Crossett (UAM-CTC) are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the University which includes UAM-CTC. The following report includes data and activities that extend beyond the University's report and is specific to UAM-CTC.

The ethnic enrollment for the UAM-CTC campus for college credit-hour students during the period of July 1, 2014, through May 6, 2015, (excluding the Summer I term) is provided below in comparison with the previous year's statistics:

| UAM-CTC Students Ethnicity | 2013-2014 | 2014-2015 |
|---------------------------------------|------------------|------------------|
| Asian | 4 .6% | 1 .25% |

| | | | | |
|-----------------------|-----|-------|-----|--------|
| Black/African America | 213 | 34.3% | 145 | 34.5% |
| Hispanic/Latino | 20 | 3.2% | 13 | 3.10% |
| White/Caucasian | 364 | 58.6% | 250 | 59.50% |
| American Indian | 2 | .3% | 0 | 0.00% |
| Two or more races | 11 | 1.8% | 1 | .25% |
| Non Resident Alien | 1 | .2% | 7 | 1.70% |
| Other | 5 | .8% | 2 | .50% |
| Hawaiian | 1 | .2% | 1 | .25% |
| Total Students | 621 | 100% | 420 | 100% |

The ethnic enrollment for the UAM-CTC campus for non-credit Adult Education students during the period of July 1, 2014, through April 30, 2015, (most recent data) is provided below in comparison with the previous year's statistics:

| Adult Education Program Ethnicity | 2013-2014 | | 2014-2015 | |
|--|-----------|--------|-----------|-------|
| Asian | 2 | .9% | 2 | 1.2% |
| Black/African America | 83 | 36.4% | 43 | 25.1% |
| Hispanic/Latino | 38 | 16.7% | 28 | 16.4% |
| White/Caucasian | 104 | 45.6% | 97 | 56.7% |
| Two or more races | 0 | 0% | 1 | .6% |
| Native Hawaiian or Other Pacific Islander | 1 | .4% | 0 | 0 |
| Total Students | 228 | 100.0% | 171 | 100% |

Recruitment and Retention of Students

The UAM-CTC campus exercises a policy of equal educational opportunity in keeping with the University. All applicants for admission are considered solely on the basis of individual qualifications. Activities beyond the University's role and specific to the Crossett campus that are indicative of the campus' professional staff and faculty commitment to maintaining diversity of student enrollment and increasing retention are:

- Implementing a Technical Orientation course for students with an ACT score below 14 that are enrolling in technical programs,
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,
- Utilizing the campus' new electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations,
- Recognizing Black and Hispanic holidays through bulletin board presentations and displays,

- Monitoring the attendance and academic performance of all students and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals,
- Developing campus advertisements, promotions, and flyers that have multi-racial and gender representation,
- Providing tutoring services to assist students and increasing academic retention (targeting first-generation college students who are low-income and/or who are disabled),
- Utilizing DVDs relative to civil rights for student instruction and class discussion to understand all perspectives on racial injustices,
- Recruiting Hispanic students for ESL (English as a Second Language) classes,
- Arranging interpreters for Hispanic students taking non-credit courses such as electrical apprenticeship and industrial safety classes, and
- Administering a Career Pathways Initiative program through a grant which provides academic and financial assistance to eligible populations composed of the following ethnicity.

| Career Pathways Ethnicity | 2013-2014 | | 2014-2015 | |
|------------------------------|-----------|------|-----------|------|
| Asian | 0 | 0% | 0 | 0% |
| Black/African America | 44 | 61% | 21 | 40% |
| Hispanic/Latino | 3 | 4% | 5 | 9% |
| White/Caucasian | 25 | 35% | 27 | 51% |
| Other | 0 | 0 | 0 | 0% |
| Total Students | 72 | 100% | 53 | 100% |

UAM COLLEGE OF TECHNOLOGY-MCGEHEE

The UAM CTM Advisory Board, Program Advisory Committees, staff, faculty and students are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the university which includes UAM CTM. The following report includes data and activities that extends beyond the university's report and is specific to UAM CTM.

The McGehee campus, during the past academic year, had a minority student body of approximately 60% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for

July 1, 2014 through census of spring 2015; 509 total students with 309 being minority as follows:

UAM-CTM Students 2014-15

| | | |
|---------------------------|-----|--------|
| Asian | 0 | 0.00% |
| Black | 279 | 54.81% |
| Hispanic | 22 | 4.32% |
| White | 200 | 39.29% |
| American Indian | 3 | 0.59% |
| Hawaiian | 0 | 0.00% |
| Two or More Races | 4 | 0.79% |
| Non-Resident Alien | 1 | 0.20% |
| Unknown | 0 | 0.00% |

| | |
|--------------|-----|
| Total | 509 |
|--------------|-----|

The campus seeks special interest in recruiting minority students, faculty, and staff; however, the campus also wants the most qualified employees. The campus continuously seeks to recruit minorities for its faculty and staff positions. The Vice Chancellor for the campus is minority (African American). The minority representation of the faculty and staff is as follows: Emergency Medical Technology Instructor/Director – Asian or Pacific. We also have other staff members that are minority, all are African American: School Counselor, Information Technology Director, Director of Career Pathways, Human Resource Specialist, an Administrative Specialist II, and a maintenance assistant.

Recruitment and Retention of Students

The UAM CTM campus exercises a policy of equal educational opportunity. All applicants for admission are considered solely on the basis of individual qualifications. Activities supportive of a professional staff and faculty committed to maintaining diversity of student enrollment and increasing retention beyond that of the university include the following:

- The development of campus advertisements, promotions, and flyers.
- The development of tutoring services to assist students academically to aid in student retention.
- The Adult Education Program is non-credit instruction. The number of students served in the program was 51 % minority (123/209 students) for Desha County, 47% minority (47/99 students) for Lincoln County, 45% minority (81/181 students) for Ashley County. All Adult Education Programs incorporated lessons across the curriculum that highlighted Native Americans in November, Black History month in January, and biographical readings covering various minority leaders. The lessons covered the content areas of reading, social studies, science,

and writing. Videos, essay writing, and additional content readings were some of the activities in which the students participated.

- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. The Adult Education website has a Spanish link and brochures in Spanish are also available.
- The utilization of the Career Pathways Initiative program provides tutoring and financial aid resources and contributes to the recruitment and retention of students. The percentage of minority students served FY15 through this program is approximately 83% (41 minorities out of a total of 49 students).
- Implementing a Technical Orientation course for students with an ACT score below 14 that are enrolling in technical programs,
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,

Because of its location, and the minority population, the campus is afforded the opportunity to serve minority students and provide much-needed educational opportunities for the area.

Appendixes

UAM Student Major/Ethnicity Report
Employee Report

EMPLOYEE REPORT
(Act 426 of 1993)
For Period Ending 06/30/15

University of Arkansas at Monticello

Payroll Number (UAM Agency code): 155

| CATEGORY | NUMBER | PERCENTAGE |
|----------------------------------|--------|------------|
| Total Female Employees | 355 | 59.9% |
| Total Male Employees | 238 | 40.1% |
| TOTAL EMPLOYEES | 593 | 100.0% |
| | | |
| Total Asian Employees | 9 | 1.5% |
| Total African American Employees | 97 | 16.3% |
| Total Caucasian Employees | 460 | 77.6% |
| Total Hispanic Employees | 11 | 1.9% |
| Total American Indian Employees | 4 | 0.7% |
| Total Unreported | 12 | 2.0% |
| | | |
| TOTAL EMPLOYEES | 593 | 100.0% |

| CATEGORY | NUMBER | PERCENTAGE |
|----------------------------------|--------|------------|
| Total Female Employees | 74 | 51.4% |
| Total Male Employees | 70 | 48.6% |
| TOTAL FACULTY | 144 | 100.0% |
| | | |
| Total Asian Employees | 6 | 4.2% |
| Total African American Employees | 6 | 4.2% |
| Total Caucasian Employees | 128 | 88.8% |
| Total Hispanic Employees | 1 | 0.7% |
| Total Unreported | 3 | 2.1% |
| | | |
| TOTAL FACULTY | 144 | 100.0% |

UNIVERSITY OF ARKANSAS AT MONTICELLO Enrollment by Major/Ethnicity 2012-2013

| | 2012 | | | | | | | | | 2013 | | | | | | | | | 2014 | | | | | | | | |
|---------------------------------|------|-----|----|---|---|---|---|---|------------------|------|----|----|---|---|---|---|---|------------------|------|----|----|---|---|---|---|---|------------------|
| Ethnic Origin | W | B | H | I | A | N | X | U | 2/more ethnicity | W | B | H | I | A | N | X | U | 2/more ethnicity | W | B | H | I | A | N | X | U | 2/more ethnicity |
| 5-6 Grade Endorse Tch Lic-Grad | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AAS General Tech. | 49 | 79 | 2 | 2 | | | | | | 40 | 67 | 1 | 1 | | | 1 | | | 22 | 59 | 3 | | | | | | |
| AAS Industrial Tech Major | 8 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accounting | 46 | 19 | 3 | | | | | | 1 | 52 | 16 | 3 | | | | | | 1 | 56 | 14 | 4 | | | | | 1 | 2 |
| Agriculture | 79 | 2 | 1 | | | | | | | 119 | 5 | 1 | | | | | 1 | 1 | 126 | 8 | 2 | | | | | | 2 |
| Allied Health | 26 | 20 | 2 | | 1 | | | | | 19 | 9 | | | 1 | | | | | | | | | | | | | |
| Applied Sciences (B.A.S.) | 4 | 14 | 1 | | | | | | | 10 | 12 | 1 | | | | | | | 12 | 15 | | | | | 1 | | |
| Art | 22 | 5 | 1 | | | | | | | 20 | 3 | 1 | | | | | 1 | 1 | 18 | 3 | 1 | | | | | 1 | |
| Associate of Arts | 25 | 22 | 1 | | | | | | | 19 | 11 | | | | | | | | 144 | 62 | 5 | | 2 | | | 8 | 10 |
| Biology | 50 | 9 | 1 | | 1 | 1 | | | 1 | 41 | 7 | 2 | | | 1 | | | | 75 | 15 | 7 | 1 | | | | 1 | 1 |
| Business Administration | 85 | 60 | 6 | | | 3 | | | 5 | 88 | 40 | 3 | | | 6 | | | 1 | 86 | 41 | 4 | | 1 | 4 | | 3 | 1 |
| Chemistry | 14 | 2 | 1 | | | | | | | 17 | 4 | 1 | | | | | | 2 | 44 | 4 | | | | | | | 1 |
| Computer Information Sys. (ADC) | 2 | | | | | | | | | | | | | | | | 1 | | 2 | | | | | | | | |
| Computer Information Sys. (BS) | 59 | 23 | 2 | | 1 | | | | 2 | 60 | 23 | 1 | | 1 | | | | | 65 | 27 | 4 | | 1 | | | 2 | 7 |
| Communication (Speech) | 7 | 6 | 1 | | | | | | 1 | 12 | 6 | 1 | | | | | | | 13 | 11 | 2 | | | | | | 1 |
| Crime Scene Investigation | | 1 | | | | | | | | | 1 | | | | | | | | | | | | | | | | |
| Criminal Justice | 44 | 71 | 4 | | | | | | 4 | 47 | 58 | 11 | 2 | 1 | | | | 4 | 41 | 58 | 10 | | 1 | | 1 | 1 | 3 |
| Cro-Admin Office Tech | 11 | 9 | 1 | | | | | | | 10 | 10 | | | | | | | | 9 | 3 | | | | | | | |
| Cro-Child Dev. Asso. | | | | | | | | | | | 2 | | | | | | | | | 3 | | | | | | | |
| Cro-Computer Main/Ntwkg | 6 | 1 | | | | | | | | 5 | 2 | | | | | | | 1 | 2 | 2 | | | | | | | |
| Cro-Early Childhood Ed (TC) | 7 | 25 | 1 | | | | 1 | | | 10 | 34 | 1 | | | | | | | 8 | 27 | 1 | | | | | | 1 |
| Cro-Electromech Instrument | 32 | 3 | 3 | | | | | | | 12 | | 2 | | | | | | | | | | | | | | | |
| Cro-Electromech Technology | | 7 | | | | | | | | 43 | 3 | 3 | | | | | | 3 | | | | | | | | | |
| Cro-Electromech Tec Inst (AdC) | 8 | 3 | | | | | | | | | | | | | | | | 19 | | 1 | | | | | | | 2 |
| Cro-EMT Paramedic | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cro-Health Info Tech (TC) | | | | | | | | | | | | | | | | | | | 2 | 9 | 1 | | | | | | |
| Cro- Health Profession (TC) | | 1 | | | | | | | | | | | | | | | | | 1 | | | | | | | | |
| Cro- Hospitality Services (TC) | 1 | 8 | | | | | | | | 2 | 7 | | | | | | | | 3 | 10 | | | | | | | |
| Cro-Ind Tech | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Industrial Tech Major (AAS) | | | | | | | | | | 8 | 3 | | | | | | 1 | | 5 | | | | | | | | |
| Cro-Industrial Equip Rpr | 3 | | | | | | | | | 2 | | | | | | | | | 5 | 1 | 1 | | | | | | 1 |
| Cro-Nursing Assistant | 2 | 1 | | | | | | | | | | | | | 1 | | | | 3 | 1 | | | | | | | |
| Cro- Office Support (CP) | | | | | | | | | | | | | | | | | | | 2 | | | | | 1 | | | |
| Cro-Practical Nursing | 53 | 19 | 3 | | 1 | | | | | 42 | 35 | 3 | | 1 | | | | | 40 | 24 | 3 | | | | | | |
| Cro-Health Inform. (TC) | 6 | 1 | | | 1 | | | | | 6 | 5 | | | | | | | | | | | | | | | | |
| Cro-Health Office Skills (CP) | | | | | | | | | | 1 | | | | | | | | | | 1 | | | | | | | |
| Cro-Welding | 12 | 7 | 1 | | | | | | | 8 | 9 | | | | | | | | | | | | | | | | |
| Cro- Welding Technology (CP) | | | | | | | | | | | | | | | | | | | 1 | | | | | | | | |
| Cro-Welding Technology (TC) | | | | | | | | | | | | | | | | | | | 12 | 7 | 2 | | | | | | |
| Cro-Correct Law Enforce (CP) | 3 | 5 | | | | | | | | 1 | | | | | | | | | | | | | | | | | |
| Correct Law Enforce (TC) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood P-4 | 110 | 45 | 2 | | | | | | 1 | 107 | 33 | 2 | | | | | 1 | | | | | | | | | | |
| English | 41 | 2 | | | | | | | 1 | 38 | 2 | 1 | | | | | | | 43 | | | | 2 | | | | |
| Forestry | 19 | | | | | | | | | 11 | | | | | | | | | 82 | 5 | | 1 | 1 | | | | |
| General Studies (BGS) | 200 | 113 | 14 | | | 1 | | | 13 | 17 | 18 | 2 | | | | | 1 | 3 | 21 | 18 | 1 | | | | | | 2 |

| Fall | 2012 | | | | | | | | | 2013 | | | | | | | | | | | | | | | | | |
|--------------------------------|------|----|---|---|---|---|---|---|------------------|------|----|---|---|---|---|---|---|------------------|----|----|---|---|---|---|---|---|------------------|
| Ethnic Origin | W | B | H | I | A | N | X | U | 2/more ethnicity | W | B | H | I | A | N | X | U | 2/more ethnicity | W | B | H | I | A | N | X | U | 2/more ethnicity |
| Grad-Course Taker | 3 | | | | | | | | | 1 | | | | | | | | | | | | | | | | | |
| Grad- Forestry | 12 | | 1 | 1 | | 1 | | | 1 | 10 | | 2 | 1 | 1 | | | | 1 | | | | | | | | | |
| BS Teaching and Learning | 26 | 9 | | 1 | | | | | | 20 | 5 | | 1 | | | | | | | | | | | | | | |
| H & PE Exercise Sci. Maj (BS) | 32 | 31 | 3 | | | 1 | | 1 | 1 | 29 | 33 | 1 | | 1 | | 1 | 2 | 2 | 22 | 26 | | | | | | 1 | 2 |
| Health & PE | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MPEC Phys Ed and Coaching | 9 | 4 | | | | | | | 1 | 10 | 2 | | | | | | | | | | | | | | | | |
| History | 26 | 3 | | | | | | | | 28 | 5 | | | | 1 | | | | 32 | 3 | 1 | | | 1 | | | |
| HPE Grades P-12 Maj. (BS) | 9 | | 1 | | | | | | | 12 | 1 | 1 | | | | | | | 8 | | 1 | | | | | | |
| HPE/BS/N | 18 | 24 | 1 | | 1 | | | | 1 | 12 | 17 | | | | | | | | | | | | | | | | |
| HPE Non-Licensure Maj (BA) | 17 | 15 | | | | | | | | 14 | 13 | | | | | | | 1 | 18 | 10 | | | | | | | 1 |
| HPE Non-Licensure Maj (BS) | 9 | 4 | | | | | | | 1 | 10 | | | | | | | | | 14 | 16 | | | | | 1 | | 1 |
| HPE Non-Licensure Major (Und) | | | | | | | | | | | | | | | | | | | 3 | 7 | | | | | | | |
| Land Surveying Technology | 4 | 1 | | | | | | | 1 | 3 | | | | | | | 1 | 1 | 3 | | | | | | | | 1 |
| Law Enforce. Adm. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master of Arts Teaching (MAT) | 43 | 4 | | | | | | | | 69 | 3 | 2 | | 1 | | | 2 | 2 | 65 | 11 | 3 | 3 | | | | 2 | 1 |
| Education (M.Ed) | 41 | 2 | | | | | | | | 15 | 4 | | | | | | | | 22 | 2 | | | | | | | |
| Masters of Ed-Leadership (MED) | 6 | 3 | | 1 | | | | | 1 | 9 | 3 | | | | | | | 1 | 15 | | | | 2 | | | | |
| Masters of Fine Arts (MFA) | | | | | | | | | | 7 | | | 1 | | | | 3 | | 8 | | 1 | | | | | 3 | 1 |
| Math | 11 | 5 | 2 | | 1 | | | | 1 | 7 | 1 | | | | | | | | 23 | 5 | | | | 1 | 3 | | |
| McG-Admin Office Tech | 3 | 13 | 2 | | | | | | | 4 | 19 | 1 | | | | | | | 3 | 11 | 1 | | | | | | |
| McG-Automotive Tech (TC) | | | | | | | | | | | | | | | | | | | 1 | 7 | 3 | | | | | 1 | |
| McG-Basic EMT | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| McG-Childhood Dev. Assoc. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| McG-Correct Law Enforce (TC) | | 3 | | | | | | | | | 1 | | | | | | | | | | | | | | | | |
| McG-Early Childhood | 16 | 49 | 1 | | | | | 1 | | 14 | 43 | | | | | | | | 13 | 44 | 2 | | | | | 1 | |
| MCG- EMT Basic (CP) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| McG-EMT Paramedic | 20 | 5 | | | | | | | | | | | | | | | | | 15 | 11 | | | | | | | |
| Mc-G Health Info Tech (TC) | | | | | | | | | | | | | | | | | | | 6 | 16 | 1 | | | | | | |
| McG-Heavy Equipment | 5 | 14 | 1 | | | | | | | 5 | 17 | | | | | | | | 8 | 7 | | 1 | | | | | |
| McG-Hospitality Services(CP) | | 2 | | | | | | | | | 2 | | | | | | | | | | | | | | | | |
| McG-Hospitality Services (TC) | | 35 | | | | | | | | | 33 | | | | | | | | 2 | 31 | | | | | | | |
| McG-Nursing Assistant (CP) | | 1 | | | | | | | | | | | | | | | | | | 1 | | | | | | | |
| McG-Health Office Skills(CP) | | 2 | | | | | | | | 1 | | | | | | | | | | | | | | | | | |
| McG - Office Support (CP) | | 1 | | | | | | | | | 1 | | | | | | | 2 | 2 | | | | | | | | |
| McG- Health Professions (TC) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| McG-Practical Nursing TC (TC) | | | | | | | | | | 25 | 34 | 2 | | | | | 1 | 1 | 26 | 36 | 1 | | | | | 1 | |
| McG-Practical Nursing | 38 | 45 | 3 | | | | 1 | | | | | | | | | | | | | | | | | | | | |
| McG-Pratical Nursing AAS(TC) | 1 | | | | | | | | 1 | 3 | 3 | 1 | | | | | | | 4 | 5 | 1 | | | | | | 1 |
| McG-Pend. Pract Nurs AAS(TC) | 2 | 2 | | | | | | | | 1 | 5 | | | | | | | 1 | 2 | 1 | | | | | | | |
| McG-TC Health Info Tech | 7 | 26 | | | | | | | | 8 | 19 | 1 | | | | | | | 6 | 16 | 1 | | | | | | |
| McG-Welding | 2 | 21 | | | | 1 | | | | 5 | 21 | 1 | | | | | | | | | | | | | | | |
| McG -Welding Technology (CP) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| McG- Welding Technology (TC) | | | | | | | | | | | | | | | | | | | 4 | 10 | | | | 1 | | 1 | |
| Middle Level | 28 | 9 | | | | | | | 2 | 29 | 6 | 2 | | | | | | 2 | 26 | 7 | 1 | | | | | | 1 |
| Modern Languages Major (BA) | 10 | 1 | 3 | | | | | | | 8 | 3 | 4 | | | | | | | 6 | 1 | 2 | | | | | | |

[illegible]

| Ethnic Origin | W | B | H | I | A | N | X | U | 2/more ethnicity | W | B | H | I | A | N | X | U | 2/more ethnicity | W | B | H | I | A | N | X | U | 2/more ethnicity |
|------------------------------|------|------|-----|---|----|----|---|---|------------------|------|----|----|---|---|---|---|---|------------------|-----|----|----|---|----|---|---|----|------------------|
| Pending HPE Grades P-12(BS) | 21 | 23 | | | | | 1 | | 2 | 21 | 30 | | | | | 1 | | 2 | 34 | 25 | 1 | | | | | 1 | 2 |
| Pend. MPEC Phys Ed&Coach | 1 | 1 | | | | | | | | | 1 | | | | | | | | | | | | | | | | |
| Pend. K-6 Elementary Ed (BA) | | | | | | | | | | | | | | | | | | | 32 | 15 | 2 | | 1 | | | 1 | 1 |
| Pend. Social Work Major(BSW) | 10 | 30 | 1 | | | | | | 2 | 14 | 5 | 1 | | | | | | | 14 | 26 | | | | | 1 | | 3 |
| Political Science | 11 | 4 | | | | | | | | 9 | 4 | | 1 | | | | | | 9 | 8 | 1 | | | | | | |
| Pre Law | 2 | 1 | 1 | | | | | | | 2 | 2 | 1 | | | | | | | | | | | | | | | |
| Pre Medicine | 19 | 12 | | | | | | | 2 | 20 | 8 | | | 1 | | | | | | | | | | | | | |
| Pre Pharmacy | 23 | 3 | | | | | | | | 21 | 2 | | | | | | | 1 | | | | | | | | | |
| Pre Veterinary | 10 | 3 | 1 | | | | | | 2 | 11 | | | | | | | | 1 | | | | | | | | | |
| Pre-Engineering | 6 | 5 | | | | 1 | | | | 5 | 3 | | | | 3 | | | | | | | | | | | | |
| Psychology | 54 | 28 | 1 | | | | | | 2 | 42 | 33 | 4 | | | | 1 | | 1 | 52 | 43 | 6 | | | | | 2 | 5 |
| RN to BSN (BSN) | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | |
| Social Work | 21 | 11 | | 1 | | | | | | 9 | 20 | 1 | | | | | 1 | 1 | 2 | 1 | 1 | | | | | | |
| Spatial Info. Systems | 13 | | | | | 1 | | | | 14 | | | | | 1 | | | | 8 | | | | | 1 | | | |
| TCH Licensure | 2 | | | | | | | | | 1 | | | | | | | | | | | | | | | | | |
| Teaching & Learning | | | | | | | | | | | | | | | | | | | 9 | 2 | | 1 | | | | | |
| Wildlife Management | 13 | | | | | | | | | 10 | | | | | | | | | 1 | | | | | | | | |
| Prefreshman | 499 | 70 | 23 | 1 | 2 | | | 5 | 9 | 548 | 73 | 21 | 1 | 9 | | | 8 | 6 | 593 | 95 | 19 | 7 | 10 | 1 | 1 | 10 | 8 |
| SPED K-12 Endorsement | | | | | | | | | | | | | | | | | | | 1 | | | | | | | | |
| SPED 4-12 Inst. Spec (GC) | 2 | | | | | | | | | 2 | | | | | | | | | 2 | | | | | | | | |
| SPED 4-12 Inst. Spec-Licens | 2 | 1 | | | | | | | | 3 | | | | | | | | | 3 | | | | | | | | |
| SPED P-4 Instruct Spec (GC) | 3 | | | | | | | | | 2 | 1 | | | | | | | | 2 | | | | | | | | |
| SPED P-4 Instruct Spec Licen | 1 | 1 | | | | | | | | 1 | 1 | | | | | | | | 2 | | | | | | | | |
| Speech Comm. Major (BA) | 9 | 4 | 1 | | | | | | | 3 | 2 | | | | | | | | 3 | | | | | | | | |
| Teacher Licensure | | | | | | | | | | | | | | | | | | | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Takers | 19 | 4 | | | 1 | 2 | | | | 11 | 2 | | | | | 2 | | | 10 | 2 | | | | 2 | | 1 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 2012 | | | | | | | | | 2013 | | | | | | | | | | | | | | | | | |
| Ethnic Origin | W | B | H | I | A | N | X | U | 2/more ethnicity | W | B | H | I | A | N | X | U | 2/more ethnicity | W | B | H | I | A | N | X | U | 2/more ethnicity |
| TOTALS | 2452 | 1264 | 122 | 8 | 11 | 14 | 3 | 9 | 62 | | | | | | | | | | | | | | | | | | |

| |
|----------------------|
| W=White |
| N=Non resident alien |
| I=American Indian |
| H=Hispanic |
| B=Black |
| A=Asian |
| X=Hawaiian |
| U=Unknown |
| 2 or more |

University of Arkansas at Monticello
Minority Recruitment and Retention Five-Year Plan
July 1, 2014 – June 30, 2019

I INTRODUCTION

The University of Arkansas at Monticello's Minority Retention Plan as mandated by Act 1091 of 1999 (ACA 6-61-122) is prepared on a continuing basis for future five-year periods. The institution shall annually prepare a progress report.

The University of Arkansas at Monticello (UAM) has an Affirmative Action Plan that addresses the University's commitment to the recruitment of minority students, faculty, and staff. The plan, in addition to recruitment, also forms the initial foundation for retention.

II COMMITMENT AND OBJECTIVES

The University administration provides vision, energy, and leadership in which minority students, faculty, and staff are supported, welcomed, and assimilated with the University's academic and social life. The University is committed to the provision of an environment that meets the needs of minority students, faculty, and staff and promotes success and fosters initiatives for a harmonious and hospitable climate which facilitates learning and work. The University welcomes the exchange of differing opinions and ideas through a positive and supportive atmosphere that allows people to express and evaluate different points of view and form separate opinions. The University is supportive of initiatives and strategies that prepare students to live and work in a multicultural and global society.

Act 1091 of 1999 indicates that ethnic minority refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans. To that end, the University and its schools, divisions, and other units are committed to achieving diversity among its students, faculty, and staff through various recruitment and retention activities. Furthermore, it is the belief of the University that diversity and diversity initiatives enhance and benefit all students, faculty, and staff. The University is fully committed to constructing policies, practices, curricula, and campus climates to capitalize on the synergism that emerges from diverse faculty, staff, and students.

III STRATEGIES AND INITIATIVES

A. *Students*

1. *Identify and increase the undergraduate applicant pool:*

- ❖ On-campus visits of prospective minority students.
- ❖ Activities to increase enrollment of minority students and support for African-American alumni.

- ❖ Provide a welcoming social environment for minority students.
 - ❖ Develop a network of minority alumni as a recruiting resource.
 - ❖ Develop a network of contacts of current students and alumni to identify potential applicants and serve as a local resource.
2. Provide academic, programmatic, and faculty support for admitted students:
- ❖ Academic units and departments will implement the UAM Affirmative Action Plan in the recruitment and retention of students.
 - ❖ UAM is an equal opportunity employer. All applicants for admission will be considered on the basis of individual qualifications. All available student scholarships, grants, loans, and job opportunities will be distributed without regard to an applicant's race, color, religion, creed, gender, ethnic or national origin, disability, age, or veteran status.
 - ❖ The academic unit heads will ensure that all students receive academic advising and mentoring from faculty in their schools/divisions. Where appropriate, faculty advisors will refer students to the Office of Student Affairs for other support services, e.g., counseling, testing, tutoring, etc. The schools and divisions will continue to provide quality developmental (remedial) and college-level courses to meet the needs of a diverse student population.
 - ❖ The Office of Academic Affairs will continue to partner with the Office of Student Affairs to promote an educational and social atmosphere on campus conducive to the educational, social, and psychological well-being of all students. This objective will also ensure that minority students are encouraged to be equal partners in all institutional activities and programs.
 - ❖ Enhance campus-wide efforts to retain minority students.
 - ❖ Offer time management, study and test taking skills, and stress management workshops for minority students.
 - ❖ Provide support through the Career Services that includes information for students regarding career goals and job opportunities.
 - ❖ Foster departmental/faculty efforts to recruit minority students.
 - ❖ Encourage coordination between the Office of Student Affairs and minority students.
 - ❖ Coordinate and evaluate tutorial programs.
 - ❖ Support faculty in preparation of a NSF (National Science Foundation) grant for minority student research.

3. Develop and implement social and cultural recruitment, orientation, and welcoming activities:
 - ❖ Increase recruitment advertisement efforts through commercials, radio announcements, movie theatres, billboards, social media.
 - ❖ Conduct orientation for new students regarding financial aid, student organizations, student life, and diversity resources.
 - ❖ Assign admitted students peer advisors if needed.
 - ❖ Strengthen the use of current UAM students to promote and attract prospective minority students.
 - ❖ Use student organizations and University resources to host minority students and to visit high schools.
 - ❖ Provide parents of prospective minority students with information about UAM.
 - ❖ Educate minority students and parents about the University's wide course offerings, degree and certificate programs, including options and opportunities for careers.
 - ❖ Utilize alumni and parents of UAM graduates to assist in recruiting efforts through special programs, letters, and events.
4. Financial aid and funding issues
 - ❖ Ensure and promote efforts to provide financial assistance to minority students.
 - ❖ Provide financial support on a non-discriminatory basis.
 - ❖ Provide a list of potential scholarships to minority students.
5. Coordinate and enhance the use of existing academic and cultural resources to promote University-wide diversity programs.
 - ❖ Coordinate and evaluate special education programs.
 - ❖ Coordinate and encourage academic departments to participate in events designed to help minority students adjust to college life at UAM.
 - ❖ Encourage departments to establish and promote recruitment goals.
6. Outreach

- ❖ Continue to develop linkages between the University and area public school systems.
- ❖ Conduct minority student outreach visits.
- ❖ Continue to develop outreach materials and web sites on programs, funding opportunities, and University and community resources.

B. Faculty and Staff

- ❖ Increase minority faculty/staff outreach and recruiting
- ❖ Units and departments at UAM will implement UAM's Affirmative Action Plan, including advertising for diverse minority candidates and ultimately pursuing efforts to hire more minority faculty and staff.
- ❖ After minority faculty are hired, each dean, chair, and unit head will be responsible for implementing efforts to enhance the success of each minority faculty or staff member. These efforts will include a professional development program which revolves around UAM's published and practiced annual evaluation program. The Provost will ensure that the formative professional development process is completed in a professional and timely manner.
- ❖ Continue to enhance efforts to recruit minority faculty.
- ❖ Implement recruiting strategies to attract minority faculty and use existing minority faculty in recruiting, mentoring, and outreach strategies.
- ❖ Academic units will be encouraged to develop guidelines for the recruitment and retention of ethnic minority faculty.
- ❖ Encourage faculty to make recruitment efforts.

C. Minority Programs and Procedures

- ❖ Support incorporation of a minority perspective in public presentations.
- ❖ Evaluate publications to ensure equal representation of minority students.
- ❖ Organize and coordinate diversity and cultural events.
- ❖ The deans, chairs, and other unit heads will work with the Office of Admissions to ensure the implementation of UAM's equal recruitment and retention activities. Unit heads will work with the Department of Media Services to ensure that all recruitment literature reflects a diverse population.

- ❖ Ensure UAM has participation with minority communities, libraries, community centers, and athletic programs.
- ❖ Present University resources through visits to area public schools, and continue to host events that encourage minority students and potential faculty and staff.
- ❖ The University shall partner and/or further develop ties with community organizations to enhance minority relationships and referral sources.
- ❖ The University shall work to develop a perception among minorities that UAM welcomes diversity and make these individuals aware that UAM offers many opportunities.
- ❖ Support programs designed to increase University awareness and the important roles the institution can play in improving the standard of living for students, faculty, and staff.

IV. INDICATORS OF SUCCESS

A. Students

1. Identify and increase the undergraduate applicant pool:

Indicator - Compare number of applicants to the applicants enrolled.

Report - Provided by the Director of Admissions.

2. Provide academic, programmatic, and faculty support for admitted students:

Indicator - Analysis of total credit hours and GPA's.

Report - Provided by Registrar/Director of Institutional Research.

3. Develop and implement social and cultural recruitment, orientation, and welcoming activities:

Indicator - Maintain a log of events.

Report - Provided by Vice Chancellor for Student Affairs.

4. Financial aid and funding issues:

Indicator – Number of minority students receiving aid.

Report - Provided by Director of Financial Aid.

5. Coordinate and enhance the use of existing academic and cultural resources to promote University-wide diversity programs:

Indicator – Maintain log of special education and/or cultural programs or events and the degree of involvement by academic departments.

Report - Provided by Provost.

6. Outreach

Indicator - Monitor the number of school visits in the coop area (13 schools).

Report - Provided by Director of Admissions.

B. Faculty and Staff

Increase minority faculty/staff outreach and recruiting

Indicator - Review minority head count.

Report - Provided by Business Manager.

C. Minority Programs and Procedures

Review listing of programs and events. Report provided by Special Events Coordinator, Vice Chancellor for Student Affairs, Vice Chancellor UAM College of Technology McGehee, and Vice Chancellor UAM College of Technology Crossett.

V. TIMELINE FOR IMPLEMENTING STRATEGIES

The Minority Recruitment and Retention Plan is implemented on a continuous basis throughout the year.

Specifically, Student Affairs shall provide activities near the beginning of each fall semester to enhance retention of minority students. Various courses will be offered each semester to meet the needs of a diverse student body. Academic units will assist students with advising and mentoring throughout each semester. At the time each position is filled, the Human Relations Office will provide fair and equal opportunity for the recruitment of minority candidates.

All campus departments are required to fully comply and support the strategies and initiatives continuously during the year.

VI. BUDGET

The University's Minority Recruitment and Retention Plan is interfaced throughout the campus. The budget is not specifically designated within the units and departments to this plan. However, departments are expected to use maintenance and operational funds in support of Minority Recruitment and Retention Plan. The University's Human Relations and the Office of Admissions have budgets of \$82,995 and \$417,423, respectively, for the 2012-2013 fiscal year. A portion of these funds are used in support of minority student and faculty recruitment.

VII. ASSESSMENT AND MODIFICATION

The UAM Administration will review the results of the strategies and make necessary plan revisions and adjustments. Additionally, the Human Relations Committee is to periodically review the plan and make needed recommendations to the University's Executive Council.

The University of Arkansas at Pine Bluff

MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

June 2015

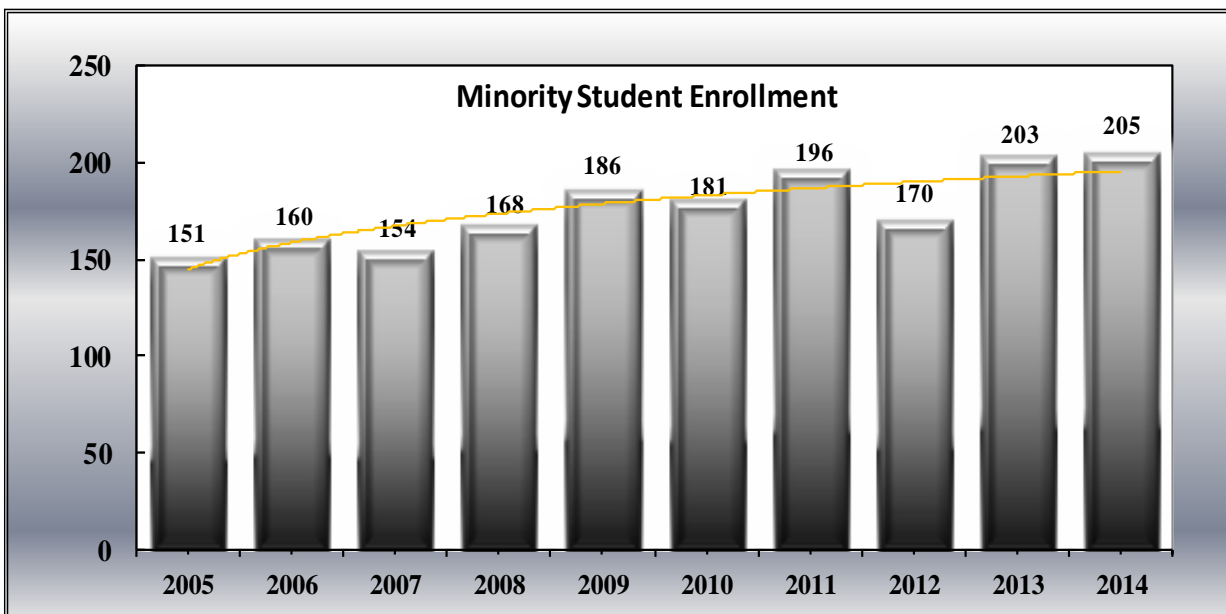
1. Introduction

As a land-grant institution and the Flagship of the Delta, the University of Arkansas at Pine Bluff (UAPB) serves Arkansas and the nation with particular emphasis on the Arkansas Delta. UAPB has strong undergraduate and graduate programs consisting of in-class and out-of-class learning activities; broad-based educational support services for students (e.g., counseling, advising, mentoring, and residence halls); and specialized research, education and public service. UAPB offers associate, bachelor's, master's, and a PH.D degree, and prepares a cadre of professionals who contribute to the diversity of the state, regional and national workforces while promoting global understanding. Commitment to diversity in its teaching, research and service is a long established and valued tradition at the University.

Because the University of Arkansas at Pine Bluff is an HBCU, racial minority is defined as non-African American. The University of Arkansas at Pine Bluff Five Year Minority Recruitment and Retention Plan 2011-2016 was designed to serve as a guide for increasing the number of minority students and staff/faculty/administration at the university by 10% (2% per year) over a five year period (2011-2016). This is a report of activities and outcomes for 2014.

Number of minority students, by minority group, who currently attend UAPB.

In fall 2014, the University had an enrollment of 2,513 students of which 92% were African American and 8% were minority. The number of minority students increased by 1%, from 203 the prior Fall 2013 semester to 205 in fall 2014. Of the 205 minority students; 124 (60%) White; 48 (23%) Hispanic; and 33 (16%) are other ethnic groups. The percentage of minorities to total enrollment for both 2013 and 2014 is 8%.



2. Number and position title of minority faculty and staff who currently work at UAPB.

| Position Title | Number |
|-----------------------------------|---------------|
| Administrative Specialist II | 1 |
| Administrative Specialist III | 2 |
| Assistant Coach-Baseball | 1 |
| Assistant Professor | 12 |
| Associate Professor | 19 |
| Associate Vice Chancellor | 1 |
| Campus Maintenance Supervisor | 1 |
| Coach/Head Coach - Softball | 1 |
| Department Chairperson | 4 |
| Extension Associate | 4 |
| Extension Program Aide | 1 |
| Extension Specialist I | 4 |
| Extension Specialist II | 3 |
| Extension Specialist III | 3 |
| Extension Specialist IV | 1 |
| Head Athletic Trainer | 1 |
| Institutional Printer | 1 |
| Instructor | 16 |
| Laboratory Assistant | 1 |
| Library Technician | 1 |
| Multi-Media Specialist | 1 |
| Professor | 14 |
| Project/Program Manager | 1 |
| Project/Program Specialist | 4 |
| Research Assistant | 2 |
| Research Associate | 6 |
| Shipping & Receiving Clerk | 1 |
| Skilled Trades Supervisor | 1 |
| Skilled Tradesman | 2 |
| Student Recruitment Specialist | 1 |
| Television Program Manager | 1 |
| Warehouse Manager | 1 |
| Total Minority Employees | 113 |
| Total Employees | 600 |
| Percent Minority Employees | 18.8% |

The faculty of 157 includes 41% minority and 59% African American. The staff/administration of 443 are 89% African American and 11% minority.

3. Number of minority, by minority group, full-time faculty who work at UAPB.

| Ethnicity | Number |
|------------------------|---------------|
| White | 37 |
| Asian/Pacific Islander | 27 |
| Grand Total | 64 |

4. Number of minority adjunct faculty who currently work for UAPB.

As of fall 2014, the University employed 13 minority adjunct faculty members, which represents 33% of all adjunct faculty.

5. Number and position title of minority faculty and staff who began working for UAPB this past year.

| Position Title | Number |
|--------------------------|---------------|
| Assistant Coach-Baseball | 1 |
| Assistant Professor | 3 |
| Extension Specialist I | 1 |
| Instructor | 1 |
| Research Associate | 2 |
| Total | 8 |

6. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty and staff.

Student, Faculty & Staff By Ethnicity, Fall Semesters 2011 - 2014

| | | Non-Minority | Minority | Total |
|------------------|------------------------|--------------|----------|---------|
| Fall 2011 | Students | 2,992 | 196 | 3,188 |
| | Percent of Total | 94% | 6% | 100.00% |
| | Faculty | 114 | 66 | 180 |
| | Percent of Total | 63% | 37% | 100.00% |
| | Administrators & Staff | 412 | 57 | 469 |
| | Percent of Total | 88% | 12% | 100.00% |
| Fall 2012 | Total Employees | 526 | 123 | 600 |
| | Percent of Total | 81% | 19% | 100.00% |
| | Students | 2,658 | 170 | 2,828 |
| | Percent of Total | 94% | 6% | 100.00% |
| | Faculty | 107 | 60 | 167 |
| | Percent of Total | 64% | 36% | 100.00% |
| Fall 2013 | Administrators & Staff | 429 | 61 | 490 |
| | Percent of Total | 88% | 12% | 100.00% |
| | Total Employees | 536 | 121 | 657 |
| | Percent of Total | 82% | 18% | 100.00% |
| | Students | 2412 | 203 | 2615 |
| | Percent of Total | 92% | 8% | 100.00% |
| Fall 2014 | Faculty | 98 | 61 | 159 |
| | Percent of Total | 62% | 38% | 100.00% |
| | Administrators & Staff | 415 | 55 | 470 |
| | Percent of Total | 88% | 12% | 100.00% |
| | Total Employees | 513 | 116 | 649 |
| | Percent of Total | 82% | 18% | 100.00% |
| Fall 2014 | Students | 2,308 | 205 | 2,513 |
| | Percent of Total | 92% | 8% | 100.00% |
| | Faculty | 93 | 64 | 157 |
| | Percent of Total | 59% | 41% | 100.00% |
| | Administrators & Staff | 394 | 49 | 443 |
| | Percent of Total | 89% | 11% | 100.00% |
| Fall 2014 | Total Employees | 487 | 113 | 600 |
| | Percent of Total | 81% | 19% | 100.00% |

As indicated in the chart above, the number of minority students increased from 196 for fall 2011 to 205 for fall 2014. The percent of minority students to total enrollment has also increased from 6% for fall 2011 to 8% for fall 2014. The number of minority faculty has remained about the same, however

the percentage of total faculty increased from 37% in fall 2011 to 41% in fall 2014. Minority administrators/staff percentages to total employees in this category have remained constant at 12% for 2011 through 2013 and at 11% for 2014. The percent of minority employees (faculty/staff/administrators) to total employees has remained constant at between 18% and 19% since 2011.

Specific goals, objectives, timeline, budget and monitoring are discussed below.

OBJECTIVE I: To increase the number of targeted potential minority student contacts.

| Activity | Timeline | Performance |
|---|----------|----------------------------|
| A. Develop and nurture new articulation agreement with 2-year colleges and vocational/technical schools. Also, develop partnerships with area school districts. | Ongoing | 2014 – 66 new partnerships |

Currently Active to Date

The University has partnership with several surrounding school districts, community colleges, other educational institutions, organizations, the Arkansas Department of Education, the Arkansas Department of Higher Education and the U.S. Department of Education. In some school districts, partnerships have more than one emphasis.

Schools and Districts

- Cleveland County School District
- Crossett School District
- Dermott School District
- Dumas Public School District
- Helena/West Helena School District
- Jefferson County School Districts (Pine Bluff, Watson Chapel, White Hall, Dollarway)
- KIPP Foundation Schools in Helena and Blytheville
- Lakeside School District - Lake Village, AR
- Lighthouse Charter School
- Little Rock School District
- Marvell School District
- North Little Rock School District
- Phillips Community College in Helena and Stuttgart
- Pulaski County Special School District
- Warren School District
- Star City School District
- Stuttgart School District

Colleges

- Missouri State University - Springfield, Mo
- Pulaski Technical College, North Little Rock
- Southeast Arkansas College
- University of Arkansas at Monticello - School of Education

Educational Organizations

- Arkansas Association of Colleges for Teacher Education
- Arkansas Education Association

- Arkansas River Educational Service Cooperative
- National Education Association
- University of Arkansas at Pine Bluff Child Development Center

Agencies and Organizations

- Arkansas Department of Health
- Arkansas Department of Rehabilitation
- Arkansas Geographical Critical Needs Minority Scholarship Program
- Community Development Institute/Head Start Jefferson County
- Jenkins Memorial Children Center
- Millcreek Behavioral Health-Fordyce
- NCATE/CAEP Reading First Teacher Education Network
- Thurgood Marshall College Fund
- Southeast Arkansas Behavioral Science Center-Pine Bluff

NEW PARTNERSHIPS IN 2014-2015

Schools and Districts

- Pine Bluff High School Pine Bluff, AR
- White Hall High School White Hall, AR

Agencies and Organizations

- Pine Bluff Arts and Sciences Center
- Pine Bluff Chamber of Commerce
- Pine Bluff Parks and Recreations
- The Minority Initiative Sub-Recipient Grant Office
- Saracen Landing
- University of Arkansas at Pine Bluff Business Incubator

Colleges

- Arkansas State University- Jonesboro
- Mid-South Community College West Memphis, AR
- Montana State University
- Philander Smith College
- Shorter College North Little Rock, AR
- University of Arkansas- Fayetteville (Department of Chemistry and Biochemistry and Physics)
- University of Arkansas at Little Rock (Chemistry Department)
- University of Arkansas Medical Sciences
- UAMS (Department of Pharmacology and Toxicology and Pharmacy)
- University of North Texas for Health Science Center (Department of Molecular Biology)

Educational Organizations

- Division of Children and Family Services/Academic Partnership in Public Child Welfare

Industry

- Eaton Corporation
- Evergreen Packaging
- Georgia Pacific
- Kiswire
- NUCOR Steel
- STANT
- Tyson Foods

| | | |
|---|---------|--|
| B. Establish a diverse community based Advisory Board to assist with planning for diversity | Ongoing | Advising Board established with guidelines for operating |
|---|---------|--|

The Advisory Board on Diversity was established in 2007. The board meets twice per school year.

| Activity | Timeline | Performance Measure |
|---|----------|--|
| C. Increase marketing targeted to diverse populations | Ongoing | Marketing strategies will reflect diverse segmentation |

2014 – 2015

The University continues its marketing campaign using university initiated activities as well as its newly acquired agency of record, The Design Group. Campaigns in excess of \$225,000 have been executed since the fall 2013 in advertising to minority communities.

- Ran television ads on targeted cable networks (e.g. BRAVO, VH1, etc.)
- Place geo-targeted ads on Pandora and Facebook.
- Place billboards using diverse student imagery in Little Rock and Pine Bluff.
- Also purchased TV spots on KLRT, KATV, KARK, KARZ and Little Rock radio stations;

Purchased print advertisement in on an on-going bases in communities of Camden, El Dorado, Dallas, Nashville, and publications such as *Arkansas Next*; *AY*; *El Latino*; and *Inclusion Magazine*;

- Continued use of the official Facebook page (www.facebook.com/uapinebluff), Twitter page (www.twitter.com/uapbinfo), YouTube Channel (www.youtube.com/uapbtelevision) and News Blog (www.uapbnews.wordpress.com) to connect with constituents on several platforms. Recently established an Instagram page (www.instagram.com/uapb) for further student engagement.
- Secondary advertising is done through the continued dissemination of the official university magazine, PRIDE. The electronic version is available at www.uapb.edu/pridemag.

OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.

| Activity | Timeline | Performance Measure |
|--|----------|--|
| A. Continue and strengthen collaboration with the Office of International Programs and Studies | On-going | International student increase and retention above previous year |

During the past four years, the Division of Student Services has strengthened its collaboration with the Office of International Programs and Studies (OIPS) by enhancing the nature and level of its engagement with this office. This commitment continued during the 2014-2015 academic year, including the following:

- Joint problem-solving and enhanced responses to issues impacting international students;
- Joint coordination of ground transportation for F-1 visa international students to and from the Little Rock airport, bus and/or train stations at the beginning and end of each semester;
- Participation in and/or co-sponsorship of events organized by International Student Association (ISA) and the OIPS, including international student orientation sessions, the annual potluck supper and other similar events;

- Continued involvement of ISA in the annual Thanksgiving program whereby a member or officer of the Association is invited to address the topic of global hunger; and
- Strengthened collaboration and coordination between the Offices of Recruitment, Admissions and International Programs/Studies to facilitate problem-solving during the admissions process and to determine strategies to increase the number of F-1 visa international students who are recruited and subsequently enrolled and retained at UAPB.

Enrollment Trends and Profile of F-1 Visa International Student Population at UAPB

The table below reflects enrollment trends of F-1 visa international students enrolled at UAPB during a three-year period. This is the student population who must report regularly to OIPS to ensure compliance with the terms of their student visa issued by an overseas U.S. Embassy or Consulate.

The F-1 visa international student population at UAPB is quite diverse. As of the spring semester 2015, OIPS records indicate that students come from a total of 18 countries reflective of all major continents, including Canada, Mexico, Jamaica, Brazil, Ecuador, Nigeria, Zimbabwe, the United Kingdom, India, Nepal, Pakistan and China. The spring semester population consisted of 45 students in active status, including three (3) students who have graduated but remain under our SEVIS authority as participants in optional practical training (OPT). Of the 45 students in our records, 14 are female and 31 are male. Of the 42 students who remain enrolled in academic degree programs, 18 were undergraduates and 24 were graduate students, including 19 master's level students and five (5) doctorate level students.

The table below reflects enrollment trends for active status (non-OPT) students during a three-year period:

| Academic Cycle | Fall Semester Enrollment | Spring Semester Enrollment |
|----------------|--------------------------|----------------------------|
| 2012 – 2013 | 28 | 30 |
| 2013 – 2014 | 38 | 35 |
| 2014 – 2015 | 38 | 42 |

While the table reflects an upward trend in F-1 visa international student enrollment, it is not clear whether this trend will continue in 2015 – 2016. This is due to the recent graduation of eight (8) students, including four (4) undergraduate and four (4) graduate students. Currently only two applications for the issuance of I-20 Forms for the fall semester.

With respect to J-1 visa students, there is one non-degree student from Colombia, who is currently participating in an aquaculture internship program.

Retention Challenges

Moreover, there appears to be a challenge with maintaining retention of F-1 visa international students who matriculate on athletic scholarships. At the end of 2013-2014, for example, two students transferred or returned home. One student from an African country informed athletic staff that s/he did not know, upon acceptance of his admission that UAPB was a historically black college or university (HBCU). Other concerns had to do with coaching style and the desire to participate in a more

competitive athletic program in his specific sports area. The other student left because he did not feel he would be able to realize his dream to enter professional sports in the U.S.

Recently, OIPS has been informed by at least four (4) additional athletes that they are seriously considering transfers to other U.S. universities or returning home to resume their studies. Of these four, one student's father has expressed the desire for siblings and family in the U.S. to live in closer proximity. The other three have cited coaching style as a key factor. Of these three students, one student has also identified the rural location of the university and too few social or cultural amenities. There is also an indication that this student misses family, friends and other social acquaintances.

In light of what may become a trend in the matriculation of F-1 visa international students, the following recommendations are set forth:

1. At least one representative from the athletic department, enrollment management office and OIPS should meet to discuss transfer/withdrawal cases and strategies for reversing what might become a trend that negatively impacts F-1 visa international student retention.
2. There is also the need to establish a counseling system whereby students can meet, talk and discuss their concerns in a neutral setting. Such a system might assist with problem-solving and developing proactive interventions at an earlier stage in the matriculation experience. Students are often hesitant to talk to their coaches who control their athletic scholarships. OIPS has taken steps to make its office a more welcoming environment and to enhance the quality and number of its interactions with international students. However, in many instances, students remain intimidated by the office's compliance role with respect to Department of Homeland Security regulations.
3. Ideally, any counseling system established would include the designation and/or hiring of a multicultural/diversity counselor and outreach coordinator. Such a person would have expertise in managing and/or fostering multiculturalism in the higher education context. This person could also coordinate events on campus to engage international and domestic students and faculty. This could foster greater interaction and friendships between the two population groups. In terms of the counseling role, there is the need for maintaining confidentiality but there should also be an emphasis on helping the student to identify concrete steps for problem-solving. With the student's permission, this person could also reach out to the relevant departments to solicit information and clarify the nature of issues raised by the student. As a final note, given regulatory changes in J-1 visa regulations, this kind of role may be critical for dealing with issues involving violations that would have to be reported to the U.S. State Department.

As a result of the above, a series of formal and informal meetings were conducted with at least one session including the Vice Chancellor of Student Affairs. A recruitment plan has been developed between the Office of Recruitment and OIPS. Staff worked collaboratively to organize an information session for faculty and staff who have agreed to establish an informal interest group and to continue to meet on a regular basis.

UAPB international student enrollment grew from the 2012-2013 academic year by 35% and 17% for fall and spring respectively.

| Fall 2012 | Spring 2013 | |
|-------------------------|--------------------|--------------------|
| Active status (Non-OPT) | 28 | 30 |
| | Fall 2013 | Spring 2014 |

| Activity | Timeline | Performance Measures |
|--------------------------------|----------|--|
| B. Diversify Recruitment Staff | Ongoing | Staff (pd./volunteer) will reflect diversity |

2014 – 2015

The Office of Recruitment continues to make positive strides in diversifying the recruitment staff. Cecilia Kolesar (Caucasian) was hired as a full time recruitment specialist for the Office of Recruitment at the University of Arkansas at Pine a Bluff. One of her assigned territories includes several schools that traditionally enroll minority students (Caucasian). The Office has significantly increased its presence in areas which have traditionally not been heavily recruited from, such as Northeast Arkansas where the demographics are significantly different from that at UAPB. Additionally, the office of recruitment has effectively increased its presence with diverse student representation through student volunteers conducting tours, attending recruiting events, making outbound phone calls and panel participation.

| Activity | Timeline | Performance Measures |
|--|----------|---|
| C. Establish and market scholarships for diversity | Ongoing | No. of Minority students receiving scholarships |

A one-time scholarship of \$2,000 was established for 75 under-represented minorities with GPA's of 3.0 or better for the 2014-15 academic year. Under-represented minority applicants to UAPB have been notified by mail of this scholarship opportunity.

OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.

| ACTIVITIES | TIMELINE | PERFORMANCE |
|--|-------------|--|
| A. Increase number of on-line, evening and weekend courses by 10% per year for next five years | 2014 - 2015 | Records will show a 16% increase in the number of courses offered and a 4% increase in the number of students participating over the previous year |

2014 – 2015

Currently 80 faculty members have been trained to teach online classes. On-line courses are offered fall, spring and summer sessions. On-line courses:

- Fall 2014: 88 course sections, 1,557 class enrollment, 4,555 student semester credit hours and 50 instructors
- Spring 2015: 86 course sections, 1,651 class enrollment, 4,633 student semester credit hours and 50 instructors

OBJECTIVE IV: To systematically assess outcomes of activities designed to increase diversity of students and staff at the University of Arkansas at Pine Bluff and to evaluate the process outlined in the minority Retention Plan.

| ACTIVITIES | TIMELINE | PERFORMANCE |
|--|---------------|--|
| A. Review outcome data on Minority Recruitment and retention on a semester basis | Each Semester | Review and modify strategies as process dictates |

Enrollment

Fall

Non-Minority

Minority

| | | |
|------------------------------------|-------|----------|
| 2011 | 2,992 | 196 (6%) |
| 2012 | 2,658 | 170 (6%) |
| 2013 | 2,412 | 203 (8%) |
| 2014 | 2,308 | 205(8%) |
| <u>Employment</u> | | |
| Faculty | | |
| 2011 | 114 | 66 (37%) |
| 2012 | 107 | 60 (36%) |
| 2013 | 98 | 61 (38%) |
| 2014 | 93 | 64 (41%) |
| <u>Administrators/Staff</u> | | |
| 2011 | 412 | 57 (12%) |
| 2012 | 429 | 61 (12%) |
| 2013 | 415 | 55 (12%) |
| 2014 | 394 | 49 (11%) |

Revision of Objectives

Over the past five years, the University of Arkansas at Pine Bluff reached its goals on minority faculty and staff employment and retention. The university continues to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. The revised minority recruitment and retention plan is currently under review as part of the University's strategic planning process. Changes and revised goals and objectives will be examined during the development and the following of the University's plan.

Conclusion:

This review of the goals and outcomes for Minority Recruitment and Retention during the past school year showed that the University of Arkansas at pine Bluff has made notable progress in meeting the stated objectives; thereby, helping to realize its historic and present commitment to ensure an educational environment that supports diversity, quality education, and continuous out-reach to the people of the Arkansas delta and beyond.

Reported Prepared by:

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UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2015

1. Number of minority students, by minority group, who currently attend the institution

Reporting term: Fall 2014

| Race | Number | Percent |
|----------------------------------|---------------|----------------|
| Total enrollment | 11,698 | |
| American Indian | 55 | 0.5% |
| Asian | 185 | 1.6% |
| Black | 2,011 | 17.2% |
| Hispanic | 452 | 3.9% |
| Native Hawaiian/Pacific Islander | 11 | 0.1% |
| Two or more races | 352 | 3.0% |

2. Number and position title of minority faculty and staff who currently work for the institution

Reporting term: Fall 2014

| Race / Position | Faculty | Archivists/Curators/Museum Techs | Librarians | Library Techs | Educational Services Occupations (Academic, Affairs, Student, Other) | Management Occupations | Business/Financial Operations Occupations | Computer/Engineering/Science Occupations | Community Service/Legal/Arts/Media | Healthcare Practitioners/Technical Operations | Service Occupations | Sales/Related Occupations | Office/Administrative Support Occupations | Natural Resources/Construction/Maintenance Occupations | Production/Transportation/Material Moving Occupations | Total number in minority group |
|----------------------------------|---------|----------------------------------|------------|---------------|--|------------------------|---|--|------------------------------------|---|---------------------|---------------------------|---|--|---|--------------------------------|
| American Indian | 2 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 6 |
| Asian | 29 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 35 |
| Native Hawaiian/Pacific Islander | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 4 |
| Black | 31 | 0 | 0 | 4 | 13 | 19 | 6 | 8 | 13 | 2 | 33 | 0 | 21 | 9 | 6 | 165 |
| Hispanic | 14 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 4 | 0 | 9 | 0 | 4 | 2 | 1 | 40 |
| Two or more races | 9 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 17 |
| Minority employees in category | 86 | 0 | 0 | 7 | 17 | 25 | 6 | 9 | 18 | 2 | 44 | 0 | 31 | 15 | 7 | |
| Total employees in category | 727 | 1 | 11 | 26 | 91 | 135 | 41 | 54 | 80 | 11 | 156 | 0 | 226 | 102 | 18 | |

3. Number of minority full-time faculty, by minority group, who currently work for the institution

Reporting term: Fall 2014

| Race | FT Faculty |
|----------------------------------|-------------------|
| American Indian | 1 |
| Asian | 26 |
| Native Hawaiian/Pacific Islander | 1 |
| Black | 24 |
| Hispanic | 9 |
| Two or more races | 6 |
| Total minority full-time faculty | 67 |
| Total full-time faculty | 537 |

4. Number of minority adjunct (part-time) faculty who currently work for the institution

Reporting term: Fall 2014

| Race | PT Faculty |
|----------------------------------|-------------------|
| American Indian | 1 |
| Asian | 3 |
| Native Hawaiian/Pacific Islander | 0 |
| Black | 7 |
| Hispanic | 5 |
| Two or more races | 3 |
| Total minority part-time faculty | 19 |
| Total part-time faculty | 190 |

5. Number and position title of minority faculty and staff who began working at the institution in the past year

Reporting term: Fall 2014

| Category | Count |
|---|--------------|
| Faculty | 2 |
| Library/Student/Academic Affairs/Other Education Services Occupations | 3 |
| Management Occupations | 2 |
| Business/Financial Operations Occupations | 0 |
| Computer/Engineering/Science Occupations | 2 |
| Community Service/Legal/Arts/Media | 0 |

| Category | Count |
|--|-------|
| Healthcare Practitioners/Technical Occupations | 0 |
| Service Occupations | 1 |
| Sales/Related Occupations | 0 |
| Office & Administrative Support Occupations | 1 |
| Natural Resources, Construction, & Maintenance Occupations | 2 |
| Production, Transportation, & Material Moving Occupations | 0 |

6. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff

The following goals were established by the university in its Minority Retention and Recruitment Plan. The goals are grouped by categories – students, faculty and staff.

a. Students

GOAL 1: Continue to recruit and retain the number (and corresponding percentage) of minority entering freshmen UCA students each year so that the proportion of UCA's minority-to-white entering freshmen will be consistent with the minority-to-white proportion of high school graduates entering [Arkansas] four-year public institutions, with the exception of UAPB.

GOAL 2: Increase the number (and corresponding percentage) of minority undergraduate UCA students each year, so that the proportion of minority-to-white UCA undergraduate students will be consistent with the minority-to-white proportion of students in [Arkansas] four year public institutions, with the exception of UAPB.

GOAL 3: To increase the retention and graduation rates for minority undergraduate UCA students each year so that the minority retention and graduation rates for minority undergraduate students will be approximately equal to the retention and graduation rates for white undergraduate UCA students.

GOAL 4: To maintain the number (and corresponding percentage) of minority UCA graduate students each year so that the proportion of UCA's minority-to-white graduate students will be approximately equal to the minority-to-white proportion of graduate students attending [Arkansas] four-year public institutions.

Note: The comparative information required to report fully on these goals is not available from published ADHE reports. The university will revisit these goals and the information required to show progress on them as it reviews its diversity objectives and support structures in the immediate future (see item 7 below).

Minority Enrollment (Goals 1, 2, and 4)

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: as indicated

| UCA Entering Freshmen (FT+PT) | | | | |
|--------------------------------------|---------------|----------------|---------------|----------------|
| | 2010 | | 2014 | |
| | Number | Percent | Number | Percent |
| Grand total | 1,847 | | 2,232 | |
| Black | 378 | 20.5% | 519 | 23.3% |
| Other minority | 135 | 7.3% | 270 | 12.1% |
| White | 1,202 | 65.1% | 1,362 | 61.0% |

| UCA Undergraduate (FT+PT) | | | | |
|----------------------------------|---------------|----------------|---------------|----------------|
| | 2010 | | 2014 | |
| | Number | Percent | Number | Percent |
| Grand total | 9,823 | | 9,842 | |
| Black | 1,641 | 16.7% | 1,840 | 18.7% |
| Other minority | 566 | 5.8% | 956 | 9.7% |
| White | 6,672 | 67.9% | 6,411 | 65.1% |

| UCA Graduate (FT+PT) | | | | |
|-----------------------------|---------------|----------------|---------------|----------------|
| | 2010 | | 2014 | |
| | Number | Percent | Number | Percent |
| Grand total | 1,621 | | 1,856 | |
| Black | 139 | 8.6% | 171 | 9.2% |
| Other minority | 76 | 4.7% | 99 | 5.3% |
| White | 1,322 | 81.6% | 1,504 | 81.0% |

| UCA Total Enrollment | | | | |
|-----------------------------|---------------|----------------|---------------|----------------|
| | 2010 | | 2014 | |
| | Number | Percent | Number | Percent |
| Grand total | 11,444 | | 11,698 | |
| Black | 1,780 | 15.6% | 2,011 | 17.2% |
| Other minority | 642 | 5.6% | 1,055 | 9.0% |
| White | 7,994 | 69.9% | 7,915 | 67.7% |

| Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment | | | | |
|--|---------------|----------------|---------------|----------------|
| | 2010 | | 2014 | |
| | Number | Percent | Number | Percent |
| Grand total | 79,074 | | 83,766 | |
| Black | 10,299 | 13.0% | 10,127 | 12.1% |
| Other minority | 6,842 | 8.7% | 9,740 | 11.6% |
| White | 58,107 | 73.5% | 59,609 | 71.2% |

As indicated by changes in the proportion of minority to white enrollees from 2010 to 2014, UCA's overall minority enrollments have increased and remain above overall minority enrollment at other public four-year universities (excluding UAPB) in the state. Without comparative information readily available, it is difficult to make statements about UCA's graduate minority enrollment, except to note that diversity in UCA's graduate student enrollments has increased in the five years reported here.

Graduation and Retention Rates (Goal 3)

| One-Year Retention Rate (Fall-to-Fall) | | | | | | |
|---|--------------------|---------------|----------------|--------------------|---------------|----------------|
| | 2004 Cohort | | | 2008 Cohort | | |
| | Cohort | Number | Percent | Cohort | Number | Percent |
| Total Cohort | 2,216 | | | 2,075 | | |
| White | 1,656 | 1,221 | 73.7% | 1,435 | 1,006 | 70.1% |
| Black | 368 | 260 | 70.7% | 374 | 271 | 72.5% |
| Other minorities | 89 | 60 | 67.4% | 128 | 92 | 71.9% |
| All minorities | 457 | 320 | 70.0% | 502 | 363 | 72.3% |

| Graduation Rate – 150% Time | | | | | | |
|------------------------------------|--------------------|---------------|----------------|--------------------|---------------|----------------|
| | 2004 Cohort | | | 2008 Cohort | | |
| | Cohort | Number | Percent | Cohort | Number | Percent |
| Total Cohort | 2,216 | | | 2,075 | | |
| White | 1,656 | 777 | 46.9% | 1,435 | 628 | 43.8% |
| Black | 368 | 93 | 25.3% | 374 | 103 | 27.5% |
| Other minorities | 89 | 31 | 34.8% | 128 | 60 | 46.9% |
| All minorities | 457 | 124 | 27.1% | 502 | 163 | 32.5% |

One-year retention rates for these cohorts show significant minority student retention gains (and white student retention losses). Graduation rates show a similar pattern but with continued significant disparity between black student graduation rates and all other students' graduation rates.

b. Faculty

GOAL 5: To maintain the number (and corresponding percentage) of minority full-time faculty members of all ranks at UCA and to increase the numbers to the percentage of each race to approximately the percentage of degrees conferred by race nationally and master's degrees statewide.

Reporting terms: As indicated. Note: The relevant UCA faculty data is unavailable for 2010, so 2009 data have been used instead.

As the following tables show, UCA numbers/percentages of minority faculty have increased over the years. The percentage of black faculty members remains significantly behind the national completers and state master's completers.

| | UCA Full-Time Faculty | | | |
|------------------|-----------------------|---------|--------|---------|
| | 2009 | | 2014 | |
| | Number | Percent | Number | Percent |
| Total | 512 | | 537 | |
| White | 460 | 89.8% | 444 | 82.7% |
| Black | 18 | 3.5% | 24 | 4.5% |
| Other minorities | 22 | 4.3% | 43 | 8.0% |
| All minorities | 40 | 7.8% | 67 | 12.5% |

| | Completers, Nationally | | Master's Completers, AR | |
|------------------|------------------------|---------|-------------------------|---------|
| | 2012–2013 | | 2012–2013 | |
| | Number | Percent | Number | Percent |
| Total | 4,555,979 | | 5,222 | |
| White | 2,632,084 | 57.8% | 3,888 | 74.5% |
| Black | 548,569 | 12.0% | 540 | 10.3% |
| Other minorities | 891,921 | 19.6% | 301 | 5.8% |
| All minorities | 1,440,490 | 31.6% | 841 | 16.1% |

c. Staff

GOAL 6 [Executive Administrative and Professional Non-Faculty]: To maintain the number (and corresponding percentage) of minority executive administration and professional non-faculty at UCA so that the proportion of minority professionals will equal the proportion of minority individuals with the credentials required for such positions in the relevant labor market.

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are these:

Management Occupations
 Business and Financial Operation Occupations
 Librarians, Curators, and Archivists
 Student and Academic Affairs and Other Educational Services Occupations
 Computer, Engineering and Science Occupations
 Community Service, Legal, Arts, and Media Occupations
 Healthcare Practitioners and Technical Occupations

Since the categories reported in 2010 do not correspond one-to-one with the new reporting categories, only the 2014 data is provided.

| Administration/Professional Staff | | | | |
|--|---------------|----------------|---------------|----------------|
| | 2010 | | 2014 | |
| | Number | Percent | Number | Percent |
| Total | | | 424 | |
| White | | | 330 | 77.8% |
| Black | | | 61 | 14.4% |
| Other minorities | | | 16 | 3.8% |
| All minorities | | | 77 | 18.2% |

As an imperfect point of comparison, the US Census American Community Survey 2009–2013 5-Year Estimates provides the following estimates for Management, Business, Science, and Arts occupations in Faulkner and Pulaski counties:

| | Faulkner County | | Pulaski County | |
|-------------------|------------------------|----------------|-----------------------|----------------|
| | Number | Percent | Number | Percent |
| Total in category | 19,599 | | 70,764 | |
| White | 17,434 | 89% | 50,390 | 71% |
| Black | 1,472 | 8% | 16,785 | 24% |
| Other minority | 693 | 4% | 3,589 | 5% |
| All minority | 2,165 | 11% | 20,374 | 29% |

Source: United States Census Bureau. Query in American Factfinder (<http://factfinder2.census.gov/>), pulled 2015-06-22.

GOAL 7 [Support Staff]: To maintain the number (and corresponding percentage) of minority support staff at UCA to the percentages listed below, so that the proportion of minority support staff will approximate the proportion of minority individuals in each specific job category (as defined in the EEO-6 Report) in the relevant labor market area.

Reporting terms: as indicated

IPEDS employment categories relevant to this goal are these:

Service Occupations
 Sales & Related Occupations
 Office & Administrative Support Occupations
 Natural Resources, Construction, & Maintenance Occupations
 Production, Transportation, & Material Moving Occupations

Since the categories reported in 2010 do not correspond one-to-one with the new reporting categories, only 2014 data is provided.

| Support Staff | | | | |
|------------------|--------|---------|--------|---------|
| | 2010 | | 2014 | |
| | Number | Percent | Number | Percent |
| Total | | | 502 | |
| White | | | 395 | 78.7% |
| Black | | | 69 | 13.7% |
| Other minorities | | | 28 | 5.6% |
| All minorities | | | 97 | 19.3% |

As an imperfect point of comparison, the US Census American Community Survey 2009–2013 5-Year Estimates provides the following estimates for support staff categories.

| | Faulkner County | | Pulaski County | |
|-------------------|-----------------|---------|----------------|---------|
| | Number | Percent | Number | Percent |
| Total in category | 36,239 | | 108,367 | |
| White | 30,788 | 85% | 64,239 | 59% |
| Black | 4,033 | 11% | 39,276 | 36% |
| Other minority | 1,418 | 4% | 6,139 | 6% |
| All minority | 5,451 | 15% | 45,415 | 42% |

Source: United States Census Bureau. Query in American Factfinder (<http://factfinder2.census.gov/>), pulled 2015-06-22.

7. Strategies or activities that have been added for the coming year and the indicators/ benchmarks that will be used to determine success in meeting any new objectives.

8. Timeline, budget, and methods used to assess and monitor progress

Responses to items 7 and 8 are provided in the following report prepared by the recently established Office of Institutional Diversity. As the new administrative structure becomes more mature and as the renewal of the university's submitted MRR plan approaches, the five-year Minority Recruitment and Retention Plan and the annual Minority Recruitment and Retention Report will become more fully aligned.

Minority Monitoring Report Information 2014-2015

The Office of Institutional Diversity (ID) serves as the umbrella department for the University's diversity efforts while the Office of Diversity and Community (ODC) serves historically underrepresented students. The Office of University Training (UT) delivers educational seminars that are applicable to the campus environment and its diverse population. It allows for avenues of communication and participation among the participants and serves to mature, motivate, and maintain an excellent and inclusive campus. This report also offers updates about the aforementioned functional units as well as the Diversity Advisory Committee and the Diversity website. Each area put forth and/or addresses initiatives and programming to increase the recruitment and retention of diverse faculty, staff, and students. These offices also initiated and/or maintained outreach and partnership efforts.

OFFICE OF INSTITUTIONAL DIVERSITY

Recruitment and Retention of Diverse Faculty and Staff

UCA began recruiting at the SREB's Compact for Faculty Diversity in 2012. The history of UCA's experience with this recruitment outlet is as follows:

| Academic Year | Number of Applicants to UCA |
|---------------|-----------------------------|
| 2012/2013 | 0 |
| 2013/2014 | 5 |
| 2014/2015 | 4 |

I am aware of at least four, non-Compact diverse faculty who made application during 2014/15. Some interviewed with various departments and programs. I participated in two of the interview processes. I am not aware of the outcomes of the searches. ID met with the Council of Deans on several occasions and met with the Council of Chairs from each academic college. These collaborations will continue with additional strategies to increase the number of underrepresented faculty.

We have recently purchased a banner and table cover plus UCA diversity notebooks for future recruitment and retention events.

ID engaged diverse faculty in several ways. These events served to alleviate isolation, to connect diverse faculty to one another and to campus leaders, to determine how they might better serve students as well as how UCA can best retain them. The events and their budgets are listed below:

| Event | Sponsor | Budget |
|-----------------------------------|----------------------------------|------------|
| Compact for Faculty Diversity | Office of the Provost | \$1,700.00 |
| Faculty/Staff Mixer | ID/ODC | \$690.00 |
| Fireside Chat with the Provost | Office of the Provost | \$725.00 |
| Focus Group Luncheon | Instructional Development Center | \$170.00 |
| Ice Cream Social with the Provost | Office of the Provost | \$200.00 |

| Event | Sponsor | Budget |
|--|---------|-------------------|
| Affinity-Resource Groups for African/Americans, Asians, Internationals, Latinos, and LGBT+ | ID | \$250.00 |
| Banner, Cover, & Notebooks | ID | \$1,375.00 |
| Total | | \$5,111.00 |

With the exception of the affinity-resource group meetings, participants assessed each event by way of an online or in-person survey. In each case, we received ideas for moving forward as well as overwhelming positive sentiments from diverse faculty and staff.

OFFICE OF UNIVERSITY TRAINING

It is the policy of UCA that all employees (faculty and staff) plus graduate assistants and student workers attend diversity enrichment/training each year. Since 2009, topics have included ethnicity, spirituality, racial understanding, classism, sexual orientation, ageism, disabilities, gender, and the military in an educational setting. Other routine training includes unlawful harassment prevention, LGBT awareness, and Title IX/SaVE Act Awareness. These enrichment activities serve to enhance each person's ability to promote an inclusive community. This office facilitated 74 different types of seminars during academic year 2014/2015 involving UCA faculty, staff, and students. Each face-to-face training is evaluated at the session's end and offers feedback plus ideas for future diversity topics. The following chart represents a sampling of the number of individuals that attended diversity-related enrichment in addition to the corresponding budget.

| Topic | Face-to-Face | Online | Budget |
|--|---|--------|--------------------|
| Understanding the Military (2014/2015 diversity focus) | 293 | | \$325.00 |
| Statewide Service Members and Veterans Conference | 72 Reps from 22 Arkansas colleges and universities | | \$585.00 |
| General Diversity | | 1,618 | |
| Workplace Harassment Prevention | 252 | 1,692 | \$250.00 |
| Title IX | | 1,488 | |
| LGBT Awareness | 35 | | \$112.00 |
| Workplace Answers Online Training Provider | | | \$20,000 |
| Total | | | \$21,272.00 |

OFFICE OF DIVERSITY AND COMMUNITY

The mission of ODC is to provide multiple support services to enhance the academic success of students from underrepresented populations. Our mission is to create an inclusive community that promotes student success through retention-focused programs such as mentoring, leadership development, and life skills enrichment. Key initiatives include the Minority Mentorship Program (MMP), Latino/Hispanic

Outreach Initiative, Black Male Achievement Challenge (B-MAC), Slice of UCA, and additional programming.

Minority Mentorship Program

Level I of the MMP supports freshman retention efforts by fostering a culture that supports the holistic development of both mentee (freshman) and mentor (upper classification) students. This program provides academic resources to students including best study habits, tutoring services, and faculty and staff connections. The program also seeks to engage students in campus life (Registered Student Organizations and service learning/volunteer opportunities) outside of the classroom. This fosters a sense of belonging and supports our retention efforts. In Fall 2015, ODC will re-establish the Level II Mentorship program which will pair minority upperclassmen with a faculty or staff member with similar majors, experiences, or interests. Assessment of the Level I program follows:

| Academic Year | Freshmen Participation | Retention Rate | Unofficial 1st Semester Average GPA |
|----------------------|-------------------------------|-----------------------------------|---|
| 2009/2010 | 130 | 74% | 2.40 |
| 2010/2011 | 181 | 63% | 2.25 |
| 2011/2012 | 133 | 72% | 2.24 |
| 2012/2013 | 201 | 68% | 2.08 |
| 2013/2014 | 188 | 71% | Not available |
| 2014/2015 | 132 | 91% (Registered for Fall 2015) | 2.59 |

MMP Programming

- Fall Finals Survival Kits
- MMP Executive Board Retreat
- MMP Training
- Paneling Through with MMP
- Saving Ourselves Program with SPBC
- Sex in Dark Relationship Awareness Program
- Spring Finals Survival Kits
- Spring Training
- Transitions Week

ODC assessed each event either online or at the end of the event. Attendees offered specific feedback for each event and the overall evaluations denote that the programs fulfilled their designated purposes. The ODC Budget table lists the budget for MMP.

Hispanic Outreach Initiative

This initiative began at the beginning of the 2013/2014 academic year. Because of the continued growth of the Hispanic student population, the Latino Student Association (LSA) is thriving and providing a sense of inclusion for Latino/Hispanic students who are involved with the organization. Of the 27 Latino Student Association 2014/2015 participants, 69% have enrolled for Fall 2015. Three of the 27 LSA members graduated in the spring of 2015. The unofficial Fall 2014 average GPA for this cohort was 2.96. During the 2014/2015 academic year, the Hispanic Outreach Initiative Coordinator used the University's MAP-Works tool to interact, intentionally, with students who are self-reporting issues that may lead them to withdraw from UCA. He made 27 individual student consultations to address students' academic, emotional, social, and financial well-being.

LSA Programming

Amigo Cup
Classical Spanish Guitar Concert
Comedian Ernie G
Dia de los Muertos Exhibit
Latino Graduation Celebration
Marvavillosa de Mexico Folklorico
Papa Rap Fall Concert
Pinata Night
Platanos & Collard Green Theatrical Play

Only one of the events was evaluated this year. Systems are in place to assess future events that are sponsored by the ODC. The ODC Budget table lists the budget for LSA programming.

Black Male Achievement Challenge (B-MAC)

The Black Male Achievement Challenge is in place to provide targeted intervention, critical socialization and bridge services, and enriching educational experiences for black men at UCA because they are documented as the least persisting, least graduating demographic at UCA (19.5% graduation rate based on the Fall 2007 cohort and 6-year graduation model). With the launch of B-MAC in Fall 2014, we expect to have a positive impact on the graduation rate.

With the Fall 2014 inaugural class of B-MAC, we hoped for 50 enrollees but were pleased to have 102 young men ready to interact with our office, campus personnel, and community leaders. Data were captured on 33 of the participants. Of that group of young men from the inaugural class, 94% have registered for Fall 2015 classes. The average GPA of this cohort is not currently available.

B-MAC Programming

Gentlemen's Brunch
Kick Off Event
Motivational Mondays
"Pursuit of a Degree" with Harvell Howard
Suit & Tie Tuesdays

Slice of UCA Event (Transitional Program)

The transition from high school to college can be very difficult. For many of our incoming minority students, the perceived challenges of the new experience sometimes prohibit students from matriculating even after they receive official admittance. ODC recognized this possible hurdle and developed a program, "A Slice of UCA," to address this need.

This event gives students the opportunity to learn more about Financial Aid, Academic Advising, Housing, Student Accounts, and Learning Communities. In addition, students and guests meet and speak with UCA faculty, staff, and students to learn more about the campus environment, expectations, and opportunities for student involvement and leadership. Of the 32 students who attended the spring 2014 event, we had an 87.5% enrollment rate of those students for the Fall 2014 semester.

Additional Programming

Academic Achiever Celebration
Asian Heritage Month Celebration
Breast Cancer Awareness Program
Diabetes Awareness Program

Heart Awareness Program
Ladies' Tea Time Event
Leadership 101 Training Seminar
Minority Graduation Celebrations
Money Matters with ADHE
Multicultural Freshman Dinner (Office of the Provost)
Native American Heritage Celebration
STEM Events

ODC Budget

| Event | Budget |
|---------------------------------|-----------------|
| Academic Achiever Event | \$1559 |
| Alley Summit | \$2500 |
| Awareness Program Food/Supplies | \$245 |
| Black Graduate Student Meeting | \$170 |
| BMAC | \$3120 |
| Common Event | \$950 |
| Graduation Reception | \$8480 |
| Griot Society | \$1000 |
| LGBT+ | \$3760 |
| Latino Student Association | \$2410 |
| MLK Prayer Breakfast | \$2000 |
| MMP | \$7400 |
| Native American Events | \$1167 |
| Slice of UCA | \$1620 |
| STEM Event | \$225 |
| UMAS | \$70 |
| Women's Initiatives | \$2750 |
| Total | \$39,426 |

OUTREACH/PARTNERSHIPS

ID and ODC established several campus partnerships to assist in the recruitment and retention of diverse faculty, staff, and students to include Admissions, Career Services, Financial Aid, Instructional Development Center, Graduate School, Learning Communities, Office of the Provost, and UCA STEM efforts. External partnerships include the Alley Scholarship Summit, CDI Construction, UAMS, and the Work Force Development Center.

DIVERSITY ADVISORY COMMITTEE

Sanctioned by UCA's Board of Trustees, this committee includes faculty from each academic college, staff from each division, and representatives from the Student Government Association. The charge of the committee is to make recommendations and to promote and maintain inclusive excellence that aligns with the University's core value of diversity. The highlights of the committee's work during academic year

2014/2015 include the following: the identification and labeling of gender-neutral restrooms; UCA's becoming the state's college/university leader in serving the student-nursing-mother population with three Lactation Suites and four stations that will serve nontraditional students; and the composition of a comprehensive campus-wide diversity strategic plan.

The diversity strategic plan puts forth a wide range of dimensions that speak to core areas of the University, social identity characteristics, and focal/constituent groups. It further adopts vision-aligned objectives with corresponding principles and practices. Each division and academic college will annually report its customized initiatives based on the aforesaid. The communications campaign to inform and collaborate with the campus for the first year of implementation begins Fall 2015.

DIVERSITY WEBSITE

ID reorganized and enhanced the diversity website (www.uca.edu/diversity) to serve as a clearinghouse for campus diversity that includes links to

- Institutional Diversity
- Office of Diversity and Community
- Diversity Training
- Diversity Initiatives and Support
- Diversity Ledgers and
- Other diversity related information.

AWARD

At the 2014 League of United Latin American Citizens Council (LULAC) 750 Little Rock Scholarship Gala, UCA received the Latino Education Outreach of the Year Award.

Arkansas Northeastern College

Minority Recruitment and Retention Annual Report

2014-2015

1. Number of minority students, by minority group, who currently attend the institution:

| | |
|----------------------------------|------|
| Asian | 9 |
| Black or African American | 424 |
| Hispanic or Latino | 53 |
| American Indian | 5 |
| White | 889 |
| Two or more races | 17 |
| Total Enrollment for Spring 2015 | 1397 |

2. Number and position title of minority faculty and staff who currently work for the institution:
There are 33 minority faculty and staff at ANC. They represent 18% of the total employees.
See attached listing of minority employees with their respective position title.
3. Number of minority, by minority group, full-time faculty who currently work for ANC:
Four fulltime faculty in Spring 2015 were minority: 3 African American and 1 Asian.
4. Number of minority adjunct faculty who currently work for the institution:
Two current adjunct faculty are minority. Both are African American.
5. Number and position title of minority faculty and staff who began working at the institution in the past year:
Two fulltime faculty were employed, both are African American
Two academic staff were employed, both are African American and are Educational Advisors with the Educational Talent Search Program.
6. Progress made in meeting institutional goals and objectives related to recruitment and retention of minority students, faculty and staff: See attached Chart.
7. New Strategies or activities that have been added for the coming year and the indicators for/benchmarks that will be used to determine success in meeting any new objectives. See attached chart.
8. Timeline, budget and methods used to assess and monitor progress. See attached chart.



2015 Minority Report

| <u>FULL NAME</u> | <u>E</u> | <u>OFFICIAL TITLE</u> |
|-------------------------|----------|--|
| Alvoid, Lonzetta | 2 | Administrative Specialist I/Adult Ed |
| Anderson, Takindra | 2 | Administrative Specialist I/Faculty |
| Anderson, Trina | 2 | Academic Services Coordinator, SSS |
| Blankenship, Candice M. | 2 | Coordinator, University Center |
| Bowen, Pacey | 2 | Interim Vice President for Finance |
| Butler, Tachmonite | 2 | Developmental Education |
| Carr, Darrell | 2 | Advising Specialist |
| Cashman, Teresita G. | 4 | Maintenance Assistant |
| Erby, Stephanie | 2 | Higher Education Institution Program, Coordinator. |
| Freeman, Marie G. W. | 2 | Administrative Specialist I/Adult Ed |
| Gaston, Mary | 2 | Pathways Counselor |
| Jones, KeTierra Jones | 2 | Financial Aid Advisor |
| Bogard, Denese | 2 | Education Advisor, EOC |
| Echols, Douglas Jr. | 2 | Arkansas Works Career Coach |
| Faulkenberry, Pam | 0 | Educational Advisor, ETS |
| Hernandez, Frank | 3 | Instructor, Aviation |
| Hunt, Blanche Dr. | 2 | Associate Vice President for Community Relations |
| Jones, Joseph | 2 | Instructor, Computer Information Systems |
| Jones, Lisa Dr. | 2 | Instructor, Associate Degree Nursing |
| Lewis, Leslie A. | 2 | Retention Coordinator, SSS |
| McGhee, Lisa | 2 | Program Director, SSS |
| Moore, Johnny | 2 | Admissions Counselor/Careers |

| <u>FULL NAME</u> | <u>E</u> | <u>OFFICIAL TITLE</u> |
|---------------------|----------|---|
| Morris, Lance Glenn | 4 | Lab Sciences/Lab Coordinator |
| Partee, Sheila | 2 | Restaurant/Kitchen Manager |
| Shelton, Shannon | 2 | Educational Advisor, ETS |
| Turner, Catalina | 4 | Institutional Services Assistant |
| Turner, Leanna | 2 | Administrative Specialist I, Faculty |
| Walker, Marilyn | 2 | Administrative Specialist II, VP of Finance |
| Whaley, Pauline | 2 | Developmental Education |
| Whaley, Ratasha | 2 | Fiscal Support Specialist |
| Williams, Lynda | 2 | Administrative Specialist I, Faculty |
| Wilson, Beverly A. | 2 | Library Support Assistant |
| Wilson, LaTanya | 2 | Administrative Specialist I, Faculty |

Part-Time

| | | |
|----------------------|---|-------------------------|
| Christopher Burks | 2 | Maintenance/Grounds |
| Christopher Caradine | 2 | Student Ambassador |
| Ashley Clay | 2 | Clerical |
| Robbin Frazier | 2 | Student Ambassador |
| Brandon Jones | 2 | Computer Lab Assistant |
| Kristan Mays | 2 | Student Ambassador |
| Kiesha McGaughy | 2 | Clerical |
| Dulce Munoz | 3 | Student Ambassador |
| Crystal Robinson | 2 | Institutional Assistant |
| Tamia Stitts | 2 | Student Ambassador |
| Jeremy Swift | 2 | Student Ambassador |
| Alexis Thomas | 2 | Clerical |
| Kharisma Tride | 2 | Tutor |
| Alex Turner | 2 | Maintenance/Grounds |

| # of Minority Employees | | | |
|--|-----------|------------|---------------|
| per IPEDS report | | | |
| Fall 2014 | | | |
| | Men | Women | |
| Faculty | | | |
| Nonresident Alien | | | |
| Hispanic/Latino | 1 | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | 2 | |
| Native Hawaiian or Other Pacific Islander | 1 | | |
| White | 20 | 34 | |
| Two or more races | | | |
| Executive/Administrative/Managerial | | | |
| Nonresident Alien | | | |
| Hispanic/Latino | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | 3 | |
| Native Hawaiian or Other Pacific Islander | | | |
| White | 4 | 10 | |
| Two or more races | | | |
| Other Professionals | | | |
| Nonresident Alien | | | |
| Hispanic/Latino | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | 4 | 6 | |
| Native Hawaiian or Other Pacific Islander | | | |
| White | 7 | 28 | |
| Two or more races | | | |
| Technical & Paraprofessionals | | | |
| Nonresident Alien | | | |
| Hispanic/Latino | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Native Hawaiian or Other Pacific Islander | | | |
| White | 1 | | |
| Two or more races | | | |
| Clerical and Secretarial | | | |
| Nonresident Alien | | | |
| Hispanic/Latino | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | 11 | |
| Native Hawaiian or Other Pacific Islander | | | |
| White | | 21 | |
| Two or more races | | | |
| Skilled Crafts | | | |
| Nonresident Alien | | | |
| Hispanic/Latino | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Native Hawaiian or Other Pacific Islander | | | |
| White | | | |
| Two or more races | | | |
| Service/Maintenance | | | |
| Nonresident Alien | | | |
| Hispanic/Latino | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | 1 | |
| Native Hawaiian or Other Pacific Islander | | 2 | |
| White | 14 | 5 | |
| Two or more races | | | |
| Total by Gender | 52 | 123 | |
| Total Full-time Employees | | | 175 |
| Total Minority Employees | 6 | 25 | 31 |
| % of Minority Employees | | | 17.71% |

Arkansas Northeastern College

Minority Recruitment and Retention Report for Faculty, Staff and Students

2014-2015

In accordance with Arkansas Northeastern College's Mission of providing accessible, quality educational programs, services, and lifelong learning opportunities, the following is a documentation of the progress ANC has made this academic year toward the recruitment and retention of minority faculty, staff, and students.

| For Faculty and Staff | | | | | |
|---|---|---|------------|--|----------------------------------|
| Objective | Strategy | Indicators of success | Time Frame | Budget | |
| 1. The College will provide opportunities for enhancement of knowledge and skills. | Development of a professional plan approved by supervisor and Chief Academic Officer. | Completion of courses or degrees. Eleven employees applied for and were awarded professional development funds in 2014-2015. 2 minority employees applied and received funding which was 18% of the total faculty who applied. | On-going | Budgeted: \$20,000 Expended: \$16,468 | |
| 2. The college will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population (36%). | The college will give first consideration to qualified minority candidates. | ANC had 31 minority employees reflected on the Fall 2014 IPEDS Report. This represented 17.7% of the total faculty, staff, and administration. This is a 1.8% increase from 2013-2014 in which minorities accounted for 15.9%. Two minority employees have been employed since the report was filed. The total is now 33. | On-going | \$2,400 expended on minority need NA | |
| For Students: | | | | | |
| Objective | Strategy | Indicators of success | Time Frame | Budget | |
| 1. The college will actively recruit minority students through the Great River Promise, ANC Foundation, Board of Trustees, and other scholarship opportunities. | College Recruiters, Career Coaches, and TRIO recruiters will use the promotional material at school visits, campus tours, and college days to | 38% of incoming first-time freshmen students in Fall 2014 were minority. This is an increase of 2% from Fall 2013 in which minorities accounted for 36% of the incoming first time Freshmen. ANC awarded 293,251 in scholarships in 2014-2015. \$69,627 was awarded to minorities. This | On-going | NA | More scholarships are available. |

| | | | | |
|---|--|---|---------------------------------|---|
| | <p>promote the availability of scholarships to the students of Mississippi County</p> <p>A strategy will be implemented to assist students in short programs which do not qualify for federal financial aid.</p> <p>Minority students will receive the Early College Scholarships to encourage 38.25 participation in the Early College Concurrent Credit Program.</p> | <p>amount represents an increase of \$4,016 from 2013-2014. Minority representation was 24% of all those who received some type of scholarship.</p> <p>The ANC Foundation approved a Travel Voucher program for students enrolled in short term programs to assist them with the cost of transportation. These vouchers may be used only for the purchase of gasoline. Students must meet attendance and academic progress measures on a biweekly basis in order receive the vouchers.</p> <p>Approximately 332 students participated in the Early College Program in 2014-2015. 38.25% were minority. Minority students received 35.05% of the total scholarships awarded.</p> | <p>On-going</p> <p>On-going</p> | <p>Any student who applies for financial aid will receive some assistance. This may be in the form of federal financial aid, institutional scholarships or ANC Foundation Scholarships.</p> <p>Travel Vouchers were awarded to 88 students in 14-15 with 64% of those students being minority.</p> <p>The Early College program will continue to be promoted to high school students. The College has expanded the eligibility requirements to include students from Greene County.</p> |
| <p>2. The College will place students in the appropriate college level course(s) to ensure success.</p> | <p>Accurate placement of students by ACT and COMPASS scores. All new AA, AS and AAS students will be processed through the new Advising Center for a working plan of success collaboratively made by the student with the appropriate advisor.</p> | <p>ANC has totally redesigned its developmental Math and English program. The goal of the redesign is to reduce time to degree and to provide individual instruction to many of the at risk students. ANC's statistics show that the success rates in the College Prep courses for minority and non-minority students is 45%. The Caucasian success rate is higher than the rate for minority students. These courses are under continuing review with a focus on minority success rates for 2015-2016. Improving the success rates of developmental courses will be at least a 3 year process.</p> | <p>On-going</p> | <p>\$9,000 for SKILLS TUTOR software to assist students with improving their basic skills with the goal to eliminate the need for developmental courses.</p> <p>The College also established two emporium math labs with grant funding to students the opportunity to progress at their own pace through developmental course work.</p> |

| | | | | |
|--|--|--|---|--|
| <p>3. The College will provide tutoring, mentoring, and intrusive advising to increase the retention of the minority student. The College will focus on the first year experience of all students. Minority students will benefit from our redesign.</p> | <p>The creation of an Advising Center that focuses on the success of all students. Three advisors have been hired to address our major needs in transfer, career and technical, and allied health.</p> <p>Tutoring and supplemental instruction will be provide to students.</p> <p>Mentoring programs have been established for both men and women. These programs will facilitate the academic, professional, and personal growth of students.</p> | <p>The Advising Center served approximately 700 students 2014-2015 providing intensive academic and career advising. 43% of these students were minority.</p> <p>An Academic Tutoring Coordinator directs group and individual tutoring. This individual also is responsible for the SKILLS Tutor Program.</p> <p>There was a separate budget line for tutoring and supplement instruction for 2014-2015.</p> <p>Men Achieving Leadership and Education Success (MALES) mentoring program served 25 male students in 2014-2015</p> <p>Females Enhancing Mentoring, Achieving Leadership Education and Success (FEMALES) mentoring program began in 2014-2015. Thirty-two (32) females participated in the program. Of the 57 participants, 53% are minority.</p> <p>Each program meets twice per month with a specific agenda for each meeting.</p> <p>These programs will continue to be monitored to assess their impact on student success and retention.</p> | <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> | <p>The College employs three fulltime advising specialist to assist these students.</p> <p>Salaries for 3 positions: \$145,263</p> <p>Salary for one position: \$36,619</p> <p>Tutors and Supplemental Instruction : \$24,000</p> <p>\$5,500 for mentor stipends</p> <p>\$3,000 was allocated in 2014-2015 for mentoring activities.</p> |
|--|--|--|---|--|

| For the Community: | | | | |
|---|--|---|------------|---------|
| Objective (new for 2014-2015) | Strategy | Indicators of Success | Time Frame | Budget |
| 1. The College will begin an extensive community engagement program to conduct outreach initiatives to the entire service area but in particular to the minority community. The effort will be directed by Dr. Blanche Hunt, Associate Vice President for Community Relations, who is an African American female. | Develop a Minority Recruitment and Retention Plan for 2014-2015 and 2015-2016. | <p>Develop and implement activities, events and programs to targeted individuals to meet the institutional goals outlined in the plan. A detailed report for each of the following activities is attached.</p> <ol style="list-style-type: none"> 1. WORK Mentoring Program 2. Campus Peer Mentoring Program 3. Black History Program 4. Women's Conference 5. Educational Empowerment Initiative 6. First Steps to College 7. Super Sunday 8. President's Council on Underserved Communities | On-going | \$8,500 |

ARKANSAS NORTHEASTERN COLLEGE
Minority Recruitment and Retention Report for 2014-2015 and 2015-2016

The Associate Vice President of Community Relations, who is an African American female, directed and assisted in developing and implementing the following activities, events, and programs and projected initiatives to meet the institutional goals outlined in the Minority Recruitment and Retention Plan for 2014-2015 and 2015-2016.

WORK Mentoring Program reinforces concepts taught in the WORK (Workforce, Orientation, and Retraining Keys) job training program and creates a social network for students that assist them in making positive life choices that maximize their work skills, employment opportunities, and role as productive citizens. Volunteer community mentors work with each participant throughout the 8 weeks of training and extending until the participant has successfully maintained employment for 90 days.

Presently 80 community volunteer mentors have signed up to participate in the program. Seventy mentors have received the 4 hour certification training. The racial composition of the mentors is 76 African Americans and 4 Caucasians. These mentors have assisted with mentoring 83 WORK program graduates; 79 of these individuals are African Americans, 4 are Caucasians.

A campus Peer Mentoring program has been created and will be implemented in 2015-2016 to assist with peer mentoring of ANC students and to serve as mentors for WORK mentoring program. (See Mr. Carr/Dr. Bridget Shemwell for details)

Also, an e-mentoring program will be implemented for WORK Mentoring and campus mentoring in Fall 2015.

The Black History Program was held on February 24 and 25, 2015. Approximately 40 individuals attended the sessions. There was a racially mixed composition of students, faculty, staff, and community leaders and citizens. The sessions consisted of a panel discussion lead by Dr. Michael Tymann who currently serves as the Director of the University of Arkansas at Little Rock Institute on Race and Ethnicity. The goal of the forum discussion was to engage the panel and audience in a discussion on the award winning documentary Come Walk in My Shoes, which follows the Honorable John Lewis on an emotional pilgrimage to the churches, parks and bridges where young people played a pivotal role in the struggle for equality and voting rights. The panel and program attendees also engaged in a discussion on the state of race relations then and now and how college students played a significant part in the non-violent protests that challenged segregation laws in the South and led to the passage of the Voting Rights Acts in 1965. A copy of the program is attached to reference other panel members' biography and the film maker, Robin Smith.

The ANC Women's Conference held March 2015 was held to celebrate Women's History month and to celebrate women in Leadership. A cadre of Fifteen dynamic women leaders from diverse ethnic

backgrounds and career fields spoke to a diverse group of girls and women from area high schools, ANC students, and businesses throughout the College service district and the state as an effort to assist in closing the Gender Gap and to empower women and girls to believe they accomplish their educational and career goals and dreams. Breakout session speakers along with the key note speaker and others all focused on ways to promote positive role models for women that defy gender stereotypes, and speakers shared information that facilitate women's participation in STEM careers and other non-traditional fields.

ANC's Educational Empowerment Initiative – "Pathways to Educational Success and Prosperity" was submitted and approved during Budget Hearing 2015-2016. This initiative is in support of ACT 1091 of 1999. Minority refers to African Americans Hispanic Americans, Asian Americans, and Native Americans. This effort was designed to assist in reaching the goals of the institution's Five-Year Minority Recruitment and Retention Plan. The programs listed below are designed to assist in bridging the statistical gaps in the participation and success of minority and non-minority students in educational programs and achievement in our communities, specifically to:

1. Increase enrollment, retention, and graduation rates to a comparable ratio with non-minority students.
2. Sponsor programs which promote greater vocational and professional job opportunities for minority students.
3. Develop partnerships between ANC, primarily African American churches, Community Based Organizations that work to reduce generational poverty among under-served populations, and specific universities that promote greater transfer opportunities for minority students.
4. Provide programs that enhance social, health, and cultural aspects of post-secondary education for minority students and all students. Develop and implement programs to enhance mentoring activities such as Males, Females, and STEM career recruitment, and WORK Mentoring networking events and activities, MLK Service Day, forums/conferences on Black History, Women's History, Hispanic History, Health Education Expo, and other events centered on building bridges of hope and improving the quality of life for all citizens within the communities ANC serves.
5. Provide creative educational opportunities and careers for members of under-served communities, including programs in continuing and adult education for older members of the community.

First Steps to College is a program designed to meet the needs of students who may not ordinarily be exposed to the idea of higher education. Students in grades K-2nd are invited to campus in the Fall semester, while grades 3-5th students would visit during the Spring. The mission of the program is to promote enthusiasm for college as a future goal in the lives of all students.

Early College Program – assist minority students and their parents with gaining knowledge in how to prepare for college and access the Early College Program. The students targeted in this group are grades 6-8. During the summer, develop a summer careers academy program, focusing on STEM, manufacturing and other careers.

Super Sunday – This is a student recruitment initiative that targets minority and under-served students and their families with information to support admission/enrollment as well as financial aid processes and scholarships. ANC partners with African American churches throughout Mississippi County to share information through a “presidential pitch” and a college fair about the value of education as it relates to employability and economic empowerment. Early planning and parental involvement are also emphasized as important building blocks to attending college. Prospective students and their families are connected with a Super Sunday Advocate, who will be able to assist with first steps toward college admissions processes. Further, to promote student enrollment and persistence, ANC identifies and inducts successful alumni into the Super Sunday Hall of Fame. The stories of these “hall of famers” provide inspirational models that propel student enrollment and persistence of prospective and current students. Students in this group are grades 9-12. Specific host churches are selected, and invitations are sent throughout the service area and participation includes representatives from several congregations.

Develop a President’s Council on Underserved Communities to provide the President with advice and best practices to increase under-served students’ access to higher education and workforce training.

Forge partnerships with community, faith-based, education, professional associations, and businesses to expand the pipeline of college ready high school graduates and adults, designed to develop church education recruitment/advising opportunities and to assist community organization leaders to facilitate planning of activities and programs in under-served communities.

A total of \$8,000 has been allocated within the Community Relations budget to assist with the programs listed above. Community Partners and other departments and divisions are working collaboratively to assist with the details related to assessment, budget, target populations, and specific details related to implementation of each event outlined above. On June 25th a committee will meet to present details on the following events/programs.

Black History Program – Chair Johnny Moore

Mentoring Calendar of Events – Chairs Darrel Carr and Tiffany Pillow

Health Education Expo – Co-chaired by Blanche Hunt (Johnny Moore, Nikki Brown – Come Walk in My Shoes diversity activity is being explored as an add on event)

Women’s History Celebration --- Chair (Sherri Bennett this year) I’m not sure if she will serve next year; however, the committee will be given overview of date, theme, and ways to provide additional support

ARKANSAS NORTHEASTERN COLLEGE
MENTORING PROGRAM REPORT
2014-2015

The Male and Female Mentoring Program facilitates academic, professional, and personal growth for our student body. The program is based on the mentor/mentee model, which gives our students access to individuals who can provide information to help them in certain situation associated with academics or personal issues.

Due to the various needs of our student population the program is divided into two separate gender groups, with separate mentors for the males and female mentees, respectively.

Provisions provided are:

- Academic literacy through lectures and power point presentations
- Financial literacy through lecture and power point presentations
- Personal health literacy through lecture and power point presentations
- Social responsibility
- Professional responsibility
- Mental health awareness
- Responsibility awareness

Our count of participants for the year 2014 /2015 was the following:

- Male participants 20
- Females participants 25
- Male Adult Education 5
- Females Adult Education 7

The program met twice a month at 12:15 in two separate venues, one for females, and one for males. Meeting agendas consisted of the following:

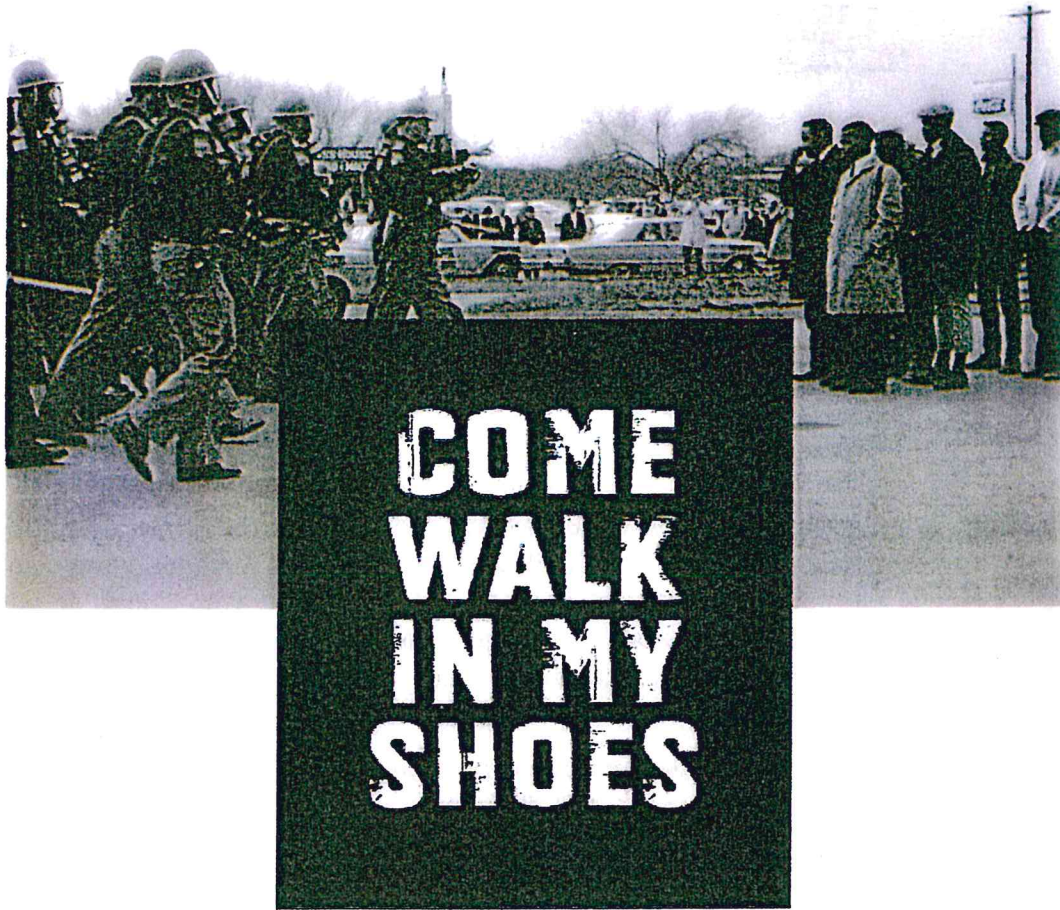
- Dress for Success presentation by Days Men's Wear and Cato's
- Resume Writing conducted by Pathways
- Academic Success in Math, English, History, and Speech conducted by faculty
- Family Planning conducted by Arm of Hope Stacy Harris
- Goal Setting and achievement by Jonny Moore
- Social Responsibility by Darrel Carr
- Tutoring, Tosh Butler
- Tutoring, Ms. Pillow
- Personal health and hygiene, Matt McCord and Candace Blankenship

Student's participation:

- Back to School Bash picnic and barbecue
- Black History program
- Women's Conference
- National Volunteer Day
- ANC Clean Up Day
- Teen Summit

Arkansas Northeastern College

Civic and Community Engagement Symposium



Black History Program

Governors Ballroom, Statehouse Hall

February 24 & 25

1:30—3:00 pm

Theme

Come Walk In My Shoes and See How Times Have Changed

PROGRAM

Opening Remarks and Welcome.....*Dr. James Shemwell, President*
Introduction of Moderator and Panelists.....*Dr. Blanche Hunt, Assoc. VP of Community Relations*
Moderator.....*Dr. Michael Twyman, University of Arkansas --Race and Ethnicity Institute*

PRESENTERS

Mrs. Alice Patterson, San Antonio, TX --Justice at the Gate

Mr. Tommy Baker, Former AR State Representative

Mayor James Sanders, Blytheville

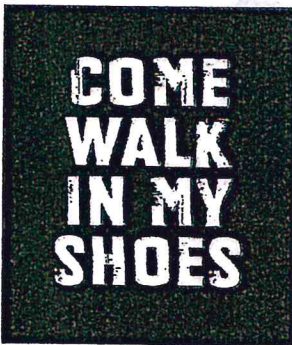
Mr. Doug Echols, ANC WORK Coordinator

Closing Remarks.....*Dr. Bridget Shemwell, ANC Advising Center Coordinator*

Announcements

Come Walk in My Shoes is an award-winning documentary that follows the Honorable John Lewis on an emotional pilgrimage to the churches, parks and bridges where young people played a pivotal role in the struggle for equality and voting rights. At each location, Lewis reflects on his experiences and provides a forum for others – the “unsung heroes who cared deeply, sacrificed much, and fought hard for a better America” – to help us understand what happened, and why it happened.

This award-winning documentary provides a fresh, first-person perspective on the non-violent protests that challenged segregation laws in the South and led to the passage of the Voting Rights Act in 1965.



Filmmaker Robin Smith, President of Video/Action



In 2003, Robin Smith, founder and President of Video/Action, began a documentary project to highlight the story told through The Faith & Politics Institute's Congressional Civil Rights Pilgrimages to Birmingham, Montgomery and Selma, Alabama. The resulting film, titled *Come Walk In My Shoes*, is now showing at film festivals all over the country.



Justice at the Gate
PO Box 681148
San Antonio, TX 78268
www.justiceatthegate.org
justiceatthegate@aol.com
Cell 210-213-9115

Alice Patterson has been described as a *divine connector*. She brings leaders together across denominational, racial, political and social lines. As the granddaughter of a former Ku Klux Klan member, Alice has publicly spoken against both overt and unconscious racism in the white community. Alice serves as a bridge between people of various cultures as well as between individuals and the civic arena. Alice's heart is to train leaders in various ethnic communities about how to access governmental power by taking a seat at the decision-making table regardless of political party. In her book, *Bridging the Racial and Political Divide: How Godly Politics Can Transform a Nation*, Alice answers the question why Black and White Evangelicals, who agree theologically, are so divided by race and by politics.

Alice is founder of Justice at the Gate in San Antonio and is dedicated to empowering individuals through reconciliation and education. Alice has been involved in the civic arena for 30 years organizing grassroots for various organizations including Eagle Forum and Texas Christian Coalition. She served on the Texas Advisory Board for the U.S. Civil Rights Commission for 10 years. Alice has received several awards for her work in the Black and Hispanic communities including the Phoebe Award from Dr. Dwight McKissic of Cornerstone Baptist Church in Arlington, Texas, the National Juneteenth Reconciliation Memorial Award in Washington, DC, the Reconciliation Award by Lake Granbury, Texas Ministerial Alliance and a commendation medal from the Dred Scott Foundation in St. Louis, Missouri by Lynne Jackson, the great-great granddaughter of former slave Dred Scott. She is currently on staff for the National Black Robe Regiment.

She has been married to John for 48 years. They reside in San Antonio, Texas and have two sons, five grandchildren and one great grandchild.

Tommy Lee Baker, former Arkansas State Representative for District 55, parts of Mississippi County and Crittenden counties.



Tommy Lee Baker is a former Arkansas State Representative for District 55, parts of Mississippi County and Crittenden counties. Mr. Baker is presently principal owner and operator of Tommy Baker and Associates engaged in the business of consulting for clients doing business with local, state and federal government. Tommy Baker & Associates offers life insurance and annuities through Primerica Financial Services at his office located at 209 East Hale, Osceola, AR.

In the legislature, Mr. Baker was nominated and elected by his peers to serve as chairman of the legislative council and the first African American to hold that position.

A notable accomplishment was the co-sponsoring of Act 570, which reduced prison overcrowding by reducing lengthy sentences for minor violations and first-time offenders.

Mr. Baker served 24 years on Osceola City Council before serving in the legislature. While serving on city council, Mr. Baker was elected president of the Arkansas Municipal League, and to this date is still the only African American to hold that position. By virtue of service on the city council and the Municipal League, Mr. Baker was elected as chairman of community and economic development for the National League of Cities as well as serving on the executive board of the National league of cities.

Mr. Baker served with two governors as Commissioner for Arkansas Industrial Development Commission, tasked with growing the state of Arkansas with industrial jobs and economic development.

In 1967 when the farming opportunities were declining, Mr. Baker got part time employment with American Greetings Corporation. As the transition continued, Mr. Baker began to learn about corporate America. Eight years into his corporate experience, Mr. Baker applied for and subsequently got a job in supervision. The company employed 32,000 employees, and Mr. Baker became the first African American to become a supervisor. In the first line of management, Mr. Baker found himself unprepared educationally, and in 1979 he set out to improve this area of his journey.

In 1982 Mr. Baker graduated with an Associate Degree just one month before his oldest child graduated from high school. He continued to his educational journey and received a bachelor's degree from Park College and later graduated from the University of Arkansas in Operations Management as classes were ending on Eaker Air Force Base.

Mayor James W. Sanders has lived a life of public service. He was employed by the City of Blytheville Police Department from 1977 until he retired in 2000. He rose through the ranks from Cadet to Captain and was in charge of the Criminal Investigation Division (CID) when he retired. He continued his work in Law Enforcement after his retirement when he went to work for the Arkansas State Police. While working for the State Police, James ran for, and was elected to the Blytheville City Council representing Ward I. In 2009, Mississippi County Sheriff Leroy Meadows succumbed to a long illness. Sheriff Meadows hand-picked James Sanders to be his successor. After careful thought and prayer, James decided that he had a need to better serve his community by running for Mayor of Blytheville. James Sanders won the election in November of 2010 and began serving as Mayor on January 1, 2011, and was re-elected in 2014, serving a second term as Mayor of Blytheville. He is proud to serve the citizens of Blytheville. He is the father of three sons, grand-father, and husband of Joyce for 30 years. He also serves as a Deacon of New St. Paul M.B. Church.



Doug Echols, Jr. is a 2004 graduate of Blytheville High School. Echols received his AA degree from ANC in 2008 and a Bachelor of Science in Psychology and Counseling with a minor in Sociology from the University of Central Arkansas in 2011.

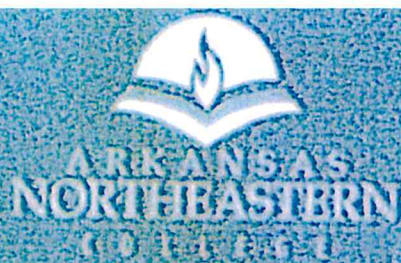


Echols returned to Mississippi County and worked from 2012-2013 as a Mental Health Paraprofessional with Life Strategies Counseling, Inc. before accepting a position with ANC as a Career Coach at Osceola High School. He is now a Coordinator of the W.O.R.K. Program with ANC. Echols has been married to Jazsma Echols for 4 years and has 2 sons, Dailen and Jaxson.

Michael R. Twyman, Ph.D., currently serves as the Director of the UALR Institute on Race and Ethnicity.



The Institute's primary objective is to seek racial justice in the state of Arkansas. Before joining UALR in 2013, he served 14 years as a state grants director for a large foundation in Indianapolis. His previous experience includes senior-level positions in the public and private sectors with an emphasis on community and economic development in urban neighborhoods. He earned his doctorate in social policy from Indiana University and has provided leadership on a number of nonprofit boards. His dissertation topic and research interests focus on the resiliency of African American families. Dr. Twyman also was an associate faculty member at the Indiana University School of Public and Environmental Affairs, and currently teaches an Introduction to Race and Ethnicity course at UALR. The Indianapolis Library Foundation is a recipient of an endowed fund in his name of which proceeds help support literacy and education programs for underserved populations.



Presents

Women in Leadership

Tuesday, March 31, 2015

Governors Ballroom

Believe in yourself



*Cassidy Todd is a former AT&T executive. She will share how having a special needs child has changed her whole life trajectory, as she shifted careers to become an entrepreneur and owner of The Sensory Shop, a toy store for spe-



REGISTER TODAY

<http://tinyurl.com/ANCwomensevent2015>

| | |
|---------------|----------------------|
| 9:30 - 9:45 | Welcome |
| 10:00 - 10:30 | Career Conversations |
| 10:30 - 11:00 | Career Conversations |
| 11:00 - 11:30 | Networking Break |
| 11:30 - 12:00 | Lunch |

12:00 p.m. - 1:00 p.m.

Keynote Speaker - *Cassidy Todd
This segment of the event is open to the public!
Adams/Vines Recital Hall

Refreshments will be served.

adhe



Your Path To A Brighter Future



Women's

HISTORY MONTH 2015

looking back • moving forward

Women in Leadership

L 102



Ms. Sally Bennett
Superintendent,
Armored Public Schools

S 142



Ms. Lisa John Adams
Quality Director,
Nucor Steel Arkansas

L 102



Dr. Tina Gray Teague
Professor of Entomology &
Plant Science,

S144



Ms. Pacey Bowens
Interim Vice President for Finance,
Arkansas Northeastern College

S 140



Ms. Lenore E. Trammell
Chief Compliance Officer,
Big River Steel

S 144



Ms. Christie Patterson
Executive Vice President
for Commercial Lending,
Southern Bancorp

S 141



Ms. Kyra Langley, MSN, RN, CSN
Nursing & Allied Health
Instructor/Performance Improve-
ment Staff Development RN

S 142



Ms. Tracey Ritchey
Community Relations
Specialist,
TenarisHickman

S 141



Dr. Valencia M. Andrews-Pirtle, MD
Family Medicine Physician,
Blytheville, AR

L 101



Ms. Ammi Tucker
Executive Director,
Osceola/South Mississippi
County Chamber of
Commerce

S 140

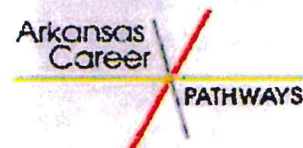


Ms. Wanda James
Arkansas State Trooper Recruiter
Arkansas State Police

L101



Ms. Kasie King
Human Resource Manager
Aviation Repair Technologies



Minority Recruitment and Retention Annual Report



**ARKANSAS STATE
UNIVERSITY
BEEBE**

BEEBE • HEBER SPRINGS • LRAFB • SEARCY

For the Academic Year
July 1, 2014–June 30, 2015

Submitted to
The Arkansas State University Board of Trustees
The Arkansas Department of Higher Education
The House and Senate Committees on Education
In Compliance with Act 1091 of 1999

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Chancellor's Statement

ASU-Beebe has a long history as a student-centered university dedicated to meeting the needs of our students with high quality programs in a friendly atmosphere. We are committed to providing equal opportunities for all our students, faculty, and staff. Diversity is an essential element of the educational process, and we strive to foster an environment, both in the classroom and the work environment, where everyone will be an integral part of our University family.

We place special emphasis on the recruitment of minority faculty, staff, and students. As an open admission institution, everyone has an opportunity to seek an education. Our learning centers, student success center, small class sizes, and caring faculty are some of the "special touches" students find when they attend our institution.

ASU-Beebe recognizes the uniqueness of each student and provides support programs designed to assist students in determining and achieving their educational, personal, and occupational goals. We are committed to that premise.

Eugene McKay, Chancellor
Arkansas State University-Beebe

ASU-Beebe Long Range Planning

In 2009-2010, ASU-Beebe revised and updated its mission, vision, and core values. During these planning processes, the University made special efforts to consider diversity, global awareness, and the recruitment and retention of minority students, faculty, and staff. The mission, vision, and core values were reviewed and upheld in July 2014 and are reflected below. ASU-Beebe's practice is to continually revise and update its strategic plan, as necessary, to further its mission, vision, core values, and institutional needs.

Mission

Transforming lives through quality learning experiences.

Vision

With 10,000 credit and 5,000 non-credit students, ASU-Beebe will become a quality, comprehensive university of choice that enriches lives and equips students to become life-long learners capable of achieving excellence within an ever-changing global society.

Core Values

ASU-Beebe is a community of individuals working together to accomplish a common mission and vision. The following core values provide the foundation that guides the way in which our mission is accomplished and our vision will be achieved.

While strengthening our practice of being student-centered, we will guide our internal conduct as well as our relationships with those we serve by applying the values of integrity, diversity and global awareness, excellence, access, and student-centered (IDEAS).

- *Integrity:* We value integrity by having honesty and truthfulness in the consistency of our actions, methods, and principles.
- *Diversity and Global Awareness:* We value diversity and global awareness by assisting our students and employees to increase their exposure to and understanding of our diverse local, state, and global societies and their impact on cultural and economic well-being.
- *Excellence:* We value continuous improvement and strive for excellence by accomplishing our tasks with distinction.
- *Access:* We value access to educational opportunities by providing multiple locations and diverse programs and delivery methods.
- *Student-Centered:* We value a student-centered culture by focusing on the needs, abilities, interests, and education of our students as our highest priority.

Summary of Act 1091

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of members of minority groups as students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act are:

Each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution. (The complete text of Act 1091 of 1999 is included in Appendix A.)

Annual Minority Recruitment and Retention Report Requirements

ASU-Beebe's Minority Recruitment and Retention annual report is submitted to include the information required by the Arkansas Department of Higher Education. These items include:

- Number of minority students, by minority group, who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Number of minority, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - Timeline, budget, and methods used to assess and monitor progress.

ASU-Beebe provided focused actions and activities during this academic year for the recruitment and retention of minorities. The following is a summary of activities relevant to minority recruitment and retention for academic year July 1, 2014, through June 30, 2015. In addition, this report also indicates strategies and action plans ASU-Beebe intends to employ to increase minority student, faculty, and staff recruitment and retention over the next five years. As we have continued to implement and refine our goals regarding diversity, global awareness, and minority recruitment and retention, we have continually improved our data collection and analysis. We strive to provide learning opportunities for students, to offer challenging and fulfilling employment for personnel, and to deliver meaningful service to the communities we serve.

Students

Number of Minority Students, by Minority Group, Who Currently Attend the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for tracking and consistency purposes.)

2014-2015 Total Student Count by Race

| Race | Number | Percentage |
|-------------------|---------------|-------------------|
| Caucasian | 4891 | 82.9% |
| African American | 339 | 5.7% |
| Hispanic American | 300 | 5.1% |
| Asian American | 51 | 0.9% |
| Native American | 15 | 0.3% |
| Hawaiian | 12 | 0.2% |
| Nonresident Alien | 30 | 0.5% |
| Two or More Races | 250 | 4.2% |
| Unknown | 13 | 0.2% |
| Total | 5901 | |

Source: Office of Institutional Research, ASU-Beebe, June 2015

Faculty and Staff

Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2014-2015 Total Faculty & Staff Count by Race

| Race | Number | Percentage |
|-------------------|---------------|-------------------|
| Caucasian | 569 | 89.9% |
| African American | 40 | 6.3% |
| Hispanic American | 8 | 1.3% |
| Asian American | 8 | 1.3% |
| Native American | 6 | 0.9% |
| Hawaiian | 2 | 0.3% |
| Nonresident Alien | 0 | 0.0% |
| Two or More Races | 0 | 0.0% |
| Unknown | 0 | 0.0% |
| Total | 633 | |

Source: Payroll Office, ASU-Beebe, June 2015

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2014-2015 academic year.

2014–2015 Minority Faculty & Staff by Position

| Position | Race | Status |
|-----------------------------------|-------------------|-----------|
| Accreditation Coordinator | Asian American | Full-Time |
| Admin Analyst/Fin. Aid Analyst | Hawaiian | Full-Time |
| Administrative Specialist II | Hawaiian | Full-Time |
| Administrative Specialist II | Native American | Full-Time |
| Administrative Specialist II | Asian American | Full-Time |
| Administrative Specialist II | African American | Full-Time |
| Assoc. Prof. of Physical Science | Asian American | Full-Time |
| Assoc. Dir. Financial Aid | African American | Full-Time |
| Asst. Prof./Dir. of MLT | African American | Full-Time |
| Asst. Prof. of Chemistry | African American | Full-Time |
| Asst. Prof. of Math | African American | Full-Time |
| Dir. of Physical Plan | Native American | Full-Time |
| Dir. of Upward Bound | African American | Full-Time |
| Financial Aid Analyst | African American | Full-Time |
| Federal Work-Study | Native American | Part-Time |
| Federal Work-Study | Native American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | African American | Part-Time |
| Federal Work-Study | Hispanic American | Part-Time |
| Federal Work-Study | Native American | Part-Time |
| Instructor Art/Graphic Design | African American | Full-Time |
| Instructor History/Comp. Religion | Asian American | Full-Time |
| Instructor of Art | Hispanic American | Full-Time |
| Instructor of Nursing | African American | Full-Time |
| Instructor Physical Education | African American | Full-Time |
| Maintenance Supervisor | African American | Full-Time |
| Networks & Systems Manager | African American | Full-Time |
| PT/Extra Help | African American | Part-Time |
| PT/Extra Help | Asian American | Part-Time |
| PT/Extra Help | Asian American | Part-Time |
| PT/Extra Help | African American | Part-Time |

| | | |
|-----------------------------|-------------------|-----------|
| PT/Extra Help | African American | Part-Time |
| PT/Extra Help | African American | Part-Time |
| PT/Extra Help | Hispanic American | Part-Time |
| PT/Extra Help | Hispanic American | Part-Time |
| PT/Extra Help | Hispanic American | Part-Time |
| PT/Extra Help | Native American | Part-Time |
| PT/Extra Help | African American | Part-Time |
| PT/Extra Help | African American | Part-Time |
| Residence Hall Director | African American | Full-Time |
| Residence Hall Director | Hispanic American | Full-Time |
| Student Accounts Specialist | African American | Full-Time |
| Student Worker | Asian American | Part-Time |
| Student Worker | Asian American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | Hispanic American | Part-Time |
| Student Worker | Hispanic American | Part-Time |

Source: Payroll Office, ASU-Beebe, June 2015

Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2014-2015 Full-Time Faculty Count by Race

| Race | Number | Percentage |
|-------------------|---------------|-------------------|
| Caucasian | 114 | 92.7% |
| African American | 6 | 4.9% |
| Hispanic American | 1 | 0.8% |
| Asian American | 2 | 1.6% |
| Native American | 0 | 0.0% |
| Hawaiian | 0 | 0.0% |
| Nonresident Alien | 0 | 0.0% |
| Two or More Races | 0 | 0.0% |
| Unknown | 0 | 0.0% |
| Total | 123 | |

Source: Payroll Office, ASU-Beebe, June 2015

Number of Minority Adjunct Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2014-2015 Adjunct Faculty Count by Race

| Race | Number | Percentage |
|-------------------|---------------|-------------------|
| Caucasian | 157 | 99.4% |
| African American | 1 | 0.6% |
| Hispanic American | 0 | 0.0% |
| Asian American | 0 | 0.0% |
| Native American | 0 | 0.0% |
| Hawaiian | 0 | 0.0% |
| Nonresident Alien | 0 | 0.0% |
| Two or More Races | 0 | 0.0% |
| Unknown | 0 | 0.0% |
| Total | 158 | |

Source: Payroll Office, ASU-Beebe, June 2015

Number and Position Title of Minority Faculty and Staff Who Began Working at the Institution in the Past Year.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2014-2015 New Hires by Race

| Race | Number | Percentage |
|-------------------|---------------|-------------------|
| Caucasian | 160 | 87.4% |
| African American | 15 | 8.2% |
| Hispanic American | 3 | 1.6% |
| Asian American | 2 | 1.1% |
| Native American | 3 | 1.6% |
| Hawaiian | 0 | 0.0% |
| Nonresident Alien | 0 | 0.0% |
| Two or More Races | 0 | 0.0% |
| Unknown | 0 | 0.0% |
| Total | 183 | |

Source: Payroll Office, ASU-Beebe, June 2015

The following individuals were hired from July 1, 2014 to date:

2014-2015 New Minority Hires

| Position | Race | Status |
|---------------------------------------|-------------------|---------------|
| FWS | African American | Part-Time |
| FWS | African American | Part-Time |
| FWS | African American | Part-Time |
| FWS | African American | Part-Time |
| FWS | African American | Part-Time |
| FWS | African American | Part-Time |
| FWS | African American | Part-Time |
| FWS | Native American | Part-Time |
| FWS | Native American | Part-Time |
| FWS | Native American | Part-Time |
| Instructor of History/Comp. Religions | Asian American | Full-Time |
| Instructor of Physical Education | African American | Full-Time |
| Part-Time Faculty | African American | Part-Time |
| Part-Time Student Worker | Asian American | Part-Time |
| Residence Hall Director | Hispanic American | Full-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |
| Student Worker | African American | Part-Time |

| | | |
|----------------|-------------------|-----------|
| Student Worker | African American | Part-Time |
| Student Worker | Hispanic American | Part-Time |
| Student Worker | Hispanic American | Part-Time |

Source: Payroll Office, ASU-Beebe, June 2015

Annual Progress Summary

Progress Made In Meeting Institutional Goals and Objectives Related To The Recruitment and Retention of Minority Students, Faculty, and Staff.

As part of the 2012-2017 Minority Recruitment and Retention Plan, ASU-Beebe has established the following goals for the recruitment and retention of minority students, faculty, and staff:

- Goal 1: Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.
- Goal 2: Implement the core value of “diversity and global awareness” throughout the individual departments and academic units of ASU-Beebe.
- Goal 3: Actively recruit and retain minority students.
- Goal 4: Promote a campus environment that is minority-friendly.

Goal 1: Develop and Implement Strategies to Recruit and Retain Minority Faculty, Staff, and Administrators.

The following is a summary of actions taken regarding Goal 1:

- ASU-Beebe is increasing recruitment activities to minority-serving institutions.
 - The Office of Human Resources (HR) continually maintains working relationships with other minority serving colleges and universities. To this end, we continue to work together with institutions such as Henderson State University and Pulaski Technical College.
 - ASU-Beebe continues to partner with sister institutions of higher education who primarily serve minority communities to identify qualified minority talent. This has been expanded to working with institutions out of state in internship programs through the Student Services Division.
 - ASU-Beebe attended the Henderson State University Job Fair in the fall of 2014, spring of 2015, and continues to work with a job placement coordinator for assistance in advertising positions for ASU-Beebe.
 - ASU-Beebe’s internship program and partnership with external institutions allowed opportunities for emerging minority talent to be recruited for key positions, such as Resident Hall Advisor in 2015.
- ASU-Beebe advertises employment opportunities in publications directly serving minority populations as funds are available. Additionally, we publish appropriate job openings with specific trade publications in order to recruit the best talent pool possible.

- Positions are posted in the Sunday classified ads of the *Arkansas Democrat/Gazette* which reaches a minority serving population of 54% as of the 2010 census.
- HR currently advertises open positions in the following minority-serving publications:
 - *The National Minority Update*
 - *Minority Times*
 - *Diversity News*
 - *Holá Arkansas*
- Additionally, the University subscribes to diversity packages with the following publications:
 - *Chronicle of Higher Education*
 - HigherEdJobs.Com
- ASU-Beebe created recruitment materials that indicate a close proximity to the Little Rock metropolitan area and reflect a diverse population.
 - In Summer 2015, the People Admin began as a way to provide a more efficient online application process for all candidates. The estimated completion time is fall of 2015.
 - During Summer 2013, ASU-Beebe's website underwent a complete redesign, including the HR page. Scrolling pictures were added to the employment/recruitment page, reflecting the institution's diverse employee and student communities.
 - When attending job fairs, information and promotional materials are included showcasing Beebe's close proximity to the Little Rock metropolitan area. This proximity is also highlighted on the HR webpage.
- ASU-Beebe trained search committees on proper hiring processes using objective and good-faith evaluation of the candidate's qualifications.
 - HR trains search committees on an ongoing and continual basis.
 - Search committees are trained, as needed, to rate and rank applicants based upon occupational qualifications using fair and objective rating criteria, job descriptions, and necessary educational requirements.
 - The Director of HR and/or the Recruitment Specialist qualify each pool of candidates by screening for minimum requirements, such as identified experience and education.
 - All appropriate materials are submitted to HR, including objective rating grids, for review before a final employment offer is made.
 - Specific Professional Development programs, such as Leading Employees for Advancement and Development (L.E.A.D.), are offered to ASU Beebe campus employees; and, minority employees are encouraged to participate.
- ASU-Beebe recruits minority adjunct instructors to apply for permanent teaching positions as they become available.
 - All departments/disciplines are strongly encouraged to post pool positions in order to allow the full recruitment of candidates for adjunct teaching positions.
 - HR openly advertises adjunct teaching positions in order to secure a more diverse bank of applicants.
 - The institution has been successful in the recruitment and employment transition of minority adjunct candidates to full-time, tenure-track teaching positions, especially in math, science, and graphic arts.
- ASU-Beebe conducts at least two minority recruitment visits each year.
 - ASU-Beebe made a minority recruitment visit to Henderson State University in fall of 2014 and spring of 2015.

Goal 2: Implement the Core Value of “Diversity and Global Awareness” Throughout the Individual Departments and Academic Units of ASU-Beebe.

The following is a summary of actions taken regarding Goal 2:

- ASU-Beebe strives to emphasize diversity and global awareness issues across the curriculum. The University continues to offer existing courses and establish new courses that expose all students to diversity issues. Specific courses include, but are not limited to: American Minorities, Cultural Anthropology, Social Problems, Principles of International Relations, Native American History, World Literature I, and World Literature II.
- The library collection provides works on a variety of cultures. Special attention has been given during the past year to acquisition of African American, Native American and Hispanic materials (including materials printed in Spanish). In addition, videos and DVDs requested by minority students have been ordered and are available for use. Likewise, the library's excellent Interlibrary Loan Service ensures that virtually any requested item can be made available to students free of charge. Abington Library also participates in the Arklink Library Consortium, which allows ASU-Beebe students and employees to check out library materials from any participating Arkansas college or university.
- The Faculty Handbook states that “We promote the concept of academic freedom in university discussions, publications, classes, student affairs forums, and committees. Arkansas State University-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and encourages and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors. By extension, minority students' pursuit of knowledge and research is supported and encouraged.”
- The Concert-Lecture Series expanded diversity offerings for the 2014-2015 season. Events included: Then Sings My Soul featuring Cheryse McLeod Lewis; PEN Trio-Woodwind Ensemble; the Arkansas Chamber Singers; and, Anna Maria, a flamenco guitarist and eighteenth generation Santa Fean. The English and Fine Arts Division also sponsored band concerts, choir concerts, and plays. The University plans to continue the concert/lecture season's multicultural palette for 2015-2016.
- ASU-Beebe committed funding to underwrite a major portion of the Concert-Lecture Series. This enabled the University to allow students and employees to attend these high quality programs at no cost. The cost of attendance to community residents is low in comparison to similar programs at other institutions.
- The University allocates funds to promote minority recruitment and retention, including but not limited to
 - As previously stated, HR advertises employment opportunities in a variety of publications, including those directly serving and/or targeting minority populations.
 - HR also conducts search committee training for proper objective hiring procedures.
 - Students are recruited at various locations and events around the state, which is funded by the University (see Goal 3).
 - ASU-Beebe also funds various academic and co-curricular support systems to help achieve better retention rates, including minorities: multiple learning centers, Student Success Center, textbook rental program, and the Microsoft Office Suite subsidy (see Goal 3).

- Furthermore, the institution receives and administers several grants to this end: TRiO Programs, Path to Accelerated Completion and Employment (PACE), Complete College America (CCA), and Career Pathways (see Goal 3).
- The Campus Activities Board and Residence Hall Councils hosted numerous large events throughout the year that promoted students/faculty/staff interaction: HarvestFest, Back to Beebe Bash, Spring Fling, and Global Cuisines.
- Fall and spring leadership training for Resident Assistants and Leadership Council representatives included diversity and inclusion.
- Resident Assistants hosted at least one diversity themed program each semester.
- Residence Life staff acknowledged and celebrated events from cultures around the world in the residence halls
 - Hispanic Heritage Month – September 2014;
 - Words Hurt – October 7, 2014;
 - BeYOUtiful – November 21, 2014;
 - Martin Luther King Day event – January 19, 2015;
 - Black History Month – February 2015;
 - Black History Jeopardy – February 20, 2015.
- ASU-Beebe hosted a Hispanic Recruitment Forum with Hispanic community members on November 10, 2015.
- The Marketing and Recruitment committee developed and disseminated recruitment materials in Spanish.
- Spanish speaking employees and students were available at Preview Day to assist potential students/parents during the recruitment event.
- Dining Services hosted monthly “Cuisines from around the world.”

Goal 3: Actively Recruit and Retain Minority Students.

The following is a summary of actions taken regarding Goal 3:

- During 2014-2015, ASU-Beebe targeted 11 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted, which were visited at least twice, are as follows:

| | |
|--------------------|-----------------|
| ○ Augusta | ○ Hazen |
| ○ Brinkley | ○ Jacksonville |
| ○ Cabot (Hispanic) | ○ Lonoke |
| ○ Carlisle | ○ North Pulaski |
| ○ Conway | ○ Riverview |
| ○ England | |
- ASU-Beebe has consistently participated in the Student Exchange Visitors Information System (SEVIS) program, which has experienced growth in its international student population. In February 2015, ASU-Beebe completed the SEVIS School Recertification for continued compliance to host/educate international students. Approval was granted based on the institutional report submitted to SEVIS by ASU-Beebe.
 - During 2014-2015, 57 students from 8 foreign countries attended ASU-Beebe.
 - The International Club is a student organization that serves as a support network for these international students, helping them more effectively integrate into campus life.

- A meeting held on the ASU-Beebe campus with representatives from the Mexican Consulate located in Little Rock, Arkansas, to give the University funding possibilities for prospective students and ways the consulate can assist undocumented students with educational, social, and cultural transitions into higher education.
- The Office of Admissions and Public Relations and Marketing Office developed an education “road map” recruitment document written in Spanish.
- Annually, ASU-Beebe participates in all regional Arkansas Association of College Registrars and Admissions Officers (ArkACRAO) recruiting events across the state.
- The Beebe, Heber Springs, and Searcy campuses have learning centers that provide free tutoring and computer lab services to students, making it freely available to any student needing academic assistance and/or internet/computer access.
- Four TRiO Programs on two campuses provide students with free tutoring, textbook loans, career counseling, transfer assistance, cultural enrichment activities, and academic advising.
- The Student Success Center offers other special services: testing, counseling, advising, disability services, career planning. It also provides a variety of free workshops: calculator use/skills, writing skills, study skills, and workplace readiness.
- Career Pathways assists qualifying parents and caretakers to overcome financial barriers that may be preventing them from achieving academic success. This support system provides money for transportation, childcare, tuition, and books.
- ASU-Beebe’s Student Success Focus Group is a cross-functional team whose purpose is to facilitate an integrated decision-making process to improve institutional services toward advancing student persistence and completion outcomes, including those of minority students.
- The Campus Bookstore has implemented a textbook rental service that can save students as much as 90% off the cost of a textbook, thus making college more affordable to students.
- Microsoft Office Suite is freely available for students with the cost being subsidized by the University. This provides an affordable means for students to acquire supplementary material required in much of their coursework.
- As previously stated, ASU-Beebe’s Concert-Lecture Series provides students diverse cultural enrichment activities on campus each year. During 2013-2015, this series offered concerts, lectures, plays/musicals, symphonies, and choir shows.
- ASU-Beebe encourages minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills. The Office of Student Life was purposeful in actively seeking a diverse staff in housing for 2013-2014.
 - Fifty percent (50%) of the Resident Assistant staff for 2014-2015 were minority students.
 - Eighty-two percent (82%) of the Executive Board of the Residence Hall Council were minority students.
 - Twenty-five percent (25%) of the Executive Board of the Leadership Council were minority students.

Goal 4: Promote a Campus Environment that is Minority-Friendly.

The following is a summary of actions taken regarding Goal 4:

- ASU-Beebe offers minority students with enduring prospects for an enhanced quality of life by providing a safe environment in which to live, learn, and grow.
- The University Police Department ensures our campuses are as safe as possible.

- ASU-Beebe has received a pre-disaster mitigation grant from FEMA for the sole purpose of ensuring campus safety. While the scope of work of this grant has not been fully implemented yet, a backup generator, mass notification system, internal notification system, and external notification system are fully operational at this time. These help ensure campus safety for all students, employees, and visitors.
 - There have been zero reported racial or ethnically based crimes.
 - Through regular and continuous interaction with students, the University Police Department fosters an environment of understanding and cultural awareness/sensitivity.
- We provide for the physical safety and comfort of all students, free from harassment and hate.
 - The University Police Department on the Beebe, Heber Springs, and Searcy campuses receive annual training on biased-based policing to ensure racial profiling does not occur.
 - The Dean of Students received diversity training at the Southwest Association of College and University Housing Officers (SWACUHO) annual conference in March 2015.
 - Residence Life staff received professional development and training throughout the year focusing on diversity and inclusion.
- Minority and diversity training did not occur during 2014-2015 academic year due to budget restrictions. This training will hopefully occur in 2015-2016 if budgets allow.

Appendix A

ACT 1091 of 1999

Act Entitled: *An Act to Require State Supported Colleges and Universities to Establish Programs to Enhance the Retention of Minority Students, Faculty, and Staff; and for Other Purposes.*

SECTION 1.

For purposes of this act, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

SECTION 2.

a) All state-supported colleges and universities shall establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans shall be prepared on a continuing basis for future five-year periods.

b) Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution.

c) Copies of each institution’s five-year plan and annual reports shall be filed by June 30 with the Department of Higher Education, the Board of Trustees of the institution, the House and Senate Interim Committees on Education, and the Board of Visitors of the institution, if applicable.

d) The Department of Higher Education shall develop appropriate forms for reporting and shall monitor the retention plans and annual reports.

e) In carrying out the retention action plans, each institution shall provide for a part-time or full-time employee by reassignment, appointment, or employment to assist the institution in the retention of blacks and members of other minority groups for faculty and staff positions.

SECTION 3.

All provisions of this act of a general and permanent nature are amendatory to the Arkansas code of 1987 annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

SECTION 4.

If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

SECTION 5.

All laws and parts of laws in conflict with this act are hereby repealed.

Supplemental Information:

Act 1091 of 1999 was enacted by The State of Arkansas 82nd General Assembly during its regular session of 1999. The bill was sponsored by Representatives C. Johnson, Green, T. Steele, White, Wilkins, Willis, and M. Smith. The Act is very similar to Act 99 of 1989, codified as A.C.A. 6-63-103, which applies to minority recruitment (rather than retention.) Act 1091 of 1999 differs from Act 99 in that Act 1091 requires ADHE to develop appropriate forms for reporting and to monitor the retention plans and annual reports. It also defines “minority” which was not done in the 1989 Act.

Source: Act 1091 of 1999 enacted by the General Assembly of the State of Arkansas

ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

2014-2015

CREATING *Changing*
Opportunities LIVES



Annual Minority Recruitment and Retention Report

2014-2015

- **Number of minority students who are currently attending the institution:**

| Declared Ethnicity | Number |
|--------------------------------|------------|
| American Indian/Alaskan Native | 70 |
| Asian | 24 |
| Black/African American | 23 |
| Hispanic of ANY Race | 69 |
| Native Hawaiian/Pacific Island | 4 |
| Non-Resident Alien | 6 |
| Race/Ethnicity Unknown | 6 |
| Two or More Non-Hispanic Races | 0 |
| Total | 202 |

- **Number and position title of minority faculty and staff who currently work for the institution:**

| Declared Ethnicity | Number |
|------------------------|----------|
| Faculty/Adjunct | |
| Hispanic | 4 |
| Staff | |
| Hispanic | 2 |
| Total | 6 |

- **Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority faculty, staff, and students.**

The goals and objectives of the diversity plan are adhered to and completed as appropriate to the student, faculty, and staff populations.

GOAL 1:

TO PROVIDE MINORITY STUDENTS WITH OPPORTUNITIES TO ACCESS EDUCATIONAL OPPORTUNITIES AND KNOWLEDGE

ASUMH provides continuing education, extracurricular experiences, and representation for minorities. The objectives for this goal have been met through various aspects of the current curriculum such as assigned readings in literature and history classes and participation in Black History Month and Women's History Month activities, as well as other experiential learning opportunities.

Black History Month and Women's History Month incorporate celebrations of the idea of diversity. Many events held on campus support the mission of the university. Additionally, programs and grants are in place to target specific minority populations.

The objectives for this goal have also been met through ASUMH's early alert program, Schliemann Tutoring Center, career counseling through Title III, academic advising by faculty members, and financial aid and scholarships. Information on each of these services is provided by Student Services through email and campus signage. Additionally, the availability of academic services and financial aid is listed on the ASUMH website. Division chairs provide oversight of faculty implementation of the early alert program. Diversity is of great importance to ASUMH.

The Mission Statement of ASUMH identifies diversity as one of the aspects of the educational experience.

The Mission of ASUMH is to LEAD through educational opportunities.

**Lifelong Learning,
Enhanced Quality of Life,
Academic Accessibility, and
Diverse Experiences**

GOAL 2:

TO RECRUIT ADDITIONAL MINORITY STUDENTS

In 2010-2011, the minority student population was 119 students. The unduplicated headcount for the 2010-2011 academic year was 2103, so minority students comprised 6% of the student body. This 1% increase is notable because the demographics of ASUMH's service area have not changed.

In 2011-2012, the minority student population was 136 students. The unduplicated headcount for the 2011-2012 academic year was 2177, so minority students comprised 6%. While the minority student population increased, so did the unduplicated headcount. Data for the past three years show that the minority student population increases each year.

In 2012-2013, the minority student population was 145 students. The unduplicated headcount for the same academic year was 2113. Therefore, minority students comprised approximately 7% of the total student population. While the minority student population increased, the unduplicated headcount for the entire institution dropped. Data for the past three years indicates the minority student population continues to increase annually.

In 2014-2015, the minority student population increased to 202 students. The unduplicated head count for the year was 2160 for a total minority student population of 9.4%.

ASUMH's recruiting materials also showcase minority students.

GOAL 3:

TO PROVIDE STUDENTS, FACULTY, STAFF (CAMPUS COMMUNITY) WITH OPPORTUNITIES TO DEVELOP CULTURAL AWARENESS AND OPPORTUNITIES

ASUMH offers a rich variety of activities that acknowledge and celebrate diversity. Held monthly throughout the academic year, these activities showcase people and historical events that encourage cultural awareness.

- **Dr. Martin Luther King, Jr. Observance**

In observance of Dr. Martin Luther King, Jr.'s birthday, ASUMH does not hold classes on the designated day each January.

Additionally, the ASUMH history department coordinated an eight-kiosk display of the history of the Civil Rights Movement and Dr. Martin Luther King, Jr.'s achievements. This display was in the Gaston Lobby of Roller Hall for two weeks. Announcements were made to the campus and to the public inviting all to view the display.

- **Black History Month**

The February 2013 Black History Month presentation featured Fran Coulter Honor Program students sharing contemporary famous African Americans and their influences. The presentation showcased music, literature, art, and food. Additionally, the movie "The Help" was shown for several days allowing students to view a portrayal of the South in the mid-twentieth century.

- **Women's History Month**

The 2013 Women's History Month event showcased female faculty members telling about women of color in history who have made a significant impact.

- **Ebony Embers-Vignettes of the Harlem Renaissance performed FREE show during Black History Month at ASUMH**

The public was invited to a Black History Month celebration performance of the ensemble Of Ebony Embers-Vignettes of the Harlem Renaissance in February 2013 at Arkansas State University-Mountain Home (ASUMH). The free performance was open to the public and tickets were not required.

The program was a chamber music theatre work for actor and trio (cello, piano & percussion) celebrating the lives of the great African-American poets, Langston Hughes, Countee Cullen and Claude McKay as seen through the eyes of the great muralist and painter Aaron Douglas. The musical score includes works by jazz giants Duke Ellington, Jelly Roll Morton, Billy Strayhorn, Thelonius Monk and Charles Mingus as well as concert music by Jeffrey Mumford and George Walker.

- **Other Services**

Financial aid programs, private scholarships, and other forms of financial assistance are readily available to minority populations through the office of Financial Aid. Support services are readily accessible through the Office of Student Services. Tutoring is coordinated by Student Services and is available in the student tutoring and computer lab. Assistance in other support areas is available by request. Because of the low student to faculty ratio, faculty members are available and accessible to mentor, advise, tutor, and assist students on an individual basis. Free discussion of multicultural issues is encouraged among the faculty, staff, and students on the campus.

GOAL 4:

TO RECRUIT MINORITY FACULTY AND STAFF TO BECOME MORE ATTRACTIVE TO THE MINORITY POPULATIONS

ASUMH posts all employment opportunities on the institution's web site. Additionally, faculty positions are listed in the *Arkansas Democrat-Gazette* and the *Chronicle of Higher Education*.

GOAL 5:

TO ESTABLISH AND ENCOURAGE A COMMITMENT TO DIVERSITY FOR THE ENTIRE ACADEMIC COMMUNITY

ASUMH's diversity plan establishes and encourages a clear commitment to the value of diversity. The college honors Martin Luther King, Jr. Day by dismissing classes. Further, diversity issues have been brought to the forefront through the selection of various campus speakers. These activities, in addition to other more indirect activities, have brought forth the value of diversity and have promoted thought and encouraged tolerance for minority populations. The faculty and staff handbooks address minority issues.

At the beginning of each academic year, the Public Relations and Special Events Committee meets to discuss upcoming events and looks for ways to incorporate diversity. The Fran Coulter Honors Program is in charge of the monthly forums (referred to as Listen @ Lunch) that are produced to showcase diversity.

Additionally, ASUMH recently created a shared governance document in which recruitment of minority faculty, staff, and students is a part of planning on the ASUMH campus.

The administration of ASUMH believes that minority and diversity issues must be addressed in a predominately Caucasian area to create a better understanding of the world outside of the one and a half-county service area. As the world moves toward a more mobile and global society, it is the duty of the university to educate non-minority students about issues facing a diverse population and to encourage tolerance and understanding. ASUMH does not take lightly its role to value, aid, and openly accept minority students, faculty, and staff who are part of the campus community. ASUMH continually monitors progress towards meeting diversity goals.





ARKANSAS STATE UNIVERSITY NEWPORT

Minority Recruitment & Retention Plan

2014-2015

Arkansas State University-Newport

Minority Recruitment and Retention Annual Report

Submitted by Dr. Martha S. Shull, Vice-Chancellor for Academic Affairs

June 15, 2015

This Minority Recruitment and Retention Report is being submitted by Arkansas State University-Newport to the Arkansas Department of Higher Education as mandated by Act 1091 of 1999 (ACA 6-61-122).

1) The information required for this report pertaining to numbers of minority students is listed as headcounts sent to ADHE for the fall and spring semesters of 2012-2013

a) Number of minority students who attended the institution (and what percentage of the total headcount for that semester that number represented)

| | Fall, 2014 Total 2476 | Spring, 2015 Total 2298 |
|--------------------------------------|--------------------------|----------------------------|
| American Indian/Alaskan Native | 5 (<1%) | 6(<1%) |
| Asian or Pacific Islander | 10 (<1%) | 14 (1.5%) |
| Black | 385 (15.6%) | 324 (14%) |
| Hispanic | 94 (3.8%) | 84 (3.6%) |
| 2 or more of the above ethnic groups | 88 (3.6%) | 74 (3.2%) |

b) Number and position title of minority faculty and staff who currently work for the institution and c) Number and position title of minority faculty and staff who began working at the institution in the past year.

The numbers listed below reflect the number of faculty and staff for all three campuses of ASU-Newport and address both b) and c) above:

Minority Faculty and Staff who currently work for the Institution

Full Time

- 1 Vice Chancellor for Student Affairs
- 1 Dean for General Education
- 1 Adjunct Instructor Business Communication
- 1 Adjunct Business Education Instructor
- 1 Career Facilitator
- 1 Counselor
- 1 Director Of Career Pathways
- 1 Assistant Professor of Science
- 2 Institutional Services Assistants
- 1 Administrative Specialist I
- 1 Administrative Specialist III

Part Time

- 1 Adjunct—Sociology/Psychology
- 2 Adjunct—Criminal Justice
- 1 Adjunct—Science
- 1 Part Time Adult Ed Instructor
- 1 Part Time Career Pathways
- 1 Adjunct -History

Minority Faculty and Staff who began working at the institution in the past year

Full Time

- 1 Vice Chancellor for Student Affairs
- 1 Assistant Professor of Science
- 1 Assistant Professor of English

Part Time

- 1 Adjunct - Sociology
- 1 Adjunct--Science
- 1 Adjunct—Criminal Justice
- 1 Adjunct--History

2) Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

During Academic Year 2014-2015, ASUN has seen many of its projects for minority students, faculty, and staff initiated and a number have come to fruition. In the previous academic year, ASUN hired a Vice Chancellor for Student Affairs, a Dean of Students, and a Director of Career Pathways, all of whom are African-American women. They have joined a vibrant cadre of African-Americans in the ASUN faculty and staff and have served, and continue to serve, as outstanding role models for our students. A particularly important part of the ASUN Vice Chancellor for Student Affairs' job and the Dean of Students' job entails developing strategies for recruiting and retaining minority students. They have attended conferences and workshops on cultural diversity. As female persons of color who are native to the Delta, they are extraordinary role models, advocates, mentors, and educators for our students.

A significant part of the ASUN Dean of Students' job is to supervise and develop campus activities and community outreach services to recruit and retain minority students, faculty and staff. She has reached out to all students and has engaged a significant representation of minority students in a variety of activities. Our Dean of Students also has actively assisted with recruiting and retaining minority students at all three ASUN campuses: Jonesboro, Marked Tree, and Newport. The Students Affairs office employs one full time and three student workers who are African American. The diversity in the Student Affairs office creates a welcoming and inviting atmosphere.

The Dean of Students has continued to work with ASUN's Career Pathways staff to co-sponsor ASUN Real Life workshops that focus on students' needs. They have continued to facilitate workshops featuring the impact of social media on the job search where they specifically discuss the role of education in qualifying and competing for jobs. The diversity and personality of the presenters creates an inclusive environment, and our minority students are well represented in the group.

This year the library has worked closely with the Dean of Students and the Director of Career Pathways to provide lunch time lectures, recently published books, exhibits, and a welcoming venue for discussions and learning about diversity. The ASUN librarian reached out to the Arkansas Humanities Council and, in affiliation with the Old State Museum in Little Rock, Arkansas, provided the following traveling exhibits during 2014-2015:

- **Black Women: Achievements Against the Odds:** The contributions and achievements of eighteen women are featured in sixteen fields: religion, the military, civil rights, art, sports, educations, labor, journalism, entertainment, government, and politics. More than 100 other black women are also included. The stories of their lives reflect the inspiration that was necessary to overcome the challenges these women faced. The exhibit was originally produced by the Smithsonian Institution.

- **Martin Luther King, Jr. and the Civil Rights Movement:** An enhanced version of the previously mentioned exhibit, this version includes all the titles, documentary photos, captions, quotations, and texts of the original exhibit plus new photographs and text. A time-line of key events in civil rights issues in the 25 years since Dr. King's death and an artist's rendering of unforgettable images from the struggle for equality are also included.
- **Persistence of the Spirit:** Three hundred years of African American life from territorial days through the slave era to the present, are documented with rare photographs and artifacts. Their accomplishments, as well as the struggle and hard labor of black Arkansans is illustrated, interpreted, and placed within the larger context of Arkansas' history.
- In addition, the Mosaic Templars Cultural Center offered one traveling exhibit about the history of the Paul Laurence Dunbar High School in Little Rock, Arkansas.
- **Paul Laurence Dunbar High School: The Finest High School for Negro Boys and Girls, Dunbar High School in Little Rock, Arkansas, 1929-1955:** Paul Laurence Dunbar High School has long been a symbol of opportunity, achievement and pride in the African-American community. It served as the city's only African-American high school from 1929 to 1955. A Dunbar education became synonymous with academic excellence and became desired around the state.

The National Dunbar Alumni Association of Little Rock (NDAA) continues the legacy of Dunbar High School. With chapters in Chicago, Detroit, Los Angeles, Denver, Seattle, St. Louis, Washington, D.C., San Francisco and Little Rock, the NDAA has dedicated itself to "perpetuating the 'Dunbar Spirit' of excellence" through community service and by documenting the history of Dunbar High School.

This past year, Career Pathways adopted a model to increase student support and success and will continue to use it as it has worked very well. Each student is assigned to a case manager who works directly with that student from the beginning of his or her educational pathway through one year of employment. The new Director of Career Pathways has expanded her initiatives and has repeatedly reached out to a greater number of students. She has done an outstanding job on focusing on diverse students' successes and encouraging less confident students to succeed. The following summary is an example of this year's diversity outreach:

- Department of Human Services team strategizing with Career Pathways staff on meeting the workforce development needs of individuals with incarceration histories.

- TEA Information Session with Department of Workforce Services to assist students with wrap-around services.
- Meeting with NEA Food Bank to share information regarding Career Pathways and to learn more about the Food Bank and services they provide to local communities surrounding Jonesboro.
- Article submission to *Crossing Cultures/ Mid-South Latinos Magazine* regarding Career Pathways program services.

Student Leadership



Three Career Pathway students, Samantha Finney, Shaneka Brandon, and Krystal Barrett, are pictured with Dr. Powell, Director, Arkansas Department of Higher Education, Jacqueline Faulkner, ASUN Vice-Chancellor, Student Affairs, and Shane Broadway, Former Director, ADHE, during the Student Leadership Conference on April 10, 2015.

This following initiative was exceptionally successful and was received very well throughout the communities we serve:

Collection of Student Success Stories

Utilizing our backgrounds in ethnographic research and the mobile app from StoryCorp; Career Pathways has begun collecting Life History Stories from our students, entitled,

An Ethnographic View of Arkansas State University Newport: Career Pathways Students' Journey to the Library of Congress. These stories encapsulate the attitudes and beliefs, wisdom and knowledge that lie at the heart of our student's identity and experiences as they bring meaning to their lives and to the lives of those around them. In the interests of brevity, I am showcasing only one of the many student journey stories that reflect the diversity of ASUN's non-traditional students:

Non-Traditional Career Pathway – Kim Moore – Graduate CDL Program



As you can see I was put straight to work!! I began a 3 day orientation on February 7, 2015 & started work February 9 as a trainee for 6 week probation at a set weekly pay rate. After 3 weeks of driving with a trainer, I was road tested to be moved up from solo to light team. After another 3 weeks I was again road tested & moved up to a full team which means I actually get paid for miles driven. I've road tested more in the last 2 months than I will my entire career! My annual income is \$67,500, a huge increase from the school cafeterias \$10,400 which is exactly why I went to ASU Newport truck driver training! I've driven approximately 20,000 miles since I began work, through 2 tornados & hail through Kansas, icy snow covered mountains of Colorado, extreme winds, dense fog & tiring, stressful conditions. As a matter of fact, I'm sitting here typing you in the passenger seat as it's snowing in Colorado. It's been extremely testing but also rewarding. I've proven to not only the man's work world but myself that women CAN do anything a man can do with determination, faith & self-discipline. Leaving my two beautiful girls with my mother 3 weeks out of each month while I'm on the road is only one of the many sacrifices I've made in order to provide a better life for myself & most importantly my children. To all the women out there like

myself... You're never too old to try new things. Even a career!

The new Dean of Students has also created plans to engage students in leadership activities and community service opportunities. The percentage of minority students in leadership roles varies. Our student leaders serve as role models and mentors to our newer minority students. The Minority Support Group which meets several times a semester further supports the retention of minority students.

During Black History Month this year, ASUN provided its traditional activities available to students, staff, and faculty to increase awareness and sensitivity: non-fiction movies; African American culture quizzes with prizes; displays in all three campus libraries featuring famous figures in Black History; essay contests; and the annual field trip to the National Civil Rights Museum

ASUN provides and distributes ASUN fans to local minority churches and is represented in the local Martin Luther King celebration and community march. Each year, one of our Concert Lecture series events which are all open to the public is focused on cultural awareness. During Black History Month, ASUN offered free of charge to students and the community "A Salute to the Music of Stax Records." This concert was the best attended of any offered during 2014-2015. There was not an empty seat in the house. Faculty members were all supportive and encouraged students to participate in these activities and often assign extra credit for participation.

In collaboration with Arkansas Steel Associates, ASUN also brought "Master of Soul" to the Newport community this year

This past year, too, the Director of Adult Education expanded that program's horizons to reach out to the Hispanic Community and the incarcerated. The ASUN Adult Education Program served the diverse communities in both the Newport and the Marked Tree Campuses in the following new ways:

- A grant for federal money to be used for EL/Civics instruction which prepares non-citizens for the US Citizenship test.
- A new instructor who is a retired High School Civics teacher has been hired to lead that program.
- A partnership to provide outreach for this new program in Trumann through the Trumann Economic Development Center and the Hispanic Community Services, Incorporated in Jonesboro.
- A Professional Development Training for a Newport instructor to be certified in giving the BEST Plus test, paving the way for a renewed ESL program in Jackson County.

Summer Colleges at the ASUN Marked Tree and Newport campuses have always been a week of educational activities for grade school children. Through sponsorships and donation, scholarships have been established to provide opportunities for at-risk students, many of whom are minorities. This academic year, however, ASUN has expanded its summer offerings and has reached out to a wider audience in its rural and urban service areas by increasing its offerings:

- Continuation of the traditional College Discovery Camp for fourth through sixth graders in the Newport/Jackson county area.
- A technology/STEM Discovery Camp for teens at the Jonesboro campus in collaboration with the Jonesboro Chamber of Commerce and industry partners.
- An Academy of College Excellence (ACE) grant funded an academic Summer I program that provided at-risk high school juniors and seniors as well as GED graduates with the opportunity to earn four hours of college credit.
- An exposure to college learning in the “Real Deal Summer Camp” for eighth and ninth graders in our concurrent program to experience an introduction to a wide variety of career paths.

Scholarships ensure equal access to these programs. These programs as well as the Children’s Story Hour hosted at the ASUN Library and a series of educational summer programs like “Babysitting for Early Teens,” and “Cyber Security for Teens” help expose area children to diversity as well as to the campus environment at an early age.

This year ASUN hired a Coordinator for the First Year Experience who has reached out through the concurrent program with the area high schools to at-risk and underserved populations by offering an Introduction to College and Life Skills to these students. Working closely with her is the new Coordinator for Developmental Education who has begun a robust and expansive developmental program that targets the at-risk and minority entering freshmen.

ASUN also participates in community educational initiatives through the efforts of the Vice Chancellor for Academic Affairs who serves on the Hispanic Community Services Inc. Board as well as being active on several non-profit boards in the communities ASUN serves.

ASUN continues to reach the area high schools through Career Coaches, faculty and staff. This coming year as the result of a Rural Utilities Service (RUS), ASUN established CVN connectivity among several isolated high schools and middle schools in ASUN’s service area and is offering classes and informational CVN meetings in these rural communities to reach out to those whom we have not previously been able to serve. This has enhanced diversity in our enrollments by reaching out to those in rural areas who will have a new opportunity to begin or continue their educations.

We continue to work closely with counselors to encourage greater college participation for all students. These are great opportunities to work with minority students in groups and on an individual basis. Adult Educational Services has offered three bridge

programs to help those students whose placement scores are not yet adequate to be enrolled in college courses: Launch: Three—two-one, COMPASS Review, and TEAS Review, a program for assisting potential nursing students.

Retention activities implemented three years ago and which are continuing and expanding include these features:

- Mandatory advisement for all first time students through a New Student Orientation (NSO) offered at all three campuses; all students are assigned to a faculty advisor at the NSO.
- Student referral to the Learning Resource Center prior to taking COMPASS to help students understand the importance of the results and to provide study resources as well as referrals to the Adult Education programs.
- Academic early alert system including enhanced academic support resources.

To assist in the recruitment of minorities, the Human Resources office staff now includes the statement in our job advertising that "We especially welcome applications reflecting all aspects of human diversity." It is the college's hope that past efforts, coupled with new targeted activities, will result in a larger number of minority applicants for future position openings.

a) Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

- ASUN will work closely with the Adult Education Outreach Program for Spanish language students, will provide support for the new initiative, and work to expand this to other campuses within our service area.
- ASUN continues to provide interest assessments to its students through the Advising center and Counseling center as needed.
- Success strategy workshops will be offered on a regular basis.
- Plans for an online advising/orientation opportunity for students who cannot be physically present.
- The ASUN librarian in conjunction with the Coordinator of Developmental Education and the Coordinator for College and Life Skills will be working together at all three sites to provide books, exhibits, and lecture/meeting opportunities for students to learn about Asian and Hispanic cultures in the coming year.
- The Committee on Serving Diversity Needs has been restructured and expanded in its mission to provide a robust program for the three campuses under the leadership of the Dean of Students. Sensitivity training will be incorporated into ASUN's annual Convocation for Faculty and Staff in the fall. The new Dean of Students will also offer similar training for students annually.
- Sensitivity training will be part of the New and Adjunct Faculty Orientation Program that ASUN will offer Fall Term 2014. ASUN is committed to reaching out to and including minority faculty members, both adjunct and full-time, in all aspects of professional education and training.

Indicators: We will continue the following tracking procedures:

- All minority students to determine any impact on retention
- The number of new minority adjunct faculty members hired
- The number of new full time minority faculty members hired
- The number of full time staff minority members hired
- The number of part-time staff minority members hired.

b) Include your timeline, budget, and methods used to assess and monitor progress.

Although no specific budget amount is designated for specific activities, the college is always committed to allocating needed resources as necessary for the recruitment and retention of minority students and staff. Many of the most successful initiatives discussed in this report were funded through grants monies. ASUN faculty and staff are committed to continuing to find grant resources to enhance the ASUN minority initiative.

In addition, ASUN is in the process of hiring one full-time Recruiting Specialist; one of his or her specific duties will be to reach out to students from diverse populations. Assessment of student and staff numbers does not always reveal the level of commitment of the college to raising these numbers each year. The college includes, in its recruitment plan, a number of activities aimed specifically at minorities.

One of the monitoring activities to be completed is the annual survey of existing minority students and staff as to their satisfaction with the college and what they believe would be appropriate efforts to ensure recruiting and retaining more minorities, both as students and employees. The results of those surveys will aid the college in its assessment of needed changes for future success with its minority efforts.

Annual Report of Five-Year Minority Retention Plan
June 10, 2015

Submitted by: Bridget Guess, Contact Person
Black River Technical College

Report the progress that has been made toward meeting the goals included in your five-year plan. Address each goal relative to students, faculty and staff.

Strategic Priorities:

Priority 1: Create an environment to increase the likelihood that BRTC students will complete certification and degrees.

Priority 2: Emphasize quality in the academic rigor of all credit and non-credit courses and in all programs of study and workforce training.

Priority 3: Develop opportunities for all students to develop intellectual skills demanded by the knowledge economy.

Priority 4: Adopt policies and structures that lead to excellence in teaching and learning.

Priority 5: Create a culture that demonstrates that the college values diversity and globalization.

Priority 6: Serve as a catalyst for economic development in the college's identified communities.

Priority 7: Establish and nurture community partnerships that lead to expanded human and physical resources for BRTC's students and staff.

Priority 8: Provide, maintain and upgrade facilities and infrastructure and staff that enable the college to fulfill its goals.

Priority 9: Support expansion of technologically mediated learning opportunities that are academically sound.

Priority 10: Nurture relationships that increase access and lead to a seamless educational path across the diverse student spectrum.

Note that Priority 5 emphasizes "a culture that demonstrates that the college values diversity and globalization," while Priority 10 stipulates that this college will support and develop "relationships that increase access and lead to a seamless educational path across the diverse student spectrum."

It is important to note that in its report following BRTC's comprehensive accreditation site visit by the Higher Learning Commission during the spring 2012-2013 calendar year, the evaluators made the following comment: "The College's written documents to the team openly acknowledge its homogenous ethnic environment and express intentions to include social diversity as a needed part of each student's BRTC learning experience. In its mission documents the College acknowledges the diversity of its learners and the commitment to seamless educational pathways as it endeavors to serve the greater community. To address this goal the College has made key investments in growing the distance education offerings....In addition, BRTC provided extensive documentation of the institutions' efforts to champion and document local Black history, including taking a leadership role in the preservation of a local, historic African-American elementary school."

We have done this in many ways this past academic year, primarily through providing activities and events for students, staff, and the community, giving them opportunity to learn about and/or directly experience interactions with individuals from ethnically diverse cultures. The "relationships" we have nurtured included primarily the Eddie Mae Herron Center and a growing relationship with the Hispanic community. We believe also that the involvement of BRTC with

the Eddie Mae Herron Center is a vital support to the work they do, and that our involvement also bring encouragement for others in our community to be involved in support of the EMH Center. Our activities in support of these two priorities include:

* Black History Month—As in the past, the President's Leadership Council members researched and prepared a photographic exhibit depicting African Americans who have had major impact in shaping the way we think today; BRTC in collaboration with the EMHC presented a Living History Tribute to Maya Angelou featuring Dr. Gwendolyn Twillie. The presentation takes a look at the life of Maya Angelou and her work as a singer, author, poet, dancer, and actress. This presentation is funded in part by the BRTC Foundation Special Events and Activities Support Program and the Eddie Mae Herron Center.

* The Eddie Mae Herron Center showed *Prince Among Slaves* in February, during Black History Month. This movie was made possible by a grant that BRTC collaborated with the Eddie Mae Herron Center (EMHC) and was awarded. The Muslim Journeys Grant from the National Endowment for the Humanities and the American Library Association Public Programs Office gives books and movies to libraries in order to familiarize the public with Islam and the cultural heritage of Islamic civilizations around the world. The grant was awarded to 125 libraries in the United States. The film is based on the book, *Prince Among Slaves*, by Terry Alford, and can be checked out at the BRTC Library.

* Serendipity— Theme for the year, “Ordinary People—Extraordinary Lives”, included mostly works of nonfiction that focus on real people—ordinary people, and their real life experiences, often experiences that could be taken from today’s news broadcast or headlines. The stories reflect a diverse range of people geographically, generationally and thematically and they are stories wonderfully told by great writers. These works included: *The Book of Unknown Americans*, by Christina Henriquez; *I am Malala*, by Malala Yousafzai; *Enrique’s Journey: The Story of a Boy’s Dangerous Odyssey to Re-unite with his Mother*, by Sonia Nazario; *A Train in Winter: An Extraordinary Story of Women, Friendship, and Resistance in Occupied France*, by Caroline Moorehead; *A Long Way Gone: Memoirs of a Boy Soldier*, by Ishmael Beah; *The Invention of Wings*, by Sue Monk Kidd; *The Jew Store*, by Stella Stuberman; *The Devil’s Highway: A True Story*, by Luis Alberto Urrea; and *Radiance of Tomorrow*, by Ishmael Beah.

* Holocaust Survivor visit— BRTC sponsored its continuing Holocaust Survivor Series, with three presentations. Ms. Susan Warsinger described her experience during the Holocaust through a child’s eyes. She told of the horrible treatment she received as a Jewish child growing up in Bad Kreuznach, Germany, and how she survived. This event focuses on the impact of prejudice and government sanctioned discriminatory practices.

* BRTC continues to showcase the REACH (Researching Early Arkansas Cultural Heritage) sites during ongoing tours for the public during the spring, summer and fall months, and its role in early non-plantation slavery in the region. In addition, student and other groups may schedule a visit to the sites by contacting the BRTC Office of Development. Also, various instructors have taken their classes to tour the sites as part of their course study.

*InSTEAD Scholarship awarded to minority student in keeping with established guidelines.

Recruitment and Retention strategies:

The BRTC recruiter has a \$20,000.00 budget set for recruitment of all potential students. Our recruiter promotes the BRTC campus by attending high school career days, financial aid information sessions and provides campus tours to interested juniors and seniors. A full report of the total number of students that are contacted throughout the year and how many times each student is contacted is presented to the Vice President of Student Affairs every June. The report is analyzed and recruitment goals and strategies for the next school year are set in place.

Retention strategies and policies have been developed as part of the institutional retention plan. This plan initially includes a new/transfer student orientation, a student early-alert system, and advisor-student contact strategy. All students now have a BRTC student email account and advisors are encouraged to communicate with their advisees a minimum of three times per semester.

Status report: According to data from the Office of Student Services for the academic year 2014-2015, 4.93% of the total student body was members of minority groups. The numbers below show the ethnic breakdown:

| | |
|---------------------------------------|-----------|
| Asian | 12 |
| Hawaiian | 1 |
| African American | 80 |
| Hispanic | 40 |
| American Indian/Alaskan Native | 10 |
| Unknown | 0 |

Currently, at BRTC there are 0 adjunct faculty who are minorities.

0 African American adjunct faculty members (spring)

0 NEW African American adjunct faculty member (summer I)

0 Asian adjunct faculty member (full time temporary spring)

We currently have two full-time employees that are considered minority.

Minority Recruitment and Retention Annual Report
(Due by June 30th each year)
COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
SUBMITTED ON June 22nd BY MARIA PARKER

The Minority Recruitment and Retention annual report should include the following:

- Number of minority students, by minority group, who currently attend the institution.

| | |
|-------------------------|------------|
| <i>Asian-</i> | <i>23</i> |
| <i>Black-</i> | <i>241</i> |
| <i>Hispanic-</i> | <i>446</i> |
| <i>American Indian-</i> | <i>95</i> |
| <i>Native Hawaiian-</i> | <i>9</i> |

Total- 814

- Number and position title of minority faculty and staff who currently work for the institution.

11 – Full-time Staff and Faculty Minorities

| | |
|----------------------------|---|
| <i>2 – American Indian</i> | <i>Director of Nursing</i> |
| | <i>Director of Human Resources</i> |
| <i>5 – Hispanic</i> | <i>History Instructor,</i> |
| | <i>Academic Advisor</i> |
| | <i>2-AR Works Career Coaches</i> |
| | <i>Welding Instructor</i> |
| <i>2 – Asian</i> | <i>Life Sciences Instructor</i> |
| | <i>SIS/IR Manager</i> |
| <i>5– Black</i> | <i>Institutional Services Assistant</i> |
| | <i>Financial Aid Analyst</i> |
| | <i>Director of CP</i> |
| | <i>Security Officer Supervisor</i> |
| | <i>Administrative Specialist III</i> |

- Number of minority, by minority group, full-time faculty who currently work for the institution.

3 – Full-time Faculty
2 – Hispanic
1 – Asian

- Number of minority adjunct faculty who currently work for the institution.

*2 – Part-time Adjunct
1 – Hispanic
1--Black*

- Number and position title of minority faculty and staff who began working at the institution in the past year.

– hired within last year

3-Hispanic:

Welding Instructor

AR Works Career Coach

Administrative Specialist I

2-Black:

Security Officer Supervisor

Administrative Specialist III

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

Our college goals in 2015 for percentage increases for non-white students:

Latino – 20% goal v/s 20% actual

African American - 10% goal v/s 10% actual

Native American - 5% goal v/s 4% actual

Our college goals in 2015 for percentage increases for non-white employees:

Latino – 12% goal v/s 3% actual

African American - 12% goal v/s 3% actual

Native American - 2% goal v/s 1%

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

STUDENTS

In the area of minority student recruitment, we continue to target the Latino population with very specific advertising geared towards that group. We now have had 814 non-white students enrolled at CCCUA during the past academic year. This reflects a higher percentage increase than our overall student count increase. This coming year, we are still directing much of our recruiting towards the Latino population while still reaching out to our largest non-white group of students – African-American. This will hopefully add to our largest non-white group – African American. Our biggest addition to our non-

white recruitment will center on the exponential growth of the area's Latino population. We continue advertising in several local publications that target African- American and Latino populations.

FACULTY STAFF

CCCUA saw an increase of more than 21% in the number of full-time minorities this year. We will continue to target these groups for future positions.

- Include your timeline, budget, and methods used to assess and monitor progress.

The timeline in judging the success of the above efforts ran from July 1, 2014 through June 30, 2015.

With the overall increases in the two of the categories measured, CCCUA will maintain the same budgeting levels, except for the additional monies being provided for the extra marketing efforts towards Latinos and African-Americans. Ads will be placed in Latino papers and ran on Latino radio stations.

Minority Recruitment and Retention Annual Report
College of the Ouachitas
June 30, 2015

Institutional Goals/Objectives

To identify, recruit, and retain qualified minority faculty, staff, and students.

Strategies:

1. The Admissions Office will continue to travel to regions with high minority percentages through:
 - a. ArkACRAO college planning programs
 - b. High School follow-up visits
 - c. Attendance at minority specific state programs
2. Recruitment literature and advertisement
 - a. Direct Mailings, brochures, and catalogs sent to applicants will contain images of current minority students
 - b. The campus website will contain pictures of individuals from minority groups
 - c. Campus publications will contain pictures of individuals from minority groups
 - d. Student Affairs has designed specific recruitment materials for, and created the layout for, a Minority Recruitment table. This table set up demonstrates the engagement of minority students, faculty and staff at the College. It has been used at several outreach and community events geared towards minority populations (e.g., MLK ceremonies, minority youth conferences).
3. Minority prospecting
 - a. Qualified minority applicants for college positions will be interviewed, or, if not interviewed, a justification will be provided
 - b. All position advertisements will include the designation "AA/EOE" to help indicate our commitment to diversity
 - c. Minority high school students will be identified and brought to campus in an effort to provide them with a better understanding of college life
 - d. The College has partnered with 3 area high schools and Arkansas Works to establish Career Coaches in these schools. Career Coaches work individually with students to assist in college and career readiness. The program focuses on low-income and at-risk students who traditionally are underprepared for college or the workforce after high school graduation.
 - e. Inaugural I AM COTO recruitment campaign (Campaign Launch Summer 2015) highlights minority students' success at COTO.
 - f. The Career Pathways Program will plan to engage and celebrate the cultural diversity of the minority students using the services. Plans will include activities to introduce program students to a variety of ethnic foods, history and cultural differences. Students currently represent African, African American, Hispanic and other minority groups.

4. Scholarship awards
 - a. Incentive scholarships will be used to help attract qualified minority students
 - b. TRiO Student Support Services provides minority scholarship information to all TRiO students
 - c. The President awards one Martin Luther King Jr. Scholarship award each academic year
5. Campus sensitivity
 - a. Observance of Martin Luther King Jr. holiday – classes are not held
 - b. Increased awareness through campus organizations
 - c. Black History month is observed each year – this past year Student Government and Student Ambassadors hosted information and trivia for students, faculty and staff on campus and in social media.
 - d. Embracing Diversity exhibit is on display during Black History month every other year.
 - e. The College will implement a minority student club on campus. An advisor has been identified; the by-laws and mission will be developed for fall 2015. The initial goal of the club will be to provide a welcoming environment where minority students can express their concerns, views and heritage in a nonthreatening environment. The ultimate goal will be to increase minority retention and completion rates.
 - f. The college's student government association and student affairs staff will increase the number of minority related activities for students and community. For example, in addition to black history month celebrations, the college will seek to provide Hispanic heritage month, Native American history month, Asian American history and Women history month activities to improve inclusion and educational opportunities for and about the college's diverse student groups.
6. Faculty and staff outreach
 - a. Faculty and staff will support and track minority students in their adjustment to college life
7. Community Outreach
 - a. As a recruitment tool and community outreach strategy, the college sponsored its first annual Presidential Martin Luther King, Jr. scholarship. The college committed to providing a one-year tuition scholarship to a student in need. This scholarship addresses the college's institutional objectives of community, individual and diversity. The scholarship selection process was developed and implemented in partnership with the Malvern Martin Luther King Committee.
 - b. The President presented the first annual Presidential Martin Luther King, Jr. scholarship with the Malvern Martin Luther King, Jr committee representative at the Malvern High School Awards Banquet.
 - c. The College hosted for the first time a table at the Martin Luther King Banquet.
 - d. The President formally announced the initiation of the scholarship at a local African American church on the evening of the Martin Luther King, Jr Celebration.
 - e. The College President and the Vice President of Student Affairs were asked to serve as the keynote and mistress of ceremony at the local black history month program.

Indicators

1. The Office of Admissions will report increased travel to high minority locations
2. Campus literature and campus website will show an increased representation of individuals from minority populations
3. The Office of Admissions will have employed minority students to assist the office and conduct campus tours
4. The ACT EOS will be used to increase the minority student prospect pool and qualified minority applicants for college jobs will be interviewed
5. The Office of Admissions will be able to document scholarships awarded to minority students
6. Observance of the Martin Luther King Jr. holiday will be documented and minority student groups will have been provided a forum for their meetings
7. Faculty and staff mentors will report working with minority students in their adjustment to college.
8. The new Presidential MLK scholarship program will continue the partnership with the Malvern MLK committee to encourage more minority students to both apply for the scholarship and to attend College of the Ouachitas.
9. The college will continue to sponsor a table at the community Martin Luther King banquet. Such community activities will assist the college in engaging with the minority community; thereby demonstrating our willingness to partner, connect and work with our minority communities.
10. The efforts to increase minority focused events will be measure the engagement and educational impact on students and their commitment to diversity, as well as the effectiveness of the events in promoting a welcoming and inclusive learning community.
11. Participation in the Minority Student Club will increase minority retention and completion rates.
12. We will evaluate (with the Malvern MLK committee) the effectiveness of the recruitment and selection process. The goal will be to increase the number of applications in the selection pool.

Timeline – These efforts are continuing.

Budget

Specific funds have not been allocated for minority recruitment and retention efforts.

Methods of Assessment

Assessment of the effectiveness of the plan will be multi-level. The items listed above will be checked on an annual basis to assure the procedures are being followed and that policies are being enforced. The list of strategies and action items designed to bring about the desired outcome of a more ethnically diverse campus. The dominant assessment method will be tracking and reporting the percentage of minority faculty, staff, and students on an annual basis to determine if progress is being made in the recruitment and retention of a diverse faculty, staff, and student body. The concluding method will be in developing data that looks at trends in recruitment and retention of qualified minority faculty, staff, and students. The College's Minority Recruitment and Retention Annual Report will show the current status and annual changes in the quality and numbers of minorities in each group; faculty, staff, and students. Increases in those areas will provide indications that the plan is working as anticipated.

We will also collect baseline and output data to determine the number of attendees at the various student/community diverse activities. We will develop an evaluation tool and use student focus groups to assess the success of the diverse programs offered.

Number of minority students currently attending the institution

| College of the Ouachitas | | | | | |
|---|-----------------|-----------|-------------|---------------------|------------------------|
| 2014-2015 Enrollment by Race/Ethnicity | | | | | |
| Enrollment Headcount | Summer III 2014 | Fall 2014 | Spring 2015 | Summer I & II 2015* | 2014-2015 Unduplicated |
| African American | 9 | 181 | 168 | 77 | 252 |
| Hispanic | 1 | 55 | 52 | 8 | 68 |
| 2 or > | 1 | 42 | 39 | 1 | 53 |
| Other Minorities | 0 | 13 | 13 | 3 | 22 |
| Minority Total | 11 | 291 | 272 | 89 | 395 |
| Caucasian | 23 | 1153 | 1067 | 260 | 1464 |
| Total Enrollment | 34 | 1444 | 1339 | 349 | 1859 |
| Enrollment Percent | Summer III 2014 | Fall 2014 | Spring 2015 | Summer I & II 2015 | 2014-2015 Unduplicated |
| African American | 26.5% | 12.5% | 12.5% | 22.1% | 13.6% |
| Hispanic | 2.9% | 3.8% | 3.9% | 2.3% | 3.7% |
| 2 or > | 2.9% | 2.9% | 2.9% | 0.3% | 2.9% |
| Other Minorities | 0.0% | 0.9% | 1.0% | 0.9% | 1.2% |
| Minority Total | 32.4% | 20.2% | 20.3% | 25.5% | 21.2% |
| Caucasian | 67.6% | 79.8% | 79.7% | 74.5% | 78.8% |
| Total Enrollment | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| <i>*Summer I & II 2015 unofficial count</i> | | | | | |

Number and position title of minority faculty and staff who currently work for the institution

College of the Ouachitas employs one part-time and nine full-time minority employees. The positions are as follows:

- Vice President of Student Affairs
- TRiO Grant Administrator
- TRiO Education Counselor
- Career Pathways Grant Administrator
- Career Pathways Educational Counselor
- Student Recruitment Specialist
- Adult Education Administrative Specialist II (Hot Spring County)
- Adult Education Administrative Specialist II (Clark County)
- Cosmetology Instructor
- Part-Time Cosmetology Instructor

Number of minority, by minority group, full-time faculty who currently work for the institution

College of the Ouachitas currently employs one African American full-time faculty member.

Number of minority adjunct faculty who currently work for the institution

College of the Ouachitas currently employs five minority adjunct faculty members.

Number and position title of minority faculty and staff who began working at the institution in the past year

College of the Ouachitas hired four minority positions in the past year:

- Vice President of Student Affairs
- Computer Information Systems Instructor
- Administrative Specialist II
- Working Family Success Network Success Coach

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN



ANNUAL PROGRESS REPORT

**Academic Year
July 1, 2014 through June 30, 2015**

*This report includes progress that has been made
toward the goals in our five-year plan.*

*EACC remains committed to providing appropriate resources to minorities on an
individual and as-needed basis enabling them to be successful.*

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ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan

Name of Institution: East Arkansas Community College

Name of Contact Person: Catherine Coleman, Vice President for Student Affairs

Please attach to this form a copy of the annual report which includes the following information:

1. Report the progress that has been made towards meeting the goals included in your five-year plan. Address each goal relative to students, faculty members, and staff.
2. If there are any revisions or updates to the current five-year plan, please include those in this report. Be sure to clearly indicate what part of the plan has been revised.
3. Act 1091 requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable. Please submit two copies of the report. ADHE will forward a copy to the Interim House and Senate Committees.



2015 Annual Progress Report

***FOR FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016***

East Arkansas Community College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.

Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to minority colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.

We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought after goal for years to come. We are working with students to get them involved in their course work, as well as extracurricular activities such as:

**Clubs and Organizations
Campus Activities
Motivational Workshops
Orientation
EACC Ambassadors
Career Pathways**

**Certificates of Appreciation
Honors Program
Who's Who Recognition
Field Trips
Work-Study Job Placement
Minority Male Assistance Program (MMAF)**

Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.

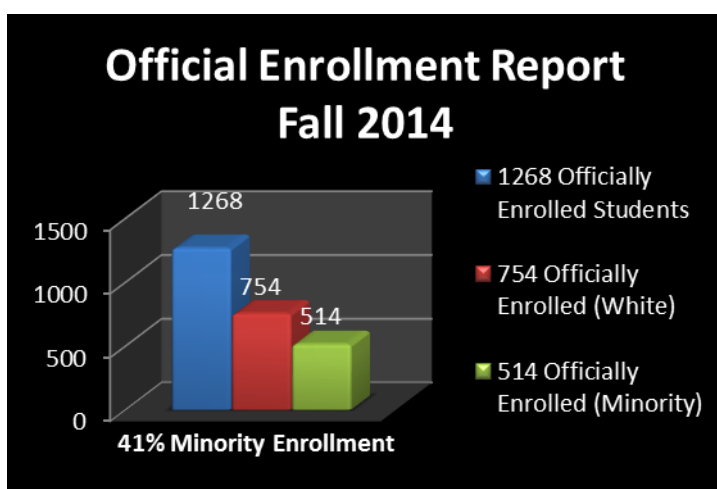
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN PROGRESS REPORT JULY 2014-JUNE 2015

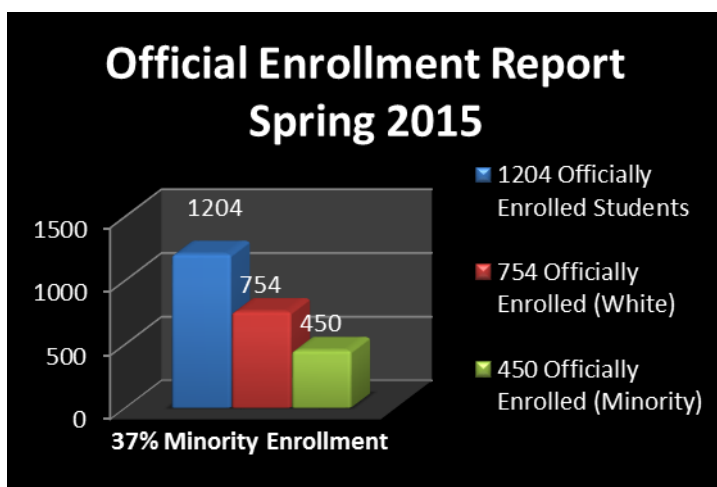
ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN

Our overall goal is to increase minority retention at East Arkansas Community College as we continue to meet our present institutional goals and objectives toward the recruitment of minority students, faculty, and staff.

The official enrollment for the Fall, 2014 semester was one thousand two hundred sixty-eight students. The total number of minority students was five hundred fourteen, or forty-one percent of our enrollment.



The official enrollment for the Spring, 2015 semester was one thousand two hundred four students. The total number of minority students was four hundred fifty, or thirty-seven percent of our enrollment.



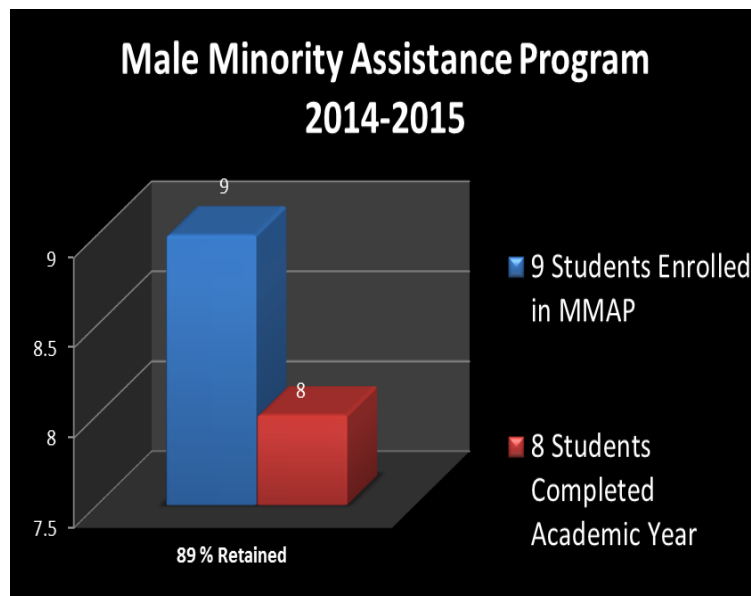
Source: EACC Registrar's Office

Objective 1: To maintain the Minority Male Assistance Program (MMAAP) and retain first-time minority male students.

A. TO RETAIN PROGRAM PARTICIPANTS.

Success Indicator: Retain 75% of all program participants until graduation or transfer.

Status: During the 2014-2015 academic school year, nine minority male students were enrolled in the Minority Male Assistance Program. 8 students completed the academic year for a retention rate of 89%.



B. TO PROVIDE CO-CURRICULAR ACTIVITIES.

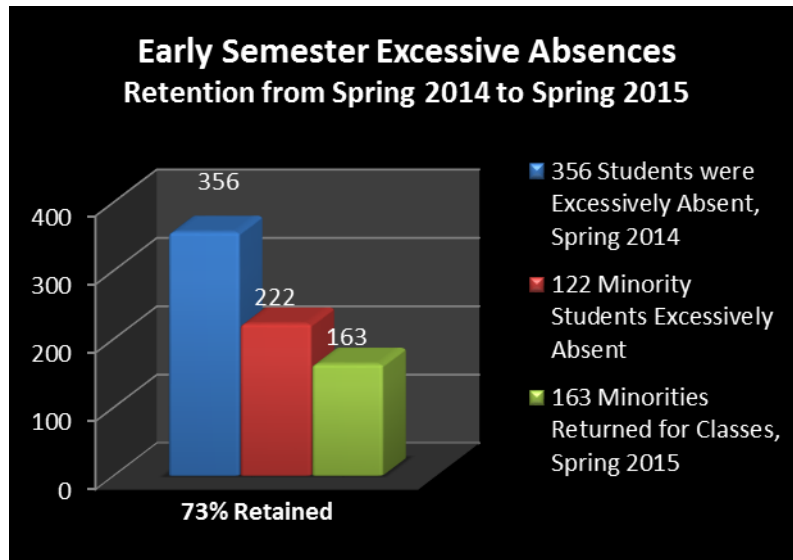
Success Indicator: Attendance and participation in academic, cultural, and service activities.

Status: Program participants for the 2014-2015 academic year included the following activities: Impromptu meetings were held with members in both an individual and group setting. Two members participated in EACC's Annual Counselors' Day program. Two members participated in the summer Leadership Workshop. Two members traveled to the University of Arkansas at Fayetteville to participate in the Alley Scholars Summit. Two members assisted with the 2014 New Student Orientation and four members assisted with EACC's Career Cluster Camp in which 200+ students from area high schools were on campus. Many of the members also participated in other campus organizations such as Student Ambassadors and Intramurals.

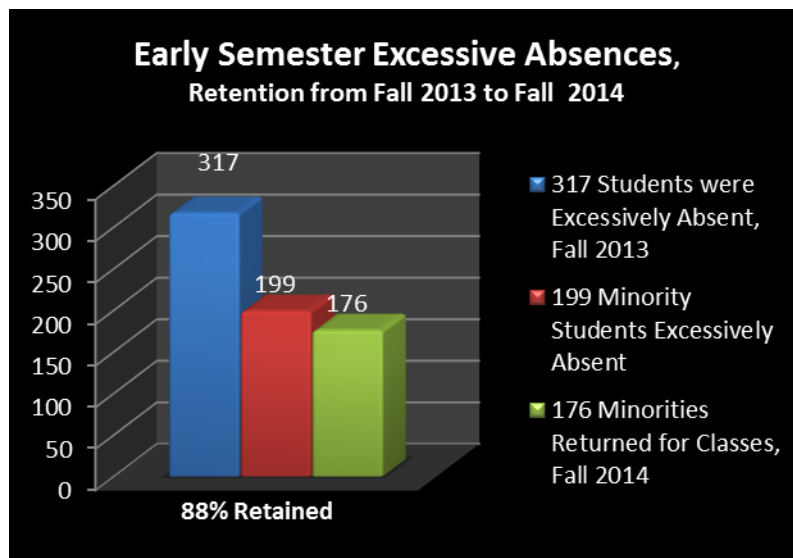
Objective II: To assist minority students who might have excessive absences early in the semester.

Success Indicator: At least 50% of minority students receiving failing/excessive absence reports will be retained from spring semester to spring semester.

Status: In the spring semester of 2014, there were 356 excessively absent students. Two hundred twenty-two of those students were minorities. Of those 222 minority students, 163 (73%) returned for classes in the spring of 2015.



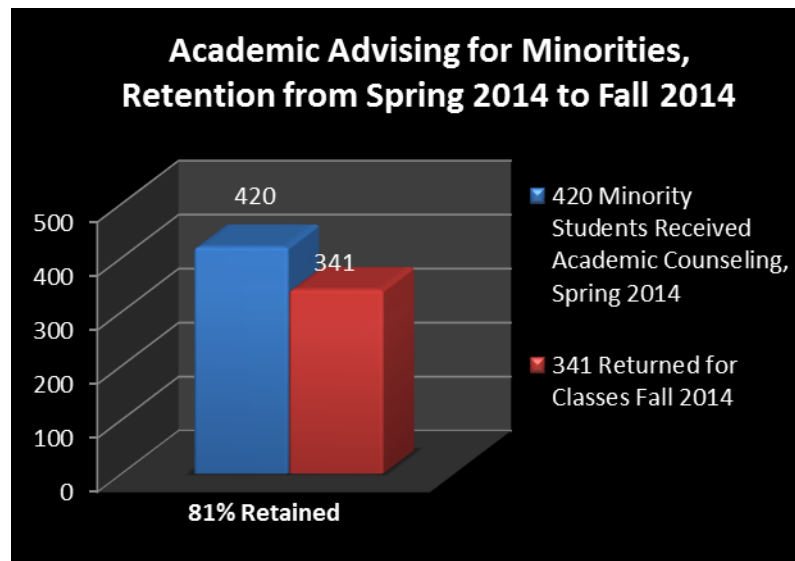
In the fall semester of 2013, there were 317 excessively absent students. One hundred ninety-nine of those students were minorities, 176 students (88%) returned for classes in the fall semester of 2014.



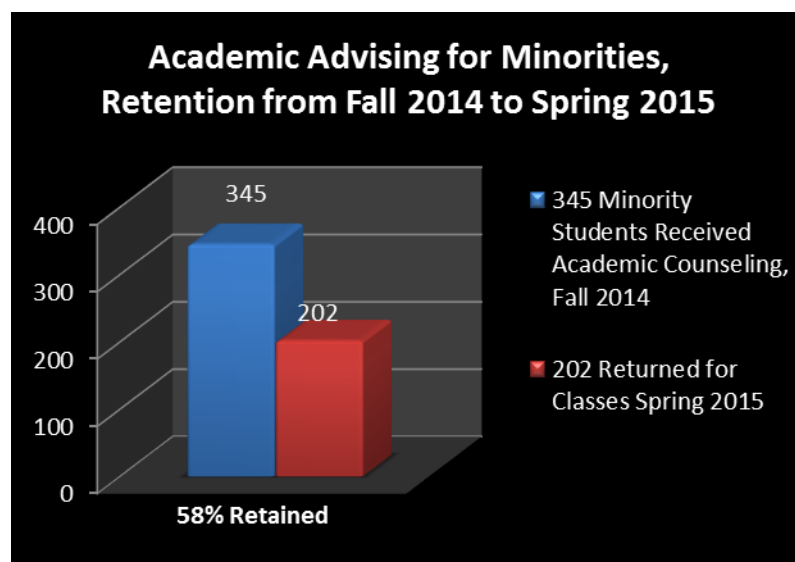
Objective III: To strengthen academic advising for minorities.

Success Indicator: *At least 45% of the minority students advised will be retained from semester to semester.*

Status: In the spring semester of 2014, four hundred twenty minority students received academic counseling. Of those 420 students, 341 minority students returned for classes in the fall semester of 2014 (81%).



In the fall semester of 2014, three hundred forty-five minority students received academic counseling. Of those 345 minority students, 202 returned in the spring semester of 2015 (58%).

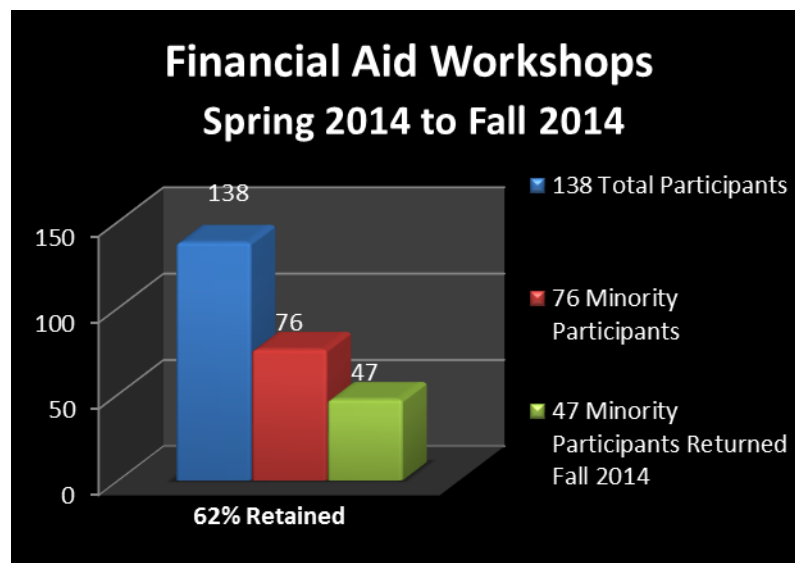


Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.

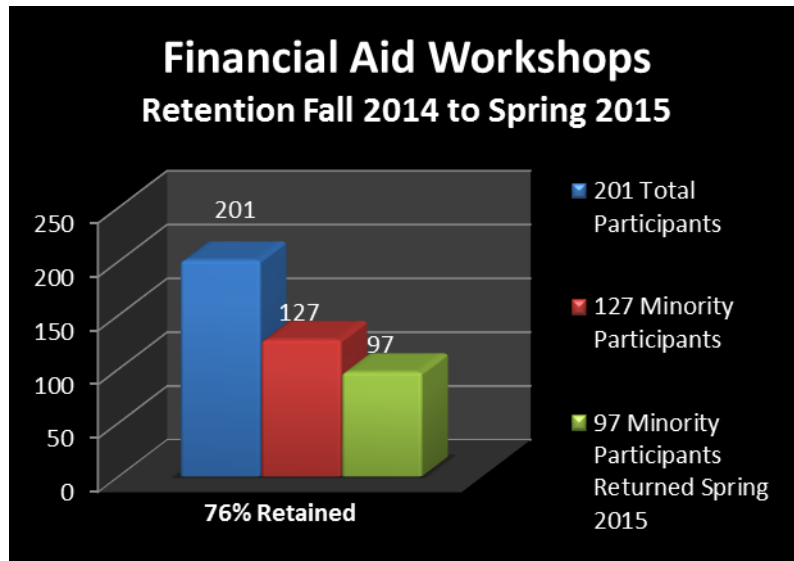
A. FINANCIAL AID WORKSHOPS

Success Indicator: At least 70% of minority students will be retained from semester to semester.

Status: During the spring 2014 semester, EACC provided nine (9) financial aid workshops. One hundred and thirty-eight (138) students attended and seventy-six (76) of those in attendance were minorities. Forty-seven (47) minority students who attended financial aid workshops returned for classes in the fall 2014 semester for a retention rate of sixty-two percent (62%).



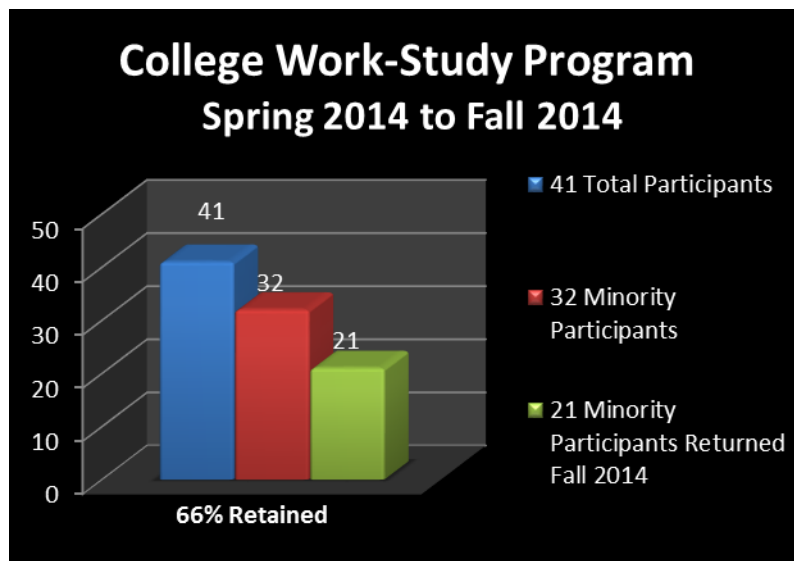
During the fall 2014 semester, EACC provided eleven (11) financial aid workshops. Two hundred and one (201) students attended and one hundred and twenty-seven (127) of those in attendance were minorities. Ninety-seven (97) of the minority students who attended financial aid workshops returned for classes in the spring 2015 semester for a retention rate of seventy-six percent (76%).



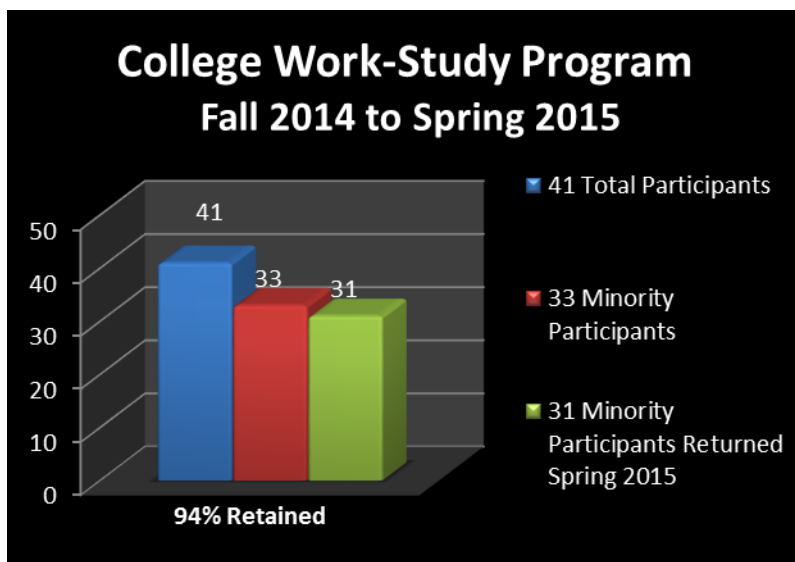
B. COLLEGE WORK-STUDY PROGRAM

Success Indicator: At least 65% of minority participants will be retained from semester to semester.

Status: During the spring 2014 semester, forty-one (41) students participated in the Work-Study program and thirty-two (32) of these students were minorities. Of those thirty-two (32) minority students, twenty-one (21) returned for classes in the fall 2014 semester for a total retention rate of sixty-six percent (66%).



During the fall 2014 semester, forty-one (41) students participated in the Work-Study program and thirty-three (33) were minorities. Of those thirty-three (33) minority students, thirty-one (31) returned for classes in the spring 2015 semester for a total retention rate of ninety-four percent (94%).

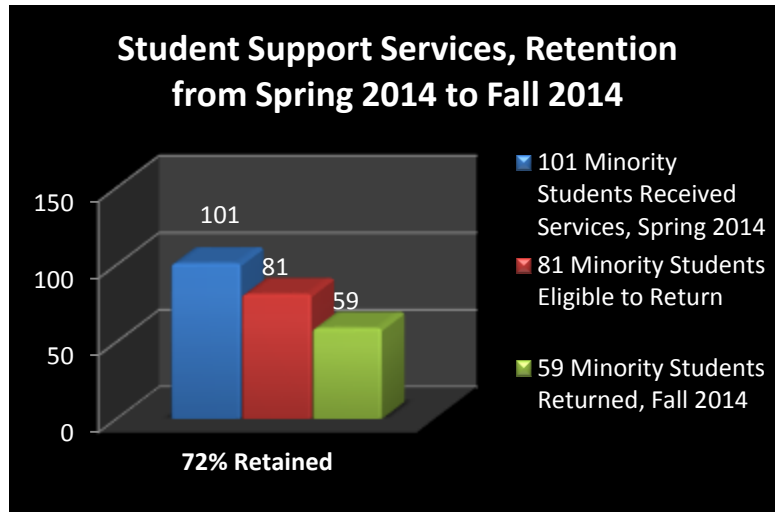


Objective V: To retain minority participants in the Student Support Services Program.

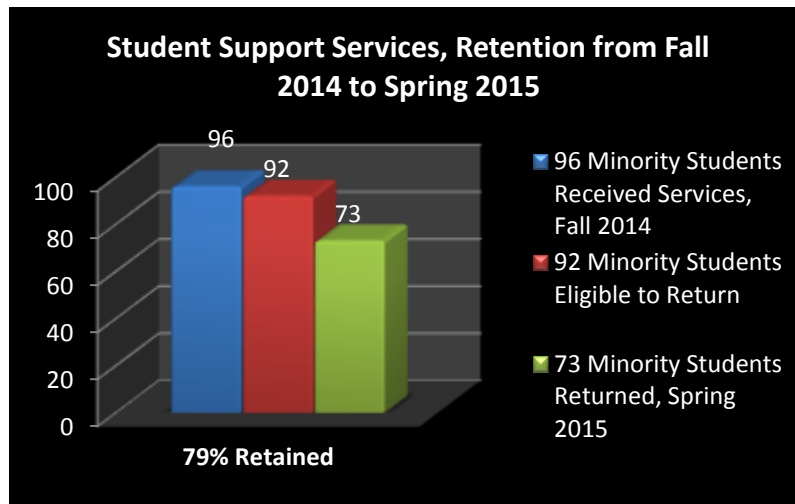
A. TO PROVIDE SUPPORTIVE SERVICES

Success Indicators: At least 70% of minority students in the Student Support Services Program will be retained from spring to fall and 60% will be retained from fall to spring.

Status: One hundred and one minority students received Student Support Services during the 2014 spring semester. Twenty of these students graduated in May 2014, leaving 81 eligible to return to EACC. In the fall of 2014, fifty-nine of the eighty-one re-enrolled for a retention rate of seventy-two percent.



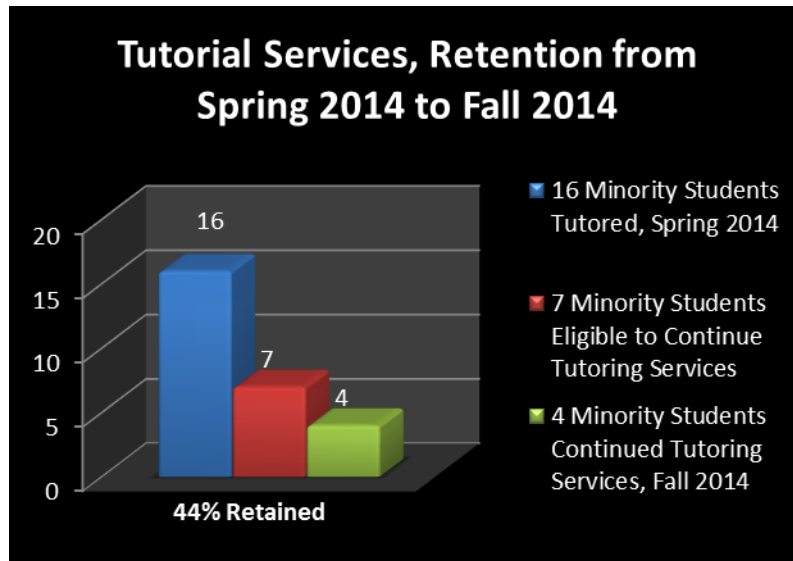
Ninety-six minority students received services through Student Support Services during the 2014 fall semester. Four of these students graduated in December 2014, leaving ninety-two eligible to return. In spring 2015, seventy-three of those ninety-two eligible to return re-enrolled for a retention rate of seventy-nine percent.



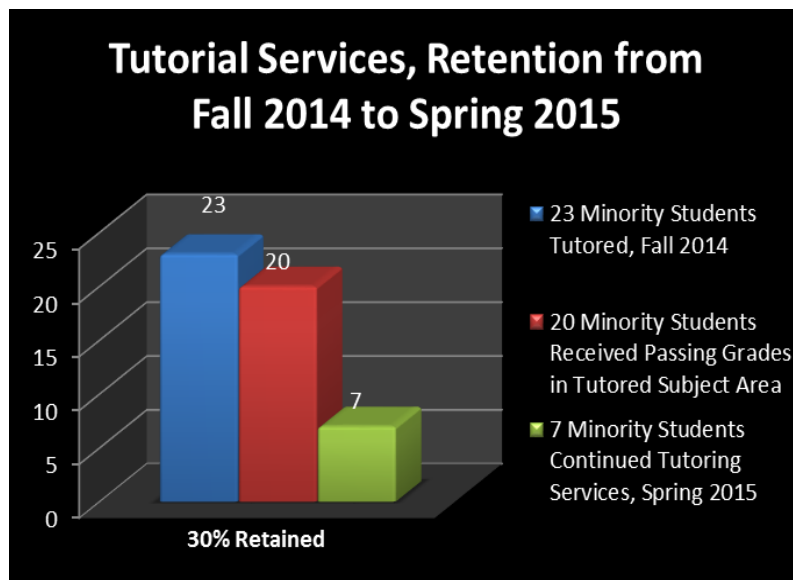
B. TO PROVIDE TUTORIAL SERVICES

Success Indicator: At least 70% of minority students in the Student Support Services Program will be retained from Spring to Fall semesters and 60% will be retained from Fall to Spring semesters.

Status: Sixteen minority students were tutored during the spring 2014 semester. Twelve of these students received a passing grade in the subject area in which they received tutoring. Seven of these students graduated or did not re-enroll leaving nine students eligible to receive tutoring services. In the fall of 2014, four of the nine continued to receive tutoring services. Forty-four percent were retained in the tutoring program.



Twenty-three minority students were tutored during the 2014 fall semester. Twenty of these students received a passing grade in the subject area in which they were tutored. In the spring of 2015, seven of those students continued to receive tutoring services in other subject areas. Thirty percent were retained in the tutoring program.



Objective VI: To recruit and retain minority faculty and staff.

Status: For the fiscal year 2014-2015, six (6) minority employees were hired. Of the six (6) hired, all four (4) are still employed.

Of the newly hired minorities, there were two professionals and four classified employees. 12 employees terminated employment during the 2014-2015 fiscal year; 33% were minorities.

A. TO ADVERTISE JOB OPENINGS

Success Indicator: Graduating students will/may be interested in an entry level position by placing advertisements to reach prospective employees who do not subscribe to local newspapers.

Status: EACC tries to target minorities by sending job announcements to Historical Black Colleges and Universities (HBCU). We also advertise in newspapers that are delivered free to residents of St. Francis County and surrounding counties. The Employment Security Division receives copies of position announcements. All EACC job openings are listed on our website. At least seventy-five percent (75%) of the applicants viewed our website or listed an employee as their source for learning about job openings at EACC.

B. TO OFFER INCENTIVES

Success Indicator: EACC is working toward competitive salaries with area school districts; comprehensive benefits, and offers a cash award for Outstanding Staff and Outstanding Faculty Award.

Status: EACC offers a generous benefit package to eligible employees. The package includes Basic Health, Dental, Life Insurance, Retirement, and Tuition Waivers.

At the February 21, 2008 board meeting, the EACC board approved combining its existing retirement benefits to include compensation for unused sick leave at retirement. This benefit is in addition to the health insurance benefit outlined in Board Policy 3-8.

Outstanding Faculty Member and *Outstanding Staff Member* nominations are received from EACC faculty and staff. The recipients are chosen by a committee and receive an award of five hundred dollars (\$500) at the annual award ceremony in April. These awards are presented by the EACC Foundation.

Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2014-2015 academic year.

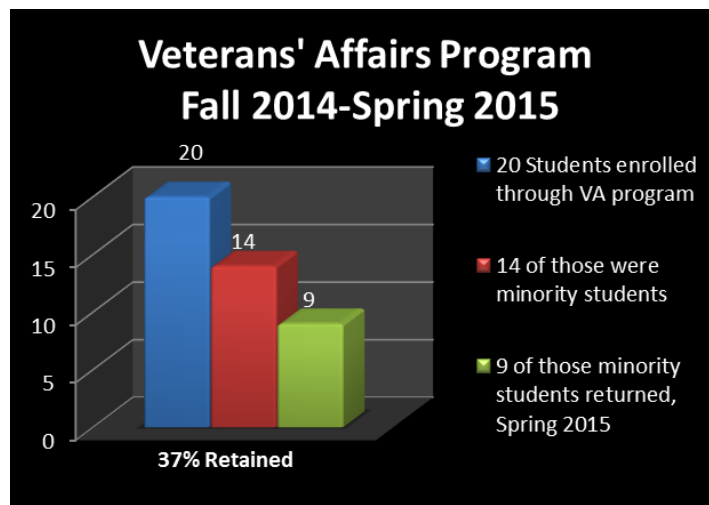
| Number | Position Title |
|---------------|---|
| 8 | Administrative Specialist I |
| 1 | Administrative Specialist II |
| 1 | Director of Enrollment Management |
| 1 | Assistant Registrar |
| 3 | Career Coaches |
| 1 | Coordinator of Student Support Services |
| 2 | Career Pathways Counselor |
| 2 | Counselors |
| 1 | Director of Financial Aid |
| 1 | Financial Aid Officer |
| 1 | Director of Physical Plant |
| 2 | Faculty |
| 5 | Institutional Services Assistants |
| 1 | Lab Supervisor |
| 1 | Library Support Assistant |
| 1 | Literacy Council Coordinator |
| 1 | Maintenance Assistants |
| 1 | Personnel Manager |
| 1 | Student Accts./Fiscal Support Specialist |
| 1 | Transfer Specialist |
| 1 | Vice President for Student Affairs |
| 1 | Library Coordinator |
| 1 | Off Campus/Special Projects |
| 1 | Activity Director/Distance Education Specialist |
| 40 | TOTAL |

Positions held by minorities decreased 5% at East Arkansas Community College from the previous 2014-2015 academic year.

Objective VII. To retain minority participants in the Veteran's Affairs Program.

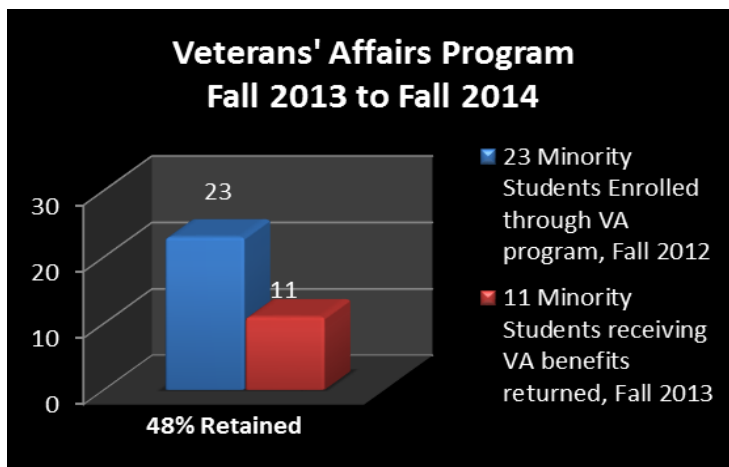
Success Indicator: To retain at least 65% of the minority students in the Veterans' Affairs Program from the Fall to Spring semester.

Status: Fall 2014, there were twenty students enrolled receiving Veterans' benefits. Of those, fourteen individuals were minority students (58%). Of the twenty-four minority students enrolled in Fall 2014, nine were retained to Spring 2015 for a retention rate of 37%.



Success Indicator: To retain at least 35% of the minority students in the Veterans' Affairs Program from Fall to Fall.

Status: During the Fall 2013 semester, there were thirty-one students enrolled receiving Veterans' benefits. Of those, twenty-three were minority students (48%). Of the twenty-three minority students enrolled in Fall 2013, eleven returned for the Spring 2014 term. Thus, 35% (8 of 23) of minority students receiving Veterans benefits were retained.

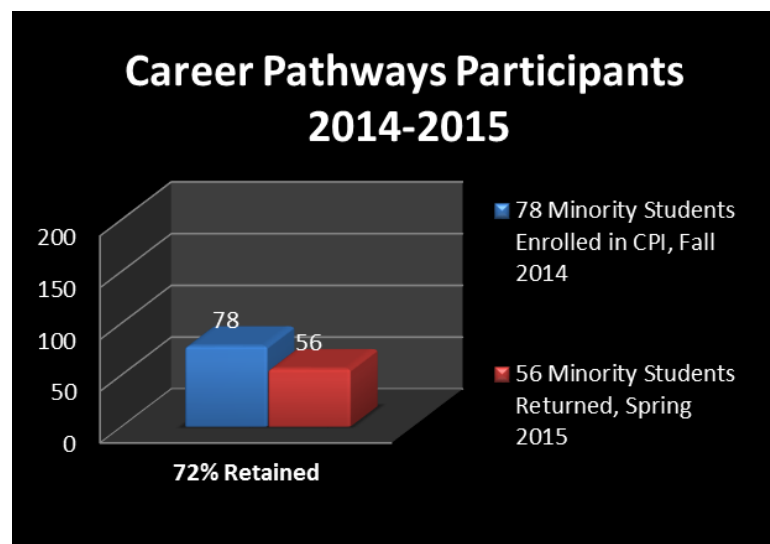


Objective VIII. To retain minority participants in the Career Pathways Initiative.

- A. To provide supportive services in the following areas: Academic Advising; Career Planning; and Mentoring Sessions.

Success Indicator: To retain 75% of Career Pathways minority students from fall to spring semesters.

Status: During the 2014-2015 academic years, seventy-eight minority students were enrolled in the Career Pathways Initiative. Seventy-two percent of the seventy-eight minority students retained their enrollment status from fall 2014 to spring 2015. Each student was required to meet with a Career Pathways counselor prior to registration during the fall and spring semesters to receive academic advising. Program participants were also required to take the KUDER Assessment which assists the counselors in developing specific career goals for each minority student. In addition to monthly counseling sessions, three of the Career Pathways minority staff members provided additional mentoring session for both male and female minority students.



- B. To provide assistance in tuition, fees, textbooks, transportation (gas vouchers), and childcare.

Success Indicator: To retain 60% of Career Pathways minority students from fall to fall semesters.

Status:

During the 2014-2015 academic year, each of the seventy-eight minority students enrolled in the Career Pathways Initiative received one or more of the services provided by the program. The services include childcare, transportation assistance, tuition and books. Seventy-five percent of the minority students were retained from fall to fall semester.

EAST ARKANSAS COMMUNITY COLLEGE



FIVE-YEAR MINORITY RETENTION PLAN 2011-2016



July 2011



FIVE-YEAR MINORITY RETENTION PLAN **JULY 2011-JUNE 2016**

Introduction

East Arkansas Community College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.

Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to minority colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.

We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought after goal for years to come. We are working with students to get them involved in their course work, as well as extra curricular activities such as:

Clubs and Organizations
Campus Activities
Motivational Workshops
Orientation
EACC Ambassadors
Career Pathways

Certificates of Appreciation
Honors Program
Who's Who Recognition
Field Trips
Work-Study Job Placement
Minority Male Assistance Program (MMAP)

Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.

Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016**

| Institutional Goal: To increase Minority Retention at East Arkansas Community College | | | | | |
|--|---|----------------------------|---------------------|---|---|
| Objective I: To maintain the Minority Male Assistance Program (MMAP) in an effort to retain first time entering minority male participants. | | | | | |
| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
| A. Retention of program participants | 1. Retain 75% of all program participants until graduation or transfer. Increase will be by at least 2% each year of the five year plan. | MMAP Advisor | August – May | a. Graduation b. Transfer Exit Interviews | No actual Cost |
| B. Provide co-curricular activities for participants | 1. A total of 3-5 activities per year, for the duration of the five year plan, designed to retain students. | MMAP Advisor | August – May | a. Self Help Seminars & Workshops b. Program Orientation c. Annual Awards Banquet d. Cultural Enrichment Trip Evaluation Forms | Special Grant Budget / Student Activities Mentoring Budget |
| C. To provide academic monitoring to identify strengths & educational deficiencies | 1. An increase in class attendance each year of the five year plan. 2. An increase in the cumulative grade point average, beginning second semester and progressively throughout their matriculation. | MMAP Advisor | August – May | a. Individual Matriculation Maps b. Excessive Absence Reports c. Academic Monitoring Forms a. Grade Reports each semester b. Second Year Matriculation Maps c. Participant Progress Reports | Copies figured into Student Activities supply budget |

**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016**

| Institutional Goal: To increase Minority Retention at East Arkansas Community College | | | | | |
|---|--|---|--|---|--------------------------------------|
| Objective II: To retain minority students facing academic challenges such as excessive absences and/or course failure. | | | | | |
| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
| To identify minority students receiving failing/excessive absence reports. | At least 50% of minority students receiving failing/excessive absence reports will be retained from semester to semester. | Director of Educational Guidance Services and Counseling Staff | January and May each year of the plan | Comparison of minority students retained by semester for each year of the plan | Included in Counseling Budget |

**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016**

| Institutional Goal: To increase Minority Retention at East Arkansas Community College | | | | | |
|--|--|--|--|---|--------------------------------------|
| Objective III: To strengthen academic advising for minorities | | | | | |
| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
| To provide academic counseling sessions | At least 45% of minority students advised will be retained from semester to semester. | Director of Educational Guidance Services Counseling staff | January and May each year of the plan | Comparison of minority students retained by semester for each year of the plan | Included in Counseling budget |

**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016**

| Institutional Goal: To increase Minority Retention at East Arkansas Community College | | | | | |
|---|--|-------------------------------|--|---|---|
| Objective IV: To remove the financial barrier for minority students by providing assistance through federal, state, and institutional programs | | | | | |
| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
| A. To conduct Financial Aid Workshops | At least 70% of minority students will be retained from semester to semester. | Financial Aid Director | December and May each year of the plan | A follow-up will be completed to verify the percentage of minority students retained from semester to semester. An annual progress report will be done each year of the plan | Included in Financial Aid Budget |
| B. To provide Work-Study Training and Placement | At least 65% of minority participants will be retained from semester to semester. | Financial Aid Director | End of December and May each year of plan | A follow-up will be completed to verify the percentage of minority students retained from semester to semester. An annual progress report will be done each year of the plan | Included in Financial Aid Budget |

**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016**

| Institutional Goal: To increase Minority Retention at East Arkansas Community College | | | | | |
|---|---|--|---|--|--|
| Objective V: To retain minority participants in the Student Support Services program | | | | | |
| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
| To provide supportive services A. academic advising B. mentoring sessions C. tutorial services | At least 65% of the minority students in the Student Support Services program will be retained from fall to spring and 35% will be retained from fall to fall. | Director of Educational Guidance Services | End of each Fall and Spring Semester End of each academic year | Follow-up completed to verify how many minority students in SSS return from the spring to fall semester and from the fall to spring semester. | Included in Student Support Services Budget |

**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016**

| Institutional Goal: To increase Minority Retention at East Arkansas Community College | | | | | |
|--|---|------------------------------|------------------------------------|--|-------------------------|
| Objective VI: To recruit and retain minority faculty and staff. | | | | | |
| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
| A. To advertise job openings; (1) Mail flyers on all administrative and faculty positions to area Historic Black Colleges/Universities (HBCU) (2) Place classified ads in the Advertiser and/or News Leader and to post openings with the Employment Security Division. | (1) Graduating students will/may be interested in an entry level position by placing advertisements to reach prospective employees who do not subscribe to local papers. | Director of Personnel | As needed per advertisement | Number of applications received from the targeted areas/number hired. | \$500.00 |
| | | | As needed per ad | Number of applications received/or the number hired | \$300.00 each ad |

| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
|-------------------------------|--|----------------------------|-------------------------|--|---|
| (3) To update website | (3) Make college more attractive to prospective faculty/staff | Webmaster | Annually | Number of applicants who applied and listed the website as a source | No extra cost |
| B. To offer incentives | EACC is working toward competitive salaries with area school districts, and offers a cash award through the EACC Foundation for Outstanding Faculty and Outstanding Staff | President | May of each year | Salaries remain competitive Was Faculty/Staff Award received by a minority? | Included in Annual Budget \$500.00 per recipient EACC Foundation |

**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2011-JUNE 2016**

| Institutional Goal: To increase Minority Retention at East Arkansas Community College | | | | | |
|--|--|---|---|---|--|
| Objective VII: To retain minority participants in the Veterans' Affairs Program. | | | | | |
| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
| To retain Veteran Students through appropriate counseling and advising. | <p>At least 65% of the minority students in the Veterans' Affairs Program will be retained from Fall to Spring semester.</p> <p>At least 35% will be retained from Fall to Fall.</p> | <p>Coordinator of Veterans' Affairs</p> <p>Director of Educational Guidance</p> | <p>End of each Fall and Spring Semester</p> <p>End of each fall semester.</p> | <p>Follow-up on the number of Veterans retained from Fall to Spring through transcripts and registration.</p> <p>Follow-up on the number of Veterans retained from Fall to Fall each year through transcripts and registration.</p> | Included in Counseling Services budget. |

EAST ARKANSAS COMMUNITY COLLEGE FIVE-YEAR MINORITY RETENTION PLAN JULY 2011-JUNE 2016

| Institutional Goal: To increase Minority Retention at East Arkansas Community College | | | | | |
|---|---|--|---|--|--------|
| Objective VIII: To retain minority participants in the Career Pathways Initiative. | | | | | |
| STRATEGIES | SUCCESS INDICATORS | RESPONSIBLE PARTIES | TIMELINE | ASSESSMENT METHODS | BUDGET |
| A. To provide supportive services: 1. Academic Advising/Mentoring | Retain 60% of Career Pathways minority students from Fall to Spring Semesters. | Director Counselors | End of each semester; Summer II, Fall, Spring, Summer I | a. Orientation 1. Returning Students 2. New Students | |
| 2. Career Planning Workshops | Retain 60% of Career Pathways minority students from Fall to Fall semesters. | Career Support Service Facilitator/Counselors | Workshops will be held throughout the school year | a. Number of students participating in workshop | |
| 3. Provide tutorial services and remediation for students who have made a grade of a “D” or below in required classes. | Increase retention of minority students from fall to fall by 60% by providing these services | Career Pathways Instructor Career Pathways Tutors | Remediation and tutorial sessions will be held throughout the year | a. Number of eligible minority students served using sign in sheets and data from the Plato lab | |

| | | | | | |
|--|--|---------------------------------------|--|--|--|
| B. To provide assistance in tuition, fees, textbooks, transportation (gas vouchers) and childcare | | Director Intake Specialist | | b. Number of students receiving assistance with tuition, fees, textbooks, transportation and childcare. | |
|--|--|---------------------------------------|--|--|--|



**MINORITY RECRUITMENT and RETENTION REPORT
for the
2014-2015 Academic Year**

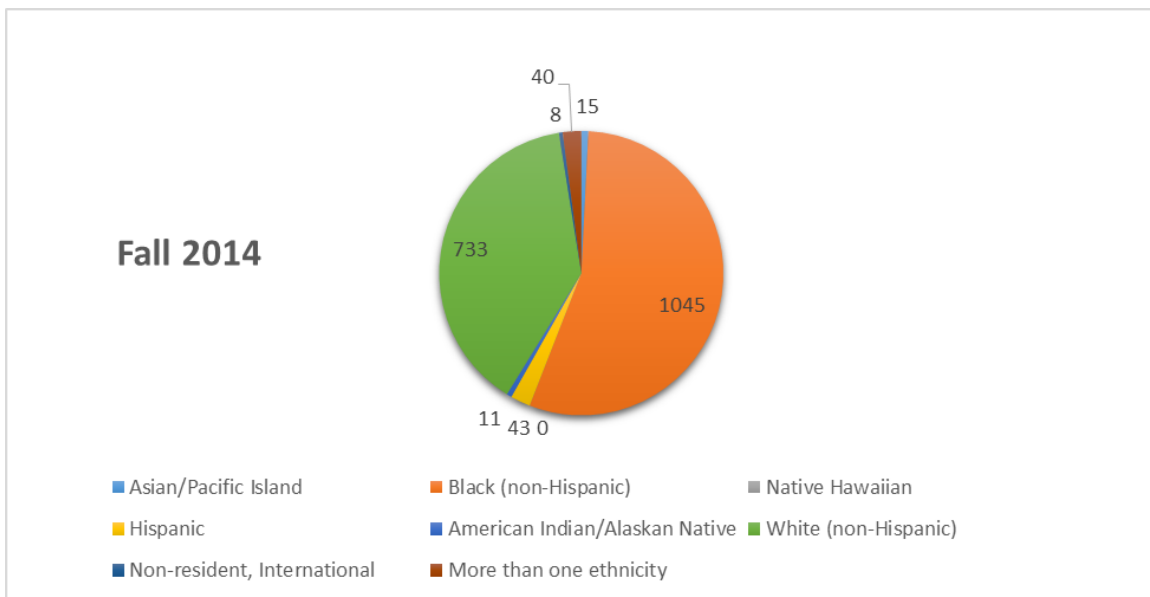
JUNE 2015

**Contact: Michelle McMillen
Director of Institutional Effectiveness
Mid-South Community College
2000 West Broadway
West Memphis, AR 72301
(870)733-6870
mlmcmillen@midsouthcc.edu**

Mid-South Community College has a diverse student population with the majority of students identifying as Black (non-Hispanic). For Fall 2014, the total number of students based on the official enrollment day was 1895 comprised of 1162 minority students (61%). This is an increase from 59% in Fall 2013.

Fall 2014

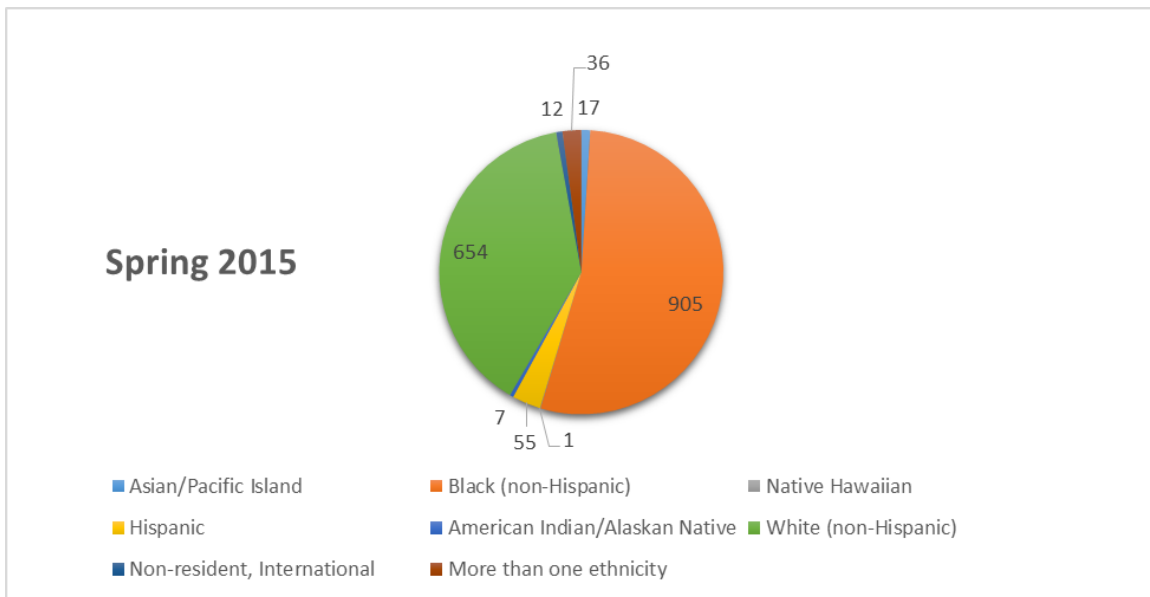
| <u>Ethnicity</u> | <u>Male</u> | <u>Female</u> | <u>Total</u> | <u>Percentages</u> |
|--------------------------------|--------------------|----------------------|---------------------|---------------------------|
| Asian/Pacific Island | 5 | 10 | 15 | .8% |
| Black (non-Hispanic) | 375 | 670 | 1045 | 55% |
| Hawaiian | 0 | 0 | 0 | 0% |
| Hispanic | 21 | 22 | 43 | 2% |
| American Indian/Alaskan Native | 5 | 6 | 11 | .6% |
| White (non-Hispanic) | 303 | 430 | 733 | 39% |
| Non-resident, International | 5 | 3 | 8 | .4% |
| More than one ethnicity | 16 | 24 | 40 | 2% |



In Spring 2015, while enrollment was down overall, which is a trend for the college from fall to spring terms, the percentage of minority students (1033) in relation to the total number of students (1687) remained 61%.

Spring 2015

| <u>Ethnicity</u> | <u>Male</u> | <u>Female</u> | <u>Total</u> | <u>Percentages</u> |
|--------------------------------|-------------|---------------|--------------|--------------------|
| Asian/Pacific Island | 6 | 11 | 17 | 1% |
| Black (non-Hispanic) | 305 | 600 | 905 | 54% |
| Hawaiian | 1 | 0 | 1 | .05% |
| Hispanic | 27 | 28 | 55 | 3% |
| American Indian/Alaskan Native | 4 | 3 | 7 | .4% |
| White (non-Hispanic) | 271 | 383 | 654 | 39% |
| Non-resident, International | 6 | 6 | 12 | .7% |
| More than one ethnicity | 15 | 21 | 36 | 2% |



The number of minority faculty and staff as of June 15, 2015 is 90 out of 220 employees (41%) based on self-reporting of ethnicity. (Six new minority employees for 2014-2015 are marked with an asterisk*):

9 full time Faculty-

- Lead Faculty for Mathematics
- Lead Faculty for Digital Media
- Lead Faculty for Hospitality/Food Services*
- Lead Faculty for Machining Technology
- 3 faculty members in Mathematics
- 1 faculty member in Welding
- 1 faculty member in Information Systems
- 48 adjunct faculty members

12 Classified Staff members:

- Accountant
- Assistant Registrar
- Administrative Specialist for Adult Education
- Administrative Specialist for Academic Affairs*
- Administrative Specialist for Administration
- Financial aid Analyst
- Food Preparation Coordinator
- GED Database Specialist
- Human Resources Specialist
- Human Resources Benefits Specialist
- Purchasing Technician:
- Registrar's Assistant*

21 Non-classified staff/Administration employees:

- Associate Vice President for Learning and Instruction
- Associate Vice President for Student Life
- Career Coach for Title III PBI Grant*
- Career Coach for Title III PBI Grant*
- Case Manager for TAACCCT Grant
- Coordinator of Career Services*
- Computer Operator for Informational Technology
- Coordinator of Academic Advising
- Coordinator of Workforce Counseling
- Counselor for Career Pathways
- Counselor for TRiO EOC Grant
- Counselor for TRiO EOC Grant
- Counselor for TRiO SSS Grant
- Counselor for Title III PBI Grant
- Counselor for Title III PBI Grant
- Director of Adult Education
- Director of Recruiting
- Director of Title III PBI Grant
- Director of TRiO EOC Grant
- Director of TRiO SSS Grant
- Entrepreneurship Coordinator

| Title | Asian | Black | Hispanic | Native Hawaiian | American Indian/Alaskan Native |
|-------------------------------------|-------|-------|----------|-----------------|--------------------------------|
| Administrative/Non-classified staff | 0 | 21 | 0 | 0 | 0 |
| Classified staff | 2 | 10 | 0 | 0 | 0 |
| Full-time Faculty | 1 | 8 | 0 | 0 | 0 |
| Adjunct faculty | 1 | 46 | 1 | 0 | 0 |
| Totals | 4 | 85 | 1 | 0 | 0 |

Because the spring term recently ended, there has been some turnover of faculty and staff which is typical for institutions of higher learning. Summer months are used to recruit and hire new faculty and staff for the fall term. Two minority employees were lost due to the ending of a grant. Because of lower than expected enrollment, the college was unable to retain the employees with its own funds.

Methods used to recruit minority employees for Mid-South Community College include advertising in *higherjobs.com* and *monster.com* and the *Memphis Commercial Appeal*. Job postings are also sent to the entire college as a way to promote and retain employees and provide opportunities for advancement. One example would be the Administrative Specialist for Academic Affairs moving to the Assistant Registrar position. This is turn provided the opportunity for the recruitment and hiring of a new Admin. Specialist, who is a returning employee.

In order to recruit more minority applicants, for 2015-2016, the College will include:

- Contacting/Advertising with area HBCU's regarding job opportunities
- Working with ASU Strong-Turner Alumni Association for help recruiting and informing.

One retention strategy is continued professional development paid for by the College to enhance skills and leadership qualities. One example would be the participation of two employees to the Arkansas Community Colleges (ACC) Leadership Institute.

The Mid-South Community College strategic plan includes this measure and goal:

MSCC will manage its resources effectively by promoting community on campus with an environment that encourages mutual respect and positive relationships.

Goal: Enhance morale, institutional loyalty, and positive relationships among employees.

In order to build positive relationships and encourage mutual respect and positive relations, it is imperative that the college and its employees embrace diversity of students, faculty, staff and the community of West Memphis and the surrounding areas.

The strategic plan is a three to five year plan, while the operational plan is reevaluated every year. Based on the strategic plan, yearly operational plan goals are added to keep the college focused on these objectives. For 2014-2015, the college had the following operational goals that support minority populations within the college and community:

| |
|---|
| Goal IIE: Increase extracurricular options that enhance student academic success and engagement with the institution and community |
| Objective IIE1: Increase extracurricular options for students by 10% |
| Tactics: |
| Formulate interactive cultural engagements that are reflective of the entire student population (Multicultural Month) |
| Create student-driven student government |
| Recruit and train at least 10 African American Male Students in Entrepreneurship-Boss Club |

One of the ways this goal is being met is to continue to offer a Black History program, though this year due to inclement weather, the program was held March 12, 2015 instead of February. This year the speaker was Derwin Sisnett, a one-time MSCC counselor and co-founder of Gestalt Community Schools in Tennessee. Other activities offered included cultural field trips to the Orpheum, the Civil Rights Museum, and Graceland. In October, the College supported efforts to raise awareness and donations for Breast Cancer Awareness, and continues to offer mammograms for students on campus through St. Bernard's Women's Health Unit.

Mid-South Community College is in the planning stages of creating a Student Government on campus. This will give students an additional way in which they can become more influential on campus and also communicate as an organization to the leaders of the college about interests, activities, and any grievances. The college already has policies in place for students to give feedback to the president and other departments on campus, but the hopes are that a student government will present a more unified voice for students and the opportunity to learn about parliamentary procedures and leadership skills.

Another engagement opportunity for Mid-South Community College students interested in starting their own businesses is learning the fundamentals and more through a Title III Predominantly Black Institution grant initiative on the West Memphis campus. The Entrepreneurship BOSS Club (Business Opportunities for Student Success) program provides enterprising students with the tools, strategies, and confidence needed to launch a business.

| |
|--|
| Objective IIE2: Increase student participation in extracurricular activities by 20% |
| Tactics: |
| Participants of Brother 2 Brother will engage in off-campus visits to explore leadership building and entrepreneurial activities |

On October 8th, 4 PBI staff members took 10 Brother-2-Brother participants to talk with the CEO and CFO of Service Master Maintenance Facilities. The participants were given a tour, fed lunch, and listened to testimony of how this business franchise in Memphis was started. In addition, the students were given advice and confirmation on how the opportunities at Mid-South Community College can take them anywhere. They were encouraged to make the most of those opportunities and to also consider opportunities in entrepreneurship which is a goal in the PBI Title III Grant.

On October 27th, PBI participants were involved in a community service outreach project entitled, “Feeding the Needy.” PBI staff members of 2 took 5 participants along with donated food to feed homeless. This was done in conjunction with participants from “Walking in Faith Ministries.” This opportunity enabled participants to develop leadership skills that focus on civic engagement by working with and helping people from different cultural backgrounds while at the same time, functioning productively as a team. Also as a team, participants communicated with individuals in at times small groups and other times large audiences as those groups sought out services.

Mid-South Community College’s Brother 2 Brother (B2B) mentoring initiative, funded through a Title III Predominantly Black Institution grant, honored program participants during its Spring 2015 Recognition Ceremony in April. Andre’ Coleman, Executive Vice President and CFO of ServiceMaster Facilities Maintenance, presented the keynote address. Brother 2 Brother participants met twice monthly for the 2014-2015 academic year; the group is led by two PBI counselors.

Other efforts to recruit and retain minority students include a concerted effort to encourage the enrollment of Latino students on our campus, including partnering with Latino Memphis, a community organization whose primary focus is advocating for Latinos who are interested in pursuing education and/or training beyond high school. MSCC’s Vice President for Student Affairs serves on the Latino Memphis Student Success Advisory Board, while another MSCC staff member has been identified as a Student Success Counselor, serving as Latino students’ primary contact while on our campus. MSCC counselors and faculty have worked closely with Latino students, ensuring the program/course offerings meet the needs of the students and their families, which typically include short term training to quickly enter the workforce. Latino students have also started a student group, Somos Greyhounds, which will be seeking official student organization status on the MSCC campus for the 2015-2016 academic year.

Another strategic goal for the College is:

| |
|---|
| Goal IIA: Increase professional growth opportunities for faculty and staff in support of student learning and retention to goal achievement |
| Objective IIA1: Develop/procure 2 institution wide faculty trainings per academic year focused on customer service training, retention strategies, and student academic success. |
| Tactics: |
| Develop and execute at least 3 for professional development offerings to target areas of highest impact when addressing student learning and retention. |

Training offerings for faculty and staff on campus that focus on the recruitment and retention of minority students over the 2014-2015 academic year included:

| | |
|--|-----------|
| Engaging Students in a Diverse Classroom | 8/6/2014 |
| Diversity/Poverty Workshop for the Student Affairs staff | 11/3/2014 |
| Institutional Self-Assessment to Improve Outcomes for Men of Color Webinar | 12/4/2014 |

In addition, other professional development opportunities were provided and funded through the College for faculty and staff to attend conferences and network including:

One Title III PBI counselor attended the Noel Levitz Student Recruitment, Marketing, and Retention on the dates July 8-10, 2014 in Boston, MA.

Bridges out of Poverty-Addressing the Challenges of Poverty-Attended by two directors and two staff members October 5-7, 2014 in Nashville, TN.

One Title III PBI counselor attended the National Symposium on Student Retention in Louisville, KY on the dates November 3-5, 2014.

One Title III PBI director and two counselors attended BBCB (Black, Brown, & College Bound): Transforming the African American and Latino Male Experience for February November 21, 2015.

Bridges Out of Poverty one day workshop in Memphis, TN on March 3, 2015 attended by one TRiO EOC staff member.

One TRiO EOC Counselor attended the National Conference on Race and Ethnicity May 25-29, 2015. This counselor is also a Bridges Out of Poverty certified training and conducted the Diversity/Poverty Workshop for the Student Affairs staff, along with the Coordinator of Academic Advising.

While some diversity and retention/advising training was offered at the college and was well attended, off-campus conference attendance about minority populations and student retention was composed of mostly grant personnel. One goal for the College is to increase the attendance to retention and minority student engagement conferences by 20% the next year (2015-2016).

Planning for trainings has begun for the academic year 2015-2016. In the fall of 2015, Dr. Terrell Strayhorn will be conducting two professional development offerings: one titled "The Role of Supportive Relationships in African-American Males Success in College" and the other is "College Students' Sense of Belonging: A Key to Educational Success for All Students." According to the Ohio State University website:

Dr. Terrell Lamont Strayhorn is Director of the Center for Higher Education Enterprise at The Ohio State University, where he is also Professor of Higher Education in the Department of Educational Studies within the College of Education and Human Ecology. Strayhorn is faculty affiliate in the Kirwan Institute for the Study of Race & Ethnicity, the Todd A. Bell National Resource Center on the African American Male, the Criminal Justice Research Center, and Penn GSE Center for MSIs. He has faculty appointments in the Ohio State John Glenn College of Public Affairs, Department of African American and African Studies, and Education Policy, Engineering Education, and Sexuality Studies programs.

PBI, TRiO, and other grants were the primary sources of funding for this past year's conference attendance about diversity by faculty and staff. At this time, it is unknown whether these funds will be available to the College in the future. Though, even with the uncertainty of the grants, the College intends to continue funding and supporting trainings for faculty and staff and events to engage and retain minority students, faculty and staff.

The College monitors professional development through the submission of professional development reports for each employee, which are verified and signed by the employee's supervisor, then tallied and filed with the Director of Institutional Effectiveness. Professional development is also a measure on annual performance reviews. The expectation will be to see an increase in the number of employees who acquire professional development pertaining to minority populations.

Because minority recruitment and retention is a core part of the College's priorities, it is not funded as a distinct initiative, but included in departmental professional development funds and in core student activity funds.

The progress of minority recruitment and retention is reviewed and evaluated annually through various means. For students, faculty evaluations are given every semester to monitor student satisfaction with their courses. Graduating students complete a survey which inquires about their total experience at the college. Employees are given the opportunity to provide feedback through anonymous employee satisfaction surveys that are completed annually, as well as surveys about the leadership of the college.

Data is analyzed and numbers are compared to previous years in preparation for this report, as well as the productivity report card the College uses for measuring state and internal goals and awards bonus to employees based on the percentage of achievement. The productivity report card measure for 2014-2015 related to minority students was:

The number of credentials awarded to minority students will exceed the highest number of minority awards over the prior three years or at least exceed last three-year average.

Results: The three-year average was 179, and 211 credentials were awarded to minority students for 2014.

Grants received by the college, such as PBI, SSS, and EOC, also require monitoring of recruitment and retention data in order to achieve the goals of the grants.

60% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

| Number of Participants Served | Number Persisted | Approved Persistence Objective | Actual Persistence Rate | PE Points Earned |
|-------------------------------|------------------|--------------------------------|-------------------------|------------------|
| 166 | 123 | 60% | 74% | 4 |

One retention goal for TRiO SSS was to improve support services to under-prepared students. While all qualified students may utilize the services of TRiO SSS, 79% of the students served identify as minority students.

Objective IID1: Increase collaboration and strengthen partnerships of all institutional student support departments (i.e. Adult Education, Career Pathways, LSC Student Activities, Career Services, TRIO EOC and TRIO SSS) in order to develop an institutional student support action plan with research based strategies to optimally service under-prepared students.

Tactic:

SSS staff visit each College Survival Skills Class and inform students about TRIO SSS and the other support services staff that are available.

Status: Completed. Fall 2014-8 classes (159 students).

Spring 2015-5 classes (64 students).

Designated staff be responsible for calling 5 students whose GPA is 2.0 or lower and serve as a mentor for the academic year.

Person Responsible: SSS, PBI, EOC, CPI, Academic Advisors, Entrepreneurship, and Intramurals.

Status: Completed. February 2015-124 students were contacted.

The PBI grant objectives focused on particular areas to improve retention:

Goal I: Provide student support to increase success, retention, and completion in STEM, Allied Health and Teacher Education courses.

Year 4 Objectives: (2014-2015)

1. More Effective Advising and Counseling-by 9/30/14 at least 75% of advisors will make at least 3 contacts per semester with each advisee (as documented by advising logs). This objective was completed with 76%.
2. Structured Learning Assistance-by 9/1/15, at least 50 students will be enrolled in pilot sections of social science courses supported by SLA and required by STEM, Allied Health or Teacher Education programs. This objective was met with 65 students enrolled.
3. Contextualized Learning-by 9/30/15, basic science skills will be contextualized and embedded in beginning courses in at least 3 additional STEM or Allied Health, or Teacher Education programs, with any changes resulting from evaluation of Yr. 3 pilots incorporated. This objective was completed with 4 pilot programs.

The operational plan for next year, along with grant objectives, are still being developed at the time of this report. Goals that have already been decided are included, but more are expected. Recruitment and retention of minority students and employees remain a priority at Mid-South Community College.



**Annual Report on Five-Year Minority Recruitment and Retention Plan
June 2015**

Minority Student Recruitment and Retention

Recruitment

In the 2013 fall semester, North Arkansas College (Northark) registered 195 minority students. This number represents 9.9% of the total student enrollment.

| Minority Students | Number Enrolled | Percentage of Enrollment |
|-------------------|-----------------|--------------------------|
| 2010-11 | 227 | 9.4% |
| 2011-12 | 220 | 9.5% |
| 2012-13 | 200 | 8.6% |
| 2013-14 | 189 | 8.7% |
| 2014-15 | 195 | 9.9% |

Race/Ethnicity enrollments at the Northark are reported in the table below.

| Reported Race/Ethnicity | |
|---|-----|
| Hispanic/Latino (of any race) | 101 |
| American Indian or Alaska Native | 17 |
| Asian | 4 |
| Black or African American | 7 |
| Native Hawaiian or Other Pacific Islander | 1 |
| Two or More Races | 65 |

Please see Appendix A for more complete data about 2011-2015 minority enrollment.

Northark's benchmark for successful minority recruitment is the percentage of members of minority groups in the population of Boone County. According to the U.S. Census Bureau's website (<http://quickfacts.census.gov/qfd/states/05/05009.html>), Northark's minority enrollment percentage exceeds the minority population percentage living in Boone County.

| Geographic Area | Total population | Population Increase/ (Decline) | Bachelor's Degree or Higher (age 25+) | Race | | | | | | Hispanic or Latino (Of Any Race) |
|-----------------|------------------|--------------------------------|---------------------------------------|----------|---------------------------|-----------------------------------|-------|--|-------------------|----------------------------------|
| | | | | One Race | | | | | Two or More Races | |
| | | | | White | Black or African American | American Indian and Alaska Native | Asian | Native Hawaiian and Other Pacific Islander | | |
| Boone County | (est.)37,196 | .8% | 15.4% | 96.5% | .4% | .8% | .5% | .1% | 1.8% | 2.3% |
| Carroll County | (est.)27,744 | 1.1% | 17.3% | 94.8% | .7% | 1.3% | .9% | .5% | 1.9% | 14.5% |
| Madison County | (est.)15,740 | .1% | 10.3% | 95.5% | .4% | 1.6% | .7% | .2% | 1.5% | 5.3% |
| Marion County | (est.)16,367 | (1.7%) | 12.9% | 96.7% | .4% | .8% | .3% | .1% | 1.7% | 2.2% |
| Newton County | (est.) 7,904 | (5.1%) | 12.7% | 95.8% | .2% | 1.3% | .3% | Z | 2.4% | 1.5% |
| Searcy County | (est.) 7,929 | (3.2%) | 12.0% | 95.5% | .3% | 1.4% | .3% | Z | 2.5% | 2.0% |

Z = Value greater than zero but less than half unit of measure shown
Population Change for Arkansas = 1.5%
Bachelor's Degree or Higher among Persons 25+ in Arkansas = 20.1%
Population Increase/(Decrease) from April 1, 2010, to July 1, 2014

Retention

As for retention, 68.2% of minority students (degree-seeking and non-degree seeking) enrolled in the fall semester 2014 returned for the spring 2015 semester. In comparison, the overall spring 2015 retention rate for all non-minority students (degree-seeking and non-degree seeking) was 70.9%.

Among degree seeking minority students, the retention rate from fall 2014 to spring 2015 was 68.6% compared to 70.5% for degree-seeking non-minority students. Northark's benchmark for successful minority retention is a rate no lower than the retention rate for non-minority students, and that benchmark has been met for eight of the last ten years.

| Retention Rates Fall to Spring | All Minority Students | All Non-Minority Students | Degree-Seeking Minority Students | Degree-Seeking Non-Minority Students |
|-----------------------------------|-----------------------|---------------------------|----------------------------------|--------------------------------------|
| 2010-11 | 75.3% | 73% | 77% | 74.5% |

| | | | | |
|---------|-------|-------|-------|-------|
| 2011-12 | 73.6% | 73.3% | 74.9% | 74.3% |
| 2012-13 | 75.0% | 74.8% | 75.7% | 75.1% |
| 2013-14 | 76.2% | 74.3% | 75.8% | 75.4% |
| 2014-15 | 68.2% | 70.9% | 68.6% | 70.5% |

Another Northark benchmark is that minority graduation and transfer-out rates equal or exceed the graduation and transfer-out rates of non-minority students. For students entering Northark in 2011, minority students graduated at a higher rate than non-minority students and transferred out at a higher rate than non-minority students.

| Graduation Rates Cohort Year 2011 | Cohort | Total completers within 150% | Total transfer- out students (non-completers) | Graduation Rate | Transfer- out rate |
|--|---------------|---|--|----------------------------|-------------------------------|
| White, non-Hispanic | 391 | 88 | 64 | 23% | 16% |
| Race and Ethnicity unknown or Nonresident alien | 2 | 0 | 0 | 0% | 0% |
| Minority | 36 | 9 | 8 | 25% | 22% |
| Total Cohort | 429 | 97 | 72 | 23% | 17% |

Northark has implemented the strategies proposed in the Minority Recruitment and Retention Plan, which include a comprehensive testing-placement program, a comprehensive developmental education program, a Learning Assistance Center, linked developmental courses, closer communication between faculty and student services, and sponsorship for different student clubs and organizations. Northark also implemented several First Year Experience initiatives to improve retention for all students, including an orientation program for new students and a mandatory College Seminar for all AA and AS students not already required to take the College Success Skills course required of all students enrolled in two or more developmental courses. The Educational Opportunity Center provides assistance for low-income students as they apply to Northark for admission, apply for financial aid, and enroll. Student Support Services and Career Pathways Initiative provide services that help low-income students succeed once they are enrolled. Two scholarships sponsored by private donors, the Aunt Vine Scholarship and the Triplets Scholarship, give preference to minority applicants for scholarships renewable for three semesters for potential awards of \$1500.

Northark does not have a separate budget for recruitment; recruitment expenses are drawn from various budgets, so tracking of actual expenditures is difficult. Northark's Vice President of Institutional Effectiveness provides enrollment tracking data from the Student Information file reported annually to ADHE and draws comparative data from semester to semester and from year to year.

Minority Faculty and Staff Recruitment and Retention

Northark advertises for faculty and staff internally, locally, statewide, and, for some positions, nationally, emphasizing its commitment to diversity and equal opportunity. All job vacancy postings state that Northark is an affirmative action/equal opportunity employer.

| | Position | Race/Ethnicity |
|--|------------------------|--------------------------------|
| Current Minority Faculty and Staff | Management | 2 or more races |
| | PT Instructional Staff | American Indian/Alaskan Native |
| | PT Instructional Staff | 2 or more races |
| Minority Faculty and Staff Hired in 2014 | | 1 |

The college continues its strong support for the professional development of all faculty and staff. Like all Northark employees, minority faculty and staff are encouraged to attend training workshops and/or seminars to enhance educational growth and progress. Professional development expenses and job vacancy notices are charged to departmental budgets.

Appendix A
Fall 2014 Enrollment

Degree-seeking

| | Minorities | White | Grand Total | Minorities (%) |
|----------------------|------------|-------|-------------|----------------|
| All Students | 153 | 1509 | 1662 | 9.2% |
| By Location * | | | | |
| South | 127 | 1192 | 1319 | 9.6% |
| North | 24 | 263 | 287 | 8.4% |
| CCC | 11 | 39 | 50 | 22.0% |
| WEB | 40 | 520 | 560 | 7.1% |

Non-degree seeking

| | Minorities | White | Grand Total | Minorities (%) |
|----------------------|------------|-------|-------------|----------------|
| All Students | 42 | 272 | 314 | 13.4% |
| By Location * | | | | |
| South | 5 | 33 | 38 | 13.2% |
| North | | 10 | 10 | 0.0% |
| CCC | | | | |
| WEB | 2 | 13 | 15 | 13.3% |
| NTC | 31 | 137 | 168 | 18.5% |
| High School | 5 | 86 | 91 | 5.5% |

All (degree-seeking and non-degree seeking)

| | Minorities | White | Grand Total | Minorities (%) |
|----------------------|------------|-------|-------------|----------------|
| All Students | 195 | 1781 | 1976 | 9.9% |
| By Location * | | | | |
| South | 132 | 1225 | 1357 | 9.7% |
| North | 24 | 273 | 297 | 8.1% |
| CCC | 11 | 39 | 50 | 22.0% |
| WEB | 42 | 533 | 575 | 7.3% |
| NTC | 31 | 137 | 168 | 18.5% |
| High School | 5 | 86 | 91 | 5.5% |

* Students may be duplicated across locations.

Fall 2014 Students Returning Spring 2015

Degree-seeking

| | Minorities | White | Grand Total |
|----------------------|------------|-------|-------------|
| All Students | 106 | 1066 | 1172 |
| By Location * | | | |
| South | 88 | 869 | 957 |
| North | 18 | 181 | 199 |
| CCC | 9 | 31 | 40 |
| WEB | 28 | 378 | 406 |

Non-degree seeking

| | Minorities | White | Grand Total |
|----------------------|------------|-------|-------------|
| All Students | 28 | 198 | 226 |
| By Location * | | | |
| South | 4 | 20 | 24 |
| North | | 3 | 3 |
| CCC | | | |
| WEB | 1 | 7 | 8 |
| NTC | 22 | 103 | 125 |
| High School | 2 | 71 | 73 |

All (degree-seeking and non-degree seeking)

| | Minorities | White | Grand Total |
|----------------------|------------|-------|-------------|
| All Students | 134 | 1264 | 1398 |
| By Location * | | | |
| South | 92 | 889 | 981 |
| North | 18 | 184 | 202 |
| CCC | 9 | 31 | 40 |
| WEB | 29 | 385 | 414 |
| NTC | 22 | 103 | 125 |
| High School | 2 | 71 | 73 |

* Students may be duplicated across locations.

Fall 2014 to Spring 2015 Retention

Degree-seeking

| | Minorities | White | Grand Total |
|----------------------|------------|-------|--------------|
| All Students | 69.3% | 70.6% | 70.5% |
| By Location * | | | |
| South | 69.3% | 72.9% | 72.6% |
| North | 75.0% | 68.8% | 69.3% |
| CCC | 81.8% | 79.5% | 80.0% |
| WEB | 70.0% | 72.7% | 72.5% |

Non-degree seeking

| | Minorities | White | Grand Total |
|----------------------|------------|-------|--------------|
| All Students | 66.7% | 72.8% | 72.0% |
| By Location * | | | |
| South | 80.0% | 60.6% | 63.2% |
| North | | 30.0% | 30.0% |
| CCC | | | |
| WEB | 50.0% | 53.8% | 53.3% |
| NTC | 71.0% | 75.2% | 74.4% |
| High School | 40.0% | 82.6% | 80.2% |

All (degree-seeking and non-degree seeking)

| | Minorities | White | Grand Total |
|----------------------|------------|-------|--------------|
| All Students | 68.7% | 71.0% | 70.7% |
| By Location * | | | |
| South | 69.7% | 72.6% | 72.3% |
| North | 75.0% | 67.4% | 68.0% |
| CCC | 81.8% | 79.5% | 80.0% |
| WEB | 69.0% | 72.2% | 72.0% |
| NTC | 71.0% | 75.2% | 74.4% |
| High School | 40.0% | 82.6% | 80.2% |

*** Students may be duplicated across locations.**

Northark's South Campus houses general education, nursing, and allied health programs.

Northark's North Campus houses technology, Paramedic, and CNA programs.

CCC = Carroll County Center NTC = Northark Technical Center

Data source: Northark Office of Institutional Effectiveness

NATIONAL PARK COLLEGE
ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT
MEASURES and ASSESSMENT
of
STUDENT AND STAFF MINORITY RECRUITMENT and RETENTION



I. Student Measures

- A.** Minority Student Enrollment
- B.** Minority Student Financial Aid
- C.** Minority Student Graduation Rates
- D.** Minority Student Retention Rates

II. Faculty and Staff Measures

- A.** Number and Position Title of New Minority Faculty and Staff
- B.** Number and Position Title of All Minority Faculty and Staff
- C.** Posting of Job Vacancies
- D.** Retention of Minority Faculty and Staff

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I. STUDENT MEASURES

Goal: National Park College will maintain minority enrollment and retention goals at levels that will reflect or exceed the number of historically underrepresented students in its recruitment or "service" area.

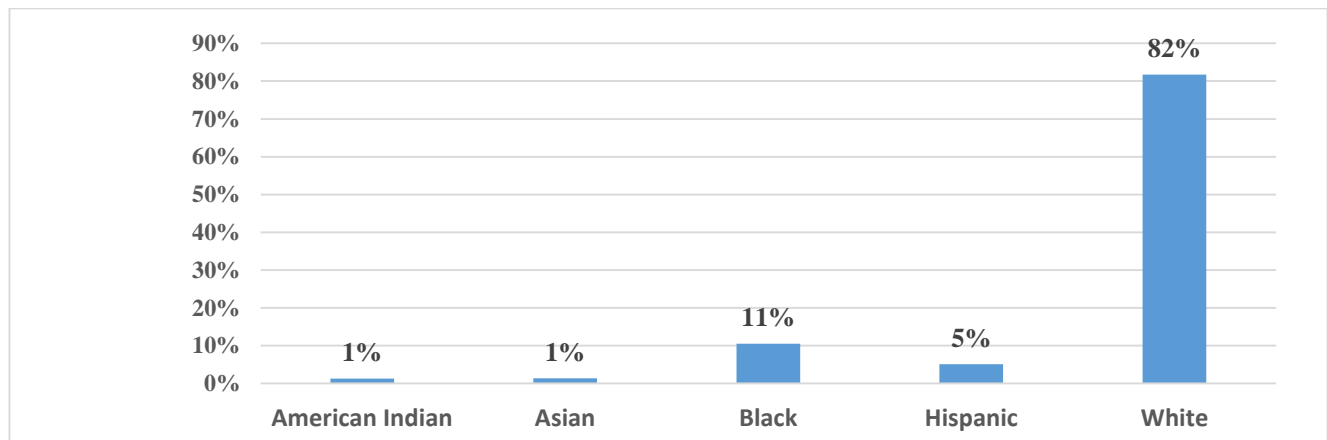
Assessment of Goal: The overall minority student enrollment maintains a level higher than the percentage of minorities residing in the service area population for the College which includes Garland County and areas of Saline, Hot Spring, Clark, and Montgomery Counties.

Garland County's percentage of minorities, based on the 2012 Chamber of Commerce is at 15.1%. National Park College's 2014-2015 overall percentage of minorities for enrolled students is 19.1%, which is 4% higher than the county. NPC's ethnic breakdown is also higher than the county, with the exception of the Hispanic enrollment which is fairly equal to that of Garland County.

Garland County Ethnicity

| | 2010 Number | Percent | 2011 Number | Percent | 2012 Number | Percent |
|------------------|----------------|---------|----------------|---------|----------------|---------|
| White | 81,620 | 85.0% | 82,258 | 84.9% | 85,512 | 88% |
| Black | 9,410 | 9.8% | 9,495 | 9.8% | 8,163 | 8.4% |
| Am Indian | 576 | 0.6% | 581 | 0.6% | 680 | 0.7% |
| Asian | 576 | 0.6% | 573 | 0.6% | 697 | 0.8% |
| Pacific Islander | 69 | 0.0% | 69 | 0.0% | 98 | 0.1% |
| Unknown | 1,921 | 2.0% | 1,898 | 2.0% | 2,041 | 2.1% |
| Two or More | 1,929 | 2.0% | 1,937 | 2.0% | 2,002 | 2.1% |
| Hispanic Origin | 4,226 | 4.4% | 4,361 | 4.5% | 4,956 | 5.1% |

National Park College Student Ethnicity



NPC Minority Student Enrollment Numbers (2004-2015)

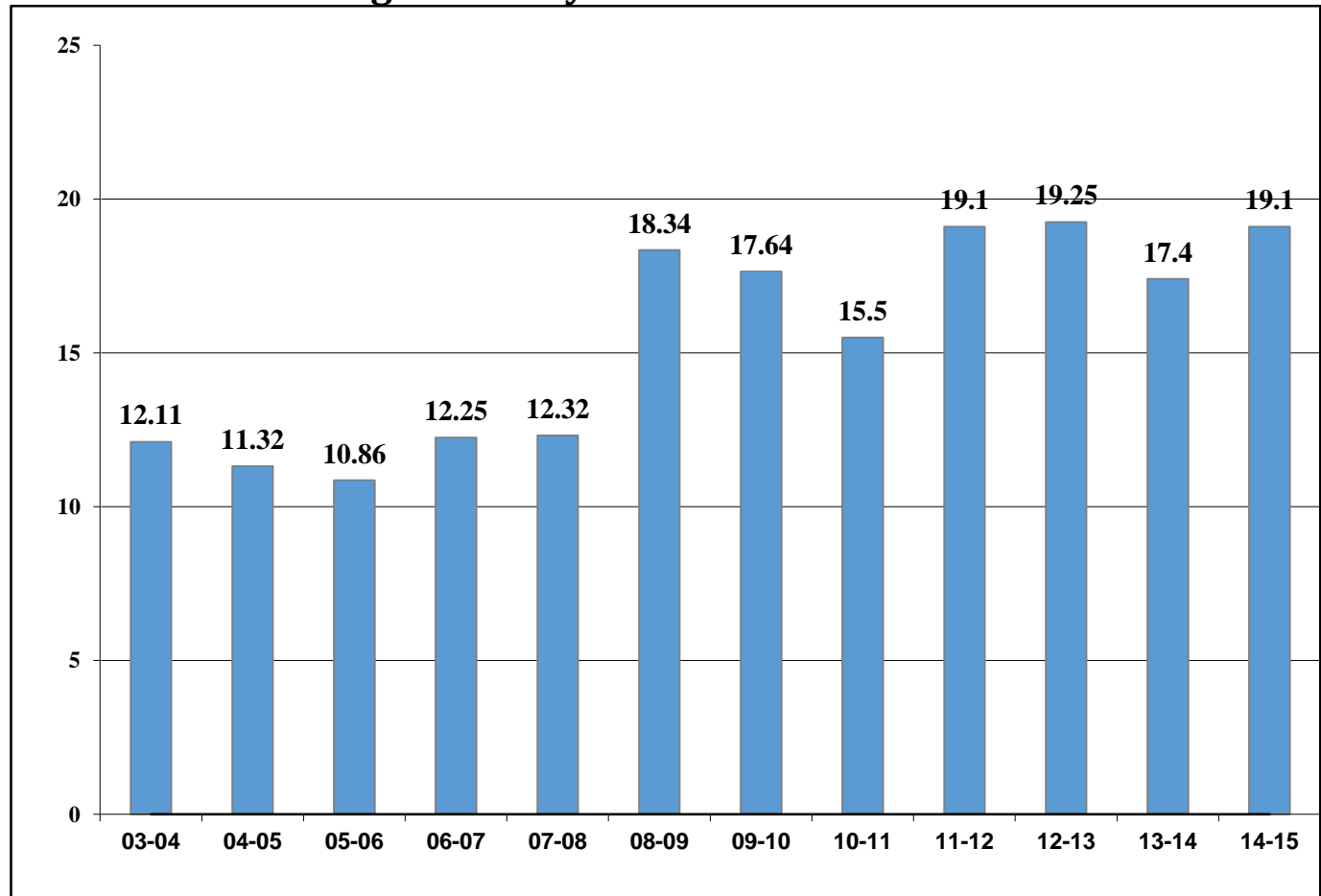
STUDENT REGISTRATION COUNT BY RACE (duplicated numbers)

ACADEMIC YEAR

| | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| ALIEN | 16 | 9 | 13 | 5 | 4 | 9 | 1 | 1 | 1 | 1 | 1 | 0 |
| AMER INDIAN | 80 | 73 | 70 | 82 | 64 | 64 | 96 | 85 | 107 | 80 | 89 | 62 |
| ASIAN | 74 | 72 | 88 | 71 | 92 | 94 | 83 | 112 | 138 | 108 | 78 | 109 |
| BLACK | 478 | 452 | 508 | 489 | 649 | 788 | 680 | 830 | 1056 | 814 | 700 | 707 |
| HISPANIC | 140 | 140 | 193 | 201 | 247 | 276 | 266 | 261 | 366 | 325 | 361 | 338 |
| WHITE | 6171 | 6118 | 6084 | 5368 | 6051 | 5958 | 6381 | 7608 | 7051 | 6270 | 5784 | 5018 |
| UNKNOWN | 619 | 189 | 161 | 670 | 112 | 164 | 155 | 110 | 164 | 167 | 97 | 150 |
| TOTAL | 7578 | 7053 | 7117 | 6886 | 7217 | 7353 | 7662 | 9006 | 8882 | 7765 | 7109 | 6384 |
| MINORITY REGISTRATION | 788 | 746 | 872 | 848 | 1168 | 1395 | 1126 | 1398 | 1667 | 1495 | 1229 | 1216 |

| | | | | | | | | | | | | |
|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|-------|-------|-------|-------|-------|
| PERCENT MINORITY REGISTRATION | 12.11% | 11.32% | 10.86% | 12.25% | 12.32% | 18.34% | 17.68% | 15.5% | 19.1% | 19.2% | 17.4% | 19.1% |
|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|-------|-------|-------|-------|-------|

National Park College Minority Enrollment



ACTIVITIES

The Student Services Division at National Park College administers federally funded programs and collaborative K - 12 partnerships with public school districts in the College's service area to increase the number of minority applicants to the College. The Admissions Office collects information on minority high school students from our service area and surrounding counties through their participation at college fairs, high school visits, mailings, and other recruiting efforts. Targeted high schools are the Arkansas School for Mathematics, Sciences and the Arts; Hot Springs; Jessierville; Fountain Lake; Lake Hamilton; Mountain Pine; Cutter Morning Star; Center Point; and Lakeside. These efforts are geared to increasing the educational opportunities and recruitment of the College's service area students and citizens, including minority students. The College has organized financial aid workshops, financial aid nights, high school visits, college tours, school counselor workshops on campus, quarterly meetings with school superintendents, COMPASS testing at the high school, concurrent college courses at all high schools, career fairs, shadowing, mentoring, and other recruiting and informational meetings with area high school students and parents. All recruitment publications, including billboards, include students that are representative of the diversity of NPC's student population.

The College administers federally sponsored programs targeting minorities, first generation college students and/or low income, disabled, and non-traditional students to stay in school and complete their educational goals.

Student Support Services (SSS), a TRiO project, provides services and programs to promote retention of eligible students enrolled at National Park College, including academic advisement, disability services, on-campus activities, orientation, transfer counseling, and student success workshops.

Career Pathways, a federally funded program, provides academic advising, mentoring, workshops, resume writing, early alert warning, textbooks, tuition assistance, gas cards, day care vouchers for single mothers, and other financial assistance to eligible students.

The Counseling Center is staffed with Master-level counselors who provide academic and personal advising to NPC's minority students which include admissions, enrollment, degree audits, student early alert, faculty-student mentoring, class scheduling, transfer course evaluation, tutorial assistance, course placement and testing, career services, resume writing, and job searches. NPC's rising rates of retention and persistence align with its emphasis on early intervention with students through its College Seminar class that is required for all first-time, non-technical degree seeking students. These efforts are targeted to students to increase retention, persistence, and graduation.

B. Financial Aid

Financial aid available to minority students has increased, both in number and in awards. Fifty part-time student scholarships were allocated consisting of a waiver of tuition for three semester hours for students who have not been enrolled in a college within the past two years. Twenty half-time scholarships were allocated consisting of a waiver of tuition for six semester hours for full-time students not eligible for any other financial aid. The National Park College Foundation has created additional minority scholarships. The College's concurrent high school program has remained constant for the past three years with a 16% minority high school student enrollment.

Retention data indicates 69% of minority students are retained fall to spring, as compared to 68% retention rate for the general student population. Efforts to retain students include early alert system for underperforming students, personal counseling, mentoring activities, and academic advising.

Students on Financial Aid (2004-2015)

NUMBER OF UNDUPLICATED STUDENTS ON FINANCIAL AID

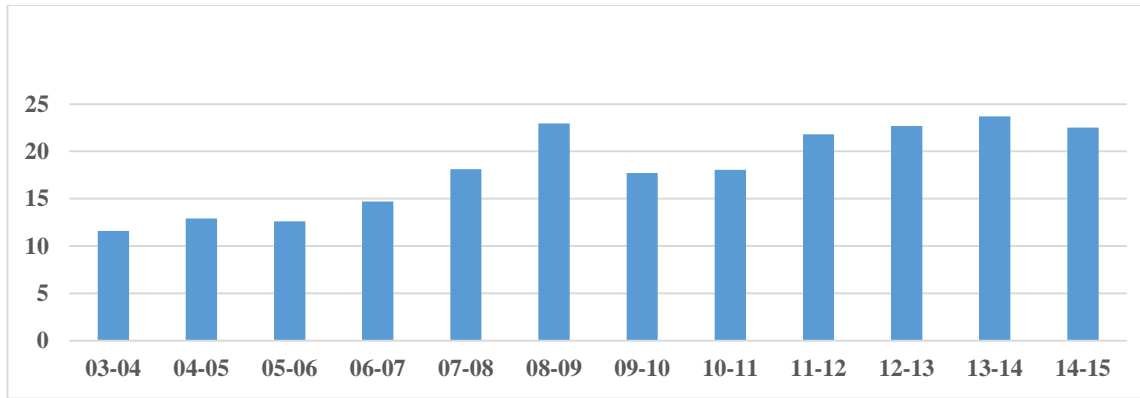
Financial Aid YEAR

| | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| ALIEN | 0 | 2 | 3 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| AMER INDIAN | 34 | 41 | 32 | 38 | 28 | 32 | 37 | 35 | 36 | 51 | 25 | 23 |
| ASIAN | 26 | 33 | 23 | 25 | 30 | 44 | 30 | 29 | 29 | 41 | 13 | 18 |
| BLACK | 231 | 292 | 228 | 253 | 285 | 392 | 279 | 299 | 344 | 441 | 226 | 264 |
| HISPANIC | 59 | 67 | 65 | 80 | 79 | 116 | 105 | 84 | 79 | 117 | 91 | 94 |
| WHITE | 2531 | 2821 | 2369 | 2193 | 2286 | 2764 | 2347 | 2188 | 1742 | 2192 | 1347 | 1412 |
| UNKNOWN | 136 | 112 | 68 | 111 | 84 | 208 | 45 | 35 | 23 | 20 | 64 | 11 |

TOTAL

| | | | | | | | | | | | | |
|--------------------------------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| RECEIPENTS | 3017 | 3368 | 2788 | 2701 | 2792 | 3588 | 2843 | 2670 | 2253 | 2862 | 1766 | 1822 |
| MINORITY RECEIPENTS | 350 | 435 | 351 | 397 | 506 | 824 | 496 | 402 | 488 | 650 | 419 | 399 |
| PERCENT MINORITY RECEIPENTS | 11.6% | 12.9% | 12.6% | 14.7% | 18.1% | 22.9% | 17.7% | 18.05% | 21.8% | 22.7% | 23.7% | 22.5% |

National Park College Minority Students Receiving Financial Aid



II. FACULTY and STAFF MEASURES

A. Implement programs to enhance and positively impact the academic and social quality of life for our minority faculty and staff within the campus and community.

The College has encouraged minority employees to become active in various campus and community organizations. Several minority faculty members are involved in and/or sponsors of campus organizations, including Student Government, and the Cultural Diversity Club. Invitations are issued to minority faculty and staff to act as representatives of the College at various activities and events held in the community and on-campus.

B. Develop job postings and practices to encourage more minority applicants

The College advertises faculty vacancies in local area newspapers, statewide newspapers, national publications, and advertises on targeted educational job web-sites in an effort to attract the maximum number of minority applicants. The Employment Security Division receives copies of position announcements and all job openings are listed on the College's website.

C. All advertisements contain the statement:

“National Park College is an Equal Opportunity/Affirmative Action Institution and is committed to providing equal opportunity through its employment practices”.

Reviews of applicants’ credentials are done without any prior knowledge or reference to ethnicity, (unless the information is self-reported), to ensure impartiality in the selection process. Consideration is given to ensure that all affirmative action requirements for minority applicants are met. Further, provisions for recording and preserving detailed records of the recruiting and recommending process are in place. Institutional policy requires all full-time positions to be filled through properly constituted search committees, with minority staff or faculty serving on all search committees.

The College has established a non-interest loan program to assist faculty and staff to continue their education at another institution. The intent of the College is to provide financial assistance to faculty and staff to continue their education and to become eligible for salary upgrades and/or promotional opportunities. The College has instituted a professional development area called Technical Program Incentive designed to provide incentives for technical program instructors to pursue professional development as well as additional technical degrees and certifications.

Budgetary Allocations:

Print Media Advertising: \$11,263

Electronic Media Advertising: \$30,000

Advertising-Employee Recruitment: \$10,000

Concurrent HS Scholarships: \$630,000

Discretionary Scholarships: \$25,000

High School Vocational Student and ABE/GED Scholarships: \$95,000

Student Activities: \$35,500

Special Events: \$2,500

Listing of Minority Faculty and Staff

| Last | First Name | Ethnic Group | Job Code | Service Dt | Title |
|---------------|-------------|--------------|----------|------------|--------------------------------|
| Barnett | LaTaschya | BLACK | PRV012 | 9/1/2007 | Career Path-Outreach Coordin |
| Campos | Teresa | HISPA | CLS032 | 8/16/2006 | Inst. Services Asst Nigts |
| Cruz | Michael | HISPA | FCFT01 | 8/15/2011 | Tech / Marine |
| Espino-Bright | Maria Terry | HISPA | FCFT01 | 7/1/2012 | Career Services Coordinator |
| Feighl | Sagrario | HISPA | FCFT01 | 8/15/2011 | 1/2 Faculty/Math |
| Franklin | Linda | BLACK | FCFT01 | 8/22/1994 | FT Fac/LAC |
| Frazier | Ulonda | BLACK | CLS026 | 9/30/2002 | Adm. Specialist II |
| Freeman | Bertha | BLACK | CLS026 | 6/1/2009 | Administrative Specialist II |
| Glover | Gloria | BLACK | CLS020 | 12/16/2001 | Stu Recruitment Specialist |
| Gonzales | Brenda | HISPA | CLS032 | 11/1/2007 | Inst. Services Asst. Nights |
| Griffin | Gerald | HISPA | CLS028 | 4/11/1997 | Maintenance Assistant |
| Henry | Joan | BLACK | FCFT01 | 2/5/1974 | FT Faculty/C&A-English |
| Martinez | Karen | HISPA | CLS032 | 8/19/2013 | Institutional Services Asstnt |
| Morton | Miles | BLACK | ADM021 | 8/1/2007 | PROJ/Pro Mgr -Adm Data Serv |
| Ramirez | Josue | HISPA | PRV008 | 9/1/2011 | Financial Aid Analyst |
| Rodrigues | Nadia | HISPA | CLS021 | 7/10/2014 | Administrative Specialist III |
| Rodriguez | Ana | HISPA | CLS032 | 6/1/2006 | Inst. Services Asst./Nights |
| Moreno | Blanca | HISPA | CLS032 | 7/1/2009 | FT InstitServices Assist/night |
| Ross | Exzonda | BLACK | CLS032 | 7/16/2007 | Inst. Services Asst. /Nights |
| Sinclair | Sharon | ASIAN | CLS010 | 11/14/1997 | Assistant Registrar |
| Smith | Janet | ASIAN | FCFT01 | 8/13/2012 | FT Faculty |
| St Marthe | Tamara | BLACK | FCFT01 | 8/18/2014 | Faculty |
| Ugbade | Debbie | BLACK | FCFT01 | 6/3/2013 | Faculty |
| Witherspoon | Louis | BLACK | CLS028 | 8/12/1996 | Maintenance Asst. |



**Annual Report on the
Recruitment and Retention of
Minority Students, Faculty and Staff**

Academic Year 2014-2015

**Prepared in compliance with
Act 1091 of 1999**

Introduction

Northwest Arkansas Community College prepares all learners for success in a welcoming, supportive and open environment. We respect our differences and view them as strengths, which inspires us to develop our cultural dexterity and recognize the dignity inherent in every human being.

Diversity and Inclusion Vision Statement

NorthWest Arkansas Community College (NWACC) is committed to providing an environment in which every resident of our service area feels welcomed and supported, regardless of race or ethnicity or other factors that reflect the diversity of our community. The college strives to recruit and retain minority faculty and staff whose backgrounds and life experiences help them relate to our students. Our intention is to provide our students with opportunities to learn from and interact with faculty and staff who reflect the diversity of our region, thereby preparing our students for success, no matter where in the world their work takes them. When we have a diverse campus, we better equip our students to make valuable contributions in the workplace and in the community, whether they work in Northwest Arkansas or in other parts of the world.

To put this commitment to diversity and inclusion into action, NWACC has developed a strategic plan for diversity and inclusion. The goal of every activity and program is to create an environment in which all students, faculty and staff can thrive. While NWACC's Office for Diversity and Inclusion works with people both inside and outside the college to foster understanding across cultural lines, to present programs that build participation in college activities and educate the community, and to provide opportunities for informal interaction across cultures, the success of any program depends on college-wide implementation; no one person or one division can ensure the success of any initiative.

The Director of the Office for Diversity and Inclusion is Kathryn Birkhead, who has extensive experience in leading diversity initiatives throughout Northwest Arkansas. She reports to the Vice President for Learning, Dr. Ricky Tompkins.

STUDENT NUMBERS

As stated in the introduction, NorthWest Arkansas Community College is committed to increasing access to higher education for all residents of our service area. NWACC's minority student enrollment continues to rise, even as overall enrollment has dropped slightly. Table 1 demonstrates that the total headcount of minority students enrolled in credit courses in the Spring 2015 semester was 1,926 individuals, an increase of 4.9% over the Spring 2014 figure of 1,836. Hispanic students, our largest minority population, comprise 16.6% of our total student population. The total minority student population is 26.7%.

| Spring Headcount Comparison | | | | | | |
|-----------------------------|----------------------------------|--------------|--------------|--------------|--------------|----------------|
| | | Spring 2014 | | Spring 2015 | | |
| | | Number | Percent | Number | Percent | Percent Change |
| Total Headcount | | 7,457 | | 7,217 | | -3.2% |
| SSCH | | 64,671 | | 60,984 | | -5.7% |
| FTE | | 4,311 | | 4,066 | | -5.7% |
| | Full-Time | 2,418 | 32.4% | 2,232 | 30.9% | -7.7% |
| | Part-Time | 5,039 | 67.6% | 4,985 | 69.1% | -1.1% |
| Gender | Male | 3,068 | 41.1% | 3,020 | 41.8% | -1.6% |
| | Female | 4,389 | 58.9% | 4,197 | 58.2% | -4.4% |
| Residence | Benton County | 3,971 | 53.3% | 3,930 | 54.5% | -1.0% |
| | Washington County | 2,882 | 38.6% | 2,754 | 38.2% | -4.4% |
| | Other In-State | 449 | 6.0% | 280 | 3.9% | -37.6% |
| | Out-of-State | 155 | 2.1% | 253 | 3.5% | 63.2% |
| Tuition Status | In-District | 3,208 | 43.0% | 3,086 | 42.8% | -3.8% |
| | Out-of-District | 3,771 | 50.6% | 3,625 | 50.2% | -3.9% |
| | Out-of-State | 287 | 3.8% | 329 | 4.6% | 14.6% |
| | Contiguous County | 79 | 1.1% | 69 | 1.0% | -12.7% |
| | International | 112 | 1.5% | 108 | 1.5% | -3.6% |
| Ethnic Category | Hispanic or Latino | 1,108 | 14.9% | 1,198 | 16.6% | 8.1% |
| | Non-Hispanic Race: | | | | | |
| | Am Indian/Alaskan Native | 118 | 1.6% | 156 | 2.2% | 32.2% |
| | Asian | 194 | 2.6% | 226 | 3.1% | 16.5% |
| | Black or African American | 191 | 2.6% | 173 | 2.4% | -9.4% |
| | Native Hawaiian/Pacific Islander | 16 | 0.2% | 23 | 0.3% | 43.8% |
| | 2 or more races | 209 | 2.8% | 150 | 2.1% | -28.2% |
| | Total Minority Enrollment | 1,836 | 24.6% | 1,926 | 26.7% | 4.9% |
| | White | 5,184 | 69.5% | 4,902 | 67.9% | -5.4% |
| | Unknown | 204 | 2.7% | 261 | 3.6% | 27.9% |
| | Non-Resident Alien | 233 | | 128 | | -45.1% |

Table 1

Fall to Spring Retention by Race

| Count of Returning Students* | | | | | | | | | | | | | | | | | | | | |
|---|------------------------------|-----|----------------------------------|-----|-------|-----|---------------------------|-----|---|-----|-------|-----|-----------------|-----|---------|-----|--------------------|-----|-------|-----|
| | Hispanic or Latino Ethnicity | | American Indian or Alaska Native | | Asian | | Black or African American | | Native Hawaiian or Oth Pacific Islander | | White | | 2 or more Races | | Unknown | | Non-Resident Alien | | Total | |
| Fall 2014 to Spring 2015 | | | | | | | | | | | | | | | | | | | | |
| Returned | 913 | 71% | 74 | 74% | 144 | 72% | 101 | 63% | 13 | 52% | 3,066 | 67% | 171 | 65% | 80 | 68% | 85 | 70% | 4,647 | 68% |
| Did Not Return | 376 | 29% | 26 | 26% | 57 | 28% | 59 | 37% | 12 | 48% | 1,518 | 33% | 92 | 35% | 38 | 32% | 36 | 30% | 2,214 | 32% |
| Total / Percent of Total | 1,289 | 19% | 100 | 1% | 201 | 3% | 160 | 2% | 25 | 0% | 4,584 | 67% | 263 | 4% | 118 | 2% | 121 | 2% | 6,861 | |
| Fall 2013 to Spring 2014 | | | | | | | | | | | | | | | | | | | | |
| Returned | 781 | 71% | 77 | 65% | 129 | 68% | 127 | 66% | 10 | 63% | 3,345 | 68% | 125 | 64% | 133 | 69% | 151 | 57% | 4,878 | 68% |
| Did Not Return | 326 | 29% | 42 | 35% | 60 | 32% | 65 | 34% | 6 | 38% | 1,576 | 32% | 70 | 36% | 61 | 31% | 113 | 43% | 2,319 | 32% |
| Total / Percent of Total | 1107 | 15% | 119 | 2% | 189 | 3% | 192 | 3% | 16 | 0% | 4921 | 68% | 195 | 3% | 194 | 3% | 264 | 4% | 7,197 | |
| Fall 2012 to Spring 2013 | | | | | | | | | | | | | | | | | | | | |
| Returned | 799 | 73% | 95 | 65% | 132 | 69% | 151 | 67% | 10 | 50% | 3,660 | 68% | 72 | 67% | 157 | 61% | 103 | 69% | 5,179 | 68% |
| Did Not Return | 294 | 27% | 51 | 35% | 58 | 31% | 75 | 33% | 10 | 50% | 1,721 | 32% | 36 | 33% | 100 | 39% | 46 | 31% | 2,391 | 32% |
| Total / Percent of Total | 1093 | 14% | 146 | 2% | 190 | 3% | 226 | 3% | 20 | 0% | 5381 | 71% | 108 | 1% | 257 | 3% | 149 | 2% | 7,570 | |
| Fall 2011 to Spring 2012 | | | | | | | | | | | | | | | | | | | | |
| Returned | 710 | 74% | 106 | 67% | 146 | 65% | 156 | 67% | 15 | 48% | 3,941 | 67% | 6 | 67% | 111 | 70% | 122 | 73% | 5,313 | 68% |
| Did Not Return | 248 | 26% | 53 | 33% | 80 | 35% | 78 | 33% | 16 | 52% | 1,904 | 33% | 3 | 33% | 47 | 30% | 45 | 27% | 2,474 | 32% |
| Total / Percent of Total | 958 | 12% | 159 | 2% | 226 | 3% | 234 | 3% | 31 | 0% | 5845 | 75% | 9 | 0% | 158 | 2% | 167 | 2% | 7,787 | |
| Fall 2010 to Spring 2011 | | | | | | | | | | | | | | | | | | | | |
| Returned | 587 | 71% | 89 | 70% | 166 | 74% | 112 | 62% | 14 | 82% | 4,127 | 70% | 3 | 60% | 180 | 79% | 118 | 67% | 5,396 | 70% |
| Did Not Return | 235 | 29% | 38 | 30% | 58 | 26% | 69 | 38% | 3 | 18% | 1,785 | 30% | 2 | 40% | 47 | 21% | 57 | 33% | 2,294 | 30% |
| Total / Percent of Total | 822 | 11% | 127 | 2% | 224 | 3% | 181 | 2% | 17 | 0% | 5912 | 77% | 5 | 0% | 227 | 3% | 175 | 2% | 7,690 | |
| Fall 2009 to Spring 2010 | | | | | | | | | | | | | | | | | | | | |
| Returned | 599 | 74% | 102 | 71% | 169 | 79% | 114 | 67% | 2 | 29% | 3,871 | 70% | 7 | 78% | 134 | 77% | 68 | 72% | 5,066 | 71% |
| Did Not Return | 207 | 26% | 42 | 29% | 45 | 21% | 56 | 33% | 5 | 71% | 1,685 | 30% | 2 | 22% | 40 | 23% | 27 | 28% | 2,109 | 29% |
| Total / Percent of Total | 806 | 11% | 144 | 2% | 214 | 3% | 170 | 2% | 7 | 0% | 5,556 | 77% | 9 | 0% | 174 | 2% | 95 | 1% | 7,175 | |
| *Headcount without high school students | | | | | | | | | | | | | | | | | | | | |

Table 2

Although in years past, the College's retention rate of Hispanic students has surpassed the retention rate for other minorities and for White non-Hispanic students, such was not the case for 2014-15. In the academic year that just ended, students who identified as American Indian/Alaska Native or Asian were retained at 74% and 72% respectively, while Hispanic students were retained at the rate of 71%. During the same period, the retention rate for White non-Hispanic students was 67%. The college's overall retention rate for fall to spring was 68%.

Goal

According to population estimates from the 2013 American Community Survey, the College's enrollment of minority students matches or exceeds the minority population of the College's service area of Benton and Washington counties, with the exception of students from the Native Hawaiian and Other Pacific Islander category.

Although NWACC's current enrollment exceeds the percentage of the Latino population in our service area, the College is working to increase Latino enrollment even more, so that NWACC can become a Hispanic Serving Institution (HSI). The LIFE program and other initiatives described below will help NWACC reach the required 25% or greater full-time equivalent (FTE) enrollment of Latino students to become an HSI.

In addition to targeting Latino students, the College will expand efforts to encourage college attendance by students from the Marshallese and other Pacific Islander communities, who are under-represented in the College's student body.

| 2013 American Community Survey Estimates | Washington County | | Benton County | | Benton and Washington Combined | | Spring 2015 Enrollment |
|---|-------------------|-------|---------------|-------|--------------------------------|-------|------------------------|
| Hispanic or Latino | 32,544 | 15.7% | 35,600 | 15.7% | 68,144 | 15.7% | 16.6% |
| White | 152,484 | 73.3% | 172,751 | 76.0% | 325,235 | 74.7% | 67.9% |
| Black or African American | 6,804 | 3.3% | 2,738 | 1.2% | 9,542 | 2.2% | 2.4% |
| American Indian or Alaska Native | 2,041 | 1.0% | 3,125 | 1.4% | 5,166 | 1.2% | 2.2% |
| Asian | 4,859 | 2.3% | 7,123 | 3.1% | 11,982 | 2.8% | 3.1% |
| Native Hawaiian or Other Pacific Islander | 4,498 | 2.2% | 555 | 0.2% | 5,053 | 1.2% | 0.3% |
| Two or more races or Other | 4,681 | 2.3% | 5,547 | 2.4% | 10,228 | 2.3% | 2.1% |
| | 207,911 | | 227,439 | | 435,350 | | |

STRATEGIES FOR MINORITY STUDENT SUCCESS

NWACC undertakes numerous initiatives designed to increase the recruitment and retention of minority students. These programs center on the creation of an awareness in prospective students of the potential that college offers to them, and on ensuring that the college environment allows students to succeed academically and socially at the college.

LIFE Program

Earlier in June, Learning, Improvement, Fun and Empowerment (LIFE) wrapped up its fourth year with 118 high school students participating in a three-day program on campus. This educational empowerment program for high school students from underrepresented populations is a near-peer

mentoring program that involves a select group of currently-enrolled NWACC students. These volunteer mentors spend approximately 40-60 hours each semester visiting high schools and attending college night programs to make sure high school students and their families are well-informed about postsecondary opportunities. They also encourage students to set academic, personal and career goals for themselves. The mentors spend another 30-40 hours with students in the summer during a three-day program on the NWACC Bentonville campus to help the high school students learn about the college experience.

Twenty-eight students from the 2014 LIFE program enrolled for Fall 2014, and 25 of those students returned for the spring, for a retention rate of 89%. That contrasts with the 68% overall retention rate for the college. For the fall 2014, students from LIFE attempted an average of 11.93 credits hours and achieved an average GPA of 2.57. For the spring 2015, the average credit hours attempted by LIFE students was 11.78 with an average GPA of 2.35. As of June 15, 2015, 15 of those students had registered for classes for the Fall 2015 semester.

Participants from the LIFE program who enroll at the College engage in student clubs and organizations at a much higher rate than students who have not participated in this or similar programs, and that translates into higher retention numbers for that cohort.

Office of Diversity and Inclusion

The College Ends and Goals Statements adopted by the Board of Trustees for the 2014-15 academic year include *Increase Diversity and Inclusion* in the Goals and Objectives. For the 2015-16 academic year, the strategic plan will include these steps:

Goal: Increase Diversity and Inclusion

Strategic Objective: Cultivate an atmosphere of diversity and inclusion throughout the college.

Action plans:

- Develop programs to help parents of first-generation college students understand the possibilities for their children
- Develop a diversity training for search committees on best practices for successful searches
- Create a Diversity and Inclusion web page

Scholarships Designated for Minority Students ***\$12,774***

There are currently six scholarship opportunities designed to assist students from minority demographics in accessing and completing their education at NorthWest Arkansas Community College. For the 2015-2016 academic year, these programs, which are administered by the NWACC Foundation, will furnish a total of \$12,774 in scholarship support designated for these students. Of the total, \$1,557 was specifically available to Hispanic and Latino students while \$11,217 was designated for students from any minority.

Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GED preparation. In June 2015, Adult Ed moved from a facility off-campus to an on-campus location, which is expected to increase the college-going rate of its graduates and program completers through their greater familiarity with the college setting.

Upward Bound

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

The 2015 summer Upward Bound program at NWACC has 51 students, of whom 40 are female and 11 male. Their racial and ethnic background is diverse, with 29 Hispanic, 15 White, 1 African American, 1 Asian, and 5 Pacific Islander students.

DIVERSITY IN THE WORKPLACE AT NWACC

While Northwest Arkansas Community College does not and will not have a specific numeric goal related to minority recruitment, two of the goals of the diversity and inclusion strategic plan relate to recruitment and retention of faculty and administrators from underrepresented populations. Those goals reflect the college's awareness of the importance of having faculty and professional staff who can serve as role models for our students and who can increase the level of comfort that minority students feel on our campus.

Because the college's enrollment has taken a downturn, hiring takes place at a much slower rate now than when the college was growing. No position is automatically filled upon the departure of its incumbent. Every departure prompts a discussion of whether or not the position should be filled.

The figures on the following page reflect a total of 435 full-time employees and 95 part-time employees on April 1, 2015.

Minority Recruitment and Retention
7/1/14 – 4/1/15
Full and Part-time Faculty and Staff by Position Title and Number

| Appropriated Title | Number | | |
|-------------------------------|---------------|---|-----------|
| Academic Advisor | 4 | Legal Support Specialist | 1 |
| Administrative Analyst | 2 | Library Specialist | 1 |
| Administrative Spec II | 1 | Maintenance Assistant | 3 |
| Administrative Spec III | 4 | Projects/Programs Admin | 4 |
| Assistant Librarian | 1 | Prov Academic Advisor | 1 |
| Asst Dir Financial Aid | 1 | Prov Admin Spec III | 2 |
| Chief Student Affairs Officer | 1 | Prov Administrative Spec I | 2 |
| Computer Support Analyst | 1 | Prov HE Inst Prog Coord | 1 |
| Director of Student Retention | 1 | Prov Project/Prog Admins | 2 |
| Equipment Operator | 1 | Skilled Tradesman | 1 |
| Faculty Full-Time | 6 | Special Instructor | 3 |
| Faculty Part-Time | 6 | Systems Coord Analyst | 2 |
| HE Inst Prog Coord | 1 | Total number of minority employees | 53 |

Full-Time Faculty by Minority Group

| Minority Group | Number |
|--------------------------------|---------------|
| American Indian/Alaskan Native | 2 |
| Asian or Pacific Islander | 1 |
| Black/African Amer, Non-Hispan | 3 |
| Hispanic/Latino/Chicano | 3 |
| Grand Total | 9 |

Adjunct (Part-Time) Faculty by Minority

| Minority Group | Number |
|--------------------------------|---------------|
| Asian or Pacific Islander | 1 |
| Black/African Amer, Non-Hispan | 4 |
| Hispanic/Latino/Chicano | 1 |
| Grand Total | 6 |

Number and Position Title of New-Hire Minority Faculty and Staff

| Position Title | Ethnicity | Number |
|----------------------------|--------------------------------|---------------|
| Computer Support Analyst | American Indian/Alaskan Native | 1 |
| Assistant Librarian | Asian or Pacific Islander | 1 |
| HE Inst Prog Coord | Hispanic/Latino/Chicano | 1 |
| Prov Administrative Spec I | Hispanic/Latino/Chicano | 1 |
| Administrative Spec III | Hispanic/Latino/Chicano | 1 |
| Maintenance Assistant | Hispanic/Latino/Chicano | 1 |
| Special Instructor | Hispanic/Latino/Chicano | 1 |
| Administrative Spec II | Hispanic/Latino/Chicano | 1 |
| Grand Total | | 8 |

More work is needed for NWACC to reach the goal of reflecting the diversity of the College's service area. While fifteen percent of the new hires are from racial or ethnic minorities, which is an encouraging statistic, only ten percent of the College employees are racial or ethnic minorities. The efforts described above, including diversity training for search committees, is expected to move the College toward the goal.

Minority Recruitment and Retention Report and Five Year Plan

Ozarka College
2012-2017
(Revised 6-1-15)



Minority Recruitment and Retention Annual Report
Ozarka College
June 2015

Minority demographics for Ozarka College for 2014-2015 include the following:

Student Population

| | |
|---|-----------------|
| Hispanic/Latino | 23 (1.3%) |
| Black/African American | 11 (0.6%) |
| American Indian/Alaskan Native | 12 (0.7%) |
| Asian | 6 (0.3%) |
| <u>Pacific Islander/Hawaiian Native</u> | <u>2 (0.1%)</u> |
| Total Minority | 54 (3.0%) |

Fulltime Faculty

| | |
|---------------------------------------|-----------------|
| Hispanic/Latino | 2 (4.7%) |
| <u>American Indian/Alaskan Native</u> | <u>1 (2.4%)</u> |
| Total Minority | 3 (7.1%) |

Adjunct Faculty

| | |
|----------------|-----------------|
| <u>Asian</u> | <u>1 (1.6%)</u> |
| Total Minority | 1 (1.6%) |

Fulltime Faculty and Staff

| | |
|---------------------------------------|-----------------|
| Hispanic/Latino | 2 (1.6%) |
| <u>American Indian/Alaskan Native</u> | <u>2 (1.6%)</u> |
| Total Minority | 3 (3.2%) |

The Ozarka College minority demographics show a modest decrease of 0.2 percent for its student indicator and a modest increase for all other areas (i.e. part-time and full-time faculty and staff). The goal to reach the service area percentage of 3.5 percent was nearly met with 3.0 percent minority for 2014-2015. This percentage is a slight decrease compared to the 3.2 percent listed in the 2013-2014 report. The 3.2 percent faculty and staff members classified as minority greatly exceeds the benchmark of greater than one percent. The fulltime faculty percentage of 7.1 percent remains strong as it greatly exceeds the minority population in the service area.

Based on current developments, Ozarka College will continue with its present endeavors. The Diversity Committee assumed a larger scope of accountability during the 2013-2014 Academic year by incorporating diversity interventions such as International Day and a series on American Voices to increase student understanding of diversity and global perspectives.

Minority Recruitment and Retention Annual Report
Provost & Executive Vice President of Learning
Ozarka College
June 2015

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College student minority enrollment slightly decreased with an average of 3.0 percent during the 2014-15 academic year. Minority representation among full-time faculty and staff has slightly increased to 3.2 percent during the 2014-2015 academic year. However, this level of representation remains above the benchmark goal.

All advertisements for positions actively encourage minority application. Minority publications are selected when appropriate for broadening the selection pool.

Five-Year Minority Recruitment and Retention Plan

2012 -2017
(Revised: 6-1-15)

Introduction/Background

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages 3.5 percent. Student minority enrollment was 3.0 percent for the 2014-15 academic year. Ozarka College currently has three full-time faculty members who have minority status; two Hispanic/Latino and one Alaskan Native. There is one staff member currently holding minority status. Though these percentages are low compared to the state and nation, these percentages are representative of the service area.

Institutional goals and objectives for the recruitment and retention of minority students, faculty, and staff

Ozarka College actively seeks minority enrollment of students within, and outside of our service area. Our desire is to have minority enrollment percentages reflective of the overall population, or better. Since our service area average is approximately 3.5 percent, the goal is to reach or surpass a student percentage of 3.5 percent.

Ozarka College continues to advertise and recruit for positions to promote the greatest diversity possible among the faculty and staff. When salary and position warrants, advertising is extended outside of the service area to increase the minority pool of qualified candidates.

Strategies for achieving the institution's recruitment and retention goals/objectives for minority students, faculty, and staff.

For students, a broader recruitment area is limited to selective programs. Without student housing, it is difficult to expand minority population beyond the local representative percentages. Ozarka College strategies for retaining and increasing percentages within our service area include the following:

Strategy 1: Recruiting utilizing program events.

Action: Continue to utilize competition events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and to open communications for potential application.

Strategy 2: Recruitment utilizing College Fairs.

Action: Ozarka College will attend the various college fairs within our service area and actively market to minority students by communicating the variety of scholarships and grants available to minority populations.

Strategy 3: Ozarka College's Student Services and academic divisions will actively recruit minority students.

Action: Student Services and academic divisions will identify scholarships and grants directed toward minority student populations and assist students in applying. Active files will be maintained by the admissions office for specific minority funding sources.

Strategy 4: Ozarka College will continue to actively recruit minority faculty and staff.

Action: Ozarka College will announce job positions for full-time faculty and upper level staff positions in publications read by a larger minority population such as in state-wide newspapers and on state-wide websites and, when appropriate, in and on national venues.

Indicators that will be used to determine success in meeting minority recruitment and retention goals/objectives for students, faculty, and staff.

For both students and faculty/staff, the current minority percentages of 3 percent (students) and 1 percent (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given the working service area percentage of 3.5 percent, achieving a minority percentage above the local population percentages would demonstrate active recruitment. Indicators of our success are as follows:

1. A student minority population at or greater than the local population, which is 3.5 percent.
2. A fulltime faculty and staff minority population greater than 1.0 percent, which is the working baseline percentage.

For faculty and staff, Ozarka College will advertise in minority publications when employment positions warrant searches beyond the local area. We will also access state resources for minority applicants whenever possible.

Timeline for implementing minority students, faculty, and staff recruitment and retention strategies.

All strategies for student recruitment and retention activities began in the 2012-2013 academic year. Human Resources will continue appropriate advertising procedures as opportunities present themselves.

Budget for minority recruitment and retention activities.

Student services can allocate time to research minority scholarships and grants without redistributing budget resources. TRiO Student Support Services will continue to seek qualified minority students for tutoring and enrichment programs with their current

budget. The technical programs will be encouraged to expand activities at competitions and demonstrations to include outreach activities for identifying and enrolling minority students. This will take no budget reallocations.

The budget commitments for advertising and hiring new faculty and staff from an extended minority pool will be charged to the appropriate departmental budget.

Methods to be used for assessing and monitoring the effectiveness of strategies and for modifying the plan.

Student minority percentages will continue to be monitored. If levels fall more than 1% below the target goals, the Vice President of Student Services and the Provost will attempt to determine the cause. Appropriate responses will be assigned. If a declining trend is established, the Vice President and the Provost will take the problem to the Administrative Council for more detailed analysis and problem solving. This information will be monitored not only by overall minority population, but by specific race as well. Native American and Hispanic percentages have been stable, so any fluctuation should be monitored.



PCCUA Minority Recruitment and Retention Annual Report

6/30/2015

Phillips Community College of the University of Arkansas

Debby King, Ed.D. Vice Chancellor for Instruction

I. Number of minority students, by minority group, who currently attend the institution.

As an Achieving the Dream Leader College, Phillips Community College of the University of Arkansas has been disaggregating, and analyzing data based on numerous characteristics such as gender, race and ethnicity, and socio-economic level. Decisions related to the College student success agenda are informed by this kind of data. PCCUA has multiple initiatives which require reporting using disaggregated data such as Career Pathways, Working Family Success Network CC, Academy of College Excellence (ACE).

These initiatives have intentional goals focused on removing obstacles faced by students living in poverty and students of color. A majority of the student population is under-resourced. The College has high Pell participation but there are also a large number of students who have exhausted Pell opportunities many years ago. These students return to college years later as mature adults but with few financial resources.

PCCUA's enrollment data reflects a high minority student population. The College student body is largely bi-racial with a 47.6 percent white, 48 percent African-American, and 2 percent Hispanic, .05% other populations, and .05% unknown. Females comprise 63 percent of the student population and males comprise 37 percent of the student population. (See Table 1).

Table 1: Minority Student Enrollment

| Ethnicity | Fall 2014 | | | Spring 2015 | | | Total |
|---------------------------|-----------|--------|-------|-------------|--------|-------|-------|
| Race/Ethnicity | Male | Female | Total | Male | Female | Total | |
| Asian | 4 | 1 | 5 | 4 | 3 | 7 | 12 |
| Black | 292 | 576 | 868 | 227 | 472 | 699 | 1567 |
| Hawaiian/Pacific Islander | 1 | 2 | 3 | 0 | 2 | 2 | 5 |
| Hispanic | 14 | 25 | 39 | 11 | 15 | 26 | 65 |
| Am Indian | 2 | 3 | 5 | 3 | 1 | 4 | 9 |
| White | 352 | 502 | 854 | 283 | 407 | 690 | 1544 |
| Two or more races | 1 | 0 | 1 | 1 | 0 | 1 | 2 |
| UK | 9 | 12 | 21 | 10 | 7 | 17 | 38 |
| Total | 675 | 1121 | 1796 | 539 | 907 | 1446 | 3242 |

II. Number and position title of minority faculty and staff who currently work for the institution.

The greatest challenge the College faces is recruiting and hiring well qualified African-American applicants for professional staff positions. College salaries are low and the region's high poverty population rate and its rural location are sometimes unattractive to potential applicants for professional staff positions. The College has made a definite effort to advertise positions in minority magazines and papers, but there has been better success with recruiting promising employees who are already employed at PCCUA to seek continued education and offer advancement opportunities to those employees. Although the Strategic Plan and the Five Year Minority Recruitment and retention Plan address recruiting and replacing minority faculty and professional staff, it is difficult to find qualified and competent applicants to replace retiring faculty and professional staff.

Last year, placement salaries were increased by .035 corresponding to an annual raise, however, this year there was no raise and no increase to placement salaries. Although PCCUA has no incremental raise which rewards faculty who remain at the college, it is hoped that one can be developed at some time in the future when funding is less restrictive. Some faculty positions are designated as "hard to hire" positions and have an additional \$8,000 added to the base. These include all Allied Health faculty and math faculty with a masters in mathematics degree. Without this pay differential, the College would be unable to attract nursing faculty. Even with the pay differential, nursing faculty salaries are still very low when compared to other nursing work opportunities. It is extremely difficult to find minority faculty in nursing, math, and science. Minority Faculty comprise 14.6% of the instructors employed. (See Table 2). The number of minority faculty has decreased but the number of overall faculty has decreased also. (See Table 3).

Table 2: Full Time Faculty and Staff by Minority Status

| Year | Minority Faculty | Minority Staff |
|----------------|-------------------------|-----------------------|
| 2014-15 | 11 | 64 |

Table 3: Trended Full Time Minority Faculty and Staff

| Year | Minority Faculty | Total Faculty | Minority Staff | Total Staff | Total |
|-----------|------------------|---------------|----------------|-------------|-------|
| 2010-2011 | 12 | 79 | 57 | 148 | 227 |
| 2011-2012 | 12 | 73 | 60 | 154 | 227 |
| 2012-2013 | 12 | 73 | 56 | 149 | 222 |
| 2013-2014 | 11 | 70 | 64 | 145 | 215 |
| 2014-2015 | 10 | 68 | 58 | 148 | 216 |

III. Number and position title of minority faculty and staff who began working at the institution in the past year.

PCCUA hired four new staff members and all four are African-American. Three are female, and one is male. The four new employee positions include an Administrative Assistant in Stuttgart, Administrative Assistant in Helena, a Financial Aid Officer in Helena, and a Custodian in Stuttgart. Two new faculty were hired to replace existing faculty and both were white males. (See Table 4 & 5).

Table 4: Staff and Non-Instructional Staff New Hires

| Ethnicity | Staff | | | Non Instructional Staff | | |
|-----------------------|--------------|---------------|--------------|--------------------------------|---------------|--------------|
| Race/Ethnicity | Male | Female | Total | Male | Female | Total |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 1 | 3 | 4 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 |
| Am. Indian | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 |
| UK | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 3 | 4 | 0 | 0 | 0 |

Table 5: Faculty New Hires

| Ethnicity | Faculty | | |
|-----------------------|----------------------|---------------|--------------|
| Race/Ethnicity | Male | Female | Total |
| Asian | 0 | 0 | 0 |
| Black | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 |
| Am. Indian | 0 | 0 | 0 |
| White | 2 | 0 | 2 |
| UK | 0 | 0 | 0 |
| Total | Faculty hold no rank | | 2 |

IV. Progress made in meeting institutional goals and objectives related to recruitment and retention of minority students, faculty, and staff.

Five goals were established and defined in the Five Year Minority Recruitment and Retention Plan.

1: PCCUA will improve the retention of students with a specific emphasis on minority retention.

PCCUA places student retention and completion a high priority because of its high minority student enrollment. Intentional strategies have been implemented to increase student success. A special emphasis has been placed on success for students enrolling in developmental courses and moving students into college level coursework. Two student success courses have proven successful in helping students move from developmental education coursework into college level coursework. The Student Success curriculum includes study skills, financial literacy and wealth building and this year will add career exploration. Participation in student activities has proven to be a good way of keeping students enrolled. Book Club, intramural sports, and a new extra-curricular support group for African American males called Men Enrolling to Advance (META) have helped the College keep students engaged. This peer support group meets weekly during the fall and spring semesters. META members develop leadership skills, participate in fundraiser activities and service learning opportunities, and sponsor student activities on campus.

2: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success.

PCCUA provides a Great River Promise Scholarship to any Arkansas or Phillips County high school graduate who is not eligible for PELL. All students need to do to be awarded and maintain this scholarship is to maintain 2.0 GPA and remain in good standing at their high school. PCCUA uses a guided pathway approach to advising and keeping students on track to completion. The student develops an Individual Career Plan at entry and this plan guides the student through the College experience. Advisors using a “student focused” approach assist students with career exploration and keep them on track toward the completion of a degree. Data reflects that significant improvement has been made with retentions of African-American students, especially African American males. The data does suggest that some of the retention efforts toward this group have been helpful (META, increased intramural opportunities, Book Club).

Table 6: Retention and Completion Rates

Retention rates reflect a great improvement for African-American males. The college believes this is directly related to interventions targeting that population. Graduation rates are not showing the same kind of improvement for African-American students. (See Table 6).

| Cohort Type | Fall 2013 Cohort | | | Fall 2011 Cohort | | |
|---|------------------|-----------------------------------|----------------|------------------|------------|-----------------------------------|
| | Headcount | Retained (Fall 2013 to Fall 2014) | Retention Rate | Headcount | Completers | 150% Grad Rate (Fall 2011 Cohort) |
| All First-time, Full-time, Degree-seeking | 198 | 111 | 56.1% | 193 | 52 | 27.0% |
| Male | 70 | 38 | 54.3% | 65 | 17 | 26.0% |
| Female | 128 | 73 | 57.0% | 128 | 35 | 27.0% |
| American Indian or Alaska Native | 1 | 0 | 0.0% | 1 | 0 | 0.0% |
| Asian | 2 | 1 | 50.0% | 0 | N/A | N/A |
| Black or African American | 107 | 65 | 60.7% | 108 | 16 | 15.0% |
| Hispanic/Latino | 4 | 3 | 75.0% | 3 | 0 | 0.0% |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | N/A | 0 | N/A | N/A |
| White | 84 | 42 | 50.0% | 81 | 36 | 44.0% |
| Nonresident Alien | 0 | N/A | N/A | 0 | N/A | N/A |
| Two or More Races | 0 | N/A | N/A | 0 | N/A | N/A |
| Race and Ethnicity Unknown | 0 | N/A | N/A | 0 | N/A | N/A |

Note: IPEDS Enrollment Table

Table 7: Disaggregated Retention and Completion Rates by Ethnicity

Disaggregating students according to race reflects that African-American students are being retained but there is a significant completion gap when comparing African-American and white students. PCCUA has planned to pilot the Academy of College Excellence (ACE) in an effort to address this gap. (See Table 7).

| Cohort Type | Fall 2013 Cohort | | | Fall 2011 Cohort | | |
|---|------------------|-----------------------------------|----------------|------------------|------------|-----------------------------------|
| | Headcount | Retained (Fall 2013 to Fall 2014) | Retention Rate | Headcount | Completers | 150% Grad Rate (Fall 2011 Cohort) |
| <i>Male</i> | | | | | | |
| American Indian or Alaska Native | 0 | N/A | N/A | 0 | N/A | N/A |
| Asian | 2 | 1 | 50.0% | 0 | N/A | N/A |
| Black or African American | 34 | 21 | 61.8% | 33 | 4 | 12.1% |
| Hispanic/Latino | 1 | 0 | 0.0% | 0 | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | N/A | 0 | N/A | N/A |
| White | 33 | 16 | 48.5% | 32 | 13 | 40.6% |
| Nonresident Alien | 0 | N/A | N/A | 0 | N/A | N/A |
| Two or More Races | 0 | N/A | N/A | 0 | N/A | N/A |
| Race and Ethnicity Unknown | 0 | N/A | N/A | 0 | N/A | N/A |
| <i>Female</i> | | | | | | |
| American Indian or Alaska Native | 1 | 0 | 0.0% | 1 | 0 | 0.0% |
| Asian | 0 | N/A | N/A | 0 | N/A | N/A |
| Black or African American | 73 | 44 | 60.3% | 75 | 12 | 16.0% |
| Hispanic/Latino | 3 | 3 | 100.0% | 3 | 0 | 0.0% |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | N/A | 0 | N/A | N/A |
| White | 51 | 26 | 51.0% | 49 | 23 | 46.9% |
| Nonresident Alien | 0 | N/A | N/A | 0 | N/A | N/A |
| Two or More Races | 0 | N/A | N/A | 0 | N/A | N/A |
| Race and Ethnicity Unknown | 0 | N/A | N/A | 0 | N/A | N/A |

Note: IPEDS Enrollment Table

3: PCCUA will continue working toward increasing the number of minorities among the faculty and staff because we understand and value the importance of diversity at PCCUA. We are committed to recruiting and retaining qualified African-American and other minority faculty and staff.

PCCUA recognizes the importance of having faculty and staff in leadership positions at the College. It is difficult to attract and retain qualified minority faculty and staff. Because it is difficult to attract minority applicants for teaching and professional staff positions, the College has taken a “grow your own” approach to recruitment and retention. If an employee

demonstrates a desire to advance and shows initiative, the college makes every effort to allow that employee to take classes, attend conferences, and provide opportunities. As part of the University of Arkansas System, employees can take courses within the system at a greatly reduced tuition rate. The College also has specific two plus two programs with the University of Arkansas at Fayetteville, the University of Arkansas at Monticello, and the University of Arkansas at Fort Smith. Many of our employees and even students are not able to relocate so this approach to a qualified workforce has been beneficial to the College.

4: PCCUA will continue to review recruitment, admission and retention efforts.

The College is establishing benchmarks to identify goals to meet a Strategic Five year goal of a 10% increase in current retention and completion rates. It has implemented a series of recruitment and retention activities to attract students. The College uses advertising blitzes, one to one recruiting at work and school sites, college career day, college financial aid day, county fair recruitment, and other activities. The College plans to meet these goals by implementing an aggressive instructional early intervention process (three weeks) which will require faculty intervention to improve each student's progress early in the semester. PCCUA recognizes that this may not work for all students but most students have a better chance of successfully completing any course if tutoring, group study, skills lab, and other interventions are introduced very early in the semester.


5: PCCUA will seek qualified applicants for review to increase the opportunities of appointing a minority to the PCCUA Board of Visitors when a position becomes available.

The Board of Visitors is composed of twelve members: one is an African-American male, two are African-American females, and three are white females. Additionally, PCCUA is part of the University of Arkansas System which has a Board of Trustees composed of ten members, two are minority: one is a female and one is African American.

V. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

Several best practices have been implemented to improve student success at the college. These practices include: Compass Test Preparation, Mandatory Testing and Placement, Assigned an Advisor, Registration Before Classes, Mandatory Orientation, Student Success I & II (Learning Community), Supplemental Instruction (all dev. ed.) Tutoring, Learning Lab Support. In addition, several new practices will be implemented: the Individual Career Plan, Mathways focusing on a pilot math course, Academy for College Excellence (ACE), faculty intervention with specific support strategies for students needing help. The College will also be assisting students with accessing information about benefits, career counseling, and financial counseling. (See Chart 1).

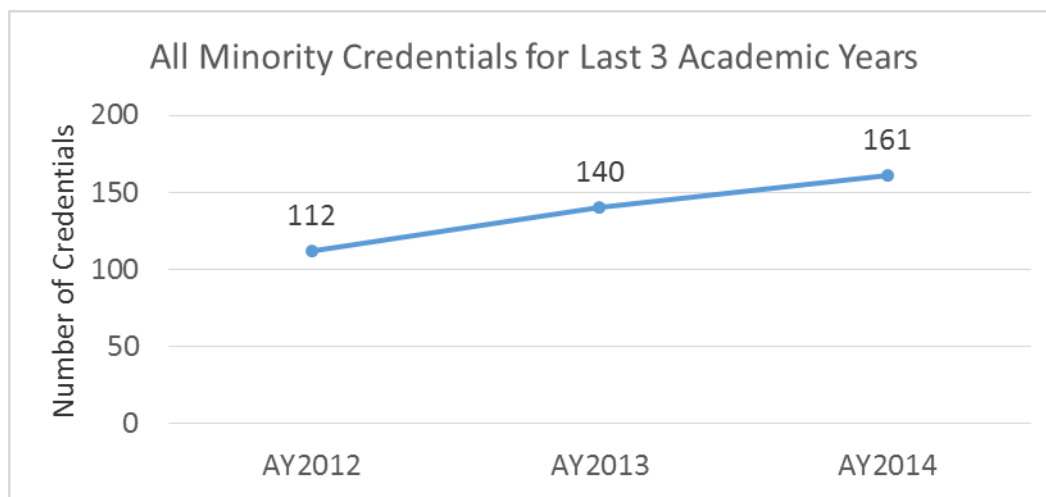
Chart 1: Enrollment Best Practices

| STUDENT | PLANNING | ENROLLING | SUSTAINING SUCCESS |
|--|---|---|--|
| INQUIRY  | Compass Test Preparation | Guided by ICP | Class Attendance |
| | Testing and Placement | Enrolled in Student Success I and II | SS Classes as learning Communities |
| | Placement with an Advisor | Career Coaching | |
| | Completion of ICP/Map Intake Form Career Exploration | Financial Literacy | Instructor Early Assessment and Early Intervention |
| APPLICATION | Referral if Needed | Financial Coaching | Tutoring |
| | Disabilities Student Support Services Career Pathways WFSN Center/Career Ex. | Income Support Screening-Provision | Learning Labs |
| | Schedule Building Mandatory Orientation | Developmental Placement Accelerated Fast track options | Supplemental Instruction in Dev Ed |
| | Focused Advising | Focused Advising | Focused Advising |
| Note: Services available to all students but some services are tied to eligibility or placement requirements (dev. Ed. Placement, SSS, CP, Disabilities) | | | |

Recognizing the importance of data to inform decision making about students, PCCUA disaggregates data based on gender, race and socio-economic level. The data reflect that persistence and completion gaps remain. The gap between white and African-American students

in a given cohort is not as large as the gap between males and females. There is great improvement with all groups at baseline of trended data. Perhaps the most significant improvement has been in certificate and certificate attainment for minority students. (See Chart 2).

Chart 2: Minority Credential Attainments from 2012-14



In an effort to increase the number of African –American students who complete degrees, the College has actively recruited African-American faculty to lead student groups. The College has implemented a male mentoring program called Men Enrolling to Advance (META). Although this is the first year for this club, it has become a popular with students. The College is requiring faculty to assess all students within the first four weeks of a course. Faculty will assign a grade and will be required to provide some academic intervention for students who have below a C grade. The College knows that the intervention choice will vary from faculty member to faculty member. PCCUA is requiring faculty to include the first assessment date and the intervention options in the course syllabus. The College has never required faculty to be so intrusive but after many conversations among faculty, all agree that we need to be proactive. The College is introducing this at scale but faculty think students less likely to come forward and ask for help will benefit the most from this kind of assistance. The PCCUA SENSE and CCSSE data reflect that students of color are less likely to seek help when having academic problems.

PCCUA continues to look at disaggregated data but the interventions the College have put in place are support interventions in nature. The College believes that direct intervention with instruction is critical to success. One important step the College has made to address performance gaps related to ethnicity and gender is to ask faculty to pay attention to the data and what it says. Disaggregation is taking place at the institutional level, but PCCUA faculty look at data and disaggregated data course by course. Finally, the College conversations among faculty and students about poverty and race have had a tremendous influence on attitudes about our teaching.

Entering PCCUA students complete an Individual Career Plan (ICP) which provides clear and understandable maps for advancing through the student selected certificate or degree program.

Financial and Student Success I and II coaches have expanded their role in working with students to identify majors early and to implement best financial practices in their daily lives. Academic advisors play a pivotal role in helping students understand the importance of career information and identification of a major very early in the academic experience. The Student Success coaches assist advisors making every effort to ensure that a student (s) seeks and receives academic assistance in courses where the student is not experiencing success.

Through a Working Family Success Community College grant the College is addressing communication critical to student retention and completion. The student, instructor, advisor, secondary advisor, tutor, support staff need open communication about the student. Zogotech, and electronic support is helping us build that communication system (it is not in place at this time).

VI. Include your timeline, budget, and methods used to assess and monitor progress.

| Student Activity | Date | Designated Area |
|---|-------------|------------------------|
| ICP All students entering PCCUA will complete an Individual Career Plan (ICP) which will provide a clear and understandable map for advancing through the student selected certificate or degree program. | Fall 2015 | Advisors |

| | | |
|---|--|---|
| Expanded Role for Student Success Coaches The role of the financial coach in Student Success I and II will be expanded. At first entry, students are assigned an academic advisor once these students enter Student Success I, the Student Success coach will assist with financial, academic, and career orientation related to the ICP. | Fall 2015 | Student Success Coaches |
| Advisor Intervention The Student Success Coach will assist advisors with early intervention efforts. The advisor, coach, and instructor will make every effort to ensure that a student (s) seeks and receives academic assistance in courses where the student is not experiencing success. | Fall 2015 | Advisors/ Student Success Coaches |
| Academic Intervention Instructors will be asked to document early assessment within the third or fourth week of classes. Students who have difficulty with the course content will be provided with an academic intervention(s). The instructor will identify the intervention(s) in the course syllabus. Each instructor will identify the methods used to help students succeed (tutoring, STAR lab for tutoring, group study sessions led by the instructor or students, or any number of possible interventions). PCCUA faculty believe instructional intervention to support learning is critical to student course success. | Fall 2015 | Faculty Deans, Chairs, VC for Instruction |
| Tutoring Alignment All college tutoring will be aligned to maximize the opportunities available for students. This will be completed in the Summer of 2014 and the alignment meetings and efforts will be integrated at all levels and on all campuses. Professional development will be provided for all people involved with tutoring efforts. | Fall 2014 | Tutoring Centers College Wide |
| Faculty Engagement All new faculty will be trained to use cooperative learning | 8/12 | Faculty & Staff |
| Tutoring-Leaning Labs New multi-purpose lab designed for student tutoring, career exploration, wiring, and academic support | Ongoing | Tutoring Services |
| Increase Research Capacity The College Data and Core Team will continue to train faculty for data analysis to increase research capacity. | Ongoing | IR Director, Data Team, faculty. DIR |
| Academy of College Excellence (ACE) pilot Train Faculty in the instruction of student and implement ACE pilot on the Helena and Stuttgart campuses. A maximum of 25 students will participate in this student focused program. | May 18-22, 2015 July 6-10, 2015 Fall TBA | ACE Consultants |
| Mathways The Math Department through the Division of Arts and Sciences | Fall 2015 | Mathways Consultants |

| | | |
|---|----------------------|---|
| will establish clear pathways for math instruction, pilot one course which meets daily and allows students to complete all remediation required within one semester. | | |
| Faculty and Staff Recruitment and Retention | Date | Designated Area |
| The College will recruit qualified applicants for minority positions. | | |
| The College will use minority Web opportunities to advertise and recruit potential minority teaching and professional staff candidates (example: http://minoritynurse.com/job/phillips-community-college-of-the-university-of-arkansas-helena-west-helena-1798-associate-degree-nursing-faculty-positions/) | Fall 2015 Ongoing | Division Deans, Chairs Human Resources Program Directors |
| PCCUA will encourage and provide opportunities to recruit currently employed minority individuals who desire advancement and are willing to do the work necessary to advance. | Ongoing | All Departments and Divisions |
| An effort will be made to fill positions of minority employees leaving with minority new hires. | Ongoing | All Departments and Divisions |

Budget Analysis

| Activity | Implementation | General Estimated Costs |
|--|-----------------------|--------------------------------|
| Advising and Placement | On-going | Absorbed by Advising |
| Early Alert | On-going | Absorbed by Advising |
| Academic Intervention | On-going | \$ 6,000 |
| Increased Research Capacity | On-going | \$ 10,000 |
| Mandatory Orientation (this is 3 rd time) | On-going | \$ 12,000 |
| STAR Lab-Tutoring | 11/2012-opened | \$ 42,000 |
| New Faculty and Advising Training | 08/10-2015 | \$ 10 ,000 |
| Professional Development Activities | 8/10/2015-5/20/2016 | \$ 10,000 |
| Guided Pathway Training | 8/10/2015-5/20/2016 | \$ 10,000 |
| ACE Training and Implementation | Summer 2015-2016 | \$ 21,000 |
| Mathways Training | Ongoing | \$ 6,000 |
| Estimated Total | 2015-16 | \$ 127,000 |

Evaluation

PCCUA is developing an evaluation process which identifies major categories of student concern which interfere with student success. The student behaviors will be electronically flagged so advisors and coaches will be able to assist and make recommendations about how to assist a student who has problems such as failing to return an overdue library book, pay a fine, or take a make-up exam. Advisors and coaches understand student concerns which present obstacles to

completion are varied in nature. The WFSNCC and Arkansas Guided Pathways Teams are in the process of identifying and establishing this plan to make the evaluation process effective. The Teams do know that documenting student contacts, identifying resolution patterns, and closing cases are critical aspects for evaluating the success of a student(s).

List of Student Obstacles

| Academic | Student Support | Administrative | Discipline/Behavior | Social Concerns |
|--|--|---|---------------------|---|
| No-shows Attendance Incomplete work Mid Term Grades Final Grades Withdrawal | Academic probation Financial Aid High Risk Incomplete Application | Financial Hold Tuition and Fees Parking Ticket Library Fine Shot Record Incomplete Application | Disciplinary Action | Living Needs Child care Transportation Counseling Other |

The College plans to flag behaviors which result in performance issues in the areas of academic performance, student support, administrative processes, discipline and behavior, and social concerns. (See List of Student Obstacles). Each area will be assessed based on response rates, resolution of concern(s), and retention and completion of the student. The entire process will be assessed in the same way. Although this evaluation process is in development, the College hopes to have a working portion of it ready to test this fall. In addition to this intervention assessment, the College will continue to measure the five ATD student success indicators which include course completion, courses success, term to term completion, fall to fall retention, and certificate or degree completion.

Pulaski Technical College
Minority Recruitment and Retention
Annual Report on Implementation for 2014-2015

Introduction and Background

Pulaski Technical College (PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention planning that began in 2000 after the passage of Act 1091 of 1999.

Definitions

For purposes of this plan, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, Hawaiian/Pacific Islanders, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, Pacific Islanders, and Native American, and it is assumed that all members of these groups are Americans. Non-American students are referenced as “Non-Resident Aliens” and are not coded by racial category or included in the racial analysis discussed herein.

Pulaski Technical College continues to implement the collection of new racial and ethnic codes based upon federal and state requirements for its student population on the application for admission of new and transfer students.

Responsibility for Implementation and Reporting

Responsibility for plan implementation has been assigned to the Vice President for Student Services (for student recruitment and retention), the Vice President for Learning (for faculty retention), the Associate Vice President for Human Resources (for staff retention and recruitment), and the Associate Vice President for Public Relations and Marketing (for all PTC marketing and publications). The Office of Human Resources will prepare plan updates and annual reports on the plan’s progress.

Student Data Analysis

Recruitment and Enrollment

Pulaski Technical College experiences high volume in minority admission applications and subsequent enrollment. Exhibits A-1 and A-2 in the Statistical Appendix display numbers related to Pulaski Technical College enrollment. African American students continue to comprise the largest racial/ethnic demographic among applications for admission and enrollment.

Goals and Objectives for Minority Student Recruitment and Retention

Goal 1 for Student Recruitment and Retention: Pulaski Technical College will continue marketing the College to various audiences via diverse media and methods in order to recruit new students.

Strategies: Pulaski Technical College will continue our diverse marketing strategy. PTC markets the College through a variety of methods, including television advertising, radio advertising, print media advertising, the internet and social marketing, and mass mailings. In addition to running ads in major

media outlets, the College also advertises in broadcast and print media that are geared toward African-American and Hispanic clientele.

Indicators of Effectiveness: Pulaski Technical College will continue to monitor demographic statistics pertinent to our enrollment and service area population in order to select the best avenues for advertising. The College will work with media outlets to select proper times and formats for such advertising. Where applicable, surveys may be done to research how new enrollees at PTC first heard about the College.

Timeline: Ongoing.

Status Report: The College continues to market itself in many minority venues, including media markets with high African-American demographics. See the budget section of this report for actual expenditures.

Goal 2 for Student Recruitment and Retention: Pulaski Technical College will provide effective and efficient admissions and enrollment services.

Strategies: Pulaski Technical College will provide adequate professional support at all locations for the admissions and enrollment process. Admissions and enrollment staff will collaborate with other college staff and programs to enhance student recruitment and retention. As a comprehensive strategy, such professional support benefits the entire campus community as well as the growing minority student population.

Indicators of Effectiveness: The College will continue to monitor demographic data of applicants, students who follow through with enrollment and the general service area populations. Again, PTC expects to maintain or increase minority application and enrollment at rates higher than the general population. When applicable, the College will survey to evaluate the effectiveness of such services

Timeline: Ongoing.

Status Report: African American continues to be the largest racial/ethnic group among applications for admissions and enrollment at PTC. See Exhibit A in the Statistical Appendix.

Goal 3 for Student Recruitment and Retention: Pulaski Technical College will maintain and revise as needed student orientation services.

Important factors in minority student retention are ensuring that students are knowledgeable about the support services available to them and that they have good study habits. A solid orientation session at the beginning of a new student's experience theoretically would give him or her initial information about his or her college career, and a first-year experience course would reinforce such information and fill in any gaps that need addressing. Toward that end, PTC will continue to take the following actions:

(a) *New Student Registration/Advising:* Orientation programs are commonly utilized by colleges and universities in order to familiarize new students with the following information: introduction to college life, campus policies and procedures, academic curriculum, financial aid, introduction to college staff, and a campus tour. PTC now requires all first-time entering and transfer, degree seeking students to attend a one-on-one advising appointment prior to enrollment. During this personalized orientation session students are able to ask questions, discuss their academic plan, and register for classes.

(b) *College and Career Seminar Courses:* In previous years, College Seminar has been required of all degree-seeking students whose test scores require them to take two or more developmental (remedial) courses at PTC. College Seminar and/or Career Seminar is now required of all first-time entering, degree-seeking students regardless of developmental needs. Students may take the course of their choice based on their degree plan.

College Seminar - provides students with the following information: time management skills, discovering learning style, diversity, stress management, career planning, note-taking and study strategies, test-taking skills, computer skills, listening skills, and decision making skills (especially in reference to future educational planning).

Career Seminar - may be used in lieu of the College Seminar requirement for students seeking an Associate of Applied Science degree or a Technical Certificate. The course is designed to allow students to take a comprehensive approach to career planning. Utilizing career assessments and employment data, students will be able to decide on a major, select a career, and develop a plan for achieving educational, financial, and career goals. The course focuses on refining pre-employment skills, reinforcing work ethics and values, exploring employment trends and issues, and developing writing and public-speaking skills. In addition, students will explore learning styles and construct strategies for success in college and the world of work. They will also learn how to manage time effectively; to utilize effective reading, note taking and test taking strategies; and to maintain personal health as a part of life-long learning. Guest lecturers will address career topics. At the end of the semester, students are able to network with their division deans and administrators at the college-sponsored career reception. Throughout the semester, students work with the instructor to develop a theme and coordinate this culminating event.

Strategies: Pulaski Technical College will continue to expand and market orientation services. The College will also place degree-seeking students into College Seminar or Career Seminar. As a comprehensive strategy, such student orientation services benefit the entire campus community as well as the growing minority student population.

Indicators of Effectiveness: Statistics regarding orientation completion and subsequent retention and College Seminar and Career Seminar enrollment, grades, and assessment of student learning outcomes will be continuously monitored.

Timeline: The orientation program currently tracks demographics and student evaluations to monitor program effectiveness. Additional assessment methods are being developed to track all orientation participants through College Seminar or Career Seminar and beyond.

Assessment of student learning in College Seminar and Career Seminar is expected to be conducted in fall and spring semesters, and course learning objectives are updated annually based upon the assessment results.

Status Report: Online orientation is now required for all first time entering freshman and transfer students that are degree-seeking. Once orientation is completed, students are required to schedule an appointment with the advising department.

Goal 4 for Student Recruitment and Retention: Pulaski Technical College will maintain student counseling and academic advising services to aid in the retention of students.

Another important factor in minority student retention is student selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, PTC has taken or will take the following actions:

(a) *Placement Testing:* PTC has a comprehensive placement testing program that enables the College to place students in the appropriate level of courses based upon their educational preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or COMPASS tests will be required to complete developmental education courses with a passing grade. Placement testing is offered at both main campus and the Little Rock-South site.

(b) *Developmental Education:* PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses.

(c) *Career Services:* PTC has a Career Services Office that provides students with career orientation and exploration resources in order to assist them in selecting an educational program that is suited to their interests. Employment assistance is also provided through departmental job fairs, job postings, on campus recruiting, and information sessions. Employment readiness workshops are periodically offered to assist students with résumé writing, interview skills, and other aspects of the job search.

(d) *Academic Advising:* PTC currently provides academic advising to assist all new enrollees with degree planning and course selection. Advising is also available to continuing students on an as-needed basis. Beginning fall 2015, all first-time entering, degree seeking students will be required to meet with an advisor each semester prior to registration.

(e) *Single Parent Program:* PTC has established a Single Parent Mentoring Program that benefits many minority students. The program provides PTC staff and faculty members (on a volunteer basis) to serve as mentors for single parents who are enrolled at PTC.

(f) *TRIO Scholars:* The Pulaski Technical College TRIO Scholars program is a Student Support Services (TRIO) program funded by the United States Department of Education. The goals of TRIO Scholars are to help participants have a successful college experience and achieve their academic and personal goals. The program serves 180 PTC students who qualify for services; students must be first-generation college students (neither parent has a baccalaureate degree), meet income requirements based on family size, and/or have a documented disability. Services provided by the program include the following: instruction in basic study skills; tutorial services; academic, financial, or personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions; assistance in securing admission and financial aid for enrollment in graduate and professional programs; information about career options; mentoring; special services for students with limited English proficiency; and direct financial assistance (grant aid) to current participants who are receiving Federal Pell Grants.

(g) *Career Pathways:* The Career Pathways Initiative at Pulaski Technical College is designed to provide support services and direct financial assistance to low-income parents who want to increase their education and employability. The program is supported by the Arkansas Association of Two-Year Colleges, Arkansas Department of Workforce Services, Arkansas Department of Workforce Education, and Arkansas Department of Higher Education. The Career Pathways program of Pulaski Technical College serves 254 students each year. Career Pathways participants will have access to the following: the Career Readiness Certificate; advising to assist with career and educational decisions; assistance finding jobs while in school and careers upon

graduation; extra instruction for building successful academic and employment skills; tutoring; and a computer lab for doing homework and improving computer skills. In addition, some parents may qualify for financial aid to assist with childcare, transportation, tuition, books, and other direct educational expenses.

(h) *Veterans Upward Bound*: The program is designed to help eligible U.S. military veterans refresh their academic skills so that they may successfully complete the postsecondary school of their choice. VUB staff work one-on-one with enrolled participants to assist them in reaching their academic goals by administering pre-and-post assessments to determine areas of strengths and weaknesses and helping participants plan by using tools such as refresher classes, academic advising, career advising, financial aid advising, and field trips. The VUB program serves up to 130 students annually.

(i) *Network for Student Success*: Pulaski Technical College received a Predominantly Black Institutions (PBI) grant from the United States Department of Education that launched in Spring 2009. It targets African-American and other marginalized males using a coaching model to increase student success.

The Network for Student Success will serve African-American and other marginalized male students. The objectives of the program are as follows: (1) establish and conduct activities that will increase the number of African-American males in the pipeline for successful completion of a higher education degree or certificate at PTC; (2) build relationships with the target audience that will provide the opportunity for staff to encourage, support, and nurture students along the path of personal and academic development; (3) create an academic setting where African-American males may be exposed to engaging and dedicated faculty and staff; (4) identify risk factors, barriers, and challenges that negatively impact black males in higher education; and (5) create interventions that help students adjust and overcome risk factors, barriers, and challenges.

Strategies: As funding becomes available, Pulaski Technical College will continue to expand counseling and advising programs, especially to continuing students and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Furthermore, the College will continue to recruit African-American male students for the Network for Student Success program.

Indicators of Effectiveness: Testing and developmental education courses are annually evaluated regarding student learning outcomes, and changes are implemented based upon findings. Other support services for counseling and advising maintain tracking and survey evaluations to assess effectiveness.

Timeline: Ongoing.

Status Report: With funding from the Arkansas Department of Career Education and Little Rock School District, PTC will add three new Career Coaches effective July 1, 2015. PTC continues to have three Career Coaches that are housed at local high-schools. The coaches collaborate with the Network for Student Success to recruit African-American males and provide college entrance/readiness counseling at the high schools.

The Network for Student Success continues the Summer Bridge program, which equips high school juniors and seniors with the tools to be successful in college. Participants earn three hours of college credit at the completion of the program.

Goal 5 for Student Recruitment and Retention: Pulaski Technical College will support the development of student life programs.

Even though PTC is a commuter college with many part-time students, it is important for the College to promote student life activities in order for students to interact positively with other students, faculty, and staff in

venues outside of the classroom and for students to develop leadership abilities. The Director of Student Life and Leadership coordinates College-sponsored student life events, oversees the approval process for College-recognized student organizations, and coordinates the Student Government Association (SGA).

Strategies: PTC will continue to expand college-sponsored events and involve the student community in planning, leadership, and implementation.

Indicators of Effectiveness: While it is difficult to get exact headcounts at open campus events, participation appears to be on the rise. Among student organizations, including SGA, participation statistics and committee minutes are easier to assess for access and effectiveness. The College will continue to monitor such efforts and assist where applicable according to College policies.

Timeline: Ongoing.

Status Report: During 2014-2015, Student Government Association (SGA) racial demographics were as follows: 7 black Senators and 3 white Senators

The Office of Student Life and Leadership coordinated student involvement in 114 events in academic year 2014-2015. Many of these events were cosponsored with other departments on campus or with the Cultural Diversity Committee. Events were held on the three central Arkansas campuses (Main, Little Rock West, and Little Rock South).

The Office of Student Life and Leadership currently lists 16 approved student organizations including the following:

Amicus Curiae Paralegal Club – Paralegal Club introduces students to the field of legal studies and related subjects at Pulaski Technical College. Members are offered an opportunity to expand their legal knowledge and develop a greater understanding of the legal field. The club regularly holds meetings and events in which Paralegal Club members may network with members of the legal field and other PTC students, faculty, and staff. Any student who is enrolled at PTC as a student and has at least a 2.5 grade point average is eligible for membership.

Archeology and Anthropology Club – Archeology and Anthropology Club introduces students to the study of man and prehistoric man. This includes all aspects of human life such as culture, lifestyle, and history. Club members have opportunities to participate in activities and field trips that enhance ones understanding of the field. Activities may include touring active archaeological dig sites; as well as being exposed to professions in the field through in-state and out-of-state field trips.

Collegiate Entrepreneur's Organization – CEO Club brings together a diverse group of students with a common interest in owning a business. CEO unites students on campus, assists students with academics, and provides a social atmosphere to get to know other students with similar goals. The club regularly holds events in which CEO Club members may network with business owners from the community, PTC Alumni, and PTC faculty and staff members. Any student in good standing at PTC is eligible for regular membership in the CEO Club.

Fine Arts Association - Fine Arts Association aims to promote, educate, and appreciate all avenues of the Fine Arts including, but not limited to: Visual Arts, Performing Arts, and Creative Writing.

History Club – The purpose of History Club is to promote and educate the campus community about history and how it influences everyday life. Club activities include visits to local historical sites and museums.

Lambda Lambda Lambda - Lambda Lambda Lambda is the English Honor Society. The Society is a chapter of Sigma Kappa Delta, the National English Honors Society for Two-Year Colleges. Lambda Lambda Lambda strives to create cultural stimulation, promote interest in literature and the English language, and exhibit high standards of academic excellence among its members. Each fall semester invitation to membership is extended by the chapter to students who have completed a minimum of one college course in English language or literature and who have also completed a minimum of 12 credit hours at PTC. The candidate shall have no grade lower than a B in English and must have a 3.30 cumulative grade point average.

Metro Student Ministries - PTC is a state-supported institution and therefore non-denominational. The purposes of Metro Student Ministries are to encourage student fellowship, to develop student leadership skills, to provide opportunities for the study of Bible and to practice its teachings, to organize students for service and ministry projects, to assist students in communicating the meaning of their faith in significant ways, and to offer guidance as students face crises and critical choices in life. Membership is open.

Phi Beta Lambda - Phi Beta Lambda is the college business professional organization and is the college component of Future Business Leaders of America. While the organization primarily emphasizes business and business-related topics, students of various programs of study may join the organization. Community activities may include various fundraisers and community service projects. Professional activities may include guest speakers, networking opportunities, and state and national competitive events.

Phi Theta Kappa - Phi Theta Kappa is an international honor society that promotes academic excellence. Phi Theta Kappa strives to create an intellectual climate that fosters academic excellence, protects academic integrity, and develops leadership. Each fall and spring semester invitation to membership is extended by the chapter to students who have completed a minimum of 18 credit hours at PTC that are clearly applicable to an associate degree with an minimum 3.50 cumulative grade-point average. The minimum 18 credit hours must include at least three credit hours of general education courses applicable to the associate degree being pursued.

Philosophy Club – Membership in the Philosophy Club encourages students to think critically about the world in which they live. Students in Philosophy Club will learn how to appreciate the perspective of others and be able to develop ideas and clearly communicate those ideas with others.

Pulaski Tech Film Society – Pulaski Tech students who are interested in film and film production are encouraged to participate in the Pulaski Tech Film Society. Members gather together to discuss, view, and make digital media films and programs.

PTC Psychology Society – The purpose of the Psychology Society is to educate the Pulaski Tech community about the field of psychology and its uses in everyday life. The club regularly holds meetings and events in which Psychology Society members may network with members of the Psychology field and other PTC students, faculty, and staff. Any student who is enrolled at PTC is eligible for membership.

Student Ambassadors – The Office of Public Relations and Marketing coordinates the Student Ambassadors program. The Communication/Special Events Manager serves as the Student Ambassador Coordinator and assigns Ambassadors to activities designed to promote the college and recruit students. Activities include both on-campus and off-campus activities, such as community festivals and fairs, business expos and community special events within the college's service area. Student Ambassadors also assist other campus offices with special events, many of which are geared toward minority students. For example, Ambassadors provided several volunteer hours for events sponsored by the Cultural Diversity Committee, including the Martin Luther King Day celebration and Black History banquet.

Membership in the Pulaski Technical College Student Ambassadors organization is based on academic achievement, involvement in extracurricular activities, leadership abilities and recommendation of faculty and

professional staff. Student Ambassadors represent Pulaski Technical College at various functions such as orientations, campus tours, school visits, speaking engagements and other special events. Ambassadors participate in college activities and represent Pulaski Tech both on and off campus.

Student Ambassadors must be enrolled in Pulaski Tech through fall or spring semesters and maintain a 2.5 cumulative grade point average. Ambassador's events/activities are assigned a point value, and ambassadors are required to accrue a set number of points per semester to maintain activate status. Student Ambassadors receive a tuition and fee waiver scholarship if they meet the above requirements and remain in good standing with the organization. Applications are available in the Office of Public Relations and Marketing (A116).

Student Government Association - The membership of the Student Government Association (SGA) consists of elected and eligible student representatives. The Student Government Association's main objectives are: to serve as student representatives and act as a liaison between administration/faculty/staff and students, campus activities, community service, and fundraising. An advisor is appointed by college administration.

Skills USA - Membership in Skills USA is open to students and other persons interested in the various career fields represented. The purpose of Skills USA is to help the student develop social and leadership skills. The clubs' members and advisors will conduct activities that enhance the development of these skills. The activities may include events between vocational technical institutions and between students, such as parliamentary procedure contests, troubleshooting contests for mechanics, nail tech and many more contests.

Young Democrats – Pulaski Technical College Young Democrats aim to represent the values and uphold the integrity of the Democratic Party. Club activities promote and support social welfare and educates the student body who has similar interest and values as the Democratic Party of Arkansas.

Goal 6 for Student Recruitment and Retention: Pulaski Technical College will support cultural awareness activities among the student body.

The Cultural Diversity Committee was created in fall 2002. The committee's written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. Under the College's new committee structure, cultural diversity activities will be planned by the Valuing People committee for faculty and staff, and by the Community and Cultural Involvement Committee for students and community stakeholders.

The Foreign Languages department organizes several events as part of its curriculum and invites campus-wide and community participation in its events. Annual events include a fall exhibition of student projects and a spring Spanish fiesta. During the past academic year, the department also organized lunchtime limonadas in conjunction with the Cultural Diversity Committee where presentations were made about history, art, poetry, literature, music, and movies.

The Office of Public Relations and Marketing participates in or sponsors many multicultural events throughout the year in the local community. The office also maintains a group of 20 Student Ambassadors to represent the College at such events.

Strategies: The Cultural Diversity Committee hosts several events per year, including the Black History Month Banquet in February. The committee also coordinates participation in several other events with student organizations, the faculty, and the Office of Public Relations and Marketing.

The Foreign Languages department will continue to offer co-curricular events that will be open for public participation.

The Office of Public Relations and Marketing will continue its sponsorship and participation in community events and will involve Student Ambassadors in such activities.

Indicators of Effectiveness: Participation statistics and committee meeting minutes are kept.

Timeline: Ongoing.

Status Report: The Cultural and Community Development, Cultural Diversity Sub-Committee had 10 faculty and staff members in academic year 2014-2015. Event descriptions and statistics are listed below:

- Dr. Martin Luther King, Jr. Observance and Luncheon, January 28, 2015 – The program included a memorial table, the famous “I Have a Dream” speech by Cecil Gibson, and special music by Genine Perez, and viewing of the video-The Witness from the Balcony of Room 306. Approximately 100 individuals attended.
- MLK Service Week the week of January 26th -The week included a two day community involvement fair, a blood drive -16 units of blood were collected, and a service project where students, faculty, and staff volunteered to make sleeping mats for the homeless. Partners included PTC’s chapter of Arkansas Association of Women in Two-Year Colleges (AAWTYC), PR & Marketing, and Student Life and Leadership.
- The Black History Month Banquet was held on February 27, 2015 at Pulaski Technical College, North Little Rock, AR. Dr. Sybil Jordan Hampton, Retired Educator & former President, Winthrop Rockefeller Foundation was the speaker and addressed the theme “*Celebrating Diversity – Finding Our Common Ground*” Approximately 160 faculty, staff, administrators, students, and community members attended the event. Diversity Awards were presented to individuals who excelled in promoting diversity on the campus and in the community. Student support programs were recognized for their support of campus programming. Outstanding students were recognized for scholastic and service achievement.
- Tuvian Throat Singers: Alash Ensemble, performed a concert on October 24, 2014. Alash are masters of Tuvan throat singing, a remarkable technique for singing multiple pitches at the same time. Tuva is at the southern edge of Siberia, with Mongolia to its south. Tuva shares many cultural ties with Mongolia and is now a member of the Russian Federation.

Faculty and Staff Data Analysis

PTC employment in each minority category has declined since the last report. African-American overall employment decreased from 22.9% to 20.98%. Similar decreases are seen in Hispanic employment, decreasing from 3.90% to 1.85%. Native American employment went from .49% to .26%, and Asian employment decreased from .78% to .53%. During this same timeframe, Non-minority overall employment increased from 71.9% to 76.39%.

In accordance with the ADHE request for data, the following is a listing of the full-time position titles held by minority PTC faculty and staff during academic year 2014-2015:

Working Titles

| | |
|--------------------------------|----------------------|
| Academic Advisor (4 positions) | Food Prep Specialist |
| Academic Coordinator | Library Technician |

| | |
|--|-------------------------------------|
| Admin, Grants/Contracts | Landscape Specialist (2 positions) |
| Administrative Specialist II (3 positions) | Coordinator of Housekeeping |
| AVP Finance | Admin Specialist III (2 positions) |
| Institutional Services Assistant | Landscape Supervisor |
| Community Outreach Coordinator | Food Preparation Manager |
| Coordinator of Student Recruitment | Assistant Registrar |
| Counselor (2 positions) | Financial Aid Analyst |
| Curriculum Coordinator | Skilled Tradesman |
| Day Care Teacher (4 positions) | Public Safety Officer (2 positions) |
| Director of Student Success | Human Resources Analyst |
| Director, Off-Campus Operation | Accounting Coordinator |
| Director, Student Accounts | Career Coach (2 positions) |
| Director/Administrative Serv. | CHIEF DEVELOPMENT OFFICER |
| Education Specialist | CHIEF FISCAL OFFICER |
| Full-Time Faculty (3 positions) | Child Care Technician (2 positions) |
| Legislative Liaison | Trio's Counselor |
| Instructor of Cosmetology | Veterans Upward Bound Director |
| Instructor, Nursing/Respiratory Therapy | VUB Academic Services Manager |
| PBI Academic Advisor | Student Services Rep |
| Project/Program Manager | Success Coach (4 positions) |

Goals and Objectives for Minority Faculty Recruitment and Retention

Goal 1 for Faculty Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.

The Office of Human Resources at Pulaski Technical College actively recruits full-time and part-time faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also makes arrangements to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

Strategies: PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in hiring.

Timeline: Ongoing.

Status Report: As previously reported, PTC experienced declines in minority employment for this reporting period.

Goal 2 for Faculty Recruitment and Retention: Pulaski Technical College will provide opportunities for professional development of its faculty.

Each academic year, faculty members are provided with numerous on campus professional development opportunities that begin with convocation in August and with other off-campus opportunities throughout the year. Faculty members work with their deans each November to plan their professional development activities for the upcoming year. Information about professional development is provided in the employee handbook, and a calendar of on campus events is maintained by the Professional Development Institute.

Strategies: Deans will work with their faculty in determining appropriate professional development activities for attendance. A full-time staff member in the Professional Development Institute has the responsibility for coordinating and improving on campus professional development for full-time and adjunct faculty and staff.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in professional development.

Timeline: Ongoing.

Status Report: Of full-time faculty, 70 attended professional development activities funded by PTC's Center for Teaching Excellence in academic year 2014-2015.

PDI Funded Events:

| Event | Number of Participants | Expense |
|-----------------------------------|------------------------|-----------------|
| Conferences & Individual Training | 2 | \$2,435 |
| In-state Conferences | | |
| AR SSS | 14 | \$1960 |
| ARKAANN | 7 | \$390 |
| In-House Training | 222 | \$30,975 |
| TOTAL | 226 | \$34,760 |

Goal 3 for Faculty Recruitment and Retention: Pulaski Technical College will foster opportunities for advancement among its faculty.

PTC encourages faculty and staff to apply for new positions that become available at the College. PTC applies affirmative action principles to all job searches. In order to promote the goal of minority faculty and staff retention, PTC will post notices of all job openings internally in addition to external posting.

Strategies: The staff of the Human Resources department will review minority faculty and staff promotions at the end of each year so that this information is included in the annual report on the implementation of this plan.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in promotions.

Timeline: Ongoing.

Status Report: Five minorities were hired to a full-time instructor positions this reporting period.

Goal 4 for Faculty Recruitment and Retention: Pulaski Technical College will support cultural awareness activities on campus and in the community.

A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. In order to increase cultural awareness, PTC makes use of following:

(a) *Community and Cultural Involvement Committee:* the Community and Cultural Involvement Committee for students and community stakeholders will plan and promote diversity programs for students and community stakeholders.

(b) *Cultural Awareness & Professional Development:* The College created a new position in human resources – Diversity & Inclusion Coordinator – responsible for chairing the Valuing People Committee and creating on-going diversity and inclusion initiatives for faculty and staff.

(c) *Community Activities:* The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

Strategies: The College will continue to promote cultural awareness in the campus and greater community. Efforts will be made in each of the three areas listed above.

Indicators of Effectiveness: Attendance at Committee events, Office of Public Relations and Marketing events, and professional development will be encouraged and tracked for participation.

Timeline: Ongoing.

Status Report: Information pertaining to the Cultural Diversity Committee and Office of Public Relations and Marketing is listed under the status report for Goal 6 of the Minority Student Recruitment and Retention section.

Goals and Objectives for Minority Staff Recruitment and Retention

The goals for minority staff recruitment and retention are similar to the faculty goals listed above.

Goal 1 for Staff Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.

Again, PTC will continue fair hiring and labor practices with regard to our staff, including the seating of interview committees by the Human Resources Office.

Strategies: PTC will continue to support a fair and professional human resources process for recruiting and hiring staff.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in hiring.

Timeline: Ongoing.

Status Report: The Faculty and Staff Data Analysis above details trends for staff employment in academic year 2014-2015. The staff category at Pulaski Technical College remains the most diverse employment category on campus.

Goal 2 for Staff Recruitment and Retention: Pulaski Technical College will provide opportunities for professional development of its staff.

Professional development opportunities include College support for attendance at professional conferences and workshops, tuition waivers for PTC courses, program development grants, information technology training, in-service training, and the State Inter-Agency Training Program.

Strategies: Faculty and staff participation in professional development activities will be reviewed at the end of each fiscal year and information will be included in the annual report on the implementation of this plan.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in professional development.

Timeline: Ongoing.

Status Report: During academic year 2014-2015, faculty and staff members participated in a variety of professional development offerings by our PTC Professional Development Institute (see tables below).

Professional Development Institute

Presentation Information:

Year End Statistics: 2014-2015

| Type | Sessions | | Total Sessions | Total CE Hrs | Attendees | | | Total Attendees |
|--------------|-----------|------------|----------------|---------------|--------------|--------------|----------|-----------------|
| | Cancelled | Completed | | | Faculty | Staff | Other | |
| Instructor | 44 | 161 | 205 | 287.25 | 872 | 532 | - | 1,404 |
| Webinar | 6 | 26 | 32 | 33.25 | 22 | 46 | - | 68 |
| Certificate | - | 25 | 25 | 25.00 | 117 | 5 | - | 122 |
| Conference | - | 2 | 2 | - | 14 | 30 | - | 44 |
| Demo | - | 3 | 3 | 10.00 | - | 6 | - | 6 |
| Meeting | - | 3 | 3 | - | 431 | 436 | 2 | 869 |
| Online | - | 2 | 2 | - | 34 | 3 | - | 37 |
| Total | 50 | 222 | 272 | 355.50 | 1,490 | 1,058 | 2 | 2,550 |

| Type | Attendee Breakdown | | | Total Attendees |
|--------------|--------------------|-------------|----------|-----------------|
| | Faculty | Staff | Other | |
| Full-time | 1,239 | 1,036 | - | 2275 |
| Part-time | 251 | 22 | - | 273 |
| Other | - | - | 2 | 2 |
| Non-PTC | - | - | - | 0 |
| Total | 1490 | 1058 | 2 | 2550 |

Evaluation Results:

| | | Instructor | Webinar | Overall Average |
|--------------------------|---|---------------|---------------|-----------------|
| | | | | |
| Q1 | The workshop/presentation was well organized. | 3.72 | 3.48 | 3.71 |
| Q2 | The facilitator was knowledgeable about the subject. | 3.83 | 3.60 | 3.82 |
| Q3 | The facilitator was helpful and able to communicate the subject matter effectively. | 3.78 | 3.40 | 3.76 |
| Q4 | The handouts were informative and clearly written. | 3.76 | 3.34 | 3.74 |
| Q5 | The time allocated to cover the material was adequate. | 3.64 | 3.36 | 3.63 |
| Q6 | The facilities were suitable for the workshop. | 3.76 | 3.76 | 3.77 |
| Q7 | I would recommend this workshop/presentation to others. | 3.76 | 3.45 | 3.74 |
| Q8 | Overall, I benefited from participating in this workshop. | 3.75 | 3.49 | 3.74 |
| | | 3.75 | 3.48 | 3.74 |
| Percent Achieved: | | 93.77% | 87.11% | 93.49% |

Training, Conference, and Consulting Fees

| | Events | Participants | Expense |
|------------------|-----------|--------------|------------------|
| Training Grants: | 8 | 9 | \$ 11,625 |
| Conferences: | 3 | 65 | \$ 4,575 |
| Speakers: | 2 | | \$ 1,271 |
| | 13 | | \$ 17,471 |

| | |
|--|-------------|
| Total Attendees | 2550 |
| Individual Participants (unduplicated names) | 607 |
| Attended one training | 135 |
| Attended more than one | 472 |
| 2 to 4 | 285 |
| 5 to 9 | 127 |
| 10 or more | 60 |

Conferences Include:

| | |
|--|----|
| AR Student Success Symposium at UCA (AR SSS) | 22 |
| Arkansas Academic Advising Conference (at PTC) | 23 |
| PTC Administrative Professional Conference (PTC APC) | 20 |

Goal 3 for Staff Recruitment and Retention: Pulaski Technical College will foster opportunities for advancement among its staff.

PTC encourages faculty and staff to apply for new positions that become available at the College. PTC applies affirmative action principles to all job searches. In order to promote the goal of minority faculty and staff retention, PTC will post notices of all job openings internally in addition to external posting.

Strategies: The staff of the Human Resources department will review minority faculty and staff promotions at the end of each year so that this information is included in the annual report on the implementation of this plan.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in promotions.

Timeline: Ongoing.

Status Report: There were two minority promotions in the 2014-2015 academic year.

Budget for Minority Recruitment and Retention

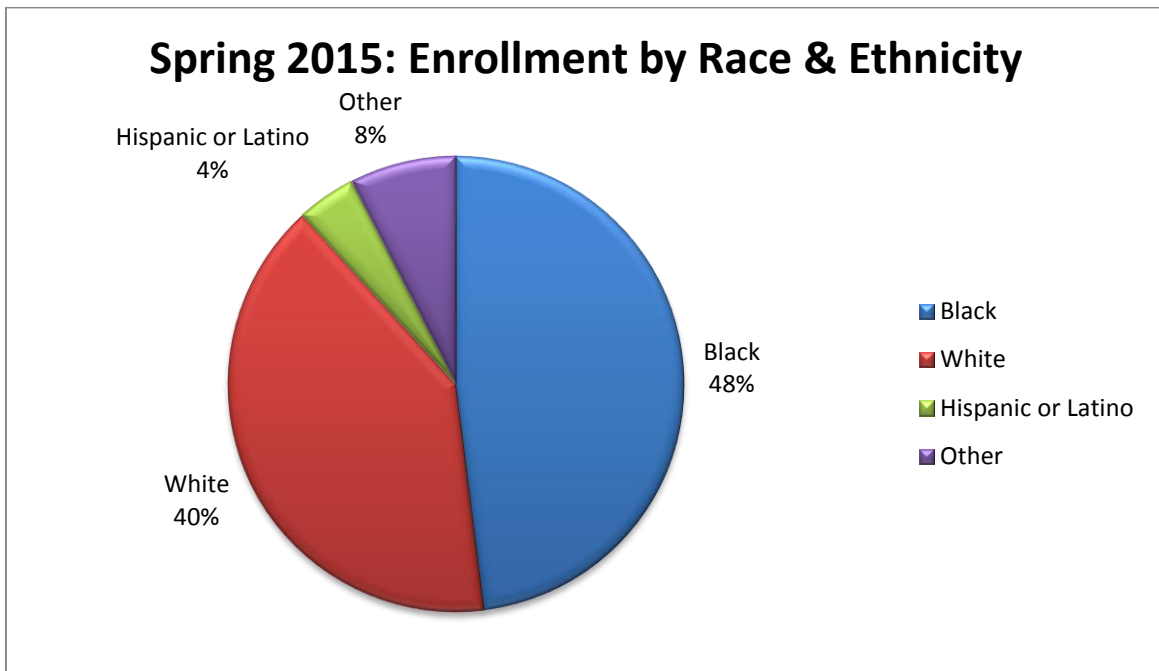
Comprehensive services that benefit all students, faculty, and staff regardless of race are funded as regular items in the Pulaski Technical College budget. In fiscal year 2014-2015, PTC budgeted over \$3 million in comprehensive student services such as admissions, counseling, advising, financial aid advising, student records, and testing services. With regard to comprehensive services in human resources for faculty and staff, PTC budgeted over \$250,000.

With regard to money spent on direct recruitment and retention of minorities, the Office of Public Relations and Marketing continues to spend considerable dollars advertising in minority market venues and in participating in cultural and minority community events.

APPENDIX A: SUMMARY FILED WITH PTC BOARD OF TRUSTEES

| Spring 2015: Enrollment by Race & Ethnicity | | |
|---|-------|------|
| Race/Ethnicity | Total | % |
| Black | 3,995 | 48% |
| White | 3,350 | 40% |
| Hispanic or Latino | 349 | 4% |
| Other | 627 | 8% |
| Total | 8,321 | 100% |

Appendix A-1



Appendix A-2

PULASKI TECHNICAL COLLEGE MINORITY RETENTION PLAN

Executive Summary Concerning Department of Higher Education Reporting to be Filed with President & the Board of Trustees

on
June 30, 2015

Annual Report for Academic Year 2014 - 2015

Arkansas Act 1091 of 1999 requires state supported colleges and universities to establish programs to enhance the retention of minority students, faculty, and staff. Pulaski Technical College (PTC) has complied with this law and has submitted plans and reports each year to the Arkansas Department of Higher Education (ADHE), who forwards the items to the House and Senate Interim Committees on Education. The latest annual report will be submitted to ADHE by June 30, 2015.

EXHIBIT A: PULASKI TECHNICAL COLLEGE EMPLOYEES IN ACADEMIC YEAR 2014 - 2015*

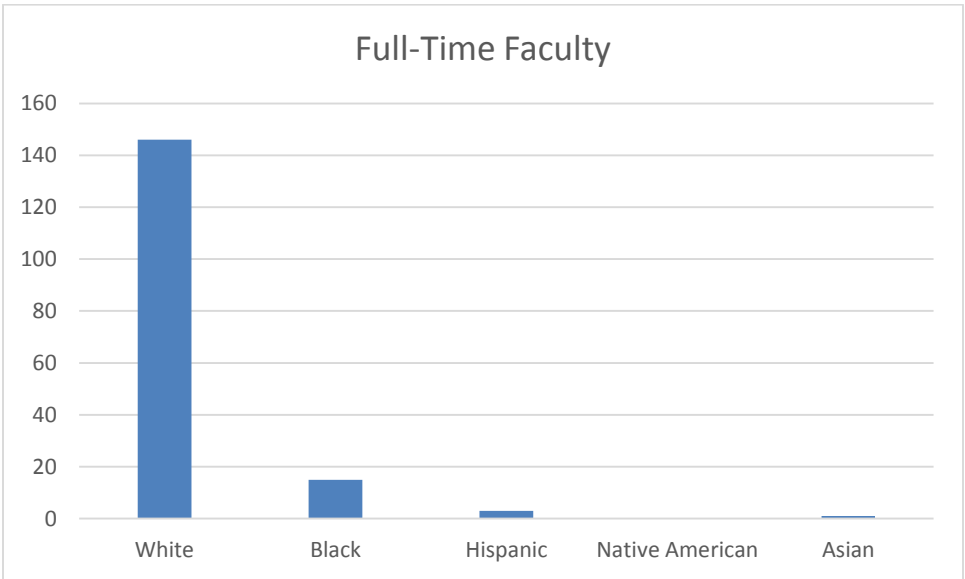
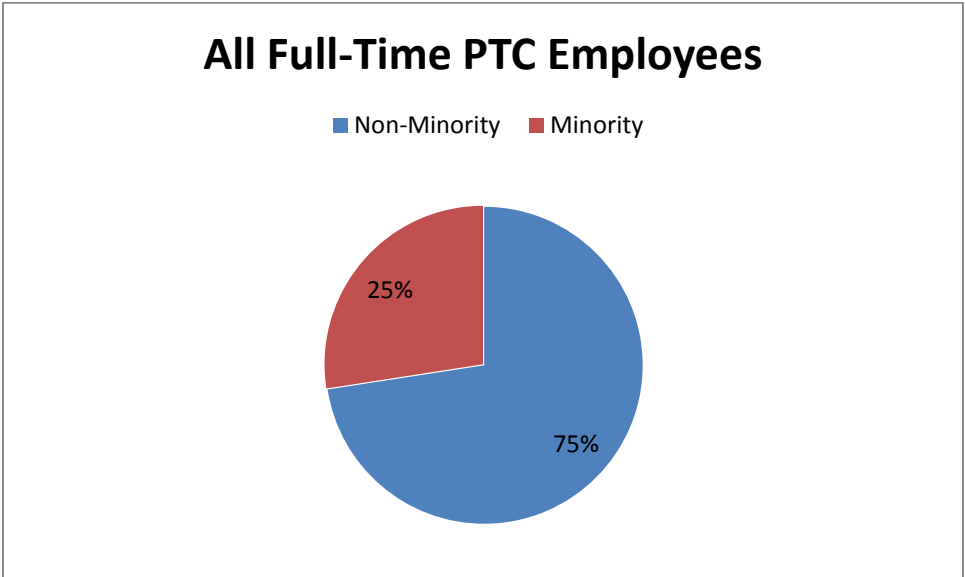
| EMPLOYEE GROUP | WHITE | BLACK | HISPANIC | NATIVE AMERICAN | ASIAN | TOTAL |
|-------------------------------|---------------|---------------|--------------|--------------------|--------------|-------------|
| Part-time Faculty | 241 | 58 | 2 | 2 | 3 | 306 |
| <i>% of Adjunct Faculty</i> | 78.76% | 18.95% | 0.65% | 0.65% | 0.98% | 100% |
| Full-time Faculty | 146 | 15 | 3 | 0 | 1 | 165 |
| <i>% of Full-time Faculty</i> | 88.48% | 9.09% | 1.82% | 0.00% | 0.61% | 100% |
| Full-time Staff | 192 | 86 | 9 | 0 | 0 | 287 |
| <i>% of Staff</i> | 66.90% | 29.97% | 3.14% | 0.00% | 0.00% | 100% |
| Racial Raw Totals | 579 | 159 | 14 | 2 | 4 | 758 |
| % OF GRAND TOTAL | 76.39% | 20.98% | 1.85% | 0.26% | 0.53% | 100% |

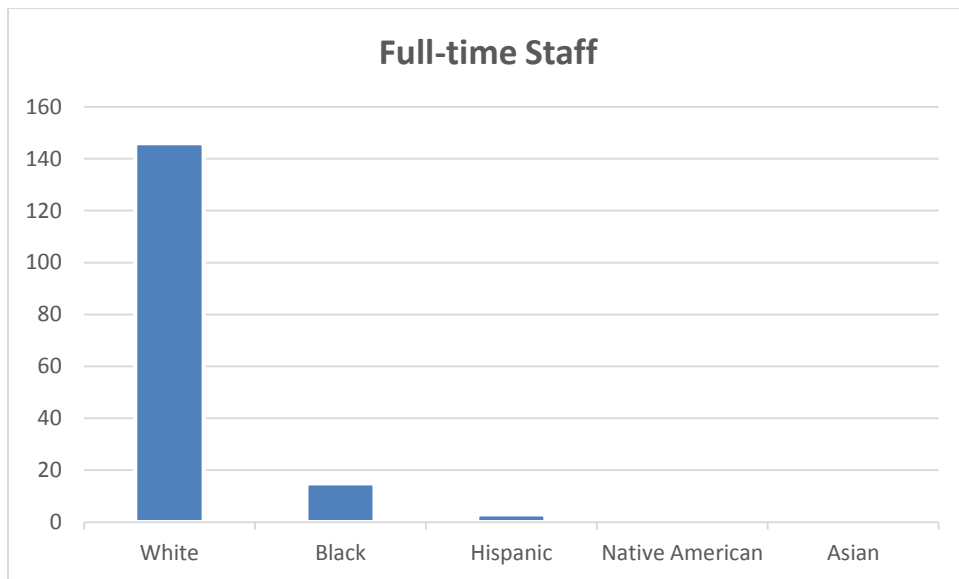
Effective May 24, 2015

Minority Retention Plan Update for Upcoming Academic Year

- The bulk of the Minority Retention Plan remains unchanged from year to year.
- The plan details the list of student services made available to promote academic success. These services include New Student Orientation, Academic Advising, Career Services, developmental classes, tutoring labs, and Cultural Awareness events.
- The plan also addresses efforts regarding minority faculty and staff retention, including professional development, increased committee engagement and the addition of Diversity & Inclusion coordinator in the Office of Human Resources.

APPENDIX B: STATISTICAL SUPPLEMENT





Minority Recruitment and Retention Annual Report

(Due by June 30th each year)

The Minority Recruitment and Retention annual report should include the following:

- Number of minority students, by minority group, who currently attend the institution.

| Student Race | Males—Fall | Spring | Females—Fall | Spring | Total |
|--------------|------------|--------|--------------|--------|-------|
| Native Amer. | 9 | 6 | 15 | 12 | 42 |
| Asian | 6 | 4 | 1 | 3 | 14 |
| Hispanic | 15 | 14 | 26 | 27 | 82 |
| Black | 1 | 0 | 0 | 2 | 3 |
| Other | 3 | 6 | 6 | 7 | 22 |
| Two or more | 8 | 7 | 11 | 6 | 32 |
| Total | 43 | 37 | 59 | 57 | 196 |

- Number and position title of minority faculty and staff who currently work for the institution.

1 Full time Physical Science Instructor
2 Adjunct Instructors

- Number of minority, by minority group, full-time faculty who currently work for the institution.

1 Asian

- Number of minority adjunct faculty who currently work for the institution.

1 Black/African American
1 Hispanic

- Number and position title of minority faculty and staff who began working at the institution in the past year.

1 Physical Science Instructor

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - Rich Mountain Community College worked closely with the area county Single Parent Scholarship committees to help recruit and assist minority students.
 - Statistical breakdowns of minority data occurred throughout the year. Comparative historical data allowed for trend analysis. This analysis helped to validate previous measures implemented toward the minority population.
 - A new faculty member was hired who is a native of Nepal. He has been a wonderful addition to the College both in and out of the classroom
- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - RMCC plans to continue offering a student financial laboratory class with the hopes that the minority students will had a better understanding of their financial knowledge and well being.
 - RMCC provides bilingual and visual impaired documentation for students needing to complete Financial Aid's FASFA.
 - Book loan assistance, transfer counseling, and tutoring is available to minority students that qualify.
 - RMCC will focus on recruitment with a new recruitment plan to be developed during the 2015-16 academic year. A special focus will be placed on the recruitment of minority students.
- Include your timeline, budget, and methods used to assess and monitor progress.
 - Assessment is made continuously throughout the semester. However, minority students are checked at mid-semester to determine risk. Triggers have been put into place to notify the director of potential issues.
 - RMCC continues to advertise positions on a national basis to encourage a diverse applicant pool. While there is no way to

know when a potential position will come open, it is foremost in the minds of the college to encourage diversity.

- TRiO and Career Pathways students will be monitored and assessed. Minority based students will be statistically compared against the majority student population.
- The Office of Student Services will provide support and monitor needs for assisting and retaining minority students.
- The Office of Student Support Services will provide support programs that will assist applicable minority students with academic and support needs.
- The Office of Business Affairs (personnel) will monitor personnel policies and practices for recommended changes for a work environment conducive to retention of minorities.
- The Office of Academic Affairs will work with faculty for instructional concepts that support retention of minority students and faculty.
- The Office of the President will work with all areas to assure a learning and work environment supportive of the retention of minority students, faculty, and staff.

Submit your annual report electronically as a Word document to Rick Jenkins at Rick.Jenkins@adhe.edu by June 30, 2015.

South Arkansas Community College

Annual Report Minority Recruitment and Retention 2014-2015

South Arkansas Community College (SouthArk) recognizes that serving the needs of our state and nation requires increased participation in higher education from members of minority populations. Therefore, we submit this annual report which is reflective of the initial five-year *Minority Recruitment & Retention Plan for 2012-2017*. Throughout this report, “minority” refers to African-American, Hispanic, Asian/Pacific Islander, and American Indian or Alaskan Native. The charts below are representative of the current demographics of the state and the SouthArk community.

South Arkansas Community College is committed to fostering a culture of openness that values diversity. One of six SouthArk value statements that serve as a guiding principle for the institution is “Respect for Diversity.” The actual statement which is found in our print material reads as follows:

Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.

The College will continue to improve support for minority students in an effort to increase student retention. The recruitment and retention of minorities is evidenced by the institutional mandate reflected in **Board Policy #29** that is submitted annually to the Board of Trustees.

Global Policy Prohibition: “*South Arkansas Community College will be a community which supports diverse populations and activities, models tolerance for all people and cultures, and celebrates the talents, skills, and abilities of all people.*”

Accordingly:

1. Employment

The College will increase the diversity of the staff to reflect the service area by posting employment opportunities in media outlets that attract a large, diverse population.

2. Enrollment

The college will target under-represented groups for participation in College programs and activities.

Mission Statement

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

This report highlights the efforts of the college to promote and hire minority faculty and staff, as well as increase minority student participation.

REPORT:

“Respect for Diversity” is one of the six value statements that serve as guiding principles in fulfilling the College Mission statement. The statement reads: *Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.*

The staff and faculty are dedicated to ensuring South Arkansas Community College is an affirmative action and equal opportunity employer. The College reaffirms this commitment in its distributed materials (college catalog, student handbook, job vacancy notices, and program brochures).

3. A. Spring 2015 Enrollment and Graduation Data

The College has targeted under-represented groups for participation in College programs and activities.

| Ethnicity of Individual Enrollments | Male | | Female | | Total | |
|-------------------------------------|------------|------|-------------|------|-------------|------|
| | # | % | # | % | # | % |
| Asian | 6 | 0.4 | 4 | 0.2 | 10 | 0.6 |
| Hispanic | 18 | 1 | 43 | 2.5 | 61 | 3.6 |
| American Indian | 1 | <0.1 | 3 | 0.2 | 4 | 0.2 |
| African-American | 140 | 8.3 | 495 | 29.3 | 635 | 37.6 |
| Caucasian | 297 | 17.5 | 680 | 40.1 | 977 | 57.6 |
| Unknown | 2 | 0.1 | 4 | 0.2 | 6 | 0.4 |
| Total | 464 | | 1229 | | 1693 | |

| Ethnic Makeup | Fall '10 | Fall '11 | Fall '12 | Fall '13 | Fall '14 | 1-year change | 5-year change |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|---------------|---------------|
| African American Females | 32.1% | 31.4% | 31.1% | 33.5% | 29.3% | -4.2% | 1.5% |
| African American Males | 5.8% | 7.5% | 7.8% | 7.3% | 8.3% | 1.0% | 2.4% |
| Caucasian Females | 38.8% | 38.2% | 37.1% | 36.6% | 40.1% | 3.5% | -2.3% |
| Caucasian Males | 19.1% | 18.6% | 18.1% | 18.2% | 17.6% | -0.6% | -2.2% |
| Hispanic Females | 1.2% | 1.4% | 2.0% | 2.3% | 2.5% | 0.2% | 1.4% |
| Hispanic Males | 0.9% | 1.3% | 0.9% | 0.8% | 1.1% | 0.3% | 0.5% |
| Other Females | 1.2% | 1.0% | 1.4% | 0.8% | 0.6% | -0.2% | -1.2% |
| Other Males | 1.0% | 0.6% | 0.5% | 0.5% | 0.5% | 0.0% | -0.2% |
| | 1784 | 1773 | 1757 | 1632 | 1695 | | |

B. Number and position title of minority faculty and staff who currently work for the institution

Minority Faculty & Staff as of March 1, 2015 – Table 4

| Position and Classification | Total Employees | Minority Female | Minority Male | Minority Percentage |
|------------------------------|-----------------|-----------------|---------------|---------------------|
| Professional Staff | 56 | 6 | 4 | 17.9% |
| Faculty full- time | 58 | 7 | 1 | 13.8% |
| Faculty part- time | 54 | 4 | 1 | 09.3% |
| Classified full- time | 52 | 10 | 7 | 33.0% |

B. Number and position title of minority faculty and staff who began working at the institution in the past year

Minority Faculty & Staff (New Hire) – Table 5

| Position Classification | Minority Female | Minority Male |
|-----------------------------------|-----------------|---------------|
| Professional staff | 3 | 2 |
| Faculty full-time | 1 | 0 |
| Faculty part-time | - | - |
| Classified staff full-time | 3 | 0 |

C. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff

1. Faculty and Staff

The College seeks applications by advertising positions in publications that attract diverse readers and applicants. The Human Resources Office posts all position announcements on the South Arkansas Community College website and the College email distribution listing. The electronic public posting of employment opportunities is often distributed by employees and others to a multiplicity of potential candidates. When posting jobs, the publications and websites may be expanded, as needed, to reach a larger, more diverse population. The Sunday edition of the local newspaper is often used to reach a wider circulation of potential job seekers. When deemed necessary, the College also advertises positions on the higherjobs.com website, in regional newspapers, local websites goeldorado.com and eldoark.com, the *Arkansas Democrat-Gazette*, the *Chronicle of Higher Education*, a national publication, the *Hispanic Outlook*, and *Diversity* magazine. The academic or department head also may recommend various publications and/or websites for advertisements.

The College has implemented numerous administrative procedures to support its employment diversity. The College has detailed procedures using committees to fill all benefits-eligible vacancies. These procedures specify the composition of the committee membership to assure diversity. The Human Resources Director is present at all selection committee meetings, to ensure compliance with Fair Employment Practice guidelines and other Federal, State, and College regulations/policies.

South Arkansas Community College reports annually to the National Center for Education Statistics. This submission, known as the Integrated Postsecondary Education Data System (IPEDS) report, includes gender and diversity data. Additionally, the College reports to the Arkansas Department of Higher Education each year its employment diversity.

2. Students. College Programs and Activities Targeting Under-Represented Groups

South Arkansas Community College has a diverse population of students. This diversity includes ethnic, cultural, special needs, and language differences. There are several ways in which SouthArk tries to meet the needs and interests of students.

a. International and Undocumented Students

SouthArk received approval through the Department of Homeland Security to accept international students. The Academic Advisor completed required certification training to become the Designated School Official (DSO) for Student and Exchange Visitor Information System (SEVIS). The college can issue the Form I-20 Certificate for Eligibility for Nonimmigrant Student Status in order to enroll nonimmigrant students in an F (academic) and/or M (vocational) visa classification.

i. Hispanic Outreach

ii. South Arkansas Community College has created and continued to host annually four specific events designed to encourage and inform Hispanic communities about SouthArk.

iii. *Dia Para La Raza*

On Saturday, May 4, 2013, South Arkansas Community College conducted its first recruiting event geared toward Hispanics, called “Dia Para La Raza.” Approximately 125 people came to enjoy the festivities of the day.

iv. *Vaya, Crezca, y Logrará*

On Saturday October 12, 2013, in spite of heavy rain most of the day, SouthArk hosted a fun day of games, food, and music at its second Hispanic outreach event. Nearly 50 community members attended, as well as several SouthArk faculty and staff members. Four Hispanic students from SouthArk (recipients of the “Living the Dream” scholarship) shared with the crowd the importance of pursuing higher education and shared a bit of their own story—how they decided to attend SouthArk. The planning committee decided to change the name from “Día de la Raza” to a title that would be more specifically connected to SouthArk. *Vaya, Crezca, y Logrará* is translated, *Go, Grow, and You Will Accomplish*, which is connected to SouthArk’s initiative, *Go, Grow, Graduate*.

v. Mexican Consulate

Each fall for three years, SouthArk has hosted the Mexican Consulate for an event designed to assist Mexican citizens in verifying their citizenship. SouthArk has been able not only to facilitate this activity by providing facilities and support staff, but also to display secondary education options to those who attend.

vi. Recruiting Event

On November 17, 2014, South Arkansas Community College hosted a recruiting event aimed specifically at the local Hispanic population. The atmosphere was more of a “college night” event than in the past. Various departments from the campus had booths and shared information (e.g., Financial Aid, Career Pathways, Admissions, etc.). Each

booth was staffed by a translator to ensure that parents of prospective students felt comfortable asking questions.

b. Scholarships and Financial Aid

Dr. John Spencer was successful in writing a scholarship request to SouthArk's foundation for funds specifically targeted at undocumented students. Dr. Spencer has also been invaluable to the financial aid office in travels to Bradley County to serve as a Hispanic interpreter for the Financial Aid nights.

c. Special Student Populations

- i. The Carl Perkins grant seeks to identify and recruit prospective students to encourage them to consider non-traditional careers. One example of a non-traditional career is males working in the nursing program which is predominantly a female-dominated career. The Non-Traditional Career Specialist position was developed to target Career and Technical Education (CTE) programs—including Allied Health programs—with the task of promoting this minority student population. There are 240 students identified in Spring 2015 as part of the non-traditional careers student population:

| | Total Non-Traditional Participants | Total # of Participants in the CTE Programs | % Non-Traditional Participants in CTE Programs |
|--------------------------------------|------------------------------------|---|--|
| Business & Technology | 119 | 185 | 64.32% |
| Male | 4 | 18 | |
| Female | 115 | 167 | |
| Health & Natural Sciences | 78 | 647 | 12.06% |
| Male | 66 | 611 | |
| Female | 12 | 36 | |
| Liberal Arts | 36 | 120 | 30.00% |
| Male | 4 | 78 | |
| Female | 32 | 42 | |
| Career Technical | 7 | 79 | 8.86% |
| Male | 1 | 15 | |
| Female | 6 | 64 | |
| Grand Total | 240 | 1031 | 23.28% |

- ii. The Office of Accommodative Services and Instructional Support (OASIS) is dedicated to working with the student population who have documented disabilities. In Spring 2015, the number of students receiving accommodations was 13.

iii. First-Generation College Students

- a) The **Upward Bound (TRiO) Project** at South Arkansas Community College is funded in total by a federal grant from the U. S. Department of Education, with an annual budget of \$262,500, to work with El Dorado High School students. Upward Bound supports selected participants (first-generation, college-bound students meeting income requirements) in completing secondary school, enrolling in post-

secondary school, and completing a bachelor's degree by offering intrusive academic, career, social, cultural, and financial advising. Currently SouthArk has identified 54 program participants for the Upward Bound project.

Upward Bound Participants March 2015

| Male | Female | African American | Asian | Caucasian | Hispanic |
|-----------|-----------|------------------|-------|------------|------------|
| 20 37% | 34 63% | 48 89% | 0 | 4 7.40% | 2 3.70% |

- b) **Career Coaches – Union, Bradley and Chicot Counties.** The College and Career Coach/Transfer Advisor is charged with providing pre-college services to the Union County high schools. South Arkansas Community College understands the need for a diversified student body, and therefore, strives to strengthen recruiting efforts for high school students across Union County. In addition, South Arkansas Community College has been awarded funding for two career coaches to serve Bradley and Chicot Counties. These career coaches specifically target youth and adults from low-income backgrounds and encourage them to aspire to postsecondary education, workforce training, and/or apprenticeships as a means to a career that will afford economic self-sufficiency.
- iv. **Career Pathways Initiative.** The Arkansas Career Pathways Initiative (CPI) is a comprehensive program designed to improve the earnings and post-secondary education attainment of Arkansas' low-income residents who meet Temporary Assistance for Needy Families (TANF) eligibility. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high-demand occupation. Students in the program may receive assistance with child care, transportation, a laptop computer, tuition, and books. With a budget reduction in the grant each of the previous two years, enrollment is down. Currently, 95 students are enrolled. The average age of is 31, and the student age range is 20 – 63. Five of the 95 students are males. The ethnicity of the students is as follows: 48 (50.5%) African American, 40 (42.1%) Caucasian, and 7 (7.4%) Hispanic.
- v. **Financial Aid**
Corresponding information pertaining to our efforts to assist minorities with financial aid is also positive. The percentage of ethnic minorities receiving financial aid has increased from 49% in 2009-2010 to **53.9% in 2013-2014**. The data also show that **56.7%** of total aid dollars went to ethnic minorities in **2013-2014**. For **2013-2014**, we enrolled **2,409** students (unduplicated count). Of those students, **1,502** or **62.3 %** had some type of financial aid. A total of **802** or **53.3%** of financial aid awardees were ethnic minorities.
- vi. **Black History Month Activities**
The 5th Annual African-American Family and Friends Day was held February 21, 2015, on SouthArk's campus. This event attracted about 100 people from the local community. This year's theme was “#Serve, Protect, Respect,” and it highlighted a diverse panel from local law enforcement discussing the role of law enforcement in community safety. SouthArk hosted the annual African American Read-In in February 2015.

d. The Division of Continuing Education

The Corporate and Community Education Department supports diversity by serving diverse populations reflecting the population of the region. The office offers activities, classes, and support services which celebrate the culture, talents, skills, abilities and interests of the population. During 2014, the department employed an ethnically diverse staff of adjunct instructors, including eight who were Hispanic or African American. It utilizes diverse instructors, speakers, and topics to deliver course offerings such as:

- Spanish translation services to local companies as our Hispanic/Latino population grows.
- Occupational Spanish classes for English speaking workers.
- Occupational English for Spanish speaking workers.
- Cross-cultural workforce training.
- Community Spanish language courses for missions.
- Professional development offerings such as the 2014 Diversity in the Workplace Workshop.
- Lifelong learning opportunities through standard programming such as Camp Lotsafun and Noon Symposia.

e. Adult Education

The Adult Education department at South Arkansas Community College is committed to serving a diverse group of students in South Arkansas. During the 2011-2012 and 2012-2013 academic years, our department had an ethnically diverse student body including the following:

| | 2012-2013 | | 2013-2014 | |
|--------------------------------|-----------|------|-----------|------|
| | # | % | # | % |
| White Male | 175 | 38.8 | 204 | 38 |
| White Female | 54 | 12.0 | 47 | 8.8 |
| African American Male | 128 | 28.4 | 154 | 27.0 |
| African American Female | 70 | 15.5 | 68 | 12.6 |
| Hispanic Male | 7 | 1.6 | 12 | 2.2 |
| Hispanic Female | 12 | 2.7 | 41 | 7.6 |
| American Indian Male | 1 | 0.2 | 0 | 0.0 |
| American Indian Female | 1 | 0.2 | 0 | 0.0 |
| Asian Male | 3 | 0.7 | 3 | 0.5 |
| Asian Female | 0 | 0.0 | 8 | 1.5 |
| | 451 | | 537 | |

In order to adequately serve these diverse students, we provide the following services:

- Basic skills, computer literacy and industry classes are offered on a flexible schedule in locations throughout Union County.

- Open-entry and open-exit classes to accommodate the schedules of students.
- Specialized test screenings and proper accommodations for students with disabilities.
- Satellite classes strategically located throughout the community to accommodate students from various geographical locations.
- English as a Second Language to help individuals improve their English skills.
- Job readiness, pre-employment classes, and career counseling for the unemployed and underemployed.

Faculty and staff also participate in training that addresses the specific needs of diverse populations.

f. Academic and Career Achievement Program

The Academic and Career Achievement Program (ACAP, formerly Stepping Stones) at South Arkansas Community College is designed for individuals with an Intellectual Disabilities (ID) or Developmental Disabilities (DD), who can benefit from the community college experience. ACAP is a custom-tailored learning program that offers students a unique post-secondary opportunity to further their formal education and become self-reliant. The conceptual framework for ACAP depicts four standards as cornerstones of practice: Academic Access, Career Development, Campus Inclusion, and Self-Determination

Eighteen students are currently enrolled in ACAP. Students attend class Monday-Friday and several participate in internships or part-time jobs throughout the community. These students may be the most underrepresented group, not only at the college, but the community. Each of the eighteen students have made social and academic advances since the program began in September 2011.

g. Secondary Technical Center

Faculty and Staff of the Secondary Technical Center, located on East Campus, are committed to serving a diverse group of high school students in Union County and the surrounding area. They continually work with students to ensure they are aware of job opportunities in the various technical programs represented in the Technical Center. In order to provide students with “real world” knowledge, faculty and staff include course outcomes and discussions about diversity in the workplace during class time. Additionally, during high school visits, faculty and staff continually stress career possibilities open to students regardless of their gender or race.

The Secondary Technical Center encourages students to explore career opportunities in programs that are gender neutral. Therefore, faculty and staff routinely make presentations at the local high schools stressing that the programs are opportunities for everyone.

Student Demographics

| Program Name | Total # Students | Male | Female | African-American | Caucasian | Hispanic | Other |
|--------------------|------------------|------|--------|------------------|-----------|----------|-------|
| Automotive Service | 18 | 18 | 0 | 2 | 11 | 5 | 0 |
| Cosmetology | 22 | 1 | 21 | 15 | 7 | 0 | 0 |

| | | | | | | | |
|------------------|------------|-----------|-----------|-----------|-----------|-----------|----------|
| Criminal Justice | 18 | 6 | 12 | 10 | 7 | 0 | 1 |
| Health Science | 33 | 3 | 30 | 14 | 14 | 4 | 1 |
| Welding | 26 | 25 | 1 | 8 | 17 | 1 | 0 |
| Totals | 117 | 53 | 64 | 49 | 56 | 10 | 2 |

| | |
|------------------|-------|
| Females | 54.7% |
| Males | 45.3% |
| African American | 41.9% |
| Caucasian | 47.9% |
| Hispanic | 8.6% |
| Other | 1.7% |
| Total Minority | 52.1% |

D. New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives

1. The Carl Perkins program, which targets students from “special populations,” has established its 2015-2016 activities to focus on career and soft-skills development, particularly in Career and Technical Education students and among special populations. The goal is to make available these guided workshops and classroom presentations to engage all special populations at SouthArk.
2. The African-American and Hispanic outreach efforts noted above will be repeated for the upcoming academic year.
3. A new National Emergency Grant/Arkansas Sector Partnership will give special attention to career counseling services to special populations, including displaced workers, veterans, and students with disabilities.

E. Include your timeline, budget, and methods used to assess and monitor progress

The College has met or exceeded benchmarks for Minority Enrollment, Retention and Graduation relative to Union County and the state of Arkansas. The Chief Institutional Effectiveness and Advancement Officer (CIEAO) conducts periodic comparisons between the college’s and community’s minority populations as well as between the college’s total enrollment and minority student populations (see charts and tables). We will continue to track recruitment activities associated with the Minority Recruitment and Retention Plan, which is designed to further enhance minority participation. We will continue to actively recruit minority faculty and staff as openings develop.

F. Timeline

The timeline applied for the majority of the new recruitment strategies or activities will be within 12 months (or July 1, 2015 - June 30, 2016).

G. Assessment Methods

There will be multiple assessment methods used to determine the effectiveness of the strategy presented. Quantitative and qualitative assessment approaches will be used. Several of the strategies that will be developed over the next year will require capturing baseline data (primarily student contacts). The survey method and focus groups will be used for determining student satisfaction and program assessment.

H. Budget

The budget dedicated for implementation of the Minority Recruitment and Retention plan is pervasive. The influence of this recruitment plan is grounded in various work unit budgets throughout the institution. For instance, the entire salary of the Recruitment and Student Activities Specialist is in large measure dedicated, as is the Union County College and Career Coach/Transfer Advisor, to these objectives. The Marketing and Communication Coordinator has dedicated funds in his budget that target recruitment.

The Recruiter is involved in recruitment activities throughout the year, and she engages minority students on a consistent basis as a result of the demographics of our service area. She is also involved with Student Activities that can be linked to student retention as well. The entire budget for both of these work units is approximately \$99,894 annually. It can be said that recruitment and retention are threads that are woven into both the divisions of Student Services and Instruction/Learning. The expenses accrued by hiring a Retention Specialist with our Title III grant amounted to \$40,300, and that position has now been operationalized and retention duties shared among all student advising coaches. The focus on retention is crucial for developing programming and competing initiatives related to the retention of minority students.

CHARTS:

Fall Enrollment by Gender

| <i>Year</i> | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <i>Male</i> | 474 (26.6%) | 496 (28.0%) | 488 (28.0%) | 437 (26.8%) | 464 (27.4%) |
| <i>Female</i> | 1,307 (73.4%) | 1,277 (72.0%) | 1,269 (72.0%) | 1,269 (72.0%) | 1,229 (72.6%) |

Fall Enrollment by Ethnicity

| <i>Year</i> | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 |
|---------------------|------------------|------------------|----------------|----------------|----------------|
| <i>Black</i> | 673 (37.8%) | 690 (38.9%) | 688 (39.2%) | 665 (40.8%) | 635 (37.5%) |
| <i>White</i> | 1,032 (57.9%) | 1,007 (56.8%) | 986 (56.1%) | 895 (54.8%) | 977 (57.7%) |
| <i>Other</i> | 76 (4.3%) | 76 (4.3%) | 83 (4.7%) | 83 (4.7%) | 81 (4.8%) |

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report

June 30, 2015

Southern Arkansas University Tech Minority Recruitment and Retention Annual Report -- 2015

Number of minority students who currently attend the institution.

In the fall 2014 semester there were **618 (39.64%)** minority students attending SAU Tech. The total fall 2014 headcount was **1559**. The table details the fall 2014 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

| Headcount Enrollment | | | | | | | | | | |
|-------------------------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
| | Fall 2014 | | Fall 2013 | | Fall 2012 | | Fall 2011 | | Fall 2010 | |
| American Indian/Alaska Native | 8 | 0.51% | 6 | 0.35% | 4 | 0.22% | 35 | 1.63% | 25 | 1.35% |
| Asian/Pacific Islander | 7 | 0.45% | 4 | 0.23% | 8 | 0.44% | 16 | 0.75% | 9 | 0.49% |
| Black (Non-Hispanic) | 532 | 34.12% | 579 | 33.47% | 653 | 35.94% | 794 | 37.07% | 671 | 36.25% |
| Hispanic | 36 | 2.31% | 37 | 2.14% | 29 | 1.60% | 33 | 1.54% | 25 | 1.35% |
| Unknown & Non-Resident Alien | 8 | 0.51% | 42 | 2.43% | 16 | 0.88% | 15 | 0.70% | 37 | 2.00% |
| White | 933 | 59.85% | 1028 | 59.41% | 1081 | 59.49% | 1249 | 58.31% | 1084 | 58.56% |
| Two or More Races | 35 | 2.25% | 34 | 1.97% | 26 | 1.43% | 0 | 0.00% | 0 | 0.00% |
| Total | 1559 | 100.00% | 1730 | 100.00% | 1817 | 100.00% | 2142 | 100.00% | 1851 | 100.00% |

Source: ADHE SIS File Submission

Number and position title of minority faculty and staff who currently work for the institution.

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2014 semester.

| Southern Arkansas University Tech Faculty/Staff Fall 2014 | | | | | | | | | |
|---|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|------------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Full-Time Faculty | 0 | 1 | 0 | 0 | 0 | 0 | 32 | 0 | 33 |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Library Technicians | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Student & Academic Affairs & Other Educational Services | 0 | 3 | 0 | 0 | 0 | 0 | 7 | 0 | 10 |
| Management | 0 | 10 | 0 | 0 | 0 | 0 | 12 | 0 | 22 |
| Business & Finance Ops | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Computer, Engineering, & Science | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 4 |
| Community Service, Legal, Arts, & Media s | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| Service | 0 | 3 | 0 | 0 | 1 | 0 | 8 | 0 | 12 |
| Office & Administrative Support | 0 | 10 | 0 | 0 | 0 | 0 | 11 | 0 | 21 |
| Natural Resources, Construction, & Maintenance | 0 | 1 | 0 | 0 | 0 | 0 | 8 | 0 | 9 |
| Production, Transportation, & Material Moving | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| GRAND TOTAL | 0 | 33 | 0 | 0 | 1 | 0 | 88 | 0 | 122 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who currently work for the institution.

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2013 semester.

| Southern Arkansas University Tech Faculty/Staff Fall 2013 | | | | | | | | | |
|--|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|--------------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Full-Time Faculty | 0 | 2 | 0 | 0 | 0 | 0 | 33 | 0 | 35 |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Library Technicians | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Student & Academic Affairs & Other Educational Services | 0 | 0 | 0 | 3 | 0 | 0 | 7 | 0 | 10 |
| Management | 0 | 9 | 0 | 0 | 0 | 0 | 12 | 0 | 21 |
| Business & Finance Ops | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Computer, Engineering, & Science | 0 | 4 | 0 | 0 | 0 | 0 | 2 | 0 | 6 |
| Community Service, Legal, Arts, & Media s | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 4 |
| Service | 0 | 5 | 0 | 0 | 0 | 0 | 9 | 0 | 14 |
| Office & Administrative Support | 0 | 12 | 0 | 0 | 0 | 0 | 12 | 0 | 24 |
| Natural Resources, Construction, & Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 9 |
| Production, Transportation, & Material Moving | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| GRAND TOTAL | 0 | 35 | 0 | 3 | 0 | 0 | 92 | 0 | 130 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2012 semester.

| Southern Arkansas University Tech Faculty/Staff Fall 2012 | | | | | | | | | |
|--|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|--------------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Full-Time Faculty | 0 | 2 | 0 | 0 | 0 | 0 | 33 | 0 | 35 |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Library Technicians | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Management | 0 | 7 | 0 | 0 | 0 | 0 | 13 | 0 | 20 |
| Business & Finance Ops | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Computer, Engineering, & Science | 0 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| Community Service, Legal, Arts, & Media s | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 5 |
| Service | 0 | 5 | 0 | 0 | 0 | 0 | 9 | 0 | 14 |
| Office & Administrative Support | 0 | 17 | 0 | 0 | 1 | 0 | 22 | 0 | 40 |
| Natural Resources, Construction, & Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 9 |
| Production, Transportation, & Material Moving | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| GRAND TOTAL | 0 | 38 | 0 | 0 | 1 | 0 | 96 | 0 | 135 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2011 semester.

Source: IPEDS Human Resources Survey Component

| Southern Arkansas University Tech Faculty/Staff Fall 2011 | | | | | | | | |
|--|-------------------|----------------|-------------|---------------------|-----------------|---------------|----------------|-------|
| Race | Full-Time Faculty | Exe./Adm./Mgr. | Other Prof. | Technical Paraprof. | Clerical & Sec. | Skilled Craft | Service Maint. | Total |
| Non-Resident Alien | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black, Non-Hispanic | 2 | 6 | 4 | 5 | 13 | 0 | 6 | 36 |
| American Indian/Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| White, Non-Hispanic | 30 | 15 | 7 | 10 | 14 | 4 | 15 | 95 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 32 | 21 | 11 | 15 | 28 | 4 | 21 | 132 |

Number of minority, by minority group, full-time faculty who currently work for the institution.

In the fall 2014 semester, there was **one (1)** full-time minority faculty. The fall 2014 total full-time faculty was **33**. The table details full-time faculty by minority group. (*Plan Indicator to Determine Success #5– Comparison of faculty subpopulations each fall.*)

| Southern Arkansas University Tech Full-Time Faculty | | | | | | | | | | |
|---|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| Race | Fall 2014 | | Fall 2013 | | Fall 2012 | | Fall 2011 | | Fall 2010 | |
| Non-Resident Alien | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black Non-Hispanic | 1 | 3% | 2 | 6% | 2 | 6% | 2 | 6% | 0 | 0% |
| American Indian/Alaskan Native | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White, Non-Hispanic | 32 | 97% | 33 | 94% | 33 | 94% | 30 | 94% | 30 | 100% |
| Unknown | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Total | 33 | 100% | 35 | 100% | 35 | 100% | 32 | 100% | 30 | 100% |

Source: IPEDS Human Resources Survey Component

Number of minority adjunct faculty who currently work for the institution.

In the fall 2014 semester, there was **one (1)** minority adjunct or part-time minority faculty. The fall 2014 total part-time or adjunct faculty was **24**. The table details part-time or adjunct faculty by minority group. (*Plan Indicator to Determine Success #5– Comparison of faculty subpopulations each fall.*)

| Southern Arkansas University Tech Part-Time Faculty | | | | | | | | | | |
|---|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| Race | Fall 2014 | | Fall 2013 | | Fall 2012 | | Fall 2011 | | Fall 2010 | |
| Non-Resident Alien | 0 | 0.0% | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black Non-Hispanic | 1 | 4.2% | 4 | 12.5% | 2 | 6.7% | 2 | 4.5% | 3 | 5.5% |
| American Indian/Alaskan Native | 0 | 0.0% | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian/Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic | 0 | 0.0% | 0 | 0.0% | 0 | 0% | 1 | 2.2% | 0 | 0% |
| White, Non-Hispanic | 23 | 95.8% | 28 | 87.5% | 28 | 93.3% | 42 | 93.3% | 52 | 94.5% |
| Unknown | 0 | 0.0% | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Total | 24 | 100.0% | 32 | 100.0% | 30 | 100.0% | 45 | 100.0% | 55 | 100.0% |

Source: IPEDS Human Resources Survey Component

Number and position title of minority staff who currently work for the institution.

In the fall 2014 semester, there were **38** minority staff employed at SAU Tech. The fall 2014 staff employment for SAU Tech was **102**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

| Southern Arkansas University Tech Staff Fall 2014 | | | | | | | | | |
|---|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|------------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Library Technicians | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Student & Academic Affairs & Other Educational Services | 0 | 7 | 0 | 0 | 0 | 0 | 13 | 0 | 20 |
| Management | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Business & Finance Ops | 0 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| Computer, Engineering, & Science | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 5 |
| Community Service, Legal, Arts, & Media | 0 | 5 | 0 | 0 | 0 | 0 | 9 | 0 | 14 |
| Service | 0 | 17 | 0 | 0 | 1 | 0 | 22 | 0 | 40 |
| Office & Administrative Support | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 9 |
| Natural Resources, Construction, & Maintenance | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Production, Transportation, & Material Moving | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| GRAND TOTAL | 0 | 37 | 0 | 0 | 1 | 0 | 64 | 0 | 102 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

| Southern Arkansas University Tech Staff Fall 2013 | | | | | | | | | |
|---|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|-----------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Library Technicians | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Student & Academic Affairs & Other Educational Services | 0 | 0 | 0 | 3 | 0 | 0 | 7 | 0 | 10 |
| Management | 0 | 9 | 0 | 0 | 0 | 0 | 12 | 0 | 21 |
| Business & Finance Ops | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Computer, Engineering, & Science | 0 | 4 | 0 | 0 | 0 | 0 | 2 | 0 | 6 |
| Community Service, Legal, Arts, & Media | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 4 |
| Service | 0 | 5 | 0 | 0 | 0 | 0 | 9 | 0 | 14 |
| Office & Administrative Support | 0 | 12 | 0 | 0 | 0 | 0 | 12 | 0 | 24 |
| Natural Resources, Construction, & Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 9 |
| Production, Transportation, & Material Moving | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| GRAND TOTAL | 0 | 33 | 0 | 3 | 0 | 0 | 59 | 0 | 95 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

| Southern Arkansas University Tech Staff Fall 2012 | | | | | | | | | |
|--|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|------------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Library Technicians | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Management | 0 | 7 | 0 | 0 | 0 | 0 | 13 | 0 | 20 |
| Business & Finance Ops | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Computer, Engineering, & Science | 0 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| Community Service, Legal, Arts, & Media | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 5 |
| Service | 0 | 5 | 0 | 0 | 0 | 0 | 9 | 0 | 14 |
| Office & Administrative Support | 0 | 17 | 0 | 0 | 1 | 0 | 22 | 0 | 40 |
| Natural Resources, Construction, & Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 9 |
| Production, Transportation, & Material Moving | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| GRAND TOTAL | 0 | 36 | 0 | 0 | 1 | 0 | 63 | 0 | 100 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

| Southern Arkansas University Tech Staff Fall 2011 | | | | | | | |
|--|----------------|-------------|------------------------|-----------------|------------------|-------------------|-------|
| Race | Exe./Adm./Mgr. | Other Prof. | Technical Paraprof. | Clerical & Sec. | Skilled Craft | Service Maint. | Total |
| Non-Resident Alien | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black, Non-Hispanic | 6 | 4 | 5 | 13 | 0 | 6 | 34 |
| American Indian/Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| White, Non-Hispanic | 15 | 7 | 10 | 14 | 4 | 15 | 65 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 21 | 11 | 15 | 28 | 4 | 21 | 100 |

Source: IPEDS Human Resources Survey Component

| Southern Arkansas University Tech Staff Fall 2010 | | | | | | | |
|--|--------------|-------------|-----------------------|-------------------|------------------|------------------|-------|
| Race | Exe/Adm/Mgr. | Other Prof. | Technical Paraprof | Clerical & Sec | Skilled Craft | Service Maint | Total |
| Non-Resident Alien | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black, Non-Hispanic | 6 | 3 | 5 | 8 | 0 | 6 | 28 |
| American Indian/Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| White, Non-Hispanic | 16 | 6 | 9 | 16 | 4 | 13 | 64 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 22 | 9 | 14 | 25 | 4 | 19 | 93 |

Source: IPEDS Human Resources Survey Component

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2014 and October 31, 2014 there was **one (1)** minority faculty and staff who began working at the institution, which represents **16.7%** of the total new hires. The table details faculty and staff positions by minority group.

| Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2014-October 31, 2014 | | | | | | | | | |
|--|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|----------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Full-Time Faculty | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Library Technicians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student & Academic Affairs & Other Education Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business & Finance Ops Occupations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer, Engineering, & Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Community Service, Legal, Arts, & Media | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Office & Administrative Support | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Natural Resources, Construction, & Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Production, Transportation, & Material Moving | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 0 | 1 | 0 | 0 | 0 | 0 | 5 | 0 | 6 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

| Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2013-October 31, 2013 | | | | | | | | | |
|--|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|----------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Full-Time Faculty | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Library Technicians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student & Academic Affairs & Other Education Services | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business & Finance Ops Occupations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer, Engineering, & Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Community Service, Legal, Arts, & Media | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Office & Administrative Support | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Natural Resources, Construction, & Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Production, Transportation, & Material Moving | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

| Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2012-October 31, 2012 | | | | | | | | | |
|--|--------------------|---------------------|--------------------------------|----------|----------|----------------------------------|---------------------|----------|----------|
| Race | Non-Resident Alien | Black, Non-Hispanic | American Indian/Alaskan Native | Asian | Hispanic | Native Hawaiian/Pacific Islander | White, Non-Hispanic | Unknown | TOTAL |
| Full-Time Faculty | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Librarians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Library Technicians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Management | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Business & Finance Ops Occupations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer, Engineering, & Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Community Service, Legal, Arts, & Media | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Office & Administrative Support | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Natural Resources, Construction, & Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Production, Transportation, & Material Moving | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 6 |

Source: IPEDS Human Resources Survey Component using SOC Code Categories

| Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2011– October 31, 2011 | | | | | | | | |
|---|---------|-------------|------------|--------------------|----------------|---------------|---------------|-------|
| Race | Faculty | Exe/Adm/Mgr | Other Prof | Technical Paraprof | Clerical & Sec | Skilled Craft | Service Maint | Total |
| Black, Non-Hispanic American | 1 | 0 | 1 | 1 | 3 | 0 | 1 | 7 |
| White, Non-Hispanic | 2 | 0 | 1 | 1 | 2 | 0 | 1 | 7 |
| Total | 3 | 0 | 2 | 2 | 5 | 0 | 2 | 14 |

Source: IPEDS Human Resources Survey Component

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2014 and June 30, 2015 there were **five (5)** minority faculty and staff who began working at the institution, which represents **38.46%** of the total new hires. The tables below detail faculty and staff positions by minority group.

Plan Indicator to Determine Success #1 – Review of the College Affirmative Action Reports.

Affirmative Action Report

July 1 – September 30, 2014

Eleven positions were advertised and five employees were hired to fill the positions for the first quarter of the 2014-15 fiscal year. The positions were advertised through the following:

Camden News
Magnolia Banner News
El Dorado Times
AR Democrat- Gazette
Fordyce Advocate
Texarkana Gazette

arkansasjobs.net
SAU Tech website
Employment Security Division
Veterans Supported Employment Program
Letters of announcements to predominantly minority colleges

The applicants who completed the Equal Employment Data form submitted information for the following data.

Seventy-five (75) applications were submitted for review. Fifteen (15) candidates were interviewed for the positions.

Candidates who received an interview were:

| | Administrator | Faculty | Classified | Total |
|----------|---------------|---------|------------|-------|
| White | 1 | 4 | 4 | 9 |
| Black | 3 | 0 | 3 | 6 |
| Hispanic | 0 | 0 | 0 | 0 |
| | | | | |
| Male | 0 | 4 | 3 | 7 |
| Female | 4 | 0 | 4 | 8 |

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who were hired were:

| | Administrator | Faculty | Classified | Total |
|----------|---------------|---------|------------|-------|
| White | 0 | 2 | 0 | 2 |
| Black | 1 | 0 | 2 | 3 |
| Hispanic | 0 | 0 | 0 | 0 |
| | | | | |
| Male | 0 | 2 | 1 | 3 |
| Female | 1 | 0 | 1 | 2 |

*NOTE: One (1) faculty position – AFTA, and five (5) classified positions – 1 AFTA, 1 Adult Ed, and 3 Tech positions had not been filled at the end of the first quarter. The three classified positions for Tech are on hold waiting for review and final determination.

Olivia Clack
HR Director

Affirmative Action Report

October 1 – December 31, 2014

Seven positions were advertised and two employees were hired to fill the positions for the second quarter of the 2014-15 fiscal year. The positions were advertised through the following:

| | |
|----------------------|--|
| Camden News | arkansasjobs.net |
| Magnolia Banner News | SAU Tech website |
| El Dorado Times | Employment Security Division |
| AR Democrat- Gazette | Veterans Supported Employment Program Fordyce |
| Advocate | |

The applicants who completed the Equal Employment Data form submitted information for the following data.

Seventy-seven (77) applications were submitted for review. Seventeen (17) candidates were interviewed for the positions.

Candidates who received an interview were:

| | Administrator | Faculty | Classified | Total |
|----------|---------------|---------|------------|-------|
| White | 0 | 0 | 8 | 8 |
| Black | 0 | 0 | 9 | 9 |
| Hispanic | 0 | 0 | 0 | 0 |
| | | | | |
| Male | 0 | 0 | 3 | 3 |
| Female | 0 | 0 | 14 | 14 |

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who were hired were:

| | Administrator | Faculty | Classified | Total |
|----------|---------------|---------|------------|-------|
| White | 0 | 0 | 1 | 1 |
| Black | 0 | 0 | 1 | 1 |
| Hispanic | 0 | 0 | 0 | 0 |
| | | | | |
| Male | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 2 | 2 |

*NOTE: One administrative position, one faculty position (AFTA), and three (3) classified positions had not been filled at the end of the second quarter. **The three classified positions for Tech are on hold due to budget cuts.**

Olivia Clack
HR Director

Affirmative Action Report

January 1 – March 31, 2015

Six positions were advertised and two employees were hired to fill the positions for the third quarter of the 2014-15 fiscal year. The positions were advertised through the following:

| | |
|----------------------|--|
| Camden News | arkansasjobs.net |
| Magnolia Banner News | SAU Tech website |
| El Dorado Times | Employment Security Division |
| AR Democrat- Gazette | Veterans Supported Employment Program Fordyce |
| Advocate | |

The applicants who completed the Equal Employment Data form submitted information for the following data.

Eighteen (18) applications were submitted for review and six (6) candidates were interviewed for the two positions that were filled.

Candidates who received an interview were:

| | Administrator | Faculty | Classified | Total |
|----------|---------------|---------|------------|-------|
| White | 2 | 2 | 0 | 4 |
| Black | 2 | 0 | 0 | 2 |
| Hispanic | 0 | 0 | 0 | 0 |
| | | | | |
| Male | 0 | 2 | 0 | 2 |
| Female | 4 | 0 | 0 | 4 |

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who were hired were:

| | Administrator | Faculty | Classified | Total |
|----------|---------------|---------|------------|-------|
| White | 1 | 1 | 0 | 2 |
| Black | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 |
| | | | | |
| Male | 0 | 1 | 0 | 1 |
| Female | 1 | 0 | 0 | 1 |

*NOTE: Three faculty positions and one (1) classified position had not been filled at the end of the third quarter.

Olivia Clack
HR Director

Affirmative Action Report

April 1 – June 30, 2015

Ten positions were advertised and four employees were hired to fill the positions for the fourth quarter of the 2014-15 fiscal year. The positions were advertised through the following:

Camden News including Total Talent Reach and Diversity Boost
Magnolia Banner News
El Dorado Times
AR Democrat- Gazette
Fordyce Advocate
SAU Tech website
Employment Security Division
Veterans Supported Employment Program
arkansasjobs.net

The applicants who completed the Equal Employment Data form submitted information for the following data.

Twenty-five (25) applications were submitted for review and ten (10) candidates were interviewed for the four (4) positions that were filled.

Candidates who received an interview were:

| | Administrator | Faculty | Classified | Total |
|----------|---------------|---------|------------|-------|
| White | 2 | 6 | 1 | 9 |
| Black | 0 | 0 | 1 | 1 |
| Hispanic | 0 | 0 | 0 | 0 |
| | | | | |
| Male | 1 | 5 | 2 | 8 |
| Female | 1 | 1 | 0 | 2 |

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who were hired were:

| | Administrator | Faculty | Classified | Total |
|----------|---------------|---------|------------|-------|
| White | 1 | 2 | 0 | 3 |
| Black | 0 | 0 | 1 | 1 |
| Hispanic | 0 | 0 | 0 | 0 |
| | | | | |
| Male | 0 | 2 | 1 | 3 |
| Female | 1 | 0 | 0 | 1 |

*NOTE: Four (4) faculty positions, one (1) administrative, and one (1) classified position had not been filled at the end of the fourth quarter.

Olivia Clack
HR Director

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. The ultimate goal of SAU Tech's Minority Recruitment/Retention Plan is to increase, through recruitment and retention, the student, faculty, and staff minority representation to the respective proportion in the primary service area. Primarily, SAU Tech serves the south central Arkansas counties of Calhoun, Columbia, Dallas, and Ouachita. According to the U.S. Census Bureau, Census 2010, population diversity in this service area is composed of 59.3% White, 37.6% Black or African American, and 3.1% Other ethnic origins.

Minorities represent **34.56%** for the total completions for 2014-2015. This is a slightly larger percentage of minority completions than last year. The total number of completions is smaller. Also, minorities represent **39.64%** total headcount enrollment for 2014-2015. This is a slightly larger percentage of minority headcount but the total headcount is less than last year.

In the fall semester 2014, the faculty consisted of 6.0% minorities and the staff consisted of 37.9% minorities.

Plan Indicator to Determine Success #4 – Comparison of completion rates each spring.

| Graduated Student File by Race/Ethnicity | | | | | | | | | | |
|---|------------------|---------|------------------|---------|------------------|---------|------------------|---------|------------------|---------|
| Race | 2014-2015 | | 2013-2014 | | 2012-2013 | | 2011-2012 | | 2010-2011 | |
| American Indian/Alaska Native | 10 | 1.03% | 16 | 1.52% | 11 | 1.38% | 9 | 1.21% | 11 | 1.46% |
| Asian/Pacific Islander | 4 | 0.41% | 12 | 1.14% | 4 | 0.50% | 2 | 0.27% | 3 | 0.40% |
| Black (Non-Hispanic) | 306 | 31.39% | 306 | 29.03% | 232 | 29.04% | 242 | 32.57% | 209 | 27.79% |
| Hispanic | 17 | 1.74% | 21 | 1.99% | 16 | 2.00% | 17 | 2.29% | 14 | 1.86% |
| Non-resident Alien | 4 | 0.41% | 4 | 0.38% | 14 | 1.75% | 13 | 1.75% | 11 | 1.46% |
| Unknown | 5 | 0.51% | 7 | 0.66% | 3 | 0.38% | 3 | 0.40% | 2 | 0.27% |
| White | 629 | 64.51% | 688 | 65.28% | 519 | 64.95% | 457 | 61.51% | 502 | 66.76% |
| Total Graduates | 975 | 100.00% | 1054 | 100.00% | 799 | 100.00% | 743 | 100.00% | 752 | 100.00% |

Strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. The college will continue to work toward the current objectives and work to refine the methods being employed.

Include your timeline, budget, and methods used to assess and monitor progress. The college will continue to assess and monitor progress on an annual basis. There is not a budget specifically for minority recruitment and retention. Therefore, the budget for minority recruitment is dispersed throughout the college. All faculty and staff hiring is centralized to insure consistency in the recruitment process for all positions and this is overseen by the Vice Chancellor for Finance and Administration. The Vice Chancellor for Student Services monitors activities specifically geared toward the minority student population.

Plan Indicator to Determine Success #2 – Review of the Fall Student Opinion Survey.

| Student Opinion Survey Data Fall 2010/Fall 2011/Fall 2012/Fall 2013 | | | | | | | | | | |
|--|------------------|--------|------------------|--------|------------------|--------|------------------|--------|------------------|--------|
| Item | Fall 2014 | | Fall 2013 | | Fall 2012 | | Fall 2011 | | Fall 2010 | |
| Size of Classes | 4.32 | 86.40% | 4.23 | 84.60% | 4.23 | 84.60% | 4.24 | 84.80% | 4.29 | 85.80% |
| Racial Harmony | 4.35 | 87.00% | 4.25 | 85.00% | 4.20 | 84.00% | 4.22 | 84.40% | 4.17 | 83.40% |
| Overall Impression | 4.32 | 86.40% | 4.23 | 84.60% | 4.19 | 83.80% | 4.26 | 85.20% | 4.28 | 85.60% |
| NOTE: Ratings are based on a 5-point scale with 5 being Excellent. | | | | | | | | | | |
| 34.59% minority respondents in fall 2014; 37.17% minority respondents in fall 2013; 42.20% minority respondents in fall 2012; 45.40% minority respondents in fall 2011; 47.80% minority respondents in fall 2010 | | | | | | | | | | |



**MINORITY
RECRUITMENT AND RETENTION REPORT
2015**

**Submitted by
Dr. Kaleybra Morehead
Vice President of Academic Affairs**

June 2015

1. **Number of minority students, by minority group, who currently attend the institution.** There were 862 minority students out of 1,379 enrolled in Southeast Arkansas College during the 2015 spring semester.

| Asian/Pacific Islands Males | | |
|-----------------------------|--------------|------------|
| GROUP TOTAL | ALL STUDENTS | PERCENTAGE |
| 6 | 1,379 | .43 |

| Asian/Pacific Islands Females | | |
|-------------------------------|--------------|------------|
| GROUP TOTAL | ALL STUDENTS | PERCENTAGE |
| 4 | 1,379 | .29 |

| Black/Non-Hispanic Males | | |
|--------------------------|--------------|------------|
| GROUP TOTAL | ALL STUDENTS | PERCENTAGE |
| 193 | 1,379 | 13.9 |

| Black/Non-Hispanic Females | | |
|----------------------------|--------------|------------|
| GROUP TOTAL | ALL STUDENTS | PERCENTAGE |
| 632 | 1,379 | 45.8 |

| Hispanic Males | | |
|----------------|--------------|------------|
| GROUP TOTAL | ALL STUDENTS | PERCENTAGE |
| 13 | 1,379 | .94 |

| Hispanic Females | | |
|------------------|--------------|------------|
| GROUP TOTAL | ALL STUDENTS | PERCENTAGE |
| 9 | 1,379 | .65 |

| American Indian/Alaska Native Males | | |
|-------------------------------------|--------------|------------|
| GROUP TOTAL | ALL STUDENTS | PERCENTAGE |
| 2 | 1,379 | .14 |

| American Indian/Alaska Native Females | | |
|---------------------------------------|--------------|------------|
| GROUP TOTAL | ALL STUDENTS | PERCENTAGE |
| 3 | 1,379 | .21 |

| Term | Enrollment (Unduplicated) |
|---|---|
| 2015SP | 1379 |
| Credit Headcount | |
| FT Enrollment | 48% |
| PT Enrollment | 52% |
| Enrollment Increase (Since 1991) | Reliable Data Not Available Prior to 2005FA |
| Occupational/Technical Education | 53% |
| General Education | 44% |
| Male | 28% |
| Female | 72% |
| Average Age: | 28 yrs |
| White | 37% |
| African-American | 60% |
| Hispanic/Latino | 1.6% |
| Other | 1.2% |

Number and position title of minority faculty and staff who currently work for the institution.

ADMINISTRATION-2

| Gender | Ethnic | Position/Title |
|---------------|---------------|---|
| F | 02 | Vice President for Academic Affairs |
| F | 02 | Vice President for Nursing & Assessment |

PROFESSIONAL-15

| Gender | Ethnic | Position Class |
|---------------|---------------|--|
| F | 02 | Registrar |
| F | 02 | Education Career Counselor |
| F | 02 | Director, Admissions, Records & Enrollment |
| F | 02 | Student Recruitment Coordinator |
| F | 02 | Distance Education Coordinator |
| F | 02 | Career Coach |
| F | 02 | Career Coach |
| F | 02 | Career Coach |
| M | 02 | Career Coach |
| M | 02 | Industry Training Specialist |
| F | 02 | Early Childhood Development Coordinator |

| | | |
|---|----|-----------------------------------|
| M | 02 | Assistant, Financial Aid Director |
| F | 02 | Counselor, Student Affairs |
| F | 02 | Library Director |
| F | 03 | Retention & Advising Specialist |

Number of minority, by minority group, full-time faculty who currently work for the institution.

FULL TIME FACULTY-18

| Gender | Ethnic | Position/Title |
|---------------|---------------|-----------------------------------|
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/General Studies |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/Technical Studies |
| M | 01 | Faculty/Technical Studies |
| F | 02 | Faculty/Nursing and Allied Health |
| F | 02 | Faculty/General Studies |
| F | 03 | Faculty/General Studies |
| F | 02 | Faculty/Nursing and Allied Health |
| M | 02 | Faculty/Nursing and Allied Health |

STAFF-30

| Gender | Ethnic | Position Type |
|---------------|---------------|-----------------------------------|
| M | 02 | Institutional Services Supervisor |
| M | 02 | Institutional Services Assistant |
| F | 02 | Cashier |
| F | 02 | Administrative Specialist |
| F | 02 | Human Resource Specialist |
| M | 02 | Institutional Services Assistant |
| F | 02 | Administrative Specialist |
| M | 02 | Financial Aid Specialist |
| F | 02 | Administrative Specialist |
| M | 02 | Institutional Services Assistant |
| F | 02 | Cashier |

| | | |
|---|----|----------------------------------|
| F | 02 | Institutional Services Assistant |
| F | 02 | Student Recruitment Specialist |
| F | 02 | Assistant Registrar |
| M | 02 | Institutional Services Assistant |
| F | 02 | Institutional Services Assistant |
| F | 02 | Cashier II |
| M | 02 | Institutional Services Assistant |
| M | 02 | Institutional Services Assistant |
| F | 02 | Administrative Specialist |
| M | 02 | Administrative Specialist |
| F | 02 | Financial Aid Specialist |
| F | 02 | Administrative Specialist |
| F | 02 | Student Success Advisor |
| M | 02 | Buildings & Grounds Maintenance |
| M | 02 | Institutional Services Assistant |
| F | 02 | Library Support Assistant |
| F | 02 | Accountant |
| F | 02 | Cashier |
| F | 02 | Institutional Services Assistant |

Number of minority adjunct faculty who currently work for the institution.

ADJUNCT INSTRUCTORS- 49

| GENDER | Black | Am. Indian | Asian | Hispanic |
|---------------|--------------|-------------------|--------------|-----------------|
| Male | 8 | 0 | 0 | 0 |
| Female | 38 | 1 | 1 | 1 |

| | Black Male | Black Female | Am Indian Male | Am Indian Female | Asian Male | Asian Female | Hispanic Male | Hispanic Female |
|-------------------|-------------------|---------------------|-----------------------|-------------------------|-------------------|---------------------|----------------------|------------------------|
| Executive | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Full Time Faculty | 1 | 16 | 0 | 1 | 1 | 0 | 0 | 0 |
| Professional | 2 | 12 | 0 | 1 | 0 | 0 | 0 | 0 |
| Staff | 11 | 19 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjunct | 8 | 38 | 0 | 1 | 0 | 1 | 0 | 1 |

Number and position title of minority faculty and staff who began working at the institution in the past year.

There were fifteen (15) full-time minority faculty and staff members employed by Southeast Arkansas College between July 1, 2014, and June 30, 2015.

POSITITON/TITLE

| | | |
|---|----|--|
| M | 02 | Institutional Services Assistant |
| F | 02 | Nursing Assistant Instructor |
| F | 02 | Nursing Instructor |
| F | 02 | Nursing Instructor |
| F | 02 | Distance Education Coordinator |
| F | 02 | Nursing Instructor |
| F | 02 | Nursing Instructor |
| F | 02 | Cashier II |
| M | 02 | Institutional Services Assistant |
| F | 02 | Nursing Instructor |
| F | 02 | Library Support Assistant |
| F | 02 | TRiO Academic Reading/English Instructor |
| F | 02 | Cashier |
| F | 02 | Institutional Services Assistant |
| M | 02 | Nursing Instructor |

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/beach marks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.

It is the policy of Southeast Arkansas College to not discriminate against any individual on the basis of race, color, sex, religion, national origin, age or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College is in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an ever-increasing

minority population. Through efforts to emphasize and celebrate various cultures through art exhibits, book reviews, lecturers, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus.

As a result, the percentage of minority students has increased significantly since 1997. The statistics show that the minority population at SEARK College is greater than the percentage of minority populations in our six-county service area. The campus is located in Jefferson County.

As we look to the future, we will continue to assess the impact of our progress, and stress the recognition of the contributions of all races on the formation of our great democracy. We believe that as we continue to respect all people, regardless of their race, gender, and age, we will continue to be affirmed by the many communities that we currently serve.

As with students, we have made great strides in hiring and advancing minorities in faculty positions, especially in leadership areas. This year's numbers reflect an increase in the number of new hires who are minorities.

The President's Cabinet, which represents the administrative leadership of the College, consists of two minorities. Three of the five cabinet members are females. The Vice President for Assessment and Allied Health is a female African-American. This Vice President supervises all nursing and allied health faculty, which is the largest program among the technical programs. The Vice President for Academic Affairs is an African-American female. There are also twelve African-American females and two males who are employed, and one Native American in a professional mid-management position.

**University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2014-2015 Annual Report**

I. Number of minority students, by minority group, who currently attend the institution.

| Fall 2014 Semester | |
|--------------------------------|-------------------------------|
| Minority Group | # of Students Enrolled |
| American Indian/Alaskan Native | 12 |
| Black | 41 |
| Hispanic | 65 |
| Asian | 13 |
| Hawaiian | 3 |
| Multiple Races | 58 |
| Total Minority Students | 192 |

| Spring 2015 Semester | |
|--------------------------------|-------------------------------|
| Minority Group | # of Students Enrolled |
| American Indian/Alaskan Native | 10 |
| Black | 31 |
| Hispanic | 58 |
| Asian | 11 |
| Hawaiian | 2 |
| Multiple Races | 48 |
| Total Minority Students | 160 |

During the Fall 2014 semester, 192 minority students were enrolled at UACCB. This is nearly identical to the total of 197 minority students enrolled in the Fall 2013 semester. Minority students comprised 17.14% of the total number of students enrolled in the Fall 2014 semester.

During the Spring 2015 semester, 160 minority students were enrolled at UACCB. This is nearly identical to the total of 161 minority students enrolled in the Spring 2014 semester. Minority students comprised 16.26% of the total number of students enrolled in the Spring 2015 semester.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 4.46%. UACCB's student body currently has significantly more minority representation than its service area. The most significant growth occurred with Hispanic students who are the fastest growing minority population in the UACCB service area.

II. Number and position title of minority faculty and staff who currently work for the institution.

UACCB currently has 117 full-time employees, 37 adjunct instructors, and 17 part-time staff. UACCB currently has sixteen employees who are minorities. The percentage of employees who are minorities is 9.36% which is greater than UACCB's service area minority population of 4.46%. The following chart details the positions of current minority employees.

| Employee Status | Position Title | Race/Ethnicity |
|---------------------|---|-----------------|
| Faculty | Biology Instructor | Hispanic |
| Faculty | Mathematics Instructor | Asian |
| Faculty | Medical Professions Educator Instructor | American Indian |
| Staff | Payroll Technician | American Indian |
| Staff | Director of Enrollment Management | American Indian |
| Staff | Director of Special Programs | Asian |
| Staff | Transfer Coordinator Title III | Black |
| Faculty (part-time) | Adjunct Faculty – Early Childhood | Black |
| Faculty (part-time) | Adjunct Faculty – Nursing | Black |
| Faculty (part-time) | Adjunct Faculty – Industrial Tech | Black |
| Faculty (part-time) | Adj. Faculty – Community and Tech Ed. | American Indian |
| Staff (part-time) | Maintenance | Black |
| Staff (part-time) | Tutor – TRiO | American Indian |
| Staff (part-time) | Staff – Structured Learning Assistant | Black |
| Staff (part-time) | Staff – TRiO | American Indian |
| Staff (part-time) | Staff – Community and Technical Ed. | Hispanic |

III. Number of minority, by minority group, full-time faculty who currently work for the institution.

| Minority Group | # of Full-Time Faculty |
|----------------------------------|------------------------|
| American Indian/Alaskan Native | 1 |
| Black | 0 |
| Hispanic | 1 |
| Asian | 1 |
| Multiple Races | 0 |
| Total Minority Full-time Faculty | 3 |

IV. Number of minority adjunct faculty who currently work for the institution.

| Minority Group | # of Adjunct Faculty |
|--------------------------------|----------------------|
| American Indian/Alaskan Native | 1 |
| Black | 3 |
| Hispanic | 0 |
| Asian | 0 |
| Multiple Races | 0 |
| Total Minority Adjunct Faculty | 4 |

V. Number and position title of minority faculty and staff who began working at the institution in the past year.

Three minority faculty were hired during the 2014-2015 academic year.

| Employee Status | Position Title | Race/Ethnicity |
|---------------------|---|-----------------|
| Faculty | Mathematics Instructor | Asian |
| Faculty | Medical Professions Educator Instructor | American Indian |
| Faculty (part-time) | Adj. Faculty – Community and Tech Ed. | American Indian |

VI. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.**Institutional Goals from the UACCB Minority Recruitment 5-Year Plan 2012-2017**

- 1.) UACCB's student body will be more diverse than the service area population.

Success Indicator: UACCB's minority student percentage of enrollment will surpass the percentage of minorities in its designated service area.

Progress:

UACCB's student body consisted of 17.14% minority students in the Fall 2014 semester and 16.26% minority students in the Spring 2015 semester. UACCB's designated service area minority population is 4.46% according to the 2010 Census. This goal was met.

- 2.) UACCB will take steps to aggressively recruit and retain Board of Visitors members who represent racial and gender diversity.

Success Indicator: The Board of Visitors membership includes individuals who represent diversity, with at least one member of the Board representing a racial minority.

Progress:

The Board of Visitors has minority representation. This goal was met.

- 3.) The College will aggressively pursue the hiring and/or promotion of applicants and employees who represent diversity.

Success Indicator: Applicants and subsequent employee body at UACCB reflects at least the level of racial diversity of its service area.

Progress:

The current percentage of employees who are minorities is 9.36%. Minorities currently comprise 4.46% of the population of UACCB's service area. This goal was met.

- 4.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

Success Indicator: Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:

Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including higherjobs.com for faculty and administrative positions in an effort to attract minority candidates. This goal was met.

- 5.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee.

Success Indicator: Each advisory committee membership includes at least one minority.

Progress:

This year, like last, all advisory committees with the exception of one had minority representation. This committee has two open positions and the program director is actively seeking at least one minority to fill the open position(s). This goal was not met; however, all division chairs and program directors are aware of the importance of minority representation on committees and continue to actively recruit minority membership.

- 6.) The Director of Enrollment Management in coordination with the Enrollment Management Committee will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.

Success Indicator: Each year a survey of minority students will be conducted. Results will be analyzed to ensure that UACCB's marketing strategies and efforts have been received by prospective minority students. Suggestions and observations will be requested.

Progress:

Focus groups were conducted with students to gather qualitative data regarding recruitment efforts. This goal was met.

- 7.) The status of diversity will be assessed and reported annually as prescribed in Act 1091 of 1999.

Success Indicator: The Minority Report is submitted to the Arkansas Department of Education each year.

Progress:

The 2014-2015 Minority Recruitment and Retention Annual Report has been submitted. This goal was met.

VII. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

UACCB continues to make a concerted effort to recruit minority students in student leadership positions and offer more culturally diverse student programs. The UACCB Multi-cultural Student Association continues to be one of the more active student organizations on campus. UACCB plans to continue to expand its Black History Month educational programming.

UACCB will continue to strengthen partnerships with local GED and ESL programs to secure referral of minority students who are progressing through the programs. The Director of the UACCB GED and ESL programs works with other UACCB team members to identify these potential students and their respective goals for continuing their education at UACCB.

The benchmark for success will be growth in minority enrollment. Enrollment will be evaluated after census data for the Fall 2015 and Spring 2016 semesters to assess progress. The number of minority students enrolled and the yield rate of applications to enrolled students will be examined.

VIII. Include your timeline, budget, and methods used to assess and monitor progress.

Minority student recruitment progress will be evaluated after the census date when enrollment data for the Fall 2015 and Spring 2016 semesters is available and a report will be developed assessing recruitment efforts. Evaluating progress after each term allows time to assess where efforts need to be focused in the development of the recruitment and marketing plan for the upcoming year. Each racial/ethnic minority group as well as the aggregate numbers of minority students will be examined for growth in new students recruited and retained.

The budget for recruitment and retention related activities is listed below:

- 1.) Recruitment Budget Total \$212,837
- 2.) Retention Related Budgets Total \$578,760
 - a. Tutoring Budget = \$82,228
 - b. Counseling & Career Services = \$59,244
 - c. Student Development = \$60,064
 - d. Scholarships = \$276,000
 - e. Academic Advising = \$101,224

**Minority Recruitment and Retention
Progress Report
2015**

**The University of Arkansas
Community College at Hope/Texarkana**

**Prepared for the Arkansas Higher Education Department
June 2015**

Minority Retention Action Plan Progress Report

Introduction and Data Analysis

The University of Arkansas Community College at Hope/Texarkana(UAHT) is operating under a 2012-2017 Five-Year Minority Recruitment and Retention Action Plan (Action Plan) designed to integrate diversity initiatives into the core structures of the College. The Action Plan is devised to create processes rather than programs. The goals were drafted to increase diversity of the College's faculty and student body, and then to systematically implement and assess an institutionalized campus environment of diversity and inclusion. The 2012-2017 Action Plan consists of four goals. The first two goals address the degree to which plans, strategies, events, personnel, messages, and curricular and co-curricular activities make the College an inclusive and welcoming environment for all students, personnel, and members of the communities we serve. The second two goals focus on the degree to which the campus attracts and retains students, faculty, and staff commensurate with the service area region.

The UAHT service area, designated by the Arkansas Higher Education Coordinating Board, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas. According to the U.S. Census Quick Facts website, the College's 2013 (most recent year published) estimated service area demographic breakdown is as follows:

Current Service Area Ethnic Demographic Data (Hempstead, Howard, Lafayette, Miller, Nevada, and Pike Counties)

| Ethnic Group | Percentage |
|-------------------------------------|-------------------|
| White | 67.0% |
| Black | 24.4% |
| Hispanic | 6.4% |
| American Indian/Alaskan Native | 0.8% |
| Asian | 0.6% |
| Native Hawaiian/Pacific Islander | 0.1% |
| More than One Race | 1.5% |

As more specifically detailed under Goal 3 below, UAHT consistently attracts and services minority populations. While enrollment of African Americans (percentage-wise) slightly decreased over the past year (from 32.88% in fall 2013 to 32.13% in fall 2014), other minority populations increased. The College enrolls minorities at rates higher than the general service area population. Likewise, UAHT is graduating minority populations at rates higher than the percent of minorities in the general service area population.

Overall campus data indicates that recruitment, retention, graduation, curriculum, campus climate, and scholastic culture provide educational benefits for all students. Enrollment rates and graduation rates when viewed by ethnicity show that the College's values and underlying strategies reflect the diversity of the communities it serves.

GOAL 1:

The College has embraced a campus-wide continuous improvement philosophy, whereby processes are designed to be adaptable and evolutionary. Such comprehensive processes, with long-term institution-wide commitments, emphasize action plans and strategic thinking as a primary motivation.

The first goal of the Action Plan coordinates campus efforts toward a commitment to diversity beyond statistics. Goal 1 aligns and links institutional diversity priorities with other components of both internal and external institutional objectives. Strategies include developing a comprehensive campus-wide strategic plan, creating a diversity task force, widening diversity responsibility initiatives at all levels, and gaining external support for campus diversity.

UAHT has operated under its campus-wide strategic plan since fall 2013. Developed off of a "2020 Vision," the Strategic Plan gauges a set of Guiding Principles. Those principles are implemented to demonstrate that the College has a compelling image of who it is, has intrinsic core values, knows where it needs to go, and has set clear priorities on how to get there. The Guiding Principles are aimed at inspiring ingenuity, inventiveness, and imagination as a calculated shift from doing "business as usual." The Strategic Plan is calculated to propel the College forward and provide direction without dictating precise action.

Campus-wide follow through on a diversity task force is not completed. One of the first directives of the diversity task force was to explore the possibility of creating a diversity statement for the campus. While there were initial efforts to get the directive underway, to date there is no consensus as to what the diversity statement should be. The College acknowledges that accountability is an important aspect of achieving campus diversity and that the goals established for the diversity task force have not been achieved. One explanation might be that the enrollment and completion numbers for the campus are above the service area population and "defining" diversity might not be as paramount as it was originally conceived to be.

Another central piece of the campus-wide strategic planning was creating a breadth of responsibility for diversity that spanned all levels of the institution. We wanted to spotlight the degree to which the campus is welcoming, wide-ranging, inclusive, and embodies a sense of belonging. The focus is on meeting the psychological needs of students and instilling senses of self-esteem and self-actualization that they can take from our campus as they make social, intellectual, and geographic transitions in their lives.

The campus continues including diversity data in the annual Data Day discussions. This coordinates diversity initiatives between different areas of the institution and enlists the participation of people from different departments and various levels of responsibility.

The College recognizes the need to gain students' perspectives and sees student organizations, specifically the Multicultural Club, as an avenue to open discussions regarding misperceptions, stereotypes, and monolithic views of individuals and groups. This past year the Multicultural Club sponsored a community canned food drive and hosted various programs throughout Black History Month. For the current academic year the president of the campus Student Government Association was African-American, as was the vice president of Phi Theta Kappa.

UAHT has a well-established history of creating meaningful partnerships both inside and outside of our service area. The College achieved one of its greatest campus efforts during the 2012-2013 academic year, opening an instructional site in Miller County, Arkansas. During its first two years in operation the UA-Texarkana achieved structural diversity that corresponded with the area's demographic breakdowns. A second facility is under construction and is expected to be operational by fall 2015.

Goal 1 Progress Indicators

1. *Completed campus strategic plan process to integrate all planning documents with projected outcomes and accountability measures*
2. *Include assessment of Five-Year Action Plan in the campus "Data Day" discussions*
3. *Participated in 2014 CCSSE to quantify students' diversity experiences*
4. *Explored the possibility of including a diversity writing assignment as part of all Composition I classes*

GOAL 2

The second goal of the Action Plan emphasizes teaching and learning while focusing on scholarship and curriculum. The goal is to achieve a cohesive network that prepares students for the world at large through multiculturalism.

The College has reported some success in this area. The results from the 2014 Community College Survey of Student Engagement (CCSSE) are mostly unchanged from the 2012 survey. To the question, "In your experience at this college during the current school year, how often have you done each of the following:" 45.5% of students responded that they had "often" or "very often" had serious conversations with students of a different race or ethnicity other than their own. 41.7% of the students responded that "often" or "very often" they had serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values.

In the 2014 survey a majority of students thought that the College emphasized "encouraging contact among students from different economic, social, and racial or ethnic backgrounds," 52.6% of the students responding "quite a bit" or "very much."

Asked if their experience at the College contributed to their knowledge, skills, and personal development toward understanding people of other racial and ethnic backgrounds, 57.8% of the students responded “quite a bit,” or “very much.”

Students’ responses to the questions regarding multiculturalism demonstrate that UAHT has created an environment in which diversity initiatives are taken seriously, and are given support and respect.

The Arts, Humanities and Social Sciences Division (AH&SS) continues to work on including diversity issues as a part of all Composition I classes. The faculty members are very open to this idea and continue work to come to a consensus of how to implement diversity into the core curriculum of the course. The department requires a diversity assignment as part of the standardized course plan and assessment.

The UAHT Library continues its diversity awareness program, initiated in 2012. The Library has a world map on its bulletin board with “welcome” posted in the native language of every country represented within the UAHT student body. Library staff engage students in diversity awareness scavenger hunts, requiring students to answer questions about countries, cultures, and cultural celebrations utilizing the library databases. Winners of the diversity awareness activities received prizes, while participants learned more about the library, research, and the multiplicity of cultures. The library staff developed the diversity awareness initiatives to reinforce what students learned through their course work and to showcase the similarities and differences of cultures. The Library Awareness project continues to receive good feedback from students and faculty.

The Health Professions division continues its “Transcultural Day” as part of student assessments in the course on adult health. Groups are assigned cultures and regions to research and present. Participants are required to dress in cultural attire, make a classroom presentation, and develop a pamphlet including regional health practices, social relationships, and dietary considerations, among other things. Groups prepare food from their culture or region to share with the class. Students are graded on a peer evaluation form.

Since 2012 the College has operated its conference and performing arts center named Hempstead Hall. Hempstead Hall is a first-of-a-kind facility in southwest Arkansas, designed for cultural and artistic programming, educational and workforce training, and public school use. The College works diligently to make members of diverse communities a part of the featured programs and activities. One of the programs featured in Hempstead Hall through the Southwest Arkansas Arts Council was Cirque Zuma Zuma and showcased music and acrobatic performances from various cultures throughout Africa.

Goal 2 Progress Indicators

1. *Explored the possibility of including a diversity writing assignment as part of all Composition I classes*

2. *Researched a service learning component linked to general education courses*
3. *Utilized CCSSE data to quantify students' diversity experiences*

GOAL 3

Campus diversity, like student success, is considered everyone's responsibility on campus. The College already realizes much success with helping students' achieve their goals, as is evident by our retention and graduation rates.

Headcount Enrollment by Race

| | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|------------------------|------------------|------------------|------------------|------------------|
| African American | 482 (35.03%) | 531 (35.49%) | 480 (32.88%) | 437 (32.13%) |
| Asian/Pacific Islander | 10 (0.73%) | 12 (0.80%) | 6 (0.41%) | 6 (0.44%) |
| Hispanic | 75 (5.45%) | 73 (4.88%) | 86 (5.89%) | 89 (6.54%) |
| Native American | 7 (0.51%) | 18 (1.20%) | 11 (0.75%) | 11 (0.81%) |
| White | 752 (54.65%) | 848 (56.69%) | 842 (57.67%) | 808 (59.41%) |
| Unknown/Other* | 50 (3.63%) | 14 (0.94%) | 34 (2.33%) | 9 (0.66%) |
| Total Headcount | 1376 | 1496 | 1460 | 1360 |

**Unknown/Other indicates more than one ethnicity.*

The third goal of the Action plan addresses the degree to which the campus attracts, recruits, enrolls, and retains students. During the last three years the College has maintained a student population reflective of our service area. African American enrollment averaged 33.5% of the student population (9.1% above the service area population). Hispanic enrollment averaged 5.77% of the student population (0.53% below the service area population). During the last three years Hispanic enrollment grew by 21.9%. The other populations, including Asian/Pacific Islander, Native American and Other/Unknown are consistent with the service area population. Approximately 40% of the total enrollment at UAHT is made up of minority populations. Data analysis indicates areas in which we are succeeding and points out areas that need increased focus and attention.

These numbers are more telling when compared to the overall enrollment decrease of the College, which averaged a 9.1% decrease over the last three years. Through the gathering, calculation, and analysis of relevant statistics, what we make every effort for is an environment where students feel included, engaged, and at home. The College wants students to have a personal stake in their education and a feeling of loyalty to the campus

because everyone with whom they came in contact is working together for the common good.

Analysis of the minority population's enrollment when compared to the college's overall student enrollment demonstrates the ability of the College to actively and successfully recruit minority students.

Graduated Student File by Ethnicity

| Race | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------------|------------------|------------------|------------------|------------------|------------------|
| African American | 114 (31.23%) | 89 (29.57%) | 98 (30.34%) | 89 (30.90%) | 102 (28.13%) |
| Asian/Pacific Islander | 2 (.54%) | 4 (1.33%) | 4 (1.23%) | 4 (1.34%) | 2 (0.55%) |
| Hispanic | 10 (2.74%) | 11 (3.65%) | 23 (7.12%) | 17 (5.90%) | 25 (6.9%) |
| Native American | 0 (0%) | 0 (0%) | 2 (.62%) | 2 (0.69%) | 4 (1.1%) |
| White | 237 (64.93%) | 197 (65.44%) | 195 (60.37%) | 176 (61.11%) | 228 (62.98%) |
| Other/Unknown* | 10 (2.74%) | 0 (0%) | 1 (.31%) | 1 (0.34%) | 1 (0.28%) |
| Total Graduates | 365 | 301 | 471 | 288 | 362 |

The ultimate goal of recruiting any student is graduation. Campus graduation rates when viewed by ethnicity show that the College is representative of our service area. Over a three-year period graduation rates have increased 4.5% for ethnic student populations. The number of minority population graduates increased 4.72%. Over the three-year period the overall college graduation rates increased by 5%, but the total number of graduates decreased by 4.32%. For these percentages and number, "graduation rates" is defined as the total number of graduates for a particular year divided by the fall enrollment for that year. Minorities represented 36.74% of the 2014-2015 graduates, a proportion, which is 2.44% higher than the percent of minorities in the general population of the service area.

The College utilizes Career Coaches at two of our service area high schools, Hope High School and Lafayette County High School. Each of those schools has majority populations of minority students. We have received a grant to place a Career Coach at Arkansas High in Miller County, Arkansas in fall 2015, which also has a majority population of minority students.

The College tries to engage all constituencies of the campus to work in concert toward student success. Faculty members have been a part of student orientation for years but we continue to increase their presence so that students can become familiar with their instructors and advisors. Student orientation is ever evolving. We continuously discuss

and try to recognize and anticipate students' needs. Faculty and staff lead students in small groups on campus tours to give them a chance to make a new friend and get to know at least one on-campus employee. The College continues to incorporate orientation processes to include some online elements.

UAHT has a three-year, fall-to-fall, average student retention rate of 42.3% (based on cohort of first-time, full-time, degree or certificate-seeking students). CCCSE reports a 52% national retention rate among two-year college students. Based on that statistic, the College is currently falling below the national average for fall-to-fall retention.

Our enrollment and graduation rates demonstrate that the College's planning processes parallel our capacities. It is at this point that the focus of goal three of the Action Plan relates back to the first two goals, by aligning an institutional climate of cooperation with all of the coordinating components of the institutional mission. In summary, we feel that we are doing some things right.

UAHT reviews both its recruiting plans and materials and its enrollment management plan to determine that we are meeting our service area's needs. Statistically those needs are met. However, we never consider students as numbers. We strive to verify that access, retention, and success are personalized to the greatest extent possible. We want students to be whole and to be ready to face life-long challenges and opportunities.

Goal 3 Progress Indicators

1. *Continued "Intrusive Advising" as institutional attention to academic success*
2. *Continued and increased participation of academic personnel in student orientation and first week sessions*
3. *Plans underway to include meaningful recruitment and retention data in the campus "Data Day" discussions*

GOAL 4

We have continuously acknowledged that on average the total number of minority faculty and staff is slightly lower than representative of the service area. The service area is approximately 24% African American, whereas African Americans represent 14% of College employees. The College maintains its efforts to recruit minority faculty and staff and widely publicize vacancies through professional publications and local and state news media. Not that many vacancy or hiring opportunities presented themselves over the last five years and it remains unlikely that the percentages will change drastically in the next few years.

Faculty and Staff Breakdown

| Race | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------|-------------|-------------|---------------|----------------|---------------|---------------|
| White | 96 (81%) | 92 (82%) | 95 (80%) | 145 (83.3%) | 97 (78.2%) | 93 (83.8%) |
| African American | 22 (18%) | 20 (18%) | 22 (18.6%) | 28 (16.1%) | 25 (20%) | 16 (14.4%) |

| | | | | | | |
|---|---------------------|------------|--------------|------------------------|-------------|-------------|
| Asian/Pacific Islander | 0 | 0 | 1 (.008%) | 1 (0.6%) | 1 (.08%) | 1 (.09%) |
| Hispanic | 0 | 0 | 0 | 0 | 1 (.08%) | 1 (.09%) |
| Native American | 0 | 0 | 0 | 0 | 0 | 0 |
| Other/Unknown | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 118 | 112 | 118 | 174 | 124 | 111 |
| | | | | | | |
| | | | | | | |
| Position Title | Date of Hire | | | Ethnicity | | |
| Career Services Coordinator | 10/29/2000 | | | African American | | |
| Library Technical Assistant | 1/3/2005 | | | African American | | |
| SSS Tutor Clerical Assistant | 12/2/2007 | | | African American | | |
| Director of Student Support Services | 9/2/1997 | | | African American | | |
| Career Pathways Director | 5/28/2007 | | | African American | | |
| Counselor | 1/6/2007 | | | African American | | |
| Financial Aid Officer | 3/22/1993 | | | African American | | |
| Instructor | 3/13/2008 | | | African American | | |
| SSS Counselor | 8/5/2009 | | | African American | | |
| Director of Industry Education and Outreach | 9/14/2012 | | | African American | | |
| Career Coach | 5/14/2012 | | | African American | | |
| Instructor | 8/26/2013 | | | African American | | |
| Education Specialist | 1/2/2014 | | | African American | | |
| Administrative Assistant | 1/7/2015 | | | African American | | |
| Administrative Assistant | 2/9/2015 | | | African American | | |
| Instructor | 8/13/2012 | | | Asian/Pacific Islander | | |
| Administrative Assistant | 5/11/2015 | | | Hispanic | | |

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

The College continues its committee-style hiring process. Hiring committee chairs are asked to keep diversity consideration as an active part of hiring decisions. Historically turnover at the institution is relatively low and current economic conditions make it unlikely that additional personnel will be hired in the near future.

Goal 4 Progress Indicators

1. Personnel from various departments to included members of diverse ethnic, gender, and age groups for committee style hiring decisions
2. Assigned diversity awareness duties to search committee chairs to keep diversity considerations as an active part of hiring decisions
3. Explored ways to facilitate greater involvement of faculty in committees and shared governance
4. Explored ways to enhance salaries

5. Examined policies for workload and release time

Results

The College acknowledges that its efforts in minority recruitment, retention, and graduation are important components of its overall mission. We provide energy, leadership, vision, and direction to other community stakeholders. Much of UAHT's success with recruitment, retention, and graduation comes from its focus on learning environments. Our campus environments provide various learning opportunities and students contribute to and learn about diversity in college settings inside and outside of the classroom. We respect the dignity, value, and worth of all students and personnel. Policies and procedures treat everyone fairly, and recognize individual acts of sensitivity and respect.

As has been noted in earlier reports, the inequalities that exist among our students are those between academic preparedness, work schedules, life goals, family situations, and study habits. The real challenge for the College is to reach beyond racial and ethnic barriers and guide students toward overcoming obstacles common to all students enrolled. A focus on scholarship, teaching, and learning is a central aspect toward any diversity progress. Campus operations demonstrate the College models the communities we serve. Data indicates that we not only provide access, but also are responsive to students of different cultures and backgrounds and prepare them to live productively, as evidenced by enrollment, retention, and graduation rates.

The College has documented progress in reaching minority populations. However, simply recruiting a more diverse student body does not address the deepest issues of diversity. Structural diversity does not speak to student learning goals or the issues of intellectual diversity. An institutional climate that promotes positive educational outcomes for all students is the core of all institutional strategic planning, and thereby the momentum that drives our diversity plan.

Many of the decisions for the 2012-2017 Five-Year Action Plan were grounded in the assessment of the 2007-2012 plan. The aim of our campus is be a multicultural educational system that is responsive to the diversity of student needs and the demands of educational improvement. UAHT students are already diverse in race, ethnic origins, and nationalities.

The 2012-2017 Five-Year Action Plan contains goals, objectives, strategies, activities, resources, accountability indicators, and timelines as required under Legislative Act 1091 (1999). Everything contained within the Action Plan is consistent with the College's institutional diversity goals.

Evaluation is an integral and necessary part of any assessment process. The College already participates in internal and external programs where national standards identifying learning outcomes are measured. The ten year cycle of state program reviews, annual departmental academic reports, and the Higher Learning Commission's

accreditation process are strong apparatus leading toward detailed scrutiny and investigation. We utilized the Community College Survey of Student Engagement and are exploring the possibility of adding another nationally-normed survey.

Each of the Action Plan's progress indicators provided the College with feedback. The indicators are designed to recognize that any successful retention policy must reflect an institutional commitment and must be comprehensive in nature. The progresses achieved toward the fulfillment of the Action Plan are both systematic and institutionalized. We recognize that the plan operates as a component of the College's Strategic Plan.

Appendix

UACCH Minority Recruitment and Retention Five-Year Action Plan (2012-2017) Progress Assessment

GOAL 1:

The University of Arkansas at Hope-Texarkana will link the goals of institutional diversity and its philosophy regarding educational diversity with other components of the institutional mission.

| Objective | Strategy | Activity | Resources Needed | Undertaken by | Evaluation date |
|---|--|--|--------------------------------------|---|---|
| 1.1 Align institutional diversity priorities with the institutional mission and shared governance structures. | 1.1.1 Develop a ten year strategic plan including effective coordination mechanisms between strategic planning and institutional diversity | 1.1.1.1 Include the goals of the 2012-2017 Five-Year Action Plan in the discussions at the Administrative Retreat | General meeting materials. | Dean of Institutional Effectiveness | July 2011 Completed |
| | | 1.1.1.2 Report Five-Year Action Plan and Administrative Retreat work to the entire campus during Welcome Back Week | General meeting materials | Dean of Institutional Effectiveness | August 2011 – 2016 Completed |
| | | 1.1.1.3 Complete an assessment of the 2007-2011 Action Plan , including successes and challenges | General assessment materials | Dean of Institutional Effectiveness | Summer 2011 Completed |
| | | 1.1.1.4 Complete a ten-year campus strategic plan in two five-year segments | General strategic planning materials | Campus personnel | 2011-2012 In progress |
| | | 1.1.1.5 Adopt planning approaches that integrate all | General strategic planning materials | Dean of Institutional Effectiveness; Chancellor's | 2011-2017 In progress |

| | | | | | |
|--|---|---|--------------------------------------|--|---|
| | | Five-Year Action Plan in the campus “Data Day” discussions | materials | Dean of Institutional Effectiveness | annual <i>In progress</i> |
| | | 1.1.3.3 Systematically review policies, practices and procedures to determine the impact on the populations served | General meeting materials | Chancellor’s Cabinet; UACCH Policy Committee | 2012-2017 academic year <i>In progress</i> |
| | | 1.1.3.4 Seek adequate human and financial resources for achieving diversity goals | Budget considerations | Chancellor’s Cabinet; Academic Deans; Department Heads | 2011-2017, annual <i>In progress</i> |
| | | 1.1.3.5 Develop methods of systematically and effectively collecting, analyzing, disseminating and using data for decision making | Budget considerations | Chancellor’s Cabinet; Dean of Institutional Effectiveness; Academic Dean; Department Heads | 2011-2017 <i>In progress</i> |
| | 1.1.4 Develop and implement programs that recognize the complexity of campus diversity from the students’ perspective | 1.1.4.1 Utilize the Multicultural Club to acknowledge equality and social justice issues and the institutional effort to demonstrate ways open discussions benefit all students | Budget components of club activities | Vice Chancellor for Student Services | 2011-2017, annually <i>In progress</i> |
| | | 1.1.4.2 Utilize student clubs as a method of recognizing the components of diversity that enrich the campus | Student club budgets | Vice Chancellor for Student Services | 2011-2017, annually <i>Not complete</i> |
| | | 1.1.4.3 Create student surveys on the UAHT website to assess diversity efforts | General surveying materials | Dean of Institutional Effectiveness, Academic Leadership, | 2012-2017 <i>Not complete</i> |

| | | | | | |
|---|--|--|-------------------------------|--|---------------------------|
| | | with quantitative data | | Assistant Director of College Relations | |
| | | 1.1.4.4 Utilize CCSSE data to quantify students' diversity experiences | CCSSE budget | Vice Chancellor for Student Services | 2012-2017 Completed |
| | | 1.1.4.5 Explore the possibility of including a diversity writing assignment as part of all Composition I classes | General meeting materials | Vice Chancellor for Academics; Dean of Arts, Humanities & Social Sciences; English faculty | 2012-2013 In progress |
| 1.2 Explore methods of gaining external support for campus diversity. | 1.2.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives | 1.2.1.1 Include diversity initiatives in capital campaigns and fundraising efforts. | General fundraising materials | Office of Institutional Advancement; Chancellor's Cabinet | 2012-2017 Not complete |
| | | 1.2.1.2 Seek one private donor focused on the advancement of diversity issues | General fundraising materials | Office of Institutional Advancement | 2013 Not complete |
| | | 1.2.1.3 Explore the possibilities of more formalized approaches to environmental scanning and data collection | General research materials | Chancellor's Cabinet | 2012-2013 Not complete |

GOAL 2:

The University of Arkansas at Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.

| Objective | Strategy | Activity | Resources Needed | Undertaken by | Evaluation date |
|--|---|---|--|---|------------------------------|
| 2.1 Incorporate principles of multiculturalism into the curriculum | 2.1.1 Develop methods to encourage faculty to broaden course perspectives to address global awareness | 2.1.1.1 Review campus General Education Statement to assure that it includes diversity as an assessable component | General meeting materials | General Education Committee | 2011-2012 In progress |
| | | 2.1.1.2 Encourage the use of texts, instructional materials, and learning activities that reflect the values of diversity | General meeting materials | Curriculum Committee, Academic Deans, Vice Chancellor for Academics | 2011-2017 In progress |
| | | 2.1.1.3 Explore the possibility of including a diversity writing assignment as part of all Composition I classes | General meeting materials | English faculty, Vice Chancellor for Academics | 2012-2013 In progress |
| | | 2.1.1.4 Research a service learning component linked to general education courses | Research materials, operational budgets, scholarship funds | Deans of Arts, Humanities & Social Sciences and Math and Science; Vice Chancellor for Academics | 2011-2012 In progress |
| | | 2.1.2 Evaluate the quantity and quality of diversity related materials in the library | 2.1.2.1 Where feasible compile resources for diversity related materials posted on the library website | General research materials | Librarian |
| | | 2.1.2.2 Increase library resources as a way of having | General budgetary considerations | Librarian | 2012-2017 In progress |

GOAL 3

The University of Arkansas at Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area.

| Objective | Strategy | Activity | Resources Needed | Undertaken by | Evaluation date |
|--|---|---|---|--|--|
| 3.1 Disseminate recruitment, retention, and graduation responsibilities across all levels of the institution | 3.1.1 Ensure that there are student services in place that attract and serve targeted populations | 3.1.1.1 Review and update the College's recruiting plan and materials to determine that they attract and serve under-served populations | General meeting materials; printing costs | Student Recruiter, Director of Student Relations, Vice Chancellor for Student Services | 2011-2012 In progress |
| | | 3.1.1.2 Review and update the College's enrollment management plan to determine that it properly meets the College's service area needs | General meeting materials | Dean of Enrollment Management, Vice Chancellor for Student Services | 2011-2012 In progress |
| | | 3.1.1.3 Verify that the College's Five-Year Action Plan is a working component of all recruitment materials and enrollment management plans | General meeting materials | Vice Chancellor for Student Services, Dean of Enrollment Management, Dean of Institutional Effectiveness | 2011-2012 In progress |
| | | 3.1.1.4 Seek to provide scholarships and other financial aid opportunities that meets the College's service area needs | General scholarship materials | Director of Financial Aid, Dean of Enrollment Management | 2012-2017, annually In progress |
| | | 3.1.1.5 Utilize press releases, College website, social network sites, and radio and television broadcasts to promote UAHT as a leader in diversity culture | General marketing budget | Coordinator of Communications and External Affairs; Assistant Director of College Relations | 2011-2017, annually Completed |
| | | 3.1.1.6 Explore the possibility of a | Survey expenses | Vice Chancellor for Student | 2012-2013 |

| | | | | | |
|--|------------------------------------|--|------------------------------|---|------------------------------------|
| | | nationally normed student survey to gauge students' perspective on multiculturalism | | Services | Not complete |
| | 3.1.2 Strengthen retention efforts | 3.1.2.1 Continue "Intrusive Advising" as institutional attention to academic success | Human resources and training | Vice Chancellors for Academics and Student Services | 2011-2017, annually Completed |
| | | 3.1.2.2 Increase communication about services available to students, i.e. disability services, tutoring, student organizations | Communication tools | Vice Chancellors; Academic Deans and Divisions; College Personnel | 2011-2017, annually In progress |
| | | 3.1.2.3 Continue and increase participation of academic personnel in student orientation and first week sessions | Human resources | Academic Faculty | 2011-2017, annually Completed |
| | | 3.1.2.4 Include meaningful recruitment and retention data in the campus "Data Day" discussions | General meeting materials | Vice Chancellors for Academics and Student Services | 2012-2017 In progress |

GOAL 4

The University of Arkansas at Hope-Texarkana will model diversity and equality in southwest Arkansas by reflecting in appropriate proportions the population of the College's service area.

| Objective | Strategy | Activity | Resources Needed | Undertaken by | Evaluation date |
|---|---|---|---|--|-------------------------------|
| 4.1 Strengthen efforts to attract a diverse faculty for all new positions | 4.1.1 Continue search-committee style hiring process | 4.1.1.1 Include personnel from various departments to include members of diverse ethnic, gender, and age groups | General meeting materials | Human Resources Officer | 2011-2017 Completed |
| | | 4.1.1.2 Assign diversity awareness duties to search committee chairs to keep diversity considerations as an active part of hiring decisions | General meeting materials | Human Resources Officer | 2011-2017 Completed |
| | 4.1.2 Develop methods for attracting and retaining minority faculty | 4.1.2.1 Academic divisions report annually on faculty positions available and assess faculty needs for the future | General reporting materials | Academic Deans; Vice Chancellor for Academics | 2012-2017 In progress |
| | | 4.1.2.2 Investigate best practices at peer institutions on recruitment and retention of faculty of diverse backgrounds | General research materials | Human Resources Officer; Vice Chancellor for Academics | 2012-2017 Not complete |
| | | 4.1.2.3 Explore ways to facilitate greater involvement of faculty in committees and shared governance | General meeting materials | Chancellor's Cabinet; Academic Leadership | 2012-2013 In progress |
| | | 4.1.2.4 Explore ways to enhance salaries | General meeting materials; budgetary considerations | Chancellor's Cabinet | 2012-2013 In progress |
| | | 4.1.2.5 Examine policies for workload and release time | General meeting materials | Chancellor's Cabinet; Academic Leadership | In progress |

UA COMMUNITY COLLEGE AT MORRILTON
MINORITY RECRUITMENT AND RETENTION PLAN
JUNE 2015

Introduction/Background

Arkansas Higher Education Coordinating Board policy and ACA 6-61-121 and ACA 6-61-122 require all Arkansas public institutions of higher education to develop five-year Minority Recruitment and Retention Plans. For purposes of complying with the statutory and policy requirements, the term "minority" refers to African-Americans, Hispanic-Americans, Asian-Americans, and Native-Americans. The five-year plans are submitted to the Arkansas Department of Higher Education. Annual progress reports will be submitted according to Coordinating Board policies.

Prior to the requirements of Act 1091 of 1999, UACCM appointed a Minority Recruitment Committee in 1993 to make recommendations regarding recruitment of minorities. The first five-year Minority Recruitment and Retention Plan was submitted to the Arkansas Department of Higher Education in June 2000. This Plan replaces that plan and expands upon the recommendations made in the original plan.

The College has a six-county service area consisting of Conway, Faulkner, Perry, Pope, Yell, and Van Buren counties in west central Arkansas. According to the 2012 U. S. Census, the minority population of the six-county service area is 14.55%. African Americans comprise 4.9% of the population; other minority groups comprise 2.95%. The minority population of the student enrollment of UACCM for the Fall 2014 semester was 23.4%. African-American students comprised 8.9% of the enrollment; Hispanics comprised 1.9%; other minority groups comprised 12.6% of the student enrollment. The ethnic student population during fall 2013 was above the average rate (23.6%) of the ethnic population of the College's service area.

While the College has experienced some success in recruiting minority students, the recruitment of faculty and staff has been less successful. Located geographically within 25 miles of Hendrix College, the University of Central Arkansas, and Arkansas Tech University, UACCM has not been able to compete with faculty salaries available to minorities at these senior institutions. UACCM will continue to follow its minority recruitment process in an effort to attract and retain minority students, faculty, and staff.

UACCM's minority staff comprises 7.4% (8 of 108) of the total full-time staff. Minorities comprise 0.00% (0 of 59) of UACCM's full-time faculty members. A review of the demographic data on part-time faculty for the 2013-14 academic year revealed that 6.9% (2 of 29) of the part-time faculty were members of a minority group. Minorities comprise 11.11% (1 of 9) of UACCM's adjunct faculty members.

Goals and Objectives for Recruitment and Retention of Minority Students

1. Increase the percentage of minority students enrolled at UACCM during the time covered by the five-year plan.
2. Increase the retention rate of minority students enrolled at UACCM over the next five years.

Strategies for Achieving the Institution's Recruitment and Retention Goals/Objectives for Minority Students

1. Increase advertising in media outlets targeting minority audiences.
2. Develop a minority student peer mentoring program to mentor new minority students.
3. Increase communication efforts with the minority segment of the communities served by the College.
4. Encourage College participation at minority events and activities.
5. Establish a Multicultural Committee to review and recommend actions and events to increase diversity opportunities for student recruitment and retention.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Minority Students

1. Use eleventh day student enrollment report to determine the number of minority students enrolled at UACCM compared to previous years.
2. Analyze the enrollment data to determine the retention rate of minority students compared to the student population as a whole.
3. Use data from Institutional Advancement surveys of students to determine if advertising in targeted media has been successful in reaching minority students.
4. Review the number of marketing and recruitment activities targeted toward members of the minority community.

Goals and Objectives for Recruitment and Retention of Minority Faculty and Staff

1. Increase the number of minority faculty and staff employed by UACCM.
2. Increase the awareness within the state of employment opportunities for minority faculty and staff at UACCM.

Strategies for Achieving the Institution's Recruitment and Retention Goals/Objectives for Minority Faculty and Staff

1. Participate annually in job fairs at colleges with predominantly minority enrollments, such as the University of Arkansas at Pine Bluff, Philander Smith College, and Arkansas Baptist College.
2. Maintain a record of the faculty and staff position announcements posted with offices of minority affairs and similar offices at local colleges and universities.
3. Continue to inform local colleges and universities of faculty and staff positions, and forward notices to institutions with predominantly minority student enrollments.
4. Recently began notifying the local and state Civic Organization known as the NAACP and predominantly black churches concerning faculty and staff positions.
5. As minority faculty and staff are employed, mentors will be appointed to each new employee to assist with orientation to the College and acclimation to UACCM.
6. Continue to encourage College participation in diversity-related activities.
7. Review the research and minority recruitment and retention reports annually to identify the best practices for possible implementation at UACCM.
8. We are still attempting what we call the “Grow Your Own” approach to aid in employing our minority graduates.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Increasing Minority Faculty and Staff

1. Review the number of job fairs attended annually at predominantly minority institutions.
2. Review the record of the job postings of faculty and staff position announcements to Human Resources offices at colleges and universities, including predominantly minority institutions.
3. Review the mentor activities to insure adequate development of new employees.
4. Review the number of diversity activities scheduled and attended each semester.

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

| | |
|-----------|---|
| June 2013 | Submit Annual Minority Recruitment and Retention Report to ADHE |
| Fall 2013 | Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor their effectiveness and the institution's efforts in achieving the identified goals. |
| June 2014 | Submit Annual Minority Recruitment and Retention Report to ADHE |
| Fall 2014 | Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals. |
| June 2015 | Submit Annual Minority Recruitment and Retention Report to ADHE. |
| Fall 2015 | Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals. |
| June 2016 | Submit Annual Minority Recruitment and Retention Report to ADHE. |
| Fall 2016 | Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals. |
| June 2017 | Submit Annual Minority Recruitment and Retention Report to ADHE. |

Budget for Minority Recruitment and Retention Activities

The College will utilize existing line items within the annual budget, such as recruitment and advertising, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu . Reallocating or redirecting some of the resources currently in the College's budget can achieve these efforts.

Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan

The College administration will reveal the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2015

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor

Progress toward Meeting the Goals of the Five-Year Plan

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities and to the Conway County Branch NAACP members and predominately black churches in the Middle Western District within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.
2. According to the 2012 U. S. Census estimates, the minority population of the College's six-county service area was 14.55%. African Americans comprise 4.93% of the population and Hispanic 6.67%; other minority groups comprise 2.95%. The minority population of the student enrollment of UACCM for the fall 2014 semester was 23.4%. African Americans comprised 8.92% of the enrollment; Hispanics comprised 1.85% of the enrollment; other minority groups comprised 12.58% of the student enrollment. The enrollment for White students was 76.64% of the enrollment. The total percentage of minority students for fall 2014 was 23.4% and represents a decrease of .2% under the fall 2013 percentage of 23.6%. The ethnic student population during fall 2013 is above the average rate of the ethnic population of the College's service area.
3. Minorities comprise 7.41% (8 of 108) of UACCM's full-time staff. Minorities comprise 0.00% (0 of 59) of UACCM's full-time faculty members. Minorities comprise 6.9% (2 of 29) of UACCM's part-time faculty members for the 2013-2014 academic year. Minorities comprise 11.11% (1 of 9) of UACCM's adjunct faculty members.
4. UACCM continues its procedures for recruitment of minority faculty, which includes posting announcements of positions available with the Human Resources and Career Services offices at thirteen historically Black universities in the region, including the University of Arkansas at Pine Bluff and Philander Smith College in Arkansas. UACCM also provides position announcements to Pulaski Technical College. We also reach out to the Conway County Branch NAACP members and predominately black churches in the Middle Western District.
5. The College provides a variety of academic and student support services to assist students in being successful, including Counseling Services that include personal, educational, career, and disability counseling, and the successful integration of three services into one department: the Academic Commons. The Academic Commons is made up of three high usage services that are located out of the classroom but support student success inside the classroom: Tutoring Services, the E. Allen Gordon Library, and the Science Study Lab.

Revisions to the Five-Year Plan

The fifth report of the current five-year plan was submitted to the Arkansas Department of Higher Education in June 2013. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

1. Eleventh day student enrollment data (Fall-to-Fall comparison)

Table 1: Number of Minority Students Enrolled at UACCM

| Ethnicity | Fall 2013** | Percent of Enrollment | Fall 2014** | Percent of Enrollment | Percent of College Service Area* |
|--|--------------------|------------------------------|--------------------|------------------------------|---|
| Black, Non-Hispanic | 203 | 9.45% | 178 | 8.92% | 4.93% |
| Hispanic | 101 | 4.70% | 37 | 1.85% | 6.67% |
| Am. Indian/ Alaska Native | 10 | 0.47% | 4 | 0.20% | Other groups comprise less than a combined 2.95% of population of the UACCM's service area. |
| Asian/Pacific Islander | 17 | 0.79% | 14 | 0.70% | |
| Hawaiian | 1 | 0.05% | 1 | 0.05% | |
| Two or More Races | 98 | 4.56% | 82 | 4.11% | |
| Non-Resident Alien | 45 | 2.09% | 58 | 2.91% | |
| Race Unknown (or refused to answer) | 32 | 1.49% | 92 | 4.61% | |
| White, Non-Hispanic | 1642 | 76.41% | 1529 | 76.64% | 85.45% |
| Total Enrollment | 2149 | 100.00% | 1995 | 100.00% | 100% |

*Source: U.S. Census Data--2012 State and County Quick-Fact Data

**Source: ADHE Enrollment Submission Data for Fall 2013 & Fall 2014

**The Federal reconstruction of the five ethnic groups now allows the students the option to select a combination of ethnic categories to describe his/her ethnicity. Two new ethnic groups (two or more races and Hawaiian) have been added to ethnicity elections. The additional options will increase the minorities count in comparison to previous year categories.

2. Retention rate of minority students

Table 2: Retention Rate of Minority Students Compared to Student Population*

| Ethnicity | Fall 2012 Cohort* | Percent of Cohort | Fall 2012 Cohort Enrolled in Fall of 2013 | Number of Cohort who Graduated in or before Fall 2013 | Fall 2012 Cohort Retention Rate (Fall to Fall) | Fall 2013 Cohort* | Percent of Cohort | Fall 2013 Cohort Enrolled in Fall of 2014 | Number of Cohort who Graduated in or before Fall 2014 | Fall 2013 Cohort Retention Rate (Fall to Fall) |
|-------------------------------------|-------------------|-------------------|---|---|--|-------------------|-------------------|---|---|--|
| Black, Non-Hispanic | 37 | 8.94% | 18 | 1 | 51.35% | 38 | 8.14% | 11 | 0 | 28.95% |
| Hispanic | 6 | 1.45% | 4 | 0 | 66.67% | 9 | 1.93% | 7 | 0 | 77.78% |
| Am. Indian/ Alaska Native | 5 | 1.21% | 3 | 0 | 0.00% | 1 | 0.21% | 1 | 0 | 100.00% |
| Asian/Pacific Islander | 3 | 0.72% | 1 | 0 | 33.33% | 3 | 0.64% | 1 | 0 | 33.33% |
| Hawaiian | 0 | 0.00% | 0 | 0 | 0.00% | 1 | 0.21% | 0 | 0 | 0.00% |
| Two or More Races | 17 | 4.11% | 7 | 0 | 41.18% | 27 | 5.78% | 9 | 0 | 33.33% |
| Non-Resident Alien | 13 | 3.14% | 9 | 0 | 69.23% | 9 | 1.93% | 8 | 0 | 88.89% |
| Race Unknown (or refused to answer) | 22 | 5.31% | 11 | 0 | 50.00% | 20 | 4.28% | 13 | 0 | 65.00% |
| White, Non-Hispanic | 311 | 75.12% | 166 | 4 | 54.66% | 359 | 76.87% | 172 | 9 | 50.42% |
| Total Enrollment | 414 | 100.00% | 219 | 5 | 54.11% | 467 | 100.00% | 222 | 9 | 49.46% |

*The "cohort" is defined as first-time, full-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Enrollment Submission Data for Fall 2012, 2013, & 2014

Table 3: Fall 2012 Cohort One Year Vs Two-Year Retention

| Ethnicity | Fall 2012 Cohort* | Percent of Cohort | Fall 2012 Cohort Enrolled in Fall of 2013 | Number of Cohort who Graduated in or before Fall 2013 | Fall 2012 Cohort Retention Rate (Fall to Fall) | Fall 2012 Cohort Enrolled in Fall of 2014 | Number of Cohort who Graduated in or before Fall 2014 | Fall 2012 Cohort Retention Rate (two year) |
|-------------------------------------|--------------------------|--------------------------|--|--|---|--|--|---|
| Black, Non-Hispanic | 37 | 8.94% | 18 | 1 | 51.35% | 10 | 3 | 35.14% |
| Hispanic | 6 | 1.45% | 4 | 0 | 66.67% | 2 | 0 | 33.33% |
| Am. Indian/ Alaska Native | 5 | 1.21% | 3 | 0 | 0.00% | 2 | 0 | 40.00% |
| Asian/Pacific Islander | 3 | 0.72% | 1 | 0 | 33.33% | 0 | 0 | 0.00% |
| Hawaiian | 0 | 0.00% | 0 | 0 | 0.00% | 0 | 0 | 0.00% |
| Two or More Races | 17 | 4.11% | 7 | 0 | 41.18% | 3 | 2 | 29.41% |
| Non-Resident Alien | 13 | 3.14% | 9 | 0 | 69.23% | 6 | 0 | 46.15% |
| Race Unknown (or refused to answer) | 22 | 5.31% | 11 | 0 | 50.00% | 7 | 0 | 31.82% |
| White, Non-Hispanic | 311 | 75.12% | 166 | 4 | 54.66% | 65 | 56 | 38.91% |
| Total Enrollment | 414 | 100.00% | 219 | 5 | 54.11% | 95 | 61 | 37.68% |

**The "cohort" is defined as first-time, full-time, degree-seeking students.*

Source: UACCM Department of Institutional Research and ADHE Submission Data for Fall 2012, 2013, & 2014

3. Analysis of student surveys regarding advertising in targeted media

UACCM conducted a media survey during the 2013-2014 school year to determine the reasons for attending UACCM, what factors influenced the students' decision to attend UACCM, where they recalled hearing or reading about UACCM, and what media sources they use (newspapers read, radio stations listened to, television stations watched, and social media usage, etc.) We received 299 responses from students, with 15% of respondents classifying themselves as minority students. Results were used to help determine what media we can best use to reach prospective minority students and parents.

In the fall of 2015, we will utilize the results of a Media Preferences Survey we are working on in collaboration with Interact Communications, a national marketing firm that focuses on two-year colleges. We have received the national results, which are stratified by demographics, and we will conduct our local college survey this fall. These results will help us refine our advertising decisions and get the maximum reach, opportunity and value out of our advertising purchases.

4. Review of marketing and recruitment activities targeted toward members of the minority community

As the five-year plan is implemented, additional marketing activities will be targeted toward members of the minority community. In spring 2010, the Admissions Office and Financial Aid produced a Spanish translation of important UACCM information to better help students, and their families, understand what the College has to offer. Annually, the College offers the Perry and Addie Brown Scholarship to a minority high school graduate of Conway County.

UACCM has received a grant to work with area high schools to help students that are not on track to be successful in college. In February 2012, we organized a UACCM College Preparatory Academy with 9th grade students on our campus—five Saturdays during the semester and three weeks during the summer. The Academy started on February 25. A kick-off celebration was held on Monday, February 20 in the Fine Arts Auditorium. We were able to show these students and parents that we support their commitment to education.

Our Admissions Counselors recruit to Dardanelle High and Danville High, which both are very dominant in the Hispanic community. In addition to regular visits, in Fall 2014 we spoke to all seniors about applying for FAFSA and scholarships; took scholarship list for non-U.S. citizens. Below, you will find the information on school visits and how many students (Hispanic and non-Hispanic) have applied since that time.

The Director of Admissions attended the annual retreat CAMP (College Assistance Migrant Program). UACCM is the only school in Arkansas to offer CAMP. CAMP is a federally funded program designed to provide an opportunity for students of migrant families to attend college. CAMP provides financial assistance and other individualized services to qualified students. Their goal is to help students succeed in completing their first year of college. The majority of CAMP students are Hispanic.

On March 1, 2014, our Director of Admissions was invited to speak to a group of Hispanic students at Conway High.

On March 13, 2014, we hosted annual meeting for Tri-State CAMP Migrant student meeting. Tours were given of campus and lunch was provided.

Danville –our admission counselors spoke to all 3 English classes and 11 students applied for fall 2014. This year, Danville held a college/career night in their high school cafeteria. We received 22 prospect cards.

Our Admissions staff visited Conway Cradle Care programs held at Conway, Vilonia, and Mayflower High Schools. Cradle Care has a very diverse student population. They also attend the Cradle Care Rally every April at Conway High School.

Admissions counselors attend the Conway Jr. High School Multicultural Festival.

Russellville Adult Education Center typically bring a group of ESL students annually to tour the UACCM campus.

Summer 2015 UACCM is offering a free, week long Career Exploration program where participants have a hands-on learning experience in each of our technical programs. There were three groups of participants: unemployed/underemployed adults, students completing the 8th-11th grade, and school counselors.

Summer 2015, UACCM partnered with Russellville school district to assist them with the career exploration portion of their summer school program. Over the course of three weeks, we had 3 different groups totaling approximately 180 students completing K-5th grade come tour the campus. Our primary purpose was to inspire the students to perform well in school and aspire to going to college.

Retention for all students, including minority students, is a priority of the College. The College's Student Success Committee is analyzing retention data and considering recommendations to address the areas of concern.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Increasing Minority Faculty and Staff

1. Job fairs attended at predominantly minority institutions of higher education

Admissions staff attended Dardanelle College and Career Fair Night and 19 students applied for fall 2014.

An admissions representative worked closely with an instructor from Russellville Adult Education Center who coordinates their GED program. She brings a group of students to our campus quarterly. Also, their Director Santos Manrique visited our campus.

The Coordinator of Enrollment Management attends the annual Job Fair – Conway Adult Education Center/Conway WAGE.

2. Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions

The Human Resources Office at UACCM posts position announcements with the predominantly minority institutions in the region. Announcements of faculty/staff positions are posted with the following historically Black institutions: Arkansas Baptist University, Philander Smith College and the University of Arkansas at Pine Bluff.

Letters and emails have also been written and sent to predominantly minority institutions and churches soliciting the recruitment of minority applicants. Emails are sent to minority organizations such as the state and local NAACP offices. The College will continue to search for new initiatives which will enhance the recruitment and retention of minority faculty and staff.

3. Mentor activities to insure adequate development of new employees.

The College provides orientation to all new employees. The Division Coordinators act as mentors for faculty and will assist with the development of minority faculty upon their employment; however, no full-time African American faculty has been employed. There is not a formal mentoring program for staff positions; however, individual supervisors and the Director of Human Resources assist with orientation to the College.

4. Number of diversity activities scheduled and attended each semester.

The Minority Recruitment and Retention Plan includes the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

Due to recent changes in staff development, we now have an African American who is responsible for multicultural programs and recruitment of minority faculty, staff, and students on campus. During the month of February 2011, we observed Black History by inviting three outstanding guest speakers to our campus: Senator Joyce Elliott; Dr. Walter Kimbrough, president of Philander Smith College; and Rev. Charles White, National Field Director and Director of Field Operations of the NAACP.

During the month of February 2012, Black History month was observed by inviting an outstanding English Professor Daniel Omotosho Black from Clark Atlanta University as our guest speaker. Omotosho is the founder of the Nzinga-Ndugu rites of passage (or initiation) society—a group whose focus is instilling principle and character in the lives of African-American youth. We also celebrate Black History by decorating bulletin boards and display windows. A display table was set up with black art by Diane Crittenden Brown and Elaine Sullivan.

On February 28, 2013, we celebrated Black History Month and invited Ms. Elizabeth Eckford of the Little Rock Nine and Dr. Sybil Jordan Hampton, president emeritus of the Winthrop Rockefeller Foundation. On February 6, 2014, we were fortunate to have Former Arkansas Razorback Head Coach Nolan Richardson. On February 5, 2015, the Philander Smith College Collegiate Choir and Chamber singers graced our campus under the direction of Dr. Jeff Parker. These events were supported by the community as well as several area schools making this a huge success.

UACCM partnered with the Families First of Conway County which is a program designed especially for minorities with hopes of helping them by providing an environment, information, and resources to help them meet their education needs.

During the months of September and October, we celebrate National Hispanic Heritage by distributing trivia information. The Coordinator of Information and Public Relations and the Coordinator of Multicultural Affairs hosted an event for Native Americans on November 7, 2013 featuring John Two-Hawks, a Grammy and Emmy-nominated recording artist. In November 2014, Will Lang shared stories

of his Cherokee and Osage heritage and he also played the flute. Posters of different cultures were ordered and displayed around campus.

The Assistant to the Chancellor/Coordinator of Multicultural Affairs attended workshops on Diversity and Inclusion held at UCA on November 22, 2013, and ASU Jonesboro on April 7, 2014. She also attended the African Methodist Episcopal Leadership Convention/College Fair in July 2014 where approximately 300 juniors and seniors from Arkansas and Oklahoma participated.

In August 2014, as a part of Welcome Week activities, the Multicultural Committee sponsored a Multicultural Meet-N-Greet event involving students and employees.

Minority Recruitment and Retention Annual Reports

Number of minority students who currently attend the institution.

- Fall 2011 semester, 431 (18.77%) of the College's total enrollment of 2,296 students were minority.
- Spring 2012 semester, 402 (19.7%) of the College's total enrollment of 2,027 students were minority.
- Fall 2012 semester, 466 (21.79%) of the College's total enrollment of 2,139 students were minority.
- Spring 2013 semester, 429 (21.8%) of the College's total enrollment of 1,971 students were minority.
- Fall 2013 semester, 507 (23.6%) of the College's total enrollment of 2,149 students were minority.
- Spring 2014 semester, 446 (23.7%) of the College's total enrollment of 1,880 students were minority.
- Fall 2014 semester, 466 (23.4%) of the College's total enrollment of 1,995 students were minority.

Number and position title of minority faculty and staff who currently work for the institution.

One—Chancellor
 One—Information Systems Analyst
 One—Assistant to the Chancellor
 One—Library Technician
 One—Institutional Services Assistant
 Two—Maintenance Assistants
 One—Director of Academic Advising and Career Services
 One—Part-time Intern for Computer Services
 One—Part-time Child Care Assistant
 One—Adjunct Spanish Instructor

During 2014-2015: Two minority adjunct faculty members were employed.

During 2014-2015: Eleven minority staff members were employed. (8 FT/3 PT)

Number and position title of minority faculty and staff who began working at the institution in the past year.

New Minority Staff

One new full-time—Director of Academic Advising and Career Services
 One new part-time—Intern for Computer Services
 One new part-time—Child Care Assistant
 One new part-time—Bookstore Cashier

New Minority Faculty

One new adjunct—Spanish Instructor

Number of minority adjunct faculty who currently work for the institution.

- One

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

- After many recruiting efforts, particularly faculty and staff, minimal progress has been made. After the committee reviewed the applications, it appeared that some of the applicants did not meet the necessary qualifications for the position in which they were applying.
- As for recruitment and retention of minority students, all minority student populations are stable or have a slight decrease. To address this issue, a new Multicultural Affairs Committee has been created to develop possible ways, methods, and locations to attract and retain minority students. This committee is made up of a very diverse group of staff and faculty members committed to this endeavor.

Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

- Activities, coordinated by an African-American female, will be added to the plan for the coming year include multicultural programs and recruitment of minority faculty, staff, and students on campus.
- As of July 1, 2015, UACCM now has a minority vendor for janitorial services

Include your timeline, budget, and methods used to assess and monitor progress.

See page 11

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

| | |
|-----------|---|
| Fall 2014 | Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals. |
| June 2015 | Submit Annual Minority Recruitment and Retention Report to ADHE. |
| Fall 2015 | Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals. |
| June 2016 | Submit Annual Minority Recruitment and Retention Report to ADHE. |
| Fall 2016 | Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals. |
| June 2017 | Submit Annual Minority Recruitment and Retention Report to ADHE. |

Budget for Minority Recruitment and Retention Activities

The College will continue to utilize the annual budget, including the recruitment and advertising line items, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu.

Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan

The College administration will review the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

ACA 6-61-122)

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2015

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor
newsome@uaccm.edu
501-977-2044

Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1. Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.
2. If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.
3. Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.
4. Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.