

Arkansas Public Higher Education Minority Recruitment and Retention Report

Academic Year 2012-13



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Minority Recruitment and Retention Report 2013

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Arkansas State University-Jonesboro Minority Recruitment and Retention Annual Report

Submitted: June 28, 2013

Submitted to:
Delores Logan
Arkansas Department of Higher Education

Submitted by:
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Assistant for Diversity Initiatives
Office of Academic Affairs & Research/Provost

Following are the 2012-13 numerical results for the Arkansas State University-Jonesboro Minority Recruitment and Retention annual report:

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

African American	=	2,108
American Indian	=	66
Asian American	=	89
Hispanic American	=	266
Pacific Islander	=	7
Two or more races	=	178

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

(See attached Appendix A, "Position Title for Minority Faculty and Staff")

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

African American	=	28
American Indian	=	3
Asian American	=	29
Hispanic American	=	5

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

Nine (9)

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

Academic Advisor	= 2.00
Administrative Specialist I	= 2.00
Administrative Specialist II	= 1.00
Admissions Analyst II	= 1.00
Assistant Professor	= 3.00
Childcare Technician	= 2.00
Coordinator of ASU Community College	= 1.00
Institutional Services Assistant	= 1.00
Instructor	= 4.00
Intern Coach	= 1.00
Library Support Assistant	= 1.00
Project Program Specialist	= 1.00
Public Safety Officer	= 1.00
Staff Development Coordinator	= 1.00

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

Arkansas State University is in the process of hiring a full-time Diversity Officer and expects the new hire to be in place by the fall semester. Any future diversity plans will be under the direction of the Diversity Officer that is hired and we will update the Annual Diversity Report as needed.

7. 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.

See response to Item 6 above.

8. Include your timeline, budget, and methods used to assess and monitor progress.

See response to Item 6 above.

Appendix A
Position Title for Minority Faculty and Staff
 At Arkansas State University-Jonesboro

A= Asian American
B= African American
H = Hispanic
I = Native American

A= Asian Americans

A	Academic Advisor	1.00
A	Administrative Specialist II	1.00
A	Administrative Specialist III	2.00
A	Administrative Support Supv	1.00
A	Assistant Professor	12.00
A	Assistant Professor-COB	1.00
A	Associate Professor	11.00
A	Head Coach	1.00
A	Information Technology Manager	1.00
A	Institutional Svcs Assistant	2.00
A	Instructor	1.00
A	Professor	4.00
A	Project Program Specialist	1.00
A	Research Assoc	2.00
A	Research Asst Prof--12 Mo--ABI	2.00
A	Research Asst Professor--ABI	2.00

B= African American

B	ASU Director of Housekeeping	1.00
B	Academic Advisor	4.00
B	Administrative Specialist I	6.00
B	Administrative Specialist II	5.00
B	Administrative Specialist III	3.00
B	Administrative Support Special	1.00
B	Admissions Analyst II	1.00
B	Apprentice Tradesman	2.00
B	Assistant Professor	8.00
B	Assistant Professor--12 Mo	3.00
B	Assoc Dean of Stdnt Affairs	1.00
B	Assoc Director Student Support	1.00
B	Assoc VC	2.00
B	Associate Professor	3.00
B	Associate Registrar	1.00
B	Asst Coach	3.00
B	Asst Dean of Stdnt	1.00
B	Asst Dir Athletics	1.00

B	Asst Dir of Financial Aid	1.00
B	Asst Football Coach	2.00
B	Athletic Facility Supervisor	1.00
B	Broadcast Prod Specialist	1.00
B	Call Center Specialist	1.00
B	Childcare Technician	11.00
B	Comm Artist I/Graphic Artist I	1.00
B	Computer Support Specialist	3.00
B	Computer Support Technician	1.00
B	Coor of ASU Cmnty College	2.00
B	Counselor	1.00
B	Department Chairperson	2.00
B	Development Officer	2.00
B	Dir of Career Servs	1.00
B	Dir of Recreation and Intramur	1.00
B	Dir of Stdnt Activities	1.00
B	Dir of Upward Bound	1.00
B	Director Academic Advising	1.00
B	Education Counselor	2.00
B	Financial Aid Analyst	1.00
B	Fiscal Support Supervisor	1.00
B	HEI Program Coordinator	4.00
B	Head Coach	1.00
B	Heavy Equipment Operator	3.00
B	Institutional Svcs Assistant	13.00
B	Institutional Svcs Supervisor	1.00
B	Instructor	10.00
B	Instructor--12 Mo	2.00
B	Intern Coach	1.00
B	Librarian	1.00
B	Library Supervisor	1.00
B	Library Support Assistant	2.00
B	Professor	1.00
B	Project Program Manager	21.00
B	Project Program Specialist	3.00
B	Public Safety Officer	2.00
B	Research Assistant	6.00
B	Skilled Tradesman	3.00
B	Staff Development Coordinator	1.00
B	Student Development Specialist	2.00
B	Student Union Night Manager	1.00
B	Systems Analyst	1.00

H = Hispanic

H	Administrative Specialist III	1.00
H	Assistant Professor	1.00

H	Associate Professor	1.00
H	Dir. Interactive Teach & Tech	1.00
H	Financial Aid Analyst	1.00
H	Fiscal Support Specialist	1.00
H	HEI Program Coordinator	1.00
H	Institutional Printer	1.00
H	Institutional Svcs Assistant	2.00
H	Instructor	3.00
H	Project Program Specialist	1.00
H	Research Assistant	1.00
H	Research Assoc Professor--ABI	2.00
H	Research Asst Prof--12 Mo--ABI	1.00

I = Native American

I	Administrative Analyst	1.00
I	Assistant Professor	1.00
I	Instructor	2.00
I	Project Program Specialist	2.00
I	Research Assistant	1.00
I	Skilled Trades Supervisor	1.00

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan
June 2013

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 12
Black	778
Hispanic	489
American Indian/Alaska Native	180
Asian/Pacific Islander	175
Native Hawaiian	6
Total	1628

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 (4)	Asian/Pacific Islander
Associate Professor (1)	Black
Associate Professor (1)	Hispanic
Assistant Professor (7)	Asian/Pacific Islander
Assistant Professor (2)	Hispanic
Assistant Professor (1)	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	24

Minority Staff:

Academic Advisor UB M/S Liaison (1)	Asian
Academic Advisor UB Tutor Coordinator (1)	Asian
Academic Advisor (1)	Asian
Administrative Specialist I (1)	American Indian/Alaskan Native
Administrative Specialist II (1)	Black

Administrative Specialist III (2)	Asian
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 Athletic Trainer (1)	International/Non-Resident Alien
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 (1)	Hispanic
Maintenance Assistant (1)	Black
Project Program Director Sports Medicine (1)	Black
Project Program Specialist (1)	Black
Registered Nurse (1)	American Indian/Alaskan Native
Special Projects Coordinator (1)	Black
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 (3)	Asian
Assistant Professor (1)	Black
Academic Advisor UB M/S Liaison (1)	Asian
Academic Advisor UB Tutor Coordinator (1)	Asian
Assistant Coach (1)	Black
Financial Aid Analyst (1)	Black
Total in Past Year	8

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 234 last year an increase of 16.8% over the previous year. 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.

A new retention initiative which begins this fall (2013) is a major change to the freshman orientation program. Beginning this fall, all new students, not just volunteers as it has been in the past, will be required to participate in a two-day orientation program. The activities will not only orient the new students to campus, but will also provide exposure to the types of software and hardware students will be using for their classes, helpful resources on campus, classroom behavioral expectations, and other issues that should be 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.

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
2012-2013
Minority Recruitment and Retention
Annual Report

Dr. Lewis A. Shepherd, Jr.
Vice President for Student and External Affairs
HENDERSON STATE UNIVERSITY
June 30, 2013

Introduction

In 2000, people of color (African Americans or people of African descent, Asian Americans, and Asian American descent, Hispanic Americans, Native Americans) comprise approximately 30% of the United States (U.S.) population. Currently, people of color comprise 35% 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 2012-2013 academic year at Henderson State University was 1,203. This number represents approximately 31.9% of the HSU student body. This represents an increase from 30.7% for 2011-2012.

	Fall 2012				Spring 2013		
Race/Ethnicity	Under-graduate	Graduate	TOTAL		Under-graduate	Graduate	TOTAL
Caucasian	2257	312	2569		2024	302	2326
African American	777	63	840		700	65	765
Unknown/Not Reported	1	0	1		1	1	2
American Indian	9	1	10		8	1	9
Asian American	23	1	24		21	1	22
Hispanic	109	8	117		106	8	114
International	27	8	35		26	7	33
Hawaiian	1	0	1		1	0	1
2 or More Races	161	15	176		138	11	149
Total Enrollment	3365	408	3773		3025	396	3421

Minority Staff and Faculty

During the 2012-2013 academic year, Henderson State University employed 145, 29% minority faculty and staff. The following list provides the number and position titles of individuals currently employed:

Currently Employed Faculty and Staff

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

Accountant	1
Adjunct	5
Administrative Specialist	12
Admissions Counselor	4
Assoc. Dean (one interim)	2
Assoc. Librarian	1
Assoc. Professor	10
Asst. Coach	2
Asst. Director (one interim)	4
Asst. Professor	7
Athletic Administrator (interim)	1
Chair	2
Coach	1
Computer Operator	2
Coordinator	3
Counselor	1
Database Manager	1
Dean (interim)	1
Director (one interim)	7
Education Specialists	4
Fiscal Support	3
Graduate Assistant	17
Institutional Svc. Supervisor	3
Institutional Svc. Asst.	29
Instructor	2
Library support	3
Maint. Asst.	2
Network Support Analyst	1
Postmaster	1
President	1
Professor	11
Public Safety Officer	2
Purchasing Specialist	1
Shipping & Receiving	1
Switchboard	1

Vice-President	1
	145

Full-time Faculty by Minority Group

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

AM IND/ALASKA NATIVE	2
ASIAN	7
BLACK/AFRICAN AMER	11
HISPANIC/LATINO	3
MULTICULTURAL	7
INTERNATIONAL	2
	32

Recently Employed Minority Faculty and Staff

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

Academic Advisor	1
Adjunct Faculty	5
Administrative Specialist	3
Admissions Counselor	2
Assoc. Dean	1
Computer Support Tech	1
Education Specialist	1
Faculty	5
Institutional Services Asst.	12
Maintenance Asst.	1
President	1
	33

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 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. Create a Task Force on Diversity to examine current policies, practices, and goals to determine their applicability for current needs. This study, which began in October 2009, was completed by fall 2011.

Budget

The Office of Diversity operates within the following budget:

Travel	\$2,000
Supplies and Services	\$4,200

Total	\$6,200
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*Additional funds are secured through private grants and foundations.



Southern Arkansas University
Minority Recruitment and Retention Annual Report
2012-2013

Southern Arkansas University
100 E. University
Magnolia, Arkansas 71754

MINORITY RETENTION PLAN 2012-2013

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

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FACULTY/STAFF MINORITY RETENTION
2012-2013 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.

Minority Faculty/Staff	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Asian/Unknown						
Adjunct				1		
Administrative Specialist II					1	
Assistant Professor	6	5	1	2	1	1
Associate Professor	5	4	4	5	6	5
Chair/Associate Professor		1	1			1
Dean		1	1	1	1	1
Instructor	0	1	1		1	1
International Student Database				1	1	1
Skilled Trades Worker/PC					1	
Total	11	12	8	10	12	10
African American						
Accountant	2	2				
Accounting Coordinator			1	1	1	
Accounting Tech	2	2				
Adjunct	1	2	2		1	
Administrative Secretary	1	1				

Administrative Specialist I			4	4	4	2
Administrative Specialist II			3	6	3	4
Administrative Specialist III			2		3	1
Admissions Counselor					1	1
Applications Programmer	1	1				
Apprentice Tradesman	1	1				
Associate Controller						1
Associate Professor	1	2	2	3	3	1
Assistant Coach	1	1		1	2	3
Associate Dean					1	1
Assistant Director	2	2	1	2	3	3
Assistant Grounds/Gardner				1		
Assistant Professor	6	8	6	7	6	4
Chair	1	1	1			1
Coordinator	1	3			1	2
Counselor	2	2	2		1	1
FA Counselor I	1	1				
Custodian II	2	2				
Custodian I	1					
Dean	1					
Development Coordinator	1	1	1	1	1	1
Director	4	4	5	4	5	4
Education Specialist						1
EMAS Supervisor	0					
Equipment Operator	1	1	2	2	2	1
Field Instructor IV-E	1	1	1		2	1
Field Supervisor						
Financial Aid Analyst	1	1	1	1	1	1
Fiscal Support Supervisor			1	1	1	1
Fiscal Support Specialist				1		
Fiscal Support Technician			1	1	1	1
Head Coach	2	2	2		1	
Heavy Equipment Operator			1	1		
Housing Coordinator	1	1				
Human Resource Specialist				1	1	
Information Systems Analyst			1	1		
Instructor	4	4	3	4	2	3
Institutional Services Assistant			4	4		
Maintenance Assistant					3	2
Maintenance Worker II	2	2				3
Manager University Vill	1					
P/T Secretary	0					
Professor						1
PS Supervisor II	1					
Purchasing Agent	1	1				
Purchasing Specialist			1	1	1	1
Secretary I	5	5				
Secretary II	1	1				
Skilled Trades Supervisor	1	1	1	1	1	1
Skill Tradework	2	1				

Student Relations Specialist	1	1	1			
Student Retention Specialist	0					
Student Activities Admin	0					
Technical Director						1
Training Coordinator	1	1	1			
Tutor Coordinator	1			1	1	1
Total	59	59	51	50	53	49
Hispanic Americans						
Assistant Director		1		1	1	1
Assistant Professor	1	2	1	3	1	3
Assistant Professor/Director			1		1	1
Professor	1	1	1	1	1	1
Total	2	4	3	5	4	6
Native Americans						
Assistant Professor	0	0	0	0	0	0
Secretary II	1	0	0	0	0	0
Total	1	0	0	0	0	0
Non-Resident Aliens						
Associate Professor	0	0	0	0	4	
Desktop Service Analyst						1
Total	0	0	0	0	4	1

New Minorities hired within the last year

2012-2013

Administrative Specialist II	2
Admissions Counselor	1
Assistant Football Coach and Instructor	1
Assistant Professor of Biology	1
Assistant Professor of Engineering	1
Heavy Equipment Operator (Grounds)	1
Instructor 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
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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 1997 Cohort Group	Number in Cohort	First Year Retained Fall 1998
African-American	125	62.40%
Native American	6	66.67%
Hispanic	2	50.00%
Asian	0	N/A
White	366	59.02%

Fall 1998 Cohort Group	Number in Cohort	First Year Retained Fall 1999
African-American	111	69.37%
Native American	0	N/A
Hispanic	6	83.33%
Asian	1	100%
White	381	63.78%

Fall 1999 Cohort Group	Number in Cohort	First Year Retained Fall 2000
African-American	132	64.39%
Native American	4	100%
Hispanic	14	57.14%
Asian	2	100%
White	374	67.65%

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%

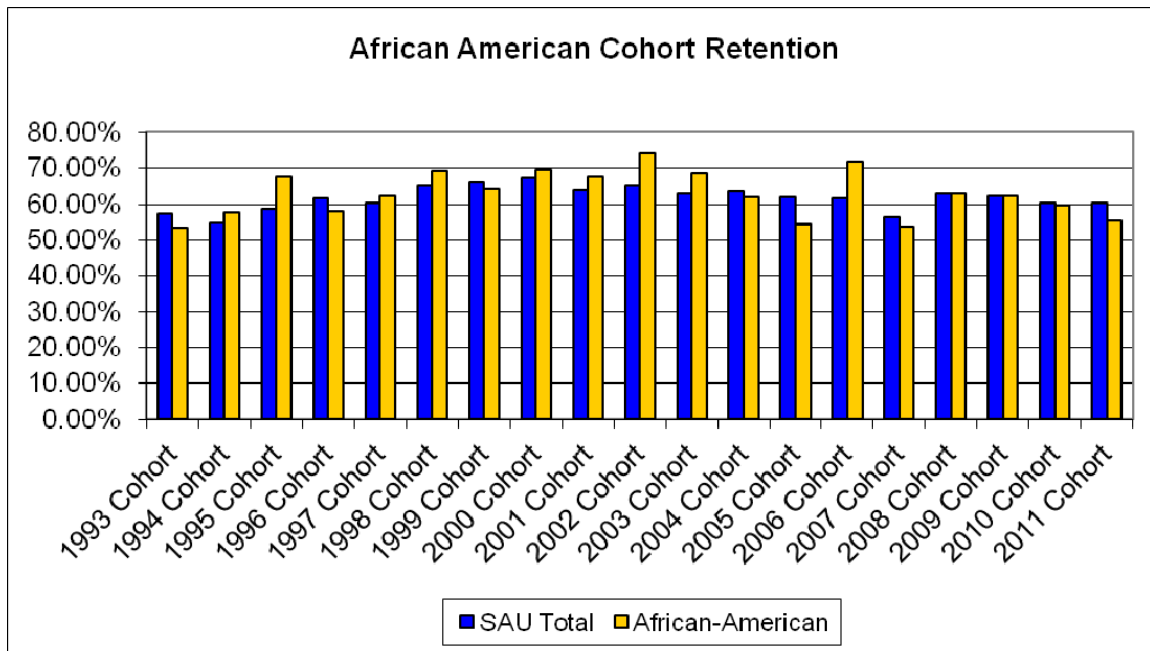
Fall 2010 Cohort Group	Number in Cohort	First Year Retained Fall 2011
African-American	201	59.70%

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%

African-American Beginning Freshmen Retention

Cohort	SAU Total	African-American
1993 Cohort	57.32%	53.57%
1994 Cohort	54.62%	57.80%
1995 Cohort	58.63%	67.54%
1996 Cohort	61.54%	57.89%
1997 Cohort	60.23%	62.40%
1998 Cohort	65.20%	69.37%
1999 Cohort	66.13%	64.39%
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	56.44%	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%

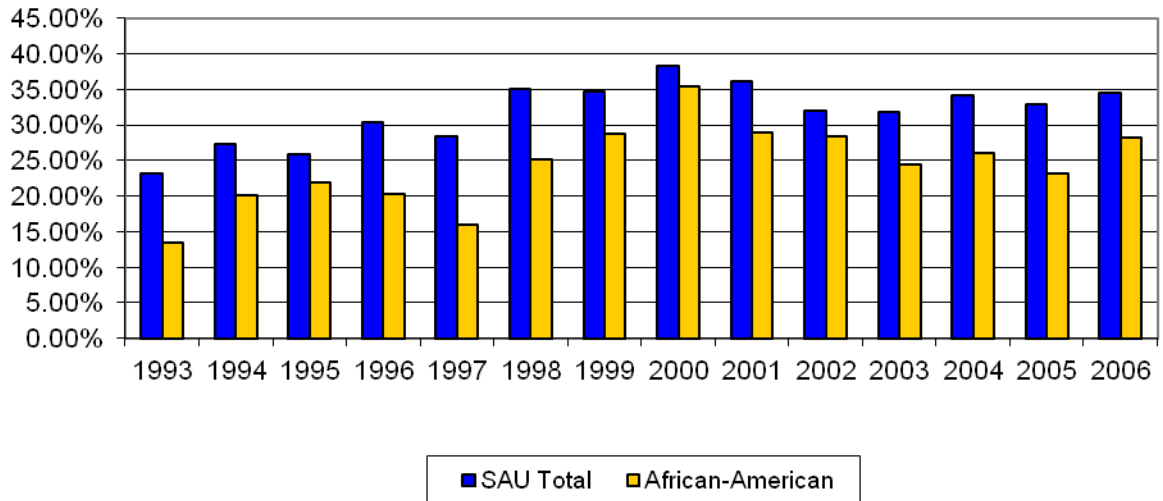


African-American Beginning Freshmen Graduation Rates

The cohorts shown below reflect full six-year graduation rate data, showing the number of students originally enrolled in 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004 and 2005 that had graduated six years later. These figures include only those students that enrolled at SAU as freshmen and graduated from SAU (native completers.) **Though the African-American students still graduate at a lower rate than the entire population, the gap between the overall SAU graduation rate and the African-American graduation rate is something SAU is trying very hard to decrease.**

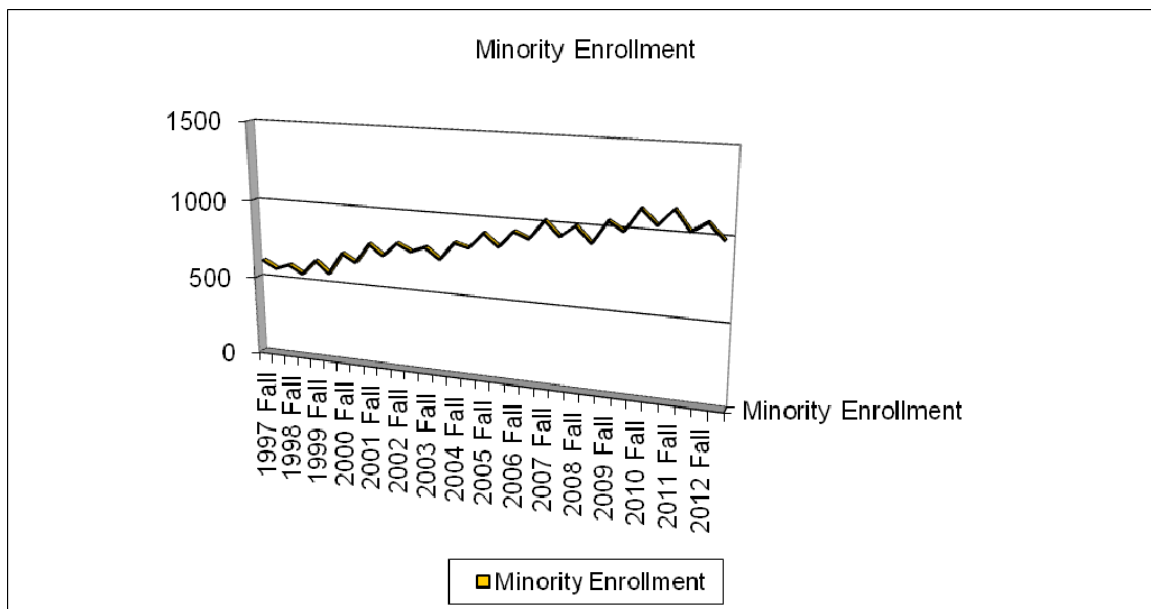
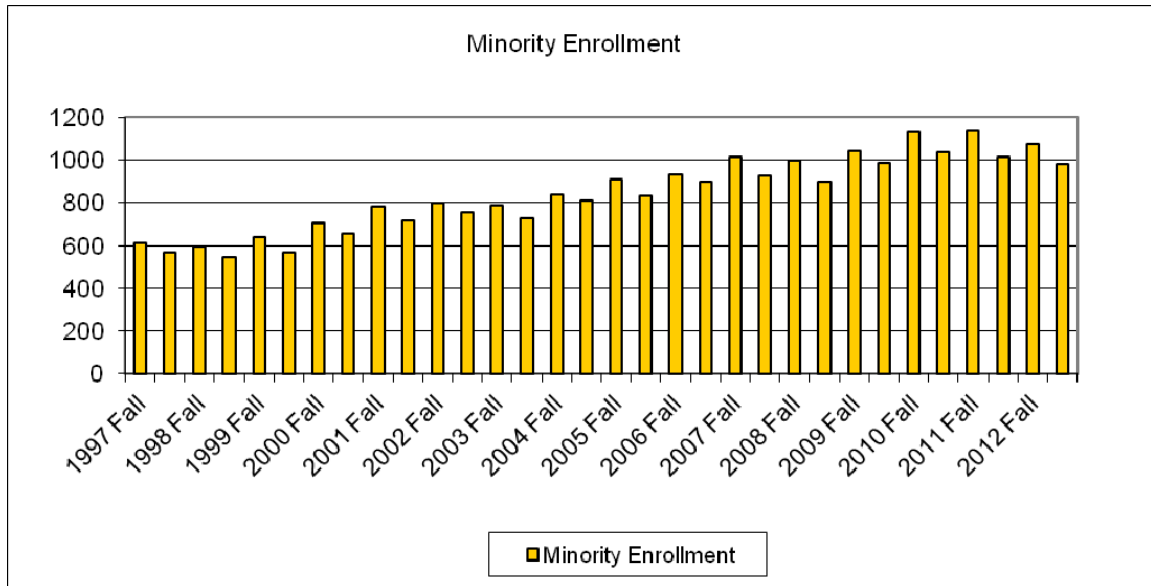
Cohort	SAU Total	African-American
1993	23.17%	13.50%
1994	27.31%	20.18%
1995	25.78%	21.93%
1996	30.38%	20.30%
1997	28.30%	16.00%
1998	34.99%	25.23%
1999	34.77%	28.79%
2000	38.36%	35.40%
2001	36.07%	28.96%
2002	31.97%	28.37%
2003	31.80%	24.34%
2004	34.15%	26.00%
2005	32.80%	23.08%
2006	34.52%	28.21%

African American Cohort Graduation



Term	Minority Enrollment
1997 Fall	613
1998 Spring	565
1998 Fall	597
1999 Spring	548
1999 Fall	641
2000 Spring	567
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



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 2012/2013 ACTIVITIES and EVENTS

AUGUST 2012

- Diversity Awareness Session for BAM I
- 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 2012

- 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
- Sister-To-Sister meeting

OCTOBER 2012

- NPHC meeting
- BSA meeting
- Black Alumni Homecoming Reception
- NPHC Annual Homecoming Greekshow
- Black Students Association
- NPHC meeting
- BSA meeting
- Dr. Lonnie Williams addressed the University Diversity Initiative Task Force
- Sister-To-Sister meeting
- Diversity Initiative Task Force Webinar

NOVEMBER 2012

- Diversity Initiative Task Force meeting
- NPHC meeting
- BSA meeting
- NPHC meeting
- BSA meeting
- NPHC meeting
- Sister-To-Sister meeting

DECEMBER 2012

- BSA meeting
- Sister-To-Sister meeting

JANUARY 2013

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

FEBRUARY 2013

- NPHC meeting
- Diversity Initiative Task Force meeting
- BSA meeting
- BSA Panel Discussion – “Let’s Talk About Sex”
- Diversity Initiative Task Force meeting
- NPHC meeting
- BSA meeting
- Sister-To-Sister meeting

MARCH 2013

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

APRIL 2013

- NPHC Annual Spring Greekshow & After Party
- NPHC meeting
- BSA Scholarship Extravaganza
- NPHC meeting
- Diversity Initiative Task Force meeting featuring – Edgar Lee, University Board of Trustees Chairperson
- BSA meeting
- Genesis Ministry Choir Annual Spring Concert
- Sister-To-Sister Sexual Assault Awareness Month

University of Arkansas Minority Recruitment & Retention Report 2013 Annual Report

The University of Arkansas, Fayetteville (UAF) is dedicated to developing a community of faculty, staff, and students whose composition mirrors the population of the State of Arkansas. Moreover, 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). 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, 2011 - 2012

The UAF has made considerable progress in meeting its minority recruitment and retention goals during 2012-2013. Following are more specific indicators of this progress:

Between 2000 and 2008, the **2010 Commission** issued a series of four reports that addressed the University’s commitment to minority recruitment and retention and tracked progress. In 2009 Chancellor Gearhart and the Chancellor’s

Administrative Policy Council developed a new report which superseded the work of the 2010 Commission, but was similar in intent. **Providing Transparency and Accountability to the People of Arkansas** reaffirmed and updated the University's commitment to minority recruitment and retention. This document will be used in the coming decade and beyond to track implementation of our commitments.

Minority Student Enrollment

Between the fall 2011 and fall 2012 the University of Arkansas experienced progress in growing its numbers of minority students. The following graph illustrates increases among nearly every ethnic group.

***MINORITY STUDENT ENROLLMENT**

ETHNICITY	FALL 2011	FALL 2012	% of Total 2012	% of Change
Hispanic and any race	1,068	1301	5.3%	21.8%
American Indian	315	327	1.3%	3.8%
Asian	562	596	2.4%	6.0%
African American	1,246	1278	5.2%	2.6%
Hawaiian	21	20	.1%	-4.8%
Two or More Races	608	694	2.8%	14.1%
TOTAL	3,820	4,216	17.2%	10.4%
Foreign (International)	1,191	1,237	5.0%	3.9%
Ethnicity Not Available	90	99	.4%	10.0%

*(UA Office of Institutional Research)

The university has taken aggressive steps to grow underrepresented student numbers. For the 2011-2012 school year, Dr. Charles Robinson, Vice Provost for Diversity, and Dr. Luis Restrepo, Associate Vice Provost for Diversity, 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 year to invite students to apply to the university.

Second, the Razorback Bridge plan establishes ACT training and college readiness opportunities for students from targeted high schools. In this way the university can help underrepresented students get beyond the ACT hurdle that is tied to university admission standards.

Third, the university provides Bridge scholarships to high achieving underrepresented students to encourage them to attend. These scholarships have a mentoring requirement associated with them that give Bridge scholars an opportunity 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%. In the fall of 2012, almost 18% of the entering freshmen were underrepresented students.

Minority Faculty/Staff

For the 2012-2013 school year, the university hired 444 employees in both faculty and staff positions. Federally defined minorities accounted for 14.64% of these hires. This number represents a .24% increase for the 2012-2013 school year. Women comprised 53.15% of the new employees while foreign nationals made up 8.78% of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2012-2013, 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 12#</u>	<u>%</u>	<u>FY 13#</u>	<u>%</u>
African American	19	5.07%	20	4.50%
American Indian	3	.8%	4	.9%
Asian	12	3.20%	21	4.73%
Hispanic	13	3.47%	13	2.93%
Native Hawaiian	0	0.00%	0	0.00%
Two or More Races	7	1.86%	7	1.58%
Foreign	40	10.67%	39	8.78%
Unknown	76	20.26%	0	0.00%
Caucasian	205	54.67%	340	76.58%
Totals	375	100.00%	444	100.00%

Gender Totals

Female	192	51.20%	236	53.15%
Male	183	48.80%	208	46.85%
Totals	375	100.00%	444	100.00%

Minority Faculty/Staff by Position

<u>Position</u>	<u># of Employees</u>
Assistant Dean	1
Asst Dir of Affirmative Action	1
Dean	1
Dean Of Business Administration	1
Dean Of Law	1
Dir Of Career Services	1
Director of University Police	1
Director Of Alumni	1
Project/Program Director	6
Sr. Project/Program Director	3
Vice-Provost	1

Assistant Professor	47
Assistant Professor - WCOB	4
Associate Professor	42
Assoc Professor - WCOB	2
Assoc Professor-Law	1
Associate Professor - ENGR	1
Asst Librarian	1
Departmental Chairperson	2
Departmental Chairperson-WCOB	2
Distinguished Professor	4
Distinguished Professor-ENGR	2
Instructor	29
Lecturer	2
Librarian	1
Professor	24
Professor - WCOB	1
Professor Law	4
University Professor	6
Academic Counselor	10
Accountant II	2
Administrative Analyst	5
Assoc For Administration	1
Asst To The Dean	1
Computer Support Specialist	5
Coord Of Academic Space	1
Development/Advancement Mgr.	1
Development/Advancement Spec	3
Fiscal Support Analyst	4
Fiscal Support Manager	1
HEI Program Coordinator	8
Major Gift Development Officer	1
Master Scientific Res Tech	1
Network Support Analyst	3
Occupation Safety Coordinator	1
Payroll Services Specialist	1
Post Doctoral Associate	6
Post Doctoral Fellow	1
Program Assistant	2
Program Associate	11
Program Technician	11
Project/Program Manager	10
Project/Program Specialist	45
Research Assistant	10
Research Associate	18
Scientific Research Tech	2

Special Events Manager	1
Student Development Specialist	4
Teaching Associate	1
Website Developer	1
Administrative Specialist I	4
Administrative Specialist II	11
Administrative Specialist III	15
Administrative Supp. Supervisor	14
Cashier	1
Fiscal Support Technician	2
Inventory Control Manager	3
Library Specialist	1
Registrar's Assistant	2
Computer Operator	2
Computer Support Technician	7
Educ Instruction Specialist	1
Financial Aid Analyst	1
Fiscal Support Specialist	3
HE Public Safety Commander I	2
HE Public Safety Commander II	1
HE Public Safety Officer	5
Library Supervisor	1
Library Support Assistant	3
Library Technician	2
Research Technologist	2
Senior Software Supp Analyst	1
Skilled Trades Foreman	1
Systems Analyst	7
Systems Specialist	2
Apprentice Tradesman	1
Equipment Mechanic	1
Skilled Tradesman	3
Stationary Engineer	2
Agriculture Farm Technician	2
Agriculture Lab Technician	2
Farm Foreman-Inst	1
Greenhouse Technician	1
Institutional Service Asst.	22
Institutional Service Super.	2
Lodge Housekeeping Supervisor	1
Maintenance Specialist	2
Total Minority Faculty/Staff	499

Minority Full-time Faculty

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 Adjunct Faculty

Ethnicity	Number
African American	5
American Indian	1
Asian	4
Hispanic	3
Pacific Islander	0
Foreign	2
Two or More Races	1
Total	16

Diversity Initiatives 2012/2013

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 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 July 2011 Diversity Affairs added a new unit called the Office of Latino Academic Advancement and Community Relations (*la OLAA-CR*). The main purpose of this unit is to develop campus-wide, coherent and effective policies and initiatives for better recruiting and retaining Latino students, faculty and staff.

In its second year, *la OLAA-CR* held several major recruitment/college readiness events. Hispanic Heritage Month Campus Day brought over 100 Latinos students to campus to participate in workshops on college readiness, the application process, degree plans, scholarships and financial aid. Latino Scholars Day is a program coordinated with the Honors College and the Center for Multicultural and Diversity Education to attract high achieving Latino students to the university. *La OLAA-CR* also organized the Latino College Working Group, a professional association comprised of educators and community leaders with the mission of establishing a stronger pipeline for Latino students between K-12 and area colleges. In addition to these events, *la OLAA-CR* hosted campus visits from other schools and made multiple visits to numerous Arkansas schools including Little Rock Central, Siloam Springs, Springdale, Springdale Har-Ber, George Junior High, J.O. Kelly, Oakdale, Southwest Junior High and Central Junior High in Springdale, Lincoln, Rogers Heritage, Rogers High, Fayetteville, Fort Smith North Side, West Memphis, Clarendon, DeQueen, Green Forest. Altogether, *la OLAA-CR* staff reached over 1,000 students.

The main retention initiative managed by *la OLAA-CR* was the Conexiones Latinas Peer Mentoring Program. Comprised mostly of Latino upperclassmen, this Registered Student Organization (RSO) worked diligently, mentoring Latino/a freshmen and transfer students.

La OLAA-CR was also instrumental in supporting other Latino RSOs. Among them was the Latino Association of Professionals in Finance and Accounting (ALPFA), the Society of Hispanic Professional Engineers (SHPE), the International Bolivian Association, the League of Latin American Citizens (LULAC), Phi Iota Alpha, Latinas in Action, Gamma Eta, the Latino Alumni Society and the Latin American and Latino Studies Program.

The College Access Initiative (CAI) also had 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.

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 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. The partnership is slated to continue through 2014 and eventually expand to serve seven area high schools. 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 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. The MC also manages Connections, one of the largest RSOs on campus that focuses on retaining underrepresented students. Furthermore, the MC supports the recognition of the various cultural heritage months by sponsoring a number of guest lecturers and academic events.

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

Minority Retention Report 2012-13

University of Arkansas – Fort Smith

June 30, 2013



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 2012 was 7,337. This number represents a 3.4 percent overall decrease in enrollment over fall 2011, while minority student enrollment decreased at a rate of 6.1 percent (n=116). In fall 2012, minority students made up 24.5 percent of the student body, down from 25.1 percent in 2011.

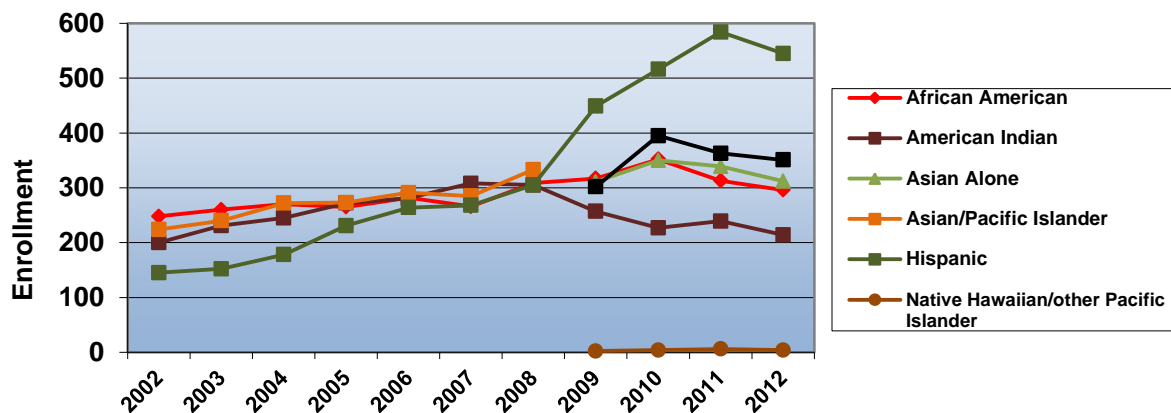
Minority Student Enrollment

UAFS experienced a decline in enrollment for all racial minorities, as well as for White students. The only category to see an increase was for Non-Resident Alien students (10.5%, n=6). Students reporting Two or More Races declined 3.3% (n=12). African American enrollment decreased by 5.4%, while Hispanic student enrollment decreased by 6.7%. Asian student enrollment decreased by 8%, and American Indian or Alaska Native student enrollment decreased 10.5%. Native Hawaiian or Other Pacific Islander enrollment decreased 33.3% (though only by 2 students).

Of the total ADHE count for fall 2012, the American Indian population comprised 2.9 percent (n=214); the Asian population comprised 4.3 percent (n=312); the Hispanic population comprised 7.4 percent (n=545); the African American population comprised 4.0 percent (n=296); 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 4.8 percent (n=351; see Figure 1 on the next page).

Since 2002, minority enrollment has increased 110.8 percent (n=905). In the past ten years, the largest percentage increase has been in the Hispanic population, which increased 275.9 percent (n=400). The American Indian population increased by 7 percent (n=14), the Asian Alone population has increased over the Asian/Pacific Islander population by 39.3 percent (n=88), and the African American population increased by 19.4 percent (n=48) over this same period.

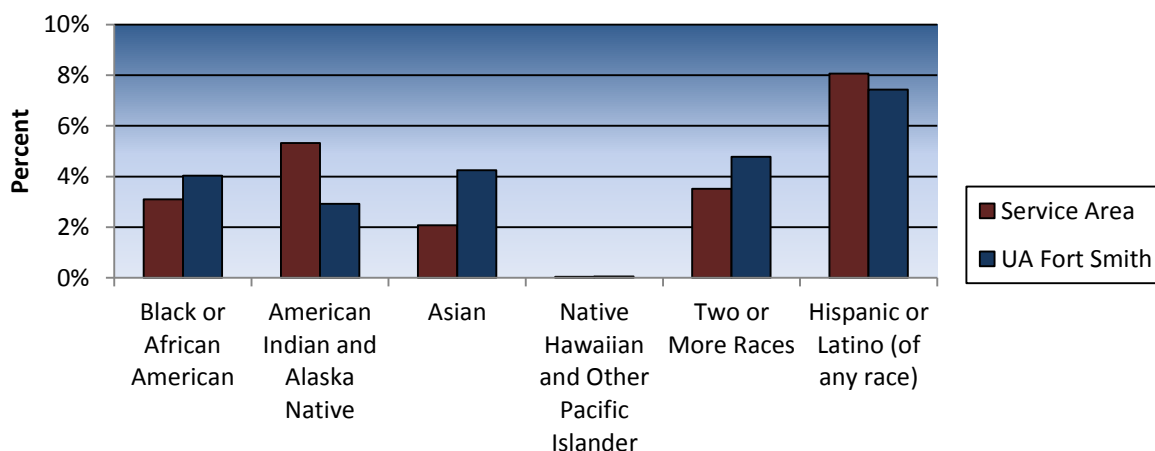
Figure 1: UA Fort Smith Minority Headcount



Source: Office of Institutional Effectiveness; *Trend Book*, 2008-2012.

An overreaching 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 2012 enrollment data shows a 24.5 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 (2012-2013)



Sources: Office of Institutional Effectiveness, *Trend Book*, 2008-2012; US Census Bureau, American Fact Finder 2010 Census Data

Minority Recruitment Efforts 2012-2013

UA Fort Smith carried out several recruitment initiatives during the 2012-2013 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, 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.

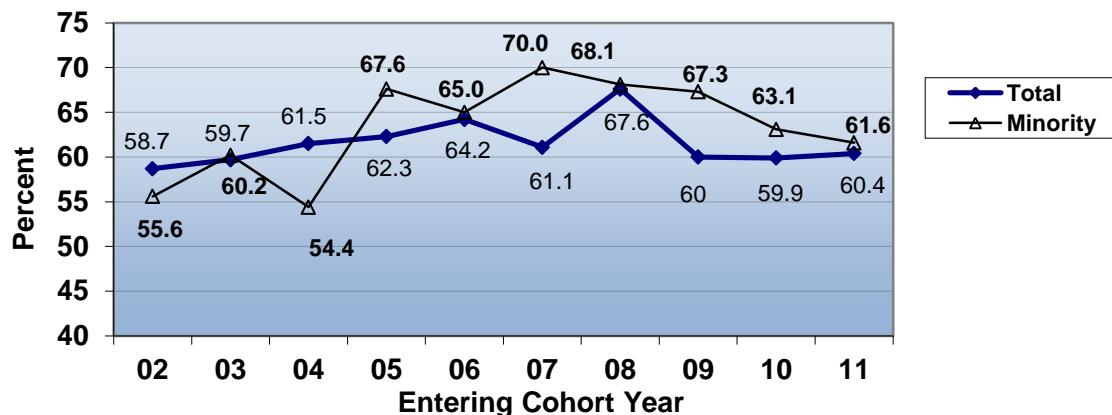
Minority Retention

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). The retention of minority students for fall 2011 to fall 2012 has also outpaced total retention at UAFS (61.6 percent for minorities opposed to 60.4 percent for total retention).

For the 2012-2013 academic year, 53.8 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.

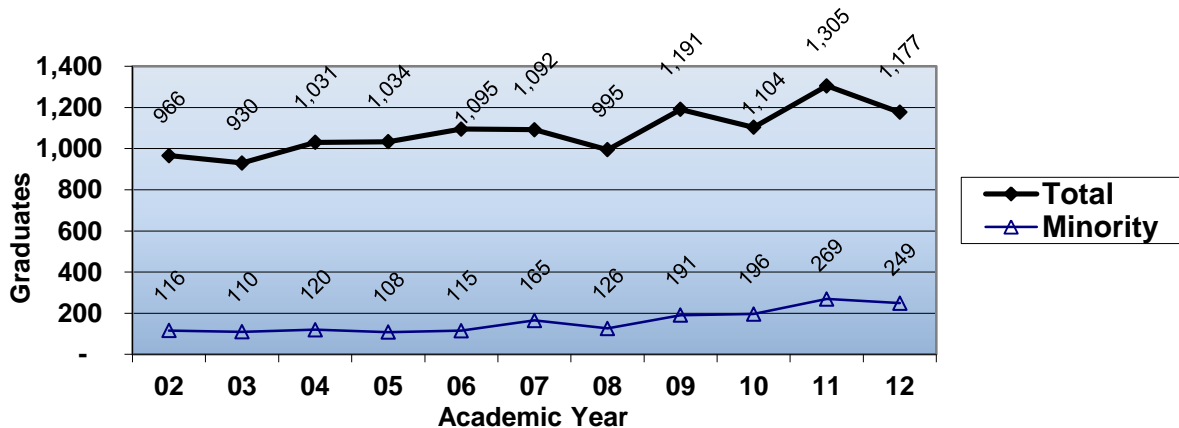
Native American Students Association - to provide current and accurate information about Native American cultures.

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

Two hundred sixty-nine racial minority students were awarded degrees or certificates during this period. Over the last decade, minority graduates have increased over 126.4 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 (2002 to 2012)



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 (2012/2013)

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 2012–2013 workforce, which includes 14.9% 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.

Our efforts in this area have been recognized at the state level. UA Fort Smith was named a winner at the 2009 Governor's Work-Life Balance Awards. These awards are designed to bring special recognition to employers around the state who recognize and support the needs of their employees.

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. Since July, 2012, 200 new faculty and staff have participated in orientation, along with 137 new or returning adjunct faculty members.

All new faculty members, both full- and part-time, are assigned a mentor. We also have a mentoring program for clerical and support staff. This program (the Buddy System) is in its twelfth year and continues to be a success in providing staff with the information needed to be successful in their jobs. The program goals are the same as the orientation program. Unlike the orientation program, the Buddy System provides ongoing one-on-one training and support and is customized to meet the needs of the individual employee and their department.

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 2012-2013, 184 or 14.9 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 2002-2003 shows 1042 employees with 93 minorities, or 8.9 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 2012-2013. We employed 53 faculty and staff members during FY13 who were foreign nationals.

The following chart details the number of minority faculty and staff that were newly hired during FY 2012-2013 and their position categories. This includes full-time and part-time employees.

POSITION CATEGORY	NUMBER OF STAFF
Faculty	5
Other Professionals	7
Clerical and Secretarial	2
Service/Maintenance	3
Other (includes tutors, student help, etc.)	53
TOTAL	70

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 2013

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:

**UALR's Affirmative Action Committee
Attn: 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

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.

UALR Students by Race/Ethnicity (Fall 2012)

White	60.0%
African-American	22.4%
Hispanic	4.9%
Unknown/Not Disclosed	1.0%
Non-Resident Aliens	4.2%
Two or More Races	5.0%
Asian/Pacific Islander	2.4%
Native American	0.3%

The narrative and tables that follow present minority student enrollment and retention trends from Fall 2008 to Fall 2012.

- Table 1 Student Enrollment by Race/Ethnicity (Fall 2008 to Fall 2012)
- Table 2 First-Time Freshman Enrollment by Race/Ethnicity (Fall 2008 to Fall 2012)
- Table 3 Undergraduate Enrollment by Race/Ethnicity (Fall 2008 to Fall 2012)
- Table 4 Graduate Student Enrollment by Race/Ethnicity (Fall 2008 to Fall 2012)
- Table 5 One-Year Retention Rates for Entering Freshmen by Race/Ethnicity (Fall 2008 to Fall 2012)
- Table 6 Six-Year Graduation Rates by Race/Ethnicity (2009-2012)

Minority Student Enrollment for Fall 2008 to Fall 2012. As indicated in Table 1, UALR's overall minority student enrollment decreased 1.7% from Fall 2011 to Fall 2012. This slight decline in minority enrollment mirrors the decline in total student enrollment from Fall 2011 to Fall 2012.

As Table 1 indicates, Hispanic enrollment has consistently increased since Fall 2008; the number of enrolled Hispanic students increased 12.8% from Fall 2011 to Fall 2012. The Native-American enrollment has consistently decreased since Fall 2008; the number of enrolled Native-American students decreased 29.0% from Fall 2011 to Fall 2012. African-American enrollment decreased 3.7% from Fall 2011 to Fall 2012, and has decreased 8.1% overall since 2008. Asian-Pacific Islander student enrollment remained the same, showing only a 1.0% increase since 2011. Non-resident Aliens increased 12.1% from Fall 2011 to Fall 2012.

It is important to note that, beginning in 2011, federal changes in reporting of minority enrollment began to include students who identify with two or more races. As such, the number

of students identifying with two or more races increased significantly (92.8%) from Fall 2011 to Fall 2012. Therefore, it is possible that the new ‘two or more races’ identification could have contributed to the enrollment decline of students identifying themselves as African-American, Native American, or Unknown/Not Disclosed.

Table 1: Student Enrollment by Race/Ethnicity (Fall 2008 to Fall 2012)

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

Source: UALR Office of Institutional Research

First-Time Freshman Minority Enrollment for Fall 2008 to Fall 2012. From Fall 2011 to Fall 2012, UALR’s first-time freshman minority enrollment increased 22.6% overall. The number of first-time African-American freshman decreased 23.5%, Hispanic freshmen decreased 28.4%, and Asian/Pacific Islander freshman increased 30.0% from Fall 2011 to Fall 2012. In addition, 157 first-time freshman identified with two or more races.

Table 2: First-Time Freshman Enrollment by Race/Ethnicity (Fall 2008 to Fall 2012)

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
African-American	235	247	199	243	186
Hispanic	29	26	15	81	58
Asian/Pacific Islander	15	23	31	20	26
American Indian	10	4	0	6	2
Two or More Races	-	-	-	-	157

Source: UALR Office of Institutional Research

Undergraduate Minority Enrollment for Fall 2008 to Fall 2012. As indicated in Table 3, the most significant enrollment increase over the past five year period (Fall 2008- Fall 2012) is seen among Hispanic students. The number of enrolled undergraduate Hispanic students totaled 552 in Fall 2012, an increase of 134.0% from 2008.

Table 3: Undergraduate Enrollment by Race/Ethnicity (Fall 2008 to Fall 2012)

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

Source: UALR Office of Institutional Research

Graduate Student Minority Enrollment for Fall 2008 to Fall 2012. UALR's graduate enrollment (Table 4) indicates a slight increase since 2008, including a 12.4% enrollment increase from Fall 2011 to Fall 2012. African-American graduate student enrollment far exceeds other minority enrollment, while American Indian graduate enrollment is substantially less than the other minority groups. Enrollment among Hispanic graduate students increased 12.5% from Fall 2011 to Fall 2012.

Table 4: Graduate Enrollment by Race/Ethnicity (Fall 2008 to Fall 2012)

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
African-American	526	559	532	471	477
Hispanic	37	36	35	64	72
Asian/Pacific Islander	71	70	51	43	48
American Indian	20	17	13	11	12
Two or More Races	-	-	-	-	53

Source: UALR Office of Institutional Research

A. Retention

UALR maintains a cohort database that allows the tracking of retention and graduation rates by 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>.

In 2012, the total minority student retention rate for entering freshman increased to 68.1%, 8 percentage points higher than 2011. Furthermore, entering freshman retention rates increased for all minority groups in 2012—a significant improvement from previous years. The total minority retention rates for entering freshman were the highest recorded since 2008.

Table 5: One-Year Retention Rates for Entering Freshmen* by Race/Ethnicity (AY 2009 to AY 2012)

	AY08 Returned AY09	AY09 Returned AY10	AY10 Returned AY11	AY11 Returned AY12
African-American	63.2	58.6	58.8	64.9
Hispanic	68.0	71.0	57.9	73.1
Asian/Pacific Islander	83.3	82.6	66.7	90.0
Native American	60.0	75.0	0.0	25.0
Two or More Races	-	-	62.8	70.0
Total Minority	64.4	62.0	59.9	68.1
All Entering Freshmen	60.9	64.2	61.5	67.2

*Includes first-time, full-time freshmen only

Source: UALR Office of Institutional Research

B. Completion

The Six-Year Minority Student Graduation rates at UALR have increased among Asian/Pacific Islanders and Hispanic minorities from the previous six-year period. However, the six-year graduation rate for African-American students decreased to 9.2% and the total minority six-year graduation rate decreased to 12.8% from the previous six-year period. It is important to note that these data only include students who began at UALR as first-time, full-time freshman and do not take into account transfer students who graduate or part-time students who take more than six years to graduate.

Table 6: Six-Year Graduation Rate by Race/Ethnicity (2009 to 2012)

	2003-2009 Cohort		2004-2010 Cohort		2005-2011 Cohort		2006-2012 Cohort	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	23/182	8.4%	24/301	8.0%	40/296	13.5%	29/316	9.2%
Native American	0/2	0.0%	2/7	28.6%	0/5	0.0%	0/5	0.0%
Asian/Pacific Islander	7/13	53.8%	3/15	20.0%	7/17	41.2%	5/11	45.1%
Hispanic	6/13	46.1%	3/19	15.8%	4/22	18.2%	12/36	33.3%
Two or More Races	-	-	-	-	-	-	1/5	20.0%
Total Minority	36/210	17.2%	32/342	9.4%	51/340	15.0%	47/373	12.8%

Source: UALR Office of Institutional Research

C. Summary of Minority Student Recruitment and Retention

Enrollment of students who self-identify as Asian/Pacific Islander, Hispanic, Non-Resident Aliens, or Two or More Races increased from Fall 2011 to Fall 2012, while enrollment of students identifying themselves as African-American, Native American, or Unknown/Not Disclosed decreased. The total minority enrollment decreased slightly from 2011 to 2012, although the last results are still higher than the 2008 minority enrollment. Retention rates of entering freshman increased for all minority groups in 2012, which is a significant improvement from previous years. Specifically, the total minority retention rate for entering freshman were the highest recorded since 2008.

First-time freshman minority enrollment showed a significant increase (22.6%) from Fall 2011 to Fall 2012. Hispanic undergraduate enrollment represents the most significant enrollment increase (134.0%) from Fall 2008 to Fall 2012. As such, Hispanic undergraduates represent the most consistent and greatest enrollment gains since the Fall 2008. Overall, enrollment has fluctuated among African-American and Asian/Pacific Islander undergraduates since Fall 2008, with both minority groups reaching their enrollment peak in Fall 2009. UALR Graduate School minority enrollment increased 12.4% from Fall 2011 to Fall 2012, which is consistent with a slight enrollment increase since 2008. African-Americans represented 72.1% of the minority graduate students.

D. 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 – This federally funded TRiO program is now housed in the ASC, but has been on the UALR campus for approximately 35 years. The Student Support Services (SSS) program provides opportunities for academic development, assistance with basic college requirements and activities that motivate students toward the successful completion of their postsecondary education. The goal is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. SSS offers academic tutoring in a variety of courses, academic advising and assistance in selecting postsecondary courses, information on a full range of federal student financial aid programs, financial and economic literacy, and graduate school admission and financial assistance programs. Participants also receive academic, financial, personal and career counseling; grant aid and scholarship funds; and they may borrow laptops and textbooks for the semester.
- 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. **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.

5. **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.
6. **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.
7. **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 2012, there were 434 full-time faculty members at UALR. Of that number 81 or 18.7% were members of a minority group, a 2.2% increase from the previous year. The largest minority group was comprised of 46 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: 2012

	Chair	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	-	4	5	10	3	22
Hispanic	-	1	3	3	2	9
Asian/Pacific Islander	2	14	18	12	-	46
Native American	1	-	-	1	-	2
2 or More Races	1	-	1	-	1	3
Unknown	2	11	10	6	13	42
Total	6	30	37	32	19	124

Source: UALR Department of Human Resources (2013)

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 2012 percentages of full-time minority faculty are compared to these goals. The 2011 numbers show an overall increase of 2.2% in full-time minority faculty from 2011. See Appendix B for a listing of all minority faculty hires, as of May 2012, by appropriated titles.

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

	2008	2009	2010	2011	2012	Goal	Status
African-American	7.2%	6.2%	5.4%	5.9%	5.1%	6.3%	-1.2%
Hispanic	1.7%	2.0%	1.6%	1.9%	2.1%	5.2%	-3.1%
Asian/Pacific Islander	8.3%	8.1%	9.2%	9.5%	10.6%	5.9%	4.7%
Native American	0.9%	0.9%	0.8%	.004%	0.2%	0.4%	-0.2%
2 or More Races	-	-	-	-	0.7%	-	-
Total Percentage	18.1%	17.2%	17.0%	17.8%	18.7%	17.8%	0.9%

Source: UALR Department of Human Resources (2013)

All minority groups saw an increase in 2012 with the exception of the African-American minority group. African-American faculty decreased by 0.8% in 2012. There was an increase in the total percentage of minority, full-time faculty in 2012 (18.7%) when compared to 2011 (17.8%). This was an increase of nearly one percentage point, or 0.9%. UALR exceeded its established goal for total percentage of minority, full-time faculty (17.8%) by the same margin. Additionally, "2 or More Races" was added as a category in 2012.

Table 9: New Faculty Hires 2008 to 2012

	2008	2009	2010	2011	2012
African-American	7	2	1	6	2
Hispanic	0	3	1	1	0
Asian/Pacific Islander	3	3	2	4	3
Native American	1	0	1	0	0
2 or More Races	-	-	-	-	0
Unknown	-	-	-	2	1
Total	11	8	5	13	6

Source: UALR Department of Human Resources (2013)

As seen in Appendix B, there were five minority faculty new hires in 2012: two African-American and three Asian/Pacific Islander.

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 2012, there were 1,025 staff members at UALR as evidenced in Table 10. Of that number 382, or 37.3%, were minorities, which increased from 35.5% in 2011. African-Americans represented the largest minority staff group with 293 staff members, or 28.6%, of the total staff population, which is virtually unchanged 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	9	1	1	0	77	7	2
Other Professionals	136	5	22	2	393	26	15
Technical & Paraprofessional	27	1	1	0	33	0	0
Clerical & Secretarial	41	1	4	0	60	11	5
Skilled Crafts	6	0	0	0	31	1	0
Service/Maintenance	75	1	0	0	27	5	0
Total	293	9	28	2	621	50	22

Source: UALR Department of Human Resources (2012)

Table 11: New Staff Hires from 2008 to 2012 (Table 2) shows a net increase of 13 minority staff hires in 2012 when compared to 2011. A total of 58 minority staff were hired in 2012 versus 45 minority staff in 2011. See Appendix D for numbers of minority staff hired in 2012 by appropriated titles.

Table 11: New Staff Hires from 2008 to 2012

	2008	2009	2010	2011	2012
African-American	36	44	34	40	47
Hispanic	3	1	3	2	2
Asian/Pacific Islander	0	4	9	3	6
Native American	0	1	0	0	2
2 or More Races	-	-	-	-	1
Unknown	-	-	-	0	0
Total New Hires	39	50	46	45	58

Source: UALR Department of Human Resources (2013)

D. Initiatives for Minority Faculty/Staff Recruitment and Retention

Through the Affirmative Action Review process, the Department of Human Resources analyzes the demographic makeup of departments and the applicant pool for each position, and encourages the selection of qualified minority candidates when available. 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.

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
- Recommendations to enhance and further define "immediate family" to include same-sex partners. The recommendation will also include extending various benefits to same-sex partners.

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	10	3	12	1	-	6	32
Associate Professor 9 mnth	5	3	18	-	1	9	36
Associate Professor 10.5 mnth	-	-	-	-	-	1	1
Department Chair 12 mnth	-	-	2	1	1	2	5
Instructor 9 mnth	3	2	-	-	1	8	14
Instructor 10.5 mnth						1	1
Instructor 12 mnth	-	-	-	-	-	4	4
Professor 9 mnth	2	1	14	-	-	10	27
Professor 10.5 mnth	1	-	-	-	-	-	1
Professor 12 mnth	1	-	-	-	-	1	2
Total	22	9	46	1	3	42	123

* 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
Assistant Professor 9 month	2	-	3	-	-	1	6
Total	2	0	3	0	0	1	6

* 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
Academic Counselor	2	-	-	-	-	-	2
Admin Support Supervisor	2	-	-	-	-	-	2
Administrative Specialist I	-	-	-	-	-	1	1
Administrative Specialist II	2	1	1	-	-	-	4
Administrative Specialist III	31	-	2	-	2	4	39
Administrative Supp Supervisor	1	-	-	-	-	-	1
Assistant Coach	4	-	-	-	-	-	4
Assistant Dean	1	-	-	-	-	-	1
Assistant Personnel Manager	1	-	-	-	-	-	1
Assistant Rsch/Ext Specialist	-	-	1	-	-	-	1
Assoc Dean of Students	1	-	-	-	-	-	1
Assoc Director Financial Aid	1	-	-	-	-	-	1
Assoc Rsch/Ext Spec NC	1	-	1	-	-	3	5
Associate Dean	-	-	1	-	-	1	2
Asst Dir Aquatics & Fitness	1	-	-	-	-	-	1
Asst Dir Student Union	1	-	-	-	-	-	1
Asst Resch/Ext Spec NC	3	-	2	-	-	1	6
Benefits Technician	1	-	-	-	-	-	1
Budget Specialist	-	1	-	-	-	-	1
Buyer	3	-	-	-	-	-	3
Campus Maintenance Supervisor	1	-	-	-	-	-	1
Computer Operator	1	-	-	-	-	-	1
Computer Support Specialist	5	-	-	-	-	-	5
Computer Support Technician	1	-	-	-	-	-	1
Development Officer	1	-	-	-	-	-	1
Dir of Financial Services	1	-	-	-	-	-	1
Dir. Administrative Services	-	-	-	-	1	-	1
Dir/Cooperative Educ Program	1	-	-	-	-	-	1
Director/Stu Development Cente	1	-	-	-	-	-	1
Division Chief	1	-	-	-	-	1	2
Educ & Instruction Specialist	1	-	-	-	-	2	3
Education Counselor	3	-	-	-	1	-	4

Extension Assistant	1	-	-	-	-	-	1
Fiscal Support Analyst	8	-	-	-	-	-	8
Fiscal Support Specialist	6	1	-	-	-	-	7
HE Inst Program Coordinator	7	-	-	-	-	-	7
HE Public Safety Commander I	2	-	-	-	-	-	2
HE Public Safety Dispatcher	3	-	-	-	-	-	3
HE Public Safety Supervisor	2	-	-	-	-	-	2
HEI Program Coordinator		-	-	-	1	-	1
Human Resource Specialist	2	-	-	-	-	-	2
Institutional Assistant	29	-	-	-	-	2	31
Institutional Services Asst	63	-	-	-	-	-	63
Institutional Services Supv	6	-	-	-	-	-	6
Job Developer/Cooperative Educ	1	-	-	-	-	-	1
Librarian	1		3		1	-	5
Library Technician	7	-	-	-	-	-	7
Mail Services Assistant	-	1	-	-	-	-	
Maintenance Assistant	5	1	-	-	-	-	6
Media Specialist	2	-	-	-	-	-	2
Project Coordinator	2	-	1	-	-	-	3
Project/Program Manager	5	-	1	-	-	-	6
Project/Program Specialist	5	-	2	-	-	-	7
Provost & VCAA	-	1	-	-	-	-	1
Public Safety Officer	3	1	-	-	2	-	6
Research Assistant	17	1	1	1	1	3	24
Research Associate	11	1	9	1	-	2	24
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	-	-	-	-	2	-	2
Skilled Tradesman	6	-	-	-	-	-	6
Student Development Specialist	-	-	1	-	-	-	1
Student Devl Specialist	22	2	-	-	1	1	26
Student Union Section Mgr	1	-	-	-	-	-	1
Systems Analyst	1	-	-	-	-	-	1
Technical Support	-	-	1	-	-	-	1
Technical Support Staff	2	-	-	-	-	-	2
VC Educational Services	1	-	-	-	-	-	1
Total	297	9	28	2	12	22	371

* 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					2
Administrative Specialist III	3				1		4
Administrative Sup Supervisor	2						2
Assoc Rsch/Ext Spec NC			1				1
Asst Resch/Ext Spec NC	2						2
Computer Support Specialist	1						1
Education Counselor	1						1
Fiscal Support Analyst	1						1
Fiscal Support Specialist	2	1					3
HE Public Safety Dispatcher	1						1
HE Public Safety Supervisor	1						1
Human Resource Specialist	1						1
Institutional Assistant	5						5
Institutional Services Asst	14						14
Library Technician	1						1
Maintenance Assistant	3						3
Project/Program Manager	1						1
Project/Program Specialist	1		2				3
Research Assistant	1			1			2
Research Associate	1		2	1			4
Shipping & Receiving Clerk			1				1
Student Development Specialist	3						3
Technical Support Staff	1						1
Total	47	2	6	2	1	0	58

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

University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2013

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. The University also maintained its tutoring, counseling initiatives, and the peer mentoring program. Workshops regarding financial aid, job skills, time management, and other areas of student interest were held throughout the year.

In 2011, the African American population decreased; in 2012, the African American population increased by only one student. The percentage of African Americans students in 2011 was 37.4%; in 2012, the African American population is 37.9%, indicating a slight increase. In 2011, the Hispanic population showed an increase; there was also an increase in 2012. In fact, the Hispanic population has doubled since 2010. The Hispanic population, however, is approximately 3 percent of the total student population. It must be stated that for the last five years, total student headcount has also increased. In 2011, the number of students who identified themselves as having two or more ethnicities was 48; in 2012 that number increased to 62.

Using Fall 2011 and Fall 2012 data provided by the Registrar's Office, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2011 Headcount</u>		<u>Fall 2012 Headcount</u>	
African American	1263	African American	1264
Hispanic	94	Hispanic	122
American Indian	14	American Indian	8
Asian	13	Asian	11
Non Resident Alien	15	Non-resident Alien	14
Unknown	12	Unknown	9
Two or more	48	Two or more	62

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, Business Administration, and Criminal

Justice. It should be noted that for non-minority populations, General Studies, Nursing (BSN), Business Administration, and Criminal Justice 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 the same from 2011 to 2012. No particular major showed a significant decline in any minority population from 2011 to 2012.

II. STUDENT AFFAIRS

Vice Chancellor Report

I. Activities of special interest to minority students

A. African-American Step Shows

1. Five different African-American Step Shows were sponsored throughout the year. Two of the step shows were centered around our largest campus-wide and public events (Parents Day and Homecoming). The other shows were stand-alone events performed at an adjacent site to the campus due to a room scheduling conflict. Over 250 people attended each of the five step shows.

B. Martin Luther King, Jr. Celebration

1. On February 6, 2013, the Office of Student Programs and Activities hosted Brother Moses, to do reenactments of Dr. Martin Luther King Jr.'s sermons, to speak before faculty, staff and students in celebration of Black History Month.

C. Black History Month

- On February 18, 2013, the Office of Student Programs and Activities assisted the Zeta Phi Beta Sorority with a Black History Month Event. There were musicians, informative speakers, poets, and lecturers at this celebratory event to Black History Month.

D. Mardi Gras - Fat Tuesday

1. On February 12, 2013, the Office of Student Programs and Activities in conjunction with Aramark Food Service hosted a Mardi Gras lunch hour party, with Cajun Cuisine, mock tails, festive decorations, jazz music, king cakes, and prizes for the finders of the King cake babies.

II. Recognized Student Organizations

- A. Existing organizations: The University of Arkansas at Monticello has the following nationally recognized NPHC groups on the campus;

1. NPHC – National PanHellenic Council.

The NPHC is comprised of the following African-American fraternities and sororities on the UAM Campus:

- a. Fraternities:

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

- b. Sororities:

- 1). Delta Sigma Theta
- 2). Zeta Phi Beta

- c. International Student Association

- a). The Office of Admissions in conjunction with the Division of Student Affairs sponsored an International/Cultural Bazaar the nations that are represented among the UAM Student population. Students from the following nations participated in the event:

Argentina
Brazil
Canada
France
Ghana
Iceland
Kenya
Malaysia
Mexico
Nepal
Panama
South Korea

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 and off campus ranging from voter registration, social events, educational programs re: hazing, sexual abstinence, conflict resolution, community service programs, and award banquets.

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

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2012-2013 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- UAM received Student and Exchange Visitor Program recertification as a host international college for F-1 and M-1 VISA students through U. S. Immigration and Customs Enforcement.
- The International Club membership remained stable in 2012-2013. All international students were participants, but the number of campus students and faculty/staff increased by 50%. 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 brochures were updated to provide changes in Homeland Security requirements, 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 re-designed to better educate the campus and provide information for those who might need services.
- 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. UAM provided institutional support for grant recertification.
- 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. Information was sent to Texas Articulation workshops.
- 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 28 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. 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.

IV. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students. The following schedule shows the number of students awarded aid for the Fall 2011 through Summer 2012.

2011-12 Aid by Ethnicity				
	Unduplicated Students	White	Minority	Unreported
Loans	2,876	1,422	1,452	2
Scholarships	1,649	1,165	481	3
Federal WS	153	86	65	2
Institutional WS	268	198	68	2
All Grants	3,132	1,514	1,614	4
Pell Grants	3,100	1,502	1,594	4
SEOG	236	98	138	0

Ark Lsamp	16	0	16	0
Career Pathways	133	55	78	0

The unduplicated student listing represents the percent 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 UAM College of Technology-Crossett's (UAM-CTC's) staff and faculty 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, 2012, through May 8, 2013, (excluding the Summer I term) is provided below in comparison with the previous year's statistics:

UAM-CTC Students Ethnicity	2012-2013		2011-2012	
Asian	3	.5%	1	.2%
Black/African America	220	34%	217	36.5%
Hispanic/Latino	18	3%	8	1.3%
White/Caucasian	391	61%	365	61.3%
American Indian	2	.3%	2	.3%
Two or more races	7	1%	1	.2%
Non Resident Alien	0	0%	1	.2%
Other	1	.2%	0	0%
Total Students	642	100%	595	100%

The ethnic enrollment for the UAM-CTC campus for non-credit Adult Education students during the period of July 1, 2012, through March 31, 2013, (most recent data) is provided below in comparison with the previous year's statistics:

Adult Education Program Ethnicity	2012-2013		2011-2012	
Asian	3	1.0%	2	.6 %
Black/African America	125	43.7%	128	38.2 %
Hispanic/Latino	37	13.0%	43	12.8%
White/Caucasian	120	42.0%	161	48.1%
Two or more races	1	.3%	1	.3%
Total Students	286	100%	335	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:

- 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;
- Hiring a retention specialist to monitor the attendance and academic performance of all students and to provide them 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 increase 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;
- Administering a Career Pathways Initiative program through a grant which provides academic and financial assistance to eligible population composed of the following ethnicity:

Career Pathways Ethnicity	2012-2013		2011-12	
Asian	0	0%	2	2%
Black/African America	70	49%	68	44%
Hispanic/Latino	4	3%	3	2%
White/Caucasian	65	46%	80	52%
Other	3	2%	0	0%
Total Students	142	100%	153	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 59% percent. Using data provided by the Registrar's Office, the following table indicates all ethnic minority enrollment for July 1, 2012 through census of spring

2013. (Excluding Summer I: June 1 – June 30, 2012); 844 total students with 502 being minority as follows:

Black	474
Hispanic	17
Asian	1
2 or more Races	4
American Indian	0
Hawaiian	1
Non-resident Alien	2
Unknown	3
White (Non-Hispanic)	342

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, an Administrative Specialist II, an Administrative Specialist I and a Maintenance employee.

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 59% minority (24/41 students) at the Dumas location and 62.25% minority (94/151 students) at the McGehee location.
- 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 82% (88 minority out of a total of 107 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.

Appendixes

UAM Student Major/Ethnicity Report
Employee Report

Recruitment and Retention of African Americans, Other Minorities and Females

ANNUAL REPORT

2012-2013

Recruitment and Retention of African Americans,
Other Minorities and Females
UAMS – Annual Report, 2012-13

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**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
RECRUITMENT AND RETENTION OF AFRICAN AMERICANS, OTHER MINORITIES,
AND FEMALES
2012 – 2013**

I. Policy, Goal and Assurance

The University of Arkansas for Medical Sciences (UAMS), with its intersection of education, research and clinical programs, brings a unique capacity to lead health care improvement in Arkansas. Our assets for leadership include our status as the only academic health center in the state, our statewide network of centers for public education and clinical outreach, our emphasis on population health, and our leadership in health informatics and statewide information technology. However, our most important asset continues to be our diverse workforce, consisting of employees from throughout the world.

In 2010, we recognized diversity as an institutional core value, critical to the fulfillment of the mission of UAMS. As stated in our 2020 Strategic Plan, 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.

We are Arkansas' largest public employer, and employ more than 10,800 people statewide. Our diverse workforce includes males and females, people of color, people of many national origins, people of all ages, people of various faiths, people with disabilities, veterans, and people of various sexual orientation, gender identity and gender expression. 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, sex, age, disability, veteran status, religion, national origin, sexual orientation, gender identity, or gender expression. Our workforce is overwhelming female, and we continue to recruit, employ, and retain minorities and females in numbers that reflect their availability in the geographical area from which we recruit and we will continue to do so.

The general labor market for Non-Academic personnel is the State of Arkansas with the majority coming from Pulaski and Saline counties. Some Executive/Administrative Managerial personnel are recruited on a state level. Faculty and some administrative staff are recruited on a national level. Some Professional Staff are recruited on an international level. This progress report for academic year 2012-2013 emphasizes the progress made over the 2011-2012 academic year.

II. Non-Academic Personnel

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

See tables on pages 3 and 4.

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 1-25-2013

2012 - 2013

JOB CATEGORIES	TOTAL #	NATIVE AMERICAN # %	ASIAN AMERICAN # %	AFRICAN AMERICAN # %	HISPANIC AMERICAN # %	WHITE AMERICAN # %	FEMALE # %	MALE # %
Executive/ Administrative	2037 +141	13 0.6 +4	48 2.3 +8	347 17.0 +47	24 1.2 -1	1603 78.7 +81	1426 70.0 +117	611 30.0 +24
Professional Non-Faculty	3686 +67	25 0.7 +3	141 3.8 +6	1065 28.9 +51	80 2.2 +1	2375 64.4 +6	3054 82.9 +80	632 17.1 -13
Secretarial/ Clerical	378 -17	4 1.0 -1	3 0.8 -1	170 45.0 +5	6 1.6 -3	195 51.6 -17	343 90.7 -15	35 9.3 -2
Technical/ Para- Professional	800 -3	9 1.1 +3	12 1.5 (12)	282 35.2 -7	16 2.0 +5	481 60.1 -4	709 88.6 +6	91 11.4 -9
Skilled/Craft	105 -5	0 0.0 (0)	0 0.0 (0)	21 20.0 -1	2 1.9 (2)	82 78.1 -4	6 5.7 (6)	99 94.3 -5
Service/ Maintenance	255 +8	1 0.4 +1	4 1.6 +1	174 68.2 -1	3 1.2 (3)	73 28.6 +7	107 42.0 +7	148 58.0 +1
Grand Total	7261 +191	52 0.7 +10	208 2.9 +14	2059 28.3 +94	131 1.8 +2	4809 66.2 +69	5645 77.7 +195	1616 22.3 -4

+plus indicates increase over 2011-2012

-minus indicates decrease over 2011-2012

%percent indicates percentage of job category/total workforce 2012-2013

() indicates same number as 2011-2012

Total #, Executive/Admin & Total #, Grand Total includes two-non-disclosed race/ethnicities

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 1-25-2013

2012-2013

JOB CATEGORIES	TOTAL # + -	NATIVE AMERICAN # % + -	ASIAN AMERICAN # % + -	AFRICAN AMERICAN # % + -	HISPANIC AMERICAN # % + -	WHITE AMERICAN # % + -	FEMALE # % + -	MALE # % + -
Executive/ Administrative	72 +11	0 0.0 -1	1 1.4 (1)	8 11.1 +4	2 2.8 (2)	61 84.7 +8	57 79.2 +6	15 20.8 +5
Professional Non-Faculty	230 +5	1 0.4 (1)	4 1.7 -1	35 15.2 +4	2 0.9 -3	188 81.7 +5	207 90.0 +5	23 10.0 (23)
Secretarial/ Clerical	20 -7	1 10.0 +1	0 0.0 (0)	2 10.0 -3	1 5.0 (1)	16 80.0 -5	19 95.0 -6	1 5.0 -1
Technical/ Para- Professional	26 -2	0 0.0 (0)	3 11.5 +1	3 11.5 (3)	0 0.0 (0)	20 82.2 -3	17 65.4 -5	9 34.6 +3
Skilled/Craft	0 (0)	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)
Service/ Maintenance	20 -11	0 0.0 -1	0 0.0 (0)	17 85.0 -11	0 0.0 (0)	3 15.0 +1	9 45.0 -10	11 55.0 -1
Grand Total	368 -4	2 0.5 -1	8 2.2 (8)	65 17.7 -6	5 2.3 -3	288 78.3 +6	309 84.0 -10	59 16.0 +6

+plus indicates increase over 2011-2012

-minus indicates decrease over 2011-2012

%percent indicates percentage of job category/total workforce 2012-2013

() indicates same number as 2011-2012

C. Explanation and Some 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:

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

D. Salary Analyses

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

Race/Ethnicity	# Employees < \$20K	# FT Non-Academic EES	%
African American	169	2,059	8.2
Asian American	2	208	1.0
Hispanic American	4	131	3.0
Native American	2	52	3.8
White American	103	4,809	2.1
Non-Disclosed		2	
Total	280	7,261	3.8

Sex	# Employees <\$20K	# FT Non-Academic EES	%
Female	212	5,645	3.7
Male	68	1,616	4.2
Total	280	7,261	3.8

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

Race/Ethnicity	# Employees ≥\$75K	# FT Non-Academic EES	%
African American	40	2,059	1.9
Asian American	24	208	11.5
Hispanic American	4	131	3.0
Native American	6	52	11.5
White American	754	4,809	15.7
Non-Disclosed		2	
Total	828	7,261	11.4

Sex	# Employees ≥\$75K	# FT Non-Academic EES	%
Female	548	5,645	9.7
Male	280	1,616	17.3
Total	828	7,261	11.4

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

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

E. Summary

UAMS has a total of **7,261** full-time non-academic employees of which **2,059 (28.3%)** are African American; **52 (0.7%)** are Native American; **208 (2.9%)** are Asian American; **131 (1.8%)** are Hispanic American; and **4,809 (66.2%)** are White American, and **two** are non-disclosed. Our total full-time non-academic minority workforce includes **2,450** employees, who represent **34%** of workforce. We have **5,645 (77.7%)** full-time non-academic female employees. There are **1,616 (22.3%)** full-time non-academic male employees.

UAMS has a total of **368** part-time non-academic employees. Of this number, **80 (21.7%)** are minorities. There are **309 (84.0%)** part-time non-academic female employees and **59 (16.0%)** part-time non-academic male employees.

We experienced an overall increase of non-academic full-time employees by **191**, which increased our total minority non-academic full-time employees by **120**, with **two** non-disclosed. African American employees increased by **94**; Native American employees increased by **10**; Asian American employees increased by **14**; and Hispanic American employees increased by **two**. White American, non-academic full-time employees increased by **69**. Female non-academic full-time employees increased by **195**. Male non-academic full-time employees decreased by **four**.

The Executive/Administrative job category of full-time non-academic employees increased by **141**. African-American full-time non-academic executive administrative employees increased by **47**. Asian American full-time non-academic executive administrative employees by eight. Native American full-time non-academic executive administrative employees increased by **four**. Hispanic American full-time non-academic executive employees decreased by **one**. White American full-time non-academic executive administrative employees increased by **81**. Female full-time non-academic executive administrative employees increased by **117**, while male full-time non-academic executive administrative employees increased by **24**.

Our professional non-faculty job category of full-time non-academic employees experienced an overall increase of **67** positions. African American professional non-faculty, full-time non-academic employees increased by **51**. Asian American professional non-faculty full-time non-academic employees increased by **six**. Hispanic American professional non-faculty full-time non-academic employees increased by **one**. Native American professional non-faculty full-time non-academic employees increased by **three**. White American professional non-faculty full-time non-academic employees increased by **six**. Female professional non-faculty, full-time, non-academic employees increased by **80**. Male professional non-faculty, full-time employees decreased by **13**.

The secretarial/clerical job category of full-time non-academic employees also experienced an overall decrease of **17** positions. African American secretarial/clerical full-time non-academic employees increased by **five**. Asian American secretarial/clerical full time non-academic employees decreased by **one**. Hispanic American secretarial/clerical full-time non-academic employees decreased by **three**. Native American secretarial/clerical full-time non-academic employees decreased by **one**. White American secretarial/clerical full-time non-academic decreased by **17**. Female Secretarial/Clerical full-time non-academic employees decreased by **15**. Male Secretarial/Clerical full-time non-academic employees decreased by **two**.

The Technical/Para-Professional job category of full-time non-academic employees decreased slightly overall by **three** positions. African American technical/para-professional full-time non-academic employees decreased by **seven**. Asian American technical/para-professional full-time non-academic employees remained the same at **12**. Hispanic American technical/para-professional full-time non-academic employees increased by **five**. Native American technical/para-professional full-time non-academic employees increased by **three**. White American technical/para-professional full-time non-academic employees decreased by **four**. Female technical/para-professional full-time non-academic employees increased by **six**. Male technical/para-professional full-time non-academic employees decreased by **nine**.

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

The Service/Maintenance job category full-time non-academic employees increased by **eight**. African American service/maintenance full-time non-academic employees decreased by **one**. Native American and Asian American service/maintenance full-time non-academic employees both increased by **one**. Hispanic Americans remained the same at **three**. White American service/maintenance full-time non-academic employees increased by **seven**. Female service/maintenance full-time non-academic employees increased by **seven**. Male service/maintenance full-time non-academic employees increased by **one**.

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 **2,450** (33.0%) minorities, which includes **2,059** African Americans (28.3%); **208** Asian Americans (2.9%); **52** Native Americans (0.7%); and **131** Hispanic Americans (1.8%). 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 **368** part-time non-academic employees, of which **80** (21.7%) are minority.

In all six of our full-time non-academic job categories – executive/administrative (17.0%); professional non-faculty (28.9%); secretarial/clerical (45.0%); technical/para-professional (35.2%); skilled/craft (20.0%); service/maintenance (68.2%) – our African-American full-time non-academic workforce is above the state of Arkansas African American population, which is approximately 15.4%.⁴

While our full-time non-academic workforce remains overwhelmingly female (77.7%), we will continue our efforts to increase female representation in our skilled/craft job category, which is currently 5.7 percent female.

A total of **280** (3.8%) of our full-time non-academic employees receive an annual salary of less than \$20,000. Of this number, **103** are White Americans and **169** are African Americans. **Two hundred twelve** (3.7%) of female full-time non-academic employees receive an annual salary of less than \$20,000. **Sixty-eight** (4.2%) of 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 fifty-four** (15.8%) White American full-time non-academic employees receive an annual salary of \$75,000 and above. **Five hundred and forty-eight** (9.7%) female full-time non-academic employees receive an annual salary of \$75,000 and above. **Two hundred eighty** (17.3%) male full-time non-academic employees receive an annual salary of \$75,000 and above.

The UAMS Affirmative Action Web page routinely provides resources and information to 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.

As the State's largest public employer, we are committed to reaching out to qualified applicants. All of our jobs 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 as UAMS. We also post job openings on

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

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

specific job boards, and routinely attend job fairs designed specifically to attract people of color, women, people with disabilities and veterans.

As in previous years we continued to sponsor and attend the HOLA! Arkansas job fair in an effort to encourage Hispanic Americans to apply for jobs at UAMS. We also were a sponsor of and attended the STAND job fair in an effort to encourage African Americans to apply for jobs at UAMS.

We participated in the U.S. Chamber of Commerce Hiring our Heroes job fair as well as the Arkansas Women Veterans job fair, designed to hire veterans. We have more than 450 veteran employees at UAMS, and we celebrated our veterans, along with other veterans in the community during the month of November, which we designated as UAMS Veterans Awareness Month. In May 2013, our Veterans Awareness Committee planned and hosted our first Memorial Day Commemoration to recognize the sacrifices of first responders and those who lost their lives while serving in the military. We continue to support our veteran employees and students with veteran-related policies and practices, along with special initiatives.

More than 200 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 National Disability Employment Awareness Month. For the second 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.

In March 2013, Chancellor Rahn signed a Memorandum of Understanding to collaborate with ACCESS Group, Inc., a non-profit organization that provides evaluation, education and training programs for people with developmental disabilities and Arkansas Rehabilitation Services to create a UAMS Project SEARCH program for young adults with developmental disabilities to work as interns, and to foster and facilitate the acquisition of jobs by people with disabilities when possible. The UAMS Project SEARCH program, to be the first of its kind at an Arkansas university, is modeled after the internationally successful Project SEARCH program started at Children's Hospital Medical Center in Cincinnati. As a result of this agreement, 13 people with disabilities will begin an internship program in August 2013, and will work in various areas within the UAMS campus including Information Technology, Nutrition Services, Fitness, Clinical Central Supply, Clinical Programs, Mailroom, Parking, the Office of Human Resources, Rehabilitation, Patient Transport, Environmental Services, and the Center for Diversity Affairs.

Our minority, female, people with disabilities and veteran employees have a strong presence within UAMS and in the community. They participate in career fairs, civic events, community events, career days, youth motivation programs, and make guest speaker appearances. In addition, some of these employees have memberships in industry associations, professional associations, and educational programs focused on career development. Our diverse employee population is featured in UAMS publications/multi-media outlets, including consumer publications, promotional publications, help-wanted advertisements, informational brochures and on our website. Employees are made aware of continuing education classes and/or seminars and are given time to enroll in and attend classes and/or seminars.

We offer a valuable tuition discount program to employees who wish to attend a college or university within the University System. 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.

Our full-time non-academic workforce demonstrates our ongoing practice of recruiting, promoting, and retaining minorities and females in numbers that reflect their availability in the geographic area from which we recruit. We continuously strive to make our UAMS community free of intolerance, bigotry, and racism.

UAMS is committed to the principle and practice of non-discrimination and equal treatment in all areas of employment and service that affect our students, staff, and faculty. 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 are the centerpiece of an institutional commitment to these goals.

G. Diversity + Inclusion = Employee Engagement

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 and to being recognized as a strategic partner in the successful execution of the University's strategic plan.

Diversity Training

With approximately 10,800 employees, many of whom come from as many as 92 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. Our 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 1,629 new employees participated in 32 sessions. These sessions 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, research and service."* Managing diversity at UAMS is a practical business decision.

"Valuing Diversity" and *"Managing Diversity"* training are offered upon request by departments. To date, 846 CHRP students have participated in 56 workshops. One of the CHRP 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 Family-Centered Healthcare Environment.”*

Diversity awareness activities continue to be planned and implemented throughout the year. These activities, events and programs are not the essence of the Committee’s functions. These events only serve to keep one aspect of the Diversity Process continually before the campus.

September-Diversity Month

The first Annual UAMS Diversity Month was held during September. The theme was: ***“Employee Engagement: Peeling Back the Layers of Hidden Diversity”***

A record number attended the week’s activities designed to increase employees’ awareness and appreciation of other aspects of diversity which might not be readily apparent to them. The Graduate School partnered with the Committee for the first time. The events included the following:

Thursday, September 6 -- Alan Ward, Ph.D., professor emeritus, UALR Speech Department, *“Personality: The Hidden Diversity”*, had participants complete a short Myers-Briggs self-screening survey and used the results to relate personality types to employee engagement.

Thursday, September 13 -- An update on the *Status of Diversity at UAMS* was given by UAMS Chancellor Dan Rahn, M.D., Vice Chancellor for Diversity and Inclusion Billy Thomas, M.D., and Associate Vice Chancellor for Human Resources Hosea Long.

Wednesday, September 19 -- A panel presentation entitled: *“Employee Engagement – A Work in Progress”*, featured UAMS managers who have been recognized for successfully implementing employee engagement practices within their work groups.

Thursday, September 27 -- *“Basic Instinct: Unconscious Bias – It’s Effects on Employee Engagement”*, was presented by Dennis Kennedy, founder and CEO of The National Diversity Council in Dallas, TX.

Friday, September 28 -- *International Fest and International Students' Week Celebrating Our Diversity*: Employees and students shared their cultures through Exhibits, Artifacts, Ethnic Food, Ethnic Attire, Music, Dance, and Cultural Videos.

Nutrition Services featured international cuisine throughout the month.

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

The theme: “*Dr. Martin Luther King, Jr.: A Drum Major for Service*”

Keynote Speaker: David R. Montague, PhD, associate professor and director of the Senior Justice Center at UALR talked of how it is important to reflect on the past, Dr. King’s legacy, appreciate the future and translate it to positive action and service. Four employees were recognized as “Unsung” Drum Majors for Service: Marquazetta “Marty” Finger, Celese Marshall, Mark Leonard, Joe Cook and Nikki Carver.

February-Black History Month

This year, Black History Factoids were featured each week on the Alerts and Announcements intranet homepage during February. Emphasis was on little known facts about the Emancipation Proclamation in honor of its 150th anniversary.

March-Women’s History Month

The Women’s History committee, along with the Center for Diversity Affairs and other campus groups collaborated to sponsor, “Women Inspiring Innovation through Imagination: Celebrating UAMS Phenomenal Women in Science, Technology, Engineering and Mathematics (STEM).” Twenty-three women were recognized by their departments and peers as being women “who used their intelligence, imagination, sense of wonder, and tenacity to make extraordinary contributions to the Science, Technology, Engineering and Mathematics (STEM). The event, held in celebration of Women’s History Month, featured Chicago educator and motivational speaker Dr. Chandra Gill, author of “*Champions Break Chains*.” The event included various vendors who shared work-life balance information with participants.

May-Asian American Pacific Islander Heritage Month

A panel of UAMS employees with Asian or Pacific Islander heritage shared their stories of coming to the United States and to UAMS in an event celebrating Asian American Pacific Islander Heritage Month. The event included stories of challenges overcome, varied cultures coming together and much humor.

Conversational English Classes

In response to a long recognized need of some international students, Residents, Post Docs and other foreign employees 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 Diversity Committee sponsors the much-needed classes that were originally started and conducted by a Diversity Committee member, then once weekly by a volunteer, non-UAMS employee for over two years. The Diversity Manager continues to facilitate the class which is in its 13th year.

Collaboration

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

The Committee will implement two “***Excellence in Diversity***” recognition awards in 2013: one for a student and another for an employee. Selection of winners and presentation of awards is scheduled for the fall and both will be presented during the Service Awards Recognition program.

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 need to be addressed as a part of a comprehensive healthcare plan for our state.

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 a 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.

Center for Diversity Affairs

The purpose of the Center for Diversity Affairs (CDA) is 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.

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 mission of the CDA is 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 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, the Chancellor's Minority and Retention Committee, and the Racial and Ethnic Health Disparities Task Force.

Through the leadership of Dr. Billy, Thomas, the CDA holds the following grant awards for the 2012-2013 school year:

- a. Health Careers Opportunity Program (HCOP) – no cost extension
- b. Initiative for Maximizing Student Diversity (IMSD)
- c. Summer Undergraduate Research Program (SURP). Funded by NIH.

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. Transition of Faculty Diversity and Community Outreach (FDCO) program to Minority Faculty Development Caucus (MFDC).
2. Establishment of mentees and mentors, e.g. mentor/mentee program through Translational Research Institute (TRI).
3. Provision by TRI of several funding opportunities in the form of KL-1 awards to minority faculty (three over the past year).
4. 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.

MFDC 2012-2013 Committee Members:

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

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 healthcare fields.

Summer Kickoff Event:

Arkansas Department of Health Family Health Branch Chief, Dr. David Grimes, Office of Minority Health Chief, Dr. Michelle Smith and national infant mortality spokesperson, Dr. Isabel Estrada led a panel discussion on infant mortality here in Arkansas and the nation during Kickoff week. Program participants from Hey Everybody!, Bridging the Gap, ACT Prep and USSEP attended. About one hundred fifty persons were in attendance for this event as the students networked with the medical community present and interviewed and blogged this event and the special guests. The students also attended reading and writing workshops. Guest writing instructor was Dr. Derrick Harriell, Assistant Professor of English and African American Studies at the University of Mississippi, Oxford, MS.

The Summer Science Discovery Program (SSDP) was composed of two one-week sessions. Each session involved a different group of students. Curriculum and instruction for the program is coordinated by the CDA and St. Mark's Baptist Church Y.E.S. Camps. 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. The students were also exposed to health careers at the various colleges of UAMS. A total of 80 students participated in this year's 2012 Summer Science Discovery Program.

Hey Everybody! I'm Going to be a Doctor! Sponsored by Say It Loud! Readers and Writers (SIL)/Collective Community Technology Initiative (CCTI). The CDA has developed a partnership with a community based literary organization, SIL, Mr. Patrick M. Oliver, Lead Innovator, that provides the program above to middle school students in Pulaski County. This is a summer math, science, literacy and technology camp offered this year at UAMS. The program offers computer based learning activities, math tutoring, books, journals and other materials. The math instructors/tutors are certified math instructors from the LRSD/NLRSD/PCSSD. There were 16 male youth participants last summer at UAMS.

Bridging the Gap, a six week math and science enrichment program was attended by underrepresented minority/disadvantaged students rising to the 9th or 10th grade. Daily instruction in math, English and science was provided by certified teachers. There were 9 males and 20 females in the 2012 class of 29. Students were evaluated based on a pre/posttest of SAT/ACT.

ACT Preparation program for rising 11th & 12th graders, facilitated by Kaplan, was conducted for 11 males and 15 females in the summer of 2012. In addition to gaining study and test taking skills from Kaplan, students completed career exploration tours across many departments/ schools of UAMS(nursing, pharmacy, Institutes i.e. Spine, Cancer, etc.).

M*A*S*H in the Delta Region, the CDA is proud to partner with the AHEC/Office of Regional Programs to provide the Medical Application of Science for Health (MASH) program at five rural and underserved Delta sites; West Memphis, Forrest City, Blytheville, Helena and Lake Village. The MASH program is a 2-week program that introduces and familiarizes students with various careers in the health care field.

UAMS Arkansas Cancer Community Network Summer Research Internship Program (SRIP) – Partnering with the Arkansas Cancer Community Network, the CDA coordinates the placement of students in research positions across the UAMS campus. This year's program was for college students only (6 participants – 1-male and 5-female) interested in medical research. Our college students in this program attend Hendrix, University of Central Arkansas, Sewanee College, Baylor University, Vanderbilt College, and UA-Fayetteville.

Arkansas Commitment scholars have participated in mentored research at UAMS since its inception in 1999. Last year, 10 scholars (2-males and 8-females) were placed in mentored research positions at UAMS. Four of the students were recent high school graduates headed to Colorado College, Rhodes College, ASU and UCA. The returning college students attended Vanderbilt University, Bates College, Duke University, Emory University, UA-Little Rock and Rhodes 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-Pine Bluff, Philander Smith College, Spellman College, Oral Roberts University, Pulaski Technical College, Mississippi Valley State and UCA. 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 our partner, Arkansas Medical Dental and Pharmaceutical Association, members and UAMS staff for shadowing experiences. There were twenty-six students (7-male, 19-female) in the 2012 program hailing from UA-Pine Bluff, UA-Fayetteville, UA-Little Rock, University of Maryland, Philander Smith College, Arkansas State University and Oakwood University. Seven of these students applied for admittance to the Class of 2013 at UAMS and two will be entering in the fall.

Spring MCAT is a medical student facilitated MCAT preparation course held in the late spring. The rising M2 class assists in the presentation of the ExamCrackers study guide to these students. Forty six students from various universities registered with forty three (43) actually attending this program. Four of these underrepresented minority students (one from previous year) applied and three will be attending the College of Medicine this fall, class of 2017.

School visits and recruiting – the Outreach Director and Senior Diversity Specialist have participated in a number of recruiting visits to schools providing information on outreach programs and information on health careers. We have visited schools and events in south Arkansas with Arkansas Works at South Arkansas Community College, and joined in a recognized partnership with Little Rock School District's Metropolitan Career Technical High School. We have hosted students from our partner school, Henderson Health Science Magnet, and other schools such as Camden, Harmony Grove and Sparkman through Southern Arkansas University Tech. We have participated in health fairs for the Hispanic/Latino association, worked with the Arkansas Medical, Dental and Pharmaceutical Association, Arkansas Mentoring and Networking Association and participated in parental involvement events in the Pine Bluff, Pulaski County Special, North Little Rock and Little Rock school districts.

The CDA sponsored the 1st **Spring Forward Health Profession Camp**, on the campus of UAMS during Spring Break 2013. One hundred twenty (120) youth, Grades 8-12 registered and an average of 80 attended the camp March 18-21, 2013. The camp highlighted the various health profession careers available at UAMS with each college providing program information, tours and practical experiences in various departments. Students also participated in workshops to improve learning skills and obtain CPR/First Aid certifications. Dr. Chandra Gill, motivational and education speaker, facilitated the "Champions Break Chains" workshop and discussion, to encourage and motivate student achievement.

Edith Irby Jones Chapter of Student National Medical Association (SNMA)

We commend the president of SNMA and his executive staff. They did a great job and a huge amount of community service for Little Rock and Pulaski County. They coordinated well attended HPREP and MAPS conferences. There were speakers from UAMS-COM's faculty as well as a mentoring program established. At many of the monthly meetings, students shared their experiences of what to expect at the next level and faculty provided insight into what residencies/clerkships really means to them as students. Students attended many health fairs and helped do free physicals for high school athletes and cheer-leaders in the Little Rock community.

In addition many SNMA members volunteer at both the 12th Street Wellness Center and at the Harmony Health Clinic.

Head Start: CDA's Affiliation

Dr. Thomas serves on the Head Start's Board. In addition Mr. Bill Bauknight, a former CDA member, continues to serve as the Chair of the Governing Board. Four members of the board are physicians (Pediatricians) of that four; three of these physicians are member of the AMDPA (Arkansas Medical, Dental and Pharmaceutical Association). Of the three physicians two of them are African Americans. All of these individuals aforementioned have been associated with the UAMS Head Start-Early Head Start Programs since its beginning in 1998.

UAMS Head Start/ Early Head Start Program**History**

UAMS became the Grantee for the Head Start/ Early Head Start in 1998

of Sites

15 Head Start Sites and 3 Early Head Start Sites throughout Pulaski County

of Children Served in the UAMS Program:

1090 children in Head Start – ages 3-5 years

88 infants and toddlers- ages six weeks – 36 months

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, etc.
- Oral Health
- Nutrition
- Family and Community Support
- Mental Health
- Disabilities

Leadership: Executive Director: Dr. Charles Feild

Director: Mary Kaye McKinney

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 1090 Head Start and 40 Early Head Start children and serves the interests of many more in the community.

The primary purpose of the national Head Start and Early Head Start programs – to increase the school readiness of low-income children – is a perfect match for the three missions of UAMS: to teach, to search, and to serve. UAMS accomplishes both by offering more than the traditional Head Start services. The UAMS Head Start program is highly successful at helping our students prepare for school. Because of our education mission, we endeavor to promote educational opportunities beyond our students and because we are a medical education institution, we use our Head Start program to promote the health of our students, families, and community.

Educating the Community. In addition to educating children, the UAMS Head Start program provides educational opportunities to many others. The program provides service-learning opportunities to students enrolled in the UAMS Colleges of Nursing, Medicine, Health Related 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 UAMS affiliated higher education institutions.

Ensuring a Healthy Community. The thing that truly sets the Head Start program at UAMS apart from others is our commitment to using the Head Start program to promote the health and welfare of our community. Children enrolled in our program

and their parents have access to health, nutrition, dental and mental health services from UAMS and other sources. The services, provided by our students and faculty, range from basic medical screening services to consultations with medical specialists.

Current Operations. The program currently operates 15 Head Start centers and 3 Early Head Start centers throughout Pulaski County. All centers operate 5 days per week, a minimum of 6 hours per day. The Head Start Program serves 1,090 children, ages 3 to 5 years, for 160 days and the Early Head Start centers will serve 88 children, ages birth to 3 years, for 220 days. The program targets serving those children of low income families most in need of services. We work collaboratively with the three Public School Systems within the county, such as the provision of classroom space, coordination of enrollment, referrals and staff development. One unique partnership is with the Little Rock School District where Head Start eligible students are enrolled in the District's Pre K program and the UAMS Head Start Program provides these children with enhanced or wrap-around services in the areas of parent resources, oral health, health, mental.

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 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 the diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

Each year, the 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.

The program became effective the Fall of 2012 term. During its first year, one student-applicant accepted the Scholarship within the College of Medicine, and six student-applicants accepted the Scholarship within the College of Pharmacy.

A. College of Medicine

Faculty Minority Recruitment 2012:

Rodney Davis, M.D. will start at UAMS on August 1.
Department Chair for Department of Urology

Gloria Richard-Davis, M.D.
Department of Obstetrics and Gynecology

Current State of Minority Faculty for COM

Black or AA faculty - 35
Tenure track – 10
Tenured – 7 (4 professors, 3 associate professors)
Hispanic Faculty - 34
Tenure track - 5
Tenured – 8 (4 professors, 4 associate professors).
American Indian or Alaskan Native = total 5
Tenure Track - 0
Tenured – 1 (professor)

Student Admissions Data for 2012-13

Total # applications received in admissions process, including gender breakdown

Total # of AMCAS applications received	2,366	
Total # of applicants who submitted supplemental application	1,147	
Females w/supplemental application	459	39.3%
Males w/supplemental application	658	60.7%

Total # of in-state and out-of-state applicants invited to interview/interviewed

In-state applicants invited to interview	310
In-state applicants interviewed	299
Out-of-state applicants invited to interview	105
Out-of-state applicants interviewed	86
Total # of applicants reviewed by Admissions Committee	385

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

African American	9
Hispanic	2
Native American	3
Vietnamese	4

Total # of URM's on Alternate List

African American	4
Hispanic	3
Native American	0
Vietnamese	0

Total # of URM's who have accepted offers of admission

African American	9
Hispanic	2
Native American	3
Vietnamese	4

Date admissions cycle will be complete for 2012-13: August 9, 2013

COLLEGE OF MEDICINE
SENIOR MATCH

By
Richard P. Wheeler,
M.D.
Executive Associate Dean for Academic
Affairs
March 15,
2013
EMBARGOED UNTIL 1 p.m. EASTERN TIME
3/15/2013

The general release of the results of the National Resident Matching Program (NRMP) occurred at 11 a.m. Central time on March 15, 2013. The NRMP allows senior medical students who are seeking first year post-graduate positions and institutions that are offering positions the opportunity to rank their preferences confidentially at a uniform date. The NRMP matches each student to the program ranked highest on his or her listing that offers a position.

This year, 162 UAMS College of Medicine students participated in the NRMP match. Twelve graduating seniors failed to match into a PGY1 position initially but as of this writing, many of them have obtained a position. From a national perspective, there were 26,392 PGY1 positions to be filled through the NRMP match. There were 34,355 total active applicants for these positions (17,487 U.S. seniors). 25,463 matched (16,390 U.S. seniors) and 8,892 failed to match (1,097 U.S. seniors). In addition to the UAMS seniors who utilized the NRMP, two received residencies in early matches (military match, Ophthalmology, etc.).

As of this date, sixty-three seniors were appointed to Arkansas residency positions. Ninety received out-of-state residencies in thirty-three different states.

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

University of Arkansas College of Medicine
2013 Resident Match Results by Specialty and State

SPECIALTY	<u>NUMBER MATCHED</u>	STATE	<u>NUMBER MATCHED</u>
Anesthesiology	7	Alabama	4
Dermatology	3	Arkansas	63
Emergency Medicine	13	California	3
Family Medicine	25	Colorado	2
Internal Medicine	25	DC	2
Medicine-Pediatrics	6	Florida	4
Neurology	3	Georgia	1
Neurosurgery	3	Illinois	2
Obstetrics-Gynecology	10	Indiana	1
Ophthalmology	1	Iowa	1
Orthopedic Surgery	2	Kansas	2
Otolaryngology	5	Kentucky	4
Pathology	3	Louisiana	3
Pediatrics	15	Maryland	2
Physicl Med/Rehab	1	Minnesota	1
Psychiatry	9	Mississippi	1
Radiation Oncology	1	Missouri	10
Radiology-Diagnostic	6	Nebraska	2
Surgery-General	9	Nevada	1
Surgery-Preliminary	4	New Jersey	1
Transitional	1	New York	1
Vascular Surgery	1	North Carolina	3
		Ohio	2
		Oregon	1
		Pennsylvania	5
		Rhode Island	1
		South Carolina	3
		Tennessee	5
		Texas	14
		Utah	4
		Virginia	2
		Washington	1
		Wisconsin	1

Match Results by Discipline (NRMP + Early Matches)											
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Anesthesiology	13	11	5	13	6	9	7	9	11	10	7
Dermatology	3	0	0	3	0	2	0	0	3	3	3
Emergency Medicine	3	8	3	6	8	11	9	9	10	10	13
ENT	0	0	0	5	0	2	2	0	0	3	5
Family Medicine	23	27	24	18	22	19	21	26	19	18	25
Internal Medicine	18	15	15	17	18	20	13	13	18	23	25
Medicine/Pediatrics	5	0	0	5	7	7	0	9	5	7	6
Medicine Prelim.	0	0	0	0	0	0	0	0	3	0	0
Medicine/Psych	0	0	0	0	0	0	0	0	0	0	0
Neurology	0	0	3	0	0	2	0	0	0	2	3
Neurosurgery	0	0	0	0	0	0	0	0	2	0	3
Ob/Gyn	9	7	12	10	10	7	6	7	6	8	10
Ophthalmology	2	0	3	2	4	3	0	2	4	2	0
Orthopaedics	8	3	5	8	3	0	0	8	0	0	2
Pathology	5	0	7	3	3	0	5	7	3	0	3
Pediatrics	13	7	11	10	17	17	14	9	19	16	15
Physical Med & Rehab	0	0	0	0	0	2	0	2	0	0	0
Psychiatry	6	13	8	13	10	9	12	9	10	7	9
Radiation Oncology	0	0	0	0	0	0	0	0	0	0	1
Radiology	5	0	6	0	6	11	8	5	5	3	6
Research	0	0	0	0	0	0	0	0	0	0	0
Surgery	3	12	6	3	7	6	7	11	13	6	10
Surgery, Prelim.	6	3	5	0	3	6	7	6	3	3	4
Transitional	2	0	0	2	3	0	0	3	2	2	0
Urology	0	0	0	0	0	0	0	0	0	0	0
% Primary Care	53%	47%	56%	47%	56%	51%	44%	44%	48%	55%	53%
Failed to match (NRMP only)											
PGY-1	14	14	9	6	8	13	20	13	11	12	12
PGY-2	0	1	1	0	0	1	0	1	0	0	3
Total	14	15	10	6	8	14	20	14	11	12	15
% Failing to Match	11%	12%	8%	5%	6%	10%	14%	10%	8%	9%	7%
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Matched in Arkansas	68	73	72	73	71	77	71	64	52	55	63
Matched Out-of State	60	60	53	56	61	61	67	80	87	75	90
% in Arkansas	53%	55%	58%	57%	54%	56%	51%	44%	37%	42%	41%
# of States	24	23	22	26	26	24	30	31	32	30	33

Match results by state summary (Includes NRMP + Early matches)

Name	Program	Hospital	City	State
Atchison, Jennifer Leigh Ann	Anesthesiology	Cedars-Sinai Medical Center-CA	LOS ANGELES	CA
Atchley, William Thomas	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Atkins, James Roy	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Baird, John Harvey	Internal Medicine	Hosp of the Univ of PA	PHILADELPHIA	PA
Baldwin, Abby Kauffman	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
Bayona, Michael Timothy	Radiology-Diagnostic	U Utah Affil Hospitals	SALT LAKE CITY	UT
Beal, Katie Elizabeth	Obstetrics-Gynecology	University Hosps-Columbia-MO	COLUMBIA	MO
Becton, Paul	Internal Medicine	U Kentucky Med Ctr	LEXINGTON	KY
Belcher, Ryan Hale	Otolaryngology	Emory Univ SOM-GA	ATLANTA	GA
Bell, Whitney Logan Hocott	Radiology-Diagnostic	Indiana Univ Sch Of Med	INDIANAPOLIS	IN
Binz, Tammy Elaine	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Bora, Kelly Vaidehi	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Bradney, Laura Ann	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR
Braun, John Dalton	Surgery-Preliminary	Univ of Chicago Med Ctr-IL	CHICAGO	IL
Brodrick, Zachary Theron	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Brown, Carla Sharron	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Burton, Mary Katherine	Obstetrics-Gynecology	St Louis Univ SOM-MO	ST LOUIS	MO
Cagle, Stephen Daniel	Family Medicine	Nellis Air Force Base	LAS VEGAS	NV
Cameron, Thomas Cary	Internal Medicine	U North Carolina Hospitals	CHAPEL HILL	NC
Carson, Michael Paul	Family Medicine	Halifax Med Ctr-FL	DAYTONA BEACH	FL
Casey, John Michael	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Castleman, Katee Elise	Family Medicine	Spartanburg Reg Healthcare-SC	SPARTANBURG	SC
Chedister, Gabriel Ryan	General Surgery	Medical University of SC	CHARLESTON	SC
Chen, Andreas Jonathan	Orthopaedic Surgery	LSUHSC-Shreveport-LA	SHREVEPORT	LA
Clark, Lauren August	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Cobb, Sarah Beth	Child Neurology	U Arkansas-Little Rock	LITTLE ROCK	AR
Coleman, Seth Matthew	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Cothorn, Teresa D.	Obstetrics-Gynecology	U Kansas SOM-Kansas City	KANSAS CITY	KS
Cox, Adam David	Internal Medicine	St Louis Univ SOM-MO	ST LOUIS	MO
Das, Chandan	General Surgery	University of Toledo-OH	TOLEDO	OH
David, Marjorie Parker	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR

Davis, Courtney Marie	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Davis, Kevin Allen	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Deaver, Jeffrey Michael	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Desikan, Sarasijhaa Kambarajapuram	Vascular Surgery	U Washington Affil Hosps	SEATTLE	WA
Destefano, Samuel Fisk	Neurology	U Colorado SOM-Denver	AURORA	CO
Dickson, Devin La Joi	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Duda, Sarah Elizabeth	Family Medicine	Cox Medical Centers-MO	SPRINGFIELD	MO
Duke, Julie Marie	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Edwards, Emily Lauren	Emergency Medicine	U Kentucky Med Ctr	LEXINGTON	KY
Farris, Michael Saul	Psychiatry	Oregon Health & Science Univ	PORTLAND	OR
Fite, Joshua Judd	Pathology	Johns Hopkins Hosp-MD	BALTIMORE	MD
Formanek, Arthur Raymond	Anesthesiology	University of Maryland Med Center	BALTIMORE	MD
Fricke, Robert Gaines	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Friedman, Ran	Psychiatry/Dallas	U Texas Southwestern Med Sch-Dallas	DALLAS	TX
Fritsche, Micah Ryan	Radiology-Diagnostic	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN
Fu, Qiuyu	Family Medicine	UAMS-AHEC-Texarkana-AR	TEXARKANA	AR
Fulton, Gregory Kyle	Pediatrics	LSU SOM-New Orleans-LA	NEW ORLEANS	LA
Garner, Kristin Marie	Family Medicine	John Peter Smith Hosp-TX	FORT WORTH	TX
Garrett, John Dexter	Radiology-Diagnostic	Texas A&M-Scott & White	TEMPLE	TX
Gelsomino, Michael John	Neurological Surgery	Med Coll Wisconsin Affil Hosps	MILWAUKEE	WI
Gibson, Stacy Elaine	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Glancy, Jamie Elizabeth	Otolaryngology	U Arkansas-Little Rock	LITTLE ROCK	AR
Glenn, Stephanie Rae	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Gray, Katy Elizabeth	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Grooms, Amy Nicole	Psychiatry	Brown Univ Psych Res-RI	PROVIDENCE	RI
Guerrero, Whitney Melissa	General Surgery	U Tennessee COM-Memphis	MEMPHIS	TN
Gutierrez, Josue Daniel	Family Medicine	Lincoln Med Ed Partnership-NE	LINCOLN	NE
Hall, Christopher Andrew	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Hayfron, Kweku	Internal Medicine	Alameda Co Med Ctr-CA	OAKLAND	CA

Heath, Ryan David	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Henley, Zane Adam	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Henry, Hunter Kyle	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Hill, Bradley James	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Hoffman, James Patrick	Emergency Medicine	Cook County-Stroger Hospital-IL	CHICAGO	IL
Huggins, Amy Nicole	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Hunter, Cassandra Lou	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Hurst, Adam R.	Pediatrics	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL
Hurst, Mallory Dell	Dermatology	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL
Hyde, Carrie Rebecca	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Joseph, Eric Nathaniel	Family Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Kasproicz, Thomas Edward	Internal Medicine	U Tennessee COM-Memphis	MEMPHIS	TN
Kelkhoff, Aaron Jonathan	General Surgery	U Nebraska Affil Hosps	OMAHA	NE
Kim, Kevin Hyungwoo	Dermatology	U Arkansas-Little Rock	LITTLE ROCK	AR
Kramer, Moriah Elaine	Pediatrics	U Tennessee COM-Memphis	MEMPHIS	TN
Lambertsen, Zachary	Radiology-Diagnostic	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL
Lang, Courtney Elizabeth	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Laschober, Ryan David	Family Medicine	McLennan County Fam Med-TX	WACO	TX
Lawing, Bradley Joseph	Emergency Medicine	Loma Linda University-CA	LOMA LINDA	CA
Le, Thanh Tan	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Lee, Amy Candelaria	Obstetrics-Gynecology	Washington Hospital Ctr-DC	WASHINGTON	DC
Lincoln, Candy S.	Family Medicine	University Hosps-Columbia-MO	COLUMBIA	MO
Lockwood, Matthew Blake	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Lone, Samea Naz	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR
Lupo, Jordan Elizabeth	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Mahler, Stewart Christopher	Internal Medicine	U Rochester/Strong Mem-NY	ROCHESTER	NY
Manning, Anthony Tyler	General Surgery	Texas A&M-Scott & White	TEMPLE	TX
Massey, Adam Chase	Medicine-Pediatrics	University Hosps-Columbia-MO	COLUMBIA	MO
McKee, Steven Greg	Medicine-Peds	Hosp of the Univ of PA	PHILADELPHIA	PA

Melnyk, Aleksandra S.	Pathology-AP/CP Comb	U Utah Affil Hospitals	SALT LAKE CITY	UT
Mengarelli, Eddie Anthony	Ophthalmology	Texas A&M Scott & White	TEMPLE	TX
Moll, Catherine	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Monteith, Christina Lauren	Family Medicine	UAMS-AHEC-El Dorado-AR	EL DORADO	AR
Morell, Sean Michael	Orthopaedic Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Nardi, Caroline Yasmin	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Naseem, Hibbut-ur-Rauf	Surgery-Preliminary	U Florida COM-Shands Hosp	GAINESVILLE	FL
Nowlin, Justin W.	Family Medicine	Cox Medical Centers-MO	SPRINGFIELD	MO
Okunade, Adeyinka Kevin	Pediatrics	University Hosps-Jackson-MS	JACKSON	MS
Owens, Patrick Ross	Otolaryngology	University Hosp-Cincinnati-OH	CINCINNATI	OH
Pagan, Jonathan David	Radiation Oncology	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN
Patel, Madhvi	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Pelton, Jason Thomas	Internal Medicine	Baylor Coll Med-Houston-TX	HOUSTON	TX
Pendleton, Caryn Marie	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Perry, Jennifer Lynn	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Phan, Nhan Hieu	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Phillips, Michelle Nicole	Pediatrics	UMDNJ-R W Johnson-Piscataway	NEW BRUNSWICK	NJ
Pierson, Spencer Edmond	Obstetrics-Gynecology	U Utah Affil Hospitals	SALT LAKE CITY	UT
Pierson, Tiffany Michelle	Internal Medicine	University of Virginia	CHARLOTTESVILLE	VA
Pinckard, Heather Nicole	Neurological Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Plumlee, Austin Barrett	Family Medicine	John Peter Smith Hosp-TX	FORT WORTH	TX
Porter, Ryan C.	Internal Medicine	Greenville Hosp Sys/Univ of So Carolina	GREENVILLE	SC
Rasburry, Kaitlin Elizabeth	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Reed, Andreyva Evette	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Reeves, Molly Elizabeth	Psychiatry	U Texas HSC-San Antonio	SAN ANTONIO	TX
Rhoads, Sarah Katie	Internal Medicine	U Louisville SOM-KY	LOUISVILLE	KY
Richardson, Rita	Transitional	William Beaumont Army Med Center	FORT BLISS	TX
Riggins, Melissa S.	Phys Medicine &	UPMC Medical Education-	PITTSBURGH	PA

	Rehab	PA		
Rigsby, Elizabeth Valeria	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Ritter, Miles Louis	Internal Medicine	Tulane Univ SOM-LA	NEW ORLEANS	LA
Rogers, Theodore John	Family Medicine	Washington Hospital-PA	WASHINGTON	PA
Ryan, Scott James	General Surgery	Carilion Clinic-Virginia Tech Carilion SOM	ROANOKE	VA
Schmitt, Christopher Edward	Internal Medicine	U Louisville SOM-KY	LOUISVILLE	KY
Shearer, Bryan Scott	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Shearer, Zackary Shane	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Shellenberger, John Marc	General Surgery	University Hosps-Columbia-MO	COLUMBIA	MO
Shiver, Mallory Brannon	Dermatology	U Arkansas-Little Rock	LITTLE ROCK	AR
Sims, John Randall	Otolaryngology	Mayo School of Grad Med Educ-MN	ROCHESTER	MN
Sisco, Lauren Elizabeth	Internal Medicine	Texas A&M-Scott & White	TEMPLE	TX
Skaug, Joy	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Smith, Amanda Pruett	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Smith, Jerakaycia Dawn	Family Med/Via Christi	U Kansas SOM-Wichita	WICHITA	KS
Sowder, Justin Cole	Otolaryngology	U Utah Affil Hospitals	SALT LAKE CITY	UT
Strobel, Aaron Louis	Internal Medicine	U Colorado SOM-Denver	AURORA	CO
Sullivan, Brian Andrew	Internal Medicine	Duke Univ Med Ctr-NC	DURHAM	NC
Taylor, Megan Nicole	Emergency Medicine	Wake Forest Baptist Med Ctr-NC	WINSTON-SALEM	NC
Tingle, Sarah Bridges	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Tubinis, Michelle Diann	Anesthesiology	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL
Venable, Tara Beth	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Vora, Amy	Internal Medicine/Dallas	U Texas Southwestern Med Sch-Dallas	DALLAS	TX
Waldron, Jamie Lee	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Way, Kara Joy	Neurology	U Arkansas-Little Rock	LITTLE ROCK	AR
Weatherford, Tory Layne	Emergency Medicine	Orlando Health-FL	ORLANDO	FL
Whaley, Heather Lynn	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
White, Alexis Colbea	Obstetrics-Gynecology	Univ of MO-KC Programs	KANSAS CITY	MO
White, Jordan Hunter	Emergency Medicine	Univ of MO-KC Programs	KANSAS CITY	MO
Wilkins, Ngozidilenna	Family Medicine	UAMS-AHEC-Texarkana-	TEXARKANA	AR
Williams, Heather Renee	Obstetrics-	U Iowa Hosps and Clinics	IOWA CITY	IA

	Gynecology			
Williams, Julie Abbott	Psychiatry	Baylor Coll Med-Houston-TX	HOUSTON	TX
Williams, Thomas Anthony	Emergency Medicine	U Texas Med Sch-Houston	HOUSTON	TX
Young, Amanda	Emergency Medicine	U Florida COM-Jacksonville	JACKSONVILLE	FL
Zimbrunes, Shawn Eduardo	Obstetrics-Gynecology	Washington Hospital Ctr-DC	WASHINGTON	DC
Ziu, Endrit	Neurological Surgery	Hershey Med Ctr/Penn State-PA	HERSHEY	PA

Significant Occurrences – 2012-13

The number of African Americans reviewed by the admissions committee: 30

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

The number of URM's offered admission at UAMS/COM: 20.

The number of URM's on the alternate list: 7.

The number of African Americans who graduated from UAMS/COM: 10 as of 6/18/13.

The number of URM's who have committed to UAMS/COM: 9 as of 6/18/2013

Status of Current African American Students

Seventy-three (73) underrepresented minority students were enrolled in medical school at UAMS during the 2012- 2013 academic year.

2012-2013 Total College of Medicine Head Count

	Male	Female	Total
American Indian*	1	1	2
Asian	6	3	9
Black*	13	20	33
Chinese	14	6	20
Filipino	3	1	4
Hispanic*	10	4	14
Indian or Pakistani	13	20	33
Japanese	2	0	2
Korean	1	2	3
Mexican American*	7	2	9
Other Pacific Islander*	2	2	4
Puerto Rican (Mainland)	1	0	1
Vietnamese*	4	7	11
White	332	199	531
Total	409	267	676

*Seventy-three (73) underrepresented minorities

Underrepresented minority student enrollment: Gender			
STATUS	FEMALE	MALE	TOTAL
Freshmen (M-1)	8	9	17
Sophomore (M-2)	9	11	20
Junior (M-3)	9	8	17
Senior (M-4)	10	9	19
TOTALS	36	37	73

Underrepresented minority students in the freshman class were paired with an upper level student for advice and materials. The students this year were very mature and needed little advice about good organization. The central concept in my opinion were how well organized the study group worked. There was also significant input from the faculty in the freshman class pertaining to tutoring. This was done on a volunteer basis.

Sophomores are preparing for their United States Medical Licensure Exam, Part I (USMLE-Part 1). This is an exam that has to be passed to be promoted to the junior year. Most are involved in group preparation here on our campus. Some will attend structured programs at other campuses. Dr. James Pasley coordinated the USMLE Review Courses, Part I and Part II on our campus. Dr. Pasley retired in 2011 and he has not been replaced by someone to coordinate the board preparations.

Juniors are rotating through the clinics and all are experiencing normal progress. Their clinic evaluations will be completed in June, 2014

Nineteen (19) underrepresented minority students graduated this year (2013).

B. College of Health Professions (CHP)

CHP Student Demographics

Hispanic	15
American Indian	4
Asian	14
African American	69
White	466
Native Hawaiian	0
Two or more	15
Unknown	2

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

Faculty:

Instructor: 1 FTE Respiratory and Surgical Technologies

Professor: 1 FTE Audiology and Speech Pathology

Staff:

Registrar	1 FTE Dean's Office
Director of Student Activities	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 Laboratory Sciences

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

Instructor: 1 African American

Professor: 1 African American

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

3 African Americans

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

Medical Laboratory Sciences (Executive Assistant) 1

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

During the 2012-2013 academic year, CHP awarded 33 scholarships of which 7 or 21.21% were minority students, representing an increase of 2% or \$1500 from 2011-12 scholarship awards.

The Associate Dean for Student Success, Faculty in the Respiratory Care and Radiologic Imaging Sciences programs continued their research into self-regulated learning and the use of the Learning and Study Strategies Inventory (LASSI). Based on the results of a small trial in the spring semester of 2011, all new students in Respiratory Care and Radiologic Imaging Sciences were required to take the LASSI in the fall of 2012 and the spring of 2013 and complete two journal entries regarding the development of their self-regulated learning skills. Additionally, students were given the Myers-Briggs Type Indicator (MBTI) in an effort to connect their personality preferences with study skills. This third study will conclude at the end of the spring semester in 2013. The data will be analyzed and recommendations will be made to the Executive Committee if the findings warrant an expansion of the use of the LASSI and accompanying self-regulated learning strategies.

In 2012 a new Director of Student Activities and Welcome Center was hired whose job responsibilities include: admissions strategies, advising and retention strategies for students.

A Cultural Climate Questionnaire was conducted, and the results are currently being analyzed. Following the analysis, plans will be developed to improve the cultural climate within CHP.

The goal of increasing Federal funding by \$30,000 was not met during this past academic year but will remain a goal for the 2013-14 academic year.

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

Program Outcomes	Assessment Methods	Assessment Criteria
Revise the non-cognitive admissions factors utilized by programs.	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 20% of the fall cohort admitted from diverse backgrounds. Applicants from diverse backgrounds will increase by 15% annually
Student Experience Questionnaire	Analysis of data and establishment of a baseline	CHP Bi-Annual Web Survey will demonstrate an improvement of the overall student experience 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.

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

Student Experience Questionnaire – Spring 2014 – approximately \$600

Academic Cultural Competency Faculty Workshop - Spring 2014 – approximately \$500

C. COLLEGE OF NURSING

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 doctoral level 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, BY RACE AND GENDER

For the incoming junior class that begins in late May 2013, the College has offered admission to 102 juniors for the Bachelor of Science in Nursing (BSN) program on the Little Rock campus and 24 for the off-campus BSN program at Hope.

Although exact enrollment figures will not be available until after registration in late May 2013, 99 students are anticipated to enroll for the Little Rock campus,

• Hispanic/Latino	2	2.02%
• Asian	2	2.02%
• Black/African American	16	16.16%
• White	78	78.79%
• Two or More	2	2.02%
• Did not Answer	1	1.01%

For the Hope campus, 24 students are anticipated to enroll,

• Hispanic/Latino	2	8.33%
• Black/African American	4	16.67%
• White	17	70.83%
• Two or More	1	4.17%
• Did not Answer	2	8.33%

Of the 123 anticipated enrollment,

- 102 (82.93%) were female
- 21 (17.07%) were male

Fall 2012 enrollment figures totaled 294 in the BSN program, including

• Hispanic/Latino	8	8.33%
• American Indian / Alaskan Native	1	.34%
• Asian	3	1.03%
• Black/African American	30	10.20%
• White	250	85.03%
• Two or More	5	1.7%
• Did not Answer	5	1.7%

These figures indicate that the African-American student enrollment in the College increased over the 2011-12 academic year.

Of the 294 baccalaureate students who enrolled in the fall 2011 semester,

- 243 (82.65%) were female
- 51 (17.35%) were male

GRADUATE PROGRAM ENROLLMENT, BY RACE AND GENDER

For the 2012-13 academic year, 81 fall 2012 master's applicants were admitted to the graduate program and 67 started graduate classes in spring 2013. Master's applications from January-April 2013 total 82. At this time, we do not know how many of these students will be accepted to enroll for the 2013-2014 academic year since admission decisions have not yet been made. Currently 6 PhD students have been admitted for summer 2013.

The fall 2012 enrollment was 333, with

- 302 MNSc students
- 31 PhD students

This represents

• Hispanic/Latino	11	3.30%
• Asian	4	1.20%
• Black/African American	28	8.41%
• Native Hawaiian / Other Pacific Islander	2	.60%
• White	287	86.19%
• Two or More	6	1.8%
• Did not Answer	6	1.8%

Of the 333 MNSc and PhD students who enrolled in the fall 2012 semester,

- 289 (86.79%) were female
- 44 (13.21%) 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, standardized testing format, a review of computer and online usage, College of Nursing Policies and Procedures, and information regarding course schedules.

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 assistance from the ATI Coordinator for remediation via ATI online resources and will be referred to the Office of Educational Development (OED) for assistance. 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 who manages all student testing and remediation for this standardized content.

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 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 2,389 students in 25 consolidated statewide programs. Area Health Education Centers (AHEC) assisted the recruiter in attending the Southern Region College Planning Programs.

COLLEGE CONTACTS

During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year colleges and various professional institutions. Students are able to speak with a College of Nursing representative, have their transcripts evaluated, and receive tentative degree plans for future planning toward their careers in nursing. College of Nursing representatives met with 379 students from 13 community colleges around Arkansas.

The College of Nursing Director of Recruitment, along with the Director of the RN-BSN program, visited 5 nursing programs, meeting 76 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 AHEC directors about coming to their campuses and holding information sessions for the people in their area who are not able to come to Little Rock. She also meets with some of the nurse managers at the UAMS Medical Center about attending our programs.

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

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

Since July 2012, over 700 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.

A college project director hosted and manned a display booth, along with the Director of Recruitment and College of Nursing faculty, at the 2013 Southern Nursing Research Society Aging Research Interest Group and met with 70 interested attendees.

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 420 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 AHEC's 'A Day in the Life' presentations, Center for Diversity Affairs programs, and several recruitment activities with the UAMS recruiters from various programs and departments.

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

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

FACULTY AND STAFF

RECRUITMENT AND HIRE OF MINORITY FACULTY AND STAFF

Fourteen (14) part-time/contract faculty have been hired to date for the 2012-13 academic year. Of these, one (1) is African-American (Assistant Clinical Instructor). For full-time faculty positions, nine (9) people were hired, including one (1) African-American (Clinical Instructor).

Three (3) staff, two (2) research assistants and five (5) student employees have been hired to date during the 2012-13 academic year. For the full-time staff positions, one (1) is African-American. For the part-time student positions, one is Asian.

Therefore, as of April 11, 2013, the College of Nursing employs

- 3 Asians
 - 1 Associate Professor
 - 1 Assistant Professor
 - 1 Student Employee
- 1 Hispanic
 - 1 Clinical Assistant Professor
- 14 African-Americans
 - 1 Assistant Professor
 - 1 Clinical Assistant Professors
 - 2 Clinical Instructors
 - 2 Assistant Clinical Instructors
 - 3 Administrative Analysts
 - 2 Administrative Specialists
 - 1 Grant Administrator
 - 1 Grants Specialist
 - 1 Recruiter

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. Attached is the abstract if needed.

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 AHECs 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 are 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
- 67% of faculty participation in the incentive plan deem the plan as satisfactory
- 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.

Appendix A

Table 1

UNDERGRADUATE RECRUITMENT ACTIVITIES

REPORT

2012-2013

Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
7/3/2012	Individual Appointment	0	1	0	0	0	0	C	1	O. Beard
7/10/2012	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
7/10/2012	M*A*S*H* Delta AHEC	3	0	9	2	1	0	C	15	O. Beard
7/11/2012	Individual Appointment	1	0	1	0	0	0	C	2	O. Beard
7/13/2012	MLK, Jr. Commission Tour Group	0	0	10	3	0	0	C	13	O. Beard
7/16/2012	Individual Appointment	3	0	0	0	0	0	C	3	O. Beard
7/17/2012	M*A*S*H* West Memphis	4	2	2	0	1	1	C	10	O. Beard
7/24/2012	Individual Appointment	0	0	1	0	0	0	C	1	O. Beard
7/25/2012	Individual Appointment	2	0	1	1	0	0	C	1	O. Beard
7/26/2012	Information Session	7	0	3	0	0	0	C	10	O. Beard, M. McClain, S. Lambert, L. Rainey
8/8/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
8/9/2012	Individual Appointment	1	1	0	0	0	0	C	2	O. Beard
8/10/2012	Individual Appointment	1	0	0	1	0	0	C	2	O. Beard
8/13/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
8/14/2012	Individual Appointment	0	0	1	0	0	0	C	1	O. Beard
8/15/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
8/17/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
8/20/2012	Individual Appointment	1	0	1	0	0	0	C	2	O. Beard
8/21/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
8/24/2012	Individual Appointment	2	1	0	0	0	0	C	3	O. Beard
8/31/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
9/4/2012	Articulation Workshop - Fort Smith							NW	86	O. Beard
9/5/2012	Articulation Workshop - Batesville							NE	73	O. Beard

9/6/2012	Articulation Workshop - Hot Springs							SE	94	O. Beard
9/7/2012	Articulation Workshop - Conway							C	178	O. Beard, M. Bradney
9/10/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
9/11/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
9/13-14/2012	Univ. of Ark at Monticello	14	3	63	29	18	2	SE	259	O. Beard
9/17/2012	Pine Bluff Consolidated	23	8	81	22	4	0	SE	170	O. Beard
9/18/2012	National Park Community College - CPP	34	9	7	4	0	0	C	54	O. Beard
9/18/2012	North Little Rock HS	32	5	0	7	2	0	C	46	O. Beard
9/19/2012	College of the Ouachitas	24	5	7	1	0	0	C	37	O. Beard
9/20/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
9/20/2012	Saline County College Fair	15	5	5	0	0	0	C	25	C. Schmidt, (S. Davis, E. Burks - Sr. Students)
9/21/2012	Individual Appointment	0	1	2	0	0	0	C	3	O. Beard
9/24-25/2012	LR/NLR CAVHS	6	2	1	4	3	2	C	18	O. Beard, J. Sonnier, M. Bradney, S. Stone
9/25/2012	Parkview High School	17	5	26	10	1	0	C	59	O. Beard
9/25/2012	Cabot High School	54	2	17	2	0	1	C	76	O. Beard
9/26/2012	UACC - Morrilton CPP	32	19	28	7	1	1	C	88	O. Beard
9/27/2012	Information Session	9	2	4	0	1	0	C	16	O. Beard, M. McClain, S. Lambert, L. Rainey
9/28/2012	Individual Appointment	0	1	0	0	0	1	C	2	O. Beard
10/1/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
10/2/2012	PCSSD	45	12	36	18	1	4	C	272	O. Beard
10/2/2012	LRSD	21	13	67	2	6	2	C	159	O. Beard
10/8/2012	Individual Appointment	0	2	1	0	0	0	C	3	O. Beard
10/9/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
10/10/2012	NWACC	4	2	0	0	1	0	NW	7	O. Beard, M. Bradney, L. Rainey
10/11/2012	ASU Beebe	5	0	1	0	0	0	C	26	O. Beard
10/12/2012	ARNA	22	0	9	1	2	0	C	34	O. Beard
10/16/2001	Individual Appointment	1	2	0	0	0	0	C	3	O. Beard

10/18-19/2012	Texarkana Chamber of Commerce							SW	104	S. Bedwell
10/20/2012	Steps for Success Saturday - Springdale	0	0	0	0	45	28	NW	73	O. Beard
10/22/2012	Ozarka College Fair	9	0	3	2	4	0	NE	18	S. Ball
10/22/2012	UACCB	11	2	5	0	0	0	NE	24	S. Ball
10/23/2012	South Central College Fair - Fordyce	19	14	22	5	0	3	SE	83	O. Beard
10/24/2012	A Day In the Life - Stuttgart	6	2	23	4	0	0	SE	35	K. Cox
10/25/2012	UAMS @ OBU	1	0	1	0	0	0	C	2	O. Beard
10/26/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
10/29/2012	Pulaski Technical College	12	3	15	0	5	4	C	59	O. Beard, M. McClain
10/30/2012	Individual Appointment	1	0	1	0	0	0	C	2	O. Beard
10/31/2012	A Day In the Life - Stuttgart							SE	54	O. Beard
11/1-2/12	ASU Beebe	9	2	7	2	1	1	C	22	O. Beard, M. McClain
11/5/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
11/7/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
11/7/2012	Nurse Leadership Roundtable - DNP							C	50	O. Beard
11/8/2012	Individual Appointment	2	0	1	0	0	0	C	3	O. Beard
11/14/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
11/15/2012	Information Session	14	3	5	2	0	1	C	25	O. Beard, M. McClain, L. Rainey, S. Lambert
11/19/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
11/20/2012	El Dorado AHEC	12	3	0	0	0	0	SW	15	O. Beard, L. Rainey
11/26/2012	Individual Appointment	4	0	0	0	0	0	C	4	O. Beard
11/27/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
11/28/2012	CDA Event	0	0	18	3	1	0	C	22	O. Beard
11/29/2012	Texarkana High School							SW	70	S. Bedwell
11/29/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
11/30/2012	South Ark. Community Coll.	11	3	0	0	0	0	SW	14	O. Beard, L. Rainey
12/1/2012	Nursing EXPO							C	396	O. Beard
12/5/2012	Parkview High School							C	54	O. Beard
12/5/2012	DNP Information Session	1	1	0	0	0	0	C	2	O. Beard
12/6/2012	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard

12/13/2012	Information Session	14	4	7	2	0	0	C	27	O. Beard, M. McClain, L. Rainey, S. Lambert
12/17/2012	Individual Appointment	3	0	0	0	0	0	C	3	O. Beard
1/4/2013	Individual Appointment	0	1	1	0	0	0	C	2	O. Beard
1/7/2013	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
1/8/2013	Individual Appointment	0	2	0	0	0	0	C	2	O. Beard
1/9/2013	Individual Appointment	0	0	0	0	0	1	C	1	O. Beard
1/10/2013	Information Session	9	0	12	4	3	0	C	28	O. Beard, M. McClain, L. Rainey, S. Lambert
1/16/2013	CAVHS NLR	15	5	9	2	3	2	C	36	O. Beard
1/17/2013	Individual Appointment	0	1	0	0	1	1	C	3	O. Beard
1/18/2013	CAVHS LR	9	0	9	1	0	1	C	20	O. Beard
1/22/2013	DNP Information Session	3	0	0	0	0	0	C	3	O. Beard, M. Hadley, M. Robertson
1/24/2013	Individual Appointment	2	1	0	0	0	0	C	3	O. Beard
1/25/2013	Individual Appointment	1	0	0	1	0	0	C	2	O. Beard
1/29/2013	University of Arkansas							NW	45	B. Buron
1/29/2013	Individual Appointment	0	0	1	0	0	0	C	1	O. Beard
1/31/2013	Henderson/OBU							C	6	S. Bedwell
2/4/2013	SEARK	1	0	34	7	3	1	SE	46	O. Beard
2/5/2013	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
2/6/2013	PCCUA							SW	20	J. Ligeon, L. Shebly
2/6/2013	Arkansas for Nursing							NW	39	O. Beard, L. Rainey, D. Middaugh
2/11/2013	UACCB	14	3	0	0	4	1	NE	22	O. Beard
2/11/2013	Ozarka College	21	14	9	2	3	0	NE	49	O. Beard
2/12/2013	MNSc Information Session							C	14	M. Robertson, D. Middaugh, N. Grissom
2/13/2013	UACCM	6	0	1	0	0	0	C	7	O. Beard
2/14/2013	Pulaski Technical College - North	32	6	19	2	1	1	C	61	O. Beard
2/15/2013	Pulaski Technical College - South	19	5	12	2	1	0	C	39	O. Beard
2/19/2013	NWACC	4	1	0	0	0	0	NW	5	O. Beard, L. Rainey, B. Buron

2/25/2013	Individual Appointment	0	1	0	0	0	0	C	1	O. Beard
2/26/2013	SAU Tech	9	0	5	1	0	0	SW	15	O. Beard
2/28-29/2013	SNRS	24	18	12	2	13	1	C	70	O. Beard, S. Stone, H. Sadaka, B. Buron, L. Frazier
2/28/2013	Philander Smith College	0	0	15	7	0	0	C	22	O. Beard
3/5/2013	College of the Ouachitas	7	2	0	3	0	0	C	12	O. Beard
3/6/2013	NPCC	25	10	20	2	4	0	C	61	O. Beard
3/7/2013	Information Session	3	1	1	0	0	0	C	5	O. Beard, M. McClain, L. Rainey, S. Lambert
3/8/2013	LISA Academy							C	16	O. Beard
3/12/2013	LRSD Career Day	63	19	72	11	5	1	C	171	O. Beard
3/13/2013	Individual Appointment	0	2	0	1	0	0	C	3	O. Beard
3/15/2013	Arkansas Tech University	9	2	1	0	1	1	C	14	O. Beard
3/18/2013	Spring Forward - UAMS CDA							C	88	O. Beard
3/21/2013	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
3/21/2013	Spring Forward - UAMS CDA	2	0	3	0	0	0	C	5	O. Beard
3/22/2013	Individual Appointment	0	0	0	1	0	0	C	1	M. Robertson
3/26/2013	Individual Appointment	0	0	0	0	0	1	C	1	M. Robertson
3/28/2103	Information Session	3	1	2	1	0	1	C	8	M. Robertson, M. McClain, S. Lambert, L. Rainey
4/2/2013	Individual Appointment	0	1	1	0	0	0	C	2	O. Beard
4/4/2013	South Ark. Community Coll.							SW	35	O. Beard, L. Rainey
4/5/2013	Individual Appointment	0	3	1	0	0	0	C	4	O. Beard
Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
4/8/2013	Individual Appointment	1	1	0	1	0	0	C	3	O. Beard
4/9/2013	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
4/11/2013	Individual Appointment	1	1	0	0	0	0	C	2	
4/12/2013	ACH Education Fair							C		
4/13/2013	Steps for Success Saturday - Springdale							NW		O. Beard
4/15/2013	Pulaski Technical College							C		O. Beard, M. McClain, S. Lambert
TOTAL		822	241	732	190	140	64		4040	

GRADUATE RECRUITMENT ACTIVITIES REPORT

Table 2

2012-2013

Specialty	No.
ADMINISTRATION	6
EDUCATION	4
ADULT/GERO ACUTE CARE	9
FAMILY NURSE	69
FAMILY PSYCH/ MENTAL HEALTH	8
PEDIATRIC	31
DNP	12
PhD	27
WOMEN'S HEALTH	3
UNDECIDED	548
TOTAL	717

D. College of Pharmacy

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 prepharmacy curriculum (a minimum of 69 credit hours) which guides the students through introductory courses in mathematics and the natural sciences. In addition, the prepharmacy curriculum requires courses in the humanities and social sciences. Approximately 50-60% 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 UAMS Director of Recruitment for Diversity, 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 Director of Recruitment for Diversity and COP recruiter focuses 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, this year 14 of the 38 campers will receive full scholarships to cover the camp tuition. The COP recruiter is also involved with KIPP, preparatory public charter schools in Arkansas, and Future Hands High School Camp to introduce these high school students to the profession of pharmacy. In addition, the College's SNPhA

chapter hosts high schools students on campus to participate in compounding sessions and career discussions.

During Fall 2008, a trial of Pharmacy College Admission Test (PCAT) prep course support was undertaken by the COP. The two student's test experiences in this 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 seek data to confirm the value of such a test preparation program and to assist a significant number of students from historically underrepresented backgrounds to improve their individual PCAT scores. In 2009, the data indicated that the admission criteria were too broad to make a substantial impact on increasing the number of competitive underrepresented minority applicants to the 2010 pool. 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, nine students from the PCAT prep course have been admitted to the COP. It is too early in the process to tell 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 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 the 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. The college hopes to identify at least two 2013 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 since then, with four being awarded this year. In the six years (2007-2013) the Dean has provided \$24,000 for the NPAA scholarship awards. The use of unrestricted funds allows all the 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 at minimum \$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 2012 were awarded at the COP's Award Ceremony on March 28, 2013.

<u>Recipients</u>	<u>Award</u>
Marlene Battle*	\$1,000
Olive Fai-yengo*	\$1,000
Catherine Lee*	\$1,000
Micah Thames*	\$1,000
* underrepresented minority student	Total \$4,000

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 will be granted annually, starting in the Spring of 2010. A first year student from Phillips County, Arkansas will be identified in the Fall 2009 semester. 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 to recognize 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 Phil Davison	\$1,500
Robert N. Manley & Robert H. Manley Memorial Scholarship Ammon Martin*	\$1,500
Walgreens Diversity Scholarship Iddy Mugambi*	\$2,000
Taylor Hamilton*	\$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>
Kappa Psi Endowed Scholarship Helen Chang	\$1,000
Lester E. Hosto Endowed Scholarship (SNPhA) Ashley Wade*	\$1,500
Pat Thomas Memorial Pharmacy Scholarship Winnie Bennett*	\$1,000
Rural Pharmacy Practice Student Loan/Scholarship Nikki Scott*	\$7,500
College of Pharmacy Scholarship Ammon Martin*	\$2,000
Zhou Ni	\$2,000
Helen Chang	\$2,000
<u>COP Student Research Fellowships</u> Micah Thames*	\$4000
Joe Warren	\$4,000

*underrepresented minority student

Underrepresented Minority recipients	\$26,500
All Minority recipients	\$37,000

The amount of scholarship and awards received by underrepresented minority students increased by \$7,000 from last year (2007=\$6,000; 2008=\$13,000; 2009=\$20,000, 2010=\$20,000, and 2011=\$19,750; 2012=\$19,500). This year a total of \$305,000 was awarded. The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

COP Student Enrollment

	2011-2012		2012-2013	
	Number*	Percent	Number*	Percent
Native American	9	1.87%	8	1.6%
Asian	25	5.19%	26	5.4%
African American	26	5.39%	30	6.2%
White (non-Hispanic)	436	90.46%	430	89.3%
Hispanic/Latino	5	1.04%	9	1.8%
	Number	Percent	Number	Percent
Female	303	62.35%	302	63%
Male	183	37.65%	179	37%
Total	486	100%	481	100%

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

The 2012-2013 academic year reflects a ratio of male to female students that has remained between 30-40%. Underrepresented minority students accounted for 9.6% of the student body (2008=7.82%, 2009=7.75%; 2010=8.21%; and 2011=8.02%; 2012=8.03%). This is an increase from the last few years of data.

COP Faculty and Staff

Voting Faculty	2011-2012		2012-2013	
	Number	Percent	Number	Percent
Native American	0	NA	0	NA
Asian	9	11.27%	9	12%
African American	2	2.82%	3	4%
White (non-Hispanic)	62	83.10%	61	81.33%
Hispanic/Latino	2	2.82%	2	2.67%
Total	71	100%	75	100%
Female	32	45.07%	36	48%
Male	39	54.93%	39	52%
Total	71	100%	75	100%

The minority faculty members comprise 18.67% out of a total of seventy-five voting faculty members. Minor increases have occurred in the minority faculty members of the College over the past year and the underrepresented minority faculty has also slightly increased from 5.64% in 2012 to 6.67% in 2013.

Staff	2011-2012		2012-2013	
	Number	Percent	Number	Percent
Native American	0	NA	0	NA
Asian	18	31.03%	21	31.34%
African American	6	10.34%	7	10.45%
White (non-Hispanic)	34	58.62%	39	58.20%
Hispanic/Latino	0	NA	0	NA
Total	58	100%	67	100%
Female	41	70.69%	47	70.15%
Male	17	29.31%	20	29.85%
Total	58	100%	67	100%

The minority staff members comprise 41.79% out of a total of 67 staff positions.
The percent of underrepresented minority staff has decreased slightly as a percentage from last year (10.3% to 9.6%).

E. **Fay W. Boozman College of Public Health**

F.

Number of minority students, faculty, adjunct faculty, and staff by minority group

Race/Ethnicity	% of AR Population	% of US Population	% of Copenhag Students (Spring 2012/2013)	% of Copenhag FTE Faculty (Spring 2012/2013)	% of Copenhag Adjunct/Secondary Faculty (Spring 2012/2013)	% of Copenhag STAFF (Spring 2012/2013)
American Indian	0.9%	1%	<1%	0%	0%	
Asian	1.2%	4.6%	7%	10%	7%	
Black	15.8%	12.9%	31%	16%	5%	
Hispanic/Latino	6%	15.8%	2%	2%	2%	
White	80.6%	79.6%	51%	72%	85%	
Native Hawaiian/other Pacific Islander	0.1 %	0.2%			1%	
Choose 2 or more	1.5%	1.7%	1%			
Chose not to answer			7%			
Minority Population totals (by percentage)	25.5%	36.2%	43%	28%	15%	
Female						
TOTAL	2,889,450	307,006,550	208	50	99	

Number and position title of CPH minority faculty and staff

Spring Semester 2012/2013

<u>Faculty</u>	<u>Number</u>	<u>Staff</u>	<u>Number</u>
Professor	1	Asst. Dean	
Associate Professor	4	Director	
Assistant Professor	6	Executive Asst	
Instructor	3	MPA II	
		Post Doc. Fellow	
		Graduate Asst	
		Proj/Program Specialist	
		Research Asst	

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

Goal 1: Maintain student minority enrollment in the degree programs at or above the minority population in the state.

Progress made: CPH has exceeded minority enrollment for the Black, and Asian population in the state. Hispanic enrollment numbers are improving but is less than the percentage of the Hispanic population in the state. The Latino population in Arkansas is very young, mostly first generation and mostly not yet college graduates.

Goal 2: Increase the number of minority CPH faculty at or above the minority population in the state.

Progress made: The number of Black CPH faculty is presently slightly above the percentage of the Black population in the state. The number of Asian CPH faculty is significantly above the percentage of the Asian population in the state. The number of Latino faculty is less than the Latino population of the state. An incentive program has been developed for Departmental Chairs to hire minority doctoral students, post-doctoral fellows and junior faculty.

Goal 3: Maintain the number of minority CPH staff at or above the minority population in the state.

Progress made: The CPH staff is reflective of the minority populations in the state.

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

a. Recruitment Strategy/method/activity for Goals 1,2,3

1. Incentive Program for Department Chairs to hire minority doctoral students, post-doctoral fellows and junior faculty.

b. Date for achieving goal/objective

Fall 2017

c. 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 2011 (divided budget submitted for 5 minority recruitment & retention plan by 5)

Budget 2012: \$104,652

Methods used to access & monitor progress: Minority data reviewed quarterly.

G. Graduate School

Graduate School staff and students

Graduate School Student Enrollment		
Spring 2012-13		
	Number	%
Asian	54	19
Black	36	12
Hispanic	7	1
American Indian	3	1
White	198	66
Unknown	1	0
Other	2	1
Total	301	100
Female	208	69
Male	93	31
Total	301	100

Graduate School Staff 2012-13		
	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

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 2012-13 academic year included the University of Arkansas at Fayetteville, Harding University, Ouachita Baptist University, Williams Baptist College, John Brown University, Lyon College, Louisiana State University, Hendrix College, and Arkansas State University. Historically Black Colleges and Universities (HBCU's) visited include the University of Arkansas at Pine Bluff (UAPB). 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. 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 2012 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 2012: Alcorn State University, Fisk University, Grambling State University, Jackson State University, Lane College, Philander Smith College, Tougaloo College and UAPB. Since 2008, 83 (25%) of the 327 undergraduate students who attended Career Day were from UR groups.

Dean McGehee serves as Co-Director with Dr. Billy Thomas, Assistant Vice Chancellor for Diversity, 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, received \$1.6M funding for four years (2/13/2009-1/13/2013). 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. The inaugural class began the program in June 2009. There are currently nine students participating in the program. 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 URM students identified by the GRE Search Service. These efforts have led to a 42% increase in the number of URM applicants to the doctoral programs since 2009. It is anticipated that 90% of IMSD program participants will complete their doctoral program.

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. The first group of 10 students began the program in June 2012. Ten additional students began May 28, 2013 for the upcoming summer. Approximately 95% of participants are expected to complete their bachelor's degrees, with 75% continuing their education in a health profession or graduate program.

The 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. Reapply for funding for IMSD program and continue to modify 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 \$5000 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.

C. COLLEGE OF NURSING

**University of Arkansas for Medical Sciences
College of Nursing**

**Recruitment Activities
July 1, 2012-April 15, 2013**

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 doctoral level 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 2013, the College has offered admission to 102 juniors for the Bachelor of Science in Nursing (BSN) program on the Little Rock campus and 24 for the off-campus BSN program at Hope.

Although exact enrollment figures will not be available until after registration in late May 2013, 99 students are anticipated to enroll for the Little Rock campus,

• Hispanic/Latino	2	2.02%
• Asian	2	2.02%
• Black/African American	16	16.16%
• White	78	78.79%
• Two or More	2	2.02%
• Did not Answer	1	1.01%

For the Hope campus, 24 students are anticipated to enroll,

• Hispanic/Latino	2	8.33%
• Black/African American	4	16.67%
• White	17	70.83%
• Two or More	1	4.17%
• Did not Answer	2	8.33%

Of the 123 anticipated enrollment,

- 102 (82.93%) were female
- 21 (17.07%) were male

Fall 2012 enrollment figures totaled 294 in the BSN program, including

• Hispanic/Latino	8	8.33%
• American Indian / Alaskan Native	1	.34%
• Asian	3	1.03%
• Black/African American	30	10.20%
• White	250	85.03%
• Two or More	5	1.7%
• Did not Answer	5	1.7%

These figures indicate that the African-American student enrollment in the College increased over the 2011-12 academic year.

Of the 294 baccalaureate students who enrolled in the fall 2011 semester,

- 243 (82.65%) were female
- 51 (17.35%) were male

GRADUATE PROGRAM ENROLLMENT AND MINORITIES

For the 2012-13 academic year, 81 fall 2012 master's applicants were admitted to the graduate program and 67 started graduate classes in spring 2013. Master's applications from January-April 2013 total 82. At this time, we do not know how many of these students will be accepted to enroll for the 2013-2014 academic year since admission decisions have not yet been made. Currently 6 PhD students have been admitted for summer 2013.

The fall 2012 enrollment was 333, with

- 302 MNSc students
- 31 PhD students

This represents

• Hispanic/Latino	11	3.30%
• Asian	4	1.20%
• Black/African American	28	8.41%
• Native Hawaiian / Other Pacific Islander	2	.60%
• White	287	86.19%
• Two or More	6	1.8%
• Did not Answer	6	1.8%

Of the 333 MNSc and PhD students who enrolled in the fall 2012 semester,

- 289 (86.79%) were female
- 44 (13.21%) 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, standardized testing format, a review of computer and online usage, College of Nursing Policies and Procedures, and information regarding course schedules.

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 assistance from the ATI Coordinator for remediation via ATI online resources and will be referred to the Office of Educational Development (OED) for assistance. 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 who manages all student testing and remediation for this standardized content.

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 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 2,389 students in 25 consolidated statewide programs. Area Health Education Centers (AHEC) assisted the recruiter in attending the Southern Region College Planning Programs.

COLLEGE CONTACTS

During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year colleges and various professional institutions. Students are able to speak with a College of Nursing representative, have their transcripts evaluated, and

receive tentative degree plans for future planning toward their careers in nursing. College of Nursing representatives met with 379 students from 13 community colleges around Arkansas. The College of Nursing Director of Recruitment, along with the Director of the RN-BSN program, visited 5 nursing programs, meeting 76 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 AHEC directors about coming to their campuses and holding information sessions for the people in their area who are not able to come to Little Rock. She also meets with some of the nurse managers at the UAMS Medical Center about attending our programs.

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

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

Since July 2012, over 700 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.

A college project director hosted and manned a display booth, along with the Director of Recruitment and College of Nursing faculty, at the 2013 Southern Nursing Research Society Aging Research Interest Group and met with 70 interested attendees.

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 420 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 AHEC's 'A Day in the Life' presentations, Center for Diversity Affairs programs, and several recruitment activities with the UAMS recruiters from various programs and departments.

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

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

FACULTY AND STAFF

RECRUITMENT AND HIRE OF MINORITY FACULTY AND STAFF

Fourteen (14) part-time/contract faculty have been hired to date for the 2012-13 academic year. Of these, one (1) is African-American (Assistant Clinical Instructor). For full-time faculty positions, nine (9) people were hired, including one (1) African-American (Clinical Instructor).

Three (3) staff, two (2) research assistants and five (5) student employees have been hired to date during the 2012-13 academic year. For the full-time staff positions, one (1) is African-American. For the part-time student positions, one is Asian.

Therefore, as of April 11, 2013, the College of Nursing employs

- 3 Asians
 - 1 Associate Professor
 - 1 Assistant Professor
 - 1 Student Employee
- 1 Hispanic
 - 1 Clinical Assistant Professor
- 14 African-Americans
 - 1 Assistant Professor
 - 1 Clinical Assistant Professors
 - 2 Clinical Instructors
 - 2 Assistant Clinical Instructors
 - 3Administrative Analysts
 - 2 Administrative Specialists
 - 1 Grant Administrator
 - 1 Grants Specialist
 - 1 Recruiter

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. Attached is the abstract if needed.

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 AHECs 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
- 67% of faculty participation in the incentive plan deem the plan as satisfactory
- 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.

Appendix A
Table 1
UNDERGRADUATE RECRUITMENT ACTIVITIES
REPORT
2012-2013

Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
7/3/2012	Individual Appointment	0	1	0	0	0	0	C	1	O. Beard
7/10/2012	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
7/10/2012	M*A*S*H* Delta AHEC	3	0	9	2	1	0	C	15	O. Beard
7/11/2012	Individual Appointment	1	0	1	0	0	0	C	2	O. Beard
7/13/2012	MLK, Jr. Commission Tour Group	0	0	10	3	0	0	C	13	O. Beard
7/16/2012	Individual Appointment	3	0	0	0	0	0	C	3	O. Beard
7/17/2012	M*A*S*H* West Memphis	4	2	2	0	1	1	C	10	O. Beard
7/24/2012	Individual Appointment	0	0	1	0	0	0	C	1	O. Beard
7/25/2012	Individual Appointment	2	0	1	1	0	0	C	1	O. Beard
7/26/2012	Information Session	7	0	3	0	0	0	C	10	O. Beard, M. McClain, S. Lambert, L. Rainey
8/8/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
8/9/2012	Individual Appointment	1	1	0	0	0	0	C	2	O. Beard
8/10/2012	Individual Appointment	1	0	0	1	0	0	C	2	O. Beard
8/13/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
8/14/2012	Individual Appointment	0	0	1	0	0	0	C	1	O. Beard
8/15/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
8/17/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
8/20/2012	Individual Appointment	1	0	1	0	0	0	C	2	O. Beard
8/21/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
8/24/2012	Individual Appointment	2	1	0	0	0	0	C	3	O. Beard
8/31/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
9/4/2012	Articulation Workshop - Fort Smith							NW	86	O. Beard
9/5/2012	Articulation Workshop - Batesville							NE	73	O. Beard
9/6/2012	Articulation Workshop - Hot Springs							SE	94	O. Beard
9/7/2012	Articulation Workshop - Conway							C	178	O. Beard, M. Bradney
9/10/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
9/11/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
9/13-14/2012	Univ. of Ark at Monticello	14	3	63	29	18	2	SE	259	O. Beard
9/17/2012	Pine Bluff Consolidated	23	8	81	22	4	0	SE	170	O. Beard
9/18/2012	National Park Community College - CPP	34	9	7	4	0	0	C	54	O. Beard

9/18/2012	North Little Rock HS	32	5	0	7	2	0	C	46	O. Beard
9/19/2012	College of the Ouachitas	24	5	7	1	0	0	C	37	O. Beard
9/20/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
9/20/2012	Saline County College Fair	15	5	5	0	0	0	C	25	C. Schmidt, (S. Davis, E. Burks - Sr. Students)
9/21/2012	Individual Appointment	0	1	2	0	0	0	C	3	O. Beard
9/24-25/2012	LR/NLR CAVHS	6	2	1	4	3	2	C	18	O. Beard, J. Sonnier, M. Bradney, S. Stone
9/25/2012	Parkview High School	17	5	26	10	1	0	C	59	O. Beard
9/25/2012	Cabot High School	54	2	17	2	0	1	C	76	O. Beard
9/26/2012	UACC - Morrilton CPP	32	19	28	7	1	1	C	88	O. Beard
9/27/2012	Information Session	9	2	4	0	1	0	C	16	O. Beard, M. McClain, S. Lambert, L. Rainey
9/28/2012	Individual Appointment	0	1	0	0	0	1	C	2	O. Beard
10/1/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
10/2/2012	PCSSD	45	12	36	18	1	4	C	272	O. Beard
10/2/2012	LRSD	21	13	67	2	6	2	C	159	O. Beard
10/8/2012	Individual Appointment	0	2	1	0	0	0	C	3	O. Beard
10/9/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
10/10/2012	NWACC	4	2	0	0	1	0	NW	7	O. Beard, M. Bradney, L. Rainey
10/11/2012	ASU Beebe	5	0	1	0	0	0	C	26	O. Beard
10/12/2012	ARNA	22	0	9	1	2	0	C	34	O. Beard
10/16/2001	Individual Appointment	1	2	0	0	0	0	C	3	O. Beard
10/18-19/2012	Texarkana Chamber of Commerce							SW	104	S. Bedwell
10/20/2012	Steps for Success Saturday - Springdale	0	0	0	0	45	28	NW	73	O. Beard
10/22/2012	Ozarka College Fair	9	0	3	2	4	0	NE	18	S. Ball
10/22/2012	UACCB	11	2	5	0	0	0	NE	24	S. Ball
10/23/2012	South Central College Fair - Fordyce	19	14	22	5	0	3	SE	83	O. Beard
10/24/2012	A Day In the Life - Stuttgart	6	2	23	4	0	0	SE	35	K. Cox
10/25/2012	UAMS @ OBU	1	0	1	0	0	0	C	2	O. Beard
10/26/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
10/29/2012	Pulaski Technical College	12	3	15	0	5	4	C	59	O. Beard, M. McClain
10/30/2012	Individual Appointment	1	0	1	0	0	0	C	2	O. Beard
10/31/2012	A Day In the Life - Stuttgart							SE	54	O. Beard
11/1-2/12	ASU Beebe	9	2	7	2	1	1	C	22	O. Beard, M. McClain
11/5/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
11/7/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
11/7/2012	Nurse Leadership Roundtable - DNP							C	50	O. Beard

11/8/2012	Individual Appointment	2	0	1	0	0	0	C	3	O. Beard
11/14/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
11/15/2012	Information Session	14	3	5	2	0	1	C	25	O. Beard, M. McClain, L. Rainey, S. Lambert
11/19/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
11/20/2012	El Dorado AHEC	12	3	0	0	0	0	SW	15	O. Beard, L. Rainey
11/26/2012	Individual Appointment	4	0	0	0	0	0	C	4	O. Beard
11/27/2012	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
11/28/2012	CDA Event	0	0	18	3	1	0	C	22	O. Beard
11/29/2012	Texarkana High School							SW	70	S. Bedwell
11/29/2012	Individual Appointment	1	0	0	0	0	0	C	1	O. Beard
11/30/2012	South Ark. Community Coll.	11	3	0	0	0	0	SW	14	O. Beard, L. Rainey
12/1/2012	Nursing EXPO							C	396	O. Beard
12/5/2012	Parkview High School							C	54	O. Beard
12/5/2012	DNP Information Session	1	1	0	0	0	0	C	2	O. Beard
12/6/2012	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
12/13/2012	Information Session	14	4	7	2	0	0	C	27	O. Beard, M. McClain, L. Rainey, S. Lambert
12/17/2012	Individual Appointment	3	0	0	0	0	0	C	3	O. Beard
1/4/2013	Individual Appointment	0	1	1	0	0	0	C	2	O. Beard
1/7/2013	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
1/8/2013	Individual Appointment	0	2	0	0	0	0	C	2	O. Beard
1/9/2013	Individual Appointment	0	0	0	0	0	1	C	1	O. Beard
1/10/2013	Information Session	9	0	12	4	3	0	C	28	O. Beard, M. McClain, L. Rainey, S. Lambert
1/16/2013	CAVHS NLR	15	5	9	2	3	2	C	36	O. Beard
1/17/2013	Individual Appointment	0	1	0	0	1	1	C	3	O. Beard
1/18/2013	CAVHS LR	9	0	9	1	0	1	C	20	O. Beard
1/22/2013	DNP Information Session	3	0	0	0	0	0	C	3	O. Beard, M. Hadley, M. Robertson
1/24/2013	Individual Appointment	2	1	0	0	0	0	C	3	O. Beard
1/25/2013	Individual Appointment	1	0	0	1	0	0	C	2	O. Beard
1/29/2013	University of Arkansas							NW	45	B. Buron
1/29/2013	Individual Appointment	0	0	1	0	0	0	C	1	O. Beard
1/31/2013	Henderson/OBU							C	6	S. Bedwell
2/4/2013	SEARK	1	0	34	7	3	1	SE	46	O. Beard
2/5/2013	Individual Appointment	2	0	0	0	0	0	C	2	O. Beard
2/6/2013	PCCUA							SW	20	J. Ligeon, L. Shebly
2/6/2013	Arkansas for Nursing							NW	39	O. Beard, L. Rainey, D. Middaugh
2/11/2013	UACCB	14	3	0	0	4	1	NE	22	O. Beard

2/11/2013	Ozarka College	21	14	9	2	3	0	NE	49	O. Beard
2/12/2013	MNSc Information Session							C	14	M. Robertson, D. Middaugh, N. Grissom
2/13/2013	UACCM	6	0	1	0	0	0	C	7	O. Beard
2/14/2013	Pulaski Technical College - North	32	6	19	2	1	1	C	61	O. Beard
2/15/2013	Pulaski Technical College - South	19	5	12	2	1	0	C	39	O. Beard
2/19/2013	NWACC	4	1	0	0	0	0	NW	5	O. Beard, L. Rainey, B. Buron
2/25/2013	Individual Appointment	0	1	0	0	0	0	C	1	O. Beard
2/26/2013	SAU Tech	9	0	5	1	0	0	SW	15	O. Beard
2/28-29/2013	SNRS	24	18	12	2	13	1	C	70	O. Beard, S. Stone, H. Sadaka, B. Buron, L. Frazier
2/28/2013	Philander Smith College	0	0	15	7	0	0	C	22	O. Beard
3/5/2013	College of the Ouachitas	7	2	0	3	0	0	C	12	O. Beard
3/6/2013	NPCC	25	10	20	2	4	0	C	61	O. Beard
3/7/2013	Information Session	3	1	1	0	0	0	C	5	O. Beard, M. McClain, L. Rainey, S. Lambert
3/8/2013	LISA Academy							C	16	O. Beard
3/12/2013	LRSD Career Day	63	19	72	11	5	1	C	171	O. Beard
3/13/2013	Individual Appointment	0	2	0	1	0	0	C	3	O. Beard
3/15/2013	Arkansas Tech University	9	2	1	0	1	1	C	14	O. Beard
3/18/2013	Spring Forward - UAMS CDA							C	88	O. Beard
3/21/2013	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
3/21/2013	Spring Forward - UAMS CDA	2	0	3	0	0	0	C	5	O. Beard
3/22/2013	Individual Appointment	0	0	0	1	0	0	C	1	M. Robertson
3/26/2013	Individual Appointment	0	0	0	0	0	1	C	1	M. Robertson
3/28/2103	Information Session	3	1	2	1	0	1	C	8	M. Robertson, M. McClain, S. Lambert, L. Rainey
4/2/2013	Individual Appointment	0	1	1	0	0	0	C	2	O. Beard
4/4/2013	South Ark. Community Coll.							SW	35	O. Beard, L. Rainey
4/5/2013	Individual Appointment	0	3	1	0	0	0	C	4	O. Beard
Date	Program	WF	WM	BF	BM	OF	OM	REG	Total	Recruiter
4/8/2013	Individual Appointment	1	1	0	1	0	0	C	3	O. Beard
4/9/2013	Individual Appointment	0	0	0	1	0	0	C	1	O. Beard
4/11/2013	Individual Appointment	1	1	0	0	0	0	C	2	
4/12/2013	ACH Education Fair							C		
4/13/2013	Steps for Success Saturday - Springdale							NW		O. Beard
4/15/2013	Pulaski Technical College							C		O. Beard, M. McClain, S. Lambert
TOTAL		822	241	732	190	140	64		4040	

Table 2
GRADUATE RECRUITMENT ACTIVITIES REPORT
 2012-2013

Specialty	No.
ADMINISTRATION	6
EDUCATION	4
ADULT/GERO ACUTE CARE	9
FAMILY NURSE	69
FAMILY PSYCH/ MENTAL HEALTH	8
PEDIATRIC	31
DNP	12
PhD	27
WOMEN'S HEALTH	3
UNDECIDED	548
TOTAL	717

The University of Arkansas at Pine Bluff

MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

June 2013

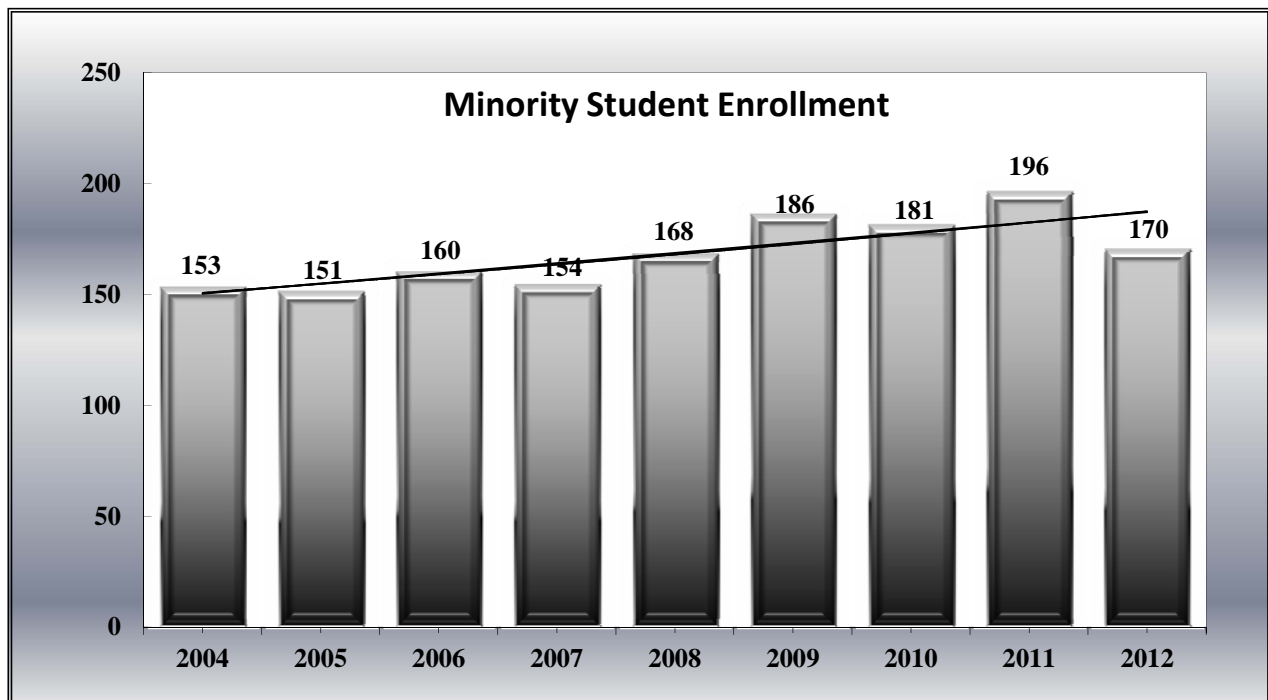
1. Introduction.

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/administrators at the university by 10% (2% per year) over a five year period (2011-2016). This is a report of activities and outcomes for 2011 with 2010 as a baseline.

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

In Fall 2012, the University had an enrollment of 2,828 students, of which 94% were African American and 6% were minority. With a decrease in overall enrollment, the number on minority students dropped slightly for Fall 2012 as shown in the chart below. However, as a percent of overall enrollment, the number remained around 6%.



Of the 170 minority students, 114 were White and 56 were other Ethnic minorities.

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

Positions and numbers for minority faculty and staff are listed below. This chart shows an increase of 24 positions over the previous year.

<u>Position Title</u>	<u>Number</u>
Administrative Spec II	1
Administrative Spec III	2
Assistant Professor	15
Associate Professor	16
Assistant Dean	1
Athletic Trainer (Classified)	1
Business Manager (Temporary)	1
Campus Maintenance Supervisor	1
Coach-Football	1
Department Chairperson	2
Extension Associate	4
Extension Program Aide	1
Extension Specialist I	2
Extension Specialist II	2
Extension Specialist III	4
Extension Specialist IV	1
Fiscal Support Specialist	1
Head Athletic Trainer	1
Head Coach – Softball	1
Information Tech Manager	1
Institutional Printer	1
Instructor	21
Laboratory Assistant	1
Library Technician	1
Multi-Media Specialist	1
Post-Doctoral Fellow	1
Professor	12
Project/Program Director	1
Project/Program Manager	1
Project/Program Specialist	3
Research Assistant	2
Research Associate	9
Research Specialist	2
Shipping & Rec. Clerk	1
Skilled Tradesman	4
Warehouse Manager	1
Grand Total	121

The faculty of 167 included 35.9% minority and 64.1% African American. The staff/administration of 490 was 87.6% African American and 12.4% minority.

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

<u>Ethnicity</u>	<u>Number</u>
White	35
Asian/Pacific Islander	25
Grand Total	60

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

As of the Fall 2012 semester, there were 15 minority adjunct faculty members, which represents 27.8% of all adjunct faculty.

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

<u>Position Title</u>	<u>Number</u>
Administrative Spec II	1
Assistant Professor	1
Athletic Trainer (Classified)	1
Extension Specialist II	1
Financial Support Specialist	1
Head Coach - Softball	1
Instructor	2
Research Assistant	1
Research Associate	1
Grand Total	10

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 2010 through Fall 2011**

		African American	Minority	Total
Fall 2011	Students	2,992	196	3,188
	Percent of Total	93.8%	6.2%	100.0%
	Faculty	114	66	180
	Percent of Total	63.3%	36.7%	100.0%
	Administrators & Staff	412	57	469
	Percent of Total	87.8%	12.2%	100.0%
Fall 2012	Students	2,658	170	2,828
	Percent of Total	94%	6%	100.0%
	Faculty	107	60	167
	Percent of Total	66.1%	35.9%	100.0%
	Administrators & Staff	429	61	490
	Percent of Total	87.6%	12.4%	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 agreements with 2-year colleges and vocational/technical schools. Also, develop partnerships with area school districts.	Ongoing	2012 – 16 new partnerships

2012 – 2013

The School of Education has partnerships 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 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

NEW PARTNERSHIPS FOR 2012-2013

- 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*

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.

2011 – 2012

The Advisory Board continued to meet on a semester basis and recommended a renewed focus on local high school recruiting, with emphasis on White Hall School District.

2012 – 2013

The Advisory Board provided valuable input and agreed to meet with selected corporations to establish book scholarships.

Activity	Timeline	Performance Measure
C. Increase marketing targeted to diverse populations	Ongoing	Marketing strategies will reflect diverse segmentation

The University continues its marketing campaign using university initiated activities as well as Paskill, Stapleton & Lord. The University is currently receiving bids for a new marketing firm to increase contacts based upon geographical modeling. The university's online presence was also strengthened with an active interaction in social media (facebook, twitter, wordpress) and use of YouTube for fundraising initiatives.

2011-2012

- ✓ Scheduled \$70,000 in advertising to minority communities;
- ✓ Purchased advertisements on an on-going basis in the El Latino Publication;
- ✓ Purchased advertisements in Arkansas Next Magazine;
- ✓ Purchased print advertisement in communities of Camden, Eldorado, Dallas, Nashville, and Malvern. Also purchased ads in Pine Bluff Commercial, Arkansas Democrat Gazette and STAND;
- ✓ Participated in the “Say Go College Day” with the Office of Recruitment. “Say Go College Week” is spearheaded by the Arkansas Department of Higher Education;
- ✓ Established a Facebook page (www.facebook.com/uapinebluff), Twitter page (www.twitter.com/uapbinfo) and News Blog (www.uapbnews.wordpress.com) to connect with constituents on several platforms.
- ✓ Secondary advertising is done through the launch of the official University magazine, PRIDE. The electronic version is available at http://issuu.com/uapbmag/docs/uapb_pridemag_inaugural.
- ✓ Purchased advertisements in:
 - Arkansas Times
 - Pine Bluff Commercial
 - SEA Life Magazine
 - Arkansas Next
 - Delta Sky Magazine
 - White Hall Journal
 - El Latino
- ✓ Also purchased TV spots on KLRT, KATV and KARK; and
- ✓ Also utilized billboard advertisements.

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 2012-2013 school year the Office of Student Involvement and Leadership and Office of International Studies/Programs continued to sponsor several campus events for cultural enrichment. The primary activity was the International Education Week, which included several study abroad forums and speakers.

The numbers indicate UAPB international student enrollment remained about the same for this school year.

	Fall 2012	Spring 2013
Active Status (Non-OPT)	28	30

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

2011 – 2012

Funding continues for two part-time minority staff members. Plans are underway to more actively involve these minority staff members in all facets of the recruitment process.

Activity	Timeline	Performance Measures
C. Establish and market scholarships for diversity	Ongoing	No. of Minority Students Receiving Scholarships

Scholarships awarded to minority student remain about the same as a percent of total scholarships awarded.

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, more than 70 faculty members have been trained to teach online classes. Current plans are to offer only on-line classes for the Summer II session.

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
Review outcome data on Minority Recruitment and Retention on a semester basis	Each Semester	Review and modify strategies as process dictates.

Enrollment

Fall	African American	Minority
2011	2992	196 (6.2%)
2012	2658	170 (6.0%)

The number of minority students as a percent of total enrollment remained about the same despite a decline in overall enrollment.

Employment

Faculty	African American	Minority
Fall 2011	114	66 (36.7%)
Fall 2012	107	60 (35.9%)
Administrators/Staff		
Fall 2011	412	57 (12.2%)
Fall 2012	429	61 (12.4%)

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 will continue 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 throughout this coming school year.

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

The Office of Dean of Student Life and Enrollment Management

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UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2013
Submitted July 1, 2013

As will be noted in Item 6 (p. 3 ff.) and Item 7 (p. 8), University of Central Arkansas is, as forecast in last year's report, 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 2012

Race	Number	Percent
Total enrollment	11,107	
American Indian	67	0.6%
Asian or Pacific Islander*	182	1.6%
Black	1,797	16.2%
Hispanic	325	2.9%
Two or More Races	215	1.9%

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

Reporting term: Fall 2012. Note that these position titles conform to the new IPEDS employment categories and so differ from those used in previous reports.

Race / Position	American Indian	Asian	Pacific Islander	Black	Hispanic	Two or More Races	Minority Employees in Category	Total Employees in Category
Faculty	1	20	0	19	4	2	46	541
Archivists, Curators, & Museum Technicians	0	0	0	0	0	0	0	1
Librarians	0	0	0	0	0	0	0	10
Library Technicians	1	0	0	7	0	1	9	25
Other Teachers & Instructional Support Staff	0	1	0	6	2	0	9	60
Management Occupations	0	0	0	8	2	0	10	40
Business & Financial Operations Occupations	1	0	0	4	1	0	6	96

Race / Position	American Indian	Asian	Pacific Islander	Black	Hispanic	Two or More Races	Minority Employees in Category	Total Employees in Category
Computer, Engineering, & Science Occupations	1	0	0	5	0	1	7	53
Community Service, Legal, Arts, & Media	0	1	0	13	1	1	16	67
Healthcare Practitioners & Technical Occupations	0	0	0	2	0	0	2	10
Service Occupations	3	0	1	31	10	1	46	146
Sales & Related Occupations	0	0	0	0	0	0	0	0
Office & Administrative Support Occupations	0	1	0	14	3	1	19	183
Natural Resources, Construction, & Maintenance Occupations	0	0	0	6	2	1	9	78
Production, Transportation, & Material Moving Occupations	0	0	0	5	1	0	6	17
Total Number in Minority Group	7	23	1	120	26	8		

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

Reporting term: Fall 2012

Race	FT Faculty
American Indian	1
Asian	20
Black	19
Hispanic	4
Two or more races	2
Total minority full-time faculty	46
Total full-time faculty	541

4. Number of minority adjunct (part-time) faculty who currently work for the institution*Reporting term: Fall 2012*

Race	PT Faculty
American Indian	2
Asian	3
Black	10
Hispanic	1
Two or more races	1
Total minority part-time faculty	17
Total part-time faculty	185

5. Number and position title of minority faculty and staff who began working at the institution in the past year*Reporting term: Fall 2012*

Category	Count
Faculty	5
Library and Instructional Support Occupations	2
Management Occupations	1
Business and Financial Operations Occupations	2
Computer, Engineering, and Science Occupations	1
Community Service, Legal, Arts, and Media Occupations	0
Healthcare Practitioners and Technical Occupations	0
Service Occupations	3
Sales and Related Occupations	0
Office and Administrative Support Occupations	0
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 that, as projected in last year's report, 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 by January 2014 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 2008, Fall 2012

UCA Entering Freshmen (FT+PT)				
	2008		2012	
	Number	Percent	Number	Percent
Grand total	2,111		2,157	
Black	381	18%	488	23%
Other minority	129	6%	195	9%
White	1,463	69%	1,397	65%

UCA Undergraduate (FT+PT)				
	2008		2012	
	Number	Percent	Number	Percent
Grand total	11,048		9,604	
Black	1,648	15%	1,666	17%
Other minority	493	4%	721	8%
White	7,860	71%	6,425	67%

UCA Graduate (FT+PT)				
	2008		2012	
	Number	Percent	Number	Percent
Grand total	1,925		1,503	
Black	166	9%	131	9%
Other minority	57	3%	68	5%
White	1,628	85%	1,221	81%

UCA Total Enrollment				
	2008		2012	
	Number	Percent	Number	Percent
Grand total	12,974		11,107	
Black	1,814	14%	1,797	16%
Other minority	550	4%	789	7%
White	9,488	73%	7,646	69%

Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment				
	2008		2012	
	Number	Percent	Number	Percent
Grand total	69,628		97,365	
Black	9,578	14%	14,998	15%
Other minority	4,358	6%	8,390	9%
White	52,332	75%	67,971	70%

As indicated by changes in the proportion of minority to white enrollees from 2008 to 2012, UCA has maintained or increased its minority enrollments. UCA's overall minority enrollments at the undergraduate level are on a par with minority enrollment at other public four-year universities (excluding UAPB) in the state; at the graduate level, UCA's minority enrollments are slightly lower than minority enrollment at other public four-year universities (excluding UAPB).

Graduation and Retention Rates (Goal 3)

One-Year Retention Rate						
	2002 Cohort			2006 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,766			2,352		
White	1,331	949	71%	1,532	1,102	72%
Black	300	208	69%	450	281	62%
Other minorities	43	34	79%	95	62	65%
All minorities	343	242	71%	545	343	63%

Graduation Rate – 150% Time						
	2002 Cohort			2006 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,766			2,352		
White	1,331	594	45%	1,532	667	44%
Black	300	76	25%	450	109	24%
Other minorities	43	17	40%	95	36	38%
All minorities	343	93	27%	545	145	27%

One-year retention rates for these cohorts show slight gains for white students; minority one-year retention rates have decreased significantly. Minority graduation rates have remained virtually flat.

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 decreased slightly in the reporting period; and these percentages do not mirror the percentages of all degrees conferred by race nationally or master's degrees conferred by race in Arkansas.

	UCA Full-Time Faculty			
	2008		2012	
	Number	Percent	Number	Percent
Total	510		527	
White	458	90%	472	90%
Black	20	4%	19	4%
Other minorities	32	6%	27	5%
All minorities	52	10%	46	9%

	Completers, Nationally		Master's Completers, AR	
	2010-2011		2010-2011	
	Number	Percent	Number	Percent
Total	3,550,782		4,793	
White	2,171,566	61%	3,535	74%
Black	361,506	10%	553	12%
Other minorities	580,971	16%	226	5%
All minorities	942,477	27%	779	16%

Source: IPEDS Data Center Custom Reports, pulled 6/27/2013

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), based on the Higher Learning Commission's new groupings:

Management Occupations
 Business and Financial Operation Occupations
 Librarians, Curators and Archivists
 Library and Instructional Support Occupations
 Computer, Engineering and Science Occupations
 Community Service, Legal, Arts and Media Occupations
 Healthcare Practitioners and Technical Occupations

Since the categories reported in 2008 do not correspond one-to-one with the new reporting categories, only the 2012 data is provided.

Administration/Professional Staff				
	2008		2012	
	Number	Percent	Number	Percent
Total			362	
White			303	84%
Black			45	12%
Other minorities			14	4%
All minorities			59	16%

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.

Secretarial/Clerical.....10%Faulkner & Pulaski Cos.
 Technical/Paraprofessionals.....7%Faulkner & Pulaski Cos.
 Skilled Crafts.....7%Faulkner & Pulaski Cos.
 Service/Maintenance16%Faulkner & Pulaski Cos.

The new IPEDS employment categories relevant to this goal are these (see Item 2, above, p. 1), based on the Higher Learning Commission's new groupings:

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

Since the categories reported in 2008 do not correspond one-to-one with the new reporting categories, only the 2012 data is provided.

Secretarial/Clerical				
	2008		2012	
	Number	Percent	Number	Percent
Total			424	
White			344	81%
Black			56	13%
Other minorities			24	6%
All minorities			80	19%

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 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 are being established now and are expected to result in a new plan for institutional diversity by January 2014.

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

Timeline

Summer 2013: establish leadership and administrative structures and infrastructures for institutional diversity

January 2014: present new plan for institutional diversity to the campus

Budget

Approximately \$200,000 has been committed to the changes noted in Item 7, 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.

Arkansas Northeastern College

Minority Recruitment and Retention Report for Faculty, Staff and Students

2012-2013

In accordance with Arkansas Northeastern College's Mission of providing accessible, quality educational programs, services, and lifelong learning opportunities, the following is a documentation of the progress ANC has made this academic year toward the recruitment and retention of minority faculty, staff, and students.

For Faculty and Staff				
Objective	Strategy	Indicators of success	Time Frame	Budget
1. The College will provide opportunities for enhancement of knowledge and skills.	Development of a professional plan approved by supervisor and VP of Instruction	Completion of courses or degrees. 7 minority employees applied which was 19% of the total faculty who applied.	On-going	\$40,000 \$7,587 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 15.26% of the total faculty, staff, and administration. This is a 2% increase from 2012 in which minorities accounted for 13.13%.	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	39% of incoming students in Spring 2013 are minority. This is an increase of 5% from 2012 in which minorities accounted for 34% of the incoming first time Freshmen. ANC gave \$241,711 in scholarships this year. \$59,035 was awarded to minorities. Minority representation was 24% of those	On-going	\$242,000 or more is available. We did not expend all the scholarship funds

	promote the availability of scholarships to the students of Mississippi County.	who received some type of scholarship.		
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
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. Next year's documentation will give a better indication if these changes have positively impacted our students.	On-going	Re-allocation of college funds and Perkins funds. \$200,000

Minority Employees

FULL NAME	E	OFFICIAL TITLE
Alvoid, Lonzetta	2	Administrative Specialist I/Adult Ed
Anderson, Takindra	2	Administrative Specialist I/Faculty
Anderson, Trina	2	Academic Services Coordinator, SSS
Blankenship, Candice M.	2	Coordinator, University Center
Butler, Tachmonite	2	Developmental Education
Carr, Darrell	2	Advising Specialist
Cashman, Teresita G.	4	Maintenance Assistant
Erby, Stephanie	2	Higher Education Institution Program, Coordinator.
Freeman, Marie G. W.	2	Administrative Specialist I/Adult Ed
Gaston, Mary	2	Pathways Counselor
Jones, KeTierra Jones	2	Financial Aid Advisor
Ray, Earnestine	2	Administrative Specialist II/Financial Aid
Bogard, Denese	2	Education Advisor, EOC
Echols, Douglas Jr.	2	Arkansas Works Career Coach
Hunt, Blanche Dr.	2	Vice President Community Relations/ Dean of Developmental Education
Lewis, Leslie A.	2	Retention Coordinator, SSS
McGhee, Lisa	2	Program Director, SSS
Moore, Johnny	2	Admissions Counselor/Careers
Morris, Lance Glenn	4	Lab Sciences/Lab Coordinator
Turner, Leanna	2	Administrative Specialist I, Faculty
Walker, Marilyn	2	Administrative Specialist II, VP of Finance
Whaley, Pauline	2	Developmental Education
Wilborn, Candice M.	2	Administrative Specialist I/ETS
Whaley, Ratasha	2	Fiscal Support Specialist
Williams, Linda	2	Administrative Specialist I, Faculty

Wilson, Beverly A.	2	Library Support Assistant
Wilson, LaTanya	2	Administrative Specialist I, Faculty

Promotions: Darrel Carr, Advising Specialist

New Hires:

Tachmonite Butler, Developmental Education Instructor

Ratasha Whaley, Fiscal Support Specialist

Katinda Anderson, Administrative Specialist I/Faculty

Erby, Stephanie, Higher Education Institution Program, Coordinator

Wilson, LaTanya, Administrative Specialist I, Faculty

Minority Recruitment
and
Retention
Annual Report



Beebe, Heber Springs, Searcy
Little Rock Air Force Base

For the Academic Year
July 1, 2012-June 30, 2013

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, 2012, through June 30, 2013. 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.)

2012-2013 Total Student Count by Race

Race	Number	Percentage
Caucasian	5748	84.4%
African American	396	5.8%
Hispanic American	253	3.7%
Asian American	57	0.8%
Native American	38	0.6%
Hawaiian	12	0.2%
Nonresident Alien	92	1.3%
Two or More Races	222	3.2%
Unknown	15	0.2%

Total **6833**

Source: Office of Institutional Research, ASU-Beebe, May 2013

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.)

2012-2013 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	738	92.3%
African American	35	4.4%
Hispanic American	6	0.8%
Asian American	9	1.1%
Native American	3	0.4%
Hawaiian	0	0.0%
Nonresident Alien	9	1.1%
Two or More Races	0	0%
Unknown	0	0%

Total **800**

Source: Payroll Office, ASU-Beebe, June 2013

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2012-2013 academic year.

2012-2013 Minority Faculty & Staff by Position		
Position	Race	Status
Accreditation Coordinator	Asian American	Full-Time
Adjunct Faculty	African American	Part-Time
Adjunct Faculty	Native American	Part-Time
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist III	African American	Full-Time
Assoc. Professor of Physical Science	Asian American	Full-Time
Assoc. Dir. Financial Aid	African American	Full-Time
Asst. Professor/Director of MLT	African American	Full-Time
Asst. Professor of Chemistry	African American	Full-Time
Asst. Professor of Math	African American	Full-Time
Counselor/Testing Coordinator	African American	Full-Time
CP Work Readiness Instructor	Asian American	Full-Time
Director of Physical Plant	Native American	Full-Time
Director of Upward Bound-Beebe	African American	Full-Time
Director Upward Bound-Heber Springs	African American	Full-Time
Financial Aid Analyst	African American	Full-Time
Financial Aid Specialist	Asian American	Full-Time
Institutional Services Asst.	Asian American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	African 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
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 Faculty	Hispanic American	Part-Time
Part-Time/Extra Help	Asian American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time

Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	Hispanic American	Part-Time
Part-Time /Extra Help	Hispanic American	Part-Time
Part-Time /Extra Help	Native American	Part-Time
Part-Time -Extra Help	African American	Part-Time
Part-Time -Extra Help	African American	Part-Time
Student Accounts Specialist	African American	Full-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	Hispanic American	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time

Source: Payroll Office, ASU-Beebe, June 2013

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.)

2012-2013 Full-Time Faculty Count by Race

Race	Number	Percentage
Caucasian	124	94.7%
African American	5	3.8%
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	131	

Source: Payroll Office, ASU-Beebe, June 2013

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.)

2012-2013 Adjunct Faculty Count by Race

Race	Number	Percentage
Caucasian	176	98.3%
African American	1	0.6%
Hispanic American	1	0.6%
Asian American	0	0.0%
Native American	1	0.6%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	179	

Source: Payroll Office, ASU-Beebe, June 2013

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.)

2012-2013 New Hires by Race

Race	Number	Percentage
Caucasian	142	86.1%
African American	15	9.1%
Hispanic American	3	1.8%
Asian American	2	1.2%
Native American	2	1.2%
Hawaiian	0	0.0%
Nonresident Alien	1	0.6%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	165	

Source: Payroll Office, ASU-Beebe, June 2013

The following individuals were hired from July 1, 2012 to date:

2012-2013 New Minority Hires

Position	Race	Status
Adjunct Faculty	African American	Part-Time
Adjunct Faculty	Native American	Part-Time
Asst. Professor of Chemistry	African American	Full-Time
Director Upward Bound-Heber Springs	African American	Full-Time
Financial Aid Specialist	Asian 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
Part-Time/Extra Help	Asian American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	Hispanic American	Part-Time
Part-Time /Extra Help	Native 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	Non-Resident Alien	Part-Time

Source: Payroll Office, ASU-Beebe, June 2013

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 advertises employment opportunities in publications directly serving minority populations.
 - 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 the summer of 2013, ASU-Beebe's website is undergoing a complete redesign, including the HR page.
 - In 2011-2012, HR's updated its webpage with additional information regarding the close proximity to the Little Rock metropolitan area.
 - 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.
- 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.
 - 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.

- In 2012-2013, HR attended the Searcy Industrial Council Job Fair to expand our recruitment exposure to a larger, more diverse population. Due to turnover in HR, only one such visit was possible. The position has recently been filled and plans are underway to meet this goal in the upcoming year.

Goal 2: Implement the Core Value of “Diversity and Global Awareness” Throughout the Individual Departments and Academic Units of ASU-Beebe.

The following is a summary of actions taken regarding Goal 2:

- ASU-Beebe strives to emphasize diversity and global awareness issues across the curriculum. The University continues to offer existing courses and establish new courses that expose all students to diversity issues. Specific courses include, but are not limited to: American Minorities, Cultural Anthropology, Social Problems, Principles of International Relations, Native American History, World Literature I, and World Literature II.
- The Global Awareness Committee formalized the process of cultural and global awareness. Faculty members in the English and Social Sciences departments have taken groups of students to Europe and Canada with the objective of expanding their global awareness. ASU-Beebe hopes to continue this program in the future.
- The RotarAct Club is taking two students to France, Australia, and China during the summer of 2013. 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 2012-2013 season. Events included: James Houlik and Vahan Sargsyan, saxophone and piano; Bill Birdsong Miller, Native American singer/songwriter and lecturer; Amore, a rock band featuring ASU-Beebe music students; Enterprise Blues Band; Zephyrus Duo, flute and percussion duo featuring multi-cultural music with roots in Africa and South America; and, The Crescent Circus. 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 2012-2013, activities emphasizing diversity issues were offered. The activities budget allows for programming for diversity-related topics.
 - Topics included, but were not limited to: HarvestFest, the Spring Dance, Black History Month events, and Martin Luther King, Jr. Day activities.
- We provide a culturally safe environment where minority students can experience and share their own culture as well as the culture of others.
 - Academic units sponsor a number of programs that bring minority speakers to campus to address a variety of topics.
 - Residence hall directors and student resident assistants receive diversity training each year. Diversity was a focus area for residence hall and student activities programs. For example, ASU-Beebe recognized Black history month and provided awareness programming specifically for Black history during February.

Goal 3: Actively Recruit and Retain Minority Students.

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

- During 2012-2013, ASU-Beebe targeted 11 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted are as follows:
 - Augusta
 - Brinkley
 - Carlisle
 - Conway
 - England
 - Hazen
 - HarBer
 - Jacksonville
 - Lonoke
 - North Pulaski
 - Riverview
- 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 2012-2013, 75 students from 10 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.

- In 2011, ASU-Beebe was one of four two-year colleges in Arkansas selected to participate in a Complete College America (CCA) grant, which has funded the redesign of our developmental math courses into a modular format. Using the new curriculum design, our pilot courses have shown increases in remedial level retention, which will increase overall completion outcomes. This program was fully implemented in fall 2012. This program is currently being assessed for its initial effectiveness.
- The Path to Accelerated Completion and Employment (PACE) grant provided for the redesign of our developmental reading and English sequence. This U.S. Department of Labor grant also allowed the redesign of our welding, air conditioning (HVAC), computerized machining, and petroleum technology vocational programs to enable students to accelerate entry into the workforce. Using the new curriculum design, our pilot courses have shown increases in remedial level retention, which will increase overall completion outcomes. This program was fully implemented in fall 2012 and is currently being assessed for its initial effectiveness.
- 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 2012-2013, 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 2012-2013.
 - Forty percent (40%) of Residence Hall receptionists were minority students.
 - Seventeen percent (17%) of Resident Assistants were minority students.
 - The President of the Residence Hall Council was a minority student.

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.

- StateUniversity.com ranked ASU-Beebe as the safest university in the nation for the past four consecutive years based upon annual Clery Act crime statistics.
- 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.
 - Residence hall directors and resident assistants receive annual training on diversity issues and implement programming sensitive to on-campus students.
- Minority and diversity training did not occur during 2012-2013 academic year due to personnel turnover in the HR office during that time. This training will hopefully occur in 2013-2014.

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

Arkansas State University-
Mountain Home

Annual Minority Recruitment and
Retention Report 2012-2013

6/18/2013

Submitted by Dr. Pat Bailey

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

Declared Ethnicity	Number
Non-resident alien	0
Unknown	55
Hispanic	50
American Indian/Alaskan Native	8
Asian	14
Black/African American	15
Native Hawaiian/Pacific Islander	3
Total:	145

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

Four

1. Assistant Professor of Human Anatomy and Physiology
2. Instructor of Respiratory Care
3. Instructor of Developmental Education
4. Administrative Assistant I

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

One

1. Administrative Assistant I

- **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 to perform
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.

Arkansas State University-Newport

Minority Recruitment and Retention Annual Report

Submitted by Dr. Sandra Massey, Vice-Chancellor for Academic Affairs

June 2013

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 2011-2012

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

	Fall, 2012 Total 2043	Spring, 2013 Total 2121
American Indian/Alaskan Native	28 (1%)	8 (<1%)
Asian or Pacific Islander	20 (1%)	11 (1%)
Black	272 (13%)	275 (13%)
Hispanic	40 (2%)	52 (3%)

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 Assistant Professor of Social Science/Division Chair
- 1 Assistant Professor of English
- 2 Institutional Services Assistant
- 1 Career Facilitator
- 1 Administrative Specialist II
- 1 Administrative Specialist III
- 1 Director of Career Pathways
- 1 Counselor

Part Time

- 1 Adjunct Instructor Business Communications
- 2 Adjunct Instructor Business Education
- 2 Adult Ed Instructor
- 1 Career Pathways
- 1 GED examiner
- 1 Adjunct Health Instructor
- 1 Administrative Assistant

Minority Faculty and Staff who began working at the institution in the past year

Full Time

- 1 Assistant Professor of English

Part Time

0

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

The ASUN Marked Tree campus hired a full time faculty member who is African American. She is an outstanding role model for our students and has been added to the committee on diversity. Part of the ASU Newport counselor's job entails developing strategies for recruiting and retaining minority students. She and the Vice Chancellor of Student Affairs attend conferences and workshops on cultural diversity. As a female person of color who is a native to the region, she is an extraordinary role model, advocate, mentor and educator for our students.

Her campus activities and community outreach services help to recruit and retain minority students, faculty and staff. She has engaged all students and a significant representation of minority students in a variety of activities this past year. Our Director of Student Services assists with recruiting and retaining minority students at ASU Newport's two technical campuses located in Jonesboro and Marked Tree. The Students Services office employs one full time and two student workers who are African American. The diversity in the student services office creates a welcoming and inviting atmosphere.

During black history month, the following activities are available to students, staff and faculty to increase awareness and sensitivity: non-fiction movies, African American culture quizzes with prizes, displays on black history women, inventors, educators, etc., essay contests and a field trip to the National Civil Rights Museum. This is one of many examples where students are encouraged to congregate in a warm and supportive environment.

The counselor and ASUN's Career Pathways staff co-sponsors ASUN Real Life workshops that focus on students' needs. This year the counselor and career pathways staff member facilitated a workshop featuring the impact of social media on the job search. They specifically discussed 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.

Career Pathways adopted a new model to increase student support and success. Each student is assigned to a casemanager who works directly with that student from the beginning of their educational pathway through one year of employment.

The counselor also engages students in leadership activities and community service opportunities. The percentage of minority students in leadership roles varies but this past year we had three minority females serving as an officer. The SGA president and vice-president were both minority females. Also, the International Phi Theta Kappa Honor Society president was a minority female. A minority male has already been identified for the upcoming academic year as Student Government Association President. 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.

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 the Arkansas Steel Associates, brought *Ain't I a Woman* Core Ensemble featuring Shinnerrie Jackson to the community this year. Faculty is supportive and encourages students to participate in these activities and often assign extra credit for participation.

Kid's College at the ASUN Marked Tree and Newport campuses are a week of educational activities for grade school children. Scholarships ensure equal access to these programs. This program as well as the Children's Story Hour helps expose area children to the campus environment at an early age. ASUN also reaches out to the community through the Adult Education program which offers classes in several locations many of which are in heavily populated minority areas. Minority staff is hired to work in these areas when possible.

ASUN continues to reach the area high schools through Career Facilitators, faculty and staff. 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 two years which are continuing include 1) mandatory advisement for all first time students, 2) 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, and 3) an academic early alert system including enhanced academic support resources.

To assist in the recruitment of minorities, the Human Resources office staff now includes the statement in our job advertising that "We especially welcome applications reflecting all aspects of human diversity". It is the college's hope that past efforts, coupled with new targeted activities, will result in a larger number of minority applicants for future position openings.

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

- We are hiring a Director for Institutional Research and Effectiveness. This is a new position and this individual will assist with tracking and recommendations.
- 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 the PACE grant leads. Additionally, 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.

Indicators: We will track all minority students to determine any impact on retention. We will track the number of new minority adjuncts 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 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 26, 2013

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 this spring, 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-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; Participation by PLC and BRTC staff in the annual Martin Luther King Day March; Black History Quiz Bowl featuring BRTC students and Serendipity members; PLC members planned and implemented a special Black History observance that incorporated poetry readings researched and performed by the English Club; musical selections performed by the Kimbrough Choir of BRTC; 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.

- * Serendipity— Theme for the year, "Journeys," included works of literature that celebrate and present American and global diversity of cultures and peoples. These works included *Girl in Translation* by Jean Kwok; *The Cat's Table* by Michael Ondaatje; *Prague Winter* by Madeleine Albright; *Go Tell It On the Mountain* by James Baldwin; *The Adventures of Huckleberry Finn* by Mark Twain; and a special guest presentation by Vivienne Schiffer, whose novel, *Camp Nine*, portrays life in a Japanese American Relocation Center.

- * BRTC's Library was awarded a grant, "Muslim Journeys Bookshelf Award," which provided 25 books to add to the library's collection; the books depict various aspects of Islam. A public program will be held later in the year for this joint project with the Randolph County Library. 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 year's event expanded the exposure to LETA students through a special presentation in which they were engaged in a consideration of the role of law officers in the events that comprise the Holocaust. This included discussion of the role of prejudice and racism.

- *Three staff members (Dr. Jan Ziegler, VP for Development, Dr. Derek Clements, and Priscilla Stillwell, History Instructors) attended a conference in Washington, D.C. through the National Endowment for the Humanities/Community College Humanities Association national grant program, "Bridging Cultures." Through this program, these three are working to integrate into the college's history curriculum inclusion of the REACH project and its associated themes on the earliest introduction of non-plantation slavery into the region. Also the project includes inclusion of a component of early slavery from a global perspective. The project included also student visits to the REACH (Researching Early Arkansas Cultural Heritage) sites.

- *InSTEAD Scholarship awarded to minority student in keeping with established guidelines.

- * BRTC sponsored, along with the Eddie Mae Herron Center, "Juneteenth," an event celebrating the date when former slaves learned of the Emancipation Proclamation. The college provided the reading of the Emancipation by Dr. Roger Johnson, and Dr. Jan Ziegler and Cindy Robinett of BRTC provided Juneteenth guests a tour of the REACH sites, where enslaved African Americans lived the early 1800s until the Civil War; their descendants were part of the guests attending the

Juneteenth celebration. The event included for the first time ever members of the community's growing Hispanic population, who had been especially invited to attend.

* BRTC sponsored, along with the Eddie Mae Herron Center, "Ain't I a Woman," a musical theater presentation during Black History Month featuring the portrayal of Sojourner Truth, Fannie Lou Hamer, Zora Neale Hurston, and Clementine Price.

* BRTC PLC participated in the annual Dr. Martin Luther King parade and celebration; PLC members also prepared and displayed placards of notable African Americans throughout the campus buildings.

* BRTC received a grant from the Arkansas Department of Heritage to showcase the REACH sites and to host a presentation by historian Gerry Barker of Mansker Station, Kentucky, on "Plantation Slavery."

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 Institutional Development 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 2012-2013, 6.00 % of the total student body was members of minority groups. The numbers below show the ethnic breakdown:

Asian	11
Hawaiian	1
African American	123
Hispanic	50
American Indian/Alaskan Native	29
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 do not have any full-time employees that are considered minority.

EMPLOYEE REPORT
(Act 426 of 1993)
For Period Ending 06/30/13

University of Arkansas at Monticello

Payroll Number (UAM Agency code): 155

CATEGORY	NUMBER	PERCENTAGE
Total Female Employees	344	59.9%
Total Male Employees	230	40.1%
TOTAL EMPLOYEES	574	100
Total Asian Employees	9	1.6%
Total African American Employees	86	15.0%
Total Caucasian Employees	459	80.0%
Total Hispanic Employees	10	1.7%
Total American Indian Employees	2	0.3%
Total Unreported	8	1.4%
TOTAL EMPLOYEES	574	100

CATEGORY	NUMBER	PERCENTAGE
Total Female Employees	75	51.7%
Total Male Employees	70	48.3%
TOTAL FACULTY	145	100
Total Asian Employees	5	3.4%
Total African American Employees	6	4.1%
Total Caucasian Employees	132	91.0%
Total Hispanic Employees	2	1.4%
TOTAL FACULTY	145	100

UNIVERSITY OF ARKANSAS AT MONTICELLO Fall Enrollment by Major/Ethnicity 2010-2012

[illegible]

Ethnic Origin	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U	2 or more ethnicity listed	W	B	H	I	A	N	X	U	2 or more ethnicity listed							
Grad-Course Taker									10	2								3															
Grad- Forestry	20		1		1	1			17		1		1	1				12		1	1		1			1							
Grad. - Ed Leadership	7								6	2								6	3							1							
BS Teaching and Learning									17	6							1	26	9		1												
H & PE Exercise Sci. Opt.	31	15							32	24	1		1	1				32	31	3			1		1	1							
Health & PE	11	21	2	1	1	1			11	1	1																						
MPEC Phys Ed and Coaching									9	3								9	4							1							
History	33	1							31	9								26	3														
HPE Grades P-12 Maj. (BS)																		9		1													
HPE - Non Licensure	11	21				1			16	22								5	9														
HPE/BA/N	15	13	2			1			12	11	1							17	15														
HPE/BS/N	63	62		1						7								18	24	1		1				1							
Land Surveying Technology	4								1									4	1							1							
Law Enforce. Adm.		2							1	3							2																
MAT Edu	69	7		1	1				37	4	1						2	43	4														
Math	21	4	1						18		2							11	5	2		1				1							
McG-Admin Office Tech	16	29							1	15								3	13	2													
McG-Basic EMT									1	1																							
McG-Childhood Dev. Assoc.	8	26	1						1	1	1						1																
McG-Correct Law Enforce (TC)																			3														
McG-Early Childhood	11	71	1						10	40	1							16	49	1					1								
McG-EMT Paramedic	32	16							25	6								20	5														
McG-Heavy Equipment	15	15							12	20	1					1		5	14	1													
McG-Hospitality Services(CP)																			2														
McG-Hospitality Services (TC)	4	19								20						1			35														
McG-Nursing Assistant (CP)																			1														
McG-Health Office Skills(CP)																			2														
McG - Office Support (CP)																			1														
McG-Practical Nursing	58	50	1			1			44	53								38	45	3				1									
McG-Pratical Nursing AAS(TC)																		1								1							
McG-Pend. Pract Nurs AAS(TC)																		2	2														
McG-TC Health Info Tech	14	36							8	25								7	26														
McG-Welding	5	31	1						1	22	2							2	21				1										
Middle Level	36	12							41	13	1		1					28	9							2							
Modern Languages Major (BA)																		10	1	3													
Music	65	11	2	1					24	11	3	1						21	9	4	1												
Music Education	10		1						36	7	3	1						39	10	3	1				1								
Natural Science	8	1							9	3								7	1														
Nursing BSN	204	113	3	1	1	1		2	172	109	13	1	3	3			6	158	91	14			1		1	2							
Pend RN to BSN Nursing(BSN)																		4															
Nursing AAS (LPN to RN)	55	30	1	1		1			19	21	1	1						17	9	1													
Pending For. Res. Maj.									1									44					1										
Pending HPE Grades P-12(BS)									40	48							1	21	23					1		2							
Pend. MPEC Phys Ed&Coach																		1	1														
																		2013 Annual Co															
Fall	2010								2011								2012																

Ethnic Origin	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U	2 or more ethnicity listed	W	B	H	I	A	N	X	U	2 or more ethnicity listed							
Pend. Social Work Major(BSW)																		10	30	1						2							
Political Science	18	5							6	3								11	4														
Pre Law									4	3	1							2	1	1													
Pre Medical									16	7	1						4	19	12							2							
Pre Pharmacy									17	5	1		1					23	3														
Pre Veterinary	8								11	3							2	10	3	1						2							
Pre-Engineering									7	3	1							6	5				1										
Psychology	62	36	2					1	49	26	2					1	2	54	28	1						2							
RN to BSN (BSN)																					1												
Social Work	35	37							41	46		1						21	11		1												
Spatial Info. Systems	19								15								1	13					1										
TCH Licensure									1									2															
Wildlife Management	47	3							46	1				1		1		13															
Prefreshman	296	39	10		2			22	406	41	16	4	1		1	3	8	499	70	23	1	2			5	9							
SPED 4-12 Inst. Spec (GC)	3								8	2								2															
SPED 4-12 Inst. Spec-Licens																		2	1														
SPED P-4 Instruct Spec (GC)																		3															
SPED P-4 Instruct Spec Licen																		1	1														
Speech Comm. Major (BA)																		9	4	1													
Course Takers	16	2						1	15	3			1	2				19	4			1	2										
Fall	2010								2011									2012															
Ethnic Origin	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U	2 or more ethnicity listed	W	B	H	I	A	N	X	U	2 or more ethnicity listed							
TOTALS	2994	1431	60	19	12	13	0	29	2436	1263	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

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University of Arkansas at Monticello
Minority Recruitment and Retention Five-Year Plan
July 1, 2012 – June 30, 2017

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.

**Minority Recruitment and Retention Annual Report
College of the Ouachitas
as of June 30, 2013**

Institutional Goals/Objectives

To identify, recruit, and retain qualified minority faculty, staff, and students.

Strategies:

1. Off-site objectives

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 made available, such as the Minority Men's organization "Men on a Mission," to groom those students for potential employment by the community.
- 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

4. Scholarship awards - Incentive scholarships will be used to help attract qualified minority students

5. Campus sensitivity

- a. Observance of Martin Luther King, Jr. holiday – classes are not held
- b. Increased awareness through campus organizations

6. Faculty and staff outreach

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 university 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
2012-2013 Enrollment by Race/Ethnicity

Enrollment Headcount	Summer III 2012	Fall 2012	Spring 2013	Summer I & II 2013	2012-2013 Unduplicated
African American	12	165	151	63	238
Hispanic	4	50	42	11	65
2 or >	1	57	47	9	69
Other Minorities	1	14	14	4	19
Minority Total	18	286	254	87	391
Caucasian	33	1126	1068	299	1473
Total Enrollment	51	1412	1322	386	1864

Enrollment Percent	Summer III 2012	Fall 2012	Spring 2013	Summer I & II 2013	2012-2013 Unduplicated
African American	23.5%	11.7%	11.4%	16.3%	12.8%
Hispanic	7.8%	3.5%	3.2%	2.8%	3.5%
2 or >	2.0%	4.0%	3.6%	2.3%	3.7%
Other Minorities	2.0%	1.0%	1.1%	1.0%	1.0%
Minority Total	35.3%	20.3%	19.2%	22.5%	21.0%
Caucasian	64.7%	79.7%	80.8%	77.5%	79.0%
Total Enrollment	100.0%	100.0%	100.0%	100.0%	100.0%

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

College of the Ouachitas employs two part-time and 11 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 education counselor
6. Career Pathways education counselor
7. Career Pathways accounting technician
8. Financial aid analyst
9. Faculty, high school cosmetology
10. Faculty, college cosmetology
11. Administrative specialist I

Number of minority, by minority group, of full-time faculty who currently work for the institution: African American – 2

Number of minority adjunct faculty who currently work for the institution:
Hispanic – 1, African American – 1

Number and position title of minority faculty and staff who began working at the institution in the past year:
Hispanic – 1 adjunct faculty; African American – 1 education counselor

Minority Recruitment and Retention Annual Report

(Due by June 30th each year)

COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
SUBMITTED ON MAY 7, 2012 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.

Asian-5
Black-186
Hispanic-181
American Indian-34
Native Hawaiian-2

Total-408

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

11 – Full-time Staff and Faculty Minorities

<i>5 – American Indian</i>	<i>Director of Nursing</i>
	<i>Adult Ed Instructor</i>
	<i>Cashier</i>
	<i>Director of Human Services</i>
	<i>Administrative Specialist I</i>
<i>2 – Hispanic</i>	<i>History Instructor,</i>
	<i>Project/Program Specialist-PACE</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.

3 – Full-time Faculty
1 – American Indian
1 – Hispanic
1 – Asian

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

4 – Part-time Adjunct
1 – Hispanic
3--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
2-American Indian-Director of Human Resources
-Cashier

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

Our college goals in 2012 for percentage increases for non-white students:

Latino – 10% (*Attained with 12%*)
African American - 8% (*Attained with 12%*)
Native American - 5% (*Did not attain with 2%*)

Our college goals in 2012 for percentage increases for non-white employees:

Latino – 12% (*Do not attain with 1%*)
African American - 12% (*Do not attain with 5%*)
Native American - 2% (*Did not attain with 1%*)

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

STUDENTS

In the area of minority student recruitment, we continue to target the Latino population with very specific advertising geared towards that group. We now have had 408 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 lost three 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, 2012 through June 30, 2013.

With the overall decrease in two of the three 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.

Submit your annual report electronically as a Word document to Delores Logan at delores.logan@adhe.edu by June 30, 2013.

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN



ANNUAL PROGRESS REPORT

**Academic Year
July 1, 2012 through June 30, 2013**

*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.



2013 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.

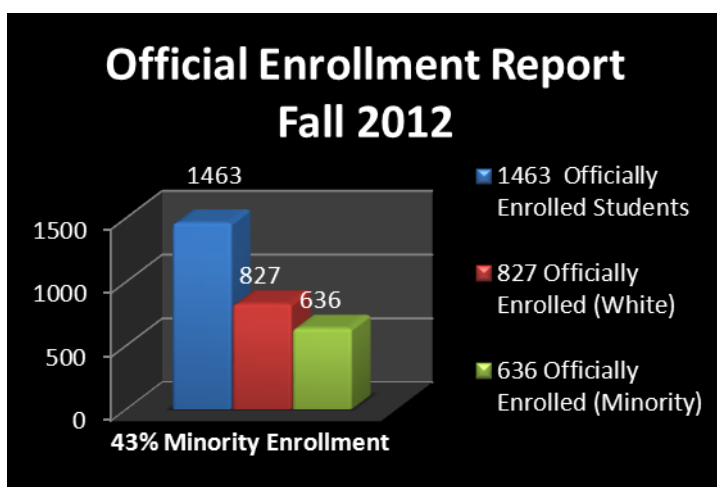
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN PROGRESS REPORT JULY 2012-JUNE 2013

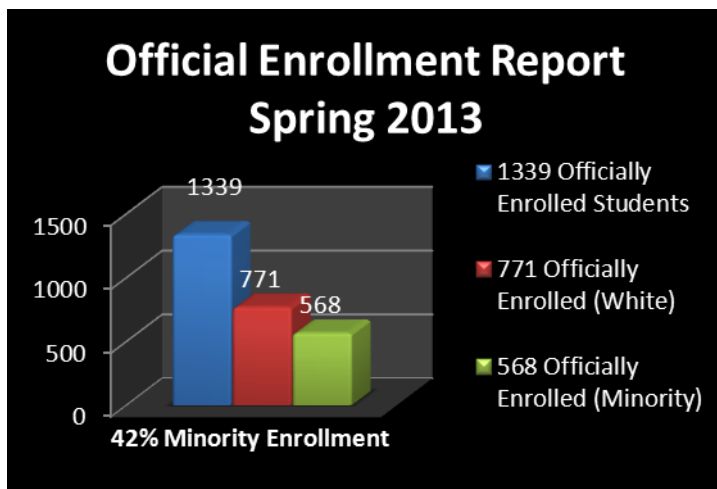
ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN

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, 2012 semester was one thousand four hundred and sixty-three students. The total number of minority students was six hundred and thirty-six, or forty-three percent of our enrollment.



The official enrollment for the Spring, 2013 semester was one thousand three hundred, thirty-nine students. The total number of minority students was five hundred and sixty-eight, or forty-two percent of our enrollment.



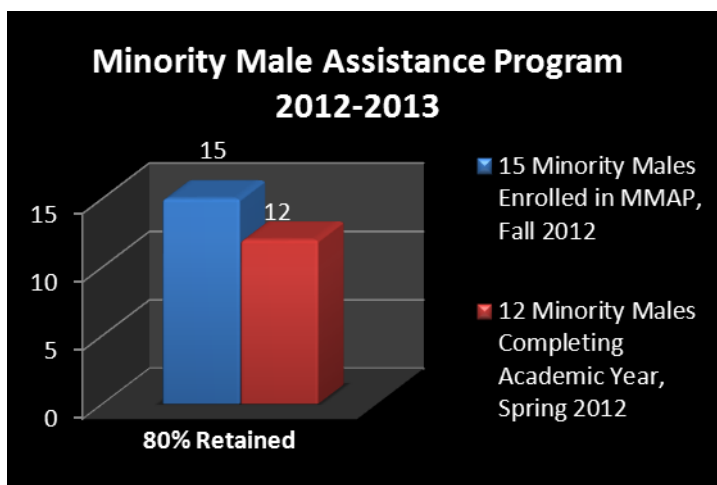
Source: EACC Registrar's Office

Objective 1: To maintain the Minority Male Assistance Program (MMAAP) and retain first-time minority male students.

A. TO RETAIN PROGRAM PARTICIPANTS.

Success Indicator: Retain 75% of all program participants until graduation or transfer.

Status: During the 2012 - 2013 academic year, fifteen minority male students were enrolled in the Minority Male Assistance Program. Twelve students completed the academic year for a retention rate of 80%.



B. TO PROVIDE CO-CURRICULAR ACTIVITIES.

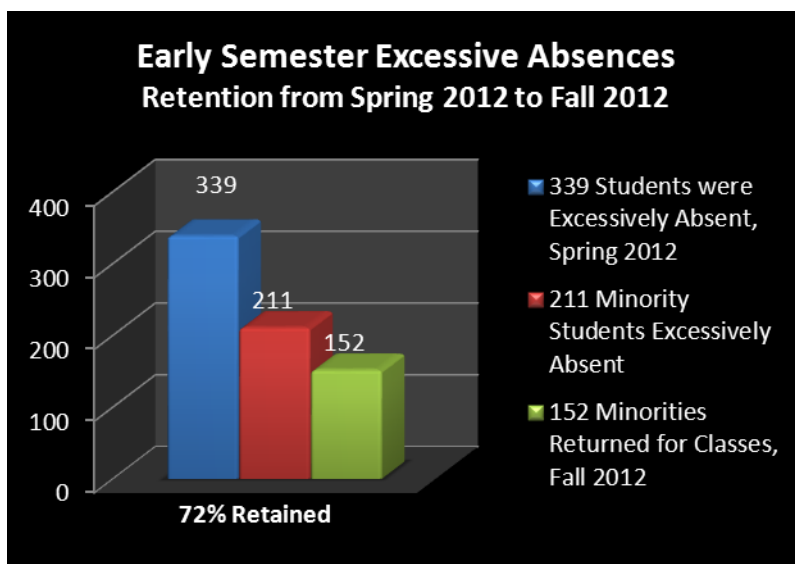
Success Indicator: Attendance and participation in academic, cultural, and service activities.

Status: The program began in January 2013. Workshops were held each month on a variety of topics including time management, goal setting, social media, banking 101, and etiquette. Nine members traveled to Memphis to visit the National Civil Rights Museum in February. Four members participated in the Dress for Success Style Show in April. Twelve members were honored at the Minority Male and Diverse Women End of the Year Luncheon in May.

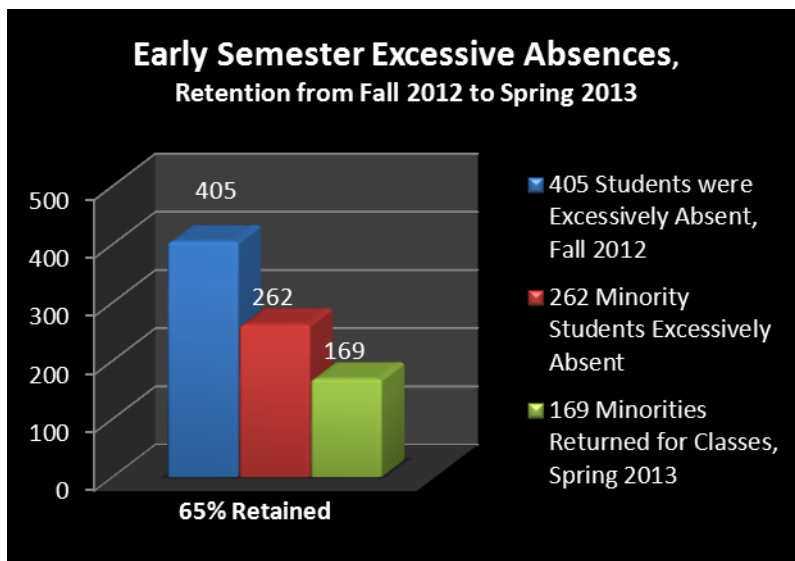
Objective II: To assist minority students who might have excessive absences early in the semester.

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 2012, there were 339 excessively absent students. Two hundred eleven of those students were minorities. Of those 211 minority students, 152 (72%) returned for classes in the fall of 2012.



In the fall semester of 2012, there were 405 excessively absent students. Two hundred sixty-two of those students were minorities, 169 students (65%) returned for classes in the spring semester of 2013.

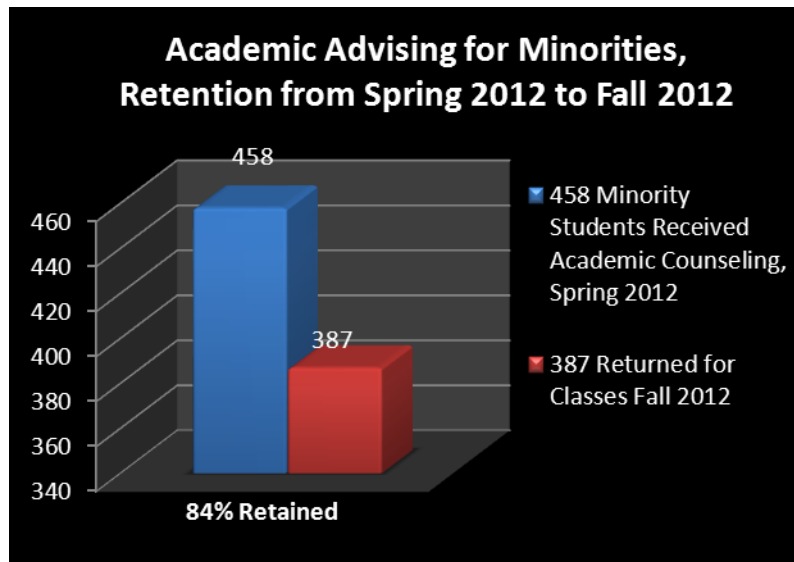


Objective III: To strengthen academic advising for minorities.

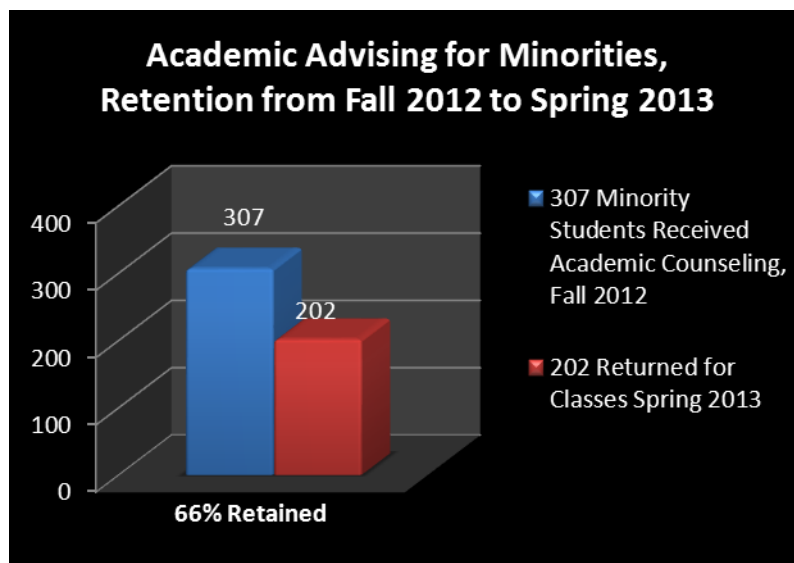
Success Indicator: *At least 45% of the minority students advised will be retained from semester to semester.*

Status:

In the spring semester of 2012, four hundred fifty - eight minority students received academic counseling. Of those 458 students, 387 students returned for classes in the fall semester of 2012 (84%).



In the fall semester of 2012, three hundred seven minority students received academic counseling. Of those 307 minority students, 202 returned in the spring semester of 2013 (66%).

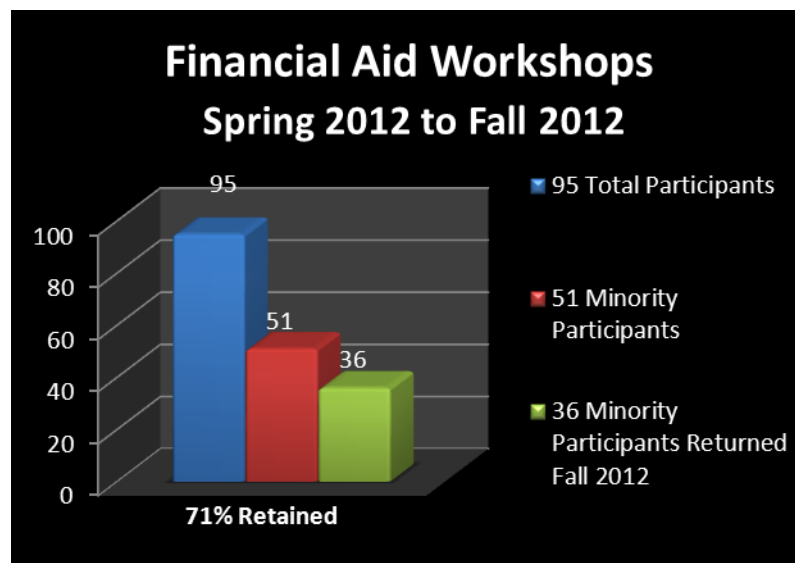


Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.

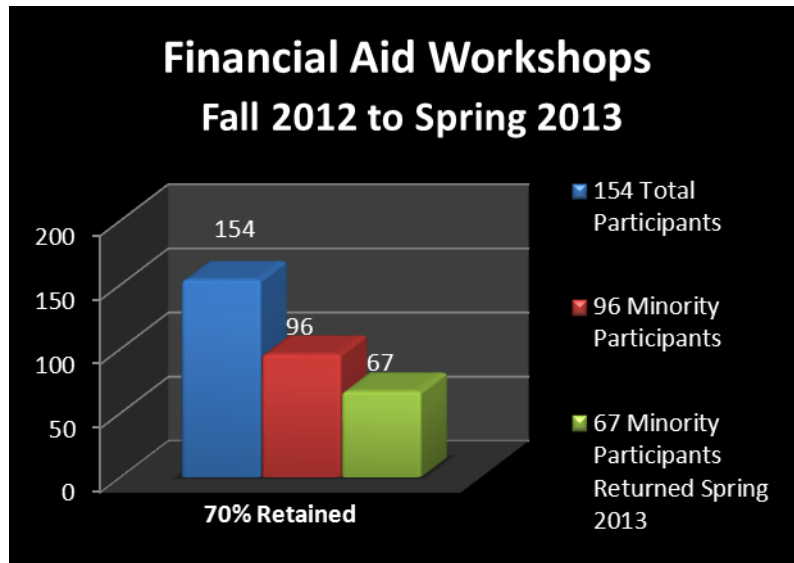
A. FINANCIAL AID WORKSHOPS

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

Status: During the spring 2012 semester, EACC provided five (5) financial aid workshops. Ninety-five (95) students attended and fifty-one (51) of those in attendance were minorities. Thirty-six (36) minority students who attended financial aid workshops returned for classes in the fall 2012 semester for a retention rate of seventy-one percent (71%).



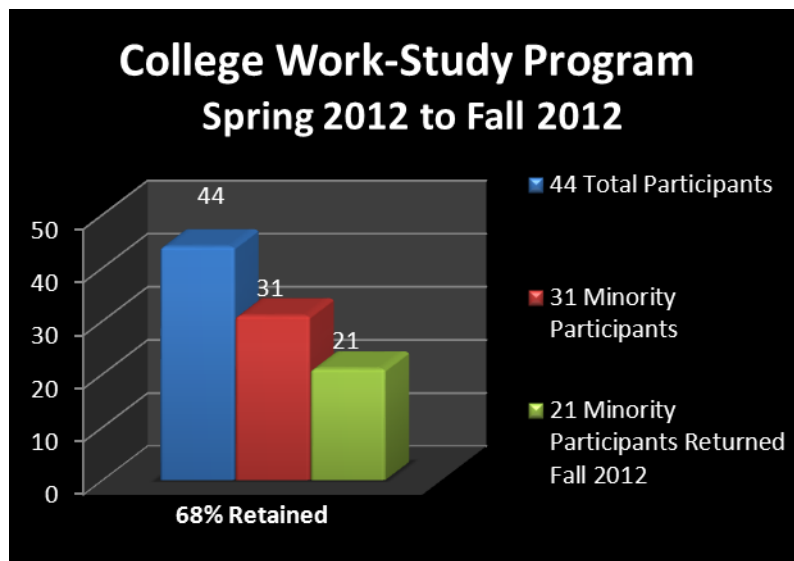
During the fall 2012 semester, EACC provided ten (10) financial aid workshops. One hundred and fifty-four (154) students attended and ninety-six (96) of those in attendance were minorities. Sixty-seven (67) of the minority students who attended financial aid workshops returned for classes in the spring 2013 semester for a retention rate of seventy percent (70%).



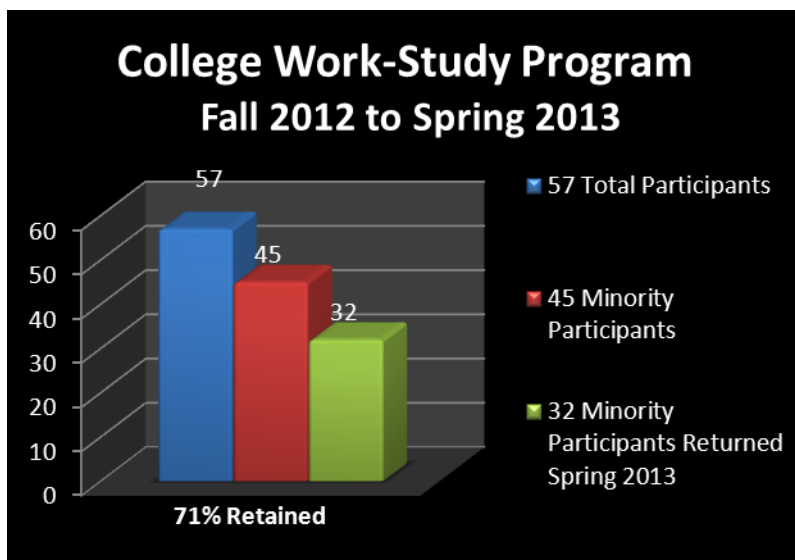
B. COLLEGE WORK-STUDY PROGRAM

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

Status: During the spring 2012 semester, forty-four (44) students participated in the Work-Study program and thirty-one (31) of these students were minorities. Of those thirty-one (31) minority students, twenty-one (21) returned for classes in the fall 2012 semester for a total retention rate of sixty-eight percent (68%).



During the fall 2012 semester, fifty-seven (57) students participated in the Work-Study program and forty-five (45) were minorities. Of those forty-five (45) minority students, thirty-two (32) returned for classes in the spring 2013 semester for a total retention rate of seventy-one percent (71%).

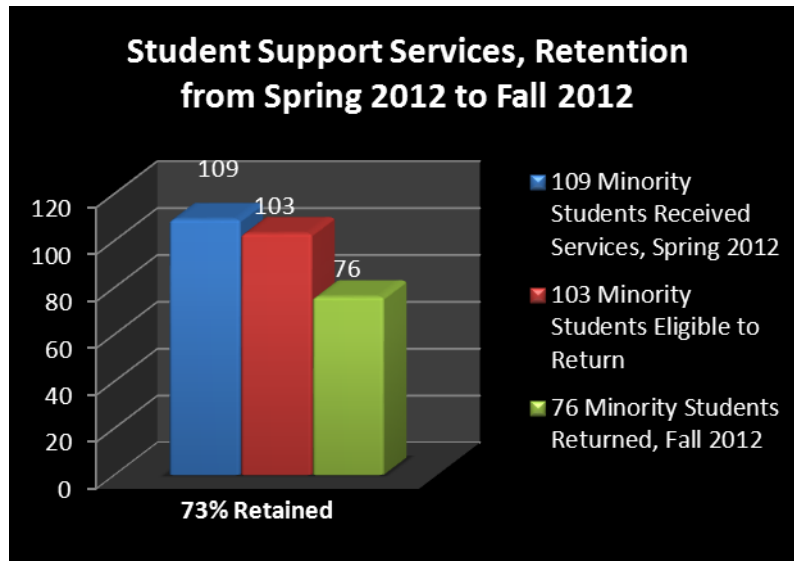


Objective V: To retain minority participants in the Student Support Services Program.

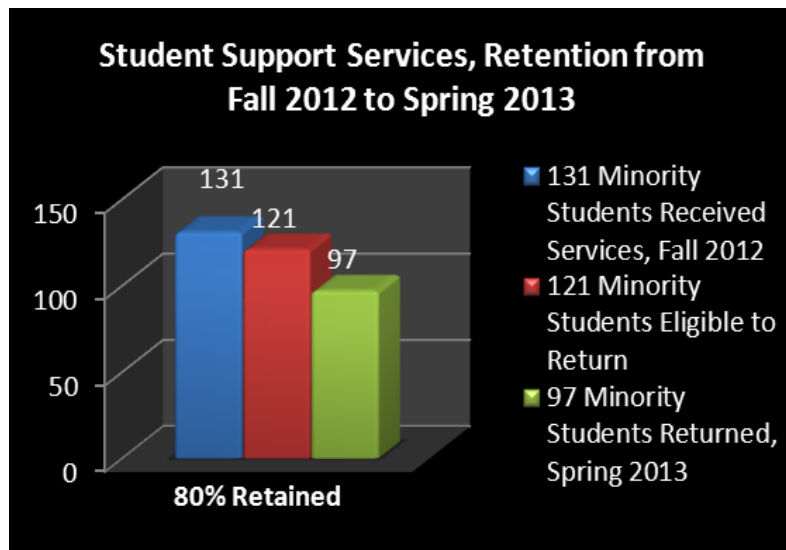
A. TO PROVIDE SUPPORTIVE SERVICES

Success Indicators: At least 70% of minority students in the Student Support Services Program will be retained from spring to fall and 60% will be retained from fall to spring.

Status: One hundred nine minority students received Student Support Services during the 2012 spring semester. Six of these students graduated in May 2012, leaving one hundred three eligible to return to EACC. In the fall of 2012, seventy-six of those one hundred three students re-enrolled for a retention rate of seventy-three percent.



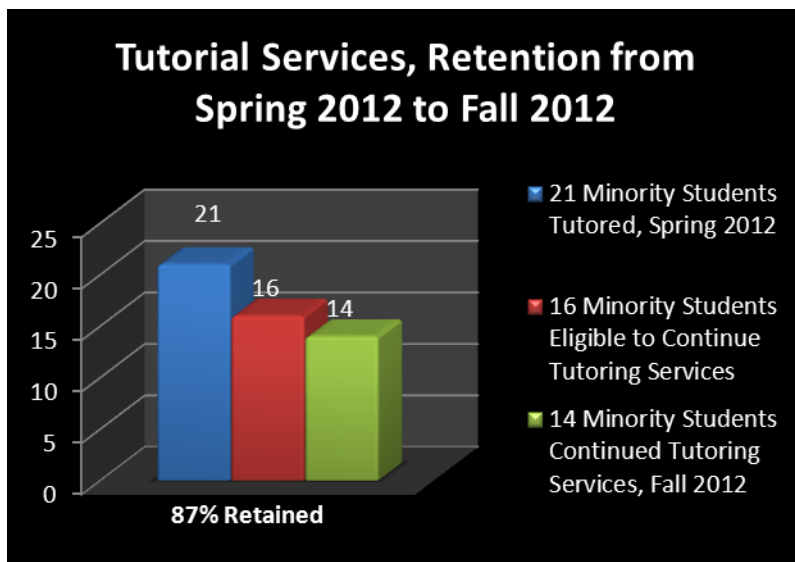
One hundred thirty-one minority students received services through Student Support Services during the 2012 fall semester. Ten of these students graduated in December 2012, leaving one hundred twenty-one eligible to return. In spring 2013, ninety-seven, of those one hundred twenty-one eligible to return re-enrolled for a retention rate of eighty percent.



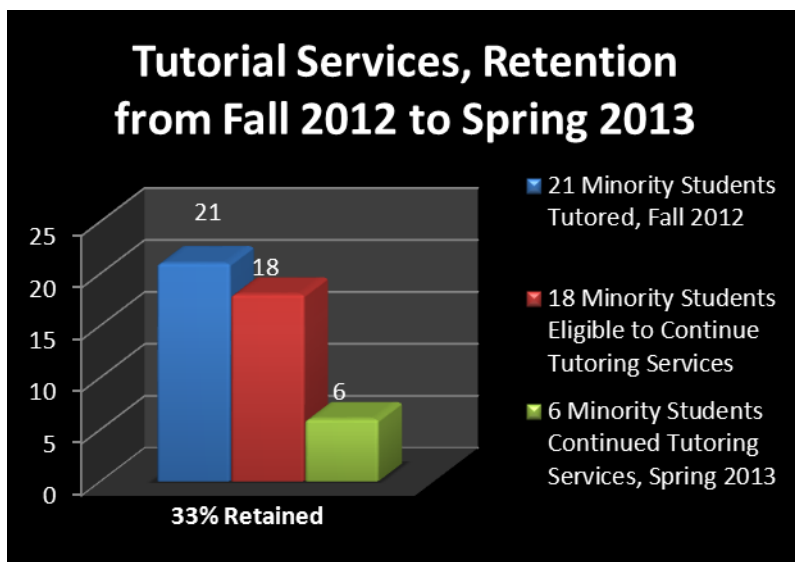
B. TO PROVIDE TUTORIAL SERVICES

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: Twenty-one minority students were tutored during the spring 2012 semester. Seventeen of these students received a passing grade in the subject area in which they received tutoring. One of these students graduated leaving sixteen students eligible to continue receiving tutoring services. In the fall of 2012, fourteen of the sixteen continued to receive tutoring services. Eighty-seven percent were retained in the tutoring program.



Twenty-one minority students were tutored during the 2012 fall semester. Eighteen of these students received a passing grade in the subject area in which they were tutored. In the spring of 2013, six of those students continued to receive tutoring services in other subject areas. Thirty-three percent were retained in the tutoring program.



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

Status: For the fiscal year 2012-2013, seven (7) minority employees were hired and one (1) was promoted. Of the seven (7) hired, five (5) are still employed.

Of the newly hired minorities and promoted employees, three were professionals and four were classified. 18 employees terminated employment during the 2012-2013 fiscal year; 22% were minorities. Of the four minority terminations, two transferred to other state agencies.

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.

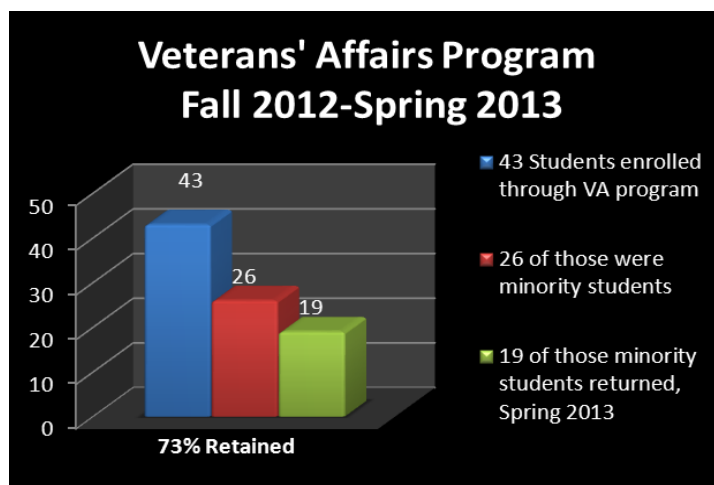
Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2012-2013 academic year.

Number	Position Title
10	Administrative Specialist I
1	Administrative Specialist II
1	Director of Enrollment Management
4	Career Coaches
1	Coordinator of Student Support Services
3	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
43	TOTAL

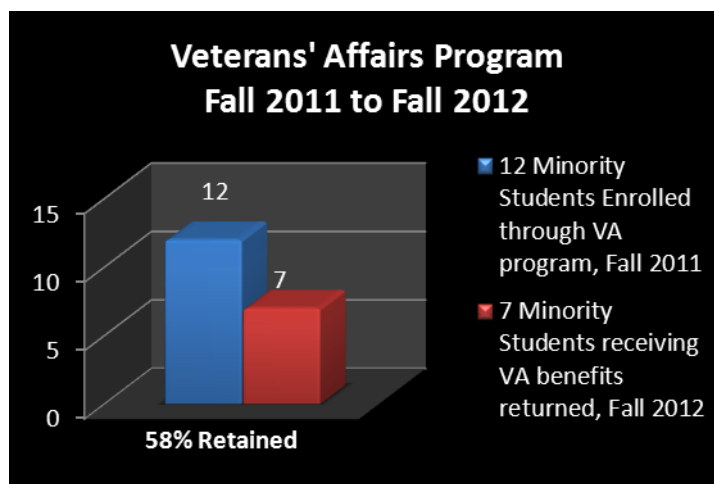
Positions held by minorities increased 5% at East Arkansas Community College from the previous 2011-2012 academic year.

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

Status: Fall 2012, there were forty-three students enrolled receiving Veterans' benefits. Of those, twenty-six individuals were minority students (60%). Of the twenty-six minority students enrolled in Fall 2012, nineteen were retained to Spring 2013 for a retention rate of 73%.



Status: During the Fall 2011 semester, there were thirty students enrolled receiving Veterans' benefits. Of those, twelve were minority students (40%). Of the twelve minority students enrolled in Fall 2011, seven returned for the Spring 2012 term. Thus, 58% (7 of 12) of minority students receiving Veterans benefits were retained.

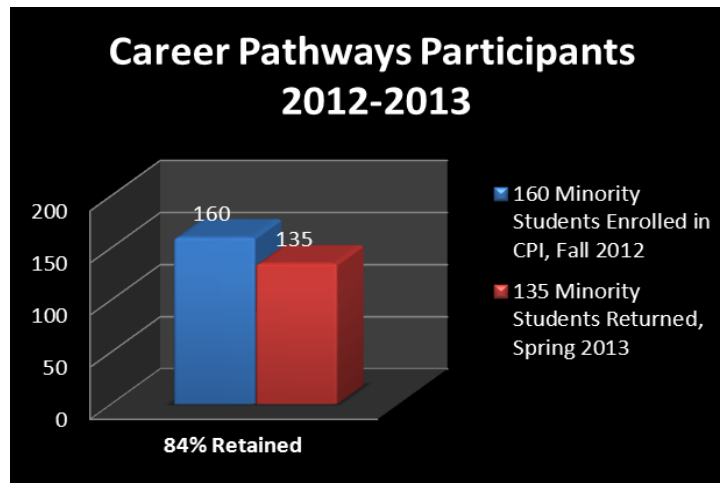


Objective VIII. To retain minority participants in the Career Pathways Initiative.

- 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 2012-2013 academic years, one-hundred and sixty minority students were enrolled in the Career Pathways Initiative. Eighty-four percent of the one hundred and sixty minority students retained their enrollment status from fall 2012 to spring 2013. 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 2012-2013 academic year, each of the one-hundred and sixty 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-six 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
Phone 870.633.4480 • Fax 870.633.7222

**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 2. Career Planning Workshops 3. Provide tutorial services and remediation for students who have made a grade of a “D” or below in required classes.	<p>Retain 60% of Career Pathways minority students from Fall to Spring Semesters.</p> <p>Retain 60% of Career Pathways minority students from Fall to Fall semesters.</p> <p>Increase retention of minority students from fall to fall by 60% by providing these services</p>	<p>Director Counselors</p> <p>Career Support Service Facilitator/Counselors</p> <p>Career Pathways Instructor Career Pathways Tutors</p>	<p>End of each semester; Summer II, Fall, Spring, Summer I</p> <p>Workshops will be held throughout the school year</p> <p>Remediation and tutorial sessions will be held throughout the year</p>	<p>a. Orientation</p> <ol style="list-style-type: none"> 1. Returning Students 2. New Students <p>b. Midterm progress report satisfactory</p> <p>c. Semester GPA above 2.0</p> <p>a. Number of students participating in workshop</p> <p>a. Number of eligible minority students served using sign in sheets and data from the Plato lab</p>	

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
2012-2013 Academic Year**

JUNE 2013

Contact: Dr. Topeka Small
Associate Vice President for Institutional Effectiveness
Mid-South Community College
2000 West Broadway
West Memphis, AR 72301
(870)733-6870
tsmall@midsouthcc.edu

Preliminary Information

Minority Enrollment

As of the official enrollment day for fall 2012, minority students comprised 60.5% of credit student enrollment, with Black (non-Hispanic) students accounting for 55% (an increase of 1.5% in total minority enrollment over fall 2011).

Minority Enrollment	Fall 2012	Spring 2013
Asian/Pacific Island	12	14
Black	1087	933
Native Hawaiian	4	1
Hispanic	55	51
American Indian/Alaskan Native	9	8
More than one ethnicity	39	39
Total	1182	1046

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 2012-2013 year also served as academic advisors for their students working with students to develop academic plans as part of course requirements. 231 students (66.8%) in the fall semester and 87 students (72.5%) in the spring semester completed academic plans. Students who did not complete plans were those who withdrew or who earned non-attendance F's, 33% in the fall of 2012 and 27.5% in the spring of 2013.

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 16% of students failed a class due to non-attendance, which is, however, a substantial improvement (10%) over the prior year 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

A diversity workshop presented by CAEL was held for employees in August 2012 as part of in-service training.

The Title III Predominantly Black Institutions grant provided a diversity speaker, M K Asante, who spoke to both student and employee groups during spring 2013.

- 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.

Event: Advising and Retention Workshops

Date: August 15 and October 1, 2012, February 6, 2013

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.

39.5% of F2011 full-time minority cohort students were retained or transferred as of F2012 compared to 35.4% for F2010 minority cohort students to F2011, which is a 4.1% improvement.

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

Strategies

- a) College personnel will administer the Arkansas Career Assessment

Inventory in the College Survival course to help students develop meaningful career goals.

402 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.

- 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.

115 of 204 (58.4%) Spring 2013 graduates were minority compared to 151 of 225 (61.1%) Spring 2012 graduates and 95 of 194 (48.9%) 2011 graduates. (2011 completion rates will serve as the baseline for the next three years.)

3) 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 workshops were provided during 2012-2013, one sponsored by CAEL and one featuring MK Asante, sponsored by the Title III PBI grant.

New minority employees employed during 2012-2013 include the following:

Counselors (3)
Director of Adult Education
Asst. Coordinator, Recruiting and Athletics
Director of Career Pathways
Career Coaches (2)
Coordinator of Workforce Education
Full-Time Faculty (3)
Clerical Staff (3)
Financial Aid Analyst (2)

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 2012-2013, MSCC employed a total of 112 minority employees compared to 106 for 2011-2012, an increase of 5.7%.

- 18 minority classified staff, which is one less than the number employed for 2011-2012.
- 36 professional staff, which is 7 more than that for 2011-2012.
- 12 full-time faculty, which is an increase of 2 over 2011-2012.
- 46 adjunct faculty, which is 3 less than that for 2011-2012.

The 2011-2012 numbers provide the baseline for the next three years.

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

- fall semester
- 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
TutorTrac	\$ 800

NATIONAL PARK COMMUNITY COLLEGE
ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT
MEASURES and ASSESSMENT
of
MINORITY RECRUITMENT and RETENTION GOALS



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 2012-2013 minority rate for students is 19.25%.

Garland County Race and Ethnicity

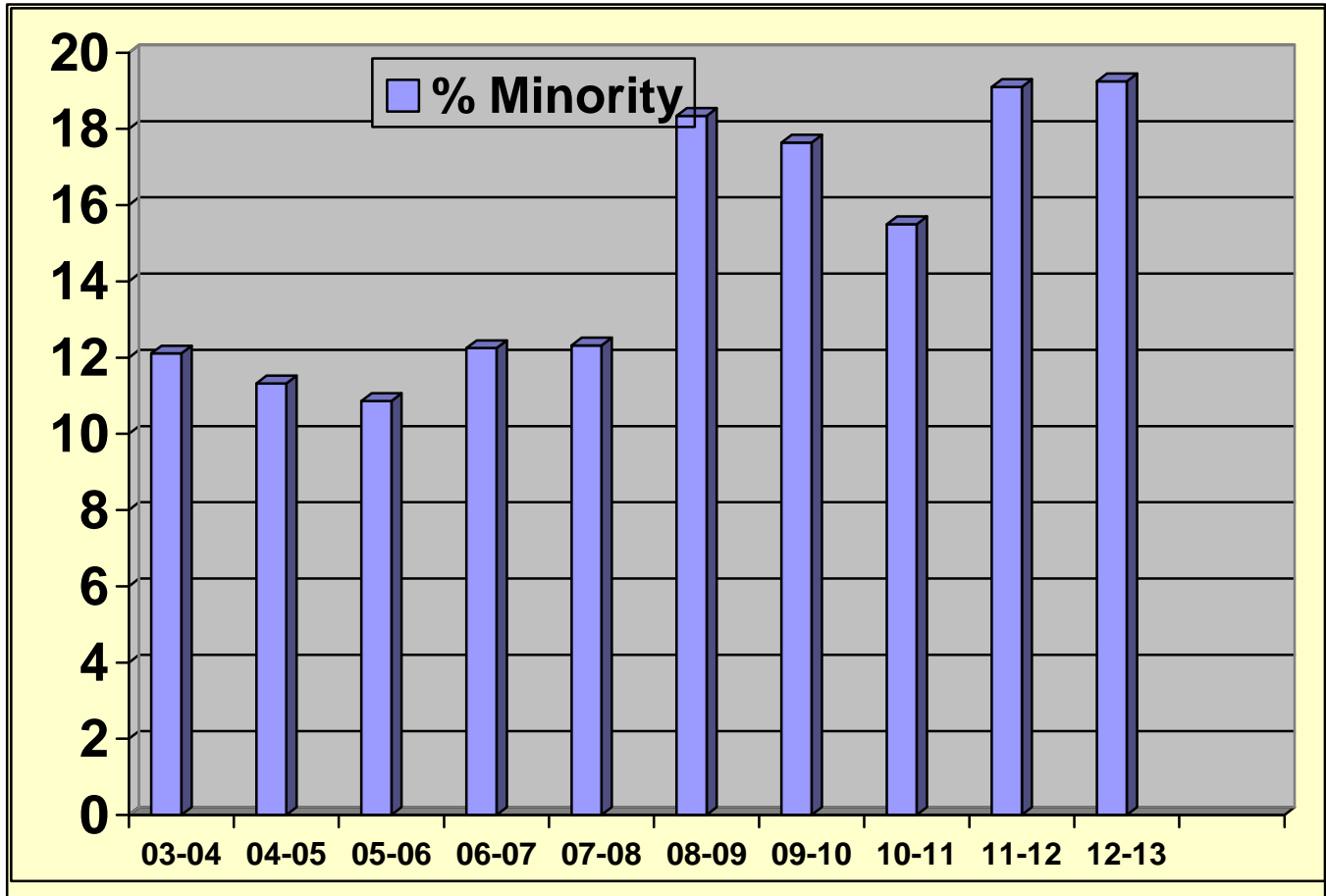
	2010		2011	
	Number	Percent	Number	Percent
White	146,782	85.0%	146,741	84.9%
Black	16,948	9.8%	16,947	9.8%
American Indian	988	0.6%	987	0.6%
Asian	1,017	0.6%	1,015	0.6%
Pacific Islander	69	0.0%	69	0.0%
Unknown	3,411	2.0%	3,498	2.0%
Two or More Races	3,505	2.0%	3,512	2.0%
Hispanic Origin	7,555	4.4%	7,764	4.5%

NPCC Minority Student Enrollment Numbers (2003-2013)

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
ALIEN	16	9	13	5	4	9	1	1	1	1
AMER INDIAN	80	73	70	82	64	64	96	85	107	80
ASIAN	74	72	88	71	92	94	83	112	138	108
BLACK	478	452	508	489	649	788	680	830	1056	814
HISPANIC	140	140	193	201	247	276	266	261	366	325
WHITE	6171	6118	6084	5368	6051	5958	6381	7608	7051	6270
UNKNOWN	619	189	161	670	112	164	155	110	164	167
TOTAL	7578	7053	7117	6886	7217	7353	7662	9006	8882	7765
MINORITY REGISTRATION	788	746	872	848	1168	1395	1126	1398	1667	1495
PERCENT MINORITY REGISTRATION	12.11%	11.32%	10.86%	12.25%	12.32%	18.34%	17.68%	15.5%	19.1%	19.25%



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 all first-time, full-time, non-technical degree seeking students are required to enroll in

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 enrollment has increased 40%, reflecting an increase in financial aid recipients, including minority students at local high schools.

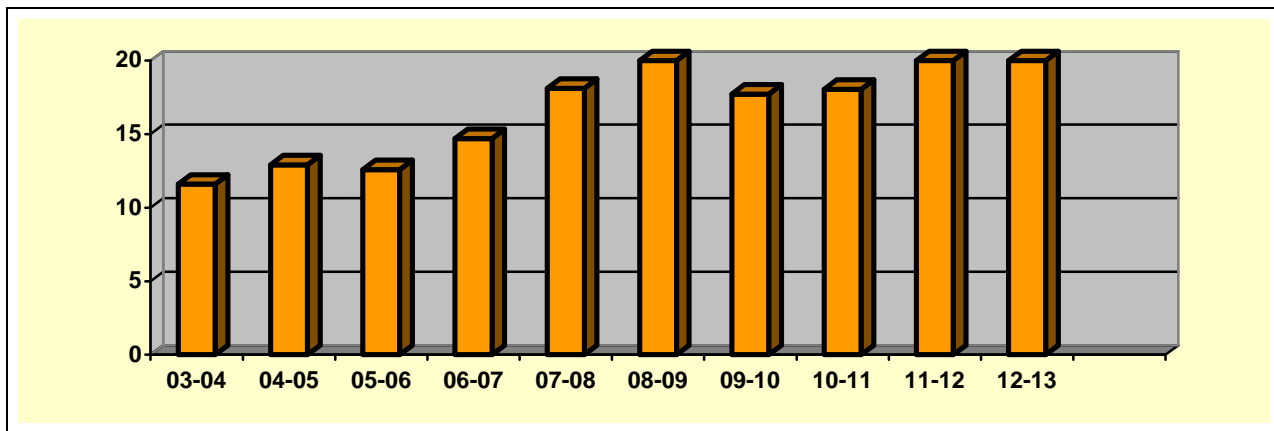
Retention data indicates black males receiving Pell grant are retained at the highest rate of any student population.

Students on Financial Aid (2003-2013)

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
ALIEN	0	2	3	1	0	4	0	0	0	0
AMER INDIAN	34	41	32	38	28	32	37	35	36	51
ASIAN	26	33	23	25	30	44	30	29	29	41
BLACK	231	292	228	253	285	392	279	299	344	441
HISPANIC	59	67	65	80	79	116	105	84	79	117
WHITE	2531	2821	2369	2193	2286	2764	2347	2188	1742	2192
UNKNOWN	136	112	68	111	84	208	45	35	23	20
=====										
TOTAL										
RECEIPENTS	3017	3368	2788	2701	2792	3588	2843	2670	2253	2862
=====										
MINORITY										
RECEIPENTS	350	435	351	397	506	824	496	402	488	650
=====										
PERCENT MINORITY										
RECEIPENTS	11.6%	12.9%	12.6%	14.7%	18.1%	22.9%	17.7%	18.05%	21.8%	22.7%
=====										



II. FACULTY and STAFF MEASURES

A. Implement programs to enhance the campus and community factors to positively influence 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

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



Annual Report on Five-Year Minority Recruitment and Retention Plan June 2013

Minority Student Recruitment and Retention

Recruitment

In the 2012 fall semester, North Arkansas College (Northark) registered 210 minority students. This number represents 9.1% 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%

Although the increase in minority enrollment in 2009 and 2010 can be attributed partly to new ethnicity categories implemented 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	1
American Indian or Alaska Native	0
Asian	2
Native Hawaiian or Other Pacific Islander	1
Two or More Races	105
Hispanic/Latino (of any race)	91

Please see Appendix A for more complete data about 2012-2013 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 and all of the other counties in Northark's service area except Carroll 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.)37,051	.4%	14.5%	96.4%	.6%	.8%	.5%	.1%	1.7%	2.0%
Carroll County	(est.)27,512	.2%	17.4%	95.4%	.7%	1.1%	.7%	.3%	1.8%	13.3%
Madison County	(est.)15,776	.4%	13.4%	95.9%	.5%	1.4%	.5%	.1%	1.6%	5.0%
Marion County	(est.)16,573	(.5%)	14.8%	96.8%	.4%	.8%	.3%	Z	1.6%	1.9%
Newton County	(est.) 8,264	(.8%)	12.2%	95.8%	.3%	1.3%	.3%	Z	2.3%	1.8%
Searcy County	(est.) 8,036	(1.9%)	9.2%	96%	.3%	1.3%	.2%	Z	2.2%	1.7%

Z = Value greater than zero but less than half unit of measure shown
 Population Change for Arkansas = .8%
 Bachelor's Degree or Higher among Persons 25+ in Arkansas = 19.1%
 Population Increase/(Decrease) from April 1, 2010, to July 1, 2011

Retention

75.0% of minority students (degree-seeking and non-degree seeking) enrolled in the fall semester 2012 returned for the spring 2013 semester. In comparison, the overall spring 2012 retention rate for all non-minority students (degree-seeking and non-degree seeking) was 74.8%.

Among degree seeking minority students, the retention rate from fall 12 to spring 13 was 75.7% compared to 75.1% 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 seven of the last nine 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%
2012-2013	75.0%	74.8%	75.7%	75.1%

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 AY2010-11					
Cohort Year 2009					
	Cohort	Total completers within 150%	Total transfer-out students (non-completers)	Graduation Rate	Transfer-out rate
White, non-Hispanic	460	112	92	24%	20%
Race and Ethnicity unknown or Nonresident alien	3	1		33%	
Minority	39	3	4	8%	10%
	502	118	98	24%	20%

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 has 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 Director of Institutional Research 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 2012		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 2012 Enrollment

Degree-seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	169	1	1844	2014	8.4%
By Location *					
North	29		266	295	9.8%
South	139		1573	1712	8.1%
CCC	13	1	68	82	15.9%
WEB	34		436	470	
NTC					

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	31		270	301	10.3%
By Location *					
North			20	20	0.0%
South	5		55	60	8.3%
CCC			1	1	0.0%
WEB	1		9	10	
NTC	18		125	143	12.6%

All (degree-seeking and non-degree seeking)

	Minorities	Nonresident Alien or Unknown	White	Grand Total	Minorities (%)
All Students	200	1	2114	2315	8.6%
By Location *					
North	29		286	315	9.2%
South	144		1628	1772	8.1%
CCC	13	1	69	83	15.7%
WEB	35		445	480	
NTC	18		125	143	12.6%

* Students may be duplicated across locations.

Fall 2012 Students Returning Spring 2013

Degree-seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	128	1	1384	1513
By Location *				
North	20		191	211
South	104		1205	1309
CCC	9	1	52	62
WEB	26		339	365
NTC				

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	22		197	219
By Location *				
North			6	6
South	1		29	30
CCC			1	1
WEB	1		4	5
NTC	17		104	121

All (degree-seeking and non-degree seeking)

	Minorities	Not Reported	White	Grand Total
All Students	150	1	1581	1732
By Location *				
North	20		197	217
South	105		1234	1339
CCC	9	1	53	63
WEB	27		343	370
NTC	17		104	121

* Students may be duplicated across locations.

Fall 2012 to Spring 2013 Retention

Degree-seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	75.7%	100.0%	75.1%	75.1%
By Location *				
North	69.0%		71.8%	71.5%
South	74.8%		76.6%	76.5%
CCC	69.2%	100.0%	76.5%	75.6%
WEB	76.5%		77.8%	77.7%
NTC				

Non-degree seeking

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	71.0%		73.0%	72.8%
By Location *				
North			30.0%	30.0%
South	20.0%		52.7%	50.0%
CCC			100.0%	100.0%
WEB	100.0%		44.4%	50.0%
NTC	94.4%		83.2%	84.6%

All (degree-seeking and non-degree seeking)

	Minorities	Nonresident Alien or Unknown	White	Grand Total
All Students	75.0%	100.0%	74.8%	74.8%
By Location *				
North	69.0%		68.9%	68.9%
South	72.9%		75.8%	75.6%
CCC	69.2%	100.0%	76.8%	75.9%
WEB	77.1%		77.1%	77.1%
NTC	94.4%		83.2%	84.6%

* Students may be duplicated across locations.

Northark's North Campus houses technology, Paramedic, and CNA programs.

Northark's South Campus houses general education, nursing, and allied health programs.

CCC = Carroll County Center

NTC = Northark Technical Center



NWACC
Learning For Living

Minority Recruitment and Retention Annual Report

Academic Year 2012-2013

EXECUTIVE SUMMARY

The NWACC mission centers on *Learning for Living*.

NorthWest Arkansas Community College is committed to providing an environment in which all residents of our service area feel 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 faculty and staff whose backgrounds demonstrate diversity of thought and whose life experiences help them relate to our students. Our intention is to provide our students with a broad worldview and enable them to succeed in their lives, regardless of where in the world their work takes them. By creating a diverse campus, our students are better equipped to be productive contributors locally in Northwest Arkansas and throughout the world.

To put this commitment to diversity into action, 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 educate the community and encourage participation in college activities, 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 goal of every activity and program is to create the environment in which all students, faculty and staff can thrive. The Office is directed by Kathryn Birkhead, SPHR, who has extensive experience with diversity initiatives throughout Northwest Arkansas. The Director of the Office for Diversity and Inclusion reports to the Interim Vice President for Learning, Dr. Ricky Tompkins. The allocation of resources and personnel designated to work to improve diversity and inclusion at NWACC shows the institution's commitment and belief that the greatest educational experience can only occur in an inclusive and accepting environment.

STUDENT NUMBERS

As stated in the Executive Summary, 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. As indicated in Table 1, the total headcount of minority students enrolled in credit courses in the Spring 2013 was 1,805 individuals, an increase of 12.5% over the Spring 2012 figure of 1,605. Hispanic students, our largest minority population, comprise 13.3% of our total student population. The total minority population is 22.6%.

Spring Headcount Comparison						
		Spring 2012		Spring 2013		
		Number	Percent	Number	Percent	Percent Change
Total Headcount		8,090		7,981		-1.3%
FTE		4,727		4,683		
	Full-Time	2,835	35.0%	2,778	34.8%	-2.0%
	Part-Time	5,255	65.0%	5,203	65.2%	-1.0%
SSCH		70,899		70,248		-0.9%
Gender	Male	3,342	41.3%	3,334	41.8%	-0.2%
	Female	4,748	58.7%	4,647	58.2%	-2.1%
Residence	Benton County	4,344	53.7%	4,249	53.2%	-2.2%
	Washington County	3,197	39.5%	3,154	39.5%	-1.3%
	Other In-State	373	4.6%	413	5.2%	10.7%
	Out-of-State	176	2.2%	165	2.1%	-6.3%
Tuition Status	In-District	3,516	43.5%	3,436	43.1%	-2.3%
	Out-of-District	4,210	52.0%	4,073	51.0%	-3.3%
	Out-of-State	226	2.8%	286	3.6%	26.5%
	Contiguous County	50	0.6%	76	1.0%	52.0%
	International	88	1.1%	110	1.4%	25.0%
Ethnic Category	Hispanic or Latino	946	11.7%	1,061	13.3%	12.2%
	Non-Hispanic Race:					
	American Indian/Alaskan Native	149	1.8%	139	1.7%	-6.7%
	Asian	227	2.8%	201	2.5%	-11.5%
	Black or African American	254	3.1%	251	3.1%	-1.2%
	Native Hawaiian/Pacific Islander	22	0.3%	19	0.2%	-13.6%
	2 or more races	7	0.1%	134	1.7%	1814.3%
	Minority Enrollment	1,605	19.8%	1,805	22.6%	12.5%
	White	6,179	76.4%	5,733	71.8%	-7.2%
	Unknown	137	1.7%	214	2.7%	56.2%
	Non-Resident Alien	169	2.1%	229	2.9%	35.5%
*does not include high school students						
Retention*						
Fall 12 returning Spring 13			68.4%	5,179 out of 7,570		
Fall 11 returning Spring 12			68.2%	5,313 out of 7,787		
Fall 10 returning Spring 11			70.2%	5,396 out of 7,690		
Fall 09 returning Spring 10			70.6%	5,066 out of 7,175		
Fall 08 returning Spring 09			68.8%	4444 out of 6460		
Fall 07 returning Spring 08			66.0%	3799 out of 5754		

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		2 or more Races		Total Minority		White		Unknown		Non-Resident Alien		Total	
Fall 2012 to Spring 2013																						
Returned	799	73%	95	65%	132	69%	151	67%	10	50%	72	67%	1259	71%	3,660	68%	157	61%	103	69%	5,179	68%
Did Not Return	294	27%	51	35%	58	31%	75	33%	10	50%	36	33%	524	29%	1,721	32%	100	39%	46	31%	2,391	32%
Total / Percent of Total	1093	14%	146	2%	190	3%	226	3%	20	0%	108	1%	1783		5381	71%	257	3%	149	2%	7,570	
Fall 2011 to Spring 2012																						
Returned	710	74%	106	67%	146	65%	156	67%	15	48%	6	67%	1139	70%	3,941	67%	111	70%	122	73%	5,313	68%
Did Not Return	248	26%	53	33%	80	35%	78	33%	16	52%	3	33%	478	30%	1,904	33%	47	30%	45	27%	2,474	32%
Total / Percent of Total	958	12%	159	2%	226	3%	234	3%	31	0%	9	0%	1617		5845	75%	158	2%	167	2%	7,787	
Fall 2010 to Spring 2011																						
Returned	587	71%	89	70%	166	74%	112	62%	14	82%	3	60%	971	71%	4,127	70%	180	79%	118	67%	5,396	70%
Did Not Return	235	29%	38	30%	58	26%	69	38%	3	18%	2	40%	405	29%	1,785	30%	47	21%	57	33%	2,294	30%
Total / Percent of Total	822	11%	127	2%	224	3%	181	2%	17	0%	5	0%	1376		5912	77%	227	3%	175	2%	7,690	
Fall 2009 to Spring 2010																						
Returned	599	74%	102	71%	169	79%	114	67%	2	29%	7	78%	993	74%	3,871	70%	134	77%	68	72%	5,066	71%
Did Not Return	207	26%	42	29%	45	21%	56	33%	5	71%	2	22%	357	26%	1,685	30%	40	23%	27	28%	2,109	29%
Total / Percent of Total	806	11%	144	2%	214	3%	170	2%	7	0%	9	0%	1350		5,556	77%	174	2%	95	1%	7,175	
	Asian/ Pacific Islander		Black, non-hispanic		Hispanic		American Indian		White, non-hispanic		Declined		Grand Total									
Fall 2008 to Spring 2009																						
Returned	176	66%	89	56%	497	69%	78	71%	3,452	69%	152	72%	4,444	69%								
Did Not Return	89	34%	71	44%	227	31%	32	29%	1,539	31%	58	28%	2,016	31%								
Total / Percent of Total	265	4%	160	2%	724	11%	110	2%	4,991	77%	210	3%	6,460									
*Headcount without high school students																						
**In 2009 the federal government mandated new standards for reporting race and ethnicity in higher education institutions. Under the new standards, students who identify themselves as Hispanic, or as Hispanic and another race, are reported as Hispanic. Students who describe themselves as being of more than one race, other than Hispanic, are now categorized as being of two or more races. In addition, NWACC has begun reporting students on F1, F2 and H4 Visas as non-resident aliens. 2009 is the first year of this reporting method. These new standards are reported for new NWACC students, with continuing students incorporated into the new categories.																						

Table 2

In recent years, the College's overall retention rate of minority students has consistently surpassed the retention rate for White non-Hispanic students. The data in Table 2 indicate that the overall retention rate for minority students from Fall Semester 2012 to Spring Semester 2013 was 71%. During the same period, the retention rate for White non-Hispanic students was 68%.

From Fall Semester 2012 to Spring Semester 2013, the College retained Hispanic (73%) and Asian (69%) students at higher rates than it retained White non-Hispanic students (68%).

Goal

Our goal for student recruitment is to continue to increase our Latino student population by 4% per year and to increase other under-represented student numbers so that our enrollment reflects the regional diversity reported in the 2010 census. This will be measured annually, measuring our institution's enrollment with the service area of the College (Benton and Washington Counties).

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

\$12,000

LIFE is an educational empowerment program for outstanding Latino, Marshallese and Asian students from five area high schools, from rising sophomores to graduating seniors. This three-day program on the NWACC Bentonville campus strives 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 summer 2012 program had 85 participants, 22 of whom enrolled in the college in the fall of 2012, with 20 of them returning for the spring of 2013. The program uses peer mentors to encourage participation in the program and to provide support during the academic year. The summer 2013 program had over 90 participants.

Themed Semester 2013: Republic of the Marshall Islands

\$7,000

The Honors Program, Service Learning Program, and the Office for Diversity and Inclusion collaborated on programs centered on the Marshall Islands for the spring of 2013, with the goals of creating greater awareness among the NWACC community about Marshallese concerns and of bringing Marshallese families to the college. Springdale, which is in Washington County, is home to the largest Marshallese population in the continental United States, yet many area residents do not know a lot about the culture and history of these residents. The NWACC programs in the spring attempted to address these issues by presenting programs that featured speakers with expertise in Marshallese issues. Work within the Marshallese community continues with special recruitment programs at a local community center.

Office of Diversity and Inclusion

\$67,000

The design, coordination and support of strategies and programs related to student and workplace diversity and inclusion falls to this office. The Director collaborates with colleagues throughout the college to increase awareness of the diversity of our students and employees through such programs as the themed semester and presentations

focused on various cultures represented in Northwest Arkansas. The Director also participates in such institutional support activities as the revision of search and hiring processes, as the college seeks to further increase faculty and administrative appointments of candidates from underrepresented backgrounds. 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.

International Education Week

This is an annual observance organized by the Global Communities. During the national observance of International Education Week each November, NWACC sponsors cultural displays; an international potluck; a writing contest based on international experiences and understanding; and presentations. A silent auction raises funds for the Intercultural Education Scholarship. The activities typically draw over 500 participants.

Student Government Association (SGA)

\$17,000

Participation in small-group activities has long been linked to persistence in college, and NWACC sees that well illustrated in our student leadership as it relates to minority retention. In the spring of 2013, when new officers and representatives for the Student Government Association were selected, four of the officers are Latino and one is from Malaysia. Among the senators, three are Latino, one is from China, and one is from Yemen.

SGA provides funds for activities that benefit all students and registered student organizations, including \$1,200 for A Night in My Culture, which is organized annually by Global Communities. A Night in My Culture is an end-of-year activity featuring food, dance, and music prepared and performed by students from the countries represented. This activity outgrew its space in the Student Center in spring of 2013, moving to a larger venue to accommodate the crowd it attracts.

Intercultural Education Scholarship and DREAM Scholarship

\$2,150

These scholarships are offered to students who are unable to receive federal financial aid but show a financial need. Sponsored by the Intercultural Education Committee and the DREAMers of NWACC, these programs will disburse a total of \$2150 among three recipients for the academic year 2013-2014. The DREAM scholarship is new for 2013-2014 and is sponsored by the DREAMers of NWACC, a student organization focused on educating the general community about undocumented students and encouraging those students to stay engaged. Students raised funds for those awards through an AARP grant that required that club members work at the Bella Vista Recycling Center; through bake sales; and through the state-approved raffle of a Kindle Fire.

Adult Education Program

\$1,218,048.64 (\$888,327.13 in state funds; \$329,721.51 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 GEDs. During Academic Year 2012-2013, the program served a total of 3,294 students, 63% of whom come from minority populations. These numbers reflect a similar slight drop in enrollment as the college overall experienced in the 2012-2013 academic year. The breakdown of students in the Adult Education Program is as follows:

Native American	63
Asian	108
Pacific Islander	12

African American	64
Hispanic	1,776
Two or more	52
White	1,219

Upward Bound
\$250,000

The Upward Bound program assists high school student participants in preparing for college. While not specifically a minority-student program, in the summer of 2012, 56 students participated, 79% of whom come from a minority culture. The program demographics for 2011-2012 were these:

African American	2
Asian	6
Hispanic	29
Pacific Islander	6
Two or More Races	1
White	12

II. DIVERSITY IN THE NWACC WORKPLACE

While Northwest Arkansas Community College does not have a specific numeric goal related to minority recruitment, the college does have a 5-year plan to improve minority recruitment and retention, a clear indication that the college is very aware 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 minority students feel on our campus. This plan has led the Department of Human Resources to completely revamp the college's recruitment and hiring processes to ensure that minority candidates are aware of opportunities at the college and that hiring committees are well-attuned to the benefits of a diverse and inclusive workplace. In addition to the revisions to hiring practices, the professional development program, Supervisor NWACC, featured one session on Diversity and Inclusion as a part of its curriculum.

Northwest Arkansas Community College is a partner in the Northwest Arkansas Council's efforts to attract diverse talent to Northwest Arkansas and create the atmosphere that will encourage people to stay in the region. The Office of Diversity and Inclusion has made significant contributions to the Council's efforts, through the planning and production of a regional diversity conference and through the creation of a soon-to-be-launched on-line diversity resource guide (www.diversitynwa.org).

The College is represented in numerous regional groups that focus on diversity and inclusion, such as the Juneteenth Committee, the Dr. Martin Luther King, Jr., Council, the Gaps in Services to the Marshallese Task Force, the Association of Latino Professionals in Finance and Accounting (ALPFA), and more.

Three presentations at the spring college-wide professional development training focused on diversity, with sessions on cultural dexterity, the intergenerational workforce, and meaningful ways of showing appreciation. All of those sessions were designed to educate the staff and lead to greater understanding of the differences and similarities that exist among us.

In the coming year, a certificate program will be designed and launched to encourage greater awareness and appreciation of diversity among NWACC employees. While the specifics of the program are yet to be determined, the overall goal is to break down stereotypes and resistance to differences while finding commonalities and developing an appreciation of the good that can be found in different cultures.

Minority Recruitment and Retention
7/1/12 – 6/4/13

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

NWACC Title	Number
Academic Advisor	2
Administrative Assistant, Nursing	1
Administrative Secretary, Adult Education	1
Administrative Specialist, Admissions	1
Administrative Specialist I, Math/Science	1
Administrative Specialist, Learner Supp Svcs	1
Applications Consultant, Finance & Administrative Services	1
Applications Consultant, Enrollment Management	1
Applications Programmer	1
Career Pathways Case Manager	1
Computer Analyst	1
Coordinator Veteran Services	1
Corporate Learning Special Instructor	1
Culinary Arts Kitchen Aide	1
Custodial Worker I	3
Custodial Worker II	2
Development Coordinator	1
Director, Academic Success Center	1
Director, Early College Experience	1
Director, International Programs	1
Director, Learner Career Services	1
Director, Accounting Services	1
Director, Adult Education	1
Effectiveness Coordinator/Perkins Director	1
Enrollment Specialist	1

Enrollment Specialist, Adult Education	1
Equipment Operator	1
Extra Help, Career & Technical Programs	1
Financial Aid Officer II	1
FT Faculty American Government	1
FT Faculty Behavioral Sciences	1
FT Faculty Business	1
FT Faculty Computer Information	1
FT Faculty Emergency Medical Services	1
FT Faculty Geography	1
FT Faculty Life & Physical Sciences	1
FT Faculty Philosophy	1
FT Faculty Physical Therapy	1
FT Faculty Respiratory Care	1
FT Faculty Sociology	2
Library Academic Tech III	1
Library Academic Technician	1
Maintenance Assistant Grounds	1
Provisional Administrative Specialist III STEM	1
PT Faculty Behavioral Sciences	2
PT Faculty Business Info	1
PT Faculty Criminal Justice	1
PT Faculty Developmental Math	4
PT Faculty Emergency Medical Services	2
PT Faculty English	1
PT Faculty Foreign Language	2

PT Faculty Graphic Design	1
PT Faculty Health Professions	1
PT Faculty High School Relations	1
PT Faculty Life & Physical Sciences	4
PT Faculty Music	1
PT Faculty Nursing	2
PT Faculty Paralegal	1
PT Faculty Retail & Supplier Education	1
PT Faculty Social Sciences	1
PT Faculty Theater/Speech	3
Secretary, Student Information Center (SIC)	1
Skilled Tradesman -Electrical	1
Testing Services Lab Tech	1
Upward Bound Director	1
Vice President, Learner Services	1
Web Systems Analyst	1
Grand Total, Full and Part-time Faculty and Staff	84

On the date that these reports were run, the college had 447 full-time employees and 481 part-time employees. The part-time number includes part-time faculty and extra help.

Full-Time Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	3
Asian or Pacific Islander	1
Black/African American, Non-Hispanic	6
Hispanic/Latino/Chicano	2
Grand Total	12

Adjunct (Part-Time) Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	4
Asian or Pacific Islander	6
Black/African American, Non-Hispanic	12
Hispanic/Latino/Chicano	8
Grand Total	30

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

Position Title	Number
Admin Assist, Nursing	1
Financial Aid Officer II	1
FT Faculty Physical Therapy	1
Secretary SIC	1
Grand Total	4



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.
- Number and position title of minority faculty and staff who currently work for the institution.
 - VP of Academic Affairs: Dennis Rittle
 - Fulltime Faculty: 2 Mimi Newsome and Bettie Estes
 - Director of PR & Marketing: 1 Molly Carpenter
 - Child Care Technician: 1 Jamie Fowler
 - Adjunct Faculty: 1 Samantha Thornsberry
 - Extra Help (Library): 1 Mino Diaz
 - Peer Tutor: 1 Cheyenne Diaz
- Number of minority, by minority group, full-time faculty who currently work for the institution.
 - Hispanic/Latino: 1
 - Alaska Native: 1
- Number of minority adjunct faculty who currently work for the institution.
 - Native American: 1
- Number and position title of minority faculty and staff who began working at the institution in the past year.
 - VP of Academic Affairs: 1

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - *See Planning Document*
- 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.
 - *See Planning Document*
- Include your timeline, budget, and methods used to assess and monitor progress.
 - *See Planning Document*

Submit your annual report electronically as a Word document to Delores Logan at delores.logan@adhe.edu by June 30, 2013.

Minority Recruitment and Retention Report and Five Year Plan

Ozarka College
2012-2017
(Revised 6-26-13)



Minority Recruitment and Retention Annual Report
Ozarka College
June 2013

Minority demographics for Ozarka College for 2012-2013 include the following:

Student Population

Hispanic/Latino	23 (1.1%)
Black/African American	15 (0.7%)
American Indian/Alaskan Native	20 (0.9%)
<u>Asian</u>	<u>9 (0.4%)</u>
Total Minority	67 (3.1%)

Fulltime Faculty

Hispanic/Latino	1 (2.1%)
<u>Alaskan Native</u>	<u>1 (2.1%)</u>
Total Minority	2 (4.3%)

Adjunct Faculty

<u>American Indian</u>	<u>1 (1.3%)</u>
Total Minority	1 (1.3%)

Fulltime Faculty and Staff

Hispanic/Latino	1 (0.7%)
<u>American Indian/Alaskan Native</u>	<u>4 (2.7%)</u>
Total Minority	5 (3.4%)

The Ozarka College minority demographics show a nominal decrease 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 3.1 percent minority for 2012-2013. This percentage is a slight decrease over the 3.3 percent listed in the 2011-2012 report. The 3.4 percent faculty and staff members classified as minority greatly exceeds the benchmark of greater than one percent. The fulltime faculty percentage of 4.3 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. However, the Diversity Committee will assume a large 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
Vice President of Academic Affairs
Ozarka College
June 2013

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College student minority enrollment slightly decreased with an average of 3.1 percent during the 2012-13 academic year. However, minority representation among full-time faculty and staff has modestly increased to 3.4 percent during the 2012-2013 academic year.

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: 6-26-13)

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 3.1 percent for the 2012-13 school year. Ozarka College currently has two full-time faculty members who have minority status; one Hispanic/Latino and one Alaskan Native. There are three 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 Vice President of Academic Affairs will attempt to determine the cause. Appropriate responses will be assigned. If a declining trend is established, the two Vice Presidents 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

6/30/2013

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 as an Achieving the Dream (ATD) institution, has a history of gathering, disaggregating, and analyzing data based on race and ethnicity to make decisions related to student success. Economic status is included in data analysis using Pell participation as an indicator. As an ATD leader College, we have worked vigorously to reduce barriers faced by students of color and students coming from poverty. This year the College was honored by the American Association of Two Year Colleges as a finalist for the 2013 Awards of Excellence for our work with student success. Using the minority student definition established by the Higher Education Act of 1971 (reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008), PCCUA's enrollment reflects a high minority student population. However, the College student body is largely bi-racial with a 50 percent white, 48 percent African-American, and 2 percent other populations. Females comprise 65 percent of the student population and males comprise 35 percent of the student population. (See Table 1)

Table 1: Minority Student Enrollment

	Fall 2012			Spring 2013			Total
Race/Ethnicity	Male	Female	Total	Male	Female	Total	
Asian	5	8	13	5	9	14	27
Black	292	656	948	235	555	790	1738
Hispanic	7	14	21	5	12	17	38
Am Ind	6	2	8	4	1	5	13
White	384	606	990	332	495	827	1817
UK	0	0	0	0	0	0	0
Total	694	1286	1980	581	1072	1653	3633

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

Recruiting and retaining qualified African and minority applicants for teaching and staff positions is difficult. PCCUA's low pay and rural location makes working in this community less attractive than other areas to some applicants. Although the College actively recruits minority applicants, it is difficult to convince applicants to live in any to the three communities the College serves. In fact, an increasing number of faculty on the Helena campus are opting to live in suburbs of Memphis. The most recent administrative position available at PCCUA was filled by a well qualified African American female. Just a short time after accepting the position and before relocating to this region, she changed her mind about the job and decided not to come. This year we lost a young African American faculty math instructor who, according to her exit interview, loved her job but hated being so isolated from urban life. Her replacement is a recent graduate of the University of Arkansas at Fayetteville and is Hispanic. With a growing number of faculty and staff retiring, we may continue to have difficulty finding qualified replacements in certain disciplines, especially well qualified minority applicants.

Another reason PCCUA has difficulty attracting new faculty is because of its low salaries, especially in the Division of Allied Health. Faculty in this division receive \$8,000 added to the base salary (established on the PCCUA Faculty Salary Placement Schedule) in order to compete with salaries in the allied health fields. Faculty salaries at PCCUA are lower than other colleges and lower than the public schools. Another problem is recruiting and keeping 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), there are not many applicants, especially minority applicants. (See Table 2)

Table 2: 2008-2011 Full Time Faculty and Staff by Minority Status

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
2012-13	12	73	56	149	222

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

During the 2012-13 academic year the College hired an African American female faculty member and offered a position to an African-American female administrator. The faculty member stayed for a year and left the college to teach at a four year college. As previously mentioned, the administrator accepted the position but later decided not to move here with her family. (See Table 3 & 4)

Table 3: Faculty and Staff Hired Each Academic Year

Year	Minority Faculty	Minority Staff
2009-2010	3	4
2010-11	0	1
2011-12	2	4 + 3 (change in rank)
2012-13	1	*3

*New hires from July 2012 thru June 2013

Table 4: Minority Faculty Enrollment by Race and Gender

Ethnicity	Fall 2011			Spring 2012		
Race/Ethnicity	Male	Female	Total	Male	Female	Total
Asian	0	1	1	0	1	1
Black	25	45	70	22	46	68
Hispanic	1	0	1	1	0	1
Am. Indian	0	0	0	0	0	0
White	40	115	155	39	116	155
UK	0	0	0	0	0	0

Table 4b: Minority Faculty as of June 2013.

New Hires As of May 2013			
Race	Male	Fem	Total
Asian	0	1	1
Black	3	7	10
Hispanic	2	0	2
American Indian	0	0	0
White	16	45	61
UK	0	0	0
Total	21	53	74

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

PCCUA established five goals for the recruitment and retention of minority faculty, staff, and students.

1: PCCUA will improve the retention of students with a specific emphasis on minority retention.

The college has very specific strategies tied to improving retention among low income and underprepared students, many of whom are African-American because of the high minority enrollment. The strategies used include supplemental instruction labs tied to all developmental courses in English, reading, and math; an early alert program with a special emphasis on the importance of attendance; and two student success courses tied to Basic Writing II and Freshman English I.

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 year's 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.

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.

Recruiting and retaining qualified African American faculty and staff is important to students and the College. One effective strategy for doing this has been to assist many of our past students and employees in acquiring advanced degrees by providing opportunities for professional advancement. PCCUA has bachelor and masters degree opportunities on the three campuses

from over four colleges and universities. 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.

The college examines retention data in an effort to identify enrollment trends which impact decision making about course delivery, support services, and intrusive advising to reduce the number of students dropping courses.

5: PCCUA will seek qualified applicants for review to increase the opportunities of appointing a minority to the PCCUA Board of Visitors when a position becomes available.

The college has actively sought minority applicants for the Board of Visitor positions. Currently, there are 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 and 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 will continue with the mandatory testing, placement and COMPASS Test Preparation program. The Early Alert program which focuses on regular attendance is an important strategy for course retention. PCCUA also requests faculty to assess early and refer students for tutoring

if it is needed. All of these strategies are important to minority retention. In addition to these strategies, PCCUA has implemented several new strategies which will improve student success outcomes.

1. Mandatory orientation is required for all students. This newly implemented strategy is valuable for all student but especially for students who are not as comfortable or prepared for navigating the college system.
2. The College will include more professional development about instructional efforts which improve minority retention. This is especially important for new faculty. In addition, the college will continue to engage faculty in cooperative learning techniques used for instruction.
3. PCCUA has a new Strategic Plan which includes the College Minority Plan with a specific emphasis on retaining and improving success for African American males. We are developing an African American male mentoring program.
4. As part of the PACE (Pathways to Accelerated Completion and Employment) Grant, PCCUA has opened a new lab to enhance student success. The STAR (Students Taking Action with Resources) Center is a welcoming environment where students can come for support and encouragement. The center provides individual and small group tutoring with emphasis in the developmental areas Those students using the center's computer lab have the opportunity to work on papers and class assignments while taking advantage of additional support from the tutor and/or center coordinator.

5. The college common reader for the 2013-14 academic year is *The Warmth of Other Suns* by Isabel Wilkerson. It is the winner of the National Book Critics Circle Award for nonfiction and focuses on the “Great Migration” of southern sharecroppers to urban areas of the United States. The focus of this year’s common reader will continue unresolved conversations about race among faculty and staff in an effort to encourage an examination about personal attitudes, values, beliefs, and understandings. The common reader is also used for conversations among faculty and students enrolled in selected course

VI. Include your timeline, budget, and methods used to assess and monitor progress.

Testing, Placement and Focused Advising Advising, placement, mentoring New Prep Testing (mandatory for all student)	Ongoing	Developmental Education Faculty
Early Alert System Continue Early Alert to all faculty requiring documentation of absenteeism using the campus referral system. Absenteeism-reduce absenteeism in the classroom	Ongoing	Faculty, Deans, VC for Instruction
Academic Intervention Require early assessment of student learning by faculty (third week). Implement PREP Program for students not ready for college level course work. Require faculty to inform students of their academic status by the third week of classes. Ensure that faculty refer students for tutoring if the student is not succeeding or assuming the responsibility for student tutoring.	In Progress	Deans, VC for Instruction
Strategic Plan (Tentative Implementation Date)	8/13	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	11/2012 Opened	Chair/VC for Instruction
Increase Research Capacity Continue to train faculty for data analysis to increase research capacity.	8/14 & 15 Ongoing	Deans, VC for Instruction, faculty. DIR
Common Reader –<i>Warmth of Other Suns</i> Continue ongoing conversations about race and poverty. Visit by Author at Spring In-Service	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 2 nd time)	Fall 2012	\$ 10,000
STAR Lab-Tutoring	11/2012-opened	\$ 42,000
New Faculty Training	08/13-12/13	\$ 2,000
Cooperative Learning	10/13	\$ 5,000
Common Reader and Speaker	8/13-5/14	\$ 6,000
Estimated Total	8/13-5/14	\$ 70,000

Evaluation

PCCUA will use both qualitative and quantitative data using faculty and student surveys, focused 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. A special emphasis will be placed on disaggregation and analysis of data related to ethnicity. Data outcomes will be shared at four data carousels or discussions on selected dates for the 2013-14 academic year.

Pulaski Technical College
Minority Recruitment and Retention
Annual Report on Implementation for 2012-2013

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, all human resources recruitment), and the Associate Vice President for Public Relations & Marketing (for all PTC marketing and publications). The Office of Institutional Research, Planning, and Effectiveness 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 in the Statistical Appendix display numbers related to Pulaski Technical College enrollment.

African Americans comprise the largest racial/ethnic demographic among applications for admission and enrollment since Spring 2006. As PTC continues to grow in overall headcount, individual headcounts among other minorities grow as well.

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 World Wide Web, 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 3 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 4 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 requires all first-time entering, degree seeking students to attend an on campus orientation prior to enrollment.

(b) *College Seminar:* 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. Beginning in academic year 2008-2009, College Seminar became a required course of all first-time entering, degree-seeking

students regardless of developmental needs. The course 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).

(c) *Career Seminar*: 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 new 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: Mandatory new student orientation for first-time, degree-seeking students began in Summer 2009. 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: Sessions are offered during the entire period of New Student Registration - approximately four weeks in fall and spring with an average of 60 sessions offered each semester. Thirty-five students are permitted per session. In the sessions, tables are set up with one advisor at each table and five to seven students per advisor. Each session takes approximately two hours to complete. Students view an interactive 45 minute PowerPoint presentation inclusive of the following topics: (1) Four Things Successful PTC Students Know, (2) Computers, Technology & Websites, (3) Locating Information, People & Resources – PTC Homepage, (4) Financial Aid, (5) Student Resources, (6) College & Career Seminar, (7) How to Read & Build a Schedule, (8) Pre-requisites, (9) Differences in Associates & Certificates Degrees, (10) Academic Advising

For the second hour, students discuss with their advisor their degree plan, classes for which they are eligible to register based on ACT or Compass scores and then work with the advisor to prepare a schedule. Students are then directed to a laptop computer to set up their MyPTC Portal account and register for their classes. Advisors are available during this time to assist students. Before students can leave, their schedule must be signed off by an advisor. When students complete orientation, they have

the basics tools to start college, the basic resources to be successful and have learned how to register for classes based on their individual degree plan.

Goal 5 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 an 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 a minimum of 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 parents who want to increase their education and employability. The program is supported by the Southern Good Faith Fund, 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 a minimum of 720 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*: In 2007, Pulaski Technical College received a Veterans Upward Bound (VUB) grant from the U.S. Department of Education. 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 120 students annually.

(i) *Network for Student Success*: Pulaski Technical College received a Predominantly Black Institutions (PBI) grant from the United States Department of Education in Fall 2008. The grant project was launched in Spring 2009 and targeted African-American male success through a Network for Student Success coaching program.

The Network for Student Success will serve 300 African-American male students annually. 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.

The Single Parent Program collected demographics on this year's participants and mentors. Of 24 student participants, there were 17 African Americans. Of the 23 faculty and staff mentors, there were 8 African Americans.

The Veterans Upward Bound program has served 120 participants to date for its 2012-2013 federal fiscal year.

During Fall 2012 and Spring 2013, TRIO Scholars served 190 students and offered four trips to visit potential transfer colleges and universities, 12 workshops, and five culturally-themed field trips.

During Fall 2012 and Spring 2013, the Network for Student Success continued to work towards its annual goal of serving 300 black male students. The program successfully closed out a college-wide accreditation action project in conjunction with College Seminar. With regard to the action project, all

four of the Network Student Success Coaches taught sections of College Seminar that were targeted for primarily black male enrollment (though a limited number of other students were allowed to enroll). Exhibits H and I examine College Seminar outcomes for participants in the Network for Student Success sponsored classes, the general black male population, the overall black population, and the college-wide population.

Goal 6 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 2012-2013, Student Government Association (SGA) racial demographics were as follows: two black officers (including the president and vice-president), one Hispanic officer, two white officers, eight black senators, 3 white senators. During the Spring 2012 semester, officer elections for three offices for the upcoming school year took place. An African American was elected to serve as president, vice-president and treasurer

The Office of Student Life and Leadership coordinated student involvement in 12 events in academic year 2012-2013. Many of these events were cosponsored with other departments on campus or with the Cultural Diversity Committee.

The Office of Student Life and Leadership currently lists 15 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.

Connect College Ministry – PTC is a state-supported institution and therefore non-denominational. The purpose of Connect College Ministries is to encourage student fellowship, to develop student leadership skills, to provide opportunities to study the Bible and to practice its teachings, to organize students for ministry project, and to assist students in communicating the meaning of their faith in significant ways. Membership is open. Meetings are held at South Campus.

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.

Diamonds Baseball Club – The purpose of the Pulaski Technical College Baseball club is to create and provide an environment where all members of the community can participate in and help expand the game of baseball, and in doing so, expand the positive role that all levels of sports can provide in fostering teamwork and building leaders.

Diamonds Basketball Club – The purpose of the Pulaski Technical College Basketball club is to create and provide an environment where all members of the community can participate in and help to expand the game of basketball, and in doing so, expand the positive role that all levels of sports can provide in fostering teamwork and building leaders.

Diamonds Softball Club – The purpose of the Pulaski Technical College Softball club is to create and provide an environment where all members of the community can participate in and help expand the game of softball, and in doing so, expand the positive role that all levels of sports can provide in fostering teamwork and building leaders.

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.

Student Ambassadors - 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. Ambassadors event/activity is 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 7 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. The committee is composed of 18 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee. The committee coordinates events with other departments on campus such as the Foreign Languages department and Student Life and Leadership.

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 16 faculty and staff members in academic year 2012-2013. Membership included eight African Americans, one Hispanic, and seven whites. The committee hosted several events in academic year 2012-2013. Event descriptions and statistics are listed below:

- **The Hall of Fame Display** – Posters of notable African Americans were on display at all campuses through-out the month of February.
- **Dr. Martin Luther King, Jr. Observance and Luncheon** – 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*. Service awards were presented to the Student Government Association and Phi Theta Kappa Honor Society.
- **The Witness Video was viewed and Voter Registration tables** were set up at the South and West Campuses.
- **“The Power of Choice” Poetry Event** - The Cultural Diversity Committee collaborated with the Network for Success to sponsor the event that featured student performances in songs and poems.
- **The Annual Diversity Banquet** – Musical entertainment provided by Genine Perez. The Pulaski Technical College **Diversity Award** was presented to Mr. Purnell Henderson for actively and positively promoting the concept of diversity by enhancing or contributing to the overall environment of the college community. Certificates of Recognition were awarded to Network for Success, Career Pathways, Veterans Upward Bound, Trio Programs, The Fine Arts Department, and the Ottenheimer Library.

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.

Faculty and Staff Data Analysis

African-American overall employment decreased slightly from 19.7% to 18.9%. White overall employment is down remains the same as last year at 79%. Few employees report Hispanic and Asian as their race in this report.

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 2012-2013:

Academic Coordinator	Instructor of Developmental Writing
Accounting Coordinator	Instructor of Political Science
Administrative Specialist I	Instructor of Respiratory Therapy
Administrative Specialist II (9 positions)	Instructor of Spanish (2 positions)
Administrative Specialist III (8 positions)	Instructor of Speech Communication
Assistant Registrar	Interim Dean of Academic Success
Associate Librarian	Lab Manager
Career Support Services Facilitator	Landscape Specialist
Child Care Technician	Library Technician (2 positions)
Community Outreach Coordinator	Mail Services Assistant
Coordinator of Disability Services	Mail Services Coordinator
Counselor	Maintenance Assistant
Counselor/Employability Specialist	Public Safety Officer (6 positions)
Curriculum Coordinator	Student Services Representatives (2 positions)
Curriculum Development Specialist	Student Success Coach (4 positions)
Day Care Teacher (4 positions)	Student Tracking Specialist
Director of Career Pathways	Vice President for Finance
Director of Off-Campus Operations	
Director of Student Success	
Director of Veteran's Upward Bound	
Disability Services Counselor	
Education Specialist	
Executive Director of Human Resource & Employee Relations	
Financial Aid Advisor (3 positions)	
Financial Aid Analyst	
Food Preparation Manager	
Food Preparation Specialist	
Institutional Services Assistant	
Instructor of Business	
Instructor of College Studies (2 positions)	
Instructor of Computer Information Systems (3 positions)	
Instructor of Cosmetology	
Instructor of Developmental Mathematics (2 positions)	

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.

Administrative Specialist II	Landscape Specialist
Administrative Specialist III	Library Technician
Director of Off-Campus Operations	Mail Services Assistant
Financial Aid Advisor	Mail Services Coordinator
Financial Aid Analyst	Public Safety Officer (2 positions)

Goals and Objectives for Minority Faculty Recruitment and Retention

Goal 1 for Faculty Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new

employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.

The Office of Human Resources at Pulaski Technical College actively recruits full-time and adjunct 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: The Faculty and Staff Data Analysis above details trends for faculty employment in academic year 2012-2013. Three additional minorities joined the full-time faculty, bringing the number of full-time minority faculty members up to 15.

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 off campus professional development in academic year 2012-2013. All full-time minority faculty members are included in that number.

Goal 3 for Faculty Recruitment and Retention: Pulaski Technical College will foster opportunities for advancement among its faculty.

PTC encourages faculty and staff to apply for new positions that become available at the College. PTC applies affirmative action principles to all job searches. In order to promote the goal of minority faculty and staff retention, PTC will post notices of all job openings internally in addition to external posting.

Strategies: The staff of the Human Resources department will review minority faculty and staff promotions at the end of each year so that this information is included in the annual report on the implementation of this plan.

Indicators of Effectiveness: The College maintains demographic data on employees of PTC and monitors trends in promotions.

Timeline: Ongoing.

Status Report: Five minority adjunct instructors were hired to a full-time instructor positions.

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) *Cultural Diversity Committee:* A Cultural Diversity Committee is appointed every academic year. 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. The committee is composed of 16 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee.

(b) *Cultural Awareness & Professional Development:* The College's Affirmative Action Officer collaborates with the Cultural Diversity Committee to sponsor at least one activity per year involving faculty and staff that promotes cultural awareness and celebrates cultural diversity.

(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 Cultural Diversity Committee events, Office of Public Relations and Marketing events, and professional development will be monitored.

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 7 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 2012-2013.

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: Minority 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 2012-2013, 75% of minority staffers were included in such off-campus professional development. Staff members were also invited to attend on campus professional development events where applicable.

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 five minority staff promotions during fiscal year 2012-2013.

Goal 4 for Staff 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) *Cultural Diversity Committee:* A Cultural Diversity Committee is appointed every academic year. 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. The committee is composed of 16 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee.

(b) *Cultural Awareness & Professional Development:* The College's Affirmative Action Officer and the Cultural Diversity Committee work together to sponsor at least one activity per year involving faculty and staff that promotes cultural awareness and celebrates cultural diversity.

(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 Cultural Diversity Committee events, Office of Public Relations and Marketing events, and professional development will be monitored.

Timeline: Ongoing.

Status Report: Activities of the Cultural Diversity Committee and the Office of Public Relations and Marketing have been reported under the student section of this report.

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 2012-2013, PTC budgeted over \$3.6 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 \$248,055.

With regard to money spent on direct recruitment and retention of minorities, the Office of Public Relations and Marketing spent \$16,825 in advertising in minority market venues and in participating in cultural and minority community events. The Predominantly Black Institutions grant continues to be funded by United States Department of Education originally funded this grant during Fall 2008. This grant will continue funding of the Network for Student Success and its activities.

APPENDIX A: SUMMARY FILED WITH PTC BOARD OF TRUSTEES

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, 2013

Annual Report for Academic Year 2012-2013

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, 2013.

Among the notable items to be summarized in the report are the following:

- In Spring 2006, African Americans became the single largest racial or ethnic group at PTC.
- A statistical analysis has been compiled to identify any significant patterns in minority student enrollment over the past six academic years. Data suggests that black enrollment is on the rise, especially the female population.
- The report lists activities hosted by PTC and the Cultural Diversity Committee.
- The report identifies the racial distribution of PTC's faculty and staff and enumerates their accomplishments and professional development activities. See figure below for current personnel distribution.

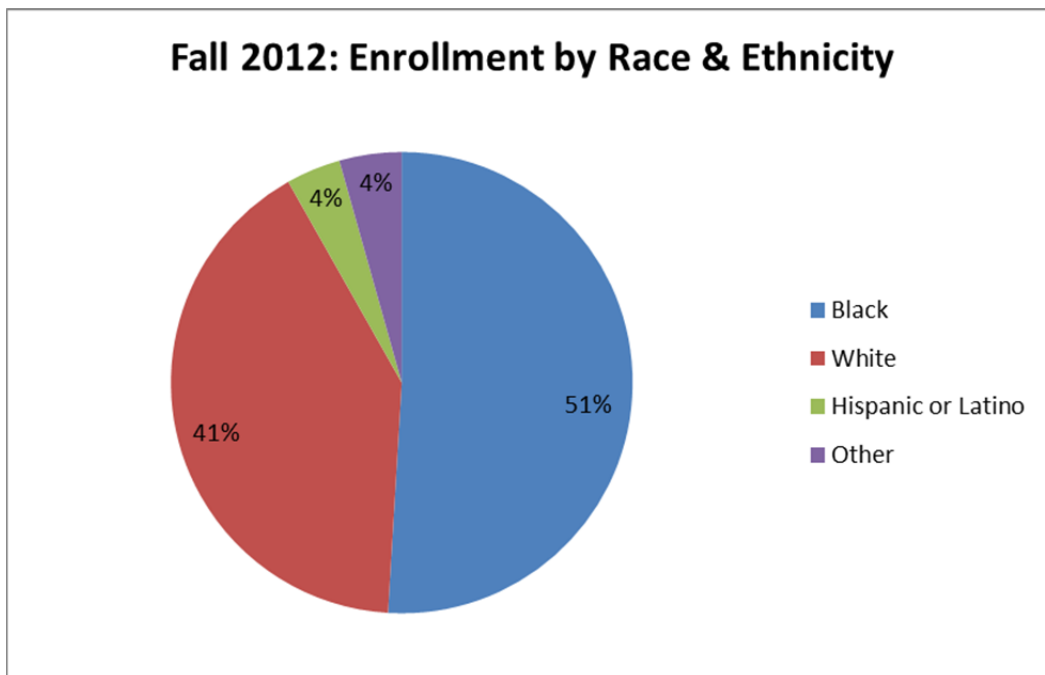
TOTAL NUMBER OF EMPLOYEES IN FISCAL YEAR 2012-2013: (As of November 1, 2012)									
752									
Nonclassified Administrative Employees:									
White Male:	37	Black Male:	10	Other Male:	2	Total	Male:	49	
White Female:	57	Black Female:	18	Other Female:	1	Total	Female:	76	
Nonclassified Health Care Employees:									
White Male:		Black Male:		Other Male:		Total	Male:	0	
White Female:		Black Female:		Other Female:		Total	Female:	0	
Classified Employees:									
White Male:	24	Black Male:	11	Other Male:		Total	Male:	35	
White Female:	44	Black Female:	26	Other Female:	2	Total	Female:	72	
Faculty:									
White Male:	199	Black Male:	27	Other Male:	5	Total	Male:	231	
White Female:	233	Black Female:	49	Other Female:	7	Total	Female:	289	
Total White Male:	260	Total Black Male:	48	Total Other Male:	7	Total	Male:	315	
Total White Female:	334	Total Black Female:	93	Total Other Female:	10	Total	Female:	437	
Total White:	594	Total Black:	141	Total Other:	17	Total	Employees:	752	
				Total Minority:	158				

Minority Retention Plan Update for Upcoming Academic Year

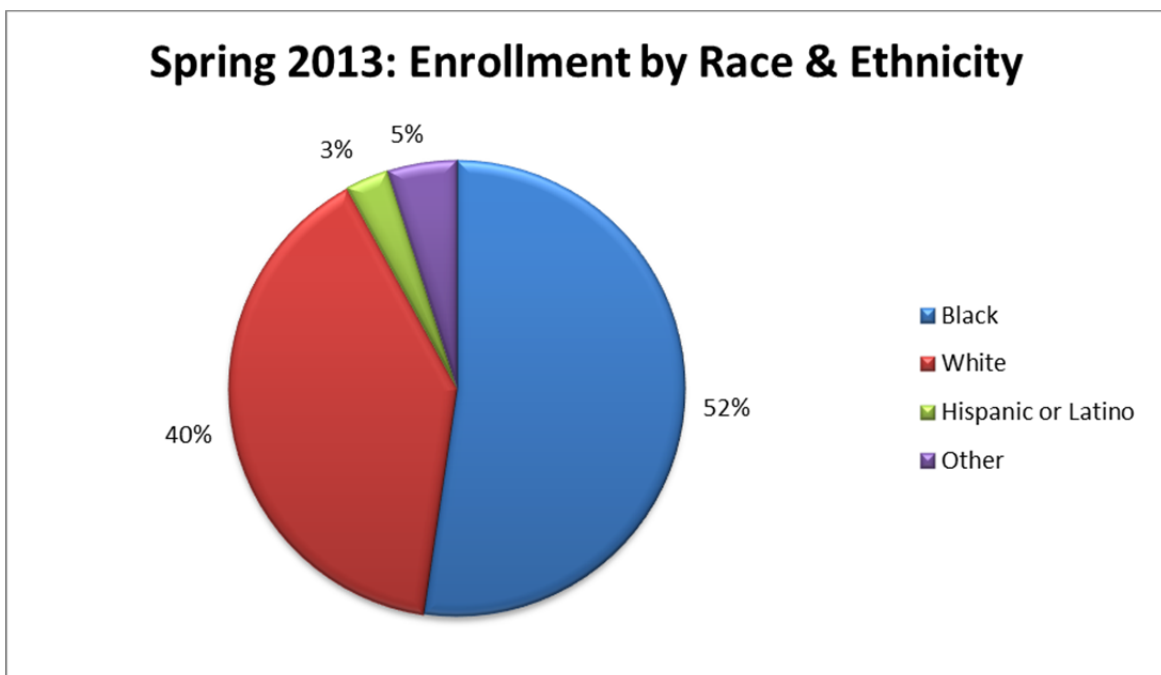
- The bulk of the Minority Retention Plan remains unchanged from year to year.
- The plan details the list of student services made available to promote academic success. These services include New Student Orientation, Academic Advising, Career Services, developmental classes, tutoring labs, and Cultural Awareness events.
- The plan also addresses efforts regarding minority faculty and staff retention, including professional development and the activities of the Cultural Diversity Committee.

APPENDIX B: STATISTICAL SUPPLEMENT

Fall 2012: Enrollment by Race & Ethnicity		
Race/Ethnicity	Total	%
Black	6,083	51%
White	4,878	41%
Hispanic or Latino	456	4%
Other	521	4%
Total	11,938	100%



Spring 2013: Enrollment by Race & Ethnicity		
Race/Ethnicity	Total	%
Black	6,082	52%
White	4,610	40%
Hispanic or Latino	359	3%
Other	568	5%
Total	11,619	100%



**ACT 1091 OF 1999
ANNUAL REPORT ON MINORITY RETENTION PLAN
2012-2013 UPDATE**

Name of Institution: Rich Mountain Community College

Name of Contact Person: Steve Rook, Ed.D., Vice President for Academic and Student Affairs

Quick Facts

- RMCC continues to review its marketing and recruitment strategy, especially as it pertains to minorities. The population of Polk County is 94% white. Projections show an increase in the Hispanic population throughout the RMCC service area.
- RMCC Adult Education offered an increased number of English as a Second Language (ESL) courses in all counties in the service area.
- RMCC advertised position openings nationally to attract a more diverse candidate pool.
- All other activities and actions outlined in the original plan were implemented and assessed.
- The RMCC Board of Trustees now has two members who are Hispanic.

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.

Include your timeline, budget, and methods used to assess and monitor progress.

- RMCC plans a budget of approximately \$65,000 for this year. This money will be used on the salary and fringe of the Director of Student Success Initiatives.

- 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.

Demographic Data for Rich Mountain Community College

Eleventh day Fall 12 / Spring 13 headcount (duplicated) by ethnicity or race:

- Number of minority students who currently attend the institution.

Student Race	Males—Fall	Spring	Females—Fall	Spring	Total
Native Amer.	13	11	21	17	62
Asian	11	10	10	11	42
Hispanic	15	14	35	30	94
Black	1	0	3	2	6
Other	2	2	5	6	15
Two or more	4	1	8	6	19
					238 – Total 27% increase over last year.

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

Employee Race	Males	Females	Total
		0	0
		Total	0

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

SOUTH ARKANSAS COMMUNITY COLLEGE
ANNUAL REPORT
MINORITY RECRUITMENT & RETENTION PLAN
2012-2013

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 chart below is representative of the state’s current demographics and the SouthArk community.

South Arkansas Community College is committed to fostering a culture of openness that values diversity. One of six SouthArk’s value statements that serve as a guiding principle for our institution is “Respect for Diversity.” The actual statement which is found in our print material reads as follow:

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

1. 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

1. The college will target under-represented groups for participation in College programs and activities.

This report highlights the efforts of the college to promote and hire minority faculty and staff, as well as increase minority student participation.

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.

GOAL #1 (Goals and Objectives for Recruitment and Retention of Minority Students):

- The College will recruit and retain a minority student population at or above the county average of 33.2%.
- The College will maintain a minority graduation percentage at or above 10% of total first-time, full-time minority students enrolled.
- The College will maintain its first year minority retention rate at or above 40% for this first-time, full-time student population.

ENROLLMENT BY ETHNICITY FALL 2012

DESCRIPTION	MALE		FEMALE		TOTAL	
Ethnicity	Number	Percent	Number	Percent	Number	Percent
Asian	3	0.17%	9	0.51%	12	0.68%
Hispanic	16	0.91%	35	1.99%	51	2.90%
American Indian	2	0.11%	3	0.17%	5	0.28%
African-American	137	7.80%	551	31.36%	688	39.16%
Caucasian	327	18.61%	658	37.45%	985	56.06%
Unknown	3	0.17%	13	0.74%	16	0.91%
Total	499	27.77%	1278	72.23%	1757	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.

2010 Census Data by Race	Ashley County	Bradley County	Chicot County	Union County	Service Area	Arkansas	SouthArk Spring 2013
White/Caucasian	69.2%	61.5%	41.8%	64.80%	62.0%	78.6%	55.5%
African-American	25.9%	29.0%	54.7%	33.10%	33.6%	15.5%	40.1%
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%	2.8%
Other	4.5%	8.2%	3.3%	1.00%	3.7%	4.1%	0.7%

Note - In the ADHE system race and ethnicity are combined but the census allows anyone of any race to record their 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 2013 Enrollment & Graduation Data

Ethnicity of Individual Enrollments – Table 1

Ethnicity	#	%
American Indian or Alaska Native	3	0.2%
Asian/Pacific Islander	12	0.7%
African-American	668	40.1%
Hispanic	46	2.8%
White/Caucasian	926	55.5%
More than one race reported/Unknown	12	0.7%
Total	1,667	100.0%

Minority Enrollment – Table 2

Semester	Total Enrollment	Minority Enrollment	Percent Minority
Fall 2012	1,757	756	43.0%
Spring 2013	1,667	729	43.7%

Minority Graduation – Table 3

Academic Year	Total Graduates	Minority Graduates	Percent
2010-2011	456	173	37.9%
2011-2012	631	279	44.2%
2012-2013	800	336	42.0%

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

Minority Faculty & Staff – Table 4

Position and Classification	Total Employees	Minority Female	Minority Male	Minority Percentage
Professional Staff	50	2	4	12.0%
Faculty full- time	61	6	1	11.5%
Faculty part- time	57	3	1	7.0%
Classified full- time	57	7	9	28.0%

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	1
Faculty full-time	1	0
Faculty part-time	0	0
Classified staff full –time	2	1

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

The following is a listing of accomplishments made by SouthArk this year toward the accomplishment of its Five-Year Minority Recruitment and Retention Plan for the express purpose of achieving higher recruitment and retention rates for this targeted population.

Accomplishments

- This past year a COMPASS orientation program was implemented for all new-to-college students with no assessments scores on file, and students that did not meet college-

readiness standards according to their ACT score. All students are now required to meet with a staff member for an admissions counseling session before taking the COMPASS test. This new initiative was introduced in the spring semester promoted by the PACE grant. Many students that are not “test savvy” or not good test takers do not understand the significance of this high stakes test. The result of this placement test determines college-readiness—eligible to enroll in college level courses or extended remedial course work. The retention rates are extremely low for students that are required to take multiple remedial or developmental courses. Also, a new test-retest policy was adopted in the fall semester which allows students to retest in a subject area (Reading, Writing or Math) where they performed poorly. A student will need to wait ten days before being allowed to retest. Under the previous policy students were not allowed to retest after enrolling in their first developmental course. During the 2012-2013 Academic Year approximately 40% of our student population was ethnic minorities, and 70% of all students take one or more remedial courses.

- In an effort to improve retention we offer New Student Orientation for all first-time college students. This mandatory orientation program is designed to aid, expose, and 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. *A Parent/Guardian Orientation* was recently implemented to help with cultivating a relationship with family members toward promoting student success for our traditional and nontraditional students. Parental involvement is identified as one of the success factors that contribute to student persistence and retention.
- The El Dorado Promise is a scholarship program administered by El Dorado High School sponsored by Murphy Oil Corporation through the El Dorado Education Foundation. A new program was put in place to work with the El Dorado Promise Scholarship recipients’ to increase their retention rates. The 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. The El Dorado High School has a “minority-majority” enrollment with the greater percentage of students in the minority population being African American. We have currently enrolled thirty-three students from cohort graduate classes 2009 to 2012 (5-Hispanic and 25-African American).
- **“African American Read- in”.** SouthArk held its annual Black History Month program on February 27, 2013 which strengthens the college’s position as a community leader in offering activities geared toward minorities. Participants in this year’s program were students, faculty, and staff who read from the works of African American authors. The readers are always racially diverse and choose a wide variety of works written by authors from various African American sub-cultures. Throughout the month of February, schools and colleges across the nation hosted local read-ins to emphasize literacy and to highlight great African Americans’ works of literature. The African American Read-In is a program sponsored by the National Council of Teachers of English (NCTE), the Black Caucus of the NCTE, and the International Reading Association. This hour long program has been

coordinated by SouthArk faculty since 2006, and draws participation from the community, faculty, students and staff who serve as readers and supporters.

- **African American Family & Friends Day.** SouthArk held its third annual African American Family and Friends Day on Saturday, February 23, 2013 as part of the festivities for Black History Month. The goal of this event is to foster greater trust from the African American and broader minority community, and develop a database for recruiting potential students and staff. This educational and recreational activity served as a resource to the community as financial aid workshops, health and wellness seminars, and other programs helped draw individuals to the campus. The theme of this year's program was "Politics in Black America" which featured a panel discussion by local community experts. *The Mayor of El Dorado read and submitted a proclamation acknowledging African American Family & Friends Day each year; and Governor Bebee along with US Senator Boozman sent special acknowledgements regarding the activity.* A "Unity Service" was established this year by the local Baptist Ministerial Alliance which consisted of African American pastors. The proceeds from this service were given to the SouthArk Foundation to help defray the cost of this Black History Month Activity, and begin developing a scholarship fund to target minority male student population.
- **Dia Para La Raza.** On Saturday, May 4, 2013, South Arkansas Community College conducted their first recruiting event geared toward Hispanics, called "Dia Para La Raza." Approximately 125 people came to enjoy the festivities of the day. The front lawn of the El Dorado Conference Center was adorned with different flags of Latin countries, a bounce house for children, and piñatas to bring back the Hispanic child in us all. Food from the Latin food festival gave participants strength and energy as everyone indulged in a little taste from various Latin countries such as: Brazil, Guatemala, Mexico, Peru, Columbia, with a little taste from North America with popcorn and chili. As participants took part in activities such as Zumba, singing along to songs in their own language, and playing volleyball or soccer, they were also given an opportunity to find more information about what SouthArk offers. There was a table to highlight specific scholarships that are offered nation-wide solely for Hispanics. Comments such as; "no one has ever done this for the Hispanic community," "we didn't know SouthArk could help us," and "my children will definitely go to SouthArk," were just some of the feedback that we received.
- **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 twelve 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. Research is ongoing to determine the impact of this course in regard to minority student populations.
- **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 sixty El Dorado High School students. Upward Bound supports selected participants (first generation, college bound students meeting income requirements) in completing secondary school, enrolling in post-secondary school, and completing a bachelor's degree by offering intrusive academic, career, social, cultural, and financial advising. Currently we have identified forty-four program participants for the Upward Bound project.

Upward Bound Participants

Male	Female	African American	Asian	Caucasian	Hispanic
16 36%	28 64%	36 82%	1 2%	6 14%	1 2%

GOAL #2 (Goals and Objectives for Recruitment and Retention of Minority Faculty/Staff):

- The College will maintain a full-time minority faculty percentage at or above 15% and part-time minority faculty at or above 20%.
- The College will maintain a professional/classified minority staff percentage at or above 20%.

SouthArk recruits Minority populations members 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.

Accomplishments

- **Retention Specialist:** Beginning the fall 2012 or September 4, 2012 the college hired a *Retention Specialist* through the Title III grant. This position was established specifically to work with the students that are considered "high-need" based on their ACT score. According to Act 1184 the ADHE mandated that a student success plan be developed for students that pursue a degree full-time but and only have an ACT score of 15 or below. The staff member selected for this position is an African American male. His additional duties include developing a mentorship program that targets minority males. Also, he has been charged with the responsibility of identifying students that have not completed their required remediation. All students that are enrolled in a remedial course must complete the program before being allowed to pursue an academic program. And he serves as the primary interventionist for all students that are placed on scholastic probation due to their poor academic performance from the previous semester. This intentional student engagement strategy directed at these student populations will be an asset to the college's retention plan.
- 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 the area newspapers. The college administration has committed to identifying and joining minority organizations with "listserv" 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 increased awareness of diversity several

publications are subscribed to by administration. The subscriptions include *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.

- The Upward Bound program continues to employ African American professionals part-time as well as native African 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.

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

- **Arkansas HBCU Tour.** SouthArk will establish 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 “Day of the Race”.** The Hispanic community was overwhelmed with gratitude about the “Dia Para La Raza” recruitment activity which was coordinated by our Recruiter and Academic Advisor. Both of these staff members are fluent in Spanish and have made inroads working closely with the Hispanic community. The success of this initial recruitment activity has led to the planning of a fall semester program. The fall program would be held on Saturday, October 12, 2013 for the national day of “Day of the Race.” This recruitment activity would mirror “Dia Para La Raza” but would be expanded to include performers of dance and song from their country of origin, Latin food festival, and a parade of flags.

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; and 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.

Timeline

The timeline applied for majority of the new recruitment strategies or activities will be within twelve-months (or July 1, 2013 - June 30, 2014). The Women's History Month program was established this past year, and the upcoming year will be dedicated to identifying and organizing additional programs that target potential and current minority students.

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.

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 dedicated, as is the Union County College and Career Coach/Transfer Advisor. The Marketing and Communication Coordinator has dedicated funds in his budget that targets recruitment.

The Recruiter is involved in recruitment activities throughout the year and she engages minority students on a consistent basis due to 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 \$73,800 annually. It can be said that recruitment and retention is a thread that is 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. His role is crucial for developing programming and competing initiatives related to the retention of minority students.



**MINORITY
RECRUITMENT AND RETENTION REPORT
2013**

**Submitted by
Dr. Kaleybra Morehead
Vice President of College Affairs**

May 2013

1. **Number of minority students who currently attend the institution.** There were 1,010 minority students out of 1,668 enrolled in Southeast Arkansas College during the 2013 spring semester.

Asian/Pacific Islands Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
8	1,668	.47

Asian/Pacific Islands Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
11	1,668	.65

Black/Non-Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
291	1,668	17.4

Black/Non-Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
671	1,668	40.2

Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
10	1,668	.59

Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
11	1,668	.65

American Indian/Alaska Native Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
6	1,668	.35

American Indian/Alaska Native Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
2	1,668	.12

Term	Enrollment (Unduplicated)
2013SP	1668
Occupational/Technical Education	58%
General Education	45%
Male	34%
Female	66%
White	40%
African-American	58%
Hispanic/Latino	0.1%
Other	2.8%

2. 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-12

Last Name	First Name	Gender	Ethnic	Position Class
Brasfield	Furonda	F	02	Career Coach
Calhoun	Lozanne	F	02	Registrar
Copeland	Nerva	F	02	Education Career Counselor
Demmings	Daytra	F	02	Grants Compliance Officer
Dunn	Barbara	F	02	Director, Admissions, Records & Enrollment
Shannon-Gragg	Tenita	F	02	Coordinator, Recruitment
Heard	Michelle	F	02	Career Coach
Jones	Candice	F	02	Career Coach
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	Interim Library Director

FULL TIME FACULTY-14

Last Name	First Name	Gender	Ethnic	Position/Title
Allen	Tamekia	F	02	Faculty/Nursing and Allied Health
Armour	Sharon	F	02	Faculty/Nursing and Allied Health
Camp	Katina	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
Scott	Rachel	F	02	Faculty/General Studies
Saenz Soto	Margarita	F	03	Faculty/General Studies
Teel	Gina	F	04	Faculty/General Studies
Woods	Magnolia	F	02	Faculty/Nursing and Allied Health

STAFF-34

Last Name	First Name	Gender	Ethnic	Position Type
Allen	Doug	M	02	Institutional Services Supervisor
Bates	Antonio	M	02	Recruiter
Battles	Lashauna	F	02	Cashier
Buckhanan	Errica	F	02	Administrative Specialist
Burns	Acquanetta	F	02	Cashier
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 Officer
Ellis	Rosemary	F	02	Administrative Specialist
Edwards	Bobby	M	02	Institutional Services Assistant
Ferguson	Stephanie	F	02	Cashier
Flowers	Sterling	M	02	Institutional Services Assistant
Graydon	Terri	F	02	Institutional Services Assistant
Heard	Michelle	F	02	Career Coach
Henry	Celeste	F	02	Career Coach
Herron	Chemia	F	02	Student Recruitment Specialist
Hill	Laqueta	F	02	Assistant Registrar
Holland	Derrick	M	02	Institutional Services Assistant
James	Chester	M	02	Institutional Services Assistant
Jefferson	Sandra	F	02	Cashier
Jiner	Sue	F	02	Institutional Services Assistant

Jones	Candice	F	02	Career Coach
Jones	Dedric	M	02	Career Coach
Jones	Dora	F	02	Administrative Specialist
Jones	Kedrick	M	02	Administrative Specialist
Keith	Kandiace	F	02	Financial Aid Officer
Kelley	Shirley	F	02	Administrative Specialist
Lovett	Kristine	F	02	Administrative Specialist
Matthews	Eleanor	F	02	Student Success Advisor
Perry	Verna	F	02	Business/Industry Specialist
Roby	Leavorn	M	02	Buildings & Grounds Maintenance
Smith	King	M	02	Institutional Services Assistant
Williams	Angelia	F	02	Accountant

ADJUNCT INSTRUCTORS- 48

GENDER	Black	Am. Indian	Asian	Hispanic
Male	7	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	0	10	0	1	1	0	0	1
Professional	1	11	0	0	0	0	0	0
Staff	12	22	0	0	0	0	0	0
Adjunct	7	38	0	1	0	1	0	1

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

There were thirteen (13) full-time minority faculty and staff members employed by Southeast Arkansas College between July 1, 2012, and June 30, 2013.

EMPLOYEE

POSITITON/TITLE

Buckhanan	Erica	F	02	Administrative Specialist
Burns	Acquanetta	F	02	Cashier
Edwards	Bobby	M	02	Maintenance Assistant
Ferguson	Stephanie	F	02	Cashier
Graydon	Terri	F	02	Institutional Services Assistant
Herron	Chemia	F	02	Student Recruitment Specialist
James	Chester	M	02	Institutional Services Assistant
Jones	Kedrick	M	02	Administrative Specialist
Miller	Marsha	F	02	Nursing Instructor
Nyarangi	Stella	F	02	Practical Nursing Instructor
Perry	Verna	F	02	Industry Training Specialist
Smith	Herbert W.	M	02	Assist. Director of Fin. Aid
Saenz Soto	Margarita	F	03	Spanish Instructor

4. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/beach marks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.

It is the policy of Southeast Arkansas College to not discriminate against any individual on the basis of race, color, sex, religion, national origin, age or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College is in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an ever-increasing minority population. Through efforts to emphasize and celebrate various cultures through art exhibits, book reviews, lecturers, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus.

As a result, the percentage of minority students has increased significantly since 1997. The statistics show that the minority population at SEARK College is greater than the percentage of minority populations in our six-county service area. The campus is located in Jefferson County.

As we look to the future, we will continue to assess the impact of our progress, and stress the recognition of the contributions of all races on the formation of our great democracy. We believe that as we continue to respect all people, regardless of their race, gender, and age, we will continue to be affirmed by the many communities that we currently serve.

As with students, we have made great strides in hiring and advancing minorities in faculty positions, especially in leadership areas. This year's numbers reflect an increase in the number of new hires.

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.

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report

June 30, 2013

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report -- 2013

Number of minority students who currently attend the institution.

In the Fall 2012 semester there were **720 (39.63%)** minority students attending SAU Tech. The total Fall 2012 headcount was **1817**. The table details the Fall 2012 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

Headcount Enrollment						
	Fall 2012		Fall 2011		Fall 2010	
American Indian/Alaska Native	4	0.22%	35	1.63%	25	1.35%
Asian/Pacific Islander	8	0.44%	16	0.75%	9	0.49%
Black (Non-Hispanic)	653	35.94%	794	37.07%	671	36.25%
Hispanic	29	1.60%	33	1.54%	25	1.35%
Unknown & Non-Resident Alien	16	0.88%	15	0.70%	37	2.00%
White	1081	59.49%	1249	58.31%	1084	58.56%
Two or More Races	26	1.43%	0	0.00%	0	0.00%
Total	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 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 Data 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								
Black, Non-Hispanic	2	6	4	5	13		6	36
American Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
White, Non-Hispanic	30	15	7	10	14	4	15	95
Unknown								
Total	32	21	11	15	28	4	21	132

Source: IPEDS Data

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

In the Fall 2012 semester, there were **2** full-time minority faculty. The Fall 2012 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 2012		Fall 2011		Fall 2010	
Non-Resident Alien						
Black Non-Hispanic	2	6%	2	6%		
American Indian/Alaskan Native						
Asian/Pacific Islander						
Hispanic						
White, Non-Hispanic	33	94%	30	94%	30	100%
Unknown						
Total	35	100%	32	100%	30	100%

Source: IPEDS Data

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

In the Fall 2012 semester, there were **2** adjunct or part-time minority faculty. The Fall 2012 total part-time or adjunct faculty was **30**. 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 2012		Fall 2011		Fall 2010	
Non-Resident Alien						
Black Non-Hispanic	2	6.7%	2	4.5%	3	5.5%
American Indian/Alaskan Native						
Asian/Pacific Islander						
Hispanic			1	2.2%		
White, Non-Hispanic	28	93.3%	42	93.3%	52	94.5%
Unknown						
Total	30	100.0%	45	100.0%	55	100.0%

Source: IPEDS Data

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

In the Fall 2012 Semester, there were **37** minority staff employed at SAU Tech. The 2012 staff employment for SAU Tech was **100**. 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 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 Data 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							
Black, Non-Hispanic	6	4	5	13		6	34
American Indian/Alaskan Native							
Asian/Pacific Islander							
Hispanic				1			1
White, Non-Hispanic	15	7	10	14	4	15	65
Unknown							
Total	21	11	15	28	4	21	100

Source: IPEDS Data

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							
Black, Non-Hispanic	6	3	5	8		6	28
American Indian/Alaskan Native							
Asian/Pacific Islander							
Hispanic				1			1
White, Non-Hispanic	16	6	9	16	4	13	64
Unknown							
Total	22	9	14	25	4	19	93

Source: IPEDS Data

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2012 and June 30, 2013 there were **three (3)** minority faculty and staff who began working at the institution, which represents **50.0%** 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, 2012-June 30, 2013									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	0	0	0	0	0	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 Data using SOC Code categories

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2011– June 30, 2012								
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 Data

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 **35.67%** for the total completions for 2012-2013. This is a smaller percentage of minority completions than last year. The total number of completions is larger. Also, minorities represent **39.93%** total headcount enrollment for 2012-2013. This is a smaller percentage of minority headcount and the total headcount is also smaller.

Plan Indicator to Determine Success #4 – Comparison of completion rates each spring.

New

Graduated Student File by Race/Ethnicity						
Race	2012-2013		2011-2012		2010-2011	
American Indian/Alaska Native	11	1.38%	9	1.21%	11	1.46%
Asian/Pacific Islander	4	0.50%	2	0.27%	3	0.40%
Black (Non-Hispanic)	232	29.04%	242	32.57%	209	27.79%
Hispanic	16	2.00%	17	2.29%	14	1.86%
Non-resident Alien	14	1.75%	13	1.75%	11	1.46%
Unknown	3	0.38%	3	0.40%	2	0.27%
White	519	64.95%	457	61.51%	502	66.76%
Total Graduates	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						
Item	Fall 2012		Fall 2011		Fall 2010	
Size of Classes	4.23	84.60%	4.24	84.80%	4.29	85.80%
Racial Harmony	4.20	84.00%	4.22	84.40%	4.17	83.40%
Overall Impression	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.						
47.80% minority respondents in Fall 2010; 45.40% minority respondents in Fall 2011; 42.20% minority respondents in Fall 2012.						

Other Plan Indicators to Determine Success

Plan Indicator to Determine Success #1 – Review of the College Affirmative Action Reports.

Affirmative Action Report

July 1 – September 30, 2012

Ten positions were advertised and eight employees were hired to fill the positions for the First quarter of the 2012-13 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	AATYC website
Fordyce Advocate	Texarkana Gazette

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred seventy-nine (179) applications were submitted for review. Thirty-five (35) applicants were interviewed for the positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	6	16	22
Black	0	0	12	12
Hispanic	0	0	1	1
Male	0	3	7	10
Female	0	3	22	25

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	0	2	3	5
Black	0	0	3	3
Male	0	1	2	3
Female	0	1	4	5

*NOTE: One (1) faculty position and one (1) classified position had not been filled at the end of the first quarter.

Olivia Clack
HR Director

Affirmative Action Report

October 1 – December 31, 2012

Six positions were advertised and six employees were hired to fill the positions for the second quarter of the 2012-13 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	AATYC website
Fordyce Advocate	Texarkana Gazette

The applicants who completed the Equal Employment Data form submitted information for the following data.

Seventy-one (71) applications were submitted for review. Eighteen (18) applicants were interviewed for the positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	3	8	11
Black	1	0	6	7
Male	0	1	8	9
Female	1	2	6	9

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	0	2	1	3
Black	1	0	2	3
Male	0	1	1	2
Female	1	1	2	4

*NOTE: No positions were being advertised at the end of the second quarter.

Olivia Clack
HR Director

Affirmative Action Report

January 1 – March 31, 2013

No new employees were hired during the third quarter of the 2012-13 fiscal year.

Olivia Clack
HR Director

**University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2012-2013 Annual Report**

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

Fall 2012 Semester	
Minority Group	# of Students Enrolled
American Indian/Alaskan Native	19
Black	46
Hispanic	56
Asian	17
Multiple Races	47
Total Minority Students	185

Spring 2013 Semester	
Minority Group	# of Students Enrolled
American Indian/Alaskan Native	18
Black	39
Hispanic	60
Asian	13
Multiple Races	40
Total Minority Students	170

During the Spring 2013 semester, 170 minority students were enrolled at UACCB. This represents an increase of 15% in minority students compared to the Spring 2012 semester. Minority students comprised 13.6% of the total number of students enrolled in the Spring 2013 semester. UACCB has experienced an 80% increase in minority enrollment over the past two spring semesters.

During the Fall 2012 semester, 185 minority students were enrolled at UACCB. This represents a 12% increase over the Fall 2011 semester minority enrollment of 165. Minority students comprised 12.8% of the total number of students enrolled in the Fall 2012 semester. UACCB has increased minority enrollment by 57% over the previous two fall 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 129 full-time employees, 75 adjunct instructors, and 25 part-time staff. UACCB currently has thirteen employees who are minorities. The percentage of employees who are minorities is 5.68% 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	Coordinator of Career Services	American Indian
Staff	Director of Special Programs	Asian
Staff	Transfer Coordinator Title III	Black
Staff	Career Pathways Student Advisor	Black
Faculty (part-time)	Adjunct Faculty – Early Childhood	Black
Faculty (part-time)	Adjunct Faculty – Business, Technology, & Public Service	Asian
Faculty (part-time)	Adjunct Faculty – Nursing	Black
Staff (part-time)	Maintenance	Black
Staff (part-time)	Tutor – TRiO	Asian
Staff (part-time)	Tutor – TRiO	Asian
Staff (part-time)	Supplemental Instructor – Title III	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	2
Hispanic	0
Asian	1
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.

Two minority faculty and staff were hired during the 2011-2012 academic year.

Employee Status	Position Title	Race/Ethnicity
Staff	Career Pathways – Student Advisor	Black
Staff (part-time)	Supplemental Instructor – Title III	Hispanic
Faculty (part-time)	Adjunct Faculty – Business, Technology, & Public Service	Asian
Faculty (part-time)	Adjunct Faculty – Nursing	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 12.8% minority students in the Fall 2012 semester and 13.6% minority students in the Spring 2013 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 5.68%. Minorities currently comprise 4.46% of the population of UACCB's service area. This goal was met.

- 4.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

Success Indicator: Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:

Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including higherjobs.com for faculty and administrative positions in an effort to attract minority candidates. This goal was met.

- 5.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee.

Success Indicator: Each advisory committee membership includes at least one minority.

Progress:

All advisory committees with the exception of two had minority representation. This goal was not met. The Chancellor has instructed division chairs to ensure minorities are represented on all advisory committees.

- 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 two 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 2012-2013 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 is in negotiation 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. During the 2012-2013 academic year 20% of the elected members of the UACCB Student Government Association were minority students, and the SGA president was a minority student. UACCB has formed a student organization for students interested in furthering diversity on campus – The Multi-cultural Student Association. 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 2013 and Spring 2014 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 \$209,190
- 2.) Retention Related Budgets Total \$549,496
 - a. Tutoring Budget = \$63,921
 - b. Counseling & Career Services = \$68,076
 - c. Student Development = \$61,459
 - d. Scholarships = \$225,000
 - e. Academic Advising = \$131,040

**Minority Recruitment and Retention
Progress Report
2013**

**The University of Arkansas
Community College at Hope**

**Prepared for the Arkansas Higher Education Department
June 2013**

Minority Retention Action Plan Progress Report

Introduction and Data Analysis

The University of Arkansas Community College at Hope (UACCH) developed and adopted its original Five-Year Minority Recruitment and Retention Action Plan in 2007. That plan consisted of four goals and three primary areas of focus. The 2012-2017 Five-Year Action Plan (Action Plan) was 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 current 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 our overall campus enrollment has averaged a 6.26% increase over the last five year, the enrollment averages for minority populations have increased overall, and for African Americans, are 46% above the service area population. Likewise, UACCH is graduating minority populations at rates almost 21% 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 underlying strategies reflect the diversity of the communities it serves.

GOAL 1:

The first goal of the Action Plan is to integrate campus efforts into a coordinated campus commitment toward diversity beyond just numbers. The first goal seeks to link and align institutional diversity priorities with other components of both internal and external institutional objectives. Strategies include developing a comprehensive ten year campus-wide strategic plan, creating a diversity task force, widening diversity responsibility initiatives at all levels, and gaining external support for campus diversity.

UACCH expects to complete its campus-wide strategic plan by fall 2013. Specific ways in which the goals of the Action Plan are to be expressed in the other mission documents of the College remain under discussion and consideration.

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 has not been completed. One of the first directives of the diversity task force was to explore the possibility of creating a diversity statement for the campus. To date there is still 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. In fall 2012, diversity data was 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	98	62.5%	98	57.5%
Black	46	29.3%	60	35.1%
Hispanic	2	1.3%	3	1.7%
American Indian/Alaskan Native	6	3.8%	6	3.4%
Asian	1	0.6%	3	1.7%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%
Other	4	2.5%	1	0.6%
Total	157		171	

Goal 1 Progress Indicators

1. *Completed an assessment of the 2007-2011 Action Plan, including successes and challenges*
2. *Continued a ten-year campus strategic plan process to integrate all planning documents with projected outcomes and accountability measures*
3. *Include assessment of Five-Year Action Plan in the campus “Data Day” discussions*
4. *Utilized CCSSE data to quantify students’ diversity experiences*
5. *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 is to achieve a cohesive network that prepares students for the world at large through multiculturalism. The emphasis of the goal is teaching and learning, focusing on scholarship and curriculum.

The College has reported some success in this area. In the 2010 Community College Survey of Student Engagement (CCSSE) 36.91% of students responded “often” or “very often” to the question: In your experience at this college during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments?” 37.46 responded “sometimes” and 28.34% responded “never.” To the question: “In your experience at this college during the current school year, about how often have you tried to better understand someone else’s views by imagining how an issue looks from his or her perspective?” 52.9% said “often” or “very often,” 34.95 said “sometimes,” and only 12.5% said “never.”

The results from the 2012 CCSSE show some initial improvements. 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.

A majority of students think that the College emphasizes “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 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.

As reported last year, 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.

During the 2012 academic year the UACCH Library embarked on a diversity awareness program. Library staff hung a world map on the library bulletin board and posted “welcome” in the native language of every country represented within the UACCH student body. They engaged 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 received good feedback from students and faculty.

In 2007, the College approached the voters of Hempstead County with an economic development proposal to construct at 52,000 square foot conference center designed for cultural and artistic programming, educational and workforce training, and public school use. Construction began on the conference center, named Hempstead Hall, in spring 2010. The facility is the first of its kind in southwest Arkansas. Hempstead Hall opens all kinds of cultural, artistic, and workforce development opportunities. The facility was completed in December 2012. Specifics as to its use are still under development, however, as this innovative project expands its influence the College will work 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. Just as student success is considered everyone's business on our campus, likewise is campus diversity. UACCH already experiences much success with helping students' achieve their goals, as is evident by our retention and graduation rates.

Headcount Enrollment by Race (On-Campus Only)

	Fall 2010	Fall 2011	Fall 2012
African American	554 (35.58%)	482 (35.03%)	531 (35.49%)
Asian/Pacific Islander	10 (.64%)	10 (0.73%)	12 (0.80%)
Hispanic	52 (3.34%)	75 (5.45%)	73 (4.88%)
Native American	13 (0.83%)	7 (0.51%)	18 (1.20%)
White	915 (58.77%)	752 (54.65%)	848 (56.69%)
Unknown/Other*	13 (0.83%)	50 (3.63%)	14 (0.94%)
Total Headcount	1557	1376	1496

**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 35.40% of the student population (11.3% above the service area population). Hispanic enrollment averaged 4.52% of the student population (1.58% below the service area population). During the last three years Hispanic enrollment grew by 10.5%. The other populations, including Asian/Pacific Islander, Native American and Other/Unknown are consistent with the service area population. Approximately 43% 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 3.92% 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
African American	99 (31.53%)	76 (29.01%)	123 (26.11%)
Asian/Pacific Islander	2 (.64%)	4 (1.53%)	7 (1.49%)
Hispanic	6 (1.91%)	9 (3.44%)	16 (5.63%)
Native American	0 (0%)	0 (0%)	3 (.64%)
White	208 (66.24%)	171 (65.27%)	304 (64.54%)
Other/Unknown*	1 (.32%)	2 (.76%)	3 (.64%)
Total Graduates	314	262	471

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 is actively engaged in exploring expanding our orientation process to include some online elements. Those discussions are underway and some aspects of the plan could be evident by fall 2013.

UACCH has a three-year, fall-to-fall, average student retention rate of 35%. 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 in 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 18% 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	2007	2008	2009	2010	2011	2012
White	89 (85%)	91 (82%)	97 (80%)	96 (81%)	92 (82%)	95 (80%)
African American	18 (17%)	19 (17%)	24 (20%)	22 (18%)	20 (18%)	22 (18.6%)
Asian/Pacific Islander	0	0	0	0	0	1 (.008%)
Hispanic	0	1 (1%)	0	0	0	0
Native American	0	0	0	0	0	0
Other/Unknown	0	0	0	0	0	0
Total	107	111	121	118	112	118

Position Title	Date of Hire	Ethnicity
Instructor	9/14/1980	African American
Career Service Coordinator	10/29/2000	African American
Custodial Worker Supervisor	8/16/2000	African American
Library Technical Assistant	1/3/2005	African American
SSS Tutor Clerical Assistant	1/2/2007	African American
Director of Student Support Services	9/2/1997	African American
Career Pathways Director	5/28/2007	African American
Counselor	1/6/1997	African American
Custodian	11/18/2002	African American
Financial Aid Officer	3/22/1993	African American
Instructor	8/13/2008	African American
Custodian	6/16/2009	African American
SSS Counselor	8/5/2009	African American
Administrative Assistant	10/26/2009	African American
Administrative Assistant	1/4/2010	African American
Director of Industry and Ed. Outreach	9/17/2012	African American
Custodian	11/29/2010	African American
Career Coach	5/14/2012	African American
Custodian	10/3/2011	African American
Custodian	1/14/213	African American
Administrative Assistant	1/16/2013	African American
Custodian	7/9/2012	African American
Instructor	8/13/2012	Asian/Pacific Islander

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. As we gathered information, evaluated and assessed it, we chose to continue some aspects of our original plans, expand others, and discontinue a few.

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 to 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 finalizes 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 integrate all	General strategic planning materials	Dean of Institutional Effectiveness; Chancellor's	2011-2017 In progress

		Five-Year Action Plan in the campus “Data Day” discussions	materials	Dean of Institutional Effectiveness	annual <i>In progress</i>
		1.1.3.3 Systematically review policies, practices and procedures to determine the impact on the populations served	General meeting materials	Chancellor’s Cabinet; UACCH Policy Committee	2011-2012 academic year <i>Not complete</i>
		1.1.3.4 Seek adequate human and financial resources for achieving diversity goals	Budget considerations	Chancellor’s Cabinet; Academic Deans; Department Heads	2011-2017, annual <i>In progress</i>
		1.1.3.5 Develop methods of systematically and effectively collecting, analyzing, disseminating and using data for decision making	Budget considerations	Chancellor’s Cabinet; Dean of Institutional Effectiveness; Academic Dean; Department Heads	2011-2017 <i>In progress</i>
	1.1.4 Develop and implement programs that recognize the complexity of campus diversity from the students’ perspective	1.1.4.1 Utilize the Multicultural Club to acknowledge equality and social justice issues and the institutional effort to demonstrate ways open discussions benefit all students	Budget components of club activities	Vice Chancellor for Student Services	2011-2017, annually <i>In progress</i>
		1.1.4.2 Utilize student clubs as a method of recognizing the components of diversity that enrich the campus	Student club budgets	Vice Chancellor for Student Services	2011-2017, annually <i>Not complete</i>
		1.1.4.3 Create student surveys on the UACCH website to assess diversity efforts	General surveying materials	Dean of Institutional Effectiveness, Academic Leadership,	2012-2017 <i>Not complete</i>

		with quantitative data		Assistant Director of College Relations	
		1.1.4.4 Utilize CCSSE data to quantify students' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2012-2017 Completed
		1.1.4.5 Explore the possibility of including a diversity writing assignment as part of all Composition I classes	General meeting materials	Vice Chancellor for Academics; Dean of Arts, Humanities & Social Sciences; English faculty	2012-2013 In progress
1.2 Explore methods of gaining external support for campus diversity.	1.2.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives	1.2.1.1 Include diversity initiatives in capital campaigns and fundraising efforts.	General fundraising materials	Office of Institutional Advancement; Chancellor's Cabinet	2012-2017 Not complete
		1.2.1.2 Seek one private donor focused on the advancement of diversity issues	General fundraising materials	Office of Institutional Advancement	2013 Not complete
		1.2.1.3 Explore the possibilities of more formalized approaches to environmental scanning and data collection	General research materials	Chancellor's Cabinet	2012-2013 Not complete

GOAL 2:

The University of Arkansas 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 <i>In progress</i>
		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 <i>In progress</i>
		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 <i>In progress</i>
		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 <i>In progress</i>
	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 <i>In progress</i>
		2.1.2.2 Increase library resources as a way of having	General budgetary considerations	Librarian	2012-2017 <i>In progress</i>

		personnel acquire, discover, and apply knowledge			
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	Survey expenses	Vice Chancellor for Student	2012-2013

		nationally normed student survey to gauge students' perspective on multiculturalism		Services	Not complete
	3.1.2 Strengthen retention efforts	3.1.2.1 Continue "Intrusive Advising" as institutional attention to academic success	Human resources and training	Vice Chancellors for Academics and Student Services	2011-2017, annually Completed
		3.1.2.2 Increase communication about services available to students, i.e. disability services, tutoring, student organizations	Communication tools	Vice Chancellors; Academic Deans and Divisions; College Personnel	2011-2017, annually In progress
		3.1.2.3 Continue and increase participation of academic personnel in student orientation and first week sessions	Human resources	Academic Faculty	2011-2017, annually Completed
		3.1.2.4 Include meaningful recruitment and retention data in the campus "Data Day" discussions	General meeting materials	Vice Chancellors for Academics and Student Services	2012-2017 In progress

GOAL 4

The University of Arkansas 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

UA COMMUNITY COLLEGE AT MORRILTON MINORITY RECRUITMENT AND RETENTION PLAN JUNE 2013

Introduction/Background

Arkansas Higher Education Coordinating Board policy and ACA 6-61-121 and ACA 6-61-122 require all Arkansas public institutions of higher education to develop five-year Minority Recruitment and Retention Plans. For purposes of complying with the statutory and policy requirements, the term "minority" refers to African-Americans, Hispanic-Americans, Asian-Americans, and Native-Americans. The five-year plans are submitted to the Arkansas Department of Higher Education. Annual progress reports will be submitted according to Coordinating Board policies.

Prior to the requirements of Act 1091 of 1999, UACCM appointed a Minority Recruitment Committee in 1993 to make recommendations regarding recruitment of minorities. The first five-year Minority Recruitment and Retention Plan was submitted to the Arkansas Department of Higher Education in June 2000. This Plan replaces that plan and expands upon the recommendations made in the original plan.

The College has a six-county service area consisting of Conway, Faulkner, Perry, Pope, Yell, and Van Buren counties in west central Arkansas. According to the 2011 U. S. Census, the minority population of the six-county service area is 16.1%. African Americans comprise 7.0% of the population; other minority groups comprise 9.1%. The minority population of the student enrollment of UACCM for the Fall 2012 semester was 21.8%. African-American students comprised 9.4% of the enrollment; Hispanics comprised 4.9%; other minority groups comprised 7.5% of the student enrollment. The ethnic student population during fall 2012 is above the average rate of the ethnic population of the College's service area.

While the College has experienced some success in recruiting minority students, the recruitment of faculty and staff has been less successful. Located geographically within 25 miles of Hendrix College, the University of Central Arkansas, and Arkansas Tech University, UACCM has not been able to compete with faculty salaries available to minorities at these senior institutions. UACCM will continue to follow its minority recruitment process in an effort to attract and retain minority students, faculty, and staff.

UACCM's minority staff comprises 8.1% (9 of 111) of the total full-time staff. Minorities comprise 1.6% (1 of 63) of UACCM's full-time faculty members. A review of the demographic data on part-time faculty for the 2012-13 academic year revealed that 11.1% (3 of 27) of the part-time faculty were members of a minority group.

Goals and Objectives for Recruitment and Retention of Minority Students

1. Increase the percentage of minority students enrolled at UACCM during the time covered by the five-year plan.
2. Increase the retention rate of minority students enrolled at UACCM over the next five years.

Strategies for Achieving the Institution's Recruitment and Retention Goals/Objectives for Minority Students

1. Increase advertising in media outlets targeting minority audiences.
2. Develop a minority student peer mentoring program to mentor new minority students.
3. Increase communication efforts with the minority segment of the communities served by the College.
4. Encourage College participation at minority events and activities.
5. Develop minority student organizations on campus.
6. Establish a Multicultural Committee to review and recommend actions and events to increase diversity opportunities for student recruitment and retention.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Minority Students

1. Use eleventh day student enrollment report to determine the number of minority students enrolled at UACCM compared to previous years.
2. Analyze the enrollment data to determine the retention rate of minority students compared to the student population as a whole.
3. Use data from Institutional Advancement surveys of students to determine if advertising in targeted media has been successful in reaching minority students.
4. Review the number of marketing and recruitment activities targeted toward members of the minority community.

Goals and Objectives for Recruitment and Retention of Minority Faculty and Staff

1. Increase the number of minority faculty and staff employed by UACCM.
2. Increase the awareness within the state of employment opportunities for minority faculty and staff at UACCM.

Strategies for Achieving the Institution's Recruitment and Retention Goals/Objectives for Minority Faculty and Staff

1. Participate annually in job fairs at colleges with predominantly minority enrollments, such as the University of Arkansas at Pine Bluff, Philander Smith College, and Arkansas Baptist College.
2. Maintain a record of the faculty and staff position announcements posted with offices of minority affairs and similar offices at local colleges and universities.
3. Continue to inform local colleges and universities of faculty and staff positions, and forward notices to institutions with predominantly minority student enrollments.
4. Recently began notifying the local and state Civic Organization known as the NAACP and predominantly black churches concerning faculty and staff positions.
5. As minority faculty and staff are employed, mentors will be appointed to each new employee to assist with orientation to the College and acclimation to UACCM.
6. Continue to encourage College participation in diversity-related activities.
7. Review the research and minority recruitment and retention reports annually to identify the best practices for possible implementation at UACCM.
8. We are attempting what we call the “Grow Your Own” approach to aid in employing our minority graduates.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Increasing Minority Faculty and Staff

1. Review the number of job fairs attended annually at predominantly minority institutions.
2. Review the record of the job postings of faculty and staff position announcements to Human Resources offices at colleges and universities, including predominantly minority institutions.
3. Review the mentor activities to insure adequate development of new employees.
4. Review the number of diversity activities scheduled and attended each semester.

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

June 2013	Submit Annual Minority Recruitment and Retention Report to ADHE
Fall 2013	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor their effectiveness and the institution's efforts in achieving the identified goals.
June 2014	Submit Annual Minority Recruitment and Retention Report to ADHE
Fall 2014	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2015	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2015	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2016	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2016	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2017	Submit Annual Minority Recruitment and Retention Report to ADHE.

Budget for Minority Recruitment and Retention Activities

The College will utilize existing line items within the annual budget, such as recruitment and advertising, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the

educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu . Reallocating or redirecting some of the resources currently in the College's budget can achieve these efforts.

Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan

The College administration will reveal the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2013

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 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 2011 U. S. Census estimates, the minority population of the College's six- county service area was 16.1%. African Americans comprise 7.0% of the population; other minority groups comprise 9.1%. The minority population of the student enrollment of UACCM for the fall 2012 semester was 21.8%. African Americans comprised 9.4% of the enrollment; Hispanics comprised 4.9% of the enrollment; other minority groups comprised 7.5% of the student enrollment. The enrollment for White students was 78.2% of the enrollment. The total percentage of minority students for fall 2012 was 21.8% and represents an increase of 3.0% over the fall 2011 percentage of 18.8%. The ethnic student population during fall 2012 is above the average rate of the ethnic population of the College's service area.
3. Minorities comprise 8.1% (9 of 111) of UACCM's full-time staff. Minorities compromise 1.6% (1 of 63) of UACCM's full-time faculty members. Minorities compromise 11.1% (3 of 27) of UACCM's part-time faculty members for the 2012-2013 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.
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 fourth report of the current five-year plan, which was submitted to the Arkansas Department of Higher Education in June 2012. 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 2011**	Percent of Enrollment	Fall 2012**	Percent of Enrollment	Percent of College Service Area*
Black, Non-Hispanic	206	8.97%	202	9.44%	7.00%
Hispanic	90	3.92%	105	4.91%	Other groups comprise less than a combined 9.14% of the population of the College's service area
Am. Indian/Alaska Native	12	0.52%	15	0.70%	
Asian/Pacific Islander	15	0.65%	14	0.66%	
Hawaiian	2	0.09%	2	0.09%	
Two or more Races	85	3.70%	74	3.46%	
Non-Resident Alien (not US Citizen)	16	0.70%	37	1.73%	
Unknown Race/Refused to Answer	5	0.22%	17	0.80%	
White, Non-Hispanic	1865	81.23%	1673	78.21%	83.86%
Total Enrollment	2,296	100%	2,139	100%	100%

***Source:** U. S. Census Data—2011 estimated State and County Quick-Fact Data for service areas of Conway, Faulkner, Perry, Pope, Van Buren, & Yell Counties

******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 2010 First-time Entering Cohort	Percent Of Cohort Enrolled	Fall 2010 Cohort Enrolled In Fall 2011	Fall 2010 Cohort Retention Rate (Fall to Fall)	Fall 2011 First-time Entering Cohort	Percent Of Cohort Enrolled	Fall 2011 Cohort Enrolled In Fall 2012	Fall 2011 Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	43	8.0%	18	6.8%	35	7.6%	8	3.8%
Hispanic	22	4.1%	12	4.6%	31	6.8%	11	5.2%
Am. Indian/ Alaska Native	1	0.2%	1	0.4%	0	0%	0	0%
Asian/Pacific Islander	5	0.9%	3	1.1%	2	0.4%	0	0%
White, Non-Hispanic	438	81.9%	221	83.7%	369	80.2%	181	85.0
Native Hawaiian	0	0.0%	0	0.0%	1	0.2%	1	0.4%
**2 or More Race/Ethnicity	19	3.6%	4	1.5%	17	3.7%	7	3.3%
Non-Resident Alien	4	0.7%	4	1.5%	4	0.9%	4	1.9%
Others (Unknown or Refused to Answer)	3	0.6%	1	0.4%	1	0.2%	1	0.4%
Total Enrollment	535	100%	264	100%	460	100%	213	100%

*Source: UACCM Institutional Research Department, ADHE Enrollment Submission Data for Fall 2010, Fall 2011, and Fall 2012

**Two new federal race/ethnicity categories added Fall 2010

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.

Dardanelle – Visited school on November 1, 2013; 22 prospect cards received. Thirty (30) students have applied and as of today, 20 of those students have been accepted for Fall 2013.

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

On Saturday, April 9, 2011, an admissions representative set up a booth at the annual Cypress Creek Church District Health Fair. This fair is sponsored by an auxiliary of the Cypress Creek Missionary Baptist Church District which is comprised of ten predominately African American congregations from Conway and Faulkner Counties. Twenty-seven adults and nineteen youth stopped by our booth.

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 Office of Admissions requested to attend a Noel-Levitz Conference on Recruitment and Retention of Minority Students in Nashville for April 2011, but was unable to attend due to budget restraints.

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. This event was 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 I are in the process of scheduling events for Native Americans and other cultures as well. Posters of different cultures were ordered and displayed around campus.

Rose Morton and Rachel Mullins attended a job fair at the Conway Adult Education Center on May 8, 2013. Rachel also set up a table at a rally put on by Conway Cradle Care on April 30, 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 School.

Minority Recruitment and Retention Annual Reports

Number of minority students who currently attend the institution.

- For the Fall 2011 Semester, 431 (18.77%) of the College’s total enrollment of 2,296 students were minority.
- For the Spring 2012 Semester, 402 (19.7%) of the College’s total enrollment of 2,027 students were minority.
- For the Fall 2012 Semester, 466 (21.79%) of the College’s total enrollment of 2,139 students were minority.
- For the Spring 2013 Semester, 429 (21.8%) of the College’s total enrollment of 1,971 students were minority.

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

One—Director of Institutional Research
 One—Chancellor
 One—Director of Community Education
 One—Information Systems Analyst
 One—Assistant to the Chancellor
 Two—Institutional Services Assistants
 Two—Maintenance Assistants
 One—Instructor (Math)

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

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

- Two

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, no 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. We are also in the process of establishing a Black Student Association for African-American students. The indicators/benchmarks that will be used to determine success are the participation from the campus and the community.

Include your timeline, budget, and methods used to assess and monitor progress.

- See attached

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 2013**

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.