

Comprehensive Arkansas Higher Education Annual Report

December 1, 2014



Minority Recruitment and Retention

Arkansas Department of Higher Education

423 Main Street, Suite 400, Little Rock, AR 72201

Arkansas State University

Minority Recruitment and Retention Annual Report

2013-2104

June 30, 2014

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



ARKANSAS STATE
UNIVERSITY

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ARKANSAS STATE
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Introduction

Arkansas State University hired an interim Chief Diversity Officer (CDO) at the beginning of the academic year 2013-14 after an unsuccessful national search for a permanent CDO. At the time she took on the CDO position, Dr. Faye Cocchiara was an Associate Professor of Management and a former HR manager with experience developing and managing diversity initiatives in the private sector. She was therefore deemed uniquely qualified to serve in the role. Since taking on the position, the Office of Diversity has instituted 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 five percent decrease in overall minority student population since the 2012-13 year, with the most significant decreases in the African-American and American Indian minority groups. The percentages of Asian Americans, Pacific Islanders, and mixed-race students increased. The percentage of Hispanic students remained virtually unchanged since the last reporting period.

Table 1. A-State Students by Minority Group

Ethnicity	2013-14	2012-13	Change	% Change
Asian American	97	89	8	9%
African American	1923	2108	-185	-9%
Hispanic American	267	266	1	0%
American Indian	57	66	-9	-14%
Pacific Islander	10	7	3	30%
Two or More Races	211	178	33	16%
Total Minority	2565	2714	-149	-5%

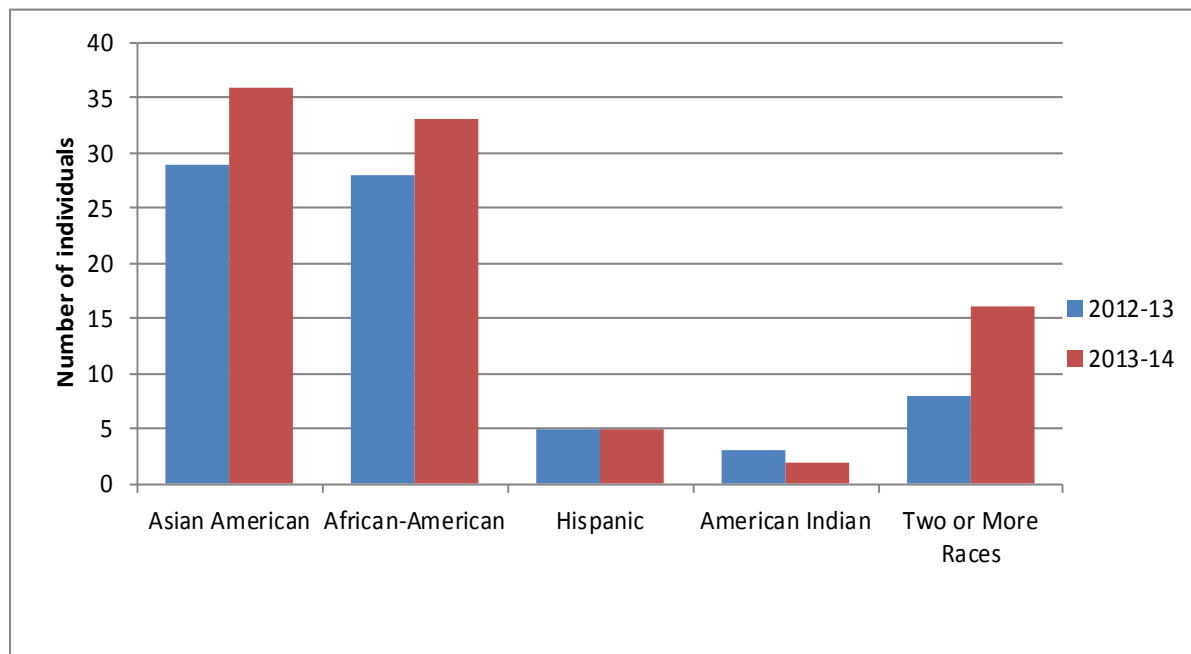
Minority Faculty and Staff

The total number of minority faculty and staff increased 13 percent since the last reporting period, from 236 in 2012-13 to 272 in 2013-14. See Appendix A for the number and position title of current minority faculty and staff.

Minority Full-Time Faculty

We experienced a 29 percent increase in the overall proportion of full-time minority faculty since the last reporting period. The largest increases were experienced with Asian American, African-American, and faculty representing two or more races (see Figure 1 below). The proportion of Asian American full-time faculty increased 24 percent; African-American, 18 percent; and mixed race full-time faculty, 100 percent. The number of Hispanic full-time faculty remained unchanged, while the number of faculty identifying as American-Indian decreased 33 percent since 2012-13.

Figure 1. Full-time Minority Faculty by Minority Group



Though the numbers of overall minority faculty have increased, the number of minority faculty in high-ranking and leadership positions (e.g., chair or dean) has remained unchanged.

Minority Adjunct Faculty

The number of minority faculty working in adjunct faculty positions increased 36 percent during 2013-14. There are currently 14 minorities serving in adjunct faculty positions, up from nine in 2012-13.

Table 2. Minority Adjunct Faculty by Minority Group

Title	Ethnicity	Number
Part-time Faculty	Two or More Races	3
Part-time Faculty	African-American	10
Part-time Faculty	Hispanic	1

Recently-Hired Minority Faculty and Staff

We experienced a 12 percent increase in the number of recently-hired minority faculty and staff who began working at A-State during the reporting period (from 22 in 2012-13 to 25 in 2013-14).

Table 3. Recently-Hired Minority Faculty and Staff

Title	Ethnicity Code	Number
Academic Advisor	Two or More Races	1
Instructor	Two or More Races	1
		<hr/> 2
Assistant Professor-COB	Asian American	1
Instructor	Asian American	1
Research Assistant--ABI	Asian American	1
		<hr/> 3
Academic Advisor	African-American	1
Administrative Specialist II	African-American	1
Apprentice Tradesman	African-American	1
Assistant Professor	African-American	3
Assistant Professor--12 Mo	African-American	1
Asst Coach	African-American	1
Childcare Technician	African-American	1
Institutional Svcs Assistant	African-American	4
Instructor	African-American	1
Library Support Assistant	African-American	1
Project Program Specialist	African-American	2
		<hr/> 17
Assistant Professor	Hispanic	1
Computer Support Specialist	Hispanic	1
Research Assistant	Hispanic	1
		<hr/> 3
Total Recent Hires		<hr/> 25

Progress on Institutional Goals

The following is a discussion of the progress on three overarching goals from the Arkansas State diversity strategic plan, “Diversity at Arkansas State University: Preparing for our Second Century – a Time for Inclusion.”

Goal 1: Maintain faculty and staff racial compositions that reflect those of the student body.

Research has shown that a diverse faculty not only provides for more role models for an increasingly diverse student body, the diversity of a university’s faculty promotes a more enriched intellectual environment and one that continuously attracts diversity within its student body. Of the over 10,000 undergraduate students in 2013², domestic minorities accounted for 19 percent of the enrollment base. African Americans continued to be the largest minority group at 14 percent of the undergraduate enrollment base. Yet of the 505 full-time instructional faculty, only 17 percent were classified as minorities with seven percent African-American, seven percent Asian American, one percent Hispanic, and the remaining two percent American Indian or mixed race.

From a student access perspective, these numbers equate to student/faculty ratios of 41:1 for African-Americans and 30:1 for Hispanics compared with 21:1 for mixed race, 19:1 for whites, and 2:1 for Asian Americans (See Table 4 below). While we expect all faculty members to serve as role models for our students, the fact remains that many minority students and students in

Table 4. Student FTE, Faculty FTE, and Student/Faculty Ratios by ³Ethnic Group

Ethnicity	FTSE	FTFE	FTSE/FTFE
African American	1,410	34	41:1
American Indian	39	3	13:1
Asian American	79	34	2:1
Hispanic	211	7	30:1
Two or More Races	167	8	21:1
White	7,477	396	19:1

² These numbers are published on the A-State website under *Historical Quickstats @ ASU* – historical fall enrollment for 2013. They may not match student percentages presented earlier due to a difference in reporting periods.

³ No students identified themselves as “Native Hawaiian/Pacific Islander,” and were not included in the table.

general, are drawn to those with whom they feel familiar and comfortable. Subsequently, the student-to-faculty ratios noted above are extremely important for enabling students to realize the extent of their possibilities. Though the University is making progress regarding recruitment and hiring of minority faculty, we have much work to do. We must continue to monitor these ratios to ensure that we have sufficient numbers of role models in place for all of our students.

When we established this goal, one of the actions we identified to help achieve this goal was to continuously monitor the search and selection process to ensure equitable and fair treatment of potential employees. To that end, we designed and instituted mandatory training for all faculty members who serve on faculty search committees. The training addresses implicit biases and micro-aggressions and provides participants with information on diversifying the applicant pool, conducting interviews devoid of stereotypes, and navigating the applicant tracking system. (Refer to the New Strategies and Activities section below for more detailed information on this training.)

Goal 2: Create and maintain a campus environment that is desirable for minorities to work and grow professionally.

We administered a comprehensive diversity climate survey at the end of the fall 2013 semester to capture the perceptions of the university environment from A-State faculty, staff, students, and administrators. At the time of this report, survey findings had not yet been analyzed. However, once the analysis is completed, the findings will be used to establish and update institutional priorities as needed, particularly as they relate to training and other initiatives deemed necessary to achieve this goal.

We have also, in the past year, begun to utilize the Strong-Turner (Black) Alumni Chapter in a more intentional and prominent way to ensure that minority faculty members have an outlet for free expression outside of the normal university setting. Such support and outreach is particularly instrumental for providing information on “specialty” services in the local community. Even information on something as seemingly trivial as finding a hairdresser could affect decisions to become a member of the campus community.

Finally, human resources has initiated an exit interview process to gather perceptions of the environment from individuals who either transfer to other departments or leave the university altogether. It is critical that we ascertain why individuals feel compelled to seek employment elsewhere and take the necessary steps to address any issues that exist to diminish the ability of all members of the university community to work and learn.

Goal 3: Create and maintain initiatives that encourage understanding of diversity, build support for an inclusive environment, and create opportunities for diversity dialogue.

For the 10th consecutive year, A-State has recognized faculty who have demonstrated the highest levels of excellence in diversity by awarding the Excellence in Diversity Award. This year, the recognition was bestowed on two outstanding faculty members who, through their research, student engagement and interactions, and community outreach, embody the ideals set forth by our vision, “...to be known by our commitment to diversity as evidenced by our inclusive work and learning environment.”

In an effort to recruit and retain minority and female faculty and staff, the Office of Diversity has continued the practice of helping to fund the first-year salaries of minorities in departments and academic units where there is limited or no racial or gender diversity.

Diversity research suggests that institutions first determine their individualized approach to diversity management prior to implementing training so that any training is customized to fit the needs of the institution (Cocchiara, Connerley, and Bell, 2010). Therefore, we will make a determination about whether and what type of large-scale diversity training to deliver will be made after the Diversity Climate Survey findings have been analyzed. In the meantime, several academic departments (Media and Communications and Career Management, for example) provide diversity training to their faculty and staff. Additionally, the Multicultural Center regularly delivers diversity and cultural competence training to students.

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. As discussed earlier, we anticipate additional new strategies as a result of the 2014 Diversity Climate Survey findings.

1. Collaborated with HR, Employee Learning and Institutional Effectiveness, and the ITTC to design and develop training for all full-time faculty members who serve on search committees. The training is housed in and accessed via Blackboard and contains information on recognizing implicit biases, broadening recruitment sources to diversify applicant pools, and understanding the selection process – all in an effort to achieve a more diverse faculty and enhance the overall quality of faculty searches. The training is

mandatory for all faculty members who are identified on the applicant tracking system as being a search committee member.

Benchmark: Participants must receive a perfect score on the training assessment before they will be provided access to the applicant tracking system to continue the search process. Participants will receive a certificate of training completion signed by the CDO and the Chancellor.

2. Established 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: Since the program began in September 2013, the office has awarded more than \$45,000 in grants to faculty and students 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 participating in a meeting of diversity officers from four-year and two-year Arkansas institutions of higher education to discuss and share best practices for advancing diversity and inclusion on our campuses.

Benchmark: At present, the group is an informal one, unaffiliated with any national organization. Future meetings will include a discussion of formalizing the Arkansas organization, either as an independent statewide organization or as a division of one of the existing organizations, such as CUPA or NADOHE.



Tools for Monitoring Progress

The Office of Diversity has 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 two years, conduct a diversity climate survey to gauge perceptions of campus environment. Use the 2013 survey as the benchmark for the 2015 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.

References

- Cocchiara, F.K., Connerley, M.L., & Bell, M.P. (2010). "A GEM" for increasing the effectiveness of diversity training. *Human Resource Management*, 49(6): 1089-1106.
- Williams, D.A., & Wade-Golden, K.C. (2007). *The Chief Diversity Officer: A Primer for College and University Presidents*. Washington, DC: American Council on Education.

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

Title	Ethnicity	Number
Academic Advisor	African-American	4
Administrative Specialist I	African-American	6
Administrative Specialist II	African-American	6
Administrative Specialist III	African-American	3
Apprentice Tradesman	African-American	1
Assistant Professor	African-American	9
Assistant Professor--12 Mo	African-American	2
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 Professor--12 Mo	African-American	1
Associate Registrar	African-American	1
Asst Coach	African-American	5
Asst Dean of Stdnt	African-American	1
Asst Dir of Financial Aid	African-American	1
Asst Football Coach	African-American	2
ASU Director of Housekeeping	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	11
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	2
Development Advncmnt Specialst	African-American	2
Dir of Career Servs	African-American	1
Dir of Disability Servs	African-American	1
Dir of Stdnt Activities	African-American	1
Dir of Strength and Conditioni	African-American	1
Dir of Upward Bound	African-American	1
Director Academic Advising	African-American	1
Education Counselor	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	3
Institutional Svcs Assistant	African-American	12
Institutional Svcs Supervisor	African-American	1

Instructor	African-American	12
Instructor--12 Mo	African-American	2
Librarian	African-American	1
Library Supervisor	African-American	1
Library Support Assistant	African-American	2
Professor	African-American	1
Project Program Director	African-American	1
Project Program Manager	African-American	20
Project Program Specialist	African-American	6
Public Safety Officer	African-American	2
Research Assistant	African-American	4
Skilled Tradesman	African-American	3
Staff Development Coordinator	African-American	1
Student Development Specialist	African-American	2
Student Union Night Manager	African-American	1
Systems Analyst	African-American	1
Total		165

Administrative Analyst	American Indian	1
Assistant Professor	American Indian	1
Childcare Technician	American Indian	1
Computer Support Specialist	American Indian	1
Instructor	American Indian	1
Project Program Manager	American Indian	1
Project Program Specialist	American Indian	1
Research Assistant	American Indian	1
Total		8

Administrative Specialist II	Asian American	1
Administrative Specialist III	Asian American	1
Administrative Support Supv	Asian American	1
Assistant Professor	Asian American	15
Assistant Professor-COB	Asian American	1
Associate Professor	Asian American	12
Associate Professor-COB	Asian American	1
Dean of Schools	Asian American	1
Head Coach	Asian American	1
Information Technology Manager	Asian American	1
Institutional Svcs Assistant	Asian American	1
Instructor	Asian American	2
Professor	Asian American	5
Research Assistant--ABI	Asian American	1
Research Assoc	Asian American	1
Research Assoc Professor--ABI	Asian American	1
Research Asst Prof--12 Mo--ABI	Asian American	1
Research Asst Professor--ABI	Asian American	1
Total		48

Administrative Specialist III	Hispanic	1
Assistant Professor	Hispanic	3
⁴ Assoc VC	Hispanic	1
Associate Professor	Hispanic	1
Associate Professor-COB	Hispanic	1
Computer Support Specialist	Hispanic	1
Financial Aid Analyst	Hispanic	1
Fiscal Support Specialist	Hispanic	1
HEI Program Coordinator	Hispanic	1
Institutional Printer	Hispanic	1
Institutional Svcs Assistant	Hispanic	2
Project Program Specialist	Hispanic	1
Research Assistant	Hispanic	1
Research Asst Prof--12 Mo--ABI	Hispanic	1
	Total	17

Administrative Specialist III	Pacific Islander	1
Dir. Interactive Teach & Tech	Pacific Islander	1
	Total	2

Academic Advisor	Two or More Races	2
Administrative Specialist II	Two or More Races	2
Assistant Professor	Two or More Races	3
Associate Professor	Two or More Races	4
Childcare Technician	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	1
Instructor	Two or More Races	3
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 Assoc	Two or More Races	1
Skilled Trades Supervisor	Two or More Races	1
Skilled Tradesman	Two or More Races	2
	Total	32
	Total Minority	272

⁴ Due to limited available positions at the time of appointment, the appropriated title of "Associate VC" was used. The actual working title is "Assistant VC."

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan
June 2014

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

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

	Fall 13
Black	811
Hispanic	645
American Indian/Alaska Native	129
Asian/Pacific Islander	158
Native Hawaiian	5
Total	1748

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. If there is no number in parenthesis, it is considered to be 1.

Minority Faculty:

Professor (1)	Asian/Pacific Islander
Associate Professor (3)	Asian/Pacific Islander
Associate Professor (1)	Black
Associate Professor (1)	Hispanic
Assistant Professor (5)	Asian/Pacific Islander
Assistant Professor (2)	Hispanic
Assistant Professor (2)	American Indian/Alaskan Native
Assistant Professor (2)	Black
Instructor (1)	Black
Instructor (1)	Asian/Pacific Islander
Instructor (1)	Hispanic
Workforce Ed Faculty (1)	Asian
Workforce Ed Faculty (1)	Black
Total Minority Faculty	22

Minority Adjunct Faculty

Adjunct (1)	American Indian/Alaskan Native
Adjunct (6)	Black
Adjunct (3)	Hispanic
Total Minority Adjunct	10

Minority Staff:

Academic Advisor UB M/S Liaison (1)	Asian
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Academic Advisor (1)	American Indian/Alaskan Native
Administrative Specialist I (1)	American Indian/Alaskan Native
Administrative Specialist II (1)	Black
Administrative Specialist III (2)	Asian
Administrative Specialist III (1)	Black
Administrative Specialist III (1)	Hispanic
Assistant Coach (1)	Black
Assistant Coach (1)	International/Non-Resident Alien
Associate Registrar (1)	Black
Assistant Athletic Director (1)	Black
Director of International Programs (1)	Asian
Financial Aid Analyst (1)	Black
Fiscal Support Analyst (1)	Hispanic
Fiscal Support Specialist (1)	Black
Fiscal Support Specialist (1)	Hispanic
Head Coach (1)	Hispanic
Institutional Assistant (1)	Asian
Institutional Services Assistant (2)	American Indian/Alaskan Native
Institutional Services Assistant (2)	Asian
Institutional Services Assistant (1)	Black
Institutional Services Assistant (2)	Hispanic
Maintenance Assistant (1)	Black
Project Program Director Sports Medicine (1)	Black
Project Program Specialist (1)	Hispanic
Project Program Specialist (1)	Asian
Registered Nurse (1)	American Indian/Alaskan Native
Student Development Specialist (1)	American Indian/Alaskan Native
Systems Specialist (1)	American Indian/Alaskan Native
Total Minority Staff	33

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

Assistant Professor (2)	Asian
Assistant Professor (1)	Black
Academic Advisor (1)	American Indian/Alaskan Native
Administrative Specialist III (1)	Black
Adjunct Nursing (1)	Black
Adjunct English (1)	Hispanic
Project Program Specialist (1)	Hispanic
Institutional Services Assistant (1)	Hispanic
Total in Past Year	9

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 120 last year, an increase of 7.4% 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.

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.

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
2013-2014
Minority Recruitment and Retention
Annual Report

Dr. Lewis A. Shepherd, Jr.
Vice President for Student and External Affairs
Henderson State University
June 30, 2014

Introduction

In 2000, people of color (African Americans or people of African descent, Asian Americans, and Asian American descent, Hispanic Americans, Native Americans) comprised approximately 30% of the United States (U.S.) population. Currently, people of color comprise 37% of the population. By 2050, it is projected that the people of color will represent 54% of the total U.S. population, an increase of 8% over previous projections.

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 2013-2014 academic year at Henderson State University was 1,244. This number represents approximately 34.2% of the HSU student body. This represents an increase from 31.9% in 2012-2013.

Ethnicity	Headcount
African American	895
American Indian	10
Asian American	24
Hispanic	134
2 or More Races	181
Grand Total	1244

Minority Staff and Faculty

During the 2013-2014 academic year, Henderson State University employed 124 (21.3%) 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	9
Associate Professor	13
Associate Librarian	1
Instructor	2
Lecturer	1
Professor	11
Accountant I	1
Administrative Specialist I	6
Administrative Specialist II	4
Administrative Specialist III	4
Assistant Coach	1
Associate Dean of Student Services	1
Associate Dean	1
Assistant Director McNair Scholars	1
Assistant Dean of Student Services	2
Assistant Director of Athletics	1
Campus Postmaster	1
Computer Operator	2
Counselor	1
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	1
Fiscal Support Specialist	1
Fiscal Support Technician	2
Institutional Assistant	3
Institutional Services Assistant	29
Institutional Services Supervisor	2
Library Tech- Academic Support	3
Maintenance Assistant	2
Network Support Analyst	1
President	1
Project/ Program Specialist	1
Public Safety Officer	3
Purchasing Specialist	1
Registrar's Assistant	1
Scholar Coordinator McNair Scholars	1

Shipping and Receiving Clerk	1
Vice President for Student and External Affairs	1
	124

Full-time Faculty by Minority Group

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

Ethnicity	Headcount
2 or More Races	7
African American	10
American Indian	2
Asian American	7
Hispanic	2
Grand Total	28

Adjunct Faculty by Minority Group

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

Ethnicity	Headcount
2 or More Races	1
African American	6
American Indian	1
Asian American	1
Grand Total	9

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:

Part-time Faculty	9
Lecturer	1
Administrative Specialist I	1
Institutional Services Assistant	5
	16

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.

Assessment

As a measure of progress we will:

1. Create diversity action plans that are made by all academic and non-academic units. These plans will be reviewed by the units annually during the Fall term.
2. Create an annual campus diversity report card that addresses diversity initiatives on the campus.
3. Create a campus-wide mentoring program that improves campus climate and retention.
4. Monitor retention and graduation rates of underrepresented students and women.
5. Monitor retention of underrepresented faculty and staff.
6. Conduct on-going research that helps to measure campus climate and diversity-related issues in collaboration with the Office of Institutional Research.
7. Provide diversity-related training opportunities for administrators, faculty, staff, and students.
8. The university is currently completing the Strategic Plan, which will be unveiled in August 2014. This document will provide goals and directives related to diversity.

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
2013-2014

Southern Arkansas University
100 E. University
Magnolia, Arkansas 71754

MINORITY RETENTION PLAN 2013-2014

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
2013-2014 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

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%

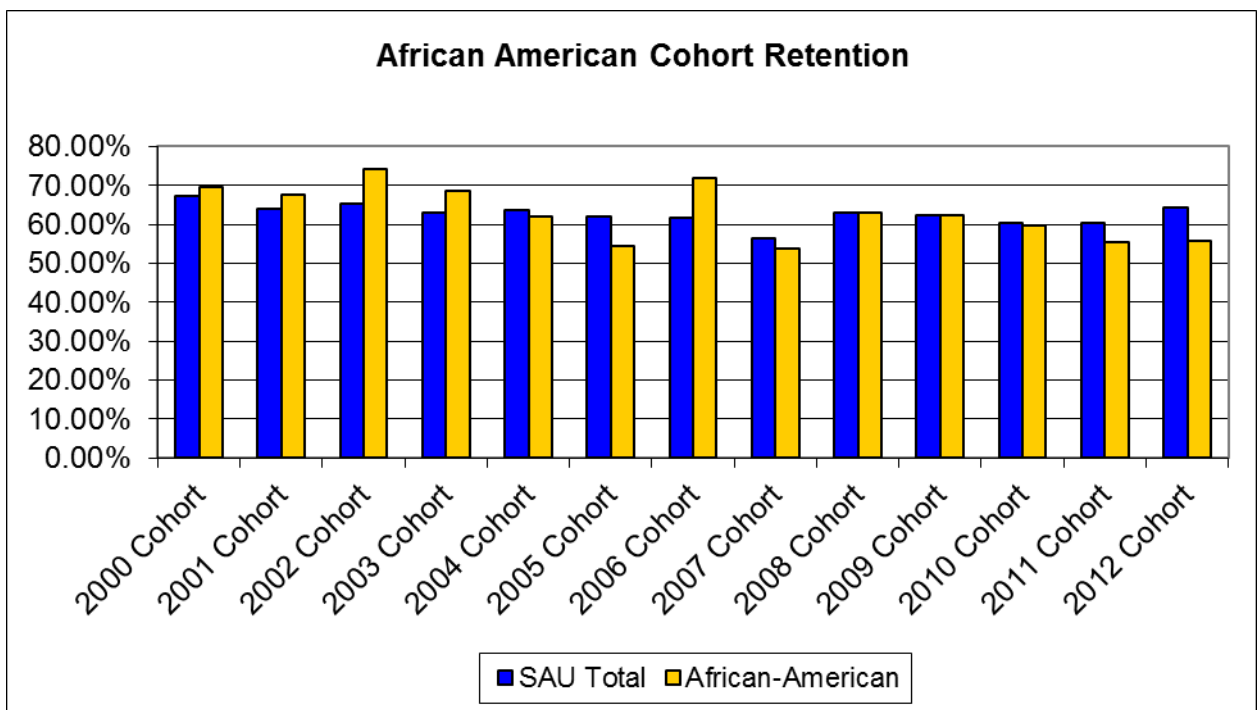
Fall 2011 Cohort Group	Number in Cohort	First Year Retained Fall 2012
African-American	190	55.26%
Native American	4	50%
Hispanic	28	39.28%
Asian	4	75%
White	402	64.18%

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

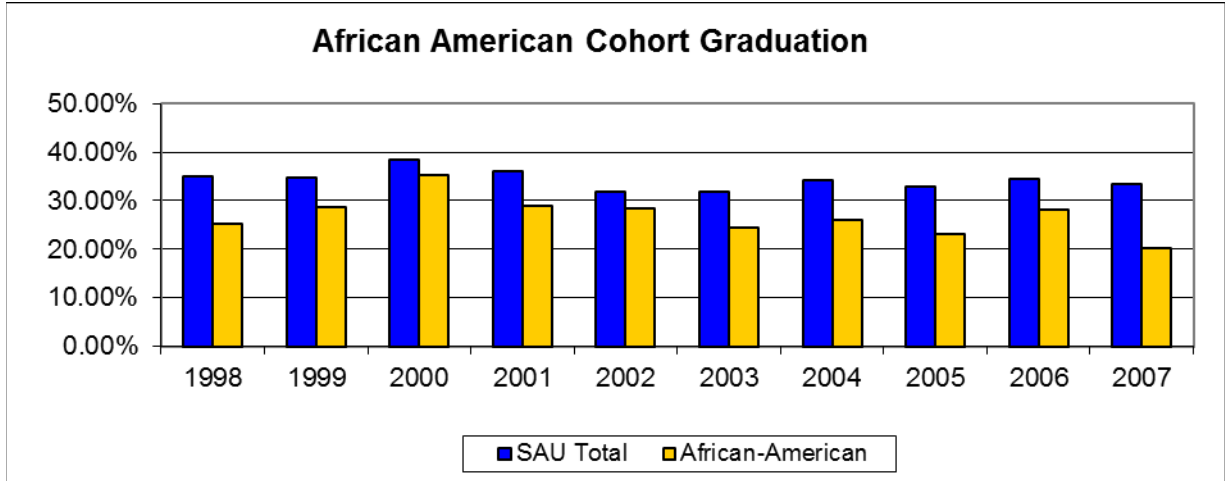
African-American Beginning Freshmen Retention

Cohort	SAU Total	African-American
2000 Cohort	67.42%	69.57%

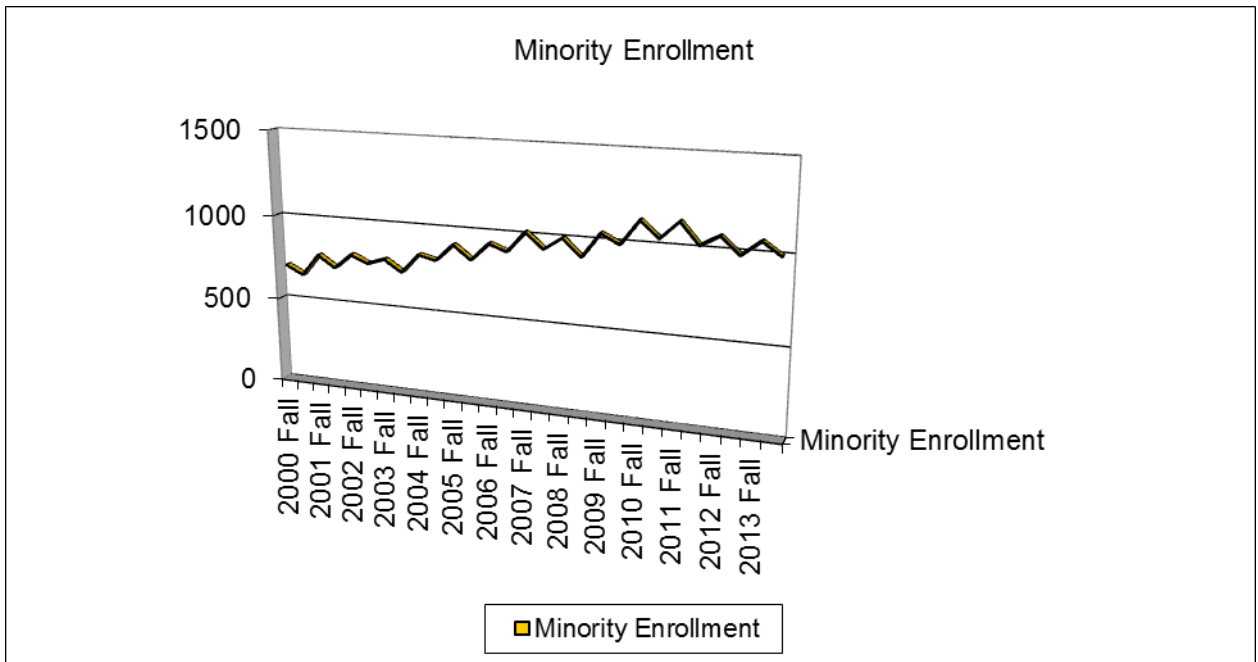
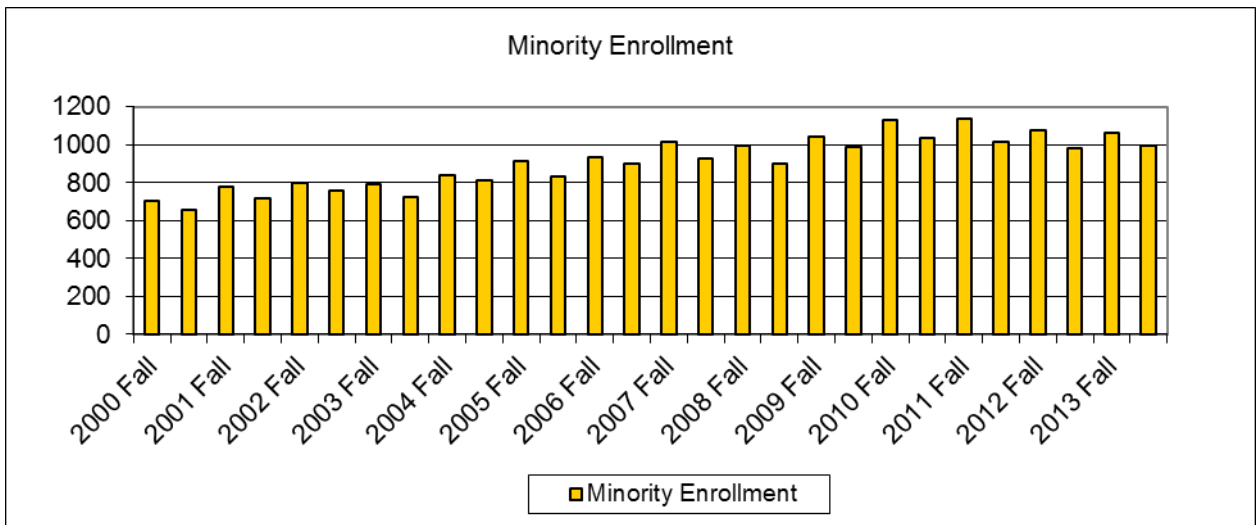
2001 Cohort	63.92%	67.59%
2002 Cohort	65.19%	74.32%
2003 Cohort	62.87%	68.42%
2004 Cohort	63.68%	61.88%
2005 Cohort	62.08%	54.55%
2006 Cohort	61.62%	71.79%
2007 Cohort	56.36%	53.85%
2008 Cohort	62.82%	62.92%
2009 Cohort	62.34%	62.28%
2010 Cohort	60.19%	59.70%
2011 Cohort	60.28%	55.26%
2012 Cohort	64.30%	55.70%



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%



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



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 2013/2014 ACTIVITIES and EVENTS

AUGUST 2013

- Diversity Awareness Session for BAM II Kicking It Up A Notch
- Project Pal Day of Orientation
- Informal Greek stepshow for freshmen students
- National Pan-Hellenic Council meeting (NPHC)

SEPTEMBER 2013

- Black Students Association meeting
- Sexual Assault Awareness Week activities
- NPHC meeting
- Black Students Association meeting
- NPHC meeting
- Black Students Association meeting
- Black Students Association Rooftop Party

OCTOBER 2013

- NPHC meeting
- BSA meeting
- Black Students Association
- Latinos Unidos Freshman Fiesta
- NPHC meeting
- BSA meeting
- Brother-To-Brother meeting
- Diversity Initiative Task Force meeting
- Diversity Initiative Task Force Webinar

NOVEMBER 2013

- Diversity Initiative Task Force meeting
- Brother-To-Brother meeting
- NPHC meeting
- Latinos Unidos meeting
- BSA meeting
- Brother-To-Brother meeting
- NPHC meeting
- BSA meeting
- NPHC meeting
- Black Alumni Homecoming Reception
- NPHC Homecoming Greekshow

DECEMBER 2012

- BSA meeting
- NPHC

JANUARY 2014

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

FEBRUARY 2014

- NPHC meeting
- Diversity Initiative Task Force meeting
- BSA meeting
- Latinos Unidos meeting
- BSA Panel Discussion
- NPHC meeting
- BSA meeting
- Brother-To-Brother meeting
- African American Male Initiative Consortium Conference - UALR

MARCH 2014

- NPHC meeting
- Diversity Initiative Task Force meeting
- BSA meeting
- Latinos Unidos
- NPHC meeting
- BSA meeting
- The Image of Black Male Students in Higher Education – A Panel Discussion
- Black Student Association Panel Discussion
- Brother-To-Brother meeting

- Selection and announcement of the inaugural Mary Armwood Diversity Excellence Award for faculty and the Staff Diversity Excellence Award

APRIL 2014

- NPHC Annual Spring Greekshow & After Party
- NPHC meeting
- BSA Scholarship Extravaganza
- NPHC meeting
- Selection and announcement of the inaugural Wilbur B. Moss Student Organization Diversity Excellence Award
- BSA meeting
- Genesis Ministry Choir Annual Spring Concert
- Brother-To-Brother

2014 Minority Recruitment & Retention Annual Report

University of Arkansas

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 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). With regards to students, the report highlights the numbers in each ethnic category for the fall 2013. With regards to faculty and staff, the report details the minority hires from July 1, 2013 through May 1, 2014. 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

The UAF has made important progress in meeting its minority recruitment and retention goals. In 2009 Chancellor Gearhart and the Chancellor’s Administrative Policy Council developed a new report, **Providing Transparency and Accountability to the People of Arkansas**, which 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.

Minority Student Enrollment

Between the fall 2012 and fall 2013 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 2012	FALL 2013	% of Total 2013	% of Change
Hispanic and any race	1301	1507	5.9%	15.8%
American Indian	327	327	1.3%	0.0%
Asian	596	592	2.3%	-0.7%
African American	1278	1284	5.1%	0.5%
Hawaiian	20	18	0.1%	-10.0%
Two or More Races	694	751	3.0%	08.2%
TOTAL	4,216	4,479	17.7%	06.2%
Foreign (International)	1,237	1,387	5.5%	12.1%
Ethnicity Not Available	99	100	.4%	1.0%

*(UA Office of Institutional Research)

The university has taken aggressive steps to grow underrepresented student numbers. For the 2012-2013 school year, Dr. Charles Robinson, Vice Chancellor for Diversity and Community, and Dr. Luis Restrepo, Assistant Vice Chancellor for Diversity and Community, have further expanded a recruiting strategy known as the "Razorback Bridge Outreach Program." This plan has three (3) parts:

First, the plan requires creating relationships with targeted schools that have large numbers of underrepresented students. University faculty, staff and students travel to these schools throughout the state to discuss the benefits and realities of

the college experience and to invite students to apply to the University of Arkansas.

Second, the Razorback Bridge plan establishes college readiness training for students from targeted high schools. In this way the university can help underrepresented students get beyond some of the hurdles tied to meeting university admission standards and competing more successfully for university scholarships.

Third, the university provides Bridge and Silas Hunt scholarships to high achieving underrepresented students to encourage them to attend. The Bridge scholarships have a mentoring requirement associated with them. Bridge Scholars are obligated to receive both faculty and peer mentoring.

Since its inception in fall 2009, the Razorback Bridge Outreach Program has produced the desired results. Between fall 2010 and fall 2011, underrepresented student enrollment grew by **15.3%**. From fall 2011-fall 2012, underrepresented student enrollment grew by **10.4%**. From the fall 2012-fall 2013, underrepresented student enrollment increased by **6.2%**. In the fall of 2013, 18.5% of the entering freshmen were underrepresented students.

Minority Faculty/Staff

For FY14, the university hired 528 employees in both faculty and staff positions. Federally defined minorities accounted for **14.01%** of these hires. Although this percentage reflected a slight decrease (.63%) in total minority hires when compared to FY13, the UAF achieved an impressive increase in the number of African Americans hires. In FY14, the university nearly doubled the number of African Americans hired when compared to FY13. Also, the university saw

significant increases among certain minority groups for full-time faculty positions. Hispanics numbers grew by **30.7%**; African Americans by **12.9%**; and Two or more races by **16%**.

Women comprised **54.92%** of the all new employees for FY14 (a slight increase over last year's strong numbers) while foreign nationals made up **6.82%** of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in FY13 and FY14, 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 13#</u>	<u>%</u>	<u>FY 14#</u>	<u>%</u>
African American	20	4.50%	39	7.39%
American Indian	4	.9%	2	.38%
Asian	21	4.73%	12	2.27%
Hispanic	13	2.93%	14	2.65%
Native Hawaiian	0	0.00%	1	.19%
Two or More Races	7	1.58%	7	1.32%
Foreign	39	8.78%	36	6.82%
Unknown	0	0.00%	0	0.00%
Caucasian	340	76.58%	417	78.98%
Totals	444	100.00%	528	100.00%

Gender Totals

Female	236	53.15%	290	54.92%
Male	208	46.85%	238	45.08%
Totals	444	100.00%	528	100.00%

Minority Faculty/Staff by Position

Position	# of Employees
Vice Chancellor	1
Assistant Dean	1
Dean	1
Dean Of Business Administration	1
Dean Of Law	1
Associate Dean	1
Director Of Career Services	1
Director of University Police	1
Director Of Alumni	1
Project/Program Director	6
Sr. Project/Program Director	3
Assistant Professor	71
Assistant Professor – ENGR	9
Assistant Professor - WCOB	10
Associate Professor	40
Assoc Professor - WCOB	4
Assoc Professor-Law	2
Associate Professor - ENGR	5
Asst Librarian	1
Departmental Chairperson	2

Departmental Chairperson-ENGR	1
Departmental Chairperson-WCOB	2
Distinguished Professor	1
Distinguished Professor-ENGR	3
Distinguished Professor – WCOB	2
Instructor	42
Lecturer	11
Librarian	1
Professor	21
Professor – ENGR	8
Professor - WCOB	1
Professor Law	4
University Professor	2
University Professor – ENGR	1
University Professor – WCOB	1
Academic Counselor	12
Accountant II	1
Administrative Analyst	5
Asst To The Dean	2
Computer Support Specialist	10
Development/Advancement Mgr.	1
Development/Advancement Spec	3

Director of Affirmative Action	1
EEO/Grievance Officer	1
Fiscal Support Analyst	5
Fiscal Support Manager	1
Fiscal Support Supervisor	1
HEI Program Coordinator	8
Master Scientific Res Tech	1
Network Support Analyst	3
HR Specialist	1
Benefits Specialist	6
Occupation Safety Coordinator	1
Payroll Services Specialist	1
Police Captain	1
Post Doctoral Associate	31
Post Doctoral Fellow	13
Program Assistant	1
Program Associate	17
Program Technician	15
Project/Program Manager	9
Project/Program Specialist	42
Project Coordinator	2
Research Assistant	12

Research Associate	38
Scientific Research Tech	2
Special Events Manager	1
Student Development Specialist	7
Website Developer	1
Administrative Specialist I	5
Administrative Specialist II	10
Administrative Specialist III	16
Admin. Supp. Supervisor	15
Fiscal Support Technician	3
Inventory Control Manager	2
Library Specialist	1
Assistant Registrar	1
Registrar's Assistant	3
Computer Operator	1
Computer Support Technician	5
Financial Aid Analyst	1
Fiscal Support Specialist	4
Audio Visual Lab Assistant	1
Editor	1
HE Public Safety Commander I	3
HE Public Safety Supervisor	2

HE Public Safety Officer	2
Library Supervisor	2
Library Support Assistant	2
Library Technician	1
Research Technologist	2
Senior Software Supp Analyst	2
Skilled Trades Foreman	1
Systems Analyst	4
Systems Specialist	5
Apprentice Tradesman	1
Equipment Mechanic	1
Skilled Tradesman	7
Skilled Trades Helper	1
Research Scientist	1
Stationary Engineer	2
Institutional Service Asst.	24
Institutional Service Super.	3
Lodge Housekeeping Supervisor	1
Maintenance Specialist	2
Agriculture Farm Technician	4
Agriculture Lab Technician	2
Total Minority Faculty/Staff	663

Minority Full-time Faculty-2013

Ethnicity	Number
African American	31
American Indian	10
Asian	82
Hispanic	26
Pacific Islander	00
Foreign	45
Two or More Races	12
Total	206

Minority Full-time Faculty 2014

Ethnicity	Number
African American	35
American Indian	08
Asian	80
Hispanic	33
Pacific Islander	00
Foreign	49
Two or More Races	14
Total	219

Minority Adjunct Faculty

Ethnicity	Number
African American	11
American Indian	01
Asian	03
Hispanic	06
Pacific Islander	00
Foreign	05
Two or More Races	01
Total	27

Minority Faculty/Staff New Hires by Position

Academic Counselor	2
Administrative Specialist I	2
Administrative Specialist II	4
Administrative Specialist III	3
Admin. Support Supervisor	1
Assistant Professor	22
Assistant Professor-ENGR	1
Assoc Professor	3
Agriculture Farm Technician	1
Audio Visual Lab Assistant	1
Benefits Specialist	6
Fiscal Support Analyst	1
Fiscal Support Technician	1

HEI Program Coordinator	2
Institutional Service Assistant	5
Instructor	14
Lecturer	8
Post Doctoral Associate	5
Post Doctoral Fellow	5
Professor	1
Program Associate	1
Program Technician	2
Project Coordinator	1
Project/Program Specialist	5
Research Assistant	1
Research Associate	8
Research Scientist	1
Skilled Trades Helper	1
Skilled Tradesman	1
Student Devel. Specialist	2
Total	111

Diversity Initiatives 2013/2014

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 further expanded the “Razorback Bridge Plan.” Over the past four years, Diversity Affairs has built relationships with administrators and students at the following high schools: West Memphis, McClellan, Hall, Dumas, Fordyce, Rivercrest, El Dorado, Forrest City, Lee, KIPP, Osceola, Hughes, Pine Bluff, Ashdown, Hope, Parkview, Ft. Smith North Side, Barton-Lexa, Blytheville and Earle. Diversity Affairs has also strengthened the university’s relationship with area high schools that have sizable Hispanic and Marshallese populations.

They include Bentonville, Springdale, Rogers, Rogers Heritage, and Siloam Springs.

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 Charter Schools and Philips County. Students who benefit from DACCC will receive extraordinary retention support for four years of undergraduate study, including unique scholarship support that will significantly discount the costs associated with their completing a degree. The DACCC is a pilot program that will accommodate no fewer than 42 students over a six year period.

The College Access Initiative (CAI) has also continued having a full slate of diversity related initiatives and programs. CAI has the direct charge of augmenting college-going and college retention for the students from the Delta schools that are part of the Delta/UA College Completion Consortium. CAI strengthened its consortium with nine high schools in the Arkansas Delta by increasing the number of visits that CAI personnel made to each school. CAI also facilitated more campus visits for students from these consortium schools. In addition, CAI just recently hired two new coordinators with the intention of even further expanding its reach in the state.

During the past summer, CAI organized two residential summer programs for consortium and other Arkansas students. Those students still in high school were able to attend one of two week-long ACT Academies. These academies operate as ACT intensive preparation programs. More than 200 students from over

50 high schools participated in the academies. For those graduating consortium students who planned to attend the University of Arkansas in the fall as freshmen, CAI, in conjunction with the Fulbright College of Arts and Sciences, constructed a two week long summer bridge program designed to ease the transition of consortium students to the campus and provide a crash course in college-level reading, writing, study skills, and campus support networks. Twenty-five students participated in this inaugural summer bridge program.

CAI also managed a grant-funded partnership with ALPFA, the Association for Latino Professionals in Finance and Accounting, to offer ACT prep to ALPFA junior leadership academies at Rogers, Rogers Heritage, and Springdale High schools. The program served 85 students across the three schools through a seven-week ACT prep workshop, a parent orientation, and mandatory April ACT test. CAI staff also facilitated teacher development workshops in Northwest, Central, and East Arkansas partner schools and in Pine Bluff area. Several of these workshops were made in collaboration with Teach for America.

The Office of Latino Academic Advancement and Community Relations (la OLAA-CR) brought over 500 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) continued to facilitate its Razorback Bridge/Silas Hunt Academic Enrichment Program. This mentoring program provides students with both faculty and peer mentoring. In order to create more opportunities for all students to receive supplemental instruction, the MC entered into an agreement with the Enhanced Learning Center to serve as a campus unit to house after-hour tutoring. Furthermore, the MC supports the recognition of the various cultural heritage months by sponsoring a number of guest lecturers and academic events and serves as the principal manager of Connections, the largest Registered Student Organization on campus that focuses on retaining underrepresented students.

Diversity Affairs also oversees 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.

In conclusion, the University of Arkansas is dedicated to maintaining a welcoming and inclusive campus environment for students. 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. For the

future, the UAF will continue adding to the richness of our diversity-focused initiatives in order to better serve our entire campus community.

Faculty/Staff Diversity Efforts

In order to encourage departments to more effectively seek out underrepresented faculty, the University of Arkansas has implemented several strategies. Human Resources in conjunction with the Office of Equal Opportunity and Compliance (OEOC) regularly conducted diversity training workshops for faculty and staff in order to better ensure that employees better understand and embrace the benefits of growing a more diverse campus community. The OEOC also purchased campus-wide subscriptions to several diverse publications so that campus departments could more effectively advertise their open positions to potential minority applicants. In addition, the Office of Diversity sponsored a group of faculty to attend the 20th Institute on Teaching and Mentoring sponsored by SREB's Compact for Faculty Diversity. The annual conference afforded selected faculty the opportunity to target potential diverse applicants for current and future positions.

In October 2013, the OEOC produced a Diversity Report Card for each of the major university units. Subsequently, the vice chancellor for diversity and community met with many of the vice chancellors and academic deans to update them about their diversity progress. The meetings allowed the vice chancellor for diversity and community the opportunity to underscore the importance of diversity as a university mission and to offer advice as to best practices for achieving greater success.

In order to further encourage and empower academic departments to actively seek out diverse candidates for positions, the UAF also utilized both the

Strategic and the Maintenance Incentive Funds. The Strategic Fund provided special resources for colleges/departments that identify underrepresented candidates to hire in the absence of established faculty lines. The Maintenance Incentive Fund rewarded academic departments that hire underrepresented candidates through established lines with an increase in their departmental maintenance budgets. The departments are only allowed to keep the increased amount permanently if they successfully retain and tenure the underrepresented hire.

In an effort to cultivate a more inclusive feeling among underrepresented faculty and staff, the Office of Diversity continued the faculty/staff resource groups. The purpose of these groups is to provide underrepresented faculty and staff opportunities to socialize and develop a stronger sense of connection to the campus. The university also has a very active Chancellor's Commission on Women. This campus-wide organization meets regularly to discuss issues related to improving the campus climate for women.

Minority Retention Report 2013-14
University of Arkansas – Fort Smith

June 30, 2014



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 that 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 2013 was 7,154. This number represents a 2.5 percent overall decrease in enrollment over fall 2012, while minority student enrollment increased at a rate of 0.5 percent (n=10). In fall 2013, minority students made up 26 percent of the student body, up from 24.5 percent in 2012.

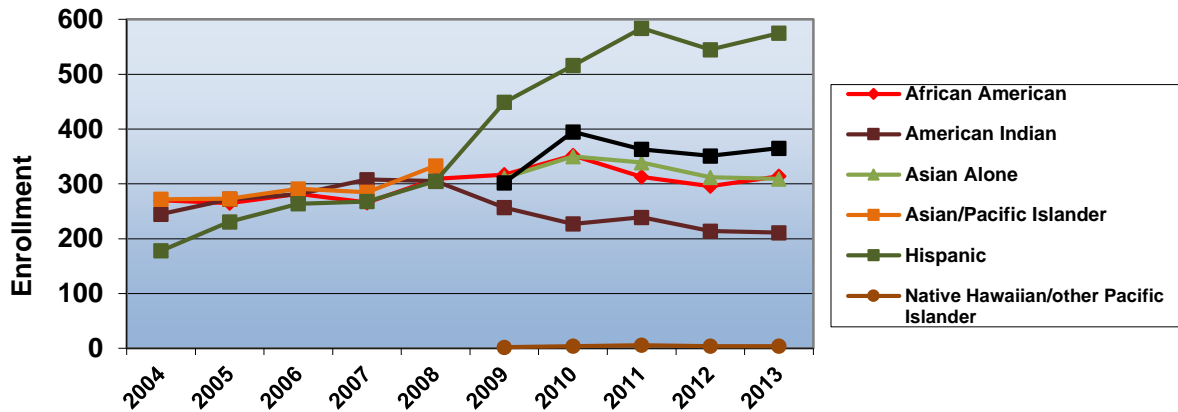
Minority Student Enrollment

UAFS experienced an increase in enrollment for the following racial minorities: Black or African American (6.1%, n=18), Hispanics of Any Race (5.5%, n=30), and Two or More Races (4%, n=14). Native Hawaiian or Other Pacific Islanders remained the same, representing no growth or decline. The following racial minorities decreased in enrollment: American Indian or Alaska Native (1.4%, n=3), and Asian (1.0%, n=3). White students also declined (3.5%, n=193).

Of the total ADHE count for fall 2013, the American Indian population comprised 2.9 percent (n=211); the Asian population comprised 4.3 percent (n=309); the Hispanic population comprised 8.0 percent (n=575); the African American population comprised 4.4 percent (n=314); Native Hawaiian or other Pacific Islanders comprised 0.1 percent (n=4) of the total population; and the population of students reporting More Than One Race comprised 5.1 percent (n=365; see Figure 1 on the next page).

Since 2003, minority enrollment has increased 107.8 percent (n=965). In the past ten years, the largest percentage increase has been in the Hispanic population, which increased 278.3 percent (n=423). The Black or African American population increased by 20.8 percent (n=54). Asian alone indicator has decreased over the Asian/Pacific Islander population by 28.8 percent (n=69), while the American Indian or Alaska Native population decreased by 8.7 percent (n=20).

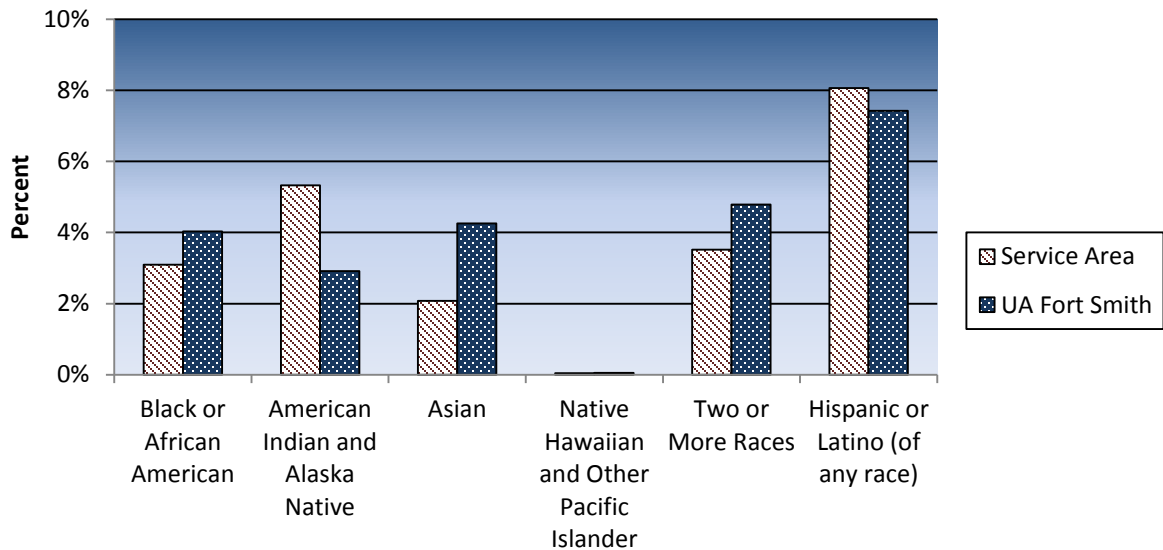
Figure 1: UA Fort Smith Minority Headcount



Source: Office of Institutional Effectiveness; *Trend Book*, 2009-2013.

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 2013 enrollment data shows a 24.9 percent racial minority population at UA Fort Smith (see Figure 2). However, UA Fort Smith's current Native American and Hispanic enrollment numbers are lower in proportion to the Native American and Hispanic populations in our service area (see Figure 2).

Figure 2: Service Area Minority Compared to UA Fort Smith Minority Enrollment (2013-2014)



Sources: Office of Institutional Effectiveness, *Trend Book*, 2009-2013; US Census Bureau, American Fact Finder 2010 Census Data

Minority Recruitment Efforts 2013-2014

UA Fort Smith carried out several recruitment initiatives during the 2013-2014 academic year. Both traditional and nontraditional minority students were sought through multiple channels.

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

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

We place newspaper advertisements that focus on scholarship deadlines, campus tours, and other access-related issues in the *Lincoln Echo*, a Fort Smith regional newspaper targeting the African American population.

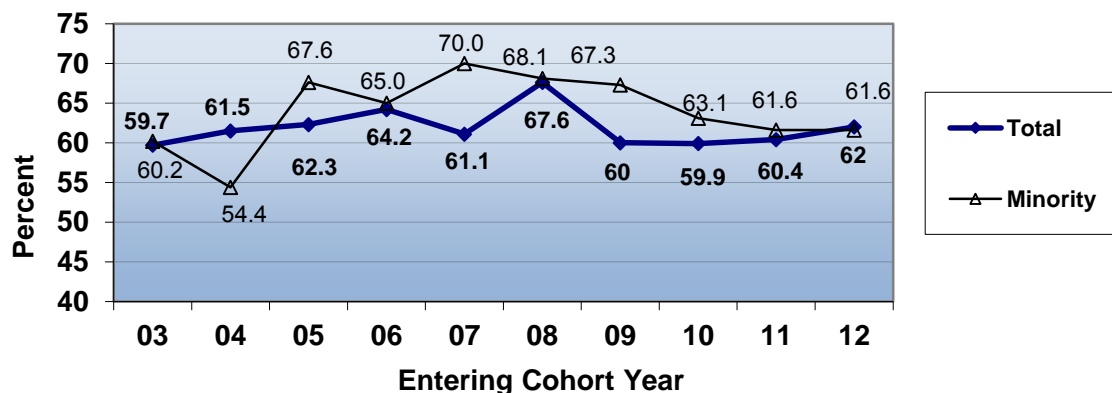
Minority Retention

UAFS is committed to retaining minority students at a rate equal to or greater than the retention rate of the total student population. We met this goal in fall 2003 when the retention rate of the fall 2003 cohort of minority students outpaced the total student retention rate by 0.5 percent. The minority retention rates for fall 2006 (65 percent), for fall 2007 (70 percent) and for fall 2008 (68.1 percent) have been higher than the total student population retention rates (64.2, 61.1 and 67.6 percent respectively; see Figure 3). Retention of minority students for fall 2012 to fall 2013 did not outpace total retention at UAFS (60.5 percent for minorities opposed to 62.0 percent for total retention).

For the 2012-2013 academic year, 60.0 percent of first-time, full-time African American students returned from the previous year's cohort.

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.

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



Source: Office of Institutional Effectiveness

Retention Services

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

NSO UA Fort Smith requires all first-time students to complete a new-student orientation (NSO) where they learn about the resources available to them, including Web-based 24/7 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 those 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 still required for students needing all developmental disciplines.

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 support services to address their educational needs. These services include tutoring, guided study counseling, and workshops designed to address specific academic challenges. 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.

Recruitment UA Fort Smith 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 UA Fort Smith is the right campus to begin a college career. UA Fort Smith 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 recruiting by providing an institutional face to prospective students. Both the website and printed recruitment pieces are carefully designed to reflect the diversity evident at the University.

Financial Aid Comprehensive financial planning is vital to college success. UA Fort Smith 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 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. 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.

Early Alert 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 contact the academic advising office to request an intervention for the student. Advisors contact and meet with the student to determine the best course of action that will lead to academic success in the specific course and at the institution.

Students Together Effectively Progressing (STEP) STEP is a forum for the dissemination and collaboration of information pertinent to minority students of UA Fort Smith. STEP is an organization for African American students.

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

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

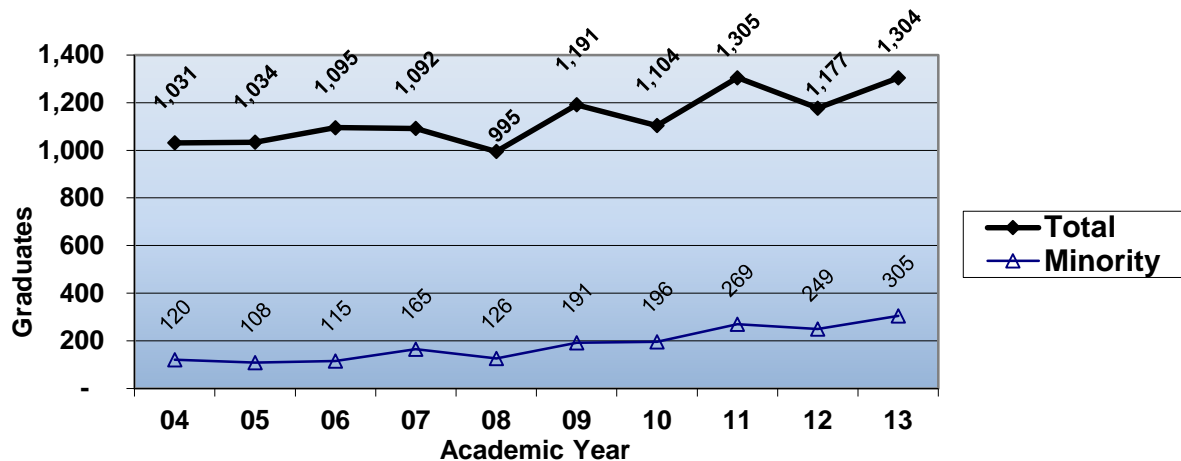
Native American Students Association - to provide current and accurate information about Native American cultures.

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

Minority Graduation

Three hundred five racial minority students were awarded degrees or certificates during this period. Over the last decade, minority graduates have increased over 154.2 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 (2004 to 2013)



Source: Office of Institutional Effectiveness

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

(2013/2014)

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 our success than the dedication and effort of our employees. It is imperative that we recruit, hire, and retain qualified people. Seeking employees with diverse backgrounds and culture ranks high among our recruitment goals.

According to current census data, the percentage of nonwhite residents in our service area is 22.2 percent. When you compare this number to our FY 2013–2014 workforce, which includes 15.2 percent nonwhite employees, it is clear that we still have work to do to close that gap. However, we continue to strive to accomplish our 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

UA Fort Smith's philosophy is based on the conviction that the well-being of the University and the well-being of its employees are synonymous! Our most valuable asset is our 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. The University 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 - UA Fort Smith 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.

Our recruitment activities go beyond local and area newspapers. We utilize a number of internet sites and routinely advertise in our multi-state region, throughout the state of Arkansas, and nationwide in an effort to draw from a more diverse population. We use trade publications to target professionals in specific fields. We actively target minority and other groups through publications such as *Diverse Issues in Higher Education*, and through specialized mailing lists such as the HigherEdJobs.com's affirmative action e-mail list, and local entities such as the Alliance of Black Ministers, local churches, military organizations, agencies offering rehabilitation services, and other special-interest groups. We also frequently recruit 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, we strive 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 our institutional goals is to attract and develop highly qualified faculty and staff. The University 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.

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

Employee Benefits Program – A competitive benefits program is crucial in our recruiting efforts. Through careful and ongoing program review and monitoring, the University is able to provide a comprehensive employee benefits package that is competitive with most local and regional employers. Plan highlights

include an employee-owned health and dental plan, voluntary 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.

In keeping with the University's philosophy, when an issue directly impacts employees, such as major changes to the benefits program, employees are encouraged to take an active role and have a voice in determining the outcome. Given this, UA Fort Smith has a standing Employee Benefits Advisory Committee that reports to the chancellor. That committee is periodically asked to review the institution's benefits programs and make recommendations for change.

UA Fort Smith 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. In July 2008, benefits were expanded to include access to a local employers' primary care clinic at no out-of-pocket cost to health plan participants. Additionally, beginning in 2010, we restructured our health plan premium structure to a tiered system 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 our customers. One of the benefits of the program is to welcome new employees as part of the "UA Fort Smith family" and to introduce them to the organization as a whole. We strive to prevent the feeling of isolation common for new employees, and focus 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. We also have a mentoring program for clerical and support staff.

Policies & Procedures - UA Fort Smith'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, we tend to err on the side of the employee when possible (and when doing so is in the best interest of our students and this University). We emphasize employee retention 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 we continue to work toward our 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 UA Fort Smith. 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 this 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. UA Fort Smith 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 - The University 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 – UA Fort Smith's current Ethnic Summary Report shows that of the individuals employed during FY 2013-2014, 183 or 15.2 percent were minorities.

Ten-year Employment Trend – To provide a more historical perspective, it is helpful to compare the current year's numbers to where we were 10 years ago. The Ethnic Summary Report from FY 2003-2004 shows 1065 employees with 95 minorities, or 8.92 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 our local job market and our student population.

Another statistic that speaks to our diversity is the number of foreign nationals employed during FY 2013-2014. We employed 51 faculty and staff members during FY14 who were foreign nationals.

The following chart details the number of minority faculty and staff that were newly hired during FY 2013-2014 and their position categories. This includes full-time and part-time employees.

POSITION CATEGORY	NUMBER OF STAFF
Executive/Administrative & Managerial	1
Faculty	15
Other Professionals	3
Technical & Paraprofessional	1
Clerical and Secretarial	2
Service/Maintenance	3
Other (includes tutors, student help, etc.)	59
TOTAL	84

CONCLUSION

Our numbers certainly show that the University is making strides in closing the gap between the number of minority employees and that of our service area. This is not to say that we 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. UA Fort Smith provides access to all populations throughout our region as we work to fill our 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 our minority student enrollment and our 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 UA Fort Smith 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 2014**

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 2012 student body continued the historical trend.

The UALR student body is diverse. Fall 2013 enrollment percentages, categorized by ethnicity, are as follows:

White	58%
African-American	23%
Hispanic	6%
Unknown/Not Disclosed	1%
Non-Resident Aliens	4%
Two or More Races	6%
Asian	3%
Native American	0%
Hawaiian/Pacific Islanders	0%

Table 1: UALR Minority Student Enrollment for Fall 2008 through Fall 2013

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
White	7,642	8,486	8,182	7,827	7,718	7,159
Asian	341	405	345	309	312	312
African-American	3,134	3,364	3,060	2,990	2,879	2,787
Hispanic	295	306	451	553	624	707
Native American	107	102	72	62	44	41
Unknown/Not Disclosed	179	133	316	508	107	108
Hawaiian/Pacific Islander	-----	-----	-----	-----	0	4
Two or More Races	-----	-----	-----	333	642	761
Non-Resident Aliens	267	336	437	486	545	498
Total Minority	4,323	4,646	4,681	5,241	5,153	5,218
Total Student Enrollment	11,965	13,132	13,176	13,068	12,872	12,377

Source: UALR Office of Institutional Research

First-Time Undergraduate Minority Enrollment for Fall 2013. UALR's first time undergraduate minority enrollment increased by 9% in 2013. First time undergraduate minority enrollment was 53% in 2012 and 62% in 2013.

Table 2: UALR First Time Undergraduate Minority Enrollment

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American	235	247	199	243	186	193
Hispanic	29	26	15	81	58	51
Asian	15	23	31	20	26	15
American Indian	10	4	0	6	2	2
Hawaiian/Pacific Islander	-	-	-	-	0	0
Two or More Races	-	-	-	-	157	133
White	382	397	429	447	379	244
Total	671	697	674	797	808	638

Source: UALR Office of Institutional Research

Undergraduate Minority Enrollment for Fall 2013 As indicated in Table 3, the most significant enrollment increase during the past five year period (Fall 2008- Fall 2013) was seen among Hispanics. The number of enrolled undergraduate Hispanic students totaled 615 for Fall 2013, up from 236 in Fall 2008.

Table 3: Undergraduate Fall Semester Minority Enrollment

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American	2,552	2,744	2,594	2,475	2,402	2,342
Hispanic	236	249	258	481	552	615
Asian	255	322	330	255	264	264
American Indian	82	80	72	46	32	30
Hawaiian/Pacific Islander	-	-	-	-	0	3
Two or More Races	-	-	-	-	589	707

Source: UALR Office of Institutional Research

Total Undergraduate Minority Enrollment 2012-2013. Undergraduate minority enrollment has decreased since 2007 among African-American and American Indian students. The greatest student enrollment gain since 2007 has been in the Hispanic and Two or More Races minority groups.

Table 4: UALR Annual Undergraduate Minority Enrollment (Unduplicated)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
African-American	3,320	3,173	3,216	2,951	2,883	2,833
Hispanic	245	279	301	589	589	648
Asian	277	271	338	270	270	282
American Indian	91	93	78	55	50	39
Hawaiian/Pacific Islander	-	-	-	-	0	0
Two or More Races	-	-	109	340	432	702
Total	3933	3816	4042	4205	4224	4504

Source: UALR Office of Institutional Research

Graduate Student Minority Enrollment for Fall 2013. UALR's graduate student enrollment (Table 5) shows growth for Hispanics (148%) from 2008 to 2013. UALR's graduate student minority enrollment has had a significant increase (+ 4%) as a percentage of total graduate student enrollment. This is, in part, due to the inclusion of the "two or more races" category, but it is also due to student growth in the other demographic categories.

Table 5: Graduate Student Fall Semester Minority Enrollment

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American	526	559	532	471	477	445
Hispanic	37	36	35	64	72	92
Asian	71	70	51	43	48	48
American Indian	20	17	13	11	12	11
Hawaiian/Pacific Islander					1	1
Two or More Races	-	-	-	-	53	54
White	1781	1901	1799	1673	1592	1467
Total	2435	2583	2430	2262	2255	2118

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 2013, the total minority student retention rate increased to 69.7 a 2.5% improvement from 2012 figures. This also marks an 8.8% increase over the five year period. There is still much work to be done in minority student retention, 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*

	F08 Returned F09	F09 Returned F10	F10 Returned F11	F11 Returned F12	F12 Returned F13
African-American	63.2	58.6	58.8	64.9	64.2
Hispanic	68.0	71.0	57.9	73.1	71.9
Asian	83.3	82.6	66.7	90.0	87.0
Native American	60.0	75.0	0.0	25.0	50.0
Hawaiian/Pacific Islander	-	-	-		-
Two or More Races	-	-	62.8	70.0	75.0
Total Minority	64.4	62.0	59.9	68.1	70.0
All Entering Freshmen	60.9	64.2	61.5	67.2	69.7

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

C. Completion

The Six-Year Minority Student Graduation rates at UALR have increased in all areas (2.9%) from the previous six-year period. The six-year graduation rate for African-American students increased to 11.4% and Asian/Pacific Islander students to 72.2% 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.

Table 7: UALR Minority Student Six-Year Graduation Rate

	2004-2010 Cohort		2005-2011 Cohort		2006-2012 Cohort		2007-2013 Cohort	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	26/301	8.6%	40/295	13.6%	22/226	9.7%	36/315	11.4%
Native American/ Alaskan	2/7	28.6%	0/5	0.0%	0/4	0.0%	1/4	25.0%
Asian	6/15	40.0%	7/17	41.2%	4/7	57.1%	13/18	72.2%
Hispanic	5/19	26.3%	4/22	18.2%	7/22	31.8%	2/18	11.1%
Hawaiian/ Pacific Islander	-	-	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%
Total Minority	39/342	11.4%	51/339	15.0%	34/264	12.8%	57/363	15.7%
Total Non-Minority	119/419	28.4%	109/416	26.2%	81/341	23.8%	117/451	25.9%

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

UALR's undergraduate and graduate minority enrollment increased slightly from 2012 to 2013. The total enrollment of students who self-identify as Hispanic and Two or More Races increased from Fall 2012 to Fall 2013, while enrollment of undergraduate and graduate students identifying themselves as African-American decreased slightly. Those identifying as Asian remained the same from 2012 to 2013.

Total annual undergraduate minority enrollment increased 6.6%, while graduate minority enrollment decreased slightly from Fall 2012 to Fall 2013. African-American students represented 59.1% of the undergraduate minority students and 68.4% of the minority graduate students.

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 all minority students continue to increase.

E. Initiatives for Minority Student Recruitment and Retention

In 2008, Chancellor Anderson charged the campus with implementing six retention initiatives that were the top recommendations from a variety of university committees, task forces and councils. Additionally, UALR established dual retention goals to increase campus retention rates to the average of UALR peer institutions and to increase minority retention rates so they are equal to campus retention rates. UALR's 10 initiatives are discussed below.

1. **Mandatory New Student Orientation** – Beginning in the summer of 2008, all students admitted to UALR for the fall were required to participate either in a one-day-on-campus orientation program or an online orientation program to learn about resources they will need to be a successful student. UALR has always had an orientation program, but participation was not required for enrollment.
2. **Required First-Year Colloquium** – UALR has offered a first-year experience course for a number of years in various formats. However, recently this course was not required except for those receiving the Chancellor's Leadership Scholarship. (For a history of this course at UALR, see <http://ualr.edu/advising/index.php/home/first-year-students/peaw-courses/about/history>)
3. **Developmental Course Policies and the Academic Success Center** – Students not meeting state-mandated placement scores for reading, composition and math are required to complete developmental coursework. UALR instituted a policy for students to complete this coursework within their first 42 hours of coursework. UALR also instituted a Two Attempts Policy, allowing students two opportunities to complete developmental coursework. Another means of addressing student success was the creation of the Academic Success Center (ASC) in Fall 2007. The Center houses four specialized programs: TRiO Student Support Services, TRiO Ronald McNair Scholars, the College Reading Program and the Collegiate Success Program. All programs offer services designed to foster holistic success of students. Three of the four ASC programs directly impact minority student retention:

Student Support Services, Ronald McNair Scholars and Collegiate Success Program. Details of these three programs follow.

- Student Support Services – The Student Services Success Initiatives (SSSI) are housed in the Division for Educational, Student Services and Student Life. 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.

More information regarding this initiative, including Program Goals, Model, and Timeline for completion can be found in Appendix D.

- Ronald E. McNair Scholars Program – This federally funded TRiO program is now housed in the ASC, but 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.
- Collegiate Success Program - Under UALR Faculty Senate legislation, the Collegiate Success Program (CSP) was created in Fall 2008. The CSP is housed within the ASC and is a structured learning experience designed for freshmen students needing to complete developmental coursework. Participation in the CSP includes signing an Enrollment Agreement, meeting with a CSP Academic Advisor, attending co-curricular activities and enrolling in a CSP Learning Community. CSP learning communities consist of a First-Year Experience course linked with a College Reading or Composition Fundamentals course. These learning communities are scheduled consecutively with the same students enrolled in each course. To fulfill their obligation with the CSP, students must successfully complete all developmental Reading and Composition coursework as well as all requirements detailed within the CSP Enrollment Agreement. Therefore, most CSP students complete developmental coursework requirements within their first two semesters at UALR.

4. **University of Arkansas at Little Rock Charles W. Donaldson Summer Bridge Academy**

Furthermore, with additional funding from the Winthrop Rockefeller Foundation, Bank of America, and UALR as well as institutional wide 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. Before the first day of classes, the students' achievements included the following:

- 95 percent bypassed remedial math (all students were originally required to enroll in developmental math)
- 79 percent, of those required, bypassed remedial English
- 45 percent, of those required, bypassed remedial reading
- 14 students placed into Honors Composition

<http://ualr.edu/studentsupport/summer-bridge-program/>

UALR will host the second SBA on July 13, 2014.

5. **Academic Probation Students** – The current Collegiate Success Program (CSP) student population (students needing to complete developmental coursework) are considered an at-risk population. Students on academic probation are also considered an at-risk population. Because of the success yielded during its first three years of implementation coupled with new UALR Faculty Senate legislation passed Spring 2011, the CSP extended its services to students placed on Academic Probation beginning Fall 2011.

UALR has identified courses in which students have not successfully passed throughout the years. Beginning Fall 2011, the CSP offered Supplemental Instruction (SI) for some of these courses. SI is an academic support program utilizing peer-assisted study sessions to enhance student performance and retention.

It is the hope that the academic probation and Supplemental Instruction initiatives increase the success, retention and graduation of at-risk student groups as well as underrepresented student populations.

6. **Midterm Grades** – UALR instructors currently report midterm grades to students in all semester-long, 0-level, 1000-level and 2000-level courses offered during the spring and fall semesters. Midterm grades serve as an early warning system for students who may be struggling in their courses. This information can help students decide when to seek assistance and can help advisors know when to intervene.

7. **Early Declaration of Major** – UALR strongly encourages the early declaration of a major. Research indicates that students who move into majors early are more likely to be retained than students who have not declared a major because they are connected to advisors/mentors in their field of interest who can provide specific academic and career guidance.
8. **Revision of Student Advising Process** – This revision encompassed a variety of changes including specialized advising staff for transfer students and simplified advising procedures.

III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

A. Faculty

In 2013, there were 471 full-time faculty members at UALR. Of that number, 98 (20.8%) were members of a minority group, a 2.1% increase from the previous year. The largest minority group was comprised of 37 faculty members who self-identified as Asian/Pacific Islander. See Appendix A for numbers of minority faculty by rank.

Table 7: UALR Minority Full-Time Faculty by Ethnic/Racial Category and Rank: 2013

	Chair	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	-	3	9	7	2	21
Hispanic	-	2	3	5	3	13
Asian/Pacific Islander	1	19	16	13	-	49
Native American	-	-	-	1	-	1
2 or More Races	2	3	4	1	4	14
Unknown	2	10	9	5	11	37
Total	5	37	41	32	20	135

Source: UALR Department of Human Resources (2014)

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 2013 percentages of full-time minority faculty are compared to these goals. The 2013 numbers show an overall increase of 1.8% in full-time minority faculty from 2012. See Appendix B for a listing of all minority faculty hires, as of May 2013, by appropriated titles.

Table 8: UALR Minority Full-Time Faculty Percent Compared to Goals

	2009	2010	2011	2012	2013	Goal	Status
African-American	6.2%	5.4%	5.9%	5.1%	4.5%	6.3%	-1.8%
Hispanic	2.0%	1.6%	1.9%	2.1%	2.8%	5.2%	-2.4%
Asian/Pacific Islander	8.1%	9.2%	9.5%	10.6%	10.0%	5.9%	4.1%
Native American	0.9%	0.8%	.004%	0.2%	0.2%	0.4%	-0.2%
2 or More Races	-	-	-	0.7%	3.0%	-	-
Total Percentage	17.2%	17.0%	17.8%	18.7%	20.5%	17.8%	2.7%

Source: UALR Department of Human Resources (2014)

Faculty members who identified as African-American decreased by 0.6% as did those who identified as Asian/Pacific Islander. Faculty members who identified as Hispanic increased by 0.7% in 2013. The total percentage of minority, full-time faculty increased from 18.7% in 2012 to 20.5% in 2013. UALR exceeded its established goal for total percentage of minority, full-time faculty (17.8%) by 2.7%. It should be noted that the decrease in African-American faculty members, as well as other shifts in reported numbers, may be reflective of the more detailed reporting of “2 or More Races.” This category was added in 2012 and allows UALR to identify and report those individual who identify as more than one race. Previously, if an individual wished to report they identify as African-American and White, our data only reflected the individual as African-American instead of 2 or More Races.

Table 9: New Faculty Minority Hires 2009 to 2013

	2009	2010	2011	2012	2013
African-American	2	1	6	2	1
Hispanic	3	1	1	0	1
Asian/Pacific Islander	3	2	4	3	4
Native American	0	1	-	-	-
2 or More Races	-	-	-	-	1
Unknown	-	-	2	1	-
Total	8	5	13	6	7

Source: UALR Department of Human Resources (2014)

As seen in Appendix B, there were seven minority faculty new hires in 2013: four who identified as Asian/Pacific Islander, one as African-American, one as Hispanic, and one as two or more races.

The Provost’s Office, in collaboration with the academic departments and the Department of Human Resources, is working to establish recruitment initiatives to improve UALR’s ability to recruit minority faculty. Some of the most recent initiatives consist of the following:

1. Collection of statistical data on the number of PhD graduates across the nation during the past seven years;
2. Identification of alternative recruitment tools and publications designed and promoted to minority groups;
3. Evaluation of the hiring process to determine the number of minority applicants for each position; and
4. Assessment of positions where minority candidates did not accept employment offers.

B. Minority Faculty Retention

To encourage departments to seek minority candidates for faculty positions, UALR has a process by which the annual maintenance account of the hiring department can be increased by \$2,000 for each newly-hired minority faculty member. The program has been relatively successful. However, it has become increasingly obvious that though UALR is attracting new minority faculty, they are not being retained. During the 2010-2011 academic year, the Provost's Office, within the context of a larger Faculty Mentoring Initiative, established a new approach to UALR's efforts to improve the retention of minority faculty, by establishing the following:

- Appointment of a senior administrator to champion the recruitment and retention of minority faculty.
- Development of a Mentoring Program

In February 2011, the Provost's Office sponsored a webinar entitled, "Recruiting a Racially Diverse, Culturally Competent Faculty" for senior administrators on campus. The webinar covered topics such as selecting and training search committees to be more culturally competent, increasing the number of minority candidates in the search pool through networking, mentoring and fellowship programs, and creating a transition team to support each new hire. A DVD of the webinar was purchased and will be used to train Deans and Department chairs across campus.

A variety of programs will be developed from 2011 through 2013 by Vice Chancellors, Associate Vice Chancellors, Unit Heads and Deans and implemented across campus units from 2013 through 2016. More information on this initiative is outlined in the new Five-Year Minority Retention and Recruitment Plan submitted to ADHE.

C. Staff

In 2013, there were 973 staff members at UALR as evidenced in Table 10. Of that number 373, or 38.3%, were minorities, which increased from 37.3% in 2012. African-Americans represented the largest minority staff group with 286 staff members, or 29.4%, of the total staff population, which is a slight increase from the previous year. See Appendix C for numbers of minority staff by appropriated titles.

Table 10: Full-Time Staff by Ethnic/Racial Category and EEO Position Category

	African-American	Hispanic	Asian/Pacific Islander	Native American	White	2 or More Races	Unknown
Administrative/Managerial	12	1	1	-	71	6	2
Other Professionals	126	7	16	1	379	20	11
Technical & Paraprofessional	26	1	-	-	29	-	-
Clerical & Secretarial	42	1	2	-	61	11	4
Skilled Crafts	6	-	-	-	33	-	-
Service/Maintenance	74	1	-	-	27	2	-
Total	286	11	19	1	600	39	17

Source: UALR Department of Human Resources (2014)

Table 11: New Staff Hires from 2009 to 2013 (Table 11) shows a net decrease of 18 minority staff hires in 2013 when compared to 2012. A total of 30 minority staff was hired in 2013 versus 58 minority staff in 2012. See Appendix D for numbers of minority staff hired in 2012 by appropriated titles.

Table 11: New Minority Staff Hires from 2009 to 2013

	2009	2010	2011	2012	2013
African-American	44	34	40	47	22
Hispanic	1	3	2	2	2
Asian/Pacific Islander	4	9	3	6	2
Native American	1	0	0	2	-
2 or More Races	-	-	-	1	4
Unknown	-	-	0	0	-
Total New Hires	50	46	45	58	30

Source: UALR Department of Human Resources (2014)

D. Initiatives for Minority Faculty/Staff Recruitment and Retention

To improve UALR's recruiting process, the Associate Vice Chancellor for Academic Affairs and the Department of Human Resources have been tasked with reviewing the demographic makeup of each administrative and academic department to establish departmental minority recruitment goals. Upon completion of the assessment, each department will be required to create a Recruitment Plan to improve minority recruitment in the underutilized areas. More information on this initiative is outlined in the new Five-Year Minority Retention and Recruitment Plan submitted to ADHE in 2011.

By working with departments to identify the current demographic makeup, establish departmental goals and develop recruitment plans, UALR will be able to assess recruitment activities and provide the University better data on availability statistics within our region. This process will improve the University's workforce analysis so that it will support both federal and state reporting requirements.

Upon full implementation of this initiative, hiring units will be given a workforce analysis each year, along with an availability analysis and will be asked to identify additional initiatives for the recruitment and retention of minority faculty and staff. These analyses and initiatives will be incorporated into the institution's Minority Recruitment and Retention Five-Year Plan. To ensure the success of this initiative, the Department of Human Resources hired an Employee Relations Manager to oversee full implementation of the initiative.

To further support recruitment and reporting efforts, UALR implemented a new applicant tracking software system, PeopleAdmin, in December 2012. The online application system has streamlined the hiring process for faculty and staff (classified and non-classified). UALR's voluntary and confidential demographic collection has increased which will allow for a more accurate and thorough analysis of minority recruitment and sourcing efforts.

Additionally, the Department of Human Resources is working to update the Affirmative Action report to include updated data, analysis, a comprehensive plan, and monitoring program. In order to efficiently and effectively provide Affirmative Action data, Human Resources will begin researching and reviewing vendors to assist in the data compilation and analysis.

In 2013, the Diversity Council has taken on the task of improving efforts in minority recruitment and retention among faculty. More information is found below under the heading, UALR Diversity Council.

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.

In January 2012, the UALR Diversity Council held its first meeting and established a monthly meeting schedule and formed three subcommittees: Data, Policy, and Special Projects. Since its inception, the Council has identified several tasks and although constantly evolving, the following are currently under active consideration and/or in an action-orientated phase:

- A comprehensive report that will not only be used for the ADHE's annual report but will also be used campus-wide to share diversity-related information. The scope of the report will extend beyond race and will include all facets of UALR's non-discrimination statement.
- A campus-wide survey requesting responses to a broad assortment of diversity-related questions distributed to students, faculty, and staff in the Fall of 2012 and Spring 2013.
 - The survey results were shared with the campus community in Summer 2013. Data from the survey to develop initiatives, programs, and recommendations to better serve the campus community
- During the 2013-2014 year, the Diversity Council began an initiative to improve minority recruitment and retention among faculty members. The Council worked to assess the current state of minority faculty, recruitment and retention efforts within departments, and model policies among peer institutions. A presentation was given in May along with recommendations to improve and support recruitment and retention efforts.

IV. MONITORING

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

The Department of Human Resources will be able to provide enhanced monitoring and support of recruitment efforts upon implementation of the new applicant tracking system.

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
Assistant Professor 9 mnth	6	5	13	1	1	5	31
Assistant Professor 12 mnth	1	-	-	-	-	-	1
Associate Professor 9 mnth	9	3	15	-	3	9	39
Associate Professor 10 mnth	-	-	1	-	-	-	1
Associate Professor 12 mnth	-	-	-	-	1	-	1
Department Chair 12 mnth	-	-	1	-	2	2	5
Instructor 9 mnth	2	3	-	-	3	7	15
Instructor 12 mnth	-	-	-	-	1	4	5
Professor 9 mnth	1	2	19	-	3	9	34
Professor 12 mnth	2	-	-	-	-	1	3
Total	21	13	49	1	14	37	135

* Due to hires and separations, numbers reflected in this table may vary from the figures in Table 7.

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	-	-	2	-	1	-	3
Asst Professor 12 month	1	-	-	-	-	-	1
Assoc Professor 9 month	-	-	1	-	-	-	1
Assoc Professor 10 month	-	-	1	-	-	-	1
Instructor 9 month	-	1	-	-	-	-	1
Total	1	1	4	-	1	-	7

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

APPENDIX C
MINORITY STAFF BY APPROPRIATED TITLE*

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Administrative Specialist I	-	-	-	-	-	1	1
Administrative Specialist II	1	2	1	-	-	-	4
Administrative Specialist III	29	-	-	-	9	3	41
Admin Support Supervisor	2	-	-	-	-	-	2
Asst Athletic Dir	-	-	-	-	1	-	1
Asst Coach	4	-	-	-	-	-	4
Asst Dean	3	-	-	-	-	-	3
Asst Personnel Manager	2	-	-	-	-	-	2
Asst Rsch/Ext Specialist	2	-	2	-	1	1	6
Asst Dir Aquatics & Fitness	1	-	-	-	-	-	1
Asst Dir Student Union	1	-	-	-	-	-	1
Assoc Dean of Students	1	-	-	-	-	-	1
Assoc Director Comp. Svcs	1	1	-	-	-	-	2
Assoc Director Financial Aid	1	-	-	-	-	-	1
Assoc Dean	-	-	1	-	-	1	2
Assoc Rsch/Ext Specialist	1	1	-	-	-	3	5
Benefits Technician	1	-	-	-	-	-	1
Budget Specialist	-	2	-	-	-	-	2
Buyer	3	-	-	-	-	-	3
Campus Maintenance Superv	1	-	-	-	-	-	1
Computer Operator	1	-	-	-	-	-	1
Computer Support Specialist	5	-	-	-	-	-	5
Computer Support Technician	1	-	-	-	-	-	1
Computer Systems Mgr	-	-	-	-	1	-	1
Dean, Schools/Colleges	-	-	-	-	1	-	1
Development Officer	1	-	-	-	-	-	1
Director, Admin Services	-	-	-	-	1	-	1
Director, Coop Educ Program	1	-	-	-	-	-	1
Director, Disability Services	-	-	-	-	1	-	1
Director, Race & Ethnicity	1	-	-	-	-	-	1
Director, Stu Dev. Center	1	-	-	-	-	-	1
Division Chief	-	-	-	-	-	1	1
Educ & Instruction Specialist	1	-	-	-	-	-	1
Education Counselor	3	-	-	-	1	-	4
Executive Asst. to Chancellor	-	-	-	-	1	-	1

Exec VC & Provost	-	1	-	-	-	-	1
Extension Assistant	1	1	-	-	-	-	2
Fiscal Support Analyst	9	-	-	-	-	-	9
Fiscal Support Specialist	5	1	-	-	-	-	6
HE Inst Program Coordinator	7	1	-	-	2	-	10
HE Public Safety Commander I	3	-	-	-	-	-	3
HE Public Safety Dispatcher	3	-	-	-	-	-	3
Human Resource Assistant	1	-	-	-	-	-	1
Human Resource Specialist	1	-	-	-	-	-	1
Institutional Assistant	26	1	-	-	2	2	31
Institutional Services Asst	61	1	-	-	-	-	62
Institutional Services Supv	6	-	-	-	-	-	6
Job Developer/Coop Educ	1	-	-	-	-	-	1
Librarian	1	-	1	-	1	-	3
Library Technician	7	-	-	-	-	-	7
Mail Services Assistant	1	1	-	-	-	-	2
Maintenance Assistant	3	-	-	-	1	-	4
Media Specialist	2	-	-	-	-	-	2
Post Doctoral Fellow	-	-	1	-	-	-	1
Project Coordinator	1	-	1	-	-	-	2
Project/Program Director	1	-	-	-	-	-	1
Project/Program Manager	4	-	1	-	2	-	7
Project/Program Specialist	4	-	1	-	2	-	7
Public Safety Officer	3	-	-	-	1	-	4
Registered Nurse Practitioner	1	-	-	-	-	-	1
Research Assistant	14	1	1	1	4	3	24
Research Associate	11	1	7	-	2	1	22
Research Coordinator	1	-	-	-	-	-	1
Research Project Analyst	1	-	-	-	-	-	1
Senior Rsch/Ext Spec NC	-	-	-	-	1	-	1
Shipping & Receiving Clerk	1	-	1	-	-	-	2
Skilled Trades Supervisor	1	-	-	-	1	-	2
Skilled Tradesman	5	-	-	-	-	-	5
Student Devl Specialist	23	3	2	-	3	1	32
Student Union Section Mgr	1	-	-	-	-	-	1
Systems Analyst	1	-	-	-	-	-	1
Technical Support Staff	2	-	-	-	-	-	2
VC Educational Services	1	-	-	-	-	-	1
VC Information Tech	1	-	-	-	-	-	1
Youth Services Tech	1	-	-	-	-	-	1
Total	285	18	20	1	39	17	380

* Due to hires and separations, numbers reflected in this table may vary from the figures in Table 10.

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
Administrative Specialist II	-	1	-	-	-	-	1
Administrative Specialist III	2	-	-	-	2	-	4
Asst Dean of Students	1	-	-	-		-	1
Assoc Dir/Computing Svcs	-	-	-	-	1	-	1
Assoc Vice Chancellor	1	-	-	-	-	-	1
Dir. Inst. of Race & Ethnicity	1	-	-	-	-	-	1
Fiscal Support Analyst	1	-	-	-	-	-	1
Human Resource Asst	1	-	-	-	-	-	1
Institutional Assistant	1	-	-	-	-	-	1
Institutional Services Asst	9	-	-	-	-	-	9
Maintenance Assistant	1	-	-	-	-	-	1
Post Doctoral Fellow	-	-	1	-	-	-	1
Project/Program Director	1	-	-	-	-	-	1
Research Assistant	1	-	-	-	-	-	1
Research Associate	1	-	-	-	-	-	1
Student Development Specialist	-	1	1	-	1	-	3
Youth Services Technician	1	-	-	-	-	-	1
Total	22	2	2	-	4	-	30

* Due to timing of when reports were run, information in this table may vary slightly from Tables 10 & 11.

APPENDIX E

Student Services Success Initiatives (SSSI)

Program Goals

The goals of these programs are focused on academic success, retention, and graduation. SSSI seeks to (1) assist students in identifying resources for individual success, (2) establish positive mentoring and peer advising relationships, (3) help students focus on and sharpen academic skills, (4) Introduce students to organizations and methods to become involved on the campus and the Central Arkansas community, and (5) help build a sense of community on the UALR campus.

SSSI Model

The SSSI student development model reflects a holistic approach. The four components of the SSSI programs are as follows: Transitional Program, Mentoring Program, Academic Support Program and Professional Preparation Program.

Transitional Program

The Transitional Program consists of programming designed specifically for first-time entering and transfer freshmen. SSSI's Transitional Program's goal is to ease the transition from high school to college for these students. It consists of the following programs:

New Student Orientation

The New Student Orientation is an overnight experience that provides the student with the opportunity for academic advising, course registration and a general orientation to campus life. Students are paired with peer mentors, participate in relationship building activities, and college preparation workshops.

The Summer Bridge Program

The UALR SSSI Summer Bridge Program is a three-week intensive residential program aimed at improving the retention and graduation rates of first generation multi-ethnic students. The program will provide students with the necessary skills to successfully fulfill their math and composition requirements.

First Year Experience Course

Students are enrolled in a three-hour Personal Awareness course. This course is designed to teach student success strategies including critical thinking, study skills, time management, test-taking strategies, reading comprehension and character development.

Mentoring Program

The Mentoring Program provides the opportunity for first-time entering and transfer freshmen to be connected with peer success advisors and professional mentors to help ease the transition into college. Students participate in numerous relationship building activities and academic workshops throughout the year. Students rely on the mentors to answer questions regarding the university and for guidance to resources for academic support. In addition to mentoring responsibilities, peer success advisors participate in numerous leadership trainings and work directly with staff to develop an interactive, educational experience for freshmen program participants.

Academic Support Program

The Academic Support Program consists of academic success workshops, tutoring and direct links to on-campus resources such as the Writing Center and the Math Lab. The three I's of the program, early *intervention*, *identifying* needs and *intrusive* advising are utilized to motivate students to achieve academic success. Students' academic performance is recognized each semester at an awards ceremony.

Professional Preparation Program

The Professional Preparation Program gives students the opportunity to gain skills that are essential to success outside of the classroom. The goals of the SSSI Professional Preparation Program are as follows:

- Enhance students' knowledge of professional expectations and workplace etiquette.
- Provide hands-on opportunities for the students to resolve problems in a collaborative team environment.
- Create a space for the development of productive relationships between students and their peers as well as students and staff.

The **Leadership Institute (LI)** is designed to give students the opportunity to collaborate with other students in a team environment. Students compete against other teams to accomplish tasks. At the monthly "board meeting," losing teams must explain the factors that contributed to their loss and how they can improve their performance on the next task. Winning teams are awarded with prizes that are relative to professionalism and leadership (e.g. lunch with the vice-chancellor, leather portfolio with pen, etc.).

Timeline for Completion (Overview)

SSSI programs are designed to work with the students as they progress through the institution. SSSI aims for each student to graduate on time with the confidence necessary to make successful contributions to the workplace and the community.

First year students Experience: Students are paired with individual peer success advisors and supported by professional mentors. Students are also enrolled in a First Year Experience class to enhance academic and psychosocial development. Additional student development workshops, culturally enriching activities and community service opportunities are offered within this program.

Mission 60: This sophomore program is aimed at helping students reach 60 credit hours by the end of their sophomore year. Students are also invited to participate in the SSSI Leadership Institute and other workshops related to selecting a major, internships, study abroad programs and future academic planning.

Student Success Institute for Juniors & Seniors: The objective of this program is to continue monitoring the progress of the student towards graduation, but also to prepare them for professional and graduate experiences. Programs are provided that prepare students for graduate school examinations, professional interviews and networking with current professional in their future career field. Graduating seniors will be honored through a graduation dinner, leather portfolio and a stole to wear on graduation day.

University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2014

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.

Total minority population since 2009 has been around 35 percent: 2009, 33.2%; in 2010, 35.1%; 2011, 37.7%; 2012, 37.0% and in 2013, 36.2%. Since 2009, the African American population has held relatively steady from 30.6% of total student population to a high of 32.7% of student population in 2011. In 2013, however, the African American population declined to 28.7%. It should be noted here that total student enrollment also declined from 2012-2013 by 52 students. During this same timeframe (2011 – 2013) the Hispanic population has continued to increase from 1.1% in 2009 to 3.3% in 2013. Other ethnic minorities have stayed relatively constant from 2011-2013. The number of students who identified themselves as having two or more ethnicities has continued to show a slight increase from 1.4% in 2011 to 1.6% in 2012 to 1.7% in 2013.

Using Fall 2012 and Fall 2013 data provided by the Registrar's Office, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2012 Headcount</u>		<u>Fall 2013 Headcount</u>	
African American	1264	African American	1117
Hispanic	122	Hispanic	130
American Indian	8	American Indian	10
Asian	11	Asian	19
Non Resident Alien	14	Non-resident Alien	16
Unknown	9	Unknown	47
Two or more	62	Two or more	68

A review of University baccalaureate major fields of study by ethnicity indicated that African-American enrollment was highest in the following areas: General Studies, Nursing (BSN), Criminal Justice, and Business Administration. Hispanic enrollment was

highest in Nursing (BSN), General Studies, and Criminal Justice. 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, 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 including Pre Law, Pre Medical, Pre Pharmacy and Pre Veterinary remained constant from 2012 – 2013. No particular major showed a significant decline in any minority population from 2011 to 2012.

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. October 26, 2013, Alpha Phi Alpha hosted a Homecoming Step Show students, faculty, staff, and alumni were in attendance.
2. January 14, 2014, Omega Psi Phi and the Office of Student Programs and Activities hosted Meet the Greeks. The NPHC organizations stepped individually and together. There were approximately 100 students, faculty, and staff in attendance.
3. February 18, 2014, 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.
4. April 10, 2014, the Office of Student Programs and Activities hosted a step show during Greek Week. Fraternities and sororities were paired together to compete against one another to earn points towards the Greek Week Champion title. Faculty judges assisted in choosing the winners of this event. Approximately 125 students, faculty, and staff were in attendance.

B. Martin Luther King, Jr. Appreciation Program

1. January 21, 2014, the Student Government Association organized a come and go MLK day event. During the campus activity period students were given a memorabilia button and given the opportunity to share their dream with the campus community.

C. Black History Month

1. February 4, 2014, The Tunican Chapter of the Arkansas Archeological Society invited Rodney Parker of the U.S. Army Corps of Engineers to the UAM campus. Mr. Parker presented “Archeology and the Black Experience: African American Involvement in Preserving Our Heritage.”
2. February 18, 2014, the Office of Student Programs and Activities planned with the Student Activities Board to develop the African American Heritage Celebration. Students were encouraged to indulge in a mocktail while enjoying the wisdom of guest speaker Duane Clayton. The celebration continued with karaoke and dancing. There were an estimated 50 students, faculty, and staff present.
3. February 26, 2014, the Office of Student Programs and Activities arranged for the showing of the movie “42-The True Story of an American Legend.” The Office of Upward Bound brought 80 African-American high school preparatory students.

D. African American Male Initiative Consortium Conference

1. February 27-28, 2014, the Division of Student Affairs sponsored seven students and two staff members to attend the AAMICC in Little Rock, Arkansas. The conference had students engage in interactive workshops that focused on leadership, healthy choices, and student involvement while administrators garnered insight on how to lead students to success. The conference focused on standards, benchmarks and strategies which can increase the retention and graduation rates of this population of students in higher education.

E. Mardi Gras Luncheon

1. March 4, 2014, the Office of Student Programs and Activities worked with Aramark Food Services to create Mardi Gras lunch hour

festivities. Cajun cuisine, festive decorations, king cakes, beads, prizes, and the local jazz band “Dixie Normus” were offered to the UAM student body. Over 200 students, faculty, and staff took advantage of this opportunity.

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. Zeta Phi Beta
2. Delta Sigma Theta

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. Bangladesh
3. Brazil
4. Canada
5. France
6. Iceland
7. Kenya
8. Malaysia
9. Mexico
10. Nepal
11. Panama

12. United Kingdom

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

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2013-2014 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 2013-2014. All international students were participants. International week was held, featuring international cuisine, and an international display open to the campus and community. The Chancellor honored international students with a luncheon during the week. Community assistance was sought to provide international students with opportunities in the community. Two events resulted from this, at Pauline Baptist and 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. And, international students provided home country displays for area middle school students. 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.
- Eight 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.
- Recruitment meetings were held with Upward Bound students.
- 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 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 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 follow-up 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 2012 through Summer 2013.

	2012-13 Aid by Ethnicity			
	Unduplicated Students	White	Minority	Unreported
Loans	2,444	1,168	1,272	4
Scholarships	1,648	1,122	510	16
Federal WS	194	105	89	0
Institutional WS	445	334	111	0
All Grants	2,565	1,219	1,343	3

Pell Grants	2,544	1,210	1,331	3
SEOG	176	76	99	1
Ark Lsamp	17	0	17	0
Career Pathways	79	34	45	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 2012-13 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2013, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	21.71%
Classified	22.30%
Faculty	8.97%

As of June 30, 2013, the University hired the following percentage of minorities in full-time positions during the 2012-13 fiscal year:

Non-Classified	30.7%
Classified	20.0%

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, 2013, through May 6, 2014, (excluding the Summer I term) is provided below in comparison with the previous year's statistics:

UAM-CTC Students Ethnicity	2012-2013		2013-2014	
Asian	3	.5%	4	.6%
Black/African America	220	34%	213	34.3%
Hispanic/Latino	18	3%	20	3.2%
White/Caucasian	391	61%	364	58.6%
American Indian	2	.3%	2	.3%
Two or more races	7	1%	11	1.8%
Non Resident Alien	0	0%	1	.2%
Other	1	.2%	5	.8%
Hawaiian			1	.2%
Total Students	642	100%	621	100%

The ethnic enrollment for the UAM-CTC campus for non-credit Adult Education students during the period of July 1, 2013, through April 30, 2014, (most recent data) is provided below in comparison with the previous year's statistics:

Adult Education Program Ethnicity	2012-2013		2013-2014	
Asian	3	1.0%	2	.9%
Black/African America	125	43.7%	83	36.4%
Hispanic/Latino	37	13.0%	38	16.7%
White/Caucasian	120	42.0%	104	45.6%
Two or more races	1	.3%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	1	.4%
Total Students	286	100%	228	100.0%

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,
- Hiring a part-time employee to assist with retention which included 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	2012-2013		2013-2014	
Asian	0	0%	0	0%
Black/African America	70	49%	44	61%
Hispanic/Latino	4	3%	3	4%
White/Caucasian	65	46%	25	35%
Other	3	2%	0	0
Total Students	142	100%	72	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 61% percent. Using data provided by the Registrar's Office, the following table indicates all ethnic minority enrollment for July 1, 2013 through census of spring 2014. (Excluding Summer I: June 1 – June 30, 2013); 762 total students with 462 being minority as follows:

UAM-CTM Students 2013-14

Asian	1	0.1%
Black	426	55.9%
Hispanic	22	2.9%
White	300	39.4%
American Indian	0	0.0%
Hawaiian	0	0.0%
Two or More Races	6	0.8%
Non-Resident Alien	1	0.1%
Unknown	6	0.8%
Total	762	

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 – Asian or Pacific Islander and the Adult Education Instructor is American Indian. 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, and an Administrative Specialist II.

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 63% minority (322/514 students) for UAM Adult Education Centers.
- Both 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 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 FY13 through this program is approximately 79% (68 minorities out of a total of 86 students).
- 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, flyers, and brochures that have been translated into Spanish.

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.

Appendices

UAM Student Major/Ethnicity Report
Employee Report

EMPLOYEE REPORT
(Act 426 of 1993)
For Period Ending 06/30/14

University of Arkansas at Monticello

Payroll Number (UAM Agency code): 155

CATEGORY	NUMBER	PERCENTAGE
Total Female Employees	349	60.3%
Total Male Employees	230	39.7%
TOTAL EMPLOYEES	579	100.0%
Total Asian Employees	9	1.7%
Total African American Employees	86	14.9%
Total Caucasian Employees	457	78.9%
Total Hispanic Employees	9	1.6%
Total American Indian Employees	3	0.5%
Total Unreported	14	2.4%
TOTAL EMPLOYEES	579	100.0%

CATEGORY	NUMBER	PERCENTAGE
Total Female Employees	78	52.3%
Total Male Employees	71	47.7%
TOTAL FACULTY	149	100.0%
Total Asian Employees	5	3.4%
Total African American Employees	6	4.0%
Total Caucasian Employees	134	90.0%
Total Hispanic Employees	2	1.3%
Total Unreported	2	1.3%
TOTAL FACULTY	149	100.0%

	2011										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			
5-6 Grade Endorse Tch Lic-Grad	2																													
AAS General Tech.	41	77	2	1						49	79	2	2						40	67	1	1			1					
AAS Industrial Tech Major										8	3																			
Accounting	57	19	2						1	46	19	3						1	52	16	3						1			
Adv Cert In CIS	2									2																				
Agriculture	83	3	1							79	2	1							119	5	1					1	1			
Allied Health	27	18	2		1	1				26	20	2		1					19	9			1							
Applied Sciences (B.A.S.)	2	8								4	14	1							10	12	1									
Art	20	8								22	5	1							20	3	1					1	1			
Associate of Arts	23	20							1	25	22	1							19	11										
23	23	18	1						1	7	17	2						2												
Biology	43	6	4		1					50	9	1		1	1			1	41	7	2			1						
Business Administration	79	64	6	1	1	3		1	3	85	60	6			3			5	88	40	3			6			1			
Chemistry	9	2			1					14	2	1							17	4	1						2			
Computer Information Sys.	56	29	2	1					2	59	23	2		1				2	60	23	1		1			1				
Communication (Speech)	15	6	1							7	6	1						1	12	6	1									
Crime Scene Investigation	1	2									1									1										
Criminal Justice	53	67	4					1	4	44	71	4						4	47	58	11	2	1				4			
Cro-Admin Office Tech	12	4								11	9	1							10	10										
Cro-Adv. Cert. Electromech. Instrumentation	10	1								8	3																			
Cro-Child Dev. Asso.	1																			2										
Cro-Computer Main/Ntwkg	6	3								6	1								5	2							1			
Cro-Computer Repair NW	1																													
Cro-Early Childhood Ed (TC)	7	24								7	25	1				1			10	34	1									
Cro-Electromech Instrument	10									32	3	3							12		2									
Cro-Electromech Technology	23	9									7								43	3	3						3			
Cro-EMT Paramedic																														
Cro- Health Profession (TC)											1																			
Cro-Hospitality	3	6								1	8								2	7										
Cro-Ind Tech	17																													
Cro-Industrial Equip Rpr	1									3									2											
Cro-Nursing Assistant	1	1						1		2	1													1						
Cro-Practical Nursing	46	22	1	1					1	53	19	3		1					42	35	3		1							
Cro-TC Health Inform.	6	5							1	6	1			1					6	5										
Cro-Health Office Skills (CP)																			1											
Cro-Welding	14	3								12	7	1							8	9										
Cro-Correct Law Enforce (CP)										3	5								1											
Correct Law Enforce (TC)	3	10																												
Early Childhood P-4	129	53	1	1					1	110	45	2						1	107	33	2					1				
Education (M.Ed)	18	7	1			1			1	11	6	1																		
English	47	4	3			1		1		41	2							1	38	2	1									
Forestry	24								1	19									11											
General Studies	216	112	8			1		1	1	200	113	14			1		page 14 of 25 13		17	18	2					1	3			

Fall	2011									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	10	2								3									1								
Grad- Forestry	17		1		1	1				12		1	1		1			1	10		2	1	1				1
Grad. - Ed Leadership	6	2								6	3							1	9	3							1
BS Teaching and Learning	17	6							1	26	9		1						20	5		1					
H & PE Exercise Sci. Opt.	32	24	1		1	1				32	31	3			1		1	1	29	33	1		1		1	2	2
Health & PE	11	1	1																								
MPEC Phys Ed and Coaching	9	3								9	4							1	10	2							
History	31	9								26	3								28	5				1			
HPE Grades P-12 Maj. (BS)										9		1							12	1	1						
HPE/BA/N	12	11	1							17	15								14	13							1
HPE/BS/N		7								18	24	1		1				1	12	17							
Industrial Tech Major (AAS)																			8	3						1	
Land Surveying Technology	1									4	1							1	3							1	1
Law Enforce. Adm.	1	3							2																		
Master of Arts Teaching (MAT)																			69	3	2		1			2	2
MAT Edu	37	4	1						2	43	4								15	4							
Masters of Fine Arts (MFA)																			7			1				3	
Math	18		2							11	5	2		1				1	7	1							
McG-Admin Office Tech	1	15								3	13	2							4	19	1						
McG-Basic EMT	1	1																									
McG-Childhood Dev. Assoc.	1	1	1						1																		
McG-Correct Law Enforce (TC)											3									1							
McG-Early Childhood	10	40	1							16	49	1					1		14	43							
McG-EMT Paramedic	25	6								20	5																
McG-Heavy Equipment	12	20	1					1		5	14	1							5	17							
McG-Hospitality Services(CP)											2									2							
McG-Hospitality Services (TC)		20						1			35									33							
McG-Nursing Assistant (CP)											1																
McG-Health Office Skills(CP)											2								1								
McG - Office Support (CP)											1									1							
McG-Practical Nursing TC (TC)																			25	34	2					1	1
McG-Practical Nursing	44	53								38	45	3				1											
McG-Pratical Nursing AAS(TC)										1								1	3	3	1						
McG-Pend. Pract Nurs AAS(TC)										2	2								1	5							1
McG-TC Health Info Tech	8	25								7	26								8	19	1						
McG-Welding	1	22	2							2	21				1				5	21	1						
Middle Level	41	13	1		1					28	9							2	29	6	2						2
Modern Languages Major (BA)										10	1	3							8	3	4						
Music	24	11	3	1						21	9	4	1						29	6	5						
Music Education	36	7	3	1						39	10	3	1				1		31	4	3	1				1	1
Natural Science	9	3								7	1								6	2							
Nursing BSN	172	109	13	1	3	3			6	158	91	14			1		1	2	154	82	17	1	1	1		3	3
Pend RN to BSN Nursing(BSN)										4									2								
Nursing AAS (LPN to RN)	19	21	1	1						17	9	1							16	9							
Pending For. Res. Maj.	1									44					1												

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)	40	48							1	21	23					1		2	21	30					1		2
Pend. MPEC Phys Ed&Coach										1	1									1							
Pend. Social Work Major(BSW)										10	30	1						2	14	5	1						
Political Science	6	3								11	4								9	4		1					
Pre Law	4	3	1							2	1	1							2	2	1						
Pre Medicine	16	7	1						4	19	12							2	20	8			1				
Pre Pharmacy	17	5	1		1					23	3								21	2							1
Pre Veterinary	11	3							2	10	3	1						2	11								1
Pre-Engineering	7	3	1							6	5				1				5	3				3			
Psychology	49	26	2					1	2	54	28	1						2	42	33	4				1		1
RN to BSN (BSN)														1													
Social Work	41	46		1						21	11		1						9	20	1					1	1
Spatial Info. Systems	15								1	13					1				14					1			
TCH Licensure	1									2									1								
Wildlife Management	46	1				1		1		13									10								
Prefreshman	406	41	16	4	1		1	3	8	499	70	23	1	2			5	9	548	73	21	1	9			8	6
SPED 4-12 Inst. Spec (GC)	8	2								2									2								
SPED 4-12 Inst. Spec-Licens										2	1								3								
SPED P-4 Instruct Spec (GC)										3									2	1							
SPED P-4 Instruct Spec Licen										1	1								1	1							
Speech Comm. Major (BA)										9	4	1							3	2							
Course Takers	15	3			1	2				19	4			1	2				11	2					2		
Fall	2011									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	##	##	94	14	13	15	1	12	48	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, 2013 – June 30, 2018

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.

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Recruitment and Retention of African Americans, Other Minorities and Females

ANNUAL REPORT

2013-2014

University of Arkansas for Medical Sciences (UAMS)
Recruitment and Retention of African Americans,
Other Minorities and Females
Annual Report 2013-2014

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

I. Mission, Core Values and Assurance

The mission of the University of Arkansas for Medical Sciences (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 mission is accomplished through our Core Values:

- **Integrity** – We foster, encourage and expect honesty, accountability and transparency in pursuit of the highest ethical and professional standards in all that we do. We take responsibility for our performance, and will communicate our critical decisions to our employees, patients, students and stakeholders.
- **Respect** – We embrace a culture of professionalism with respect for the dignity of all persons, honoring the unique contributions provided by a diversity of perspectives and cultures.
- **Diversity** – We are committed to the importance of diversity of UAMS leadership, faculty, staff and students in order to enhance the education of our students, reduce racial and ethnic health disparities in our state, and provide an environment in which all employees and views are welcomed.
- **Teamwork** – We seek to create interdisciplinary, synergistic and collegial relationships characterized by honesty, collaboration, inclusiveness and flexibility.
- **Creativity** – We encourage and support innovation, imagination, integrity, resourcefulness and vision.
- **Excellence** – We strive to achieve, through continuous improvement and adherence to institutional policies and best practices, the highest quality and standards in all our endeavors.

By the year 2020 UAMS will:

- **Create** an integrated, patient-centered health care environment that effectively and efficiently produces better health outcomes, enhances the patient and family experience and fosters clinical program growth at UAMS;
- **Educate** culturally competent professionals equipped with the knowledge, skills and abilities to adapt to changes in the health care field;
- **Continue** to develop and expand nationally recognized, multi-disciplinary research programs aligned with health needs in the state and nation;
- **Develop** research, educational and technical assistance expertise in population-health strategies to promote prevention efforts for high-priority health issues and to improve the health of Arkansans; and
- **Support** the talent-rich environment at UAMS through employee support programs, enhanced organizational communication and employee development.

As Arkansas' largest public employer, we employ more than 11,000 people statewide. Our diverse workforce includes males and females, people of color, people of many national origins, adults of all ages, people of various faiths/non-faith, people with disabilities, veterans, and people of various sexual orientations, gender identities and gender expressions. We are committed to providing an environment that emphasizes the dignity and worth of every member of our campus community. Specifically, we will not discriminate on the basis of 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. We remain committed to taking positive, good-faith efforts to recruit, employ, and promote qualified minorities, women, individuals with physical or mental disabilities and protected veterans. We recognize that our ability to meet our mission will increasingly depend upon constructively incorporating diversity and inclusion in our faculty and staff. We seek to provide a welcoming and inclusive environment to all of our employees by administering our policies, practices, and activities without regard to 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.

The general labor market for our Non-Academic personnel is the State of Arkansas, with the majority of our talented workforce coming from Pulaski and Saline counties. Our workforce is overwhelmingly female, and 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. Although some of our Executive/Administrative Managerial and Faculty personnel are recruited on a national level, some are also recruited on a state level. Some of our Professional Staff are also recruited on an international level. This progress report for academic year 2013-2014 emphasizes 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 5 and 6.

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 1-25-2014

2013-2014

JOB CATEGORIES	TOTAL #	NATIVE AMERICAN # %	ASIAN AMERICAN # %	AFRICAN AMERICAN # %	HISPANIC AMERICAN # %	WHITE AMERICAN # %	FEMALE # %	MALE # %
Executive/ Administrative	2067 +30	11 0.5 -2	56 2.7 +8	356 17.2 +9	23 1.1 -1	1620 78.4 +17	1445 69.9 +19	622 30.1 +11
Professional Non-Faculty	3799 +113	24 0.6 -1	146 3.8 +5	1078 28.4 +13	97 2.5 +17	2454 64.7 +79	3142 82.7 +88	657 17.3 +25
Secretarial/ Clerical	354 -24	4 1.1 (0)	2 .5 -1	173 49.0 +3	6 1.7 0	169 47.7 -26	327 92.4 -16	27 7.6 -8
Technical/ Para- Professional	799 -1	7 .9 -2	16 2.0 +4	301 37.7 +19	18 2.2 +2	457 57.2 -24	706 88.4 -3	93 11.6 +2
Skilled/Craft	116 +11	0 0.0 (0)	0 0.0 (0)	29 25.0 +8	3 2.6 +1	84 72.4 +2	7 6.0 +1	109 94.0 +10
Service/ Maintenance	247 -8	3 1.2 +2	3 1.2 -1	169 68.4 -5	4 1.6 +1	68 27.6 -5	98 39.7 -9	149 60.3 +1
Grand Total	7382 +121	49 0.7 -3	223 3.0 +15	2106 28.5 +47	151 2.0 +20	4852 65.8 +43	5725 77.6 +80	1657 22.4 +41

+plus indicates increase over 2012-2013

-minus indicates decrease over 2012-2013

%percent indicates percentage of job category/total workforce 2013-2014

() indicates same number as 2012-2013

Please note: Total #, Executive/Admin & Total #, and Grand Total include one 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 1-25-2014

2013-2014

JOB CATEGORIES	TOTAL # + -	NATIVE AMERICAN # % + -	ASIAN AMERICAN # % + -	AFRICAN AMERICAN # % + -	HISPANIC AMERICAN # % + -	WHITE AMERICAN # % + -	FEMALE # % + -	MALE # % + -
Executive/ Administrative	61 -11	1 1.6 +1	1 1.6 (0)	3 5.0 -5	2 3.3 (0)	54 88.5 -7	47 77.0 -10	14 23.0 -1
Professional Non-Faculty	241 +11	2 0.8 +1	6 2.5 +2	31 13.0 -4	4 1.6 +2	198 82.1 +10	220 91.3 +13	21 8.7 -2
Secretarial/ Clerical	23 +3	0 0 -1	0 0.0 (0)	4 17.4 +2	2 8.7 +1	17 73.9 +1	21 91.3 +2	2 8.7 +1
Technical/ Para- Professional	33 +7	0 0.0 (0)	3 9.1 (0)	10 30.3 +7	0 0.0 (0)	20 60.6 (0)	24 72.7 +7	9 27.3 (0)
Skilled/Craft	1 +1	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)	1 100.0 +1	0 0.0 (0)	1 100.0 +1
Service/ Maintenance	21 +1	0 0.0 (0)	0 0.0 (0)	17 81.0 (0)	0 0.0 (0)	4 19.0 +1	14 66.7 +5	7 33.3 -4
Grand Total	380 +12	3 0.8 +1	10 2.6 +2	65 17.1 (0)	8 2.1 +3	294 77.4 +6	326 85.8 +17	54 14.2 -5

+plus indicates increase over 2012-2013

-minus indicates decrease over 2012-2013

%percent indicates percentage of job category/total workforce 2013-2014

() indicates same number as 2012-2013

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. Some 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. Some 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. Some 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. Some 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 \$20,000 as compared to total number of full time non-academic employees by race/ethnicity and sex:¹

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

Race/Ethnicity	# Employees < \$20K	# FT Non-Academic EES	%
African American	166	2,106	7.9
Asian American	3	223	1.3
Hispanic American	4	151	2.6
Native American	2	49	4.1
White American	90	4,852	1.8
Non-Disclosed		1	
Total	265	7,382	3.6

Sex	# Employees <\$20K	# FT Non-Academic EES	%
Female	202	5,725	3.5
Male	63	1,657	3.8
Total	265	7,382	3.6

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	39	2,106	1.8
Asian American	27	223	12.1
Hispanic American	4	151	2.6
Native American	4	49	8.2
White American	768	4,852	15.8
Non-Disclosed		1	
Total	842	7,382	11.4

Sex	# Employees ≥\$75K	# FT Non-Academic EES	%
Female	561	5,725	9.9
Male	281	1,657	16.9
Total	842	7,382	11.4

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 **7,382** full-time non-academic employees of which **2,106 (28.5%)** are African American; **49 (0.7%)** are Native American; **223 (3.0%)** are Asian American; **151 (2.0%)** are Hispanic American; and **4,852 (65.8%)** are White American, and **one** is non-disclosed. Our total full-time non-academic minority workforce includes **2,529** employees, who represent **34%** of workforce. We have **5,725 (77.6%)** full-time non-academic female employees. There are **1,657 (22.4%)** full-time non-academic male employees.

UAMS has a total of **380** part-time non-academic employees. Of this number, **86 (22.6%)** are minorities. There are **326 (85.8%)** part-time non-academic female employees and **54 (14.2%)** part-time non-academic male employees.

We experienced an overall increase of non-academic full-time employees by **121**, which increased our total minority non-academic full-time employees by **85**, with **one** non-disclosed. African American employees increased by **47**; Native American employees increased by **3**; Asian American employees increased by **15**; and Hispanic American employees increased by **20**. White American, non-academic full-time employees increased by **43**. Female non-academic full-time employees increased by **80**. Male non-academic full-time employees increased by **41**.

The Executive/Administrative job category of full-time non-academic employees increased by **30**. African-American full-time non-academic executive administrative employees increased by **9**. Asian American full-time non-academic executive administrative employees increased by **eight**. Native American full-time non-academic executive administrative employees decreased by **two**. Hispanic American full-time non-academic executive employees decreased by **one**. White American full-time non-academic executive administrative employees increased by **17**. Female full-time non-academic executive administrative employees increased by **19**, and male full-time non-academic executive administrative employees increased by **11**.

Our Professional Non-Faculty job category of full-time non-academic employees experienced an overall increase of **113** positions. African American professional non-faculty, full-time non-academic employees increased by **13**. Asian American professional non-faculty full-time non-academic employees increased by **five**. Hispanic American employees in this category increased by **17**. Native American professional non-faculty full-time non-academic employees decreased by **one**. White American professional non-faculty full-time non-academic employees increased by **79**. Female professional non-faculty, full-time, non-academic employees increased by **88**. Male professional non-faculty, full-time employees increased by **25**.

The Secretarial/Clerical job category of full-time non-academic employees also experienced an overall decrease of **24** positions. African American secretarial/clerical full-time non-academic employees increased by **3**. Asian American secretarial/clerical full time non-academic employees decreased by **1**. The number of our Hispanic

American and Native American secretarial/clerical full-time non-academic employees remained the same. White American secretarial/clerical full-time non-academic decreased by **26**. Female Secretarial/Clerical full-time non-academic employees decreased by **16**, and male Secretarial/Clerical full-time non-academic employees decreased by **8**.

The Technical/Para-Professional job category of full-time non-academic employees decreased slightly overall by **1** position. African American technical/para-professional full-time non-academic employees increased by **19**. Asian American technical/para-professional full-time non-academic employees increased by **4**. Hispanic American technical/para-professional full-time non-academic employees increased by **2**. Native American technical/para-professional full-time non-academic employees decreased by **2**. White American technical/para-professional full-time non-academic employees decreased by **24**. Female technical/para-professional full-time non-academic employees decreased by **3**. Male technical/para-professional full-time non-academic employees increased by **2**.

The Skilled/Craft job category of full-time non-academic employees increased by **11**. African American skilled/craft full-time non-academic employees increased by **8**. Our Asian American and Native American skilled/craft full-time non-academic employees remain at **0**. Hispanic American skilled/craft full-time non-academic employees increased by **1**. White American skilled/craft full-time non-academic employees increased by **2**. Female skilled/craft full-time non-academic employees increased by **1**. Male skilled/craft full-time non-academic employees increased by **10**.

The Service/Maintenance job category full-time non-academic employees decreased by **8**. African American service/maintenance full-time non-academic employees decreased by **5**. Native Americans holding positions in this category increased by two, and Asian Americans decreased by **1**. Hispanic Americans increased by **1**. White American service/maintenance full-time non-academic employees decreased by **5**. Female service/maintenance full-time non-academic employees decreased by **9**. Male service/maintenance full-time non-academic employees increased by **1**.

We continue to see strides in the overall employment of minorities in our full-time non-academic minority workforce. This group represents a total of **2,529** (34.2%) minorities, which includes **2,106** African Americans (28.5%); **223** Asian Americans (3.0%); **49** Native Americans (0.7%); and **151** Hispanic Americans (2.0%). With the exception of Hispanic Americans³, our workforce demographics are above the state of Arkansas' population for every race/ethnicity. We have a total of **380** part-time non-academic employees, of which **86** (22.6%) are minority.

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.

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: executive/administrative (17.2%); professional non-faculty (28.4%); secretarial/clerical (49.0%); technical/para-professional (37.7%); skilled/craft (25.0%); service/maintenance (68.4%).

While our full-time non-academic workforce remains overwhelmingly female (77.6%), we will continue our effort to increase female representation in our skilled/craft job category, which is currently 6.0 percent female.

A total of **265** (3.6%) of our full-time non-academic employees receive an annual salary of less than \$20,000. Of this number, **90** are White Americans and **166** are African Americans. We have **202** (3.5%) of female full-time non-academic employees who receive an annual salary of less than \$20,000. **Sixty-three** (3.8%) of our male full-time non-academic employees receive an annual salary of less than \$20,000. **Seventy-four** (3.0%) of UAMS' minority full-time non-academic workforce receive an annual salary of \$75,000 and above. **Seven hundred sixty-eight** (15.8%) White American full-time non-academic employees receive an annual salary of \$75,000 and above. **Five hundred and sixty-one** (9.9%) female full-time non-academic employees receive an annual salary of \$75,000 and above. **Two hundred eighty-one** (16.9%) male full-time non-academic employees receive an annual salary of \$75,000 and above.

Our Affirmative Action webpage is provided to our campus community and the world to provide relevant resources and information regarding women, people with disabilities, people of color and veteran and active duty employees. The site features articles designed to heighten the awareness of, and to celebrate the accomplishments of, these groups.

We are committed to reaching out to qualified applicants. Many of our job openings are electronically posted with Arkansas Workforce Services. We also routinely contact organizations and agencies, soliciting their help to encourage qualified women, minorities, people with disabilities and veterans to apply for jobs at UAMS. We post job openings on specific job boards, and routinely attend and support job fairs designed specifically to attract people of color, women, people with disabilities and veterans. Specifically, over the last year, we collaborated with Easter Seals to host a job fair for individuals with a physical or mental disability. We also hosted an internal job fair at UAMS, which attracted over 200 applicants and resulted in 30 full-time hires and 10 hires into temporary positions. We also participated in a job fair at Watershed.

For the past three years, we have participated in the U.S. Chamber of Commerce Hiring our Heroes job fair, which is designed to attract military veteran job seekers, active duty military members, Guard and Reserve members, and eligible spouses. We also participate in the Arkansas Women Veterans job fair, designed to reach female veterans. We have more than 450 veteran employees at UAMS, and an ongoing

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

relationship with the VA Employment Coordinator. We continue to support our veteran employees and students with veteran-related policies and practices, along with special initiatives.

More than 500 of our employees attended a presentation entitled, *Talent Has No Boundaries*, where they learned about myths and stereotypes regarding people with disabilities as part of our internal campaign to heighten awareness regarding inclusion of people with disabilities in the workforce. For the third year, we participated in “What Can You Do? The Campaign for Disability Employment,” by featuring posters throughout the campus of people with disabilities engaged in the workplace that showcased Asian-American, African-American, Hispanic-American, and White-American males and females with disabilities, along with a poster of a female veteran with a disability.

We completed our first 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. UAMS served as the host business for the program, providing entry-level work experiences with the goal of helping participants 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 eleven interns have found employment, and a group of 13 interns have been accepted for the 2014-2015 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. Our Office of Human Resources Organizational Development section enhances the effectiveness of our workforce by promoting an atmosphere whereby employees are encouraged to grow in their careers. Employees are offered an opportunity to participate in development courses, and leaders may participate in an internal Leadership Institute.

UAMS is 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. UAMS Diversity Process

Diversity + Inclusion + Cultural Competency = Organizational Change

The Chancellor's Diversity Committee is currently comprised of 12 employees from various campus departments and Colleges who are committed to implementing the vision, mission, charter, short and long term goals of the Committee and, as such, being recognized as a strategic partner in execution of the University's organizational change efforts.

Diversity Training

With approximately 11,000 employees, many of whom come from as many as 94 different countries, learning how to effectively manage and communicate in a cross cultural working environment is crucial. In the eight-hour Managing Diversity Workshop for Supervisors, *"Diversity at UAMS: Managing Our Most Valuable Resource,"* participants practice management, communication and conflict resolution skills as well as skills to develop and maintain professional interpersonal relationships. The objective is to train all supervisors, managers, deans, directors, department heads and faculty who have not completed Managing Diversity training. The Diversity Committee has unanimously recommended that this training be mandatory.

The Diversity Committee also offers, *"Valuing Workplace Differences,"* a three-hour workshop for non-supervisory employees which provides them with companion diversity awareness, communication and conflict resolution skills. The development of this companion course to *"Diversity at UAMS: Managing Our Most Valuable Resource"* was requested by supervisors.

During New Employee Orientation, *"Diversity and Inclusion at UAMS: A Journey Not a Destination,"* new hires are introduced to the concept of a diversity "process" requiring *organizational change and accountability for diversity results* at all levels of management. During the year, approximately 1,496 new employees participated in 31 sessions. We address the fact that our campus is one *"which respects and values individual differences and similarities; recruits and hires the best and the brightest, empowering them to develop to their fullest potential while consistently utilizing their knowledge, skills, talents, and abilities for the competitive advantage of UAMS in healthcare, education and research."* Managing diversity at UAMS is a practical business decision.

"Valuing Diversity" and *"Managing Diversity"* training are offered upon request by departments. To date, 846 CHP students have participated in 56 workshops. One of the CHP classes utilizes videotaped *"Valuing Diversity"* and *"Managing Diversity"* training sessions, facilitated by the Diversity Manager, in its on-going distance learning classes. In other distance learning classes, the Diversity Manager is a guest lecturer.

“Managing Four Generations in the Workplace: What Do I Do Now?” is available and can be customized for the Cabinet, UAMS departments and outside agencies upon request.

The Diversity Committee plans to implement an on-line introductory diversity training course for easier accessibility by more employees and students and an instructor-led course, *“Cultural Competency: The Key to Comfort, Hope and Healing in a Patient- and Family-Centered Healthcare Environment.”*

Diversity awareness activities continue to be planned and implemented throughout the year. These activities, events and programs are neither the essence of the Committee's functions nor the purpose of its existence. These events only serve to keep one aspect of the Diversity Process continually before the campus.

September-Diversity Month

The second Annual UAMS Diversity Month was held during September. The theme was: ***“Can You Spare Some Change for Excellence?”***

The presentations were designed to help increase the employees' understanding of the major organizational (cultural) changes about to take place and how those changes would impact how we do business at UAMS. The Graduate School again partnered with the Committee for another successful International Fest. The events included the following:

Wednesday, September 4 – Dr. Wendy Ward, PhD (ACH, COM) addressed the process of change and the crucial role we, as individuals, play in the implementation of successful organizational change. Her topic addressed the theme, *“Can You Spare Some Change for Excellence?”*

Tuesday, September 10 – Julie Moretz, AVC Patient-and Family-Centered Care, presented, *“Organizational Change: Patient-and Family -Centered Care.”*

Wednesday, September 11 -- “UAMS Patriot's Day-Rest and Relaxation” (5 minute neck and shoulder massages for employees, students and caregivers) Co-sponsors: The Veteran's Awareness Committee, the Chancellor's Diversity Committee, EAP and PRI.

Tuesday, September 17 – Mark Kenneday, VC Campus Operations, “Organizational Change: Performance Excellence.” An institution-wide effort to increase our effectiveness and efficiency by eliminating waste and improving the way we do business which will affect most UAMS employees at some level.

Friday, September 27 -- *International Fest and International Students' Week Celebrating Our Diversity:* Employees and students shared their cultures-- Exhibits, Artifacts, Ethnic Food, Ethnic Attire, Music, Dance, and Cultural Videos (Sponsored by The Graduate School)

Nutrition Services featured international cuisine throughout the month.

January-Dr. Martin Luther King, Jr. Birthday Commemoration

UAMS was once again held spell-bound by the dramatic delivery of The Honorable Wendell Griffen, Circuit Judge, 5th Division, Sixth Judicial District, State of Arkansas, as he masterfully addressed the theme: *“King, Mandela, Gandhi: Determinants of History”* which he appropriately subtitled: *“The Judgment of Giants.”*

February-Black History Month

This year’s Black History Month celebration focused on food, fun and games designed to increase participants’ knowledge of Black History. Black History Trivia in the form of Bingo was the game of choice enjoyed by many who vied for giveaways. The hit of the afternoon was the comical guest Emcee, Ms. Marsha Davis, VP of Centennial Bank, who kept everyone laughing and engaged.

March-Women’s History Month

The Chancellor’s Diversity Committee collaborated with the Women’s History Month planning committee, the Center for Diversity Affairs and the Women’s Faculty Development Caucus to sponsor, *“Celebrating UAMS Phenomenal Women: Balancing Character, Courage and Commitment,”* recognizing eleven outstanding women who were nominated by their departments or other employees. This year’s celebration also recognized the 25th anniversary of the Women’s Faculty Development Caucus.

May-Asian/Pacific Islander Heritage Month

A panel of UAMS employees and graduate students from China, Australia, Thailand and Korea shared their stories of coming to the United States and to UAMS in an event celebrating Asian/Pacific Islander Heritage Month. *“We Share Our Stories: Part II,”* included challenges overcome, varied cultures coming together and much humor.

Conversational English Classes

In response to a long recognized need of some international students, foreign employees, Residents and Post Docs on our campus, an informal class averaging six to ten participants continues to address their need to become proficient in oral English. In addition, they experience various American holidays and customs and visit places of interest around the State. They are exposed to more than just the language. They are made aware of how Arkansans live and what life is like in the United States. The Chancellor’s Diversity Committee sponsors the much-needed classes that were originally started and conducted by a Diversity Committee member with international students and then once weekly by a volunteer, non-UAMS employee for two years. The Diversity Manager continues to facilitate the class which is in its 14th year.

Collaboration

The UAMS Diversity Manager continues to consult, network and collaborate with other groups and departments regarding various diversity issues and serves as a consultant in diversity management, inclusion, cultural competency and organizational development when requested.

Diversity Awards

The Committee will present for the second year, “***Excellence in Diversity***” recognition awards: one to a student and another to an employee (faculty or staff). Selection of winners and presentation of awards is scheduled for the fall and both will be presented during Diversity Month. The first recipient of the “***Excellence in Diversity***” award (2013) was Dr. Linda McGehee, Director of the Primary Care program in Fayetteville, AR.

With culturally competent healthcare providers being a major goal of “*Healthy People 2020*,” and the national initiative to eliminate health care disparities in indigent communities and among minorities a priority, the UAMS Diversity Process is in accord with this goal, reaching out and embracing another sector of our employee base: gays, lesbians, bisexuals, transgender and queers. Healthcare disparities exist among this minority group and urgently need to be addressed as a part of a comprehensive healthcare plan for our institution.

If we are to train culturally competent healthcare providers, the most significant place to start is with the education and training of our future doctors, nurses, pharmacists, public health and allied health professionals. How diversity can positively impact the curriculum of each of our five colleges, the Graduate School and their faculties, staffs and students is a challenge that still lies before all of us. This goal, however, is in keeping with the Committee’s original vision and the conclusion of the campus-wide, follow-up Diversity Survey:

To incorporate diversity into the daily, on-going decision making process “[devoting] strong attention to how diversity impacts getting things done at UAMS.”

In *Managing the Mosaic: Addressing Workforce Diversity and Managing Institutional Change in Health Care*, Trisha A. Svehla and Glen C. Crosier state that “*to achieve and maintain organizational success..., health care organizations must implement effective management of workforce diversity, using diversity change plan, throughout the entire organization.*” This is the Committee’s ultimate challenge: the identification of diversity goals, objectives, strategies and the resultant implementation of accountability for a Diversity Change Process throughout UAMS, recognizing that diversity, in its true sense, is “*an organizational change effort intended to alter norms, policies and procedures based on the extent to which they are barriers to creativity, productivity and advancement of all employees, however different they may be.*” Diversity management, inclusion and cultural competency are, after all, business decisions.

G. 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 medical 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 holds the following grant awards for the 2013-2014 school year:

- Initiative for Maximizing Student Diversity (IMSD) – NIH funding.
- Summer Undergraduate Research Program (SURP) - NIH funding.

Minority Faculty

Minority Faculty Diversity Caucus (MFDC):

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 CDA.

MFDC supports minority faculty members throughout all of the colleges at UAMS through professional development, mentorship, skill-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.

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 two years).
3. In May 2013, the MFDC, TRI, all UAMS Colleges and the CDA co-sponsored a Health Equity Leadership Conference, which focused on minority faculty development. The conference was facilitated by members of the Health Equity Leadership Institute in Baltimore Maryland along with multiple UAMS faculty. The conference workshops included grant writing, mentoring, health equity, health disparities and global health sessions.
4. "LGBT Suicide Risk and Prevention." Ann P. Haas, Ph.D., *Senior Director of Education American Foundation for Suicide Prevention*. Thursday, October 17, 2013
5. "Providing Optimal Health for LGBT Patients." Sponsored by the Arkansas Primary Care Association, the Fenway Institute, the UAMS College of Public Health and the Center for Diversity Affairs

Minority Faculty Development Caucus 2013-2014 Committee Members:

Brooke Montgomery, President
Keneshia Bryant, Vice-President
Nancy Greer-Williams, Secretary/Treasurer
Beatrice Boateng, Advisor
Billy Thomas, Advisor
Michael Preston, Advisor

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-college students and the goal is to prepare these students for future studies in health care fields.

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, our six week math and science enrichment program, was attended by underrepresented minority/disadvantaged students in the 9th or 10th grade. Certified teachers provided daily instruction in math, English and science. The science instruction focused on body systems (anatomy & physiology) and the students developed impressive interactive presentations on chronic diseases within their community. Four males and 15 females comprised the 2013 class of 19. Students were evaluated based on a pre/posttest of the ACT.

Our ACT Preparation program for 11th & 12th graders, facilitated by Kaplan Test Prep, was conducted for 12 males and 11 females in the summer of 2013, with a total of twenty- three participants. In addition to gaining study and test taking skills from Kaplan, students completed career exploration tours across many departments/schools of UAMS (nursing, pharmacy, medicine, public health, Institutes i.e. Spine, Cancer, etc.).

Arkansas Commitment scholars have participated in mentored research at UAMS since 1999. Last year, 8 scholars (2-males and 6-females) were placed in mentored research positions at UAMS. Three of the students were recent high school graduates headed to Westminster College, Lehigh University and Agnes Scott College. The returning college students attended Bates College, Duke University, Rhodes College, Colorado College and Morehouse College.

Undergraduate Summer Science Enrichment Program (USSEP) I is a program for freshmen/sophomore science majors interested in health careers. The USSEP program welcomed ten students (3-male, 7-female) from UA-Fayetteville, UA-Little Rock, UA-Pine Bluff, Pulaski Technical College and Louisiana State University (LSU). 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-one students (1-male, 20-female) in the 2013 program hailing from UA-Pine Bluff, UA-Fayetteville, UA-Little Rock, University of Arkansas for Medical Sciences College of Public Health/Graduate School, University of Minnesota-Twin Cities, McNeese State University, Arkansas State University, Mississippi College and Oakwood University. Five of these students applied for admittance to the Class of 2014 at UAMS and two will be entering in the fall. One student from this cohort will be entering the University of Cincinnati's College of Medicine.

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. Forty-three students from various universities registered, and forty-two (42) actually attended this program. Over one-half (25) of these students applied to UAMS, and eight (8) were admitted to the College of Medicine as part of the fall class of 2018.

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 visited schools and 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; witnessed the formation of another partnership with Metropolitan Technical High School; and participated in the Junior Firefighter training program, which brought together the City of Little Rock Fire Department, Metropolitan High and the UAMS College of Health Profession's EMT program. We hosted students from one of our partner schools, Henderson Health Science Magnet, as well as other schools such as Central Arkansas Christian 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, Pulaski County Special, North Little Rock and Little Rock school districts.

The Edith Irby Jones Chapter of the Student National Medical Association (SNMA) had a successful year. We commend the co-presidents 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 sponsored the 2nd Spring Forward Health Profession Camp/ Health Profession Recruitment and Exposure Program (SFHPREP) along with the local SNMA, on the campus of UAMS during Spring Break 2014. One hundred twenty (120) youth, Grades 8-12 registered and an average of 60 attended the camp daily, March 20-22,

2014. 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: Interim Director Pat Price

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 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: We currently operate 14 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, ages birth to 3 years, for 220 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, coordination of enrollment, referrals and staff development.

Head Start staff members offer children acceptance, understanding, 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 2013-2014 academic year, 3 student-applicants accepted the Scholarship within the College of Medicine, and 9 student-applicants accepted the Scholarship within the College of Pharmacy.

A. College of Medicine (COM)

Faculty Minority Recruitment 2013:

Antino Allen, PhD

Assistant Professor, College of Pharmacy

Current State of Minority Faculty for COM: 2013-2014

Black or African American faculty	48 (3.6%)
Hispanic Faculty	35 (2.6%)
American Indian or Alaskan Native	7 (0.5%)
Total Number of Minority Faculty	90 (6.8%)
Total Number of Faculty	1324

Current State of Minority Students for COM: 2013-2014

American Indian/Alaska Native	2
Asian	69
Black/African American	29
Native Hawaiian/Pacific Islander	0
Two or more Races	11
Race not Disclosed	3
White	536
Hispanic/Latino	25

Student Admissions Data for 2013-14

Total # applications received in admissions process, including gender breakdown:

Total # of AMCAS applications received	2,366
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Total # of in-state and out-of-state applicants invited to interview/interviewed:

In-state applicants invited to interview	312
In-state applicants interviewed	299
Non-Arkansas resident applicants	2054
Out-of-state applicants interviewed	100
Total # of applicants reviewed	399

Total # of Underrepresented Minority (URM) Applicants

African American	30
Hispanic	19
Native American	13
Vietnamese	4

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

African American	30
Hispanic	19
Native American	13
Vietnamese	4

Total # of URM's offered admission at COM as of June 18, 2013 (21)

African American	10
Hispanic	4
Native American	3
Vietnamese	4

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

African American	7
Hispanic	4
Native American	1
Vietnamese	2

COM Acceptance rates (Gender/Ethnicity): 2013-2014

- 67% male, 33% female
- White: 83%
- African American: 5%
- Asian American: 9%
- Hispanic: 2%
- Native American: less than 1%

COM Acceptance rates (Out-of-State/In-state)

- Number (%) out of state students
 - Approximately 2054 non-Arkansas resident applicants. We interviewed close to 100, and offered multiple non-Arkansas residents positions in the incoming freshman class.
 - 18 non-Arkansas residents in entering freshman class of 174
- Number (%) in-state students
 - Approximately 312 Arkansas residents.
 - 156 Arkansans in entering freshman class of 174

- 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, URMs (mostly African American and Hispanic) make up 23-24% of the population.

National Acceptance Rates

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

LastName	FirstName	Program	Hospital	City	StateCode	ProgramYear
Adair	John	Medicine-Pediatrics	Geisinger Health System	DANVILLE	PA	PGY1
Allen	Justin	Family Medicine/Jonesboro	UAMS-Regional Programs-AR	JONESBORO	AR	PGY1
Arshad	Mahreen	Internal Medicine	Baptist Health System-AL	BIRMINGHAM	AL	PGY1
Atiq	Mohammad	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Atkinson	Daniel	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Awar	Lena	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Baldwin	Stacy	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Baltz	Rebekah	Transitional	Mercy Hospital St Louis-MO	ST LOUIS	MO	PGY1
Battle	Bennett	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Beasley	Drew	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Bentley	Jennifer	Pediatrics	Our Lady of the Lake Reg Med Ctr-LA	BATON ROUGE	LA	PGY1
Biggers	Bradley	Family Medicine	Texas A&M-Bryan/College Station	BRYAN	TX	PGY1
Bridges	Brad	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Bruton	Blake	Emergency Medicine	Barnes-Jewish Hosp-MO	ST LOUIS	MO	PGY1
Burch	Robert	Anesthesiology	William Beaumont Army Medical Center	EL PASO	TX	PGY1
Burns	Samuel	Surgery-Preliminary	University of Oklahoma	TULSA	OK	PGY1
Burton	Cassandra	Pediatrics	U Utah Affil Hospitals	SALT LAKE CITY	UT	PGY1
Busch	Megan	Family Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
CarlLee	Tyler	Orthopaedic Surgery	U Iowa Hosps and Clinics	IOWA CITY	IA	PGY1
Carlson	Jacob	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Carmical	Jim	Family Medicine	John Peter Smith Hosp-TX	FORT WORTH	TX	PGY1
Chang	Jonathan	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Chatman	Clelland	Medicine-Preliminary	Lenox Hill North Shore LIJ	NEW HYDE PARK	NY	PGY1
Chatman	Clelland	Radiology-Diagnostic	Drexel Univ COM	PHILADELPHIA	PA	PGY2
Cheyne	Ian	Family Medicine	Cox Medical Centers-MO	SPRINGFIELD	MO	PGY1
Chipollini	Andres	Anesthesiology	SUNY HSC Brooklyn-NY	BROOKLYN	NY	PGY1
Chism	Paul	Radiology-Diagnostic	Univ of Tennessee	MEMPHIS	TN	PGY2
Chism	Paul	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Clawson	April	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Coker	Andrea	Emergency Medicine/Austin	U Texas Southwestern Med Sch-Dallas	AUSTIN	TX	PGY1
Conger	Jacqueline	Obstetrics-Gynecology	East Tennessee St Univ	JOHNSON CITY	TN	PGY1
Cooper	Jennifer	Obstetrics-Gynecology	University Hosps-Jackson-MS	JACKSON	MS	PGY1
Crowe	John	Anesthesiology	U Oklahoma COM-OK City	OKLAHOMA CITY	OK	PGY1
Darouian	Navid	Internal Medicine	Cedars-Sinai Medical Center-CA	LOS ANGELES	CA	PGY1
Elliott	Trenton	Medicine-Primary	B I Deaconess Med Ctr-MA	BOSTON	MA	PGY1
Erstine	Emily	Pathology	Cleveland Clinc	CLEVELAND	OH	PGY1
Espinoza	Diego					PGY1
Fejleh	Mohammad	Internal Medicine	Barnes-Jewish Hosp-MO	ST LOUIS	MO	PGY1
Fiedorek	Christopher	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Fiedorek	Michael	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Filipek	Jacob	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Freyaldenhoven	Samuel	General Surgery	U South Florida COM-Tampa	TAMPA	FL	PGY1
Gao	Jie	Medicine-Preliminary	Stony Brook Teach Hosps-NY	STONY BROOK	NY	PGY1
Gao	Jie	OPHTHALMOLOGY	SUNY Stony Brook	STONY BROOK	NY	PGY2
Gates	Nadine	General Surgery	U Tennessee COM-Chattanooga	CHATTANOOGA	TN	PGY1
Gauldin	Donald	Medicine-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Gauldin	Donald	OPHTHALMOLOGY	University of Arkansas	LITTLE ROCK	AR	PGY2
Gomez	Alberto	Family Medicine/Texarkana	UAMS-Regional Programs-AR	TEXARKANA	AR	PGY1

Graves	Vanessa	Family Medicine/Texarkana	UAMS-Regional Programs-AR	TEXARKANA	AR	PGY1
Hargrove	Holly	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Harris	Brittney	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Harris	Rex	Family Medicine	McLennan County Fam Med-TX	WACO	TX	PGY1
Harris	Zachary	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
He	Bei					PGY1
Henson	Sarah	Pediatrics	U Oklahoma COM-OK City	OKLAHOMA CITY	OK	PGY1
Hill	Nathan	Internal Medicine	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL	PGY1
Hinson	Andrew					PGY1
Hoang	Christine					
Holthoff	Joseph	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Ismail	Amen	Internal Medicine	Georgetown Univ Hosp-DC	WASHINGTON	DC	PGY1
Johnson	Amanda	Family Medicine/Jonesboro	UAMS-Regional Programs-AR	JONESBORO	AR	PGY1
Johnson	Laura	Dermatology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Johnson	Rodrick	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Jones	Jerney	Family Medicine/Pine Bluff	UAMS-Regional Programs-AR	PINE BLUFF	AR	PGY1
Kaliki	Vamsikrishna	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Kazi	Rafi	Pediatrics	U Rochester/Strong Mem-NY	ROCHESTER	NY	PGY1
Kern	Dexter	Anesthesiology	St Louis Univ SOM-MO	ST LOUIS	MO	PGY1
Korenovska	Olga	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Lagrone	Rodney	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Langford	Aaron	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Lewis	Zachary	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Lipschitz	Riley	Medicine-Primary	Hosp of the Univ of PA	PHILADELPHIA	PA	PGY1
Long	Kristen	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Longacre	Devin	Family Medicine	Methodist Health System Dallas-TX	DALLAS	TX	PGY1
Lovett	Howard	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Lowry	Michael	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Luibrand	Nathan	Anesthesiology	WSU/Detroit Med Ctr-MI	DETROIT	MI	PGY1
Lynch	Ashley	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Mardanlou	Sarah					PGY1
Marshall	Ramey	Internal Medicine	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL	PGY1
Marvin	David	Family Medicine	U Tennessee Grad SOM-Knoxville	KNOXVILLE	TN	PGY1
Maxedon	Amanda	Obstetrics-Gynecology	U Oklahoma COM-OK City	OKLAHOMA CITY	OK	PGY1
McCarthy	Michael	Orthopaedic Surgery	Northwestern McGaw/NMH/VA-IL	CHICAGO	IL	PGY1
McDaniel	Christopher	Family Medicine/Pine Bluff	UAMS-Regional Programs-AR	PINE BLUFF	AR	PGY1
McEntire	David	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
McGrimley	John	Anesthesiology	U Texas Southwestern Med Sch-Dallas	DALLAS	TX	PGY1
McKelvy	Rachel	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
McNelley	Matthew	Anesthesiology	U Kansas SOM-Wichita	WICHITA	KS	PGY1
Meadors	Steven	General Surgery/Dallas	U Texas Southwestern Med Sch-Dallas	DALLAS	TX	PGY1
Mehl	Jennifer	Pediatrics	Baylor Coll Med-Houston-TX	HOUSTON	TX	PGY1
Mehta	Hina	Internal Medicine	St Louis Univ SOM-MO	ST LOUIS	MO	PGY1
Millsap	William	Emergency Medicine/Dallas	U Texas Southwestern Med Sch-Dallas	DALLAS	TX	PGY1
Montiel	Patricio	Family Medicine/Fort Smith	UAMS-Regional Programs-AR	FORT SMITH	AR	PGY1

Morris	Gregory	Radiology-Diagnostic	U Michigan Hosps-Ann Arbor	ANN ARBOR	MI	PGY2
Morris	Gregory	Transitional	Virginia Mason Med Ctr-WA	SEATTLE	WA	PGY1
Morse	Spencer	Medicine-Pediatrics	U Minnesota Med School	MINNEAPOLIS	MN	PGY1
Morshedi	Brandon	Emergency Medicine/Dallas	U Texas Southwestern Med Sch-Dallas	DALLAS	TX	PGY1
Moynier	Elizabeth	Obstetrics-Gynecology	Santa Clara Valley Med Ctr-CA	SAN JOSE	CA	PGY1
Mrak	Lara	Radiology-Diagnostic/IM	U Wisconsin Hospital and Clinics	MADISON	WI	PGY1
Nelson	Natalie	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Newman	Patrick	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Newton	Lisa	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Nix	Kasey	Family Medicine/Fort Smith	UAMS-Regional Programs-AR	FORT SMITH	AR	PGY1
Norris	Kyle	Obstetrics-Gynecology/Dallas	U Texas Southwestern Med Sch-Dallas	DALLAS	TX	PGY1
Pace	Esther	Phys Medicine & Rehab	U Texas HSC-San Antonio	SAN ANTONIO	TX	PGY1
Patterson	Megan	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Pearson	Brandon	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Pereira	Glauber	Internal Medicine	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL	PGY1
Philamlee	Whitney	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Pierce	Allison					PGY1
Pollitzer	Rachel	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Pugh	Kristin	Obstetrics-Gynecology	Methodist Health System Dallas-TX	DALLAS	TX	PGY1
Pumphrey	Carla	Family Medicine/Pine Bluff	UAMS-Regional Programs-AR	PINE BLUFF	AR	PGY1
Rahman	Johanna	Medicine-Pediatrics	Stony Brook Teach Hosps-NY	STONY BROOK	NY	PGY1
Renfroe	James	Family Medicine/Pine Bluff	UAMS-Regional Programs-AR	PINE BLUFF	AR	PGY1
Renfroe	Shyann	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Roberds	Aaron	Family Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Ross	Jeanne	Family Medicine/Jonesboro	UAMS-Regional Programs-AR	JONESBORO	AR	PGY1
Rosson	Thomas					PGY1
Russell	Megan	Family Medicine	Memorial University Medical Center	SAVANNAH	GA	PGY1
Sanders	Vanessa	Radiology-Diagnostic	Barnes-Jewish Hosp-MO	ST LOUIS	MO	PGY2
Sanders	Vanessa	Transitional	John Peter Smith Hosp-TX	FORT WORTH	TX	PGY1
Saxena	Anjali	Medicine-Pediatrics	Jackson Memorial Hosp-FL	MIAMI	FL	PGY1
Selakovich	Patrick	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Sessions	Benjamin	Anesthesiology	U Texas Southwestern Med Sch-Dallas	DALLAS	TX	PGY1
Severson	Tyler	Internal Medicine	Wake Forest Baptist Med Ctr-NC	WINSTON-SALEM	NC	PGY1
Sherrill	Holly	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Shipley	Brian	Internal Medicine	San Antonio Military Medical Center	FORT SAM HOUSTON	TX	PGY1
Sowder	Timothy	Anesthesiology	U Kansas SOM-Kansas City	KANSAS CITY	KS	PGY1
Stanley	Arthur	Medicine-Preliminary	Baptist Health System-AL	BIRMINGHAM	AL	PGY1
Stanley	Arthur	OPHTHALMOLOGY	Univ of Alabama	BIRMINGHAM	AL	PGY2
Stevens	Benjamin	Family Medicine	University Hosps-Columbia-MO	COLUMBIA	MO	PGY1
Stovall	Jessica	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Sundermann	Suzanne	Pediatrics	U Washington Affil Hosps	SEATTLE	WA	PGY1
Swint	Melissa	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Taylor	Kelly	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Thessing	Jeffrey	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Thomas	Kassandra	Obstetrics-Gynecology	Cedars-Sinai Medical Center-CA	LOS ANGELES	CA	PGY1

Tolomeo	Christina	Anesthesiology	Wake Forest Baptist Med Ctr-NC	WINSTON-SALEM	NC	PGY1
Troutman	Tyler	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Tucker	Kevan	Emergency Medicine/Dallas	U Texas Southwestern Med Sch-Dallas	DALLAS	TX	PGY1
Turbeville	Richard	Family Medicine	Indiana Univ Health Ball Memorial Hosp	MUNCIE	IN	PGY1
Vaughan	Justin	General Surgery	Med Ctr Central Georgia/Mercer U SOM	MACON	GA	PGY1
Veazey	Stanton	Internal Medicine	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN	PGY1
Viriden	Bryant	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Vishal	Sagar	Pathology	U Iowa Hosps and Clinics	IOWA CITY	IA	PGY1
Voon	James	Anesthesiology	University Hosps-Columbia-MO	COLUMBIA	MO	PGY2
Voon	James	Surgery-Preliminary	University Hosps-Columbia-MO	COLUMBIA	MO	PGY1
Walia	Sheena	Internal Medicine	U Iowa Hosps and Clinics	IOWA CITY	IA	PGY1
Watson	Jessica	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Watts	Martin	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Webb	Clairese	Anesthesiology	U Oklahoma COM-OK City	OKLAHOMA CITY	OK	PGY1
Wells	Dennis	Thoracic Surgery	U Cincinnati Med Ctr-OH	CINCINNATI	OH	PGY1
Wells	Devin	Phys Medicine & Rehab	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Weng	Minxi	Anesthesiology	Stony Brook Teach Hosps-NY	STONY BROOK	NY	PGY1
Westbrook	Brett	Obstetrics-Gynecology	John Peter Smith Hosp-TX	FORT WORTH	TX	PGY1
Wilgus	Nathan	Pathology	St Louis Univ SOM-MO	ST LOUIS	MO	PGY1
Wilkins	Annette	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Williams	Emily	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Williams	Robert	Orthopaedic Surgery	U Texas Med Branch-Galveston	GALVESTON	TX	PGY1
Winford	Sidney	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR	PGY1
Wu	Jonah	Anesthesiology	U Maryland Med Ctr	BALTIMORE	MD	PGY1
Yue	Connie	Anesthesiology	Icahn SOM St Lukes-Roosevelt-NY	NEW YORK	NY	PGY1
Zeglam	Ahmaida	Medicine-Preliminary	U Florida COM-Shands Hosp	GAINESVILLE	FL	PGY1
Zeglam	Ahmaida	OPHTHALMOLOGY	University of Florida	GAINESVILLE	FL	PGY2
Zeglam	Taylor	Emergency Medicine	U Florida COM-Shands Hosp	GAINESVILLE	FL	PGY1
Zini	Dylan	Family Medicine	Bayfront Med Ctr-FL	ST PETERSBURG	FL	PGY1

Significant Occurrences 2013-14

The number of underrepresented minorities reviewed by the admissions committee: 66

The number of URM's offered admission at UAMS/COM: 21

The number of URM who graduated from UAMS/COM: 19

Status of Current Underrepresented minority students

Seventy-three (73) underrepresented minority students were enrolled in medical school at UAMS during the 2013- 2014 academic year.

**2013-2014 College of Medicine Student
Breakdown Overall**

	Females	Males	Total
Amercian Indian	2	1	3
Asian	6	16	22
Black	17	15	32
Chinese	5	12	17
Filipino		2	2
Hispanic	5	8	13
Indian or Pakistani	12	10	22
Japanese		2	2
Korean	2		2
Mexican American	2	7	9
Other Pacific Islander	1	4	5
Puerto Rican (Mainland)	1	1	2
Vietnamese	7	3	10
White	175	361	536
Overall Total	235	442	677

Freshman Females	
Asian	3
Black	4
Hispanic	3
Amercian Indian	1
Puerto Rican (Mainland)	1
Vietnamese	2
White	40
Total	54

Freshman Males	
Asian	9
Black	4
Indian or Pakistani	1
Hispanic	1
Vietnamese	1
White	103
Total	119

Sophomore Females	
Black	6
Hispanic	1
Indian or Pakistani	6
Korean	2
Vietnamese	2
White	49
Total	66

Sophomore M ales	
Asian	2
Black	6
Chinese	5
Filipino	2
Hispanic	2
Indian or Pakistani	4
Japanese	1
Mexican American	3
Puerto Rican (Mainland)	1
Vietnamese	1
White	90
Total	117

Junior Females	
Asian	1
Black	4
Chinese	3
Indian or Pakistani	1
Mexican American	1
Vietnamese	2
White	37
Total	49

Junior Males	
Asian	3
Black	4
Chinese	1
Hispanic	1
Indian or Pakistani	5
Japanese	1
Mexican American	2
Other Pacific Islander	1
Vietnamese	1
White	88
Total	107

Senior Females	
Amercian Indian	1
Asian	2
Black	3
Chinese	2
Hispanic	1
Indian or Pakistani	5
Mexican American	1
Other Pacific Islander	1
Vietnamese	1
White	49
Total	66

Senior Males	
American Indian	1
Asian	2
Black	1
Chinese	6
Hispanic	4
Mexican American	2
Other Pacific Islander	3
White	80
Total	99

Underrepresented minority student enrollment 2013-2014: Gender			
STATUS	FEMALE	MALE	TOTAL
Freshmen (M-1)	10	6	16
Sophomore (M-2)	8	14	22
Junior (M-3)	7	9	16
Senior (M-4)	8	11	19
TOTALS	33	40	73

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. This was done on a volunteer basis.

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 with Area III of SNMA. 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).

Dr. James Pasley coordinated the USMLE Review Courses, Part I and Part II, on our campus. Through Project Excel, approximately forty (40) 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. Several chapter members served in national

SNMA positions such as Assistant Regional Director, Health Policy Liaison Chair and Regional MAPS coordinator.

Nineteen (19) underrepresented minority students graduated this year (2014).

B. College of Health Professions (CHP)

I. CHP Student Demographics

Hispanic	24
American Indian	4
Asian	28
Black	74
White	525
Native Hawaiian	0
Two or more	16
Chose not to answer	2
<u>Unknown</u>	<u>0</u>
TOTAL	673

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

Faculty: 4

Instructor:	1 FTE Respiratory and Surgical Technologies
Instructor:	1 FTE Imaging and Radiation Sciences
Assistant Professor:	1 FTE Physician Assistant Studies
Professor:	1 FTE Audiology and Speech Pathology

Staff: 10

Registrar	1 FTE Dean's Office
Director of Student Activities	1 FTE Dean's Office
Student Service Specialist	1 FTE Dean's Office
Project/Program Specialist	1 FTE Imaging and Radiation Sciences

Administrative Specialist III	1 FTE Dental Hygiene
Laboratory Technician	1 FTE Dental Hygiene
Executive Assistant	1 FTE Emergency Medical Sciences
Administrative Analyst	1 FTE Imaging and Radiation Sciences
Executive Assistant	1 FTE Medical Laboratory Sciences
Administrative Analyst	1 FTE Physician Assistant Studies

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

Instructor:	2 Black
Assistant Professor:	1 Black
<u>Professor:</u>	<u>1 Black</u>
Total	4

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

3 Black

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

Physician Assistant Studies	(Administrative Analyst)	1
Physician Assistant Studies	(Associate Professor)	1
<u>Radiologic and Imaging Sciences (Instructor)</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 2013-2014 academic year, CHP awarded 41 scholarships, of which 8 or 21% were awarded to minority students. While the percentage of scholarships awarded to minorities was consistent with academic year 2012-2103, the total amount of money awarded to minorities increased in 2013-2014 by \$2,500 over the previous year.

The college's student recruitment coordinator 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. Student recruitment activities

resulted in over 3,500 student contacts. The percentage of minority applicants for enrollment in CHP programs during the 2013-2014 academic year was 19.59%. Unfortunately, this is a decrease of 3.59% compared to the 2012-13 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 was re-organized to focus solely on 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 the unrepresented student and applicant population. 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 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 2015 – approximately \$250

Student Experience Survey – Spring 2015

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 Admissions, the Director of Enrollment and Scholarships, the Assistant Dean for 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 begins in late May 2014, the College has offered admission to 113 juniors for the Bachelor of Science in Nursing (BSN) program on the Little Rock campus and 9 for the off-campus BSN program at Hope.

Although exact enrollment figures will not be available until after registration in late May 2014, the following students, as identified by race/ethnicity and gender are anticipated to enroll for the Little Rock campus:

• American Indian	1	.89%
• Asian	4	3.5%
• Black/African American	12	10.6%
• Hispanic/Latino	1	.89%
• White	81	71.6%
• Two or More	13	11.5%
• Did not answer	10	8.8%

For the Hope campus, 9 students are anticipated to enroll:

• White	7	77.7%
• Two or More	1	11.1%
• Did not answer	1	11.1%

Of the 122 anticipated enrollment,

- 98 (82.93%) were female
- 24 (17.07%) were male

Fall 2013 enrollment figures totaled 286 in the BSN program, including

• American Indian/Alaskan Native		
• Asian	5	1.75%
• Black/African American	39	13.64%
• Hispanic/Latino	12	4.2%
• Nat Hawaiian/Other Pac.		
• White	228	79.72%
• Chose two or More		
• Unknown/No Answer	2	.7%

Of the 286 baccalaureate students who enrolled in the fall 2013 semester,

- 244 (85.31%) were female
- 42 (14.69%) were male

GRADUATE PROGRAM ENROLLMENT AND MINORITIES

For the 2013-14 academic year, 62 Fall 2013 master's applicants were admitted to the graduate program and 74 started graduate classes in spring 2014. Master's applications from January-April 2014 total 302. At this time, we do not know how many of these students will be accepted to enroll for the 2014-2015 academic year since admission decisions have not yet been made. Currently, 6 PhD students have been admitted for summer 2014.

The fall 2013 enrollment was 373, with

- 322 MNSc students
- 19 DNP students
- 32 PhD students

This represents

• American Indian/Alaskan Native	1	
• Asian	8	.02%
• Black/African American	26	6.9%
• Hispanic/Latino	11	2.9%
• Nat Hawaiian/Other Pac.	1	
• White	306	82.03%
• Chose two or More	12	3.21%
• Unknown/No Answer	8	.02%

Of the 373 MNSc, PhD and DNP students who enrolled in the fall 2013 semester,

- 327 (87.66%) were female
- 46 (12.33%) 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 Appendix A 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 1,430 students in 20 consolidated statewide programs. Regional Centers 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 379 students from 12 community colleges around Arkansas. The College of Nursing Director of Recruitment, along with the Director of the RN-BSN program, visited 4 nursing programs, meeting 65 prospective applicants, to advise and present information to foster a smooth transition to the RN-BSN program. Information on the Arkansas Partnership for Nursing's Future was shared.

OTHER RECRUITING OPPORTUNITIES

The College of Nursing Director 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 Director of Recruitment meets with all Regional Center 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.

Since July 2012, over 500 graduate students have received information through one-on-one meetings, phone conversations, and packet information mailed and emailed.

The College of Nursing Director 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. For this academic year, the recruiter has completed approximately 220 tentative degree plans.

With the introduction of the Doctor of Nursing Practice Program, the Director of Recruitment along with the Director of the DNP program have presented information to 70 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 Regional Centers' '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

Five (5) part-time/contract faculty have been hired to date for the 2013-14 academic year. Of these, two (2) are African-American (Assistant Clinical Instructors). For full-time faculty positions, four (4) people were hired, none are minorities.

Five (5) staff, one (1) research assistant and five (5) student employees have been hired to date during the 2013-14 academic year. For the full-time staff positions, three (3) are African-American. For the part-time student positions, none are minorities.

Therefore, as of April 2, 2014, the College of Nursing employs

- 2 Asians
 - 1 Professor
 - 1 Assistant Professor

- 2 Hispanic
 - 1 Clinical Assistant Professor
 - 1 Assistant Clinical Instructor
- 14 African-Americans
 - 1 Assistant Professor
 - 2 Clinical Assistant Professors
 - 1 Clinical Instructors
 - 2 Assistant Clinical Instructors
 - 3 Administrative Analysts
 - 2 Administrative Specialists
 - 1 Grants Specialist
 - 1 Recruiter
 - 1 Graduate 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 Requested: \$1,041,621

Funding Period: 7/1/2013 – 6/30/2016

Status: Pending

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.

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 93%
- 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 doctoral students are admitted annually
- 100% of graduating doctoral 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
- Department Chair or Associate Dean will conduct an exit interview with outgoing faculty
- Annual support is provided for all faculty
 - Clinics/forums occur twice each semester
 - 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.
- A minimum of five staff and five faculty are from a culturally diverse background
- 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 92% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.
- In future years, efforts will be made to realign our budget and designate funding for enhancing minority recruitment/retention.

	Table 1									
	UNDERGRADUATE RECRUITMENT ACTIVITIES REPORT									
	2013-2014									
Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
7/1/2013	Individual Appointment	0	0	1	0	0	0	C	1	O. Beard
7/2/2013	JRMC	29	4	18	2	9	1	SE	63	O. Beard
7/12/2013	MASH – Fayetteville	22	1	3	4	4	0	NW	34	O. Beard
7/15/2013	VA NLR	2	1	4	2	2	5	C	16	O. Beard
7/16/2013	VA LR	8	5	3	1	0	0	C	17	O. Beard
7/16/2013	MASH - Paragould; West Memphis	17	2	9	0	1	0	NE	29	O. Beard
7/18/2013	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
7/19/2013	MASH – Batesville	25	4	0	1	0	0	NW	30	O. Beard
7/23/2013	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
7/24/2013	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
7/25/2013	Information Session	4	2	3	1	0	1	C	11	O. Beard
7/26/2013	PTC - Back to School Kickoff College Fair	19	5	24	6	2	1	C	57	O. Beard
8/2/2013	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
8/12/2013	Individual Appointment	0	1	0	0	0	0	C	1	O. Beard
8/13/2013	Individual Appointment	1	0	1	0	1	0	C	3	O. Beard
8/15/2013	Individual Appointment	3	2	1	0	1	0	C	7	O. Beard
8/16/2013	Individual Appointment	5	0	0	0	0	0	C	5	O. Beard
8/19/2013	Individual Appointment	0	0	1	0	0	0	C	1	O. Beard
8/20/2013	Individual Appointment	0	1	1	0	0	0	C	2	O. Beard
8/21/2013	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
8/23/2013	Individual Appointment	0	1	0	0	0	0	C	1	O. Beard
9/3/2013	Articulation Workshop - Univ. of Ozarks							NW	59	O. Beard
9/4/2013	Articulation Workshop - Williams Baptist							NE	45	O. Beard
9/5/2013	Articulation Workshop – UAPB							SE	40	O. Beard
9/6/2013	Articulation Workshop – UCA							C	221	O. Beard
9/10/2013	University of Arkansas - Fayetteville	56	13	21	4	19	2	NW	115	O. Beard
9/17/2013	NPCC	23	9	16	4	2	0	C	54	O. Beard, B. Scisson
9/25/2013	UACC – Morrilton	4	0	7	0	1	0	C	12	O. Beard
9/26/2013	Information Session							C	7	O. Beard

Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
10/1/2013	PCSSD	109	22	87	13	19	4	C	254	O. Beard
10/1/2013	LRSD	76	19	125	8	5	0	C	233	O. Beard
10/2/2013	CDA Event	1	0	30	2	1	0	C	34	O. Beard
10/10/2013	Education Enhancement Fair - VA NLR	4	2	8	0	0	0	C	14	O. Beard
10/11/2013	Education Enhancement Fair - VA LR	6	1	4	2	0	2	C	15	O. Beard
10/15/2013	UAMS @ OBU	2	4	3	1	8	1	SW	19	O. Beard
1016- 17/2013	Texarkana Chamber of Commerce							SW	126	S. Bedwell
10/17/2013	Biomedical Career Day	20	6	24	2	8	2	C	62	O. Beard
10/22/2013	UACCB	19	5	2	0	1	0	NW	27	O. Beard, L. Rainey
10/29/2013	UACC – Morrilton	4	1	0	5	4	3	C	17	O. Beard, L. Rainey
11/1/2013	ARNA	36	4	22	3	1	1	C	67	O. Beard
11/7/2013	South Arkansas Community College	7	0	1	0	0	1	SE	9	O. Beard, L. Rainey
12/3/2013	UACCB RN-BSN Informational Meeting	4	0	4	3	1	0	NW	12	O. Beard, L. Rainey
12/12/2013	Information Session							C	9	Student Services
5/2/2013	ACH Schools of Nursing Education Fair	10	2	6	0	1	0	C	19	O. Beard, F. Renteria
5/6/2014	SAU Magnolia	12	4	3	0	0	0	SW	19	O. Beard
		534	121	432	64	91	24		1773	

Table 2
GRADUATE RECRUITMENT
ACTIVITIES REPORT
2013-2014

Specialty	No.
ADMINISTRATION	7
ADULT/GERO ACUTE CARE	4
ADULT HEALTH CNS	0
DNP	60
EDUCATION	13
FAMILY NURSE	74
FAMILY PSYCH/ MENTAL HEALTH	30
PEDIATRIC	25
PhD	15
UNDECIDED	260
WOMEN'S HEALTH	19
TOTAL	507

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 60% 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, Christel Cater, 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 at Alcorn State University and Jackson State University this year. We have also scheduled a diversity recruiting day for July 2014 to engage students interested in pharmacy at an earlier stage in their education. In addition, preview days have allowed us opportunity to interact with more minority students.

The Chief Operating Officer (COO) for the Center for Diversity Affairs, Vivian Flowers, coordinates the efforts of the College's Associate Dean of Student Affairs and Faculty Development. In order to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession, the COO 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 208 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; 15 of the 38 campers received full scholarships in 2013 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. 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 2010, seven students participated in the PCAT prep course and of those seven participants, five had a pre- and post PCAT score. All scores increased after the PCAT prep course. In 2011, seven students participated in the prep program and five students participated in 2012. 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 hopes to identify at least three 2014 applicants to participate in this program 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 six years (2007-2013) the Dean has provided \$24,000 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 \$160,851 in cash and pledges, which is up from last year by approximately \$10,000. We also note that Dean Gardner has continued to commit a minimum of \$3000 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 2013 were awarded at the COP's Award Ceremony in February 2014.

<u>NPAA Recipients</u>	<u>Award</u>
Dimpi Desai*	
Sonia Tinko Ngankwe*	
Olive Fai-yengo*	
Catherine Lee*	
Ambre Camp*	
* 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	
Bethany Boyle	\$1,500
Robert N. Manley & Robert H. Manley Memorial Scholarship	
Baltazar Lemus-Pedraza*	\$1,500
Walgreens Diversity Scholarship	
Clarice Montgomery*	\$2,000
Micah Thames*	\$3,000
*underrepresented minority student	
Total	\$8,000

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

<u>Scholarships & Recipients</u>	<u>Award</u>
George Wimberly Scholarship	
Melanie Sasse	\$1,000
Kappa Psi Endowed Scholarship	
Melanie Sasse	\$1,500
LD Milne Endowed Scholarship	
Angela Barth	\$3,000
Rural Pharmacy Practice Student Loan/Scholarship	
Nikki Scott*	\$7,500
College of Pharmacy Scholarship	
Clarice Montgomery*	\$2,000
Jennifer Nguyen	\$2,000
Julianna Marcus	\$2,000
Sonia T. Ngankwe*	\$2,000
<u>COP Student Research Fellowships</u>	
Towobola Jokodola*	\$4000
*underrepresented minority student	
Underrepresented Minority recipients	\$27,000
All Minority recipients	\$38,000

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). The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

COP Student Enrollment

	2012-2013		2013-2014	
	Number*	Percent	Number*	Percent
Native American	8	1.6%	11	2.3%
Asian	26	5.4%	30	6.3%
African American	30	6.2%	26	5.4%
White (non-Hispanic)	430	89.3%	430	89.8%
Hispanic/Latino	9	1.8%	12	2.5%
	Number	Percent	Number	Percent
Female	302	63%	304	63.5%
Male	179	37%	175	36.5%
Total	481	100%	479	100%

*The reporting of race/ethnicity changed in 2009-2010 to allow the selection of more than one race/ethnicity

The 2013-2014 academic year reflects a proportion of male students that has remained between 30-40%. Underrepresented minority students accounted for 10.2% of the student body. 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%).

COP Faculty and Staff

Faculty	2012-2013		2013-2014	
	Number	Percent	Number	Percent
Native American	0	NA	0	NA
Asian	9	12%	15	20.5%
African American	3	4%	5	6.8%
White (non-Hispanic)	61	81.3%	52	71.2%
Hispanic/Latino	2	2.7%	1	1.4%
Total	75	100%	73	100%
Female	33	48%	37	50.7%
Male	39	52%	36	49.3%
Total	75	100%	73	100%

Minority faculty members comprise 28.7% out of a total of seventy-three faculty members. Minor increases have occurred in the proportion minority faculty members of the College over the past year, and the percentage of underrepresented minority faculty has also increased from 5.64% in 2012; 6.67% in 2013; and 8.2% in 2014.

Staff	2012-2013		2013-2014	
	Number	Percent	Number	Percent
Native American	0	NA	0	NA
Asian	21	31.3%	20	28.6%
African American	7	10.5%	5	7.1%
White (non-Hispanic)	39	58.2%	44	62.9%
Hispanic/Latino	0	NA	1	1.4%
Total	67	100%	70	100%
Female	47	70.15%	44	62.9%
Male	20	29.85%	26	37.1%
Total	58	100%	70	100%

Minority staff members comprise 37.1% of a total of 70 staff positions. The percentage of underrepresented minority staff has decreased slightly over the last few years (2012=10.3%; 2013=9.6%; and 2014=8.5%).

E. College of Public Health (COPH)

Students by Race/Ethnicity

Race/Ethnicity	Fall 2013		Spring 2014	
	Number	Percent	Number	Percent
American Indian	1	< 1%	1	< 1%
Asian	13	6%	15	7%
Black	68	29%	63	28%
Hispanic/Latino of any race	6	3%	7	3%
White (non-Hispanic)	125	54%	121	54%
Native Hawaiian	1	< 1%	1	< 1%
Two or more reported	3	1%	2	1%
None reported	15	6%	14	6%
Total	232	100%	224	100%

Staff and Faculty by Race/Ethnicity, Spring 2014

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 %)	0 (0%)
Asian	5 (8%)	3 (7%)	0 (0%)
Black	34 (57%)	7 (16%)	4 (10%)
Hispanic/Latino	4 (7%)	1 (2%)	0 (0%)
White	17 (28%)	32 (73%)	35 (88%)
Native Hawaiian/Other Pacific Islander	0 (0%)	0 (0%)	1 (2%)
2 or more Race/Ethnicities	0 (0)%	1 (2%)	0 (0%)
Unknown	0 (0%)	0 (0%)	0 (0%)
Minority Total	43 (72%)	12 (27%)	5 (13%)
TOTALS	60 (100%)	44 (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 2014

Faculty Position Title	Number
Department Chair/Professor	1
Professor	0
Associate Professor	7
Assistant Professor	3
Instructor	1
TOTAL	12

Number and Position Title of Minority Staff, Spring 2014

Staff Position Title	Number
Administrative Analyst	1
Clinical Research Assistant	1
Computer Programmer	1
Director of Admission	1
Executive Assistant III	1
Health Services Specialist	9
HR Generalist	1
Program Coordinator	1
Program/Project Manager	10
Program/Project Specialist	10
Project Director	1
Registrar	1
Research Associate	4
Student Services Specialist	1
TOTAL	43

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	1
Associate Professor	2
Clinical Research Assistant	1
Health Services Specialist	1
Program/Project Manager	4
Program/Project Specialist	4
TOTAL	13

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: Sixteen percent of CPH faculty are African-American, slightly above 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 proportion of Hispanic/Latino faculty and staff members meets or exceeds 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 representative 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 (29% in Fall 2013 and 28% in Spring 2014) 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 (3% 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 2013-14		
	Number	%
Asian	50	17
Black or African American	36	12
Hispanics of any race	7	2
American Indian or Alaska Native	1	0
White	192	66
Unknown	3	1
Chose two or more	1	0
Total	290	100
Female	202	70
Male	88	30
Total	290	100

Graduate School Staff 2013-14		
	Number	%
White	4	100
Female	3	75%
Male	1	25%

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 Assistant Dean in the Office of Graduate Student Recruiting and Retention, 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, and the Assistant Dean presented recruiting seminars at undergraduate institutions, including several with a significant UR student enrollment. Some of the schools visited in the 2013-14 academic year included Arkansas State University, Harding

University, Ouachita Baptist University, University of the Ozarks, Hendrix College, and Lyon College. Historically Black Colleges and Universities (HBCUs) visited include the University of Arkansas at Pine Bluff (UAPB) and Jackson State University. 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. Ronald E. McNair Scholars interested in pursuing a doctoral degree in the biomedical sciences were contacted through the McNair Scholars Directory. Dean McGehee attended the Mississippi Louis Stokes Alliance for Minority Participation conference in October 2013 where he was presented the Visionary Leadership award by JSU for his efforts in promoting diversity in the biomedical sciences. 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 2013 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 2013: Alcorn State University, Fisk University, Grambling State University, Jackson State University, Lane College, Philander Smith College, Tougaloo College and UAPB. Since 2008, 110 (28%) of the 393 undergraduate students who attended Career Day were from UR groups.

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 recently renewed 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, Arkansas Idea Network for Biomedical Research Excellence (INBRE) faculty, and additional UR students identified by the GRE Search Service. The program has been successful recruiting and retaining UR students. The inaugural class began the program in June 2009, and the average UR enrollment rate in UAMS biomedical science doctoral programs is now 15.3%, 4.6 percentage points above the national average of 10.7% UR graduate students. Of the 20 students who began the IMSD Program, 18 (90%) are still enrolled (1 completed the program

with a Master of Science degree), and the first graduates are estimated to complete their doctorates in 2014. 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). 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. Two cohorts of 10 students each have participated in the SURP during summer 2012 and 2013. Twelve students are scheduled to begin the 9 week program on May 27, 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.

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 2017.
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 2016.

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 to conferences that have a significant number of underrepresented minority undergraduate students. These efforts will continue and will be reevaluated every year.

The University of Arkansas at Pine Bluff

MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

June 2014

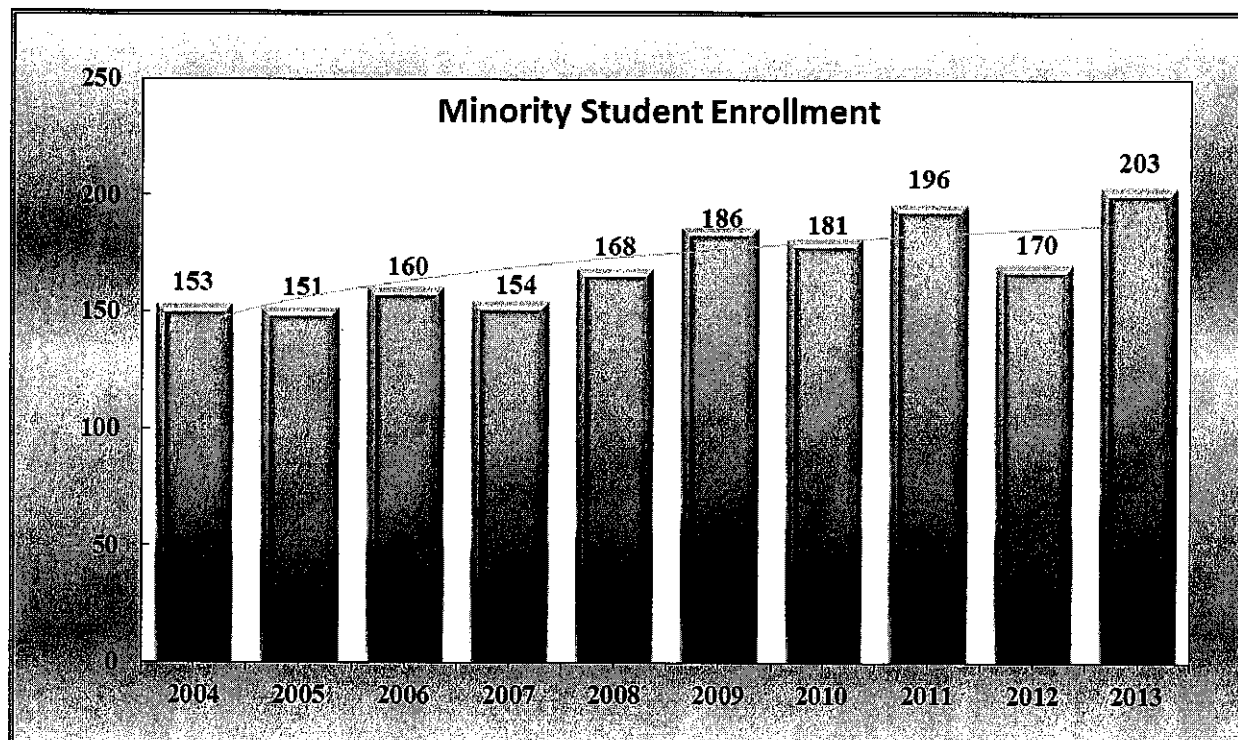
1. Introduction

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 master's degrees, bachelor's programs and associate programs, 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 2013.

2. Number of minority students, by minority group, who currently attend UAPB.

In Fall 2013, the University had an enrollment of 2,615 students of which 92% were African American and 8% were minority. The number of minority students increased by 19%, from 170 the prior Fall 2012 semester to 203 in Fall 2013. Of the 203 minority students, 129 are White, 42 are Hispanic, and 32 are other ethnic groups. The one-year change in percentage of minorities to total enrollment increased from 6% to 8%.



3. Number and position title of minority faculty and staff who currently work at UAPB.

Position Title	Number
Administrative Specialist I	1
Administrative Specialist II	2
Administrative Specialist III	1
Assistant Coach-Baseball	1
Assistant Dean	1
Assistant Professor	12
Associate Professor	17
Campus Maintenance Supervisor	1
Coach/Head Coach - Softball	1
Coach-Football	1
Department Chairperson	3
Director of Adult Education	1
Extension Associate	4
Extension Program Aide	1
Extension Specialist I	3
Extension Specialist II	2
Extension Specialist III	3
Extension Specialist IV	1
Head Athletic Trainer	1
Information Tech Manager	1
Institutional Printer	1
Instructor	19
Laboratory Assistant	1
Library Technician	1
Multi-Media Specialist	1
Post-Doctoral Fellow	1
Professor	13
Project/Program Manager	1
Project/Program Specialist	4
Research Assistant	2
Research Associate	9
Shipping & Rec. Clerk	1
Skilled Tradesman	3
Warehouse Manager	1
Grand Total	116

The faculty of 159 includes 38% minority and 62% African American. The staff/administration of 470 are 88% African American and 12% minority.

4. Number of minority, by minority group, full-time faculty who work at UAPB.

Ethnicity	Number
White	36
Asian/Pacific Islander	25
Grand Total	61

5. Number of minority adjunct faculty who currently work for UAPB.

As of Fall 2013, the University employed 13 minority adjunct faculty members, which represents 35% of all adjunct faculty.

6. Number and position title of minority faculty and staff who began working for UAPB this past year.

Position Title	Number
Assistant Professor	1
Instructor	1
Research Associate	2
Total	4

7. 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, 2012 and 2013**

		Non-Minority	Minority	Total
Fall 2011	Students	2,992	196	3,188
	Percent of Total	94%	6%	100.0%
	Faculty	114	66	180
	Percent of Total	63%	37%	100.0%
	Administrators & Staff	412	57	469
	Percent of Total	88%	12%	100.0%
Fall 2012	Students	2,658	170	2,828
	Percent of Total	94%	6%	100.0%
	Faculty	107	60	167
	Percent of Total	64%	36%	100.0%
	Administrators & Staff	429	61	490
	Percent of Total	88%	12%	100.0%
Fall 2013	Students	2,412	203	2,615
	Percent of Total	92%	8%	100.0%
	Faculty	98	61	159
	Percent of Total	62%	38%	100.0%
	Administrators & Staff	415	55	470
	Percent of Total	88%	12%	100.0%

As indicated in the chart above, the number of minority students decreased from 196 for fall 2011 to 170 for fall 2012. However, the percent of overall enrollment remained around 6%. The number of minority faculty remained about the same and the number of minority staff increased from 57 to 61. 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	2012 – 16 new partnerships

2013 – 2014

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, the School of Education partnership has more than one emphasis.

- Arkansas Geographical Critical needs Minority Scholarship Program
- Arkansas Department of Health
- Jenkins memorial Children Center
- Arkansas Department of Rehabilitation
- Jefferson County Schools (Pine Bluff, Watson Chapel, White Hall, Dollarway)
- Southeast Arkansas College
- Arkansas River Educational Service Cooperative
- NCATE/CAEP Reading First teacher Education Network
- Arkansas Department of Education
- U.S. Department of Education
- Arkansas Education Association and National Education Association
- Thurgood Marshall College Fund
- University of Arkansas at Pine Bluff Child Development Center
- Community Development Institute/Head Start Jefferson County
- Arkansas Association of Colleges for Teacher Education
- Lakeside School District (Lake Village, AR)
- Warren School District
- Stuttgart School District
- Lighthouse Charter School
- Marvell School District
- Cleveland County School District
- Dumas Public School District
- Pulaski County Special School District
- Dermott School District
- Crossett School District
- Helena/West Helena School District
- Star City School District
- North Little Rock School District
- University of Arkansas at Monticello (School of Education)
- Missouri State University (Springfield, Mo) *MOU to be signed June 17, 2013*

NEW PARTNERSHIPS IN 2013-2014

- Little Rock School District/UAPB School of Arts and Sciences
- KIPP Foundation Schools in Helena and Blytheville
- Phillips Community College in Helena and Stuttgart
- Pulaski Technical College North Little Rock
- Millcreek Behavioral Health-Fordyce
- Southeast Arkansas Behavioral Science Center-Pine Bluff

B. Establish a diverse community based Advisory Board to assist with planning for diversity	Ongoing	Advising Board Established with guidelines for operating
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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

2013 – 2014

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 \$130,000 have been executed since the Fall 2013 in advertising to minority communities.

- Place geotargeted ads on Pandora and Facebook.
- Place billboards using diverse student imagery in Little Rock.
- 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. Increase use of services of the International Program	Ongoing	International student increase and retention above previous year

During the past three 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 2013 – 2014 academic year, including the following:

- Joint problem-solving and enhanced responses to issues impacting international students, such as one student's experience when his roommate was leaving the door to their room unlocked because he had lost the key and did not want to pay for another one;
- Joint coordination of ground transportation for F-1 visa international students to and from the airport and bus station at the beginning and end of each semester;

- Participation in the annual International Student Association (ISA) potluck supper and donation of food items to the event;
- 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;
- This activity has increased participation in the Thanksgiving program over the past two years.
- 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 at UAPB.

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 an regular basis.

UAPB international student enrollment grew from the 2012-2013 academic year by 35% and 17% for fall and spring respectively.

Active status (Non-OPT)	Fall 2012 28	Spring 2013 30
Active status (Non-OPT)	Fall 2013 38	Spring 2014 35

Activity	Timeline	Performance Measures
B. Diversify Recruitment Staff	Ongoing	Staff (pd./volunteer) will reflect diversity

2013 – 2014

The Office of Recruitment has made steps in diversifying its recruitment staff by hiring two part-time minority staff members: Bill Ross (Caucasian) as an Extra-Help Student Recruitment Specialist for the fall semester; and Maria Cabane (international, Guatemala) who assisted in the Office during the year. The office continues to make strives in diversifying the recruitment staff and students recruited.

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.

The UAPB STEM program has submitted a proposal to NSF that focuses on continued recruitment of underrepresented minorities with a special focus on increasing the enrollment and retention rates of Hispanics and African Americans in STEM majors. The proposal includes strategies to increase the recruitment of veterans. STEM students receive academic scholarship funds.

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	2010 - 2015	Records will show a 10% increase in the number of courses offered and students participating over the previous year

2012 – 2013

Currently 80 faculty members have been trained to teach online classes. On-line courses are offered fall, spring and during 2 summer sessions. On-line courses:

- Fall 2013: 73 course sections, 1,510 class enrollment, 4,350 student semester credit hours and 47 instructors
- Spring 2014: 77 course sections, 1,580 class enrollment, 4,526 student semester credit hours and 49 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%)

Employment

Faculty		
2011	114	66 (37%)
2012	107	60 (36%)
2013	98	61 (38%)

Administrators/Staff

2011	412	57 (12%)
2012	429	61 (12%)
2013	415	55 (12%)

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 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, 2014
Submitted June 26, 2014

As will be noted in Item 6 (p. 3 ff.) and Item 7 (p. 9), University of Central Arkansas is, as noted in the last two years' reports, in the midst of a thorough review and reorganization of key factors in its diversity goals and activities. This report responds, then, to policies, plans, and goals that are being systematically updated or replaced.

Unless otherwise specified, the source of data presented below is the UCA Office of Institutional Research.

1. Number of minority students, by minority group, who currently attend the institution

Reporting term: Fall 2013

Race	Number	Percent
Total enrollment	11,534	
American Indian	63	0.5%
Asian or Pacific Islander*	160	1.4%
Black	1,942	16.8%
Hispanic	373	3.2%
Two or More Races	14	0.1%

2. Number and position title of minority faculty and staff who currently work for the institution

Reporting term: Fall 2013.

Note that these position titles conform to the new IPEDS employment categories and so differ from those used in MRR reports prior to 2013. Numbers include both full-time and part-time employees.

Race / Position	American Indian	Asian	Native Hawaiian/Pacific Islander	Black	Hispanic	Two or More Races	Minority Employees in Category	Total Employees in Category
Faculty	3	22	0	32	10	11	78	723
Archivists, Curators, & Museum Technicians	0	0	0	0	0	0	0	1
Librarians	0	0	0	0	0	0	0	11
Library Technicians	2	0	0	7	0	1	10	27
Student & Academic Affairs & Other Educational Services Occupations	1	1	0	9	2	5	18	81
Management Occupations	1	1	0	11	2	0	15	109

Race / Position	American Indian	Asian	Native Hawaiian/Pacific Islander	Black	Hispanic	Two or More Races	Minority Employees in Category	Total Employees in Category
Business & Financial Operations Occupations	0	0	0	6	0	0	6	45
Computer, Engineering, & Science Occupations	0	1	0	6	0	1	8	54
Community Service, Legal, Arts, & Media	0	1	0	16	2	0	19	91
Healthcare Practitioners & Technical Occupations	0	0	0	2	1	0	3	13
Service Occupations	1	0	0	32	7	1	41	153
Sales & Related Occupations	0	0	0	0	0	0	0	0
Office & Administrative Support Occupations	1	1	0	21	4	2	30	223
Natural Resources, Construction, & Maintenance Occupations	1	0	1	12	2	2	18	100
Production, Transportation, & Material Moving Occupations	0	0	0	5	1	0	6	23
Total Number in Minority Group	10	28	1	159	31	31		

3. Number of minority, by minority group, full-time faculty who currently work for the institution

Reporting term: Fall 2013

Race	FT Faculty
American Indian	1
Asian	18
Native Hawaiian/Pacific Islander	0
Black	24
Hispanic	8
Two or more races	8
Total minority full-time faculty	59
Total full-time faculty	533

4. Number of minority adjunct (part-time) faculty who currently work for the institution*Reporting term: Fall 2013*

Race	PT Faculty
American Indian	2
Asian	4
Native Hawaiian/Pacific Islander	0
Black	8
Hispanic	2
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 2013 (full-time only reported)*

Category	Count
Faculty	6
Library & Student & Academic Affairs and Other Educational Services Occupations	2
Management Occupations	2
Business and Financial Operations Occupations	0
Computer, Engineering, and Science Occupations	1
Community Service, Legal, Arts, and Media Occupations	4
Healthcare Practitioners and Technical Occupations	0
Service Occupations	1
Sales and Related Occupations	0
Office and Administrative Support Occupations	1
Natural Resources, Construction, and Maintenance Occupations	1
Production, Transportation, and 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.

It should be noted, as indicated in the last two years' reports, that UCA has established administrative structures necessary to undertake significant new planning and implementation for campus diversity. Goals included in the current report do not, of course, include revisions that are expected to be complete during academic year 2014–2015, nor do they reflect related work outside the Minority Recruitment and Retention Plan, such as, for example, the establishment of Key Performance Indicators related to enrollment.

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 is revisiting these goals and the information required to show progress on them in its ongoing review of its diversity objectives and support structures (see item 7 below).

Minority Enrollment (Goals 1, 2, and 4)

Reporting terms: Fall 2009, Fall 2013

Additional source: ADHE, Enrollment Report: Academic Year 2014 (online at http://www.adhe.edu/SiteCollectionDocuments/ResearchAndPlanningDivision/AHECB_RP/AHECB_2014/2014_01_Jan/06_Enrollment_Report2014-FINAL-NEW.pdf)

UCA Entering Freshmen (FT+PT)				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	1,777		2,202	
Black	351	19.8%	480	21.8%
Other minority	100	5.6%	233	10.6%
White	1,234	69.4%	1,404	63.8%

UCA Undergraduate (FT+PT)				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	10,146		9,754	
Black	1,581	15.6%	1,754	18.0%
Other minority	476	4.7%	804	8.2%
White	6,745	66.5%	6,472	66.4%

UCA Graduate (FT+PT)				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	1,635		1,780	
Black	130	8.0%	188	10.6%
Other minority	56	3.4%	90	5.1%
White	1,377	84.2%	1,420	79.8%

UCA Total Enrollment				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	11,781		11,534	
Black	1,711	14.5%	1,942	16.8%
Other minority	532	4.5%	894	7.8%
White	8,122	68.9%	7,892	68.4%

Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	74,320		83,539	
Black	9,917	13.3%	10,224	12.2%
Other minority	5,758	7.7%	9,222	11.0%
White	55,051	74.1%	59,967	71.8%

As indicated by changes in the proportion of minority to white enrollees from 2009 to 2013, UCA has overall and in the reported subcategories increased its minority enrollments. UCA's minority enrollments at the undergraduate level and overall are somewhat higher than overall minority enrollment at other public four-year universities in the state (excluding UAPB). 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 significantly in the five years reported here.

Graduation and Retention Rates (Goal 3)

One-Year Retention Rate (Fall-to-Fall)						
	2003 Cohort			2007 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2,414			1,763		
White	1,741	1,237	71.1%	1,247	925	74.2%
Black	476	319	67.0%	323	229	70.9%
Other minorities	105	84	80.0%	93	59	63.4%
All minorities	581	403	69.4%	416	288	69.2%

Graduation Rate – 150% Time						
	2003 Cohort			2007 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2,414			1,763		
White	1,741	767	44.1%	1,247	572	45.9%
Black	476	128	26.9%	323	78	24.1%
Other minorities	105	56	53.3%	93	32	34.4%
All minorities	581	184	31.7%	416	110	26.4%

One-year retention rates for these cohorts show gains for white students and black students. Other minority one-year retention rates have decreased significantly. Minority graduation rates have declined.

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

As the following tables show, the number and percentage of minority full time faculty at UCA has increased somewhat in the reporting period. These percentages do not, however, mirror the percentages of all degrees conferred by race nationally or master's degrees conferred by race in Arkansas.

	UCA Full-Time Faculty			
	2009		2013	
	Number	Percent	Number	Percent
Total	512		533	
White	460	89.8%	452	84.8%
Black	18	3.5%	24	4.5%
Other minorities	22	4.3%	35	6.6%
All minorities	40	7.8%	59	11.1%

	Completers, Nationally		Master's Completers, AR	
	2011-2012		2011-2012	
	Number	Percent	Number	Percent
Total	4,185,813		5,317	
White	2,472,084	59.1%	3,939	74.1%
Black	478,656	11.4%	593	11.2%
Other minorities	747,683	17.9%	268	5.0%
All minorities	1,226,339	29.3%	861	16.2%

Source: IPEDS Data Center Custom Reports (Group Statistics, using provisional release data), pulled 6/23/2014

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 new IPEDS employment categories relevant to this goal are these (see Item 2, above, p. 1):

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 2009 do not correspond one-to-one with the new reporting categories, only the 2013 data is provided.

Administration/Professional Staff				
	2009		2013	
	Number	Percent	Number	Percent
Total			405	
White			321	79.3%
Black			50	12.3%
Other minorities			19	4.7%
All minorities			69	17.0%

As an imperfect point of comparison, the US Census American Community Survey 2006–2010 provides the following information for Management, Business, Science, and Arts occupations in Faulkner and Pulaski counties:

	Faulkner County			Pulaski County	
	Number	Percent		Number	Percent
Total in Category	17,831			69,837	
White	16,187	90.8%		51,005	73.0%
Black	1,091	6.1%		15,424	22.1%
Other minority	1,789	10.0%		14,620	20.9%
All minority	2,880	16.2%		30,044	43.0%

Source: United States Census Bureau. Query in American Factfinder (<http://factfinder2.census.gov/>), pulled 6/24/2014.

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.

The new IPEDS employment categories relevant to this goal are these (see Item 2, above, p. 1):

Service Occupations
 Sales & Related Occupations
 Office & Administrative Support Occupations
 Natural Resources, Construction, & Maintenance Occupations
 Production, Transportation, & Material Moving Occupations

Since the categories reported in 2009 do not correspond one-to-one with the new reporting categories, only the 2013 data is provided.

Secretarial/Clerical				
	2009		2013	
	Number	Percent	Number	Percent
Total			499	
White			401	80.4%
Black			70	14.0%
Other minorities			25	5.0%
All minorities			95	19.0%

As a point of comparison, the United States Census American Community Survey 2006–2010 provides the following information for Service occupations; Sales and Office occupations; Natural Resources, Construction, and Maintenance occupations; and Production, Transportation, and Material moving occupations in Faulkner and Pulaski counties:

	Faulkner County			Pulaski County	
	Number	Percent		Number	Percent
Total in Category	34,612			111,994	
White	29,781	86.0%		65,494	58.5%
Black	3,983	11.5%		40,781	36.4%
Other minority	4,182	12.1%		26,448	23.6%
All minority	8,165	23.6%		67,229	60.0%

Source: United States Census Bureau. Query in American Factfinder (<http://factfinder2.census.gov/>), pulled 6/24/2014.

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.

The university's Strategic Plan (most recently updated for the five years 2012–2017) prioritizes diversity – including racial/ethnic diversity – as a strategic goal for the university. During the past two year, a university committee has made recommendations to the administration regarding leadership, administrative structures, and administrative infrastructure to support the university in achieving its diversity goals. This new leadership and the requisite structures have been established and are expected to result in a new plan for institutional diversity during the 2014–2015 academic year. (See Additional Information in item 9, below, for revised university committee structures.)

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

Timeline

No additional update available at this time, pending the outcomes of the planning process noted above.

Budget

No additional update available at this time, pending the outcomes of the planning process noted above.

Assessment

Act 1091 of 1999 requires the university to submit an annual report of its activities and a report of its progress toward the goals set forth in the plan. The university uses this annual report to monitor its measures of success and to evaluate its methods for effectiveness. Modifications are implemented as needed based on the results of this annual report and other factors that come to the attention of the senior administration of the university. Additionally, as is noted in item 7 above, the university is well advanced in a careful review of its diversity goals and activities.

9. Additional Information: Committee Changes

Since the submission of the 2012–2017 Minority Retention and Recruitment Plan, UCA has revised its committee structures related to these matters. Two committees are now in place with the following descriptions and structures:

Affirmative Action Advisory Committee

Charge: To conduct a periodic review of EEO-6 employment records and other statistical data to monitor the university's compliance with its affirmative action plan, policies, and programs and to monitor UCA's compliance in meeting its affirmative action/equal opportunity goals. The University of Central Arkansas is an affirmative action/equal opportunity institution dedicated to attracting and supporting a diverse student, faculty and staff population through enhanced multicultural learning environments and opportunities. In keeping with its non-discrimination policy in employment, admissions and other functions and programs, the University considers employees and students on the basis of individual merit and will not discriminate against a person on the basis of gender, race or color, ethnicity, religion, spiritual beliefs, national origin, age, familial status, socioeconomic background, sexual orientation, disability, political beliefs, intellectual perspective, genetic information, military status, or other factors irrelevant to participation in its programs.

Membership: The affirmative action officer serves as permanent chair; three students chosen annually by the SGA to represent minority students and AA/EEO concerns; three staff members chosen by the Staff Senate to staggered three-years terms to represent minority staff personnel and AA/EEO concerns; presidential appointment of one academic department chair to serve a three-year term; presidential appointment of one faculty member from the retention committee to serve a three-year term; one admissions officer appointed by the president; four faculty selected by the Faculty Senate to represent minority faculty and AA/EEO concerns serving staggered four-year terms. The director of institutional research, general counsel, and associate vice president for human resources serve as ex officio, non-voting members.

Diversity Advisory Committee

Purpose: To review all policies, programs and offices of the University of Central Arkansas in an effort to promote and maintain a diverse student, faculty and staff population and foster an environment of inclusion and diversity; To develop and present to the Board of Trustees and the President, (i) plans and recommendations to increase diversity, including but not limited to, staffing, budget recommendations and program changes, if any, and (ii) recommendations concerning language to be included in University publications, advertisements and other materials on the subject of diversity; To prepare and file with the Board of Trustees and the Office of the President, an annual report on diversity initiatives with such recommendations as the committee may deem necessary and advisable; and under-take such other activities, studies or initiatives as the Committee may, from time-to-time, deem necessary or advisable, as well as conduct any other matters within the Committee's jurisdiction as may be requested by the Board of Trustees.

Membership:

- one member of the university's Board of Trustees, appointed by the Board of Trustees
- university's chief diversity officer, chair (ex officio)
- associate vice president of human resources (ex officio)
- director of assessment (ex officio)
- professional development and training coordinator (ex officio, non-voting)
- two persons appointed by the Board of Trustees, at least one of whom shall be a person holding an administrative position at the university
- one faculty member from each college appointed by the Faculty Senate from nominations submitted by the dean of each college and one at large faculty member selected by the Faculty Senate from the non-affiliated faculty
- four persons designated as representatives from the Staff Senate
- two persons designated as representatives from the Student Government Association
- one person designated as the representative from the UCA Alumni Association
- one person designated as the representative from the UCA Foundation, Inc.

The UCA Board member and the representatives from the UCA Alumni Association and the UCA Foundation shall serve a one-year term on the committee. All other members shall serve two-year terms, with the initial terms of those persons staggered and drawn by lot at the first meeting so that one person from the at-large Board appointees, Faculty Senate, Staff Senate and SGA serves an initial one-year term, and one person from each group serves a two-year term. Thereafter, all terms shall be for two years. Members of the committee may be reappointed.

Arkansas Northeastern College

Minority Recruitment and Retention Report for Faculty, Staff and Students

2013-2014

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 through the Staff and Program development fund.	Development of a professional plan approved by supervisor and VP of Instruction	Completion of courses or degrees. 3 minority employees applied which was 22% of the total faculty who applied.	On-going	\$16,366 expended \$3,600 expended on minority need
2. The college will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population (39%).	The college will give first consideration to qualified minority candidates.	ANC has 29 employees who are minorities. This represents 15.93% of the total faculty, staff, and administration. This is a slight increase from 2013 (.5).	On-going	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 promote the availability of scholarships to the	34% of incoming students in Fall 2013 are minority. This percentage has been consistent over the last two years. We have had an enrollment decrease these last years and have consciously tried to recruit minority students by increasing our scholarship funds to attract new students. ANC gave \$262,557 in scholarships this year. \$65,611 was awarded to minorities. Minority representation was 25% of those	On-going	ANC expended \$262,557 in scholarship funds in 2013-2014. In addition \$100,00 for gas vouchers was approved for our Career and technical programs to aid student success and completion.

Arkansas Northeastern College
Minority Recruitment and Retention Report for Faculty, Staff and Students
2013-2014

For Students:				
Objective	Strategy	Indicators of success	Time Frame	Budget
	students of Mississippi County. We will increase the use of media to advertise our new initiatives	who received some type of scholarship. Next year we have created several opportunities for recruitment of new students. We have created a concurrent scholarship for 300 high school students and a scholarship for 100 online students who are new or haven't attended ANC in two years. These two initiatives provide alternatives to students who have limited access to ANC. Another \$100,000 was approved by our Board of Trustees to supplement gas vouchers to our career and technical students toward program completion.		
2. The College will place students in the appropriate college level course(s) to ensure success.	Accurate placement of student 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. See below for more explanation.	Recent changes in the Freshman Assessment and Placement Policy , the Complete College America grant, and the PACE grant have necessitated the total redesign in Math and English. 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 minority students' success rate in the College Prep courses is around 49%. The Caucasian percentage of pass rate is 56-59%. ANC should have much more documentation on the success rate of the minority student when we are able to produce results from this redesign. This will be at least a 3 year process.	On-going	\$50,000 from ANC Funds for testing; \$12,000 SKILLS TUTOR

Arkansas Northeastern College
Minority Recruitment and Retention Report for Faculty, Staff and Students
2013-2014

For Students:				
Objective	Strategy	Indicators of success	Time Frame	Budget
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.	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.	The Advising Center began in the Spring of 2013 as a direct result of the PACE grant initiatives. Other initiatives target the minority population. Men Achieving Leadership and Education Success (MALES) is the newest mentoring program that ANC offers to the male minority student. 28 male students participated in this group. In 2014, ANC started a mentoring program to offer to females. 31 females participated in this group. Plans for next year include a banquet to celebrate the success stories of these collaborating students.	On-going	Re-allocation of college funds and Perkins funds. \$200,000 \$4,000 for mentors for the M.A.L.E.S and F.E.M.A.L.E.S groups

Minority Recruitment
and
Retention
Annual Report



Beebe, Heber Springs, Searcy
Little Rock Air Force Base

For the Academic Year
July 1, 2013-June 30, 2014

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 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 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, 2013, through June 30, 2014. 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.)

2013-2014 Total Student Count by Race

Race	Number	Percentage
Caucasian	5285	83.3%
African American	355	5.6%
Hispanic American	274	4.3%
Asian American	67	1.1%
Native American	22	0.3%
Hawaiian	10	0.2%
Nonresident Alien	87	1.4%
Two or More Races	236	3.7%
Unknown	12	0.2%

Total **6348**

Source: Office of Institutional Research, ASU-Beebe, June 2014

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.)

2013-2014 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	746	91.5%
African American	45	5.5%
Hispanic American	6	0.7%
Asian American	12	1.5%
Native American	4	0.5%
Hawaiian	0	0.0%
Nonresident Alien	2	0.2%
Two or More Races	0	0.0%
Unknown	0	0.0%

Total **815**

Source: Payroll Office, ASU-Beebe, June 2014

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2013-2014 academic year.

2013-2014 Minority Faculty & Staff by Position		
Position	Race	Status
Accreditation Coordinator	Asian American	Full-Time
Administrative Spec II	Asian American	Full-Time
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist II	Native American	Full-Time
Administrative Specialist III	African American	Full-Time
Assoc. Prof. of Physical Science	Asian American	Full-Time
Assoc. Dir. Financial Aid	African American	Full-Time
Asst. Prof./Director of MLT	African American	Full-Time
Asst. Professor of Chemistry	African American	Full-Time
Asst. Professor of Math	African American	Full-Time
CP Work Readiness Inst	Asian American	Full-Time
Director of Physical Plan	Native American	Full-Time
Director of Upward Bound	African American	Full-Time
Financial Aid Analyst	Asian American	Full-Time
Financial Aid Analyst	African American	Full-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	African 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	Asian American	Part-Time
Institutional Services Asst	African American	Full-Time
Institutional Services Asst	Asian American	Full-Time
Institutional Services Asst	Hispanic American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	African American	Full-Time
Instructor Art/Graphic Design	African American	Full-Time

Instructor of Art	Hispanic American	Full-Time
Instructor of Nursing	African American	Full-Time
Maintenance Supervisor	African American	Full-Time
Networks & Systems Manager	African American	Full-Time
Part Time Extra Help	African American	Part-Time
Part Time Faculty	Hispanic American	Part-Time
Part Time Help	Asian American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	Asian American	Part-Time
PT/Extra Help	Hispanic 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	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
Student Accounts Specialist	African American	Full-Time
Student Recruitment Coordinator	African American	Full-Time
Student Worker	African American	Part-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	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	Asian American	Part-Time

Source: Payroll Office, ASU-Beebe, June 2014

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.)

2013-2014 Full-Time Faculty Count by Race

Race	Number	Percentage
Caucasian	126	95.5%
African American	4	3.0%
Hispanic American	1	0.8%
Asian American	1	0.8%
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	132	

Source: Payroll Office, ASU-Beebe, June 2014

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.)

2013-2014 Adjunct Faculty Count by Race

Race	Number	Percentage
Caucasian	169	99.4%
African American	0	0.0%
Hispanic American	1	0.6%
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	170	

Source: Payroll Office, ASU-Beebe, June 2014

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.)

2013-2014 New Hires by Race

Race	Number	Percentage
Caucasian	164	86.3%
African American	19	10.0%
Hispanic American	1	0.5%
Asian American	4	2.1%
Native American	2	1.1%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	190	

Source: Payroll Office, ASU-Beebe, June 2014

The following individuals were hired from July 1, 2013 to date:

2013-2014 New Minority Hires

Position	Race	Status
Administrative Specialist II	Native American	Full-Time
FWS	Native 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	African American	Part-Time
FWS	Asian American	Part-Time
FWS	African American	Part-Time
FWS	African American	Part-Time
FWS	African American	Part-Time
FWS	African American	Part-Time
FWS	Hispanic American	Part-Time
Part Time Extra Help	African American	Part-Time
Part Time Help	Asian American	Part-Time
Residence Hall Director	African 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	Asian American	Part-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time

Source: Payroll Office, ASU-Beebe, June 2014

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:

- Reflecting the core value of Diversity and Global Awareness, ASU-Beebe “develop[s] and implement[s] strategies to recruit and retain minority faculty, staff, and administrators.” Specifically, the University has included this verbiage into its 2011-2016 Strategic Plan as Objective 5.4.
- 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 2013 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 2014.
- 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.
 - 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.
 - In Spring 2014, the People Admin began as a way to provide a more efficient online application process for all candidates. The estimated completion time is Summer 2014.
- 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 2013. Two other plans to attend job fairs and expos were cancelled due to budget and travel restrictions.

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.
- In July 2013, the RotarAct Club took two students to France, Australia, and China. This advances and promotes ASU-Beebe’s core value of Diversity & Global Awareness.
- 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 2013-2014 season. Events included: Nevermore-An Evening with Edgar Allan Poe; Anna Maria, a flamenco guitarist and eighteenth generation Santa Fean; The Chris Hemingway Quintet, an American jazz band from New York City; and, Duo Avanzando, a multicultural duo of clarinet and Brazilian percussion. 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 2013-2014.
- 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 Student Activities Program provides opportunities for all students to be exposed to diversity events. In 2013-2014, activities emphasizing diversity issues were offered. The activities budget allows for programming for diversity-related topics.
 - Topics included, but were not limited to

- Resident Assistants were required to host one diversity themed activity/program each semester (i.e. True Beauty: Guided inner reflection to encourage acceptance of one's self and others).
 - The Residence Life staff acknowledged and celebrated events from cultures around the world through advertisements/bill boards/door decorations/etc. in the residence halls (i.e. Black History Month, Hispanic History Month, etc.).
 - Campus Activities Board and the Residence Hall Council hosted numerous large events throughout the year that brought all students/faculty/staff together: HarvestFest, Back to Beebe Bash, Spring Fling, Cuisines from around the World, etc.
 - MLK Day Event—The movie 42 was screened with a staff/student led discussion afterwards.
 - The Student Life office supported the 'diversity film series' hosted by ASU-Beebe faculty in the Student Center throughout the 2013-2014 academic year.
 - The Student Life office and Dining Services hosted a monthly 'Cuisines from around the World' program that exposed our students to several types of 'traditional' meals from different cultures around the world.
- We provide a culturally safe environment where minority students can experience and share their own culture as well as the culture of others.
 - Resident Assistants were supported by the Residence Hall Council Floor Representatives in assessing the 'culture' climate of the residence halls by meeting one on one with our residents throughout the 2013-2014 academic year.
 - The Student Life Staff attend diversity and inclusion training throughout the year.
 - A Student Life staff member attended a Safezone Training Workshop in Fall 2013. This individual has guided office/campus in being a more welcoming environment for our students that identify themselves as LGBT. This resource provides an identifiable network of persons who can provide support, information, and a 'safe zone' to those students on campus.
 - The Student Life Office administered a satisfaction Survey to all residents. Items assessed included:
 - "As a resident, I feel safe/secure living in the residence halls":
 - 98% strongly agreed or agreed
 - "There is a feeling/sense of community in the residence halls":
 - 93% strongly agreed or agreed
 - "The programs (activities/workshops) offered in my residence hall were diverse and met the interests of a variety of students":
 - 96% strongly agreed or agreed

- “Describe the general student attitude towards diversity in your residence hall”:
 - 67% scored positive
 - 27% scored no opinion
 - 6% scored negative

Goal 3: Actively Recruit and Retain Minority Students.

The following is a summary of actions taken regarding Goal 3:

- During 2013-2014, ASU-Beebe targeted 12 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:

<ul style="list-style-type: none"> ○ Augusta ○ Brinkley ○ Cabot (Hispanic) ○ Carlisle ○ Conway ○ England 	<ul style="list-style-type: none"> ○ HarBer ○ Hazen ○ Jacksonville ○ Lonoke ○ North Pulaski ○ Riverview
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- ASU-Beebe has consistently participated in the Student Exchange Visitors Information System (SEVIS) program, which has experienced growth in its international student population. In October 2012, 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 2013-2014, 92 students from 18 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.
- 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 available to purchase for \$10 in the bookstore to enrolled students with the remainder of 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 2013-2014, 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.
 - Thirty-three percent (33%) of our Executive Board of the Leadership Council were minority students.
 - Eighty-four percent (84%) of our Campus Activities Board members were minority students.
 - Sixty-six percent (66%) of our Executive Board of the Residence Hall Council were minority students.
 - Thirty-three percent (33%) of our Resident Assistant staff were minority students.
 - Sixty percent (60%) of our Student Center Student staff were minority students.
 - Thirty-three percent (33%) of our Student Life professional staff were minority employees.

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 and mass notification system are fully operational at this time. These, along with other upcoming components of the grant, 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 Student Life Staff (Director, Hall Directors, Campus Life Coordinator, Resident Assistants, etc.) attend training workshops throughout the year that focus on diversity and inclusion.
 - A Student Life staff member attended a Safezone Training Workshop in Fall 2013. This individual has guided our office/campus in being a more welcoming environment for our students that identify themselves as LGBT. This resource provides an identifiable network of persons who can provide support, information, and a 'safe zone' to those students on campus.
- Minority and diversity training did not occur during 2013-2014 academic year due to budget restrictions. This training will hopefully occur in 2014-2015 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

2013-2014



Arkansas State
UNIVERSITY
MOUNTAIN HOME

Annual Minority Recruitment and Retention Report

2013-2014

- **Number of minority students who are currently attending the institution:**

Declared Ethnicity	Number
American Indian/Alaskan Native	19
Asian	11
Black/African American	7
Hispanic of ANY Race	28
Native Hawaiian/Pacific Island	4
Non-Resident Alien	1
Race/Ethnicity Unknown	38
Two or More Non-Hispanic Races	5
Total	113

- **Number and position title of minority faculty and staff who currently work for the institution:**

Declared Ethnicity	Number
Faculty/Adjunct	
Hispanic	2
Staff	
Hispanic	1
Total	3

- **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

Historical Information

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.

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 on Tuesday, February 12, 2013 at 6:00 p.m. on 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.



Minority Recruitment & Retention Plan

2013-2014

Find *Your*
Future...
...Today

Arkansas State University-Newport

Minority Recruitment and Retention Annual Report

Submitted by Dr. Martha S. Shull, Vice-Chancellor for Academic Affairs

June 2014

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 2013-2014.

a) Number of minority students who attended the institution (and what percentage of the total headcount for that semester that number represented)

	Fall, 2013 Total 2081	Spring, 2014 Total 2015
American Indian/Alaskan Native	8 (<1%)	4 (<1%)
Asian or Pacific Islander	9 (<1%)	8 (<1%)
Black	267 (12.8%)	285 (14%)
Hispanic	63 (3%)	65 (3%)
2 or more of the above ethnic groups	56 (2.6%)	57 (2.8%)

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 Dean of Students
- 1 Counselor
- 1 Assistant Professor of Science
- 1 Assistant Professor of English
- 2 Institutional Services Assistant
- 1 Administrative Specialist I
- 1 Administrative Specialist III
- 1 Career Facilitator

Part Time

- 2 Adjunct - Sociology
- 1 Part Time Adult Ed Instructor
- 1 Part Time Career Pathways
- 1 Adjunct -Criminal Justice
- 1 Tutor

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
- 1 Dean of Students

Part Time

- 1 Adjunct - Sociology
- 1 Adjunct -Criminal Justice
- 1 Tutor

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

During Academic Year 2013-2014, ASUN hired a Vice Chancellor for Student Affairs and a Dean of Students, both of whom are African-American women. They join a vibrant cadre of African-Americans in the ASUN faculty and staff and 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 will attend 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 will engage all students and maintain a significant representation of minority students in a variety of activities this coming year. Our Dean of Students also will actively assist 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 two student workers who are African American. The diversity in the Student Affairs office creates a welcoming and inviting atmosphere.

Both the ASUN Marked Tree and the Newport campuses have full time faculty members who are African American. They are both completing their Doctorates of Philosophy this year and serve as outstanding academic role models for our students and as highly successful leaders in the community. These young women, too, are part of the Committee on Serving Diversity Needs and provide insights about diversity issues and efforts at all three campuses.

The Dean of Students will continue to work with ASUN's Career Pathways staff to co-sponsor ASUN Real Life workshops that focus on students' needs. They will continue to facilitate a workshop 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.

Last 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 Dean of Students will also create a plan to engage students in leadership activities and community service opportunities. The percentage of minority students in leadership roles varies, but this past year the Phi Theta Kappa president was a minority male. 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 our annual field trip to the National Civil Rights Museum. In addition this year, Dr. Lonnie Williams, a noted Black scholar and writer, visited all three campuses. He received a warm and welcoming reception and provided insights into the challenges he had faced in his youth in academia as a Black student and scholar. This is one of many examples where students are encouraged to congregate in a warm and supportive environment that provides the opportunity for all students, regardless of ethnic background, to expand their world views and to walk in another person's shoes for a short time.

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. ASUN in collaboration with Arkansas Steel Associates brought "Legends of Motown, Featuring Horizon" to the Newport community this year. Hands down, this concert was the best attended of any offered during 2013-2014. There was not an empty seat in the house. Faculty members are all supportive and encourage students to participate in these activities and often assign extra credit for participation.

Kid's Summer Colleges at the ASUN Marked Tree and Newport campuses are a week of educational activities for grade school children. This academic year ASUN reached out to its rural service area by increasing its offerings:

- Two Drama Camps for grade school children ages 8-12
- Two Discovery Camps focusing on Science, Technology, Engineering and Math (STEM)
- STEM Camp for Seventh and Eighth Grade Girls.

Scholarships ensure equal access to these programs. These programs as well as the Children's Story Hour hosted at the ASUN Library help expose area children to diversity and to the campus environment at an early age.

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 and through the Adult Education program which offers classes in several locations many of which are in heavily populated minority areas. This year the Adult Education Program has expanded in outreach efforts assist to Hispanic students and will work to provide English language skills and preparation for the GED. Minority staff is hired to work in these areas when possible.

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 will be able to expand its high school offerings even more than it has in the past. This will

enhance 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 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. The ACT Academy offered during the summer has good minority participation and significant increases in student ACT scores may be observed as a result of the program.

Retention activities implemented three years which are continuing include these:

- Mandatory advisement for all first time students,
- 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
- Academic early alert system including enhanced academic support resources.
- Plans for an online advising/orientation opportunity for students who cannot be physically present

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.

- We are working closely with the Adult Education outreach program for Spanish language students and will provide support for the new initiative.
- With the purchase of the Symplicity's Insight advising software, we are able to provide to both the advisors and the students an electronic Early Alert process. This process will be monitored by new Dean of Students.
- 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.
- The Committee on Serving Diversity Needs has been restructured and expanded in its mission to provide a robust program for the three campuses. 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. 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 18, 2014

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 EMH 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; Co-sponsoring with the Eddie Mae Herron Center the presentation by Dr. Lillie Fears, Diversity Coordinator from Arkansas State University; Black History Quiz Bowl featuring BRTC students and Serendipity members; and special presentation by Ethel Tompkins, one of the "Hoxie 21," a group of students who in 1955, two years before Little Rock Central High desegregation, integrated the Hoxie public school system. Other speakers were Fayth Hill Washington, Yvonne Barksdale Taylor, Jim Barksdale, and Gene Vance.

- * Serendipity— Theme for the year, "The Ties That Bind," included works of literature set in Zimbabwe, England, Afghanistan, China, the West Bank region of Israel, and India, as well as three novels set in the United States. Looking at universal themes—in this case, family ties and the ways they can shape us, help us to better understand not just those other cultures, but better understand our own world. These works included *Wild Swans*, *Casual Vacancy*, *The Namesake*, *Where the Streets Had a Name*, *The Language of Flowers*, and *Home*.

- * BRTC's Library was awarded a grant, "Muslim Journeys Bookshelf Award," which provided 25 books and three films to add to the library's collection; the books depict various aspects of Islam. This also gives access for one year to Oxford Islamic Studies Online. A series of presentations were held to give a better understanding of different cultures. The award is sponsored by the National Endowment for the Humanities Bridging Cultures Initiative.

- * Holocaust Survivor visit— BRTC sponsored its continuing Holocaust Survivor Series, with combined audiences of approximately 2,000. This event focuses on the impact of prejudice and government sanctioned discriminatory practices. Mr. Martin Weiss presented his tragic story of what happened to him and his family at the hands of the Nazis.

- * 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.

- * Country Feast—Germany was the featured country at the biannual event, which was established several years ago by Dr. Sandy Baltz for her world civilization and art classes. Dr. Jan Ziegler, BRTC's Vice President of Development and instructor of German and The Holocaust was the guest speaker at the event. Authentic food was prepared by dietetics students, and the Kimbrough Choir sang songs, including "Silent Night" in German.

- * "History and Meanings of Quilts Made by African Americans from Slavery through the 21st Century" was presented at the Eddie Mae Herron Center. Discussion of how constructing the quilts served as a means of empowerment and resistance, and how coded quilts may have been used to help African Americans escape via the Underground Railroad. The presentation is

sponsored by BRTC Foundation SEAS Program and was held in conjunction with Black History Month.

*BRTC employees-Martha Nelson, Sarah Waltermire, Vicki French, and Angie Caldwell attended a seminar on racial equality. The Racial Disparities in the Arkansas Criminal Justice Research Project, which was developed by UALR, hosted a seminar on the campus of BRTC. This was a community driven event organized by Raul Blasini, and the Racial Disparities in the Arkansas Criminal Justice System Research Project.

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 2013-2014, 3.48% of the total student body was members of minority groups. The numbers below show the ethnic breakdown:

Asian	10
Hawaiian	0
African American	100
Hispanic	57
American Indian/Alaskan Native	15
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 one full-time employee 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 27th 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>21</i>
<i>Black-</i>	<i>239</i>
<i>Hispanic-</i>	<i>402</i>
<i>American Indian-</i>	<i>70</i>
<i>Native Hawaiian-</i>	<i>4</i>

Total- 736

- Number and position title of minority faculty and staff who currently work for the institution.

11 – Full-time Staff and Faculty Minorities

<i>4 – American Indian</i>	<i>Director of Nursing</i>
	<i>Administrative Specialist II</i>
	<i>Director of Human Services</i>
	<i>Administrative Specialist I</i>
<i>3 – Hispanic</i>	<i>History Instructor,</i>
	<i>Project/Program Specialist-PACE</i>
	<i>AR Works Career Coach</i>
<i>1 – Asian</i>	<i>Life Sciences Instructor</i>
<i>3– Black</i>	<i>Institutional Services Assistant</i>
	<i>Financial Aid Analyst</i>
	<i>Project/Program Specialist CP</i>

- Number of minority, by minority group, full-time faculty who currently work for the institution.

<i>2 – Full-time Faculty</i>
<i>1 – Hispanic</i>
<i>1 – Asian</i>

- Number of minority adjunct faculty who currently work for the institution.

3 – Part-time Adjunct
2 – Hispanic
1--Black

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

2– hired within last year
1-Hispanic PT Faculty Welding Instructor
1-Black PT Faculty OTA

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

Our college goals in 2014 for percentage increases for non-white students:

Latino – 20% (*Did not attain with 18%*)
African American - 10% (*Attained with 10%*)
Native American - 5% (*Did not attain with 3%*)

Our college goals in 2014 for percentage increases for non-white employees:

Latino – 12% (*Did not attain with 3%*)
African American - 12% (*Did not attain with 2.5%*)
Native American - 2% (*Attained with 2.5%*)

- 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 736 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 held steady 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, 2013 through June 30, 2014.

With the overall increase in 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.

**Minority Recruitment and Retention Annual Report
College of the Ouachitas
as of June 30, 2014**

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, & catalogs will contain images of current minority students sent to applicants
 - b. The campus web site will contain pictures of individuals from minority groups
 - c. Campus publications will contain pictures of individuals from minority groups
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 students will be identified and opportunities such as the Minority Male Initiative will be made available to them
 - d. Minority high school students will be identified and brought to familiarize them with the campus and to provide them with a better understanding of college life
 - e. Minority middle school students will be reached through campus mentoring programs
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
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.

- d. Embracing Diversity exhibit is on display during Black History month every other year
- 6. Faculty and staff outreach
 - a. Faculty and staff will support and track minority students in their adjustment to college life

Indicators

1. The Office of Admissions will report increased travel to high minority locations
2. Campus literature and the campus web site 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 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

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 is 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.

Number of minority students currently attending the institution

College of the Ouachitas					
2013-2014 Enrollment by Race/Ethnicity					
Enrollment Headcount	Summer III 2013	Fall 2013	Spring 2014	Summer I & II 2014*	2013-2014 Unduplicated
African American	11	184	178	88	233
Hispanic	0	55	54	13	68
2 or >	1	42	36	1	53
Other Minorities	1	22	20	4	29
Minority Total	13	303	288	106	383
Caucasian	30	1198	1139	285	1540
Total Enrollment	43	1501	1427	391	1923
Enrollment Percent	Summer III 2013	Fall 2013	Spring 2014	Summer I & II 2014	2013-2014 Unduplicated
African American	25.6%	12.3%	12.5%	22.5%	12.1%
Hispanic	0.0%	3.7%	3.8%	3.3%	3.5%
2 or >	2.3%	2.8%	2.5%	0.3%	2.8%
Other Minorities	2.3%	1.5%	1.4%	1.0%	1.5%
Minority Total	30.2%	20.2%	20.2%	27.1%	19.9%
Caucasian	69.8%	79.8%	79.8%	72.9%	80.1%
Total Enrollment	100.0%	100.0%	100.0%	100.0%	100.0%
<i>*Summer I & II 2014 unofficial count</i>					

Number and position title of minority faculty and staff who currently work for the institution

Number and position title of minority faculty and staff who currently work for the institution:

College of the Ouachitas employs one part-time and 10 full-time minority employees. The full-time positions are as follows:

1. Career Pathways grant administrator
2. TRiO grant administrator
3. TRiO education counselor
4. Career Pathways education counselor
5. Career Pathways accounting technician
6. Financial aid analyst
7. Faculty, college cosmetology

8. Administrative specialist II
9. Director of Student Success
10. Grant Project Coordinator

Number of minority, by minority group, of full-time faculty who currently work for the institution: One

Number of minority adjunct faculty who currently work for the institution: Seven (six African Americans and one Asian)

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

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN



ANNUAL PROGRESS REPORT

**Academic Year
July 1, 2013 through June 30, 2014**

*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.



2014 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.

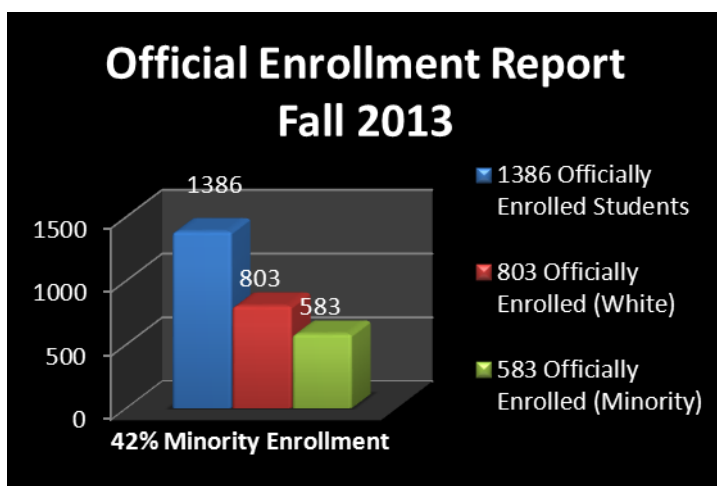
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN PROGRESS REPORT JULY 2013-JUNE 2014

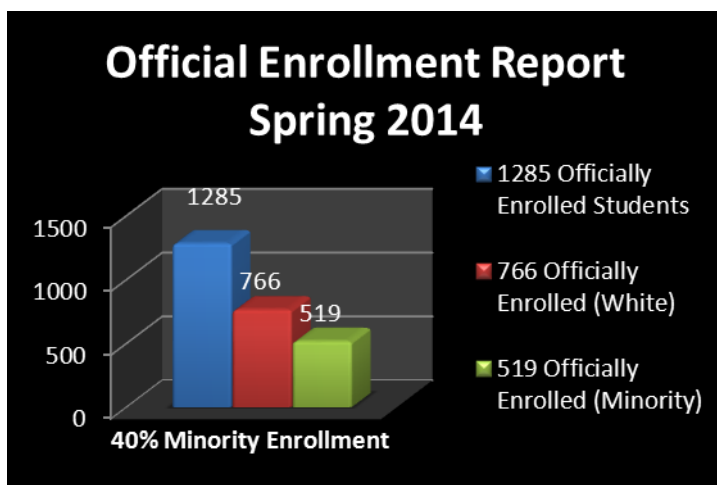
ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN

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, 2013 semester was one thousand three hundred and eighty-six students. The total number of minority students was five hundred and eighty-three, or forty-two percent of our enrollment.



The official enrollment for the Spring, 2014 semester was one thousand two hundred, eighty-five students. The total number of minority students was five hundred and nineteen, or forty percent of our enrollment.



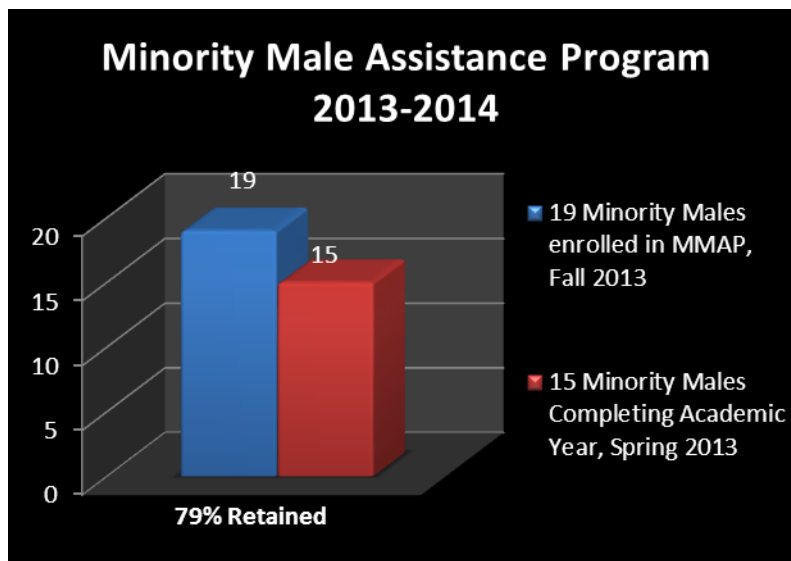
Source: EACC Registrar's Office

Objective 1: To maintain the Minority Male Assistance Program (MMAP) 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 2013-2014 academic school year, Nineteen minority male students were enrolled in the Minority Male Assistance Program. Fifteen students completed the academic year for a retention rate of 79%.



B. TO PROVIDE CO-CURRICULAR ACTIVITIES.

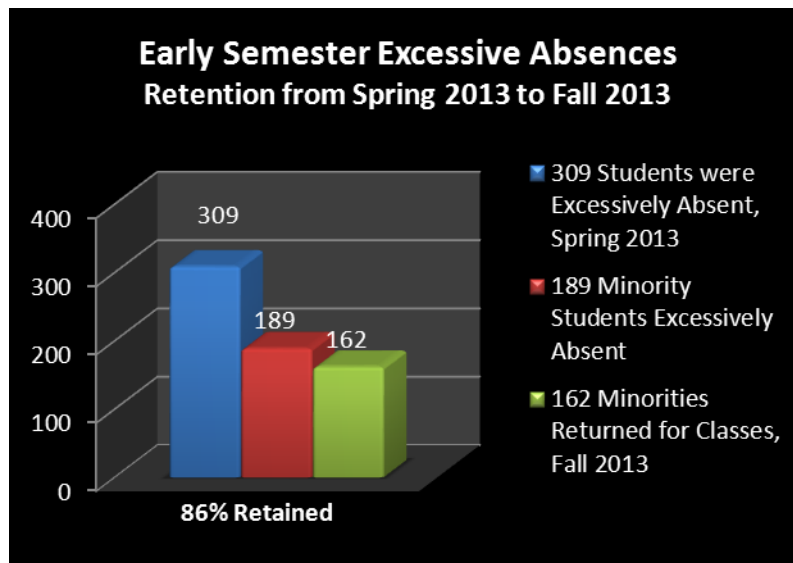
Success Indicator: Attendance and participation in academic, cultural, and service activities.

Status: The program began in August of 2013 and continued throughout the academic year. Workshops were held every other month on a variety of topics including health and nutrition, community involvement, gentlemanly behavior, self-image, social perception and etiquette. Impromptu meetings were held regularly with all members in both an individual and group setting. Four members traveled to the 4th Annual African American Male Initiative Consortium Conference at the University of Arkansas at Little Rock. Six members participated in the Dress for Success Career Pathways Fashion Show in April. Two members participated in the EACC graduation ceremony. Six members participated in the summer Leadership Workshop. Five members assisted with the 2013 New Student Orientation, and two members assisted with the Forrest City Youth Empowerment program. Many of the members also participated in other campus organizations such as Student Ambassadors, Student Government Association, and Intramurals.

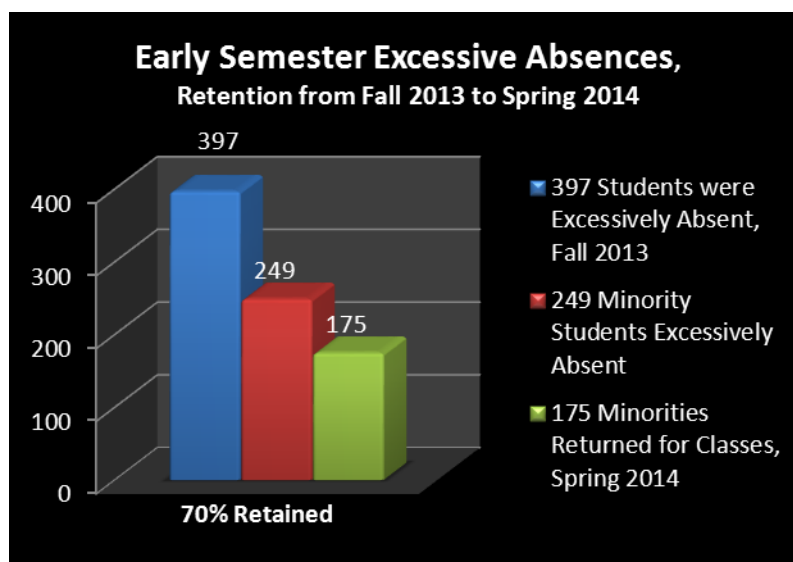
Objective II: To assist minority students who might have excessive absences early in the semester.

Success Indicator: At least 50% of minority students receiving failing/excessive absence reports will be retained from semester to semester.

Status: In the spring semester of 2013, there were 309 excessively absent students. One hundred eighty-nine of those students were minorities. Of those 213 minority students, 162 (86%) returned for classes in the fall of 2012.



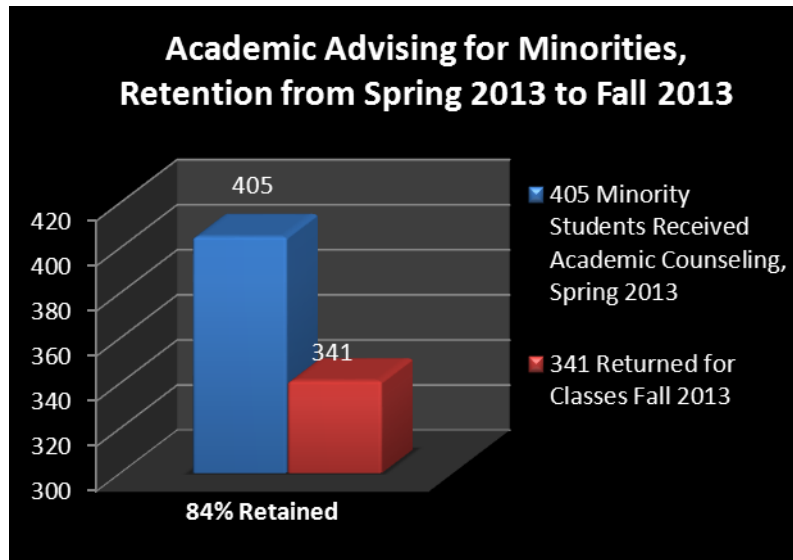
In the fall semester of 2013, there were 397 excessively absent students. Two hundred forty - nine of those students were minorities, 175 students (70%) returned for classes in the spring semester of 2014.



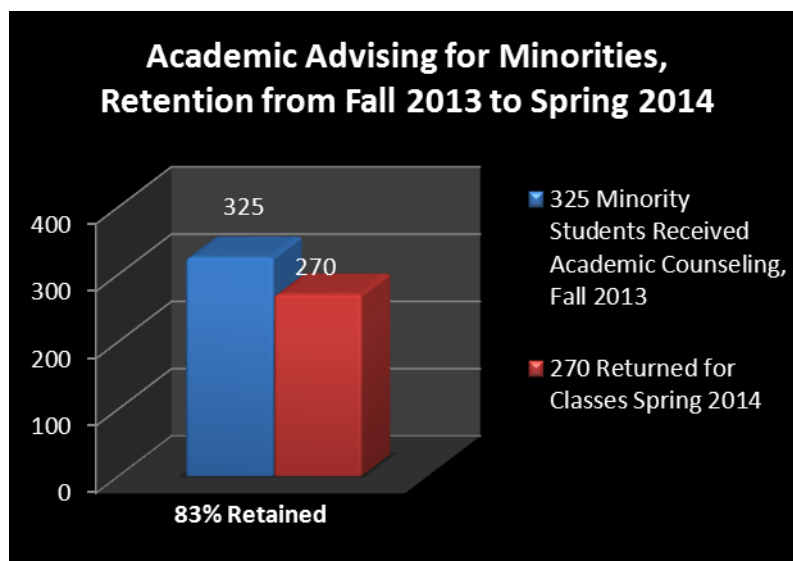
Objective III: To strengthen academic advising for minorities.

Success Indicator: *At least 45% of the minority students advised will be retained from semester to semester.*

Status: In the spring semester of 2013, four hundred five minority students received academic counseling. Of those 405 students, 341 students returned for classes in the fall semester of 2013 (84%).



In the fall semester of 2013, three hundred twenty-five minority students received academic counseling. Of those 325 minority students, 270 returned in the spring semester of 2014 (83%).

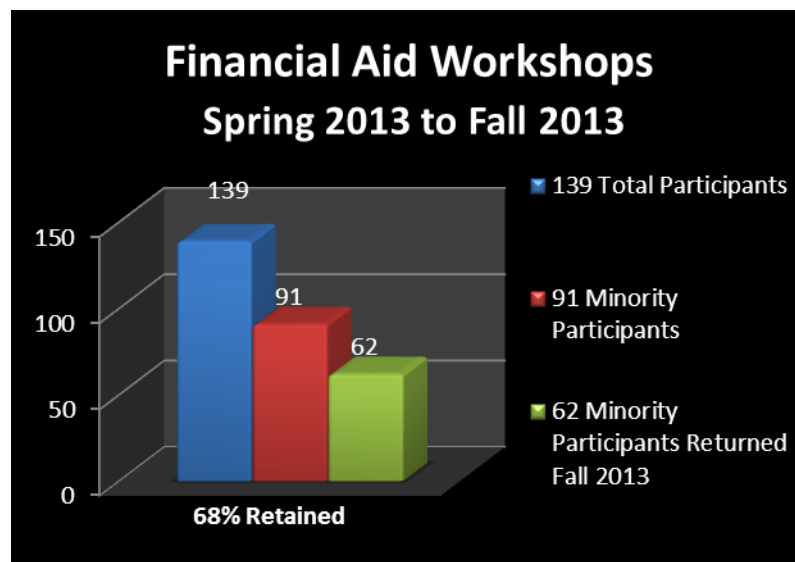


Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.

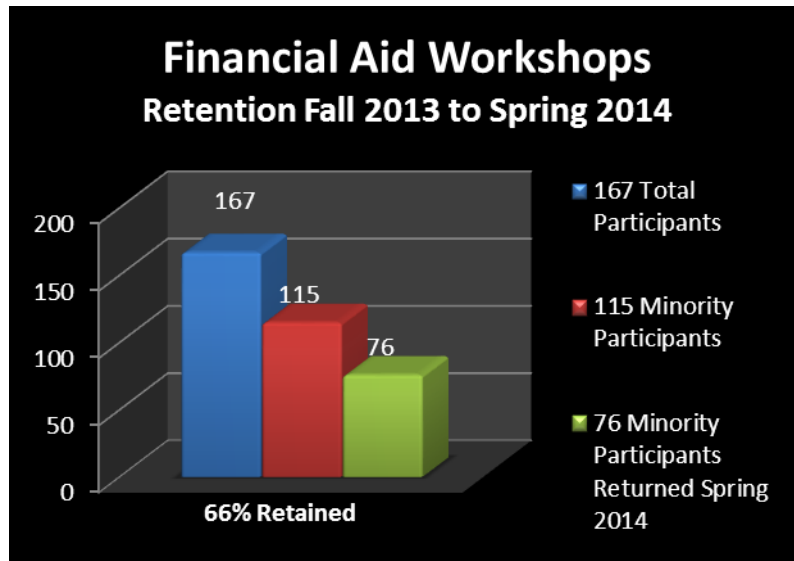
A. FINANCIAL AID WORKSHOPS

Success Indicator: At least 70% of minority students will be retained from semester to semester.

Status: During the spring 2013 semester, EACC provided nine (9) financial aid workshops. One hundred and thirty-nine (139) students attended and ninety-one (91) of those in attendance were minorities. Sixty-two (62) minority students who attended financial aid workshops returned for classes in the fall 2013 semester for a retention rate of sixty-eight percent (68%).



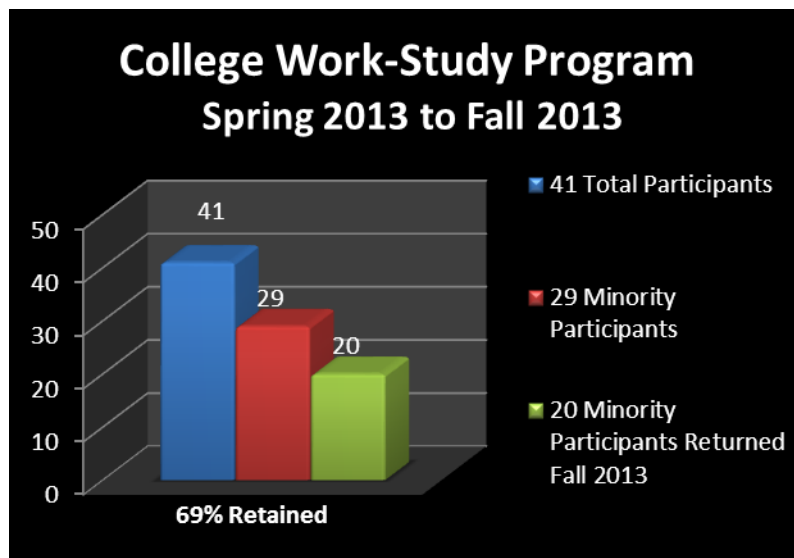
During the fall 2013 semester, EACC provided seven (7) financial aid workshops. One hundred and sixty-seven (167) students attended and one hundred and fifteen (115) of those in attendance were minorities. Seventy-six (76) of the minority students who attended financial aid workshops returned for classes in the spring 2014 semester for a retention rate of sixty-six percent (66%).



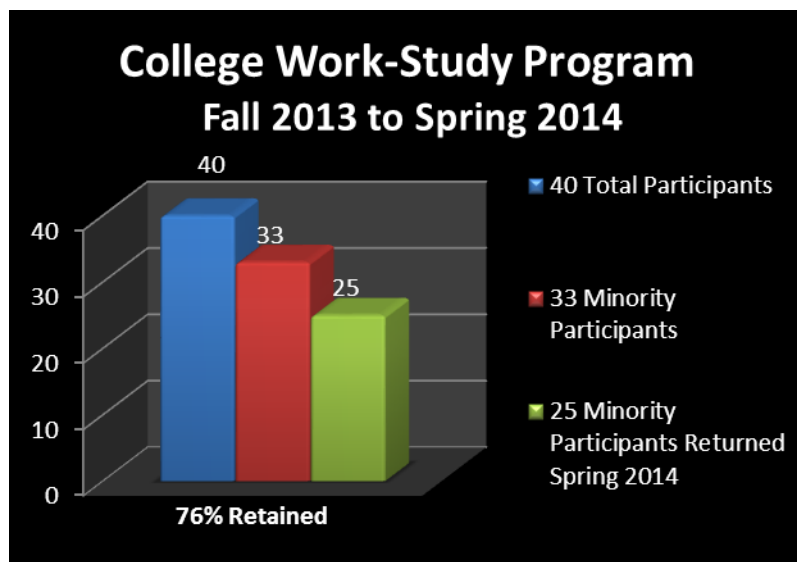
B. COLLEGE WORK-STUDY PROGRAM

Success Indicator: At least 65% of minority participants will be retained from semester to semester.

Status: During the spring 2013 semester, forty-four (41) students participated in the Work-Study program and twenty-nine (29) of these students were minorities. Of those twenty-nine (29) minority students, twenty (20) returned for classes in the fall 2012 semester for a total retention rate of sixty-nine percent (69%).



During the fall 2013 semester, forty (40) students participated in the Work-Study program and thirty-three (33) were minorities. Of those thirty-three (33) minority students, twenty-five (25) returned for classes in the spring 2014 semester for a total retention rate of seventy-six percent (76%).

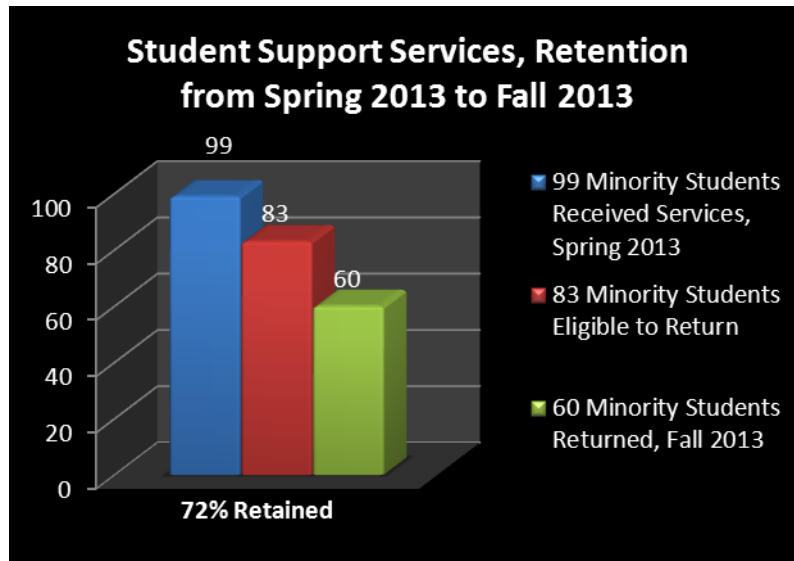


Objective V: To retain minority participants in the Student Support Services Program.

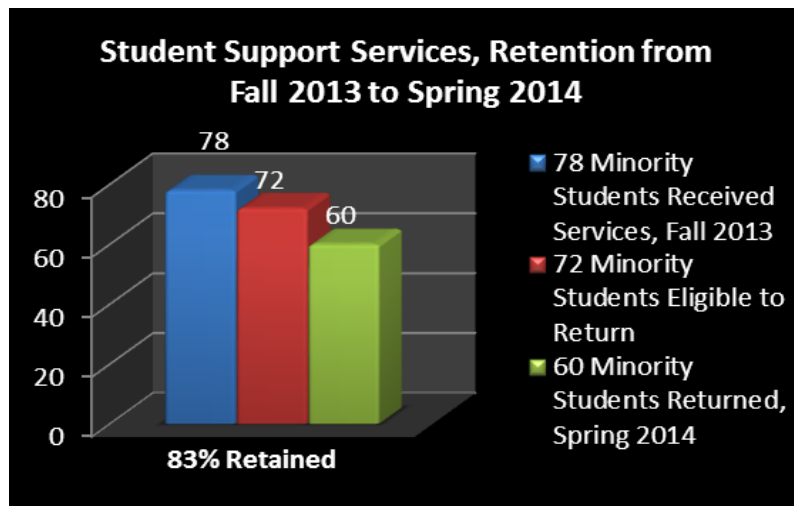
A. TO PROVIDE SUPPORTIVE SERVICES

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: Ninety-nine minority students received Student Support Services during the 2013 spring semester. Sixteen of these students graduated in May 2013, leaving 83 eligible to return to EACC. In the fall of 2013, sixty of the eighty-three re-enrolled for a retention rate of seventy-two percent.



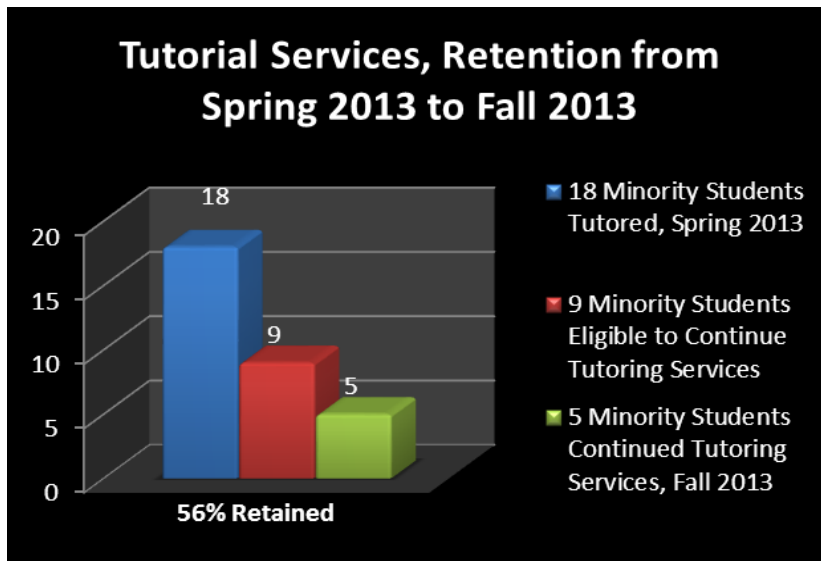
Seventy-eight minority students received services through Student Support Services during the 2013 fall semester. Six of these students graduated in December 2013, leaving seventy-two eligible to return. In spring 2014, sixty of those seventy-two eligible to return re-enrolled for a retention rate of eighty-three percent.



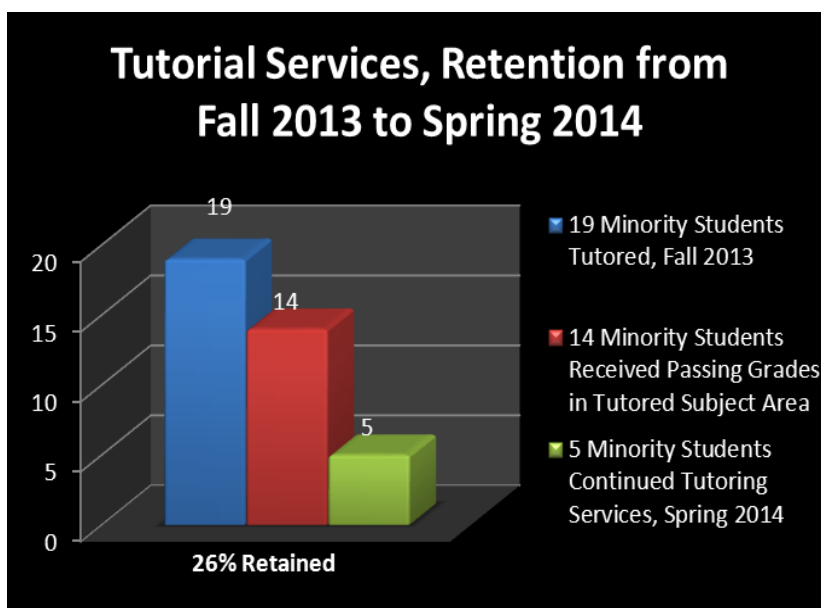
B. TO PROVIDE TUTORIAL SERVICES

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: Eighteen minority students were tutored during the spring 2013 semester. Thirteen of these students received a passing grade in the subject area in which they received tutoring. Nine of these students graduated or did not re-enroll leaving nine students eligible to receive tutoring services. In the fall of 2013, five of the nine continued to receive tutoring services. Fifty-six percent were retained in the tutoring program.



Nineteen minority students were tutored during the 2013 fall semester. Fourteen of these students received a passing grade in the subject area in which they were tutored. In the spring of 2014, five of those students continued to receive tutoring services in other subject areas. Twenty-six percent were retained in the tutoring program.



Objective VI: To recruit and retain minority faculty and staff.

Status: For the fiscal year 2013-2014, four (4) minority employees were hired. Of the four (4) hired, all four (4) are still employed.

Of the newly hired minorities, there were two professionals, one faculty, and one classified employee. 10 employees terminated employment during the 2013-2014 fiscal year; 30% were minorities. Of the three minority terminations, one retired.

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: 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. EACC is presently contributing 100% toward the employee's dental insurance.

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.

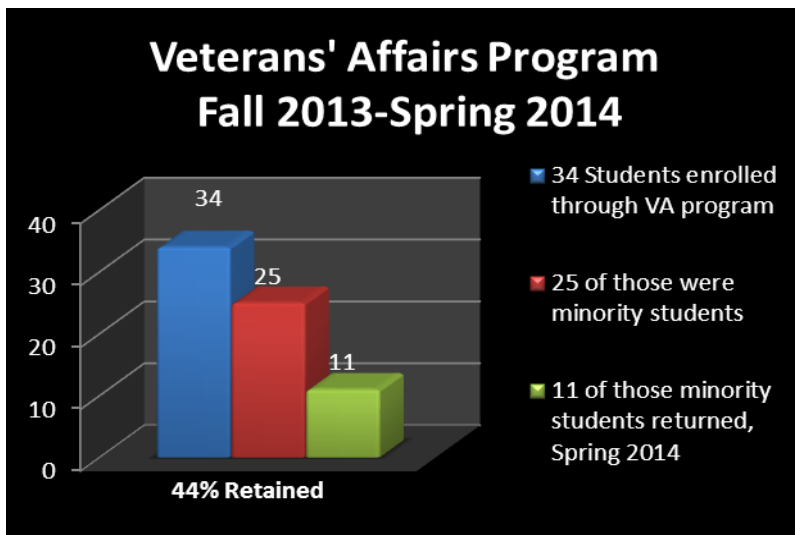
Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2013-2014 academic year.

Number	Position Title
8	Administrative Specialist I
1	Administrative Specialist II
1	Director of Enrollment Management
4	Career Coaches
1	Coordinator of Student Support Services
2	Career Pathways Counselor
3	Counselors
1	Director of Career Pathways
1	Director of Financial Aid
1	Financial Aid Officer
1	Director of Physical Plant
3	Faculty
5	Institutional Services Assistants
1	Lab Supervisor
1	Library Support Assistant
1	Literacy Council Coordinator
1	Maintenance Assistants
1	Personnel Manager
1	Transfer Specialist
1	Vice President for Student Affairs
1	Library Coordinator
1	Off Campus/Special Projects
1	Activity Director/Distance Education Specialist
42	TOTAL

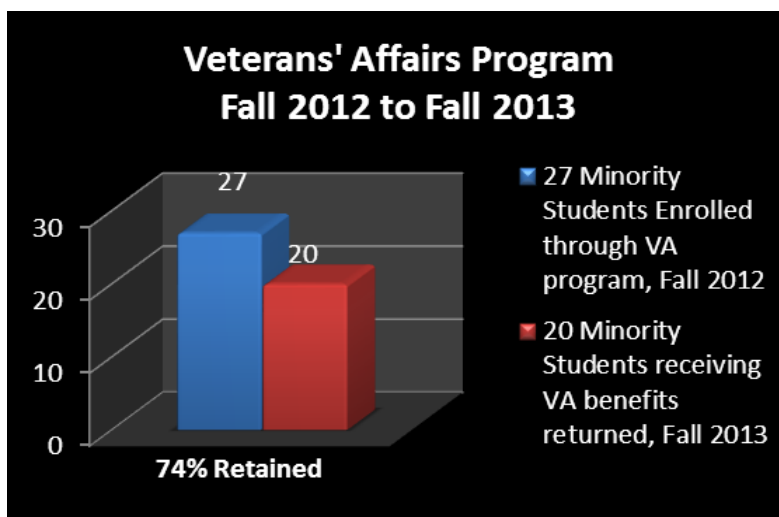
Positions held by minorities decreased 2% at East Arkansas Community College from the previous 2013-2014 academic year.

Objective VII. To retain minority participants in the Veteran's Affairs Program.

Status: Fall 2013, there were thirty-four students enrolled receiving Veterans' benefits. Of those, twenty-five individuals were minority students (73%). Of the twenty-five minority students enrolled in Fall 2013, eleven were retained to Spring 2014 for a retention rate of 44%.



Status: During the Fall 2012 semester, there were forty-three students enrolled receiving Veterans' benefits. Of those, twenty-seven were minority students (62%). Of the twenty-seven minority students enrolled in Fall 2012, twenty returned for the Spring 2013 term. Thus, 74% (20 of 27) of minority students receiving Veterans benefits were retained.

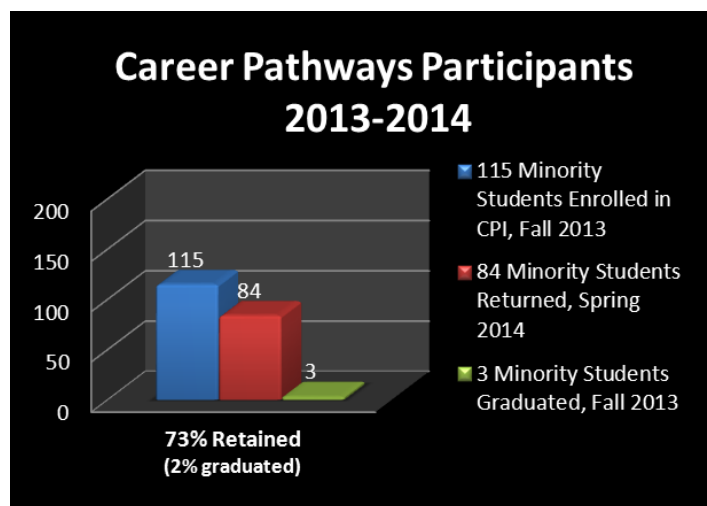


Objective VIII. To retain minority participants in the Career Pathways Initiative.

- 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 2013-2014 academic years, one-hundred and fifteen minority students were enrolled in the Career Pathways Initiative. Seventy-three percent of the one hundred and fifteen minority students retained their enrollment status from fall 2013 to spring 2014. Three of the minority students graduate in December of 2013 which would have made 75% for the spring. 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 2013-2014 academic year, each of the one-hundred and fifteen 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-one 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 (MMAAP)

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.

1700 Newcastle Road • Forrest City, Arkansas 72335-2204
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**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	b. Midterm progress report satisfactory c. Semester GPA above 2.0 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.	
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**MINORITY RECRUITMENT and RETENTION
REPORT
for the
2013-2014 Academic Year**

JUNE 2014

Contact: Michelle McMillen
Director of Institutional Effectiveness
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Preliminary Information

Minority Enrollment

As of the official enrollment day for fall 2013, minority students comprised 59.2%% of credit student enrollment, with Black (non-Hispanic) students accounting for 53% (a decrease of 2% in total minority enrollment from fall 2012).

Minority Enrollment	Fall 2013	Spring 2014
Asian/Pacific Island	12	14
Black	957	890
Native Hawaiian	2	1
Hispanic	58	51
American Indian/Alaskan Native	7	9
More than one ethnicity	22	26
Total	1073	991

Institutional Goals and Objectives for 2011-2014

- 1) **To increase fall-to-fall retention of minority cohort students by 7% within five years.**

Strategies

- a) Improvements to the Academic Advising Program will ensure that first-time entering, award-seeking students have at least 2 quality contacts with advisors during their first semester of enrollment.

Activities: Advising training sessions each semester, along with an early-alert system, helped to ensure that advisors meet with their advisees to address any academic concerns.

The Director of Enrollment Management contacts via automated phone calls any students enrolled for the previous year who have not completed and have not registered for fall as of August 1.

Instructors of all College Survival Skills classes offered during the 2013-2014 year also served as academic advisors for their students working with students to develop academic plans as part of course requirements. 125 out of 215 (58%) educational plans were created for Fall 2013 and 73 out of 102 (72%) students created educational plans in Spring 2014 in College Survival classes.

MSCC's TRIO Student Support Services, TRIO Educational Opportunity Center, and Arkansas Career Pathways counselors also work closely with their student populations to ensure effective advising and the development of academic plans.

Regular attendance continues to be the primary barrier to academic success for first-time students who must enroll in developmental courses. In developmental courses, approximately 10% of students failed a class due to non-attendance, which is, however, a substantial improvement (10%) due to implementation of a computerized alert system to identify students who are not attending class.

- b) Student Services personnel will provide at least one diversity workshop per year for students

Lessons Learned in Diversity: The Author's Perspectives - *On These Courts* (Wayne B. Drash), sponsored by the Title III PBI grant in April 2014.

The Title III Predominantly Black Institutions grant provided a diversity speaker, Dr. Brenda Caldwell who spoke to both student and employee groups during spring 2014.

- c) Annual analysis of fall-to-fall retention statistics (including verified transfer to another institution) for 1st-time entering, award-seeking students.

MSCC uses its Student Information Systems software and data from the National Student Clearinghouse to track reenrollment or transfer of its cohort students from fall to fall.

- d) College administration will provide at least one professional development workshop for employees focusing on retention strategies.

Retention Workshops: August 7, 2013 with Lonnie Williams and January 2, 2014 with Tom Brown.

Advising Workshops:

Fall 2013: October 16, October 17, October 23, October 24, October 28, October 29, October 31, November 5, November 6, November 20, and November 21.

Spring 2014: February 28, March 5, March 12, March 21, April 2, and April 9

Success Indicator

Achievement of 7% improvement in fall-to-fall retention of minority students from the 2011-2012 academic year to the 2013-2014 academic year.

42.9% of F2012 39.5% of F2011 full-time minority cohort students were retained or transferred as of F2013 compared to 39.5% for F2011 cohort students and to 35.4% for F2010 minority cohort students.

- 2) **To increase graduation rates of minority cohort students by 5% within five years.**

Strategies

- a) College personnel will administer the Kuder Arkansas Career Assessment Inventory through Career Services to help students develop meaningful career goals.

1142 students took the Arkansas Career Assessment Inventory to help them identify clear career goals, which positively impacts retention.

- b) College personnel will embed contextualized math and communications skills into technical courses to encourage the development of basic skills within a career focus to promote students' development of basic skills and mitigate the barriers that traditional math and English classes present for students.

Initiatives are currently underway, supported by the AATYC PACE grant, to contextualize math and communications skills in Medical Assisting and Aviation courses.

- c) College personnel will reduce the number of developmental courses that students need to take by allowing students scoring close to college-entry scores to enroll in college-level courses supported by an enrichment lab.

Faculty have developed strategies which will allow students placing in Developmental English II to enroll in English Composition I with the support of a Structured Learning Assistance Lab. Developmental math courses utilize My Math Lab which allows students to move through all three developmental courses in one semester; and student placing in the highest level developmental math class can enroll in College Algebra with the support of a Structured Learning Assistance Lab. College math faculty also implemented a new Applied Technical Math course to better engage students in technical programs by focusing math skills on activities related to their interests.

- d) College personnel will ensure that all cohort students have a clear academic plan in place the first semester of enrollment that relates to their academic and career goals.

First-Time entering, award-seeking students enroll in College Survival Skills, which has a requirement that all students complete an academic plan to guide their studies at MSCC.

Success Indicator

5% or better increase in award-completion rates of minority students from the 2011-2012 academic year to the 2013-2014 academic year.

150 of 259 (57.9%) 2013 graduates were minority students compared to 115 of 204 (58.4%) Spring 2013 graduates and to the 2011 baseline line of 95 of 194 (48.9%)

graduates

To achieve a 5% increase in the number of minority faculty and staff within three years.

Strategies

- a) The institution will continue to promote diversity and equal opportunity through local, regional, and national job searches as appropriate.

MSCC uses several national web-resources for job postings to ensure that announcements attract a diverse pool of applicants.

- b) Retention of minority staff will be encouraged through diversity workshops and supervisory training that help build morale, commitment, and comfort in the workforce.

MSCC provides at least one supervisory workshop per semester to improve management skills, promote teamwork and diversity awareness. At least one workshop per semester is provided to promote professional development of employees as a whole including topics related to customer service, improved technology skills, diversity, teamwork and conflict resolution. Two diversity/retention workshops were held during 2013-2014, including:

Reframing At-Risk to High Potential: A focus on students who are first generation, low SES, multicultural, and underprepared (Tom Brown).

Lessons Learned in Diversity: The Author's Perspectives - *On These Courts* (Wayne B. Drash), sponsored by the Title III PBI grant

New minority employees employed during 2013-2014 include the following:

Administrative Specialists (3)
Coordinator of Academic Advising
Counselor
Full-Time Faculty (3)

Success Indicators

Analysis of employee statistics will show an increase in the number of minority faculty and of minority staff of 5% from 2011-2012 to 2013-2014.

As of 2013-2014, MSCC employed a total of 106 minority employees compared to 112 for 2012-2013 and to 106 for the baseline year of 2011-2012.

- 16 minority classified staff, which is two less than the number employed for 2012-2013 and three less than the baseline year.
 - 6 African-American Administrative Specialists
 - 1 Asian Food Preparation Coordinator
 - 1 African-American Computer Technician
 - 1 African-American Accounting Technician

- 1 Asian Accountant
- 1 African-American Database Specialist
- 2 African-American Human Resource Specialists
- 1 African-American Purchasing Technician
- 1 African-American Veteran's Center Counselor
- 1 African-American Work-Study Coordinator

- 30 professional staff, which is six less than that for 2012-2013 and an increase of one over the baseline year.
 - 13 African-American Counselors/Career Coaches
 - 8 African-American Directors
 - 5 African-American Coordinators
 - 1 African-American Associate VP for Student Life
 - 1 African-American Associate VP for Institutional Effectiveness
 - 1 African-American Curriculum Specialist
 - 1 Asian Systems/Network Manager
- 14 full-time faculty, which is an increase of two over 2012-2013 and an increase of five over the baseline year
 - 12 African-American
 - 1 Hispanic
 - 1 Asian.
- 46 adjunct faculty, which is 3 less than that for 2012-2013 and for the baseline year.

This goal is not being met.

Implementation Timeline

August

- Advisor Training
- Follow-up with spring minority students who have not registered for fall
- Administration of the Noel-Levitz Retention Management Survey to first-time entering, award-seeking students before or within first two weeks of both fall and spring semesters
- Retention Workshop for employees

September

- Administration of the Kuder Career Inventory
- Development of academic plans for first-time entering, award-seeking students

October/

November

- Supervisory Training to support retention of minority employees
- Advisor Feedback Reports

January

- Advisor Training

February

- Diversity workshop for employees

April

- Supervisor training

May

- Statistical analyses and departmental reports to determine effectiveness of strategies for annual progress report
- Presentation of findings to the President's Council and Board of Trustees

Annual Budget

No separate budget is identified since all activities are institutionalized in other departmental budgets. Estimated annual expenses funded by various departments are listed below:

Retention Management Survey	\$1,600
Employee Workshops	\$2,000
Student Workshops	\$ 500
On-Line Tutoring	\$ 800



**Annual Report on Five-Year Minority Recruitment and Retention Plan
June 2014**

Minority Student Recruitment and Retention

Recruitment

In the 2013 fall semester, North Arkansas College (Northark) registered 189 minority students. This number represents 8.7% of the total student enrollment.

	Minority Students Enrolled	Percentage of Minority Enrollment
2004-05	96	4%
2005-06	113	5%
2006-07	83	5%
2007-08	103	5%
2008-09	103	5%
2009-10	213	8.8%
2010-11	227	9.4%
2011-2012	220	9.5%
2012-2013	200	8.6%
2013-2014	189	8.7%

The increase in minority enrollment in 2009 and 2010 can be attributed partly to new ethnicity categories implemented at that time for state and federal reporting. Enrollment at the Northark Technical Center contributed to an increase in non-degree-seeking minority students, and enrollment at the Carroll County Center (CCC) and the technical programs at Northark's North Campus contributed to an increase in degree-seeking minority students.

Reported Race/Ethnicity	
Black or African American	2
American Indian or Alaska Native	9
Asian	5
Native Hawaiian or Other Pacific Islander	1
Two or More Races	64
Hispanic/Latino (of any race)	108

Please see Appendix A for more complete data about 2013-2014 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)
				White	Black or African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Two or More Races	
Boone County	(est.)37,396	.9%	15.4%	96.6%	.4%	.8%	.4%	.1%	1.7%	2.2%
Carroll County	(est.)27,808	1.0%	16.5%	95.3%	.7%	1.2%	.7%	.3%	1.8%	14.1%
Madison County	(est.)15,701	(.4%)	10.8%	95.9%	.4%	1.6%	.6%	.1%	1.5%	5.3%
Marion County	(est.)16,430	(.8%)	13.2%	96.9%	.2%	1.2%	.3%	Z	1.6%	2.2%
Newton County	(est.) 8,064	(2.4%)	12.5%	95.8%	.3%	1.3%	.3%	Z	2.3%	1.5%
Searcy County	(est.) 8,023	(.1%)	11.0%	95.9%	.3%	1.4%	.2%	Z	2.2%	1.9%

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 = 19.8%
 Population Increase/(Decrease) from April 1, 2010, to July 1, 2013

Retention

As for retention, 76.2% of minority students (degree-seeking and non-degree seeking) enrolled in the fall semester 2013 returned for the spring 2014 semester. In comparison, the overall spring 2014 retention rate for all non-minority students (degree-seeking and non-degree seeking) was 74.3%.

Among degree seeking minority students, the retention rate from fall 2013 to spring 2014 was 75.8% compared to 75.4% 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 Rate for All Minority Students	Retention Rate for All Non-Minority Students	Retention Rate for Degree-Seeking Minority Students	Retention Rate for Degree-Seeking Non-Minority Students
2004-05	81%	71%		
2005-06	69%	72.1%	77.6%	76%
2006-07	77%	72%	77%	76%
2007-08	78%	73%	77%	75%
2008-09	68%	74%	71%	76%
2009-10	78%	73%	82%	75%
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%

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 2009, minority students graduated at a lower rate than non-minority students and transferred out at a lower rate than non-minority students.

Graduation Rates AY2011-12					
Cohort Year 2010					
	Cohort	Total completers within 150%	Total transfer-out students (non-completers)	Graduation Rate	Transfer-out rate
White, non-Hispanic	435	109	48	25.1%	11%
Race and Ethnicity unknown or Nonresident alien	1	0	0	0%	0%
Minority	35	3	3	8.6%	8.6%
	471	112	51	23.8%	10.8%

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 2013		0

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 2013 Enrollment

Degree-seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	161	12	1714	1887	8.5%
By Location *					
South	130	9	1378	1517	8.6%
North	24	4	279	307	7.8%
CCC	19	1	62	82	23.2%
WEB	31		468	499	6.2%

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	28	18	234	280	10.0%
By Location *					
South	1	1	27	29	3.4%
North	1	1	10	12	8.3%
CCC			2	2	0.0%
WEB	2		20	22	9.1%
NTC	18	11	97	126	14.3%
High School	6	6	84	96	6.3%

All (degree-seeking and non-degree seeking)

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	189	30	1948	2167	8.7%
By Location *					
South	131	10	1405	1546	8.5%
North	25	5	289	319	7.8%
CCC	19	1	64	84	22.6%
WEB	33		488	521	6.3%
NTC	18	11	97	126	14.3%
High School	6	6	84	96	6.3%

* Students may be duplicated across locations.

Fall 2013 Students Returning Spring 2014

Degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	122	9	1292	1423
By Location *				
South	98	7	1047	1152
North	19	3	194	216
CCC	16	1	47	64
WEB	23		404	427

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	22	13	155	190
By Location *				
South	1	1	10	12
North		1	5	6
CCC				
WEB			7	7
NTC	18	7	80	105
High School	3	4	57	64

All (degree-seeking and non-degree seeking)

	Minorities	Not Reported	White	Grand Total
All Students	144	22	1447	1613
By Location *				
South	99	8	1057	1164
North	19	4	199	222
CCC	16	1	47	64
WEB	23		411	434
NTC	18	7	80	105
High School	3	4	57	64

* Students may be duplicated across locations.

Fall 2013 to Spring 2014 Retention

Degree-seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	75.8%	75.0%	75.4%	75.4%
By Location *				
South	75.4%	77.8%	76.0%	75.9%
North	79.2%	75.0%	69.5%	70.4%
CCC	84.2%	100.0%	75.8%	78.0%
WEB	74.2%		86.3%	85.6%

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	78.6%	72.2%	66.2%	67.9%
By Location *				
South	100.0%	100.0%	37.0%	41.4%
North	0.0%	100.0%	50.0%	50.0%
CCC			0.0%	0.0%
WEB	0.0%		35.0%	31.8%
NTC	100.0%	63.6%	82.5%	83.3%
High School	50.0%	66.7%	67.9%	66.7%

All (degree-seeking and non-degree seeking)

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	76.2%	73.3%	74.3%	74.4%
By Location *				
South	75.6%	80.0%	75.2%	75.3%
North	76.0%	80.0%	68.9%	69.6%
CCC	84.2%	100.0%	73.4%	76.2%
WEB	69.7%		84.2%	83.3%
NTC	100.0%	63.6%	82.5%	83.3%
High School	50.0%	66.7%	67.9%	66.7%

*** 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 COMMUNITY COLLEGE
ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT
MEASURES and ASSESSMENT
of
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

I. STUDENT MEASURES

Goal: National Park Community 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 minority student enrollment has exceeded the percentage of minorities residing in the service area population for the College, including Garland, and areas of Saline, Hot Spring, Clark, and Montgomery Counties.

Garland County's percentage of minorities, based on the US Census, is 15.1%.

The College's 2013-2014 minority rate for students is 17.3%.

Garland County Race and Ethnicity

	2010		2011		2012	
	Number	Percent	Number	Percent	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%

NPCC Minority Student Enrollment Numbers (2003-2014)

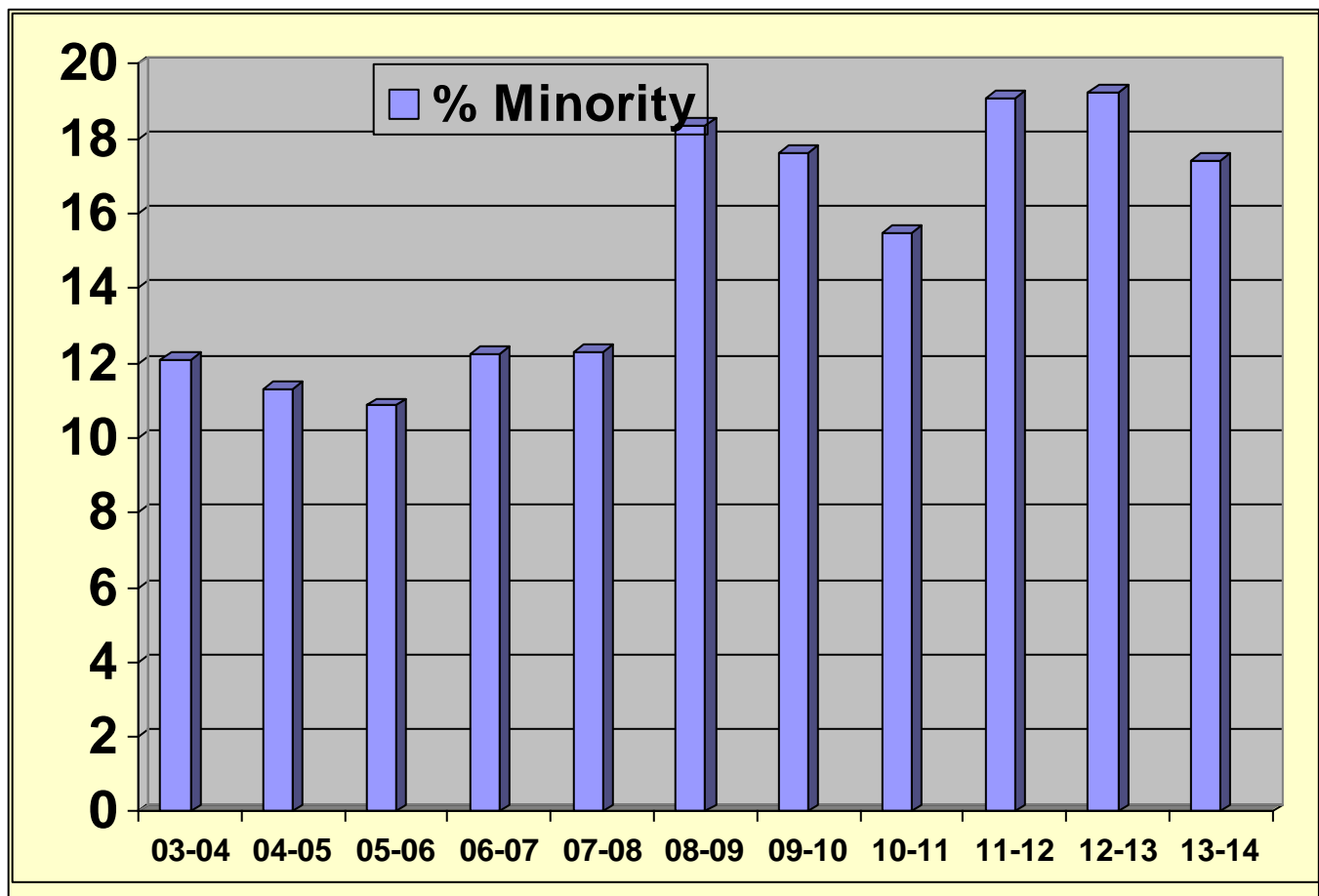
STUDENT REGISTRATION COUNT BY RACE (duplicated numbers)

ACADEMIC YEAR

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
ALIEN	16	9	13	5	4	9	1	1	1	1	1
AMER INDIAN	80	73	70	82	64	64	96	85	107	80	89
ASIAN	74	72	88	71	92	94	83	112	138	108	78
BLACK	478	452	508	489	649	788	680	830	1056	814	700
HISPANIC	140	140	193	201	247	276	266	261	366	325	361
WHITE	6171	6118	6084	5368	6051	5958	6381	7608	7051	6270	5784
UNKNOWN	619	189	161	670	112	164	155	110	164	167	97
TOTAL	7578	7053	7117	6886	7217	7353	7662	9006	8882	7765	7109

MINORITY REGISTRATION	788	746	872	848	1168	1395	1126	1398	1667	1495	1229
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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%
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ACTIVITIES

Student Services Division at National Park Community College administers federal funded programs and collaborative K - 12 partnerships with public school districts in the College's service area to promote, specifically the Arkansas School for Mathematics, Sciences, and the Arts, Hot Springs, Jessieville, Fountain Lake, Lake Hamilton, Mountain Pine, Cutter Morning Star, Center Point, and Lakeside School Districts. These efforts are geared to increasing the educational opportunities and recruitment of the College's service area students and citizens. 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, and other recruiting and informational meetings with area high school students and parents.

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 Community 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 and also provided textbooks, tuition assistance, gas cards, vouchers for day care if a single mother, and other financial assistance to eligible students.

The Counseling Center is staffed with master level counselors who provide academic and personal advising, including degree audits, student early alert, faculty-student mentoring, class scheduling, transfer course evaluation, tutorial assistance, course placement and testing, career services, admission, and enrollment. NPCC'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, full-time, non-technical degree seeking students.

B. Financial Aid

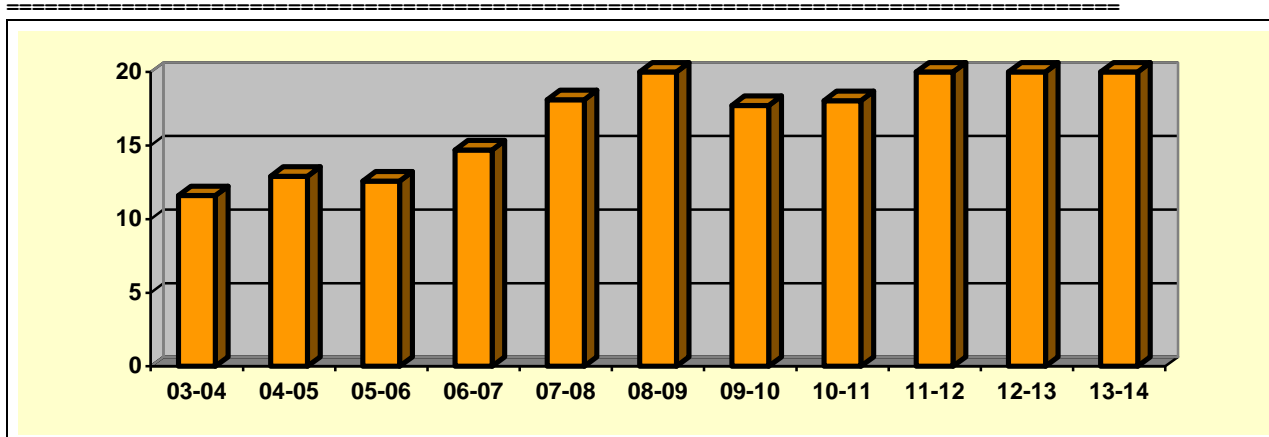
Financial aid available to students, has increased, both in number and in awards. Fifty part-time student scholarships were allocated consisting of a waiver of tuition for three semester hours for students who have not been enrolled in a college within the past 2 years. Twenty half-time scholarships were allocated consisting of a waiver of tuition for six semester hours for full-time students who where not eligible for any other financial aid. The National Park Community College Foundation has created additional minority scholarships and funding for minority students only. The College's concurrent high school program has remained constant for the past 2 years with a 16% minority high school student enrollment.

Retention data indicates 65% of blacks are retained fall to spring, as compared to 55% 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 (2003-2014)

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
ALIEN	0	2	3	1	0	4	0	0	0	0	0
AMER INDIAN	34	41	32	38	28	32	37	35	36	51	25
ASIAN	26	33	23	25	30	44	30	29	29	41	13
BLACK	231	292	228	253	285	392	279	299	344	441	226
HISPANIC	59	67	65	80	79	116	105	84	79	117	91
WHITE	2531	2821	2369	2193	2286	2764	2347	2188	1742	2192	1347
UNKNOWN	136	112	68	111	84	208	45	35	23	20	64
<hr/>											
TOTAL RECEIPENTS	3017	3368	2788	2701	2792	3588	2843	2670	2253	2862	1766
<hr/>											
MINORITY RECEIPENTS	350	435	351	397	506	824	496	402	488	650	419
<hr/>											
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%



II. FACULTY and STAFF MEASURES

A. Implement programs to enhance the campus and community to positively affect the academic and social quality of life for minority faculty and staff.

The College has encouraged minority employees to become active in various campus and community organizations. Several minority faculty members are sponsors of campus organizations, including Student Government, Phi Theta Kappa Honor Society and the Cultural Diversity Club. Invitations are issued to minority faculty and staff to act as representatives of the College at various activities and organizations within the community and 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, (Chronicle of Higher Education), and advertises on specific web-sites in an effort to attract the maximum number of minority applicants. Brochures and letters to department chairs/ faculty are mailed to all historical black colleges and universities (HBCU) detailing faculty and administrative openings with the College and requests nominations/applications from all. 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 Community 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 of the race or sex of the applicants (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 minorities and women serving on all 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 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.

These strategies’, coupled with new targeted activities, will result in a larger number of minority applicants for future employment opportunities at National Park Community College.

Listing of Minority Faculty and Staff

Name	Job Title	Ethnicity	Company Dt
Black Kwin	Part-Time Faculty	ASIAN	5/23/2011
Briscoe Barbara	Faculty	BLACK	9/20/1973
Campos Teresa D	Institutional Services Asst	HISPA	8/16/2006
Cruz Michael	Faculty	HISPA	8/15/2011
Escobar Lopez Sandra	STUDENT SERVICES	HISPA	1/15/2012
Espino-Bright Maria	Faculty	HISPA	7/1/2012
Feighl Sagrario L	Faculty	HISPA	8/15/2011
Flores Ruben	Project/Program Manager	HISPA	1/1/2008
Franklin Linda	Faculty	BLACK	8/22/1994
Frazier Ulonda D	Administrative Specialist	BLACK	9/30/2002
Glover Gloria	Student Recruitment Spe	BLACK	12/16/2001
Harris LaTaschya R	Community Outreach Coord	BLACK	9/1/2007
Henry Joan C	Faculty	BLACK	2/5/1974
Hill Vandasha	Title III - Admin. Spclst	BLACK	6/21/2010
Jackson Gardenia	Institutional Services Spr	BLACK	12/29/1997
Martinez	Karen	HISPA	1/06/2014
LiMandri Lorenia	Part-Time Faculty	HISPA	9/18/1997
Morton Miles E	Project/Program Manager	BLACK	8/1/2007
Ramirez Josue U	Financial Aid Specialist	HISPA	9/1/2011
Rodriguez Ana	Institutional Services Asst	HISPA	6/1/2006
Rodriguez Moreno B	Institutional Services Asst	HISPA	7/1/2009
Ross Exzonda	Institutional Services Asst	BLACK	7/16/2007
Sinclair Sharon	Administrative Specialist	ASIAN	11/14/1997
Smith Janet	Faculty	ASIAN	8/13/2012
Taylor Wendell R	Institutional Services Asst	BLACK	9/1/2005
Ugbade Debbie	Project Coordinator -HCIT	BLACK	6/3/2013
Witherspoon Louis	Maintenance Assistant	BLACK	8/12/1996



NWACC

Learning For Living

**Annual Report on the
Recruitment and Retention of
Minority Students, Faculty and Staff**

Academic Year 2013-2014

**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 (see Appendix A) that will be included in the formulation of the college's five-year strategic plan when the board meets in July. The goal of every activity and program is to create the 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 2014 semester was 1,836 individuals, an increase of 1.7% over the Spring 2013 figure of 1,805. Hispanic students, our largest minority population, comprise 14.9% of our total student population. The total minority student population is 24.6%.

Spring Headcount Comparison						
		Spring 2013		Spring 2014		
		Number	Percent	Number	Percent	Percent Change
Total Headcount		7,981		7,457		-6.6%
SSCH		70,248		64,671		-7.9%
FTE		4,683		4,311		-7.9%
	Full-Time	2,778	34.8%	2,418	32.4%	-13.0%
	Part-Time	5,203	65.2%	5,039	67.6%	-3.2%
Gender	Male	3,334	41.8%	3,068	41.1%	-8.0%
	Female	4,647	58.2%	4,389	58.9%	-5.6%
Residence	Benton County	4,249	53.2%	3,971	53.3%	-6.5%
	Washington County	3,154	39.5%	2,882	38.6%	-8.6%
	Other In-State	413	5.2%	449	6.0%	8.7%
	Out-of-State	165	2.1%	155	2.1%	-6.1%
Tuition Status	In-District	3,436	43.1%	3,208	43.0%	-6.6%
	Out-of-District	4,073	51.0%	3,771	50.6%	-7.4%
	Out-of-State	286	3.6%	287	3.8%	0.3%
	Contiguous County	76	1.0%	79	1.1%	3.9%
	International	110	1.4%	112	1.5%	1.8%
Ethnic Category	Hispanic or Latino	1,061	13.3%	1,108	14.9%	4.4%
	Non-Hispanic Race:					
	Am Indian/Alaskan Native	139	1.7%	118	1.6%	-15.1%
	Asian	201	2.5%	194	2.6%	-3.5%
	Black or African American	251	3.1%	191	2.6%	-23.9%
	Native Hawaiian/Pacific Is	19	0.2%	16	0.2%	-15.8%
	2 or more races	134	1.7%	209	2.8%	56.0%
	Total Minority Enrollment	1,805	22.6%	1,836	24.6%	1.7%
	White	5,733	71.8%	5,184	69.5%	-9.6%
	Unknown	214	2.7%	204	2.7%	-4.7%
	Non-Resident Alien	229	2.9%	233	3.1%	1.7%

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 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	
*Does not include high school students																				

Table 2

In recent years, the College's retention rate of Hispanic students has consistently surpassed the retention rate for other minorities and White non-Hispanic students. The data in Table 2 illustrate that from Fall Semester 2013 to Spring Semester 2014, the College retained Hispanic students at a higher rate (71%) than it retained students of any other race or ethnicity. During the same period, the retention rate for White non-Hispanic students was 68%, and the overall retention rate was also 68%.

Goal

Our goal for student recruitment is to continue to increase the number of under-represented student so that our enrollment reflects our region's diversity according to the most recent census estimates. This will be measured annually, comparing our institution's enrollment with the composition of the service area of the College (Benton and Washington Counties).

	<u>Washington County</u>		<u>Benton County</u>		<u>Benton and Washington combined</u>	
Hispanic or Latino, percent, 2012 (b)	34,060	16.1%	36,993	15.9%	71,052	16%
American Indian and Alaska Native alone, percent, 2012 (a)	2,962	1.4%	4,188	1.8%	7,150	2%
Asian alone, percent, 2012 (a)	5,077	2.4%	7,445	3.2%	12,522	3%
Black or African American alone, percent, 2012 (a)	6,770	3.2%	4,188	1.8%	10,958	2%
Native Hawaiian and Other Pacific Islander alone, percent, 2012 (a)	4,654	2.2%	931	0.4%	5,585	1%
White alone, percent, 2012 (a)	186,589	88.2%	210,323	90.4%	396,912	89%
White alone, not Hispanic or Latino, percent, 2012	154,645	73.1%	176,122	75.7%	330,767	74%
Two or More Races, percent, 2012	5,289	2.5%	5,118	2.2%	10,407	2%
(a) Includes persons reporting only one race.						
(b) Hispanics may be of any race, so also are included in applicable race categories.						

I. 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 ***\$11,000***

Learning, Improvement, Fun and Empowerment (LIFE) is an educational empowerment program for outstanding minority high school students from five area high schools with high minority enrollment: Bentonville, Rogers, Rogers Heritage, Har-Ber, and Springdale. Now in its third year, this program sends ten minority students who are currently enrolled at NWACC to the high schools where they serve as mentors to high school students whose exposure to college opportunities may be limited. The volunteer mentors spend approximately 40-60 hours each semester during the academic year to increase knowledge about postsecondary opportunities for students and their families and to motivate the 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. The summer 2013 program had 94 participants, 41 of whom were seniors in 2013. Of those 41 seniors, 22 enrolled at NWACC in the fall of 2013. Participants in the LIFE program who enroll at the college engage in student activities at a much faster rate than students who have not participated in this or similar programs, and that translates into higher retention numbers for that cohort. Students who have been involved with the LIFE program have a 93% retention rate.

Office of Diversity and Inclusion
\$67,000

In the spring of 2014, the Director chaired a task force made up of representatives of divisions and departments from throughout the college to create the college's Strategic Plan for Diversity and Inclusion (see appendix A). She also works with students and employees college-wide to increase awareness of the diversity of our campus community through various means – through special presentations that focus on various cultures represented in Northwest Arkansas; through group discussions; and through sponsorship of student organizations. The Director also works with Learner Services in the development and expansion of student recruitment and retention efforts that will increase the diversity of the student population.

Scholarships Designated for Minority Students
\$9,650

Minority students are eligible for all of the scholarships awarded by the NWACC foundation. There are \$4,900 available specifically for minority students who may also receive federal financial aid, while scholarships totaling \$4,750 are designated for minority students who are not eligible for federal financial aid.

Adult Education Program
\$1,349,818 (\$949,999 in state funds; \$399,819 in federal funds)

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. During Academic Year 2013-2014, the program served a total of 3,140 students, almost 66% of whom come from minority populations. As is true of credit students, the percentage of minority students, particularly the percentage of Hispanic students, has grown slightly while the White enrollment has dropped slightly. The following table illustrates the changes in the Adult Education programs from 2012-13 to 2013-14:

Minority Group	2012-13		2013-14	
American Indian / Alaskan Native	63	1.9%	40	1.3%
Asian or Pacific Islander	120	3.6%	94	3.0%
Black/African American, Non-Hispanic	64	1.9%	51	1.6%
Hispanic/Latino/Chicano	1,776	53.9%	1,822	58.0%
Two or more races	52	1.6%	62	2.0%
Minority Total	2,075	63.0%	2,069	65.9%
White	1,219	37.0%	1,071	34.1%
Grand Total	3,294		3,140	

Upward Bound
\$250,000

While it is not specifically a minority-student program, the majority of the students in the NWACC Upward Bound program come from underrepresented populations. This program assists high school student participants in preparing for college. The academic year program participation for 2012-13 was 80% minority students, and in the summer of 2013, there was even stronger minority participation, with 87% of the 31 participants coming from a minority culture.

Academic Year 2012-13		
African American	2	3.6%
Asian	7	12.5%
Hispanic	30	53.6%
Pacific Islander	6	10.7%
Total Minority Students	45	80.4%
White	11	19.6%
Total	56	

Summer 2013		
African American	2	6.5%
Asian	4	12.9%
Hispanic	15	48.4%
Pacific Islander	6	19.4%
Total Minority Students	27	87.1%
White	4	12.9%
Total	31	

DIVERSITY IN THE NWACC WORKPLACE

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. The professional development program, Supervisor NWACC, features one session on Diversity and Inclusion as a part of its curriculum.

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 administrative position is automatically refilled. Every departure prompts a discussion of whether and how it should be refilled.

The figures below reflect a total of 433 full-time employees and 432 part-time employees on April 1, 2014.

Minority Recruitment and Retention

7/1/13 – 6/4/14

Report run as of April 1, 2014

Full and Part-time Faculty and Staff by Position Title and Number

Academic Advisor	3	Financial Aid Officer II	2
Admin Assist III Adult Ed	1	FT Faculty Behav Sci -Psys	1
Admin Assist, Nursing	1	FT Faculty Behavioral Sciences	1
Admin Spec Admissions	1	FT Faculty Business Info	1
Administrative Analyst	1	FT Faculty Computer Info	1
Administrative Spec Operations	1	FT Faculty Emergency Med Svcs	1
Appl Consult Fin & Admin Svcs	1	FT Faculty Life & Physical Sci	1
Applications Programmer	1	FT Faculty Physical Therapy	1
Computer Analyst	1	FT Faculty Social Sciences	3
Corp Learning Spec Instructor	1	Library Academic Tech III	1
Culinary Arts Kitchen Aide	1	Library Spec - Circulation Svc	1
Custodial Worker	1	Maintenance Assistant Grounds	1
Custodial Supervisor II	1	Maintenance Worker I	1
Custodial Worker	3	Prov Admin Specialist III STEM	1
Database Systems Admin	1	Prov ESL Admin Specialist III	1
Dir ECE	1	PT Faculty Behavioral Sciences	4
Dir Int'l programs	1	PT Faculty Business Info	1
Director Adult Ed	1	PT Faculty Communications	2
Director of Learner Success	1	PT Faculty Criminal Justice	1
Director of Treasury Svcs	1	PT Faculty Developmental Math	2
Director of Veteran Services	1	PT Faculty Emergency Med Svcs	2
Effect. Coord/Perkins Director	1	PT Faculty English	1
Enrollment Specialist	1	PT Faculty Foreign Language	3
Equipment Operator	1	PT Faculty Health Professions	1
Extra Help NOLA	1	PT Faculty Life/Physical Science	3

PT Faculty Math/Physics/Astron	1	Title III Manager	1
PT Faculty Music	2	VP Learner Services	1
PT Faculty PACE EMS	1	XH Academic Success Center	3
PT Faculty Paralegal	1	XH Administrative Spec I	1
PT Faculty Social Sciences	1	XH Administrative Spec II	1
PT Faculty Theater/Speech	1	XH Career/Tech Programs	1
PT Faculty Upward Bound	1	XH DL Testing Services	1
PX Adult Ed Direct & Equit	2	XH Environmental/Regulatory Sc	1
PX Adult Ed General Education	1	XH Public Safety Sec Officer	1
Secretary SIC	1	XH Testing Services	1
Skilled Tradesman -Elect	1	Grand Total	93
Testing Services Lab Tech	1		

Full-Time Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	2
Asian or Pacific Islander	1
Black/African American, Non-Hispanic	5
Hispanic/Latino/Chicano	2
Grand Total	10

Adjunct (Part-Time) Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	5
Asian or Pacific Islander	8
Black/African American, Non-Hispanic	8
Hispanic/Latino/Chicano	7
Grand Total	28

Number and Position Title of New-Hire Minority Faculty and Staff

Position Title	Number
Administrative Spec Operations	1
Custodial Supervisor II	1
Maintenance Worker I	1
Prov ESL Admin Specialist III	1
Grand Total	4

Minority employee totals at NWACC went down by two from July through February, changing the college's overall percentage from 13% to 12%.

Total Employees			
	June	February	Change in Past 8 Months
Full time faculty	151	154	3
Administrative Employees	108	111	3
Classified Employees	171	163	(8)
Total Employees	430	428	(2)

Minorities						
	June	% of Minorities	February	% of Minorities	Change in Past 8 Months	% Change in Past 8 Months
Full time faculty	12	8%	11	7%	-1	-1%
Administrative Employees	15	14%	13	12%	-2	-2%
Classified Employees	28	16%	28	17%	0	1%
	55		52			
% of Minorities	13%		12%			

In July 2013, NWACC introduced a new search process for administrative and classified hourly and salaried employees.

The search process for classified salaried and administrative positions requires the inclusion of a diversity and compliance partner on the committee. The purpose of the diversity and compliance partner is to ensure compliance with state and federal employment laws as well as to ensure that the committee has considered all qualified diverse candidates.

We began measuring our recruiting efforts beginning in July 2013 and have identified the following:

- From July through February we received 871 applications for 45 postings
- 13% (115) of the total applications (871) received identified themselves as minorities
- 38 of the 45 postings were filled
- 10% (11) of the minority applicants who applied were interviewed for the 38 positions
- 5% (2) of the total filled positions (38) were filled with diverse candidates

Appendix A
Diversity and Inclusion Strategic Plan
May 2014

Vision: 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.

Goal 1: NorthWest Arkansas Community College will attract, retain and graduate academically prepared students who reflect a wide range of diversity.

Objective A - Recruitment: NWACC will invest in vigorous and effectively targeted outreach and recruitment to attract a sufficiently diverse pool of students.

Strategy 1: Increase need-based scholarship funding for under-represented students.

Action Step: Plan and implement an annual fundraising radio-thon on local Spanish-language radio

Strategy 2: Provide targeted outreach to underrepresented students and counselors from middle, junior high and high schools and non-traditional venues.

Action Step: Continue the LIFE program with incentives for mentors

Action Step: Develop programs to engage students with disabilities, Marshallese students, and Hmong students through outreach efforts

Action Step: Develop programs to engage male students through outreach efforts

Action Step: Explore outreach to jails, rehabilitative centers and shelters

Strategy 3: Grow campus visitation programs with a focus on the recruitment of a diverse student population.

Action Step: Build a closer relationship between students in the Adult Education GED and ESL programs and the faculty and staff in the college's postsecondary programs

Action Step: Develop a cooperative relationship with Springdale's Family Literacy program

Action Step: Develop relationships with literacy councils in Benton and Washington counties

Action Step: Develop cooperative programming with Springdale, Rogers and Bentonville Public Libraries

Action Step: Enhance mutually beneficial programs with the Boys and Girls Clubs of Benton County

Objective B – Retention and Graduation: NWACC will develop and implement a plan to improve the retention and graduation rates of all students.

Strategy 1: Ensure that students are socially and academically college-ready.

Action Step: Work closely with Adult Education to prepare GED recipients for success in college-level courses and programs.

Action Step: Develop programs to help parents of first-generation college students understand the rigors of college

Include sessions for parents in student orientation

Advertise through media used most by target population

Include ECE in student orientation

Action Step: Develop workshops and class modules to help students learn skills for social settings (i.e., students with disabilities who have difficulties in social settings; or students whose socio-economic backgrounds have limited their experience)

Action Step: Encourage the development of student organizations that will appeal to a broad range of students (i.e., African American students, male students, caregivers, non-traditional students)

Strategy 2: Provide enrolled students with the necessary academic support services to raise the performance of those not achieving institutional targets.

Action Step: Investigate and identify effective academic support programs in other institutions and implement those programs here.

Action Step: Explore the feasibility of applying for a Student Support Services grant.

Action Step: Enhance programs for students on academic probation.

Action Step: Develop free effective how-to-study modules

Make modules easily accessible through You-Tube, Vimeo or other social media

Strategy 3: Strengthen academic support and tutoring for bilingual students / English language learners.

Action Step: Purchase software to help ENGB students and provide faculty oversight of the ENGB lab.

Strategy 4: Assure that all students have knowledge of college and community resources that support their individual needs.

Action Step: Enhance Friendship Families program for international students

Action Step: Provide social resources to help international students adjust to life and studies in the U.S.

Action Step: Establish a Wellness Committee to encourage healthy living

Action Step: Promote the Passport Program to enhance students' knowledge about community resources

Strategy 5: Ensure that students have adequate access to information and resources to support their integration into the college community.

Action Step: Increase peer-mentoring opportunities

Action Step: Increase awareness of and participation in student organizations

Goal 2: Northwest Arkansas Community College will attract and retain qualified full-time and part-time faculty who reflect the diversity of our service area.

Objective A – Outreach: NWACC will invest in vigorous and effectively targeted outreach to attract a diverse pool of applicants for faculty positions.

Strategy 1: Provide training to search committees on best practices for successful searches.

Action Step: Develop ongoing programs to increase the knowledge base of search committee members on cultural dexterity.

Action Step: Develop training in best practices for successful searches.

Action Step: Emphasize that all of us are recruiters for the college

Strategy 2: Develop funding to support hiring efforts.

Action Step: Provide funding to pay for faculty candidates to visit campus for interviews

Strategy 3: Invest the resources needed to attract and recruit underrepresented faculty.

Action Step: Identify effective media outlets for reaching diverse populations

Objective B – Retention: Divisions will develop and implement strategies to retain faculty.

Strategy 1: Identify and address issues that interfere with retention.

Strategy 2: Create faculty-support programs that promote inclusion.

Action Step: Develop mentoring programs that emphasize inclusion.

Strategy 3: Develop visiting faculty and faculty-exchange programs.

Action Step: Explore opportunities available through Partners of the Americas, Fulbright and similar programs.

Goal 3: Northwest Arkansas Community College will attract, retain and promote members of underrepresented populations for professional, mid-level and senior administrative positions.

Objective A: NWACC will expand recruitment efforts in minority communities.

Strategy 1: Provide training to search committees on best practices for successful searches.

Action Step: Develop ongoing programs to increase the knowledge base of search committee members on cultural dexterity.

Action Step: Develop training in best practices for successful searches.

Strategy 2: Educate the college community about resources for underrepresented populations.

Action Step: Introduce employees to the Diversity Resource Guide and professional and civic organizations that reflect the population of the service area.

Strategy 3: Develop funding to support hiring efforts at the director level and above.

Objective B: NWACC will identify beginning- and mid-level employees of promise to develop leadership and managerial skills in them.

Strategy 1: Develop intentional programs for identification of employees of potential.

Action Step: Provide a process that allows for nomination and/or self-selection of exceptional individuals.

Action Step: Investigate successful leadership rotation programs in other institutions.

Strategy 2: Create programs to encourage sponsorship of junior employees by more senior employees.

Goal 4: Northwest Arkansas Community College will cultivate an atmosphere of diversity and inclusion throughout the college.

Objective A: NWACC will increase education and professional development related to diversity and inclusion for students, faculty and staff.

Strategy 1: Create opportunities for both formal and informal discussions that will engage all members of the college so that understanding of diverse perspectives and issues will be increased.

Action Step: Increase cultural understanding through book and movie discussion groups and other fine arts programs.

Action Step: Invite guest speakers and community leaders to share their life and work experiences

Action Step: Ensure upper-level administration presence at events focused on diversity and inclusion

Strategy 2: Include presentations on the importance that Diversity and Inclusion holds for all NWACC's newcomers during student orientation and new-hire orientations for all faculty and staff.

Strategy 3: Provide relevant, on-going, diversity-related professional development opportunities for faculty and staff at the department, division, and institutional levels.

Action Step: Invite faculty volunteers to participate in programming.

Strategy 4: Identify and distribute a list of curricular and co-curricular experiences that focus on diversity or are designed to raise awareness of issues related to diversity and inclusion.

Action Step: Develop a Certificate in Diversity and Inclusion for employees

Action Step: Develop a co-curricular transcript to record student participation in programs and activities related to diversity and inclusion, and create a recognition program for students whose participation is exceptional

Action Step: Identify content that can be applied to the Certified Student Leader program

Action Step: Encourage staff at the director level and above to serve as student organization advisors or to engage in another capacity with students on a regular basis

Strategy 5: Support the development of both didactic and experiential learning opportunities for students, faculty and staff that promote an appreciation for diversity and inclusion.

Action Step: Host an annual college-wide Diversity Conference

Action Step: Identify the racial, ethnic and social holidays and months, such as Disability Awareness Month, International Education Week, International Women's Day, Hispanic Heritage Month, MLK Day, Gay Pride month, etc., that the college will observe on an annual basis

Action Step: Encourage leadership by students of the holiday and month-long observances

Action Step: Implement a "Safe Zone" support system for LGBTQ students and employees

Action Step: Ensure that restroom facilities support the needs of all of our students in a respectful manner

Objective B: NWACC will improve the quality and scope of communication regarding diversity and inclusion initiatives.

Strategy 1: Create a Diversity and Inclusion Committee to monitor implementation of the strategic plan

Strategy 2: Create a diversity and inclusion webpage linked to the NWACC home page that will provide centralized information about NWACC diversity and inclusion initiatives.

Strategy 3: Provide access to the Diversity Strategic Plan through multiple media and ensure that accomplishments are communicated frequently.

Action Step: Create a communications council that will meet regularly to ensure college-wide knowledge about events and developments

Action Step: Create a master calendar of events

Strategy 4: Promote community awareness of faculty, staff and students who engage individually in local policy or other initiatives that specifically impact diversity concerns in the local and regional communities.

Action Step: Track college involvement in community efforts

Strategy 5: Develop and publish periodic reports on the status of diverse groups on our campus and sites.

Strategy 6: Increase staff and faculty awareness of policies and practices that facilitate and support work/life balance.

Action Step: Create a Library Guide of resources on work/life balance

Action Step: Work with the Wellness Committee to disseminate this information

Objective C: NWACC will develop and maintain systemic climate assessment processes and tools to monitor and improve departmental, division, and college-wide climate.

Strategy 1: Collect quantitative and qualitative climate data every two years.

Action Step: Use Spring 2015 as the baseline.

Strategy 2: Publicize policies and systems that are in place to address incidents of bias as well as other climate issues.

Action Step: Create a workplace library guide of FAQ's on incidents of bias

Strategy 3: Include questions related to diversity, inclusion and climate in the employee exit interview

Minority Recruitment and Retention Report and Five Year Plan

Ozarka College
2012-2017
(Revised 6-23-14)



Minority Recruitment and Retention Annual Report
Ozarka College
June 2014

Minority demographics for Ozarka College for 2013-2014 include the following:

Student Population

Hispanic/Latino	24 (1.2%)
Black/African American	14 (0.7%)
American Indian/Alaskan Native	15 (0.8%)
Asian	7 (0.4%)
<u>Pacific Islander/Hawaiian Native</u>	<u>3 (0.2%)</u>
Total Minority	63 (3.2%)

Fulltime Faculty

Hispanic/Latino	1 (2.6%)
<u>American Indian/Alaskan Native</u>	<u>1 (2.6%)</u>
Total Minority	2 (5.2%)

Adjunct Faculty

<u>Asian</u>	<u>1 (1.0%)</u>
Total Minority	1 (1.0%)

Fulltime Faculty and Staff

Hispanic/Latino	1 (0.9%)
<u>American Indian/Alaskan Native</u>	<u>2 (1.9%)</u>
Total Minority	3 (2.8%)

The Ozarka College minority demographics show a modest increase for its student indicator and a modest increase in its full-time faculty and staff indicator. The goal to reach the service area percentage of 3.5 percent was nearly met with 3.2 percent minority for 2013-2014. This percentage is a slight increase over the 3.1 percent listed in the 2012-2013 report. The 2.8 percent faculty and staff members classified as minority greatly exceeds the benchmark of greater than one percent. The fulltime faculty percentage of 5.4 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 has 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 2014

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College student minority enrollment slightly increased with an average of 3.2 percent during the 2013-14 academic year. Minority representation among full-time faculty and staff has slightly decreased to 3 percent during the 2013-2014 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: 6-23-14)

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 3.2 percent for the 2013-14 academic year. Ozarka College currently has two full-time faculty members who have minority status; one Hispanic/Latino and one Alaskan Native. There are two staff members 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

6/30/2014

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.

Phillips Community College of the University of Arkansas (PCCUA) is a Leader Achieving the Dream (ATD) institution. Disaggregating, and analyzing data based on race and ethnicity, and numerous other student characteristics is common practice. This data is used to inform decisions related to student success. In addition, we have a large Career Pathways program and consciously work toward removing obstacles faced by students living in poverty and students of color. The high Pell participation is an indicator of the seriousness of the poverty faced by many of our students. Additionally, we have a significant student population that exhausted Pell opportunities many years ago and are returning as mature adults but with few financial resources. PCCUA uses the minority student definition established by the Higher Education Act of 1971 (reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008), and PCCUA's enrollment reflects a high minority student population. The College student body is largely bi-racial with a 50 percent white, 48 percent African-American, and 2 percent other populations. Females comprise 64 percent of the student population and males comprise 36 percent of the student population. (See Table 1)

Table 1: Minority Student Enrollment

Ethnicity	Fall 2013			Spring 2014			Total
Race/Ethnicity	Male	Female	Total	Male	Female	Total	
Asian	8	8	16	7	9	16	32
Black	312	735	1047	258	579	837	1884
Hispanic	14	17	31	8	14	22	53
Am Ind	5	5	10	3	5	8	18
White	392	576	968	332	454	786	1754
UK	11	30	41	5	18	23	64
Total	742	1371	2113	613	1079	1692	3805

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

Recruiting and retaining qualified African-American and minority applicants for teaching and staff positions is one of the biggest challenges PCCUA faces. The College's low pay and rural location makes working in this community less attractive to young applicants than urban or large town environments. The College actively recruits minority applicants but it is difficult to attract well qualified minority applicants to the region. The College has had better success encouraging our employees to pursue advanced degrees and recruiting from within the college and community. Many of the new hires we recruit have selected to live in the Memphis area. Unfortunately, this means that some of them have a more difficult time feeling connected to the community. This year we lost a young yet another minority faculty math instructor who, according to his exit interview, loved the community and hated to leave. Our Strategic Plan addresses replacement of faculty and administrators retiring.

PCCUA recently increased all placement salaries by 0.035 corresponding with the annual raise for faculty. This small increase made the PCCUA Faculty Placement Schedule more in line with public school placement. Faculty do want to include an incremental raise and it is hoped that this can be established as an incentive for faculty to stay. We have an especially difficult time retaining Allied Health faculty. The College adds \$8,000 to the base salary of Allied Health faculty (in addition to the PCCUA Faculty Salary Placement Schedule). This is the only way the college can compete with salaries in the allied health field and even the \$8,000 differential is below what most nurses and MLT's can make in a hospital. Not only is it difficult to retain faculty, PCCUA also has difficulty retaining minority professional staff in leadership positions. The college does seek qualified minority applicants, it is just that in some areas (nursing, math, and the sciences), offer more opportunities for minorities in those teaching disciplines (See Table 2)

Table 2: Full Time Faculty and Staff by Minority Status

Year	Minority Faculty	Minority Staff
2013-14	11	64

Table 3: Trended Full Time Minority Faculty and Staff

Year	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2008-2009	13	79	55	147	228
2009-2010	14	79	57	150	229
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

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

PCCUA hired seven new staff members and two of them are minority. In addition, three new non-instructional staff were hired. One is a white male, one is a white female, and one is an African-American female. PCCUA hired seven new faculty, two are male, five are female, and three are minority faculty. (See Table 3 & 4)

Table 3: Staff and Non-Instructional Staff New Hires

Ethnicity	Staff			Non Instructional Staff		
Race/Ethnicity	Male	Female	Total	Male	Female	Total
Asian						
Black	1	1	2		1	1
Hispanic						
Am. Indian						
White	1	4	5	1	1	2
UK						
Total	2	5	7	1	2	3

Table 4: Faculty New Hires

Ethnicity	Faculty		
Race/Ethnicity	Male	Female	Total
Asian			
Black	1	1	2
Hispanic			
Am. Indian			
White	1	4	5
UK			
Total	2	5	7

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

The PCCUA Five Year Minority Recruitment and Retention Plan has five goals related to recruiting and retaining minority faculty and staff.

1: PCCUA will improve the retention of students with a specific emphasis on minority retention.

PCCUA has a high minority student enrollment. This makes improved retention and completion a high priority at the college. In addition, the College has implemented several developmental education and student success strategies targeting minority students. One of the most successful strategies is the mandatory Student Success I class tied to Basic Writing II, the College's highest level of developmental education. There is also a mandatory Student Success class tied to Freshman English I. These courses include study skills, financial literacy and wealth building and this year will add career exploration. The College recently established a new extra curricular support group for African American males called Men Enrolling to Advance (META). 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.

The college actively recruits students from area high schools to attend PCCUA. Two years ago the college instituted the Great River Promise, a scholarship available for Arkansas and Phillips County high school graduates who maintain a 2.0 GPA and remain in good standing at their high school. This fall PCCUA will require each student have an Individual Career Plan on file and this will be matched to the Program of Study/ Career Map. The College believes that from the time the student enrolls advisors need to be proactive in helping students meet their goal. We are also making students see the connection between college and work. Even transfer students need to realize that the idea of selecting a particular major is tied to some later career choice.

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.

It is especially difficult to attract African American faculty. PCCUA has a “grow your own” approach to recruitment. We identify good students or employees and encourage them to complete a degree and work at PCCUA. In some cases we have identified employees who have leadership potential and provided encouragement for them to complete a degree. Being part of the University of Arkansas System has had distinct advantages for employees who have been able to take advantage of scholarships and low tuition discounts offered to System employees. PCCUA has bachelor and master’s degree opportunities on the three campuses from over four colleges and universities (all are UA institutions). This “grow your own” approach has proven to be successful in capturing a “place bound” population. It has also provided an opportunity for internal staff advancement.

4: PCCUA will continue to review recruitment, admission and retention efforts.

PCCUA recently hired an IR Director with extensive experience in data analytics. The College plans to establish clear benchmarks with identifiable goals about retention goals related to increasing the number and percentage of students retained and who complete a certificate or degree. The College plans to meet these goals by implementing an aggressive faculty 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.

PCCUA has twelve members of the Board of Visitors: one is an African-American male, two are African-American females, and two are white females. Additionally, as part of the University of Arkansas System which is 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.

PCCUA has already implemented several college practices which we know improve some aspects of student success: ACT 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.). PCCUA plans to implement the following new strategies: Create Student Advisory Team-or an open advisor, coach, faculty communication and support mechanism), Expand Role of Student Success Coaches (continue to include financial coaching but add career coaching), Individual Career Plan (develop ICP using program of study sheets and needs intake assessment), Early Assessment and intervention by Faculty (include faculty developed interventions such as tutoring, study groups, teacher study groups, other) documented by plan, Tutoring (align all college options to maximize effectiveness)

In the Fall of 2014 PCCUA will implement several best practices with strong student support to increase persistence and completion, especially in developmental and gateway course work. The process for this extensive effort includes the following actions.

1) 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. Each student will be assigned a Student Advisory Team composed of advisors, coaches, and others (instructors-they will vary from course to course, chairs/deans, etc.). This action will require an expanded role for the student financial coaches used in the Student Success courses.

PCCUA has mandatory testing and placement. Prior to COMPASS testing all students are provided with test preparation to increase the likelihood of appropriate course placement. Students register before class begins but once they are registered and working with the advisor, an ICP will be developed.

2) 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.

3) 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.

4) 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 believes instructional intervention to support learning is critical to student course success.

5) 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.

The premise of the Early Intervention Support System is rooted in faculty assuming responsibility for assisting students who need help in the courses they teach. It has developed because of the failure of a PCCUA Early Alert program which focused primarily on attendance. The unintended consequence of stressing the importance of attendance without an academic support plan has resulted in an increase in administrative withdrawals from courses, PCCUA identifies these as “EW” grades. We feel that these changes will be especially beneficial to minority and under-resourced students

VI. Include your timeline, budget, and methods used to assess and monitor progress.

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 2014	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 2014	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 2014	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). <u>PCCUA believes</u>	Fall 2014	Faculty Deans, Chairs, VC for Instruction

<u>instructional intervention to support learning is critical to student course success.</u>		
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 New faculty Training Cooperative Learning	8/12	Faculty & Staff
Tutoring-Star Lab New multi-purpose lab designed for student tutoring, career exploration, wiring, and academic support	Ongoing	
Increase Research Capacity Continue to train faculty for data analysis to increase research capacity.	Ongoing	IR Director, Data Team, faculty. DIR
Common Reader –Make It Stick	8/12 Introduced	Discussion Facilitators All employees

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	\$ 3,000
Increased Research Capacity	On-going	\$ 2,000
Mandatory Orientation (this is 3 rd time)	On-going	\$ 12,000
STAR Lab-Tutoring	11/2012-opened	\$ 42,000
New Faculty Training	08/13-12/13	\$ 4,000
Early Intervention Training	10/13	\$ 5,000
Common Reader and Speaker	8/13-5/14	\$ 6,000
Estimated Total	8/13-5/14	\$ 74,000

Evaluation

PCCUA has disaggregated data based on ethnicity, age, gender and numerous other characteristics. This year the college plans to examine data to identify if specific strategies implemented are more successful with targeted groups of students. The College is also examining whether participation in intramurals, META, Book Club and other organizations assists with retaining students. We believe it does but we want to examine data to determine if making a certain level of engagement mandatory for students increases student success. The

College uses both qualitative and quantitative data, faculty and student surveys, focus group sessions, interviews, anecdotal stories, and quantitative data related to course retention, term to term retention, fall to fall retention, and certificate and 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 Orientation:* 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 new online campus orientation prior to enrollment.

(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 Counseling 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 annual job fair, daily 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.

(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 hired 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.

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 2013-2014, Student Government Association (SGA) racial demographics were as follows: 1 black officer and 3 white officers, 11 black senators, 4 white senators.

The Office of Student Life and Leadership coordinated student involvement in 54 events in academic year 2013-2014. 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 14 approved student organizations including the following:

Athletic Club - The mission of the Pulaski Technical College Athletic Club is to help students stay active and healthy as they develop social and leadership skills by participating in athletic activities on campus. The clubs' members and advisor will conduct activities that enhance the development of these skills. The activities may include football, basketball, running, walking, tennis and other sports. The clubs' members and advisor will also focus on and promote health awareness on campus.

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.

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.

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.

Sigma Lambda Kappa Sign Language Club – This club strives to educate the PTC campus community about the deaf culture, engage in charity that support the Arkansas School for the Deaf and the Little Rock Deaf Club, and provides PTC students the opportunity to interact with other PTC students who have similar interest in Sign Language.

Spanish Club - The Spanish Club strives to promote, educate, and encourage an appreciation of the Spanish language and culture. Students will have an opportunity to practice the Spanish language with others who share a similar interest in learning Spanish. Membership is open to any currently enrolled PTC students who is interested in Spanish culture and language and would like to positively contribute to the club.

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. Elections are held each spring for president, vice-president, secretary, and treasurer. The president will appoint the parliamentarian and historian. Division senators will be inducted during the fall semester. Individuals from each division of the College and each PTC location should be represented. 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, fundraising, and advocacy. 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.

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 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 Diversity Committee had 10 faculty and staff members in academic year 2013-2014. Event descriptions and statistics are listed below:

- Dr. Martin Luther King, Jr. Observance and Luncheon, January 30, 2013 – 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. Representatives from the Mosaic Templars Museum provided an overview of the museums

offerings and distributed program literature to the attendees. Approximately 100 individuals attended.

- Poetry & Other Artistry (open Mic) was presented February 14, 2013. Students performed various art forms entertaining approximately 50 members of the campus community.
- A Black History Exhibit was on display February 19th and 20th at the West campus. Posters were aligned along the second floor hallway. There was also a question of the day activity where winners received various prizes. The following documentaries were viewed and discussed in a number of classes: “Silas Hunt”, and “The Lost Year”. Crossword puzzles, Scrabble, and other games were passed out to students to further to increase awareness about the contributions of African Americans. Seventy-two students participated in the 2-day event.
- The Black History Month Banquet was held on February 22, 2013 at Pulaski Technical College, North Little Rock, AR. Dr. Glen Jones, President, Henderson State University served as Keynote speaker and addressed the theme “I Am My Brother’s Keeper”. Approximately 250 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.
- Thirty individuals supported the Soul Food Cooking Contest on February 26, 2013. Canned goods and monetary donations were donated in lieu of an admission fee. The proceeds were donated to the PTC Food Pantry. Culinary students provided various food samplings.
- PTC Day at Mosaic Templars was planned for Feb. 27, 2014. The museum invited students to tour the facilities and enjoy the refreshments.
- On March 14, 2014 a St. Patrick Day and Irish Culture program was presented on the South Campus. Approximately 20 people attended.
- The Film “Iron Jaw Angels” starring Hillary Swank was made available to students as a way to commemorate the 100th anniversary of the Women’s Suffrage. Two individuals attended the March 26th viewing.
- Fifteen students attended the Economic Development Seminar on April 11, 2013. Students learned the basic principles of paying down debt, home ownership, and navigating financial aid.

Faculty and Staff Data Analysis

PTC has experienced growth in all minority employment categories since the last report. African-American overall employment increased to 22.9% over the 19.7% last reported. Similar gains are seen in Hispanic employment, increasing from 1.5% to 3.9%. Native American employment rose from 0.1% to .49%, and Asian employment increased from 0.4% to .78%. During this same timeframe, Non-minority overall employment is down from 78.9% to 71.9%.

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 2013-2014:

Working Titles

Academic Advisor/Student Services (3 positions)	Instructor of Accounting
Academic Coordinator	Instructor of Behavioral Sciences
Academic Services Manager	Instructor of Business
Accounting Coordinator	Instructor of College Studies
Administrative Specialist I	Instructor of Computer Information Systems (2 positions)
Administrative Specialist II (7 positions)	Instructor of Cosmetology
Administrative Specialist II Admissions	Instructor of Developmental Mathematics (2 positions)
Administrative Specialist III (4 positions)	Instructor of English
Assessment Coordinator	Instructor of History
Assistant Director for Technology	Instructor of Math Temporary Full Time
Assistant Registrar (2 positions)	Instructor of Mathematics
Associate Librarian	Instructor of Physical Science (2 positions)
AVP for Finance	Instructor of Spanish (2 positions)
Career Coach (3 positions)	Instructor of Computer Information Systems
Chief Development Office / Exec. Director	Institutional Services Assistant (2 positions)
Child Care Technician (2 positions)	Landscape Specialist (2 positions)
Clinical Specialist for Respiratory Therapy Program	Library Technician (3 positions)
Computer Programmer/Analyst	Little Learners Assistant Director
Coordinator of Housekeeping (2 positions)	Little Rock South Shipping & Receiving & Mail Technician
Counselor	Program Coordinator
CPI Case Manager (2 positions)	Public Safety Officer (5 positions)
Day Care Teacher (4 positions)	Retention Specialist
Director of Off Campus Operations	Skilled Tradesman
Director of Respiratory Therapy Program	Student Services Representative (3 positions)
Director of Student Accounts	Success Coach (4 positions)
Director of Student Success	Veterans Upward Bound Director
Disability Services Counselor/Student Services (2 positions)	Vice President for Finance
Education Specialist	HR Generalist/Inclusion Coordinator
Educational Technologist	Human Resources Analyst
Financial Aid Advisor (5 positions)	
Financial Aid Analyst	
Food Prep Manager/ Sous Chef	
Food Prep Specialist	
Food Service Manager	
Help Desk Specialist	

In accordance with the ADHE request for data, the following is a listing of the position titles assumed by minority faculty and staff during this academic year.

Working Title	Number of Positions
Administrative Specialist II	
AVP for Finance	
Chief Development Office / Exec. Director	
Child Care Tech	
Coordinator of Housekeeping	2 positions
Counselor	
CPI Case Manager	2 positions
Educational Technologist	
Food Prep Specialist	
Instructor of Accounting	
Instructor of Math Temporary Full Time	
Instructor of Mathematics	
Institutional Services Assistant	2 positions
Library Technician	
Public Safety Officer	
Retention Specialist	
Student Services Representative	

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 has experienced growth in all minority employment categories since the last report. African-American overall employment increased to 22.9% over the 19.7% last reported. Similar gains are seen in Hispanic employment, increasing from 1.5% to 3.9%. Native American employment rose from 0.1% to .49%, and Asian employment increased from 0.4% to .78%.

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 Center for Teaching Excellence.

Strategies: Deans will work with their faculty in determining appropriate professional development activities for attendance. A full-time staff member in the Center for Teaching Excellence 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 2013-2014.

CTE Funded Events:

	Events	Participants	Expense
Training Grants:	5	7	\$ 7,657
Conferences:	5	63	\$ 4,645
Speakers:	1		\$ 2,600
	11		\$ 14,902

Conferences Include:

AR Student Success Symposium at UCA (AR SSS)	25
Teaching with Technology Symposium at UAMS (TwT)	5
PTC Administrative Professional Conference (PTC APC)	8
Arkansas Counsel of Women in Higher Education (ACWHE)	25
Total Conference Attendees	63

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: Three 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 2013-2014. The staff 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 2013-2014, faculty and staff members participated in a variety of professional development offerings by our PTC Professional Development Institute (see tables below).

Year End Statistics: 2013-2014

Type	Attendees			Total
	Faculty	Staff	Other	Attendees
Instructor	1312	711	11	2034
Webinar	26	10	0	36
Conferences	36	29	2	67
Certificates	68	8	9	85
Demo	0	0	0	0
Meeting	0	0	0	0
Total	1442	758	22	2222

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 2013-2014 academic year. However, the increase in minority new hires was more significant than in years past.

Budget for Minority Recruitment and Retention

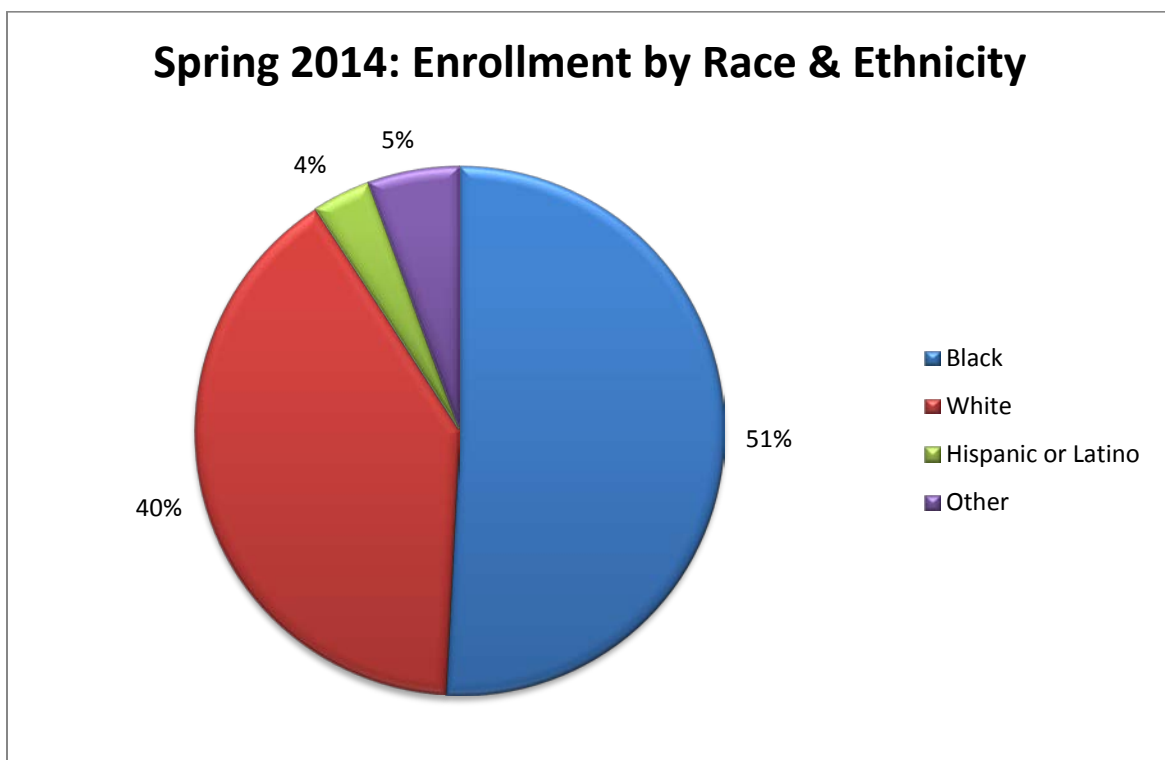
Comprehensive services that benefit all students, faculty, and staff regardless of race are funded as regular items in the Pulaski Technical College budget. In fiscal year 2013-2014, PTC budgeted over \$3.8 million in comprehensive student services such as admissions, counseling, advising, financial aid advising, student records, and testing services. With regard to comprehensive services in human resources for faculty and staff, PTC budgeted over \$395,000.

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

Enrollment by Race & Ethnicity		
Race/Ethnicity	Total	%
Black	5,055	51%
White	4,003	40%
Hispanic or Latino	361	4%
Other	559	6%
Total	9,978	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, 2014

Annual Report for Academic Year 2013-2014

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, 2014.

Among the notable items to be summarized in the report are that African-American overall employment increased to 22.9% over the 19.7% last reported. Similar gains are seen in Hispanic employment, increasing from 1.5% to 3.9%. Native American employment rose from 0.1% to .49%, and Asian employment increased from 0.4% to .78%.

EXHIBIT A: PULASKI TECHNICAL COLLEGE EMPLOYEES IN ACADEMIC YEAR 2013-2014*

EMPLOYEE GROUP	WHITE	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN	TOTAL
Part-time Faculty	271	73	4	2	3	353
<i>% of Adjunct Faculty</i>	76.77%	20.68%	1.13%	0.57%	0.85%	100%
Full-time Faculty	161	15	3	0	0	179
<i>% of Full-time Faculty</i>	89.94%	8.38%	1.68%	0.00%	0.00%	100%
Part-time Staff	122	79	29	3	2	235
<i>% of Staff</i>	51.91%	33.62%	12.34%	1.28%	0.85%	100%
Full-time Staff	181	67	4	0	3	255
<i>% of Staff</i>	70.98%	26.27%	1.57%	0.00%	1.18%	100%
Racial Raw Totals	735	234	40	5	8	1022
% OF GRAND TOTAL	71.92%	22.90%	3.91%	0.49%	0.78%	100%

Effective June 26, 2014

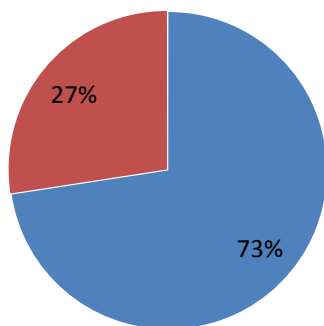
Minority Retention Plan Update for Upcoming Academic Year

- 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.

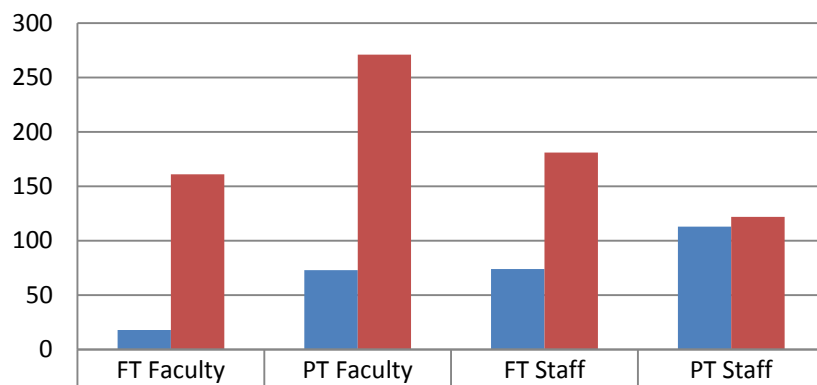
APPENDIX B: STATISTICAL SUPPLEMENT

All PTC Employees

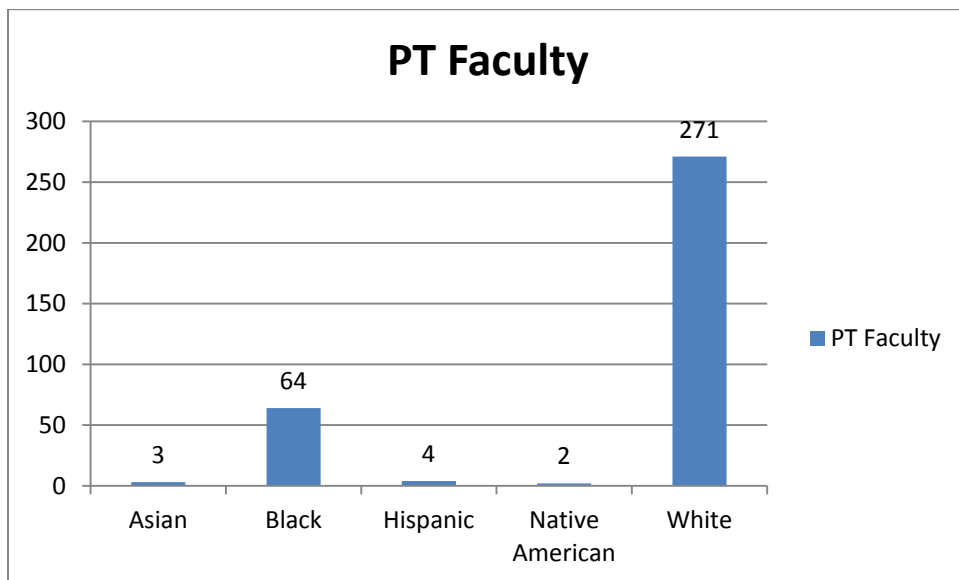
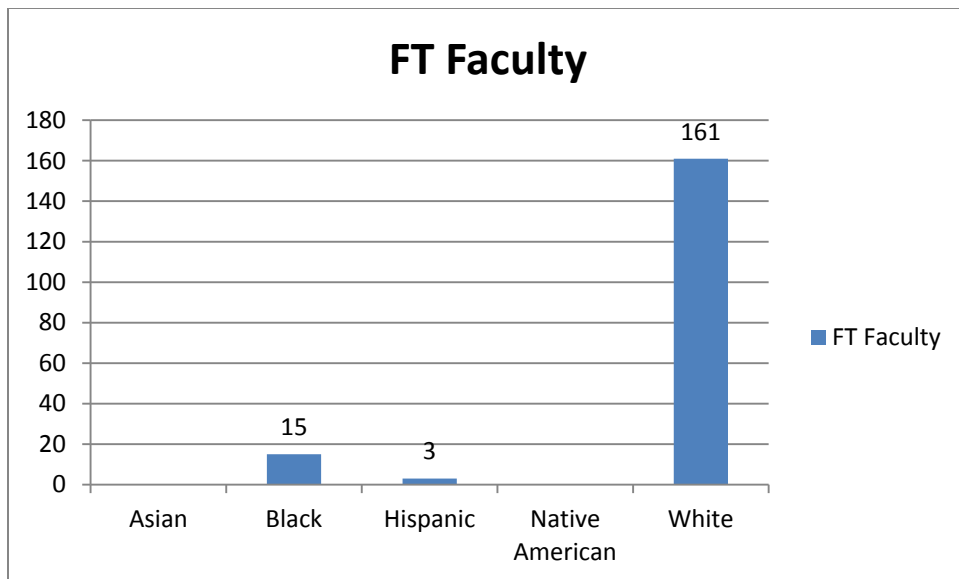
■ Non-Minority ■ Minority

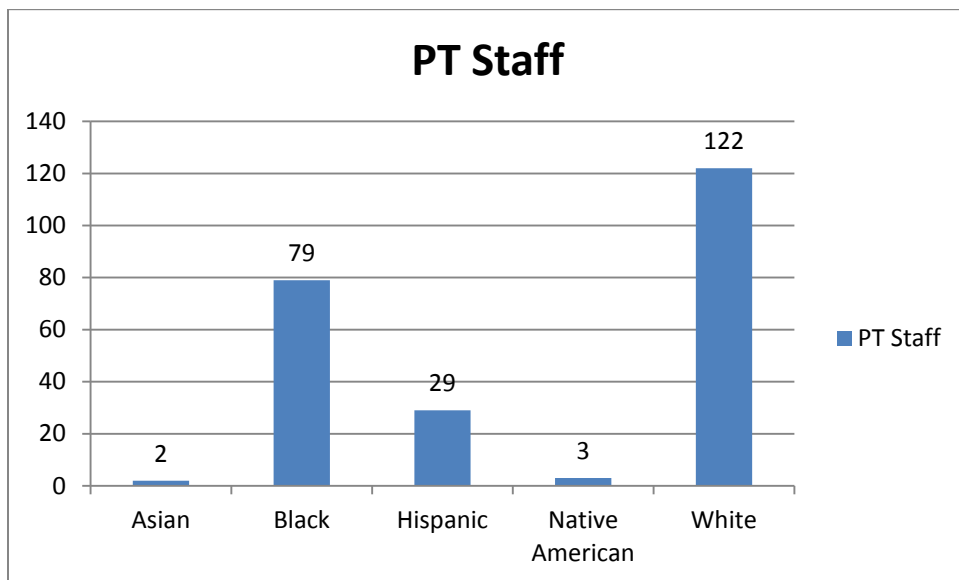
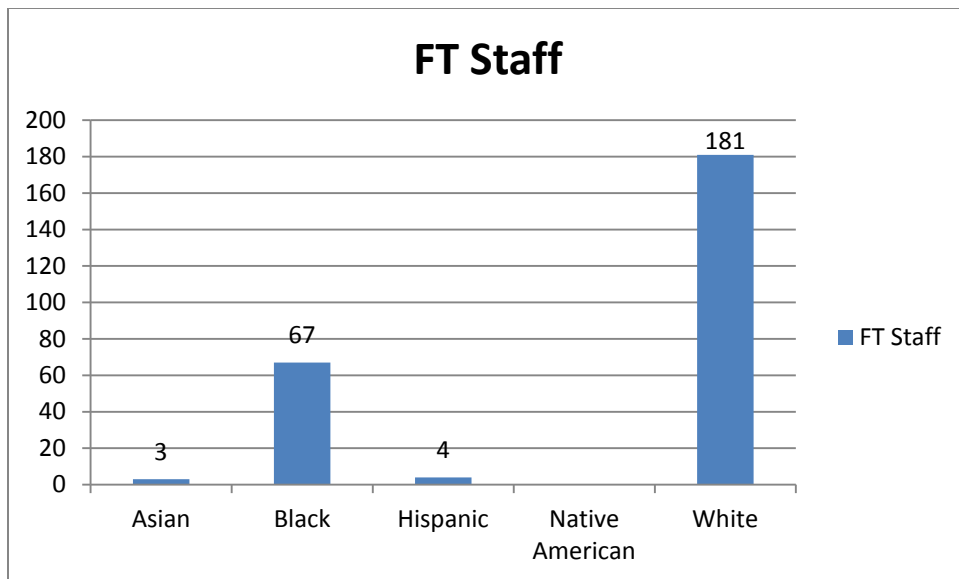


All PTC Employees by Type



■ Minority	18	73	74	113
■ Non-Minority	161	271	181	122





Rich Mountain Community College
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.	8	10	15	13	46
Asian	3	6	5	5	19
Hispanic	13	8	20	18	59
Black	0	0	2	1	3
Other	5	9	7	7	28
Two or more	12	7	12	12	43
Total					198

- Number and position title of minority faculty and staff who currently work for the institution.

1 Part-time staff

- Number of minority, by minority group, full-time faculty who currently work for the institution.

0

- Number of minority adjunct faculty who currently work for the institution.

0

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

0

Rich Mountain Community College
Minority Recruitment and Retention Annual Report
(Due by June 30th each year)

- 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.
- 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.
 - A Learning Enrichment and Advising Center (LEAC) was created to give targeted one-on-one tutoring for at risk students.
 - RMCC is undergoing a major renovation of the library transforming it into a Learning Commons. The Learning Commons will contain tutoring services and house Student Support Services. This should provide better access for tutoring and academic assistance for all students.
 - RMCC has created and filled the position of recruiter which will focus on the non-traditional student population which includes minority students.

Rich Mountain Community College
Minority Recruitment and Retention Annual Report
(Due by June 30th each year)

- 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.

South Arkansas Community College

Annual Report Minority Recruitment & Retention 2013-2014

Introduction

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:

A. 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.

B. 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.

Ethnicity by County Spring 2014

2010 Census Data by Race	Ashley County	Bradley County	Chicot County	Union County	Service Area	Arkansas	SouthArk Spring 2014
White/Caucasian	69.2%	61.5%	41.8%	64.80%	62.0%	78.6%	55.1%
African-American	25.9%	29.0%	54.7%	33.10%	33.6%	15.5%	40.7%
American Indian/Alaskan Native	0.3%	1.2%	0.0%	0.30%	0.4%	0.7%	0.2%
Asian	0.1%	0.0%	0.3%	0.80%	0.4%	1.2%	0.7%
Hispanic	4.9%	13.2%	4.6%	3.5%	5.2%	6.4%	2.9%
Other	4.5%	8.2%	3.3%	1.00%	3.7%	4.1%	0.7%

Enrollment by Ethnicity Fall 2013

Description	Male		Female		Total	
Ethnicity	Number	Percent	Number	Percent	Number	Percent
Asian	5	0.3%	3	0.2%	8	0.4%
Hispanic	13	0.8%	38	2.3%	51	3.1%
American Indian	1	0.1%	0	0.00%	1	0.2%
African-American	119	7.3%	546	33.5%	665	40.7%
Caucasian	297	18.2%	598	36.6%	895	54.8%
Unknown	2	0.1%	10	0.6%	12	0.7%
Total	437	26.8%	1195	73.2%	1632	100.00%

At this time, ADHE and IPEDS reporting combine self-reported ethnicity and race. Whenever race or ethnicity is referred to in the context of the enrolled population, they will be considered interchangeable.

Note - In the ADHE system, race and ethnicity are combined, but the census allows anyone of any race to record his or her ethnicity as Hispanic, so the numbers will be over 100% for the counties and the state but not for SouthArk's Spring population.

A. Spring 2014 Enrollment & Graduation Data

Ethnicity of Individual Enrollments – Table 1

Ethnicity	#	%
American Indian or Alaska Native	3	0.2%
Asian/Pacific Islander	7	0.4%
African-American	680	40.7%
Hispanic	48	2.9%
White/Caucasian	920	55.1%
More than one race reported/Unknown	11	0.7%
Total	1,669	100.0%

Minority Enrollment – Table 2

Semester	Total Enrollment	Minority Enrollment	Percent Minority
Fall 2013	1,632	725	44.4%
Spring 2014	1,669	738	44.2%

Minority Credential Rates – Table 3

Academic Year	Total Credentials Awarded	Minority Credentials Awarded	Percent
2010-2011	456	173	37.9%
2011-2012	631	279	44.2%
2012-2013	800	336	42.0%
2013-2014*	732	292	39.9%

* Preliminary values prior to ADHE submission

B. Number and position title of minority faculty and staff who currently work for the institution

Minority Faculty & Staff as of March 1, 2014 – Table 4

Position and Classification	Total Employees	Minority Female	Minority Male	Minority Percentage
Professional Staff	53	5	4	17.0%
Faculty full- time	56	6	1	12.5%
Faculty part- time	54	3	0	05.6%
Classified full- time	53	7	8	28.3%

C. 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	0	0
Faculty full-time	1	0
Faculty part-time	-	-
Classified staff full-time	0	0

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

1. **College Programs & Activities targeting under-represented student groups:** *South Arkansas Community College has a diverse population of students. This diversity*

includes ethnic, cultural, special needs, and language differences. The following is a listing of accomplishments made by SouthArk this year in its Five-Year Minority Recruitment and Retention Plan for the express purpose of achieving higher recruitment and retention rates for this targeted population.

a. Student Services Division

1) International & Undocumented Students

- i. 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. We currently have one international student enrolled in our nursing program.
- ii. SouthArk had 10 undocumented students enrolled as of March 2014. According to the state of Arkansas, all undocumented students are required to pay out-of-state tuition.

2) Hispanic Outreach

South Arkansas Community College has hosted two specific events designed to encourage and inform Hispanic communities about SouthArk.

- i. ***Día para la Raza.*** On Saturday, May 4, 2013, from 10:00 a.m. – 2:00 p.m., South Arkansas Community College conducted its first recruiting event geared toward Hispanics, called *Día para la Raza*. Approximately 125 people came to enjoy the festivities of the day.
- ii. ***Vaya, Crezca, y Lograré.*** 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 provided by the SouthArk Foundation) 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 para la Raza*” to a title that would be more specifically connected to SouthArk. “*Vaya, Crezca, y Lograré*” is translated, “Go, grow, and you will accomplish”—connected to SouthArk’s initiative, *Go, Grow, Graduate*.
- iii. **Scholarships and Financial Aid.** In addition, one of the college’s academic advisors was successful in writing a scholarship request to SouthArk’s Foundation for funds specifically targeted at undocumented students. He 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.

3) Special Student Populations

- i. The **Carl Perkins** grant dedicated an activity to identifying and recruiting 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 & Technical Education (CTE) programs—including Allied Health programs—with the task of promoting this minority student population. There are 209 students identified in the Spring of 2014 as part of the non-traditional careers student population:

	Total Non-Traditional Participants	Total Number of Participants in the CTE Programs	% Non-Traditional Participants in CTE Programs
Business and Technical	101	325	31.10%
Male	2	153	
Female	99	172	
Health and Natural Sciences	61	513	11.90%
Male	54	78	
Female	7	435	
Liberal Arts	47	142	33.10%
Male	5	20	
Female	42	122	
Totals	209	980	21.30%

- ii. The **Office of Accommodative Services and Instructional Support (OASIS)** is dedicated to working with the student population who have documented disabilities. The Accommodation Specialist for the year 2013-2014 served thirty-seven (37) students. She facilitated the purchase of glasses for eight (8) students. Of the total forty-five (45) students, thirteen (13) were male [4-African American] and thirty-two (32) were female [16-African American]).

4) First-Generation College Students

- i. **Upward Bound Federal TRiO program.** The Upward Bound Project at South Arkansas Community College was refunded in total by federal grant funding from the U. S. Department of Education, with an annual budget of \$248,771, 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. The program currently serves 44 students.

Upward Bound Participants

Male	Female	African American	Asian	Caucasian	Hispanic
16 36%	28 64%	36 82%	1 2%	6 14%	1 2%

- ii. **Career Coaches** – Union, Bradley and Chicot Counties. The College & Career Coach/Transfer Advisor is charged with providing pre-college services to Union County high schools. South Arkansas Community College understands the need for a diversified student body; therefore, it strives to strengthen recruiting efforts for high school students across Union County. SouthArk 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.
- 5) **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, laptop computer, tuition, and books. Because of budget reductions in each of the past two years, the number of students the college is able to assist has declined. Current enrollment numbers 113. The average age of students is 32, and the student age range is 20 – 62. Four of the 113 students are males. The ethnicity of the students is as follows: 71 (63%) African American, 36 (32%) Caucasian, and 6 (5%) other (Native American or Hispanic).
- 6) **Financial Aid.** Corresponding information pertaining to SouthArk's 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 57% in 2013-2014. The data also show that 61% of total aid dollars went to ethnic minorities in 2013-2014. For 2013-2014, SouthArk enrolled 2409 students (unduplicated count). Of those students, 1484 or 62% had some type of financial aid. A total of 790 or 53% of financial aid awardees were ethnic minorities.
- 7) **New Student Orientation.** In an effort to improve retention, SouthArk offers New Student Orientation for all first-time college students. This mandatory orientation program is designed to integrate students into the learning community. The orientation is held before classes start in both the fall and spring semesters and helps students navigate through their new learning environment.
- 8) **El Dorado Promise.** The El Dorado Promise is a scholarship program administered by El Dorado High School and sponsored by Murphy Oil Corporation through the El Dorado Education Foundation. SouthArk put in place a new program, called "I am Promise-ing," to work with the El Dorado Promise

Scholarship recipients to increase their retention rates. SouthArk's Union County Career Coach identifies those students that attend SouthArk and tracks their academic progress. A case management approach is used to provide intervention in support of each cohort from year to year. This intervention is prescriptive and includes an Early Alert system, mentoring, and progress monitoring until these students graduate or transfer. A baseline was developed to determine the persistence rates of students that receive this scholarship. El Dorado High School has a "minority-majority" enrollment with the greater percentage of students in the minority population being African American.

- 9) **Embedded Advising Program for Basic Studies Students.** Entering college students that are required to enroll in two or more Basic Studies courses will be expected to take SouthArk Success (First-Year Success course). The literature states that students who enroll in two or more developmental/remedial courses are at greater risk of not completing a college degree. Many of these students seek to enroll in 12 semester hours (full-time) in order to maximize their financial aid but have limited course options. A personalized academic plan (or embedded advising) is crucial to the retention of this student population, which largely have been part of a minority group. Staff members from the Student Services Division began teaching these classes in the fall 2012, which allows for better integration of academic advising to be embedded within the course.

10) Black History Month Activities

- i. The 4th Annual African-American Family and Friends Day was held February 15, 2014, on SouthArk's campus. This year's theme was *Immersing Yourself in Changing Technology*, and it highlighted people from the local community and local businesses, and it showcased the new Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant at SouthArk.
- ii. SouthArk was scheduled to host the African American Read-In on February 12, 2014, but because of inclement weather it was canceled and was not rescheduled for the current term.

b. The Division of Continuing Education

1) Corporate and Community 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 the 2013-2014 academic year, the department employed an ethnically diverse staff of adjunct instructors, including six who were Hispanic or African American. It utilizes diverse instructors, speakers, and topics to deliver course offerings such as:

- i. Spanish translation services to local companies
- ii. Occupational Spanish classes for English-speaking workers
- iii. Occupational English for Spanish-speaking workers
- iv. Cross-cultural workforce training
- v. Community courses in Spanish for Missions

- vi. Professional development offerings such as the 2013 Cultural Diversity Workshop
- vii. Lifelong learning opportunities through standard programming such as Camp Lotsafun and Noon Symposia. One such example is a Camp Lotsafun course, The Traveling Suitcase, where students learned about various global cultures.

2) Adult Education

The Adult Education department at South Arkansas Community College is committed to serving a diverse group of students in South Arkansas. During recent academic years, our department had an ethnically diverse student body including the following:

	2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%
White Male	189	38.2%	175	38.8%	202	38.2%
White Female	50	10.1%	54	12.0%	47	09.0%
African American Male	145	29.3%	128	28.4%	149	28.0%
African American Female	99	20.0%	70	15.5%	68	12.8%
Hispanic Male	3	0.6%	7	1.6%	12	02.0%
Hispanic Female	5	1.0%	12	2.7%	41	08.0%
American Indian Male	2	0.4%	1	0.2%	0	00.00
American Indian Female	1	0.2%	1	0.2%	0	00.00
Asian Male	1	0.2%	3	0.7%	2	00.4%
Asian Female	0	0.0%	0	0.0%	8	01.5%
	495		451		529	

In order to adequately serve these diverse students, we pro

vide the following services:

- i. Basic skills, computer literacy and industry classes are offered on a flexible schedule in locations throughout Union County.
- ii. Classes are open-entry and open-exit to accommodate the schedules of students.
- iii. The Center provides specialized test screenings and proper accommodations are provided for students with disabilities.
- iv. Satellite classes are strategically located throughout the community to accommodate students from various geographical locations.
- v. English as a Second Language is offered to help individuals improve their English skills.
- vi. Job readiness, pre-employment classes, and career counseling are provided for the unemployed and underemployed.

Faculty and staff also participate in training that addresses the specific needs of diverse populations.

3) Stepping Stones

The Stepping Stones program at South Arkansas Community College is designed for individuals who have Intellectual Disabilities (ID) or Developmental Disabilities (DD), and who can benefit from the community college experience. Stepping Stones 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 the Stepping Stones program depicts four standards as cornerstones of practice: Academic Access, Career Development, Campus Inclusion, and Self-Determination. Ten students are currently enrolled in the Stepping Stones program and an additional nine have applied for the new cohort to begin in the Fall of 2014. Students attend class Monday-Friday and several participate in internships or part-time jobs throughout the community. These students often are among the most underrepresented groups, not only at the college, but also in the community.

4) 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. 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. As a result, students taking non-traditional programs increased this academic year to seven males in the Medical Professions Education program and two females in the automotive technology program. Minority enrollment at the Secondary Technical Center is presently at 43.6%, which is also an increase over the previous year.

2. College Programs & Activities targeting under-represented faculty and staff groups:

SouthArk recruits members of minority populations locally, regionally, and nationally to serve as faculty and staff. In order to promote the retention of minority faculty and staff, the college will continue to institute the following strategies.

- a. SouthArk continues to post positions regionally as well as nationally (*Chronicle of Higher Education*) in an effort to attract minorities. When faculty and staff openings have occurred, the human resource office advertises in area newspapers. The college administration has committed to identifying and joining minority organizations with “listservs” to provide additional options for advertising faculty and staff positions. The college has an institutional membership with the National Council on Black American Affairs of the American Association of Community Colleges. In addition, to increase awareness of diversity the administration subscribes to several publications, including *The Hispanic Outlook in Higher Education* and *Diverse Issues*

in Higher Education. Also, when selection committees are formed to consider potential employees, senior level administrators (CAO, CSAO, CIO, and CFAO) ensure that the committee structure has appropriate ethnic and gender diversity.

- b. The Upward Bound program continues to employ African American as well as native African professionals as part-time adjunct instructors, counselors, volunteers, and tutors. These African American staff members serve as outstanding role models for the predominantly African American students served in the Upward Bound program. Additionally, Upward Bound provides professional development skills for the staff, enabling them to better meet the needs of the participants. The part-time staff is made up of a diverse group of individuals based on their gender and ethnic origin, which includes African American, Native African, and Asian American. In addition to core subject instruction, these staff members provide Upward Bound participants with cultural immersion instruction as well as French and Spanish language instruction.

E. 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. **Arkansas HBCU Tour.** SouthArk will expand a “Black College Tour” that targets minority students that are interested in transferring to Arkansas Baptist College, Philander Smith College, or University of Arkansas at Pine Bluff. The Transfer Advisor and Retention Specialist will develop this strategy as they have established rapport and mentor relationship with several minority male students. This new initiative would help expose more minority students to student life at the university level. The intrinsic value fostered by this initiative would help in promoting a positive attitude within the minority student population and help them begin setting long term educational goals. The initiative began in AY 2013-2014 with one university’s participation. The goal is to add at least one additional university visit during the upcoming academic year.
2. A successful **Women’s History Month** program has been established, and the upcoming year will be dedicated to identifying and organizing additional programs that target potential and current minority students. The goal is to increase attendance and participation in this series of presentations.
3. The **Carl Perkins** program, which targets students from “special populations,” has established its 2014-2015 activities to focus on career and soft-skills development, particularly in Career & 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.

F. 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 (see Tables 1 - 5) 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.

1. **Timeline**

The timeline applied for the majority of the new recruitment strategies or activities will be within 12 months (or July 1, 2014 - June 30, 2015).

2. **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.

3. **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 \$98,905 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. The role of this position is crucial for developing programming and competing initiatives related to the retention of minority students.

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report

June 30, 2014

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report -- 2014

Number of minority students who currently attend the institution.

In the fall 2013 semester there were **660 (38.16%)** minority students attending SAU Tech. The total fall 2013 headcount was **1730**. The table details the fall 2013 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

Headcount Enrollment								
	Fall 2013		Fall 2012		Fall 2011		Fall 2010	
American Indian/Alaska Native	6	0.35%	4	0.22%	35	1.63%	25	1.35%
Asian/Pacific Islander	4	0.23%	8	0.44%	16	0.75%	9	0.49%
Black (Non-Hispanic)	579	33.47%	653	35.94%	794	37.07%	671	36.25%
Hispanic	37	2.14%	29	1.60%	33	1.54%	25	1.35%
Unknown & Non-Resident Alien	42	2.43%	16	0.88%	15	0.70%	37	2.00%
White	1028	59.41%	1081	59.49%	1249	58.31%	1084	58.56%
Two or More Races	34	1.97%	26	1.43%	0	0.00%	0	0.00%
Total	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 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.

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		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

Source: IPEDS Human Resources Survey Component

Number of minority, by minority group, full-time faculty who currently work for the institution.

In the fall 2013 semester, there were **2** full-time minority faculty. The fall 2013 total full-time faculty was **35**. 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 2013		Fall 2012		Fall 2011		Fall 2010	
Non-Resident Alien	0	0%	0	0%	0	0%	0	0%
Black Non-Hispanic	2	6%	2	6%	2	6%	0	0%
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%	0	0%	0	0%
White, Non-Hispanic	33	94%	33	94%	30	94%	30	100%
Unknown	0	0%	0	0%	0	0%	0	0%
Total	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 2013 semester, there were **4** minority adjunct or part-time minority faculty. The Fall 2013 total part-time or adjunct faculty was **32**. 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 2013		Fall 2012		Fall 2011		Fall 2010	
Non-Resident Alien	0	0.0%	0	0%	0	0%	0	0%
Black Non-Hispanic	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%
Asian/Pacific Islander	0	0.0%	0	0%	0	0%	0	0%
Hispanic	0	0.0%	0	0%	1	2.2%	0	0%
White, Non-Hispanic	28	87.5%	28	93.3%	42	93.3%	52	94.5%
Unknown	0	0.0%	0	0%	0	0%	0	0%
Total	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 2013 Semester, there were **36** minority staff employed at SAU Tech. The fall 2013 staff employment for SAU Tech was **95**. 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 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, 2013 and October 31, 2013 there were **zero (0)** minority faculty and staff who began working at the institution, which represents **0.0%** 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, 2013-October 31, 2013									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native awaiian/ 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, 2013 and June 30, 2014 there were **four (4)** minority faculty and staff who began working at the institution, which represents **14.8%** of the total new hires. The tables details 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, 2013

Eleven positions were advertised and eight employees were hired to fill the positions for the first quarter of the 2013-14 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	Letters of announcements to predominantly minority colleges

The applicants who completed the Equal Employment Data form submitted information for the following data.

Eighty-eight (88) applications were submitted for review. Twenty-two (22) applicants were interviewed for the positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	4	5	8	17
Black	0	0	5	5
Male	1	2	1	4
Female	3	3	12	18

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired were:

	Administrator	Faculty	Classified	Total
White	1	2	4	7
Black	0	0	1	1
Male	0	2	0	2
Female	1	0	5	6

*NOTE: One (1) faculty position and two (2) classified positions had not been filled at the end of the first quarter.

Olivia Clack,
HR Director

Affirmative Action Report

October 1 – December 31, 2013

Eight positions were advertised and four employees were hired to fill the positions for the second quarter of the 2013-14 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	Letters of announcements to predominantly minority colleges

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred eight (108) applications were submitted for review for the filled positions. Twenty (20) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	2	9	11
Black	0	0	9	9
Male	0	2	4	6
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	1	2	3
Black	0	0	1	1
Male	0	1	0	1
Female	0	0	3	3

*NOTE: Four (4) administrative positions had not been filled at the end of the second quarter.

Olivia Clack
HR Director

Affirmative Action Report

January 1 – March 31, 2014

Eleven positions were advertised and eight employees were hired to fill the positions for the third quarter of the 2013-14 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	Letters of announcements to predominantly minority colleges

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred eighty-two (182) applications were submitted for review. Thirty-one (31) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	8	2	5	15
Black	12	0	3	15
Hispanic	0	0	1	1
Male	7	2	4	13
Female	13	0	5	18

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	3	1	2	6
Black	1	0	0	1
Hispanic	0	0	1	1
Male	1	1	1	3
Female	3	0	2	5

*NOTE: One (1) administrative position and two (2) faculty positions had not been filled at the end of the third quarter.

Olivia Clack
HR Director

Affirmative Action Report

April 1 – June 30, 2014

Eleven positions were advertised and seven employees were hired to fill the positions for the fourth quarter of the 2013-14 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	Letters of announcements to predominantly minority colleges

The applicants who completed the Equal Employment Data form submitted information for the following data.

Sixty (60) applications were submitted for review. Thirty (30) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	5	14	6	25
Black	2	1	2	5
Hispanic	0	0	0	0
Male	1	5	8	14
Female	6	10	0	16

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	4	2	7
Black	0	0	0	0
Hispanic	0	0	0	0
Male	0	1	2	3
Female	1	3	0	4

*NOTE: One (1) administrative position, two (2) faculty positions 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 **33.68%** for the total completions for 2013-2014. This is a slightly larger percentage of minority completions than last year. The total number of completions is larger. Also, minorities represent **38.16%** total headcount enrollment for 2013-2014. This is a slightly larger percentage of minority headcount but the total headcount is less than last year.

In the fall semester 2013, 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	2013-2014		2012-2013		2011-2012		2010-2011	
American Indian/Alaska Native	16	1.52%	11	1.38%	9	1.21%	11	1.46%
Asian/Pacific Islander	12	1.14%	4	0.50%	2	0.27%	3	0.40%
Black (Non-Hispanic)	306	29.03%	232	29.04%	242	32.57%	209	27.79%
Hispanic	21	1.99%	16	2.00%	17	2.29%	14	1.86%
Non-resident Alien	4	0.38%	14	1.75%	13	1.75%	11	1.46%
Unknown	7	0.66%	3	0.38%	3	0.40%	2	0.27%
White	688	65.28%	519	64.95%	457	61.51%	502	66.76%
Total Graduates	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 2013		Fall 2012		Fall 2011		Fall 2010	
Size of Classes	4.23	84.60%	4.23	84.60%	4.24	84.80%	4.29	85.80%
Racial Harmony	4.25	85.00%	4.20	84.00%	4.22	84.40%	4.17	83.40%
Overall Impression	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.								
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
2014**

**Submitted by
Dr. Kaleybra Morehead
Vice President of College Affairs**

June 2014

1. **Number of minority students, by minority group, who currently attend the institution.** There were 962 minority students out of 1,558 enrolled in Southeast Arkansas College during the 2014 spring semester.

Asian/Pacific Islands Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
8	1,558	.51

Asian/Pacific Islands Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
1	1,558	.64

Black/Non-Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
267	1,558	15.9

Black/Non-Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
664	1,558	42.6

Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
7	1,558	.44

Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
8	1,558	.51

American Indian/Alaska Native Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
5	1,558	.32

American Indian/Alaska Native Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
2	1,558	.12

Credit Headcount	
FT Enrollment	54%
PT Enrollment	46%
Occupational/Technical Education	52%
General Education	45%
Male	33%
Female	67%
Average Age:	29 yrs
White	39%
African-American	59%
Hispanic/Latino	0.9%
Other	1.3%

Number and position title of minority faculty and staff who currently work for the institution.

ADMINISTRATION-2

Last Name	First Name	Gender	Ethnic	Position/Title
Morehead	Kaleybra	F	02	Vice President for College Affairs
Williams	Diann	F	02	Vice President for Nursing & Assessment

PROFESSIONAL-14

Last Name	First Name	Gender	Ethnic	Position Class
Calhoun	Lozanne	F	02	Registrar
Copeland	Nerva	F	02	Education Career Counselor
Dunn	Barbara	F	02	Director, Admissions, Records & Enrollment
Gragg	Tenita	F	02	Student Recruitment Coordinator
Herron	Makita	F	02	Distance Education Coordinator
Heard	Michelle	F	02	Career Coach
Henry	Celeste	F	02	Career Coach
Jones	Candice	F	02	Career Coach
Jones	Dedric	M	02	Career Coach
Perry	Verna	F	02	Industry Training Specialist
Shaw	Leslie	F	02	Early Childhood Development Coord.
Smith	Herbert	M	02	Assistant, Financial Aid Director
Stith	Gail	F	02	Counselor, College Affairs
Williams	Kimberly	F	02	Library Director

Number of minority, by minority group, full-time faculty who currently work for the institution.

FULL TIME FACULTY-18

Last Name	First Name	Gender	Ethnic	Position/Title
Allen	Tamekia	F	02	Faculty/Nursing and Allied Health
Brown	Keesha	F	02	Faculty/Nursing and Allied Health
Brown	Sheila	F	02	Faculty/Nursing and Allied Health
Camp	Katina	F	02	Faculty/Nursing and Allied Health
Davis	Mary	F	02	Faculty/Nursing and Allied Health
Hood	Carolyn	F	02	Faculty/Nursing and Allied Health
Hughes	Patricia	F	02	Faculty/Nursing and Allied Health
McBride	Tonya	F	02	Faculty/Nursing and Allied Health
Miller	Marsha	F	02	Faculty/Nursing and Allied Health
Montgomery	Beverly	F	02	Faculty/General Studies
Nyarangi	Stella	F	02	Faculty/Nursing and Allied Health
Peters	Marsha	F	02	Faculty/Technical Studies
Ray	Kumar	M	01	Faculty/Technical Studies
Sneed	Estee	F	02	Faculty/Nursing and Allied Health
Tate	Katrina	F	02	Faculty/General Studies
Teel	Gina	F	03	Faculty/General Studies
Woods	Magnolia	F	02	Faculty/Nursing and Allied Health
Young	Shaun	M	02	Faculty/Nursing and Allied Health

STAFF-30

Last Name	First Name	Gender	Ethnic	Position Type
Allen	Doug	M	02	Institutional Services Supervisor
Battles	Kerry	M	02	Institutional Services Assistant
Battles	Lashauna	F	02	Cashier
Buckhanan	Errica	F	02	Administrative Specialist
Childs	Dena	F	02	Human Resource Specialist
Douglas	Quentin	M	02	Institutional Services Assistant
Domineck	Deborah	F	02	Administrative Specialist
Domineck	Sam	M	02	Financial Aid Specialist
Ellis	Rosemary	F	02	Administrative Specialist
Edwards	Bobby	M	02	Institutional Services Assistant
Ferguson	Stephanie	F	02	Cashier
Graydon	Terri	F	02	Institutional Services Assistant
Herron	Chemia	F	02	Student Recruitment Specialist
Hill	Laqueta	F	02	Assistant Registrar

James	Chester	M	02	Institutional Services Assistant
Jiner	Sue	F	02	Institutional Services Assistant
Johnson	Jennifer	F	02	Cashier II
Smith	King	M	02	Institutional Services Assistant
James	Chester	M	02	Institutional Services Assistant
Jones	Dora	F	02	Administrative Specialist
Jones	Kedrick	M	02	Administrative Specialist
Keith	Kandiace	F	02	Financial Aid Specialist
Kelley	Shirley	F	02	Administrative Specialist
Matthews	Eleanor	F	02	Student Success Advisor
Roby	Leavorn	M	02	Buildings & Grounds Maintenance
Smith	King	M	02	Institutional Services Assistant
Spikes	Tikeesha	F	02	Library Support Assistant
Williams	Angelia	F	02	Accountant
Williams	Ashley	F	02	Cashier
Williams	Sharon	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	0	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, 2012, and June 30, 2013.

EMPLOYEE

POSITITON/TITLE

Battles	Kerry	M	02	Institutional Services Assistant
Brown	Keesha	F	02	Nursing Assistant Instructor
Brown	Sheila	F	02	Nursing Instructor
Davis	Mary	F	02	Nursing Instructor
Herron	Makita	F	02	Distance Education Coordinator
Hood	Carolyn	F	02	Nursing Instructor
Hughes	Patricia	F	02	Nursing Instructor
Johnson	Jennifer	F	02	Cashier II
Smith	King	M	02	Institutional Services Assistant
Sneed	Estee	F	02	Nursing Instructor
Spikes	Tikeesha	F	02	Library Support Assistant
Tate	Katrina	F	02	TRiO Academic Reading/English Instructor
Williams	Ashley	F	02	Cashier
Williams	Sharon	F	02	Institutional Services Assistant
Young	Shaun	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, lectures, 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. Four of the six 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 College Affairs is an African-American female. She directs the marketing, public relations, recruitment, retention and advancement for the College. There are also eleven African-American females and one male who are employed in professional mid-management positions.

**University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2013-2014 Annual Report**

I. Number of minority students, by minority group, who currently attend the institution.

Fall 2013 Semester	
Minority Group	# of Students Enrolled
American Indian/Alaskan Native	15
Black	48
Hispanic	67
Asian	13
Multiple Races	54
Total Minority Students	197

Spring 2014 Semester	
Minority Group	# of Students Enrolled
American Indian/Alaskan Native	11
Black	35
Hispanic	58
Asian	11
Multiple Races	46
Total Minority Students	161

During the Fall 2013 semester, 197 minority students were enrolled at UACCB. This represents a 6.48% increase over the Fall 2012 semester minority enrollment of 185. Minority students comprised 14.5% of the total number of students enrolled in the Fall 2013 semester. UACCB has increased minority enrollment by 19.39% over the previous two fall semesters.

During the Spring 2014 semester, 161 minority students were enrolled at UACCB. This represents a decrease of 5.29% in minority students compared to the Spring 2013 semester. Minority students comprised 13.79% of the total number of students enrolled in the Spring 2014 semester. UACCB has experienced an 8.78% increase in minority enrollment over the past two spring semesters.

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 116 full-time employees, 95 adjunct instructors, and 38 part-time staff. UACCB currently has sixteen employees who are minorities. The percentage of employees who are minorities is 6.42% 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
Staff	Payroll Technician	American Indian
Staff	Director of Enrollment Management	American Indian
Staff	Director of Special Programs	Asian
Staff	Transfer Coordinator Title III	Black
Staff	Career Pathways Counselor	Black
Faculty (part-time)	Adjunct Faculty – Early Childhood	Black
Faculty (part-time)	Adjunct Faculty – Nursing	Black
Faculty (part-time)	Adjunct Faculty – Industrial Tech	Black
Staff (part-time)	Maintenance	Black
Staff (part-time)	Tutor – TRiO	American Indian
Staff (part-time)	Tutor – TRiO	Hispanic
Staff (part-time)	Tutor – TRiO	Asian
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	0
Black	0
Hispanic	1
Asian	0
Multiple Races	0
Total Minority Full-time Faculty	1

IV. Number of minority adjunct faculty who currently work for the institution.

Minority Group	# of Adjunct Faculty
American Indian/Alaskan Native	0
Black	3
Hispanic	0
Asian	0
Multiple Races	0
Total Minority Adjunct Faculty	3

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

One minority faculty was hired during the 2012-2013 academic year.

Employee Status	Position Title	Race/Ethnicity
Faculty (part-time)	Adjunct Faculty – Industrial Tech	Black

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 14.5% minority students in the Fall 2013 semester and 13.79% minority students in the Spring 2014 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 6.42%. 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 higheredjobs.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:

In the previous reporting year all advisory committees with the exception of two had minority representation. This year all advisory committees with the exception of one had minority representation. The one committee lacking representation had been mostly inactive the last several years, but has been fully reactivated with two open positions – 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. The dramatic increase in minority enrollment in the previous three academic years indicates efforts are succeeding. 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 2013-2014 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 will continue to pursue the development of stronger relationships with service area churches that serve minority populations. UACCB has been active in the annual MLK celebration presented by area churches. UACCB will continue negotiations to move the celebration to the campus and expand it.

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 2013 and Spring 2014 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 2014 and Spring 2015 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
2014**

**The University of Arkansas
Community College at Hope**

**Prepared for the Arkansas Higher Education Department
June 2014**

Minority Retention Action Plan Progress Report

Introduction and Data Analysis

The University of Arkansas Community College at Hope's (UACCH) 2012-2017 Five-Year Minority Recruitment and Retention Action Plan (Action Plan) is designed to integrate diversity initiatives into the core structures of the College. The goals were created 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 UACCH 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 UACCH service area, designated by the State Board of Higher Education, 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 2012 estimated service area demographic breakdown is as follows:

Current Service Area Ethnic Demographic Data (Hempstead, Howard, Lafayette, Miller, Nevada, and Pike Counties)

Ethnic Group	Number	Percentage
White	72,669	67.7%
Black	25,874	24.1%
Hispanic	6,573	6.1%
American Indian/Alaskan Native	828	.8%
Asian	562	.5%
Native Hawaiian/Pacific Islander	103	.1%
Other	752	.7%
Total	107,361	

As more specifically detailed under Goal 3 below, UACCH consistently attracts and services minority populations. While enrollment of minorities (percentage-wise) has decreased over the past three years (45.35-43.31-42.26) UACCH enrolls minorities at rates higher than the general service area population. Likewise, UACCH 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 philosophy and underling strategies reflect the diversity of the communities it serves.

GOAL 1:

The first goal of the Action Plan coordinates campus efforts toward a commitment to diversity beyond just numbers. Goal 1 seeks to link and align 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.

UACCH completed its campus-wide strategic plan in fall 2013. Developed off of a "2020 Vision," the Strategic Plan identified a set of Guiding Principles as a gauge. The Guiding Principles were designed 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 Strategic Plan is meant to propel the College forward, yet provide direction without dictating precise action. The Guiding Principles are intended to inspire originality, ingenuity, and creativeness as a calculated shift from doing "business as usual." Under a continuous improvement philosophy, processes are adaptable and evolutionary. Although there is a necessary emphasis on action plans, strategic thinking was the primary motivation.

Accountability is an important aspect of achieving campus diversity. Although the creation of a diversity task force was initiated in fall 2011, campus-wide follow through is still 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 that diversity statement should 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 campus began "Data Day" discussions in 2010. Since fall 2012, diversity data has been included in the Data Day discussions.

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.

Equal to the significance of students' perspectives is the external support UACCH seeks and receives in fostering allies to support campus diversity initiatives. UACCH has a well established history of creating meaningful partnerships both inside and outside of

our service area. We achieved one of our greatest campus efforts during the 2012-2013 academic year, opening an instructional site in Miller County, Arkansas. The UACCH-Texarkana Instructional Site began operations in fall 2012. During its first year in operation the UACCH-Texarkana site achieved structural diversity that corresponded with the area's demographic breakdowns.

Texarkana Area Demographics

Ethnic Group	Texarkana, Arkansas	Percentage	Texarkana, Texas	Percentage	Texarkana Total	Percentage
White	18,450	61.4%	19,762	53.1%	38,212	56.8%
Black	9,976	33.2%	13,808	37.1%	23,784	35.4%
Hispanic	841	2.8%	2,382	6.4%	3,223	4.8%
American Indian/Alaskan Native	180	0.6%	186	0.5%	366	0.5%
Asian	180	0.6%	484	1.3%	664	1.0%
Native Hawaiian/Pacific Islander	30	0.1%	Z	Z	30	0.04%
Other	392	1.3%	595	1.6%	987	1.5%
Total	30,049		37,217		67,266	

Z=Value greater than zero but less than half unit of measure shown.

**Source: US Census Bureau*

UACCH-Texarkana Campus Breakdown

Ethnic Group	Fall 2012	Percentage	Spring 2013	Percentage
White	117	55.2%	111	56.4%
Black	78	36.8%	70	35.5%
Hispanic	8	3.8%	11	5.6%
American Indian/Alaskan Native	6	2.8%	4	2.0%
Asian	2	0.9%	0	0.0%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%
Other	1	0.5%	1	0.5%

Total	212		197	
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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 places an emphasis 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 2012 CCSSE show some initial improvements from the 2010 survey. To the question, “In your experience at this college during the current school year, how often have you done each of the following:” 46.9% 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. 35.5% 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. The campus participated in the 2014 CCSSE research but has not yet gotten results.

In the 2012 survey a majority of students thought that the College emphasized “encouraging contact among students from different economic, social, and racial or ethnic backgrounds,” 60.0% 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, 54.5% of the students responded “yes.”

The answers to the questions regarding multiculturalism demonstrate that UACCH has created an environment in which diversity initiatives are taken seriously, and are given support and respect.

In fall 2011, the Arts, Humanities and Social Sciences Division (AH&SS) began exploring the possibility of including diversity issues as a part of all Composition I classes. The faculty was very open to this idea and began working in the 2012-2013 academic year to come to a consensus of how to implement diversity into the core curriculum of the course. The department's work continues and now requires a diversity assignment as part of the standardized course plan and assessment.

The AH&SS Division pilot tested a service learning component linked to general education courses in summer 2011. The division continues its support for service learning and has established goals for expanding the program to enable students to develop relationships with organizations and businesses that have diverse populations and perhaps international presences. The plan is to expand service learning opportunities in Texarkana.

Since 2012, the UACCH Library has embarked on a diversity awareness program. The Library has a world map on its bulletin board with "welcome" posted in the native language of every country represented within the UACCH 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.

Since 2013 the Health Professions division has included a "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.

In 2012, construction was completed on a 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.

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

The third goal of the Action plan addresses the degree to which the campus attracts, recruits, enrolls, and retains students. Campus diversity, like student success, is considered everyone's business on our campus. UACCH already experiences 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
African American	482 (35.03%)	531 (35.49%)	480 (32.88%)
Asian/Pacific Islander	10 (0.73%)	12 (0.80%)	6 (0.41%)
Hispanic	75 (5.45%)	73 (4.88%)	86 (5.89%)
Native American	7 (0.51%)	18 (1.20%)	11 (0.75%)
White	752 (54.65%)	848 (56.69%)	842 (57.67%)
Unknown/Other*	50 (3.63%)	14 (0.94%)	34 (2.33%)
Total Headcount	1376	1496	1460

**Unknown/Other indicates more than one ethnicity.*

During the last three years UACCH has maintained a student population reflective of our service area. African American enrollment averaged 34.47% of the student population (10.4% above the service area population). Hispanic enrollment averaged 5.41% of the student population (0.69% below the service area population). During the last three years Hispanic enrollment grew by 14.7%. The other populations, including Asian/Pacific Islander, Native American and Other/Unknown are consistent with the service area population. Approximately 42% of the total enrollment at UACCH 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 1.77% 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. UACCH greets the statement by the 2011 HLC Evaluation Team that said the

College's mission and vision statements were clearly indicative "that diversity is a core strategy of the institution," as verification of its achievement.

Analysis of the minority population's enrollment when compared to the college's overall student enrollment demonstrates the ability of UACCH to actively and successfully recruit minority students.

Graduated Student File by Ethnicity

Race	2010-2011	2011-2012	2012-2013	2013-2014
African American	99 (31.53%)	76 (29.01%)	123 (26.11%)	83 (32.2%)
Asian/Pacific Islander	2 (.64%)	4 (1.53%)	7 (1.49%)	4 (1.6%)
Hispanic	6 (1.91%)	9 (3.44%)	16 (5.63%)	16 (6.2%)
Native American	0 (0%)	0 (0%)	3 (.64%)	2 (0.8%)
White	208 (66.24%)	171 (65.27%)	304 (64.54%)	152 (58.9%)
Other/Unknown*	1 (.32%)	2 (.76%)	3 (.64%)	1 (0.3%)
Total Graduates	314	262	471	258

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 2.17% for ethnic student populations. The number of minority population graduates increased 53.27%. Over the three-year period overall college graduation rates increased by 55.94%. The number of graduates increased by 50.0%. 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 34.82% of the 2012-2013 graduates, a proportion that is 3.22% higher than the percent of minorities in the general population of the service area.

Student orientation is ever evolving and continuously discussed on campus as we try to recognize and anticipate students' needs. 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. Currently faculty lead students in smaller 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 explored orientation processes to include some online elements. A online student orientation was piloted in Fall 2013.

UACCH 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, UACCH is currently falling below the national average for fall-to-fall retention.

Between our enrollment and graduation rates, the College is confident that we are doing some things right. Our overall strategies show that our planning processes align with our capacities.

UACCH reviews both its recruiting plans and materials and its enrollment management plan to determine that we are meeting our service area's needs. Statistically we are meeting those needs, however, we never consider students as numbers and want to verify that access, retention, and success are personalized to the greatest extent possible. This is where the focus of goal three of the Action Plan relates back to the first two goals of aligning an institutional climate of cooperation with all of the coordinating components of the institutional mission.

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 acknowledged since the assessment report of the 2007-2012 Five-Year Action Plan 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 16% 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	2008	2009	2010	2011	2012	2013	2014
White	91 (82%)	97 (80%)	96 (81%)	92 (82%)	95 (80%)	145 (83.3%)	97 (78.2%)
African American	19 (17%)	24 (20%)	22 (18%)	20 (18%)	22 (18.6%)	28 (16.1%)	25 (20%)
Asian/Pacific Islander	0	0	0	0	1 (.008%)	1 (0.6%)	1 (.08%)
Hispanic	1 (1%)	0	0	0	0	0	1 (.08%)
Native American	0	0	0	0	0	0	0
Other/Unknown	0	0	0	0	0	0	0

Total	111	121	118	112	118	174	124
Date of Hire	Ethnicity						
9/14/1980	African American						
10/29/2000	African American						
8/16/2000	African American						
1/3/2005	African American						
1/2/2007	African American						
9/2/1997	African American						
5/28/2007	African American						
1/6/1997	African American						
11/18/2002	African American						
3/22/1993	African American						
8/13/2008	African American						
6/16/2009	African American						
8/5/2009	African American						
10/26/2009	African American						
1/4/2010	African American						
9/17/2012	African American						
11/29/2010	African American						
5/14/2012	African American						
10/3/2011	African American						
1/14/213	African American						
1/16/2013	African American						
7/9/2012	African American						
8/13/2012	Asian/Pacific Islander						
1/2/2014	African American						
8/26/2013	African American						
1/20/2014	African American						
1/6/2014	African American						
1/20/2014	African American						
2/6/2014	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 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. Many of the decisions for the 2012-2017 Five-Year Action Plan were grounded in the assessment of the 2007-2012 plan.

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. 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 aim of our Action Plan is be a multicultural educational system that is responsive to the diversity of student needs and the demands of educational improvement. UACCH students are already diverse in race, ethnic origins, and nationalities. Much of UACCH'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.

Evaluation is always a component of the 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 North Central Association'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. Assessment is an essential element and data must be collected and analyzed on a regular basis. We admit that this is a struggle since the College does not have a position dedicated to institutional research.

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 when it is completed. We fully appreciate that as the College enters its new phase of strategic planning, we will do so in an effort to shape the fundamental decisions and actions that guide us an organization. The Action Plan helps direct our thinking as we link diversity plans to the overall strategic goals of the College.

Appendix

UACCH Minority Recruitment and Retention Five-Year Action Plan (2012-2017) Progress Assessment

GOAL 1:

The University of Arkansas Community College at Hope 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	General strategic planning	Dean of Institutional Effectiveness;	2011-2017 In progress

		integrate all planning documents with projected outcomes and accountability measures	materials	Chancellor's Cabinet	
	1.1.2 Develop methods of focusing on diversity issues and assessing and reporting on the value, importance, and effectiveness of diversity efforts	1.1.2.1 Create a campus diversity task force to concentrate on the Five-Year Action Plan, its assessment and reporting	General meeting materials	Campus personnel	2011-2012 In progress
		1.1.2.2 Conduct an organizational assessment of among campus leaders of the College's ability to commit human and financial resources to diversity goals.	General survey materials	Dean of Institutional Effectiveness; Assistant Director of College Relations; Director of Computer Services	Fall 2011 Not complete
		1.1.2.3 Include diversity in the agendas, orientations, and reports of all operational areas			Not complete
		1.1.2.4 Explore the possibility of creating a diversity statement posted prominently in public spaces along with the mission statement		Minority Plan Task Force	Fall 2012 In progress
	1.1.3 Develop approaches to advance campus diversity initiatives at all levels of the institution	1.1.3.1 Include in strategic planning a breadth of responsibility for diversity that spans all levels of the institution	General meeting materials	Dean of Institutional Effectiveness; Chancellor's Cabinet; Academic Deans; Department Heads	2011-2012 academic year In progress
		1.1.3.2 Include	General	Vice	2012-

		assessment of Five-Year Action Plan in the campus “Data Day” discussions	meeting materials	Chancellors; Dean of Institutional Effectiveness	2017, annual In progress
		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	2011-2012 academic year Not complete
		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 In progress
		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 In progress
	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 In progress
		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 Not complete
		1.1.4.3 Create student surveys on the UACCH website to assess	General surveying materials	Dean of Institutional Effectiveness, Academic	2012-2017 Not complete

		diversity efforts with quantitative data		Leadership, 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 Community College at Hope 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	2012-2017 In progress
		2.1.2.2 Increase library resources	General budgetary	Librarian	2012-2017

		as a way of having personnel acquire, discover, and apply knowledge	considerations		In progress
2.2 Incorporate principles of multiculturalism throughout co-curricular activities	2.2.1 Develop methods to encourage broader perspectives of global awareness as a part of the campus culture	2.2.1.1 Research including information literacy as a part of the general education philosophy and statement	General meeting materials	General Education Statement Committee	2011-2012 In progress
		2.2.1.2 Explore the possibility of a nationally normed student survey to gauge students' perspective on multiculturalism	Budget considerations	Vice Chancellor for Student Services	2012-2013 Not complete
		2.2.1.3 Utilize CCSSE data to quantify students' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2012-2017 Completed
	2.2.2 Utilize Hempstead Hall as a forum to feature components of different cultures	2.2.2.1 Involve members of diverse communities in planning programs and activities featured	Undetermined at this time	Hempstead Hall Committee	2012-2017 Not complete
		2.2.2.2 Encourage the use of the facility for professional retreats and meetings as a method of making more active campus connections	Undetermined at this time	Hempstead Hall Committee	2012-2017 Not complete

GOAL 3

The University of Arkansas Community College at Hope 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 UACCH 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 nationally normed student survey to gauge students' perspective on multiculturalism	Survey expenses	Vice Chancellor for Student Services	2012-2013 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 Community College at Hope 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

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2014

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 2013 semester was 23.6%. African Americans comprised 9.45% of the enrollment; Hispanics comprised 4.7% of the enrollment; other minority groups comprised 9.45% of the student enrollment. The enrollment for White students was 76.41% of the enrollment. The total percentage of minority students for fall 2013 was 23.6% and represents an increase of 1.8% over the fall 2012 percentage of 21.8%. 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 5.7% (6 of 106) of UACCM's full-time staff. Minorities compromise 1.6% (1 of 63) of UACCM's full-time faculty members. Minorities compromise 12% (3 of 25) of UACCM's part-time faculty members for the 2013-2014 academic year.
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

This is the fifth report of the current five-year plan, which 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 2012**	Percent of Enrollment	Fall 2013**	Percent of Enrollment	Percent of College Service Area*
Black, Non-Hispanic	202	9.44%	203	9.45%	4.93%
Hispanic	105	4.91%	101	4.70%	6.67%
Am. Indian/Alaska Native	15	0.70%	10	0.47%	Other groups comprise less than a combined 2.95% of population of the UACCM's service area.
Asian/Pacific Islander	14	0.65%	17	0.79%	
Hawaiian	2	0.09%	1	0.05%	
Two or More Races	74	3.46%	98	4.56%	
Non-Resident Alien	37	1.73%	45	2.09%	
Race Unknown (or refused to answer)	17	0.79%	32	1.49%	
White, Non-Hispanic	1673	78.21%	1642	76.41%	85.45%
Total Enrollment	2139	100.00%	2149	100.00%	100%

*Source: U. S. Census Data—2011 estimated State and County Quick-Fact Data for service areas of Conway, Faulkner, Perry, Pope, Van Buren, and Yell Counties

**Source: ADHE Enrollment Submission Data for Fall 2012 & Fall 2013

**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 2011 Cohort*	Percent of Cohort	Fall 2011 Cohort Enrolled in Fall of 2012	Number of Cohort who Graduated in or before Fall 2012	Fall 2011 Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	34	7.39%	8	1	23.53%
Hispanic	6	1.30%	2	0	33.33%
Am. Indian/ Alaska Native	0	0.00%	0	0	0%
Asian/Pacific Islander	1	0.22%	1	0	100.00%
Hawaiian	1	0.22%	1	0	100.00%
Two or More Races	17	3.70%	6	0	35.29%
Non-Resident Alien	8	1.74%	6	0	75.00%
Race Unknown (or refused to answer)	23	5.00%	8	0	34.78%
White, Non-Hispanic	370	80.43%	181	4	48.92%
Total Enrollment	460	100.00%	213	5	46.30%

**The "cohort" is defined as first-time, full-time, degree-seeking students.*

Source: UACCM Department of Institutional Research and ADHE Enrollment Submission Date for Fall 2011 & Fall 2012.

3. Analysis of student surveys regarding advertising in targeted media

The advertising survey was not conducted as planned, but will continue to work toward it.

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. In April 2010, the Office of Admissions invited the ESL students from Conway High School for a special visitation day.

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. Below, you will find the information on school visits and how many students (Hispanic and non-Hispanic) have applied since that time.

Danville – Visited school on October 18, 2013; spoke to all 3 Senior English classes. Prospect cards received were 57; twenty-four (24) students have applied and as of today, 16 of those students have been accepted for fall 2013. On September 17, 2014, our admission counselors spoke to all 3 English classes and 11 students have applied for fall 2014.

On October 18, 2013, our Director of Admissions attended the annual retreat CAMP (College Assistance Migrant Program)

On March 1, 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.

On May 6, 2014 – Conway Cradle Care Rally held in Conway for majority minority students.

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

Dardanelle College and Career Fair Night on October 22, 2013, and 19 students have 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 attended the Welding Expo at the Verizon Arena on December 3, 2013; attended the Job Fair – Conway Adult Education Center/Conway WAGE on April 9, 2014.

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. The College also posts position announcements with Pulaski Technical College.

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 recently revised Five-Year Minority Recruitment and Retention Plan included as an activity 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.

In October 2011, 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 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 celebrated Black History by decorating bulletin boards and display windows. A display table was also 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. These events were supported by the community as well as several area schools making this a huge success.

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. Posters of different cultures were ordered and displayed around campus.

Two of our Admissions staff attended a job fair at the Conway Adult Education Center on May 8, 2013. Of course they have visited all of our local high schools; however, only two that would qualify as “predominately minority institutions” are Danville and Dardanelle High Schools.

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.

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.

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 Assistants
 Two—Maintenance Assistants

During 2012-2013, no minority faculty members were employed.

During 2012-2013, one minority staff member was employed.

Full-Time
 Maintenance Assistant

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—Institutional Services Assistant
 One new part-time—Plaza Assistant
 One new part-time—Student Activities

New Minority Faculty

Two new adjunct-- ACAD College Success and Academic Advising
Math

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, there has been a marginable increase in minority enrollment due largely to an increase in undocumented students. All other 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.

Include your timeline, budget, and methods used to assess and monitor progress.

See pages 9 and 10

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

June 2012	Submit the Minority Recruitment and Retention Plan Annual Report to ADHE
Fall 2012	Implement the Minority Recruitment and Retention Plan
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 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 2014**

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.