

Arkansas Public Higher Education
Minority Recruitment and Retention Report

Academic Year 2009-10



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Minority Recruitment and Retention Report 2010

Four-Year Institutions

Arkansas State University-Jonesboro
Arkansas Tech University
Henderson State University
Southern Arkansas University-Magnolia
University of Arkansas, Fayetteville
University of Arkansas – Fort Smith
University of Arkansas at Little Rock
University of Arkansas at Monticello
University of Arkansas for Medical Sciences
University of Arkansas at Pine Bluff
University of Central Arkansas

Two-Year Institutions

Arkansas Northeastern College
Arkansas State University-Beebe
Arkansas State University Mountain Home
Arkansas State University-Newport
Black River Technical College
Cossatot Community College of the University of Arkansas
East Arkansas Community College
Mid-South Community College
National Park Community College
North Arkansas College
NorthWest Arkansas Community College
Ouachita Technical College
Ozarka College
Phillips Community College of the University of Arkansas
Pulaski Technical College
Rich Mountain Community College
South Arkansas Community College
Southeast Arkansas College
Southern Arkansas University-Tech
University of Arkansas Community College at Batesville
University of Arkansas Community College at Hope
University of Arkansas Community College at Morrilton

ARKANSAS STATE UNIVERSITY

MINORITY RETENTION PLAN PROGRESS REPORT

JUNE 2010

Arkansas State University-Jonesboro submits the following
Minority Retention Plan Progress Report
in compliance with ACT 1091 of 1999.

For the purpose of the report, "minority" will refer to the ethnic
populations of African Americans, Asian Americans,
Hispanic Americans, and Native Americans only.

The ASU-Jonesboro Minority Retention Plan Progress Report is available
to the Arkansas State University community on the
World Wide Web at the following address:

<http://www.astate.edu>

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The university has extended its five year diversity plan for an additional two years given the success Arkansas State University has enjoyed in the area of diversity under the current plan. Further, the university will be developing a new strategic plan in Fall 2010 and the development of a new diversity plan will follow this process.

The university has a Senior Diversity Officer who monitors all progress of the minority retention plan and works throughout the campus to facilitate the attainment of all objectives within the plan. The plan is reviewed periodically by the Diversity Officer and information is shared throughout the campus community to provide campus units with data concerning their progress in this area. The university's Executive Council, which consists of the Chancellor, Provost, Vice Chancellors, and the Director of Athletics, dedicates an agenda item to diversity at every annual retreat of this group. The group reviews the university's progress in diversity for the most recent year while establishing goals and objectives for the following year. Additionally, progress towards these goals and objectives is monitored by this group throughout the year.

Periodically, the university conducts campus climate surveys to measure campus attitudes surrounding diversity initiatives and to assess the impact that various campus initiatives are having on faculty, staff, and students. Finally, the university benchmarks itself against other Arkansas universities, Southern Regional Education Board universities, and other universities throughout the nation to assess diversity progress in comparison to these peer institutions. Other assessment measures are outlined in the attached Diversity Strategic Plan. While the total dedicated budget for the diversity initiatives is \$199,618, several thousand more is expended by the various campus units in advancing their individual/unit-based initiatives. These unit-based initiatives are set for in Appendix D.

ASU MISSION & GOALS

Arkansas State University is committed to all aspects of minority recruitment and retention within its student body and its employees, both faculty and staff. As emphasized in its mission statement, ASU is dedicated to equity and diversity within a community that fosters learning and growth. The Arkansas State University Minority Retention Plan is based solidly on the mission statement of the university and the Affirmative Action policies and procedures of ASU.

MISSION:

Arkansas State University *educates* leaders, *enhances* intellectual growth, and *enriches* lives.
(ASU = e^3)

CORE VALUES:

Arkansas State University values the following as central to our success:

- **Student-Centered:** We are committed to education, inquiry, and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual and career growth.
- **Learning-Centered:** We nurture intellectual flexibility, knowledge, and skills by integrating teaching, research, assessment, and learning to promote continuous improvement of our scholarly community.
- **Excellence:** We pursue excellence within the campus community through opportunities for achievement in teaching, research, scholarship, creative activity, and service.
- **Diversity:** We embrace diversity in all its dimensions realizing that mutual respect for individuality and the inclusion of all are vital for both personal and institutional success.
- **Service:** We support and recognize service at all levels of the University. We strive to contribute to the benefit of the University, the Delta, the state, the nation and the world.
- **Integrity:** We hold high standards of character and integrity as the foundations upon which the University is built.

VISION:

Arkansas State University aspires to be an academic leader recognized for innovation and quality in teaching and learning, international standing in strategic research areas, and commitment to outreach and service to the Delta and beyond.

SUMMARY

ACT 1091

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of blacks and other 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. (Refer to Appendix A)

ARKANSAS STATE UNIVERSITY

The 2008/2009 Progress Report continues the pursuit of enhancing structural diversity as a means of retaining minority students, faculty, and staff. Thus, information regarding recruitment is included in the report. The student section of the report continues to update efforts and

progress in four key areas: (1) Student Recruitment; (2) Programs and Initiatives; (3) Leadership Development and Campus Involvement; and (4) Cultural Awareness and Growth Opportunities. The goals in the student section have been re-worded to more clearly communicate the purpose of the initial Minority Retention Plan: To develop programs and initiatives to retain more minority students.

The following are a few of the initiatives and highlights that can be found within the report.

- The Diversity Strategic Plan, which details the university's plan for pursuing and maintaining campus diversity, was implemented Fall 2005. The Minority Retention Plan focuses exclusively on the progress of the plan and its five strategic goals: (1) The faculty and staff composition at Arkansas State University shall reflect the demographics of the student body; (2) Create and maintain an environment on the ASU campus that makes it a desirable place for minorities to work and develop professionally; (3) Introduce initiatives to the campus that will encourage understanding of diversity, build support for an inclusive environment and create opportunities for diversity dialogue; (4) Recruit, retain, and graduate larger numbers of minority students; and (5) Effectively incorporate diversity into the curriculum.
- The Office of Diversity, working in conjunction with campus partners, has implemented the Strategic Hiring Fund, the Quality Teaching Circle, Diversity Lecture Series, *Reaching Across Difference*, Freshman Mixer, Brother-2-Brother and Circle of Trust, mentoring programs; and the administration of the Intercultural Development Inventory. The Office of Diversity has also added a Faculty Fellow to assist in meeting the needs of diversity faculty members throughout the campus.
- The proportion of full-time ASU employees who are minorities increased from 12.8% to 14.2%, while the actual number of full-time minority employees has increased by 21 to 204. This places the university back into its original trajectory after the 1.16% decline from 2006/2007. Two female minority faculty members earned tenure while a third was promoted to full professor.
- Fall 2008 full-time, first-time minority students who returned to enroll during Fall 2009 was 69.3%, an increase of 5.3% over the Fall 2008 rate. The most recent six-year graduation rate for minority students was 30.3%, an increase of 6.8% over the prior year's percentage. Since the six-year graduation rate for minority students continues to lag behind the graduate rate for all students, the university will continue to conduct in-depth analyses of minority student achievement and develop strategies to address any negative trends in this area.

STUDENTS

Goal 1: Providing Minority Students With Continuous Opportunities To Access Knowledge

Providing access to capable students continues to be a hallmark of Arkansas State University open-access policy continues to be the primary means of providing opportunities for all students to access knowledge and information. New academic standards for the university were implemented in Fall 2009. As a result, a student must possess a composite ACT score of 18 and a 2.35 High School GPA to qualify for unconditional admission into . Twelve hundred twenty-two (1222) first-time minority freshmen and transfer students applied for admission, a decrease of over .5% from the prior year's total. Eight hundred forty-two (842) were admitted, while 526 enrolled in Fall 2009. Minority students comprised approximately 23% of the Fall 2009 Freshman class.

Once students are admitted into the university there are several programs and initiatives that address retention from an academic perspective. The hallmark of each initiative is that students work directly with faculty members or professional staff members to enhance their current skill level or receive guidance on how to manage what can be very difficult and stressful academic situations. The following programs or initiatives continue to be part of the Arkansas State University student retention effort:

A. Increase Structural Diversity of the Minority Faculty and Staff:

The university continues its efforts to increase the number of minority faculty and staff members on the campus of Arkansas State University. Research has shown that minority students benefit from the increased presence of minority faculty and staff members on campus, especially when this is coupled with a clear commitment to diversity (Smith, 1997). The likelihood for mentoring and modeling opportunities are significantly enhanced. The university's efforts in addressing this initiative are outlined in the sections pertaining to faculty and staff. Fall 2009 saw the number of minority faculty members on campus increase 26% from the prior year (67 individuals in Fall 2008 to 85 individuals in Fall 2009). Similarly, the number of minority staff members increased by 19.6% (204 individuals in Fall 2008 to 244 individuals in Fall 2009). In Fall 2009, minority employees accounted for 16% of the university's employment base. Minority employees accounted for 14.2% of the university's employment base in Fall 2008.

B. First-Year Experience Seminars:

Making Connections is a semester-long elective course designed to assist students transitioning from high school to college by providing students with the knowledge and skills to be successful at Arkansas State University. Academic performance skills, understanding the university's culture, policies and expectations, self-management skills, and other relevant issues are covered. Since its inception, students in the First-Year Experience (FYE) seminars generally outperform (retention rate and GPA) students who do not enroll in the course. Two hundred

twenty-two (222) of the 1,203 (18.5%) students enrolled in FYE seminars during 2009-2010 were minority students.

The purpose of the course is to provide students with the information and skills needed for success in college. Many high school students are unprepared for the expectations of college faculty, have not developed effective study skills, and are unfamiliar with college policies and procedures. Topical coverage includes decision making, goal setting, planning, time management, and group team building skills.

C. Right Start Program:

The Right Start Program is designed to assist students whose ACT or other scores require that they complete developmental courses when they enter college. Students in the program take required developmental courses and UC 1023 – Strategies for College Success. Strategies instructors provide individual academic advising to students in their classes and the course focuses on study skills and learning strategies to help students be successful in their courses. In addition, instructors in reading and language development provide individual instruction to students who request the additional help. During the 2009-10 academic year, 190 (42.8%) of the Fall 2009 program participants were minority students while 77 (29.1%) of the Spring 2010 program participants were minority students.

D. Early Alert Program:

The Early Alert Program (EAP) is a simple referral system in which faculty can refer any first-year student of concern to the Advisement Center for follow up. Faculty may refer students based on class performance, attendance, or any general concern based on their discretion. A website referral form is available on the Advisement Center homepage for easy faculty access.

The transition from high school to college is a challenging endeavor for many students, even those who are academically prepared. In an effort to retain potentially successful first-year students, it is imperative that students in jeopardy be identified as early as possible. Early referral is one key to improving student academic performance, motivation, and satisfaction during the first year of college, thus increasing the likelihood of long-term success. Early intervention is critical so students can be reached and assisted before frustration and doubt begins to set in.

E. The Next Steps Mentor Program:

The Next Steps Mentor Program is an extension of The Early Alert Program. This program does not rely on referral by faculty but mandates that all first-year students check-in with the Advising Center within the first few weeks of the fall semester. ASU staff, faculty, and key administrators volunteer one day of service to meet with first-year students. Appropriate steps are in place to ensure that necessary follow up will be utilized based on the feedback of mentors. The Advising Center provides limited tutorial/study skills assistance to referred first-year students.

F. Restart@state Program:

The Restart@state Program, first implemented Fall 2000, is an intervention tool for students placed on academic suspension from Arkansas State University. Students suspended for their academic standing are permitted to attend ASU under set criteria during the suspended term. Those who wish to continue enrollment at ASU during the subsequent semester must sign a formal agreement, which allows conditional enrollment during their suspension period. Successful completion of the term (minimum of 2.0 for the semester) and of the agreement conditions will permit regular enrollment the following semester. The primary intervention tool is mandatory participation in the Restart Seminar, a one-credit course taught by the staff of the Advising Center. Other terms of the agreement state that the student must: 1) fulfill at least two in-person visits with their academic advisors; 2) maintain a minimum 2.0 grade point average for the semester; 3) adhere to the freshman/sophomore level attendance policy; and, 4) enroll in no more than 14 semester hours including the Restart Seminar (one credit).

The Fall 2009 semester saw 33.8% (24) minority students participate in the program while another 41.7% (35) participated in the program during the Spring 2010 semester. Historically, these students would not have been allowed to complete the semester and limited assistance would have been provided to assist them in addressing their academic deficiencies.

G. College Choices:

A pilot program for first-year students on academic probation was implemented Spring 2006. A mandatory one-credit, one-session, course was added to the schedules of all first-year students on academic probation. The course was a hybrid – taught both online and in the traditional classroom-setting.

I. Student Support Services:

Student Support Services (SSS) is a comprehensive program designed to promote retention and academic success in college. SSS provides participants with academic and support services in a caring environment that seeks to ensure their successful completion of a baccalaureate degree at Arkansas State University. These services are free to participants and include tutoring, academic advising, counseling, mentoring, workshops, and cultural enrichment trips.

To be considered for SSS, a student must meet the following conditions: be a United States citizen, national, or meet the residence requirements for federal student aid and have a need for academic support. A student also must meet at least one of the following criteria: be either a first-generation college student (neither parent has a four-year degree) and/or meet income guidelines and/or be an individual with a disability.

The program served the needs of 99 minority students during the 2009-2010 academic year. Approximately 84.38% of the students were considered low-income, first-generation college students. Over 86% of the students were retained from Fall 2009 to Spring 2010

J. RISE – Research Internships in Science of the Environment:

The Environmental Science program at Arkansas State University continues to provide a 10-week summer research experience for 10 highly motivated, traditionally under-represented minority undergraduate students interested in environmental research. This program is funded by a grant from the Division of Biological Infrastructure at the National Science Foundation. The principal objectives are to promote the professional development of undergraduate researchers and instill a better appreciation for interdisciplinary approaches to problem solving. The RISE interns, individually and in small groups, work closely with faculty mentors on research projects ranging from ecotoxicology, geochemistry, biogeochemistry, vertebrate and invertebrate ecology, to resource management, policy, law, and economics. The program challenges interns to expand their disciplinary focus and develop an interdisciplinary perspective. Interns are from universities and colleges across the United States with most students coming to ASU from historically black colleges and university campuses. Of the 10 internships awarded each summer, two are dedicated to ASU students. Interns receive a full summer stipend, research budget, and university housing.

The program served over 10 students, 7 of whom were minority, during the 2009-2010 academic year. Every student who completed their bachelor's has continued their education in graduate programs. Three of the students are enrolled in graduate programs at ASU. Additionally, several minority high school students (all African American) have participated in the RISE program through supplemental funding with each of these students entering ASU as freshmen after completion of the RISE program. Finally, a minority high school teacher will participate in RISE this summer through supplemental funding.

K. RISE-UP – Research Internships in Science of the Environment University Program:

Faculty in the Environmental Science program at Arkansas State University received a research grant from the National Science Foundation. This research is interdisciplinary and will expose participating students to ecological and geochemical techniques used in the field of fisheries ecology. This program supports six first-generation undergraduate researchers each year and provides an academic and summer stipend, tuition, and travel to scientific meetings. Students participating in the RISE-UP program work alongside summer RISE students. Ten minority students participated in the program; five under graduates and five high school students during the current academic year. Since its inception, all students in the program have graduated from their respective universities and are pursuing graduate degrees.

Goal 2: Enhance Structural Diversity Within the Student Body

Arkansas State University will continue to recruit a significant cluster of minority students each year as a continued component of its retention plan. The goal is to provide increased opportunities for peer mentoring and the development of larger peer support systems. The following initiatives have been undertaken:

A. Community Leaders Luncheon:

The Associate Vice Chancellor worked with African American ministers in West Memphis and Jonesboro. Luncheons were held with the ministers to maintain relationships with community leaders and to solicit their continued support in the recruitment of students. Forty clergy and leaders attended the conference held during the Fall semester.

B. The Thompson Minority Scholarship Program:

The Thompson Minority Scholarship Program awards scholarships to incoming African American freshmen and currently enrolled African American students. It also provides funding to help support the efforts of the Strong-Turner Alumni Association. Five (5) incoming freshmen received \$1,000 in the fall and spring semesters of their first academic year for 2009-2010, and five (5) returning students received the scholarships as well.

The long-term goal of this program is to increase the enrollment of entering African American freshman, and retention rates of currently enrolled African Americans students by honoring academic achievement and eliminating financial barriers.

C. Delta Promise Scholarship Day:

The Enrollment Services office assisted in the coordination of the Delta Promise Scholarship Day. High school seniors and their guidance counselors attended this event to learn more about ASU. The event was attended by 27 students, who were offered \$1,500 scholarships. The outcome of this effort is to increase the college-going rate of minority students and their preparation level for financing their college education.

D. Minority Teacher Scholarship Program

The **Minority Teacher Scholars Program (MTSP)** provides forgivable loans to African-American, Asian American, Native American, and Hispanic students attending Arkansas higher education institutions with approved teacher education programs. These students were

award a maximum of \$5,000 for 2009/2010 academic year.

The Junior/Senior Minority Teacher Scholars Program at ASU consisted of **10** recipients.

The Arkansas Geographical Critical Needs Minority Teacher Scholarship Program is designed to provide scholarships to students attending public or private institutions of higher education in the State of Arkansas with approved teacher education programs. This scholarship is awarded by the University of Arkansas at Pine Bluff for a maximum of four (4) academic years or until such time as they have completed certification requirements. These students may or may not have passed the Praxis I exam.

A total of **twenty (20)** scholars received **\$1,500.00** for academic year 2009/2010 at ASU. An additional **ten (10)** scholars received \$750.00 as new Spring 2010 applicants.

E. Recruitment Brochure:

A recruitment brochure specifically targeting minority students is part of the Admissions mail flow each year. Recruitment materials highlight programs, activities, and information to ensure a look that is inviting to students of color. This effort targets both print and electronic materials.

F. 3.0 Club Induction Ceremony:

This event traditionally recognizes African American students who have maintained at least a 3.0 cumulative grade point average. This is the second year the program recognized the academic accomplishments of students from the freshman class who performed well during their first semester on campus. The purpose of this initiative is to: (1) encourage students to continue to perform well academically; (2) recognize and appreciate the honorees for their hard work; (3) inform students about the Strong-Turner Alumni Association; (4) enhance the visibility of minority student accomplishments during Convocation of Scholars week. Two hundred twenty students attended the event in Spring 2010 while two hundred fifty-six were eligible to be recognized and invited to attend.

G. “Back to School” Day:

The university has partnered with the Delta Sigma Theta sorority to provide an educational venue for African American high school students and their parents in preparation for the start of a new school year. During the academic year 2009-2010, this event served over 60 high school minority students and 20 parents. The program provides educational and motivational sessions for students and parents to prepare them for the upcoming school year. Topics include self-esteem, importance of the ACT test, reasons to avoid the legal system and answers parent questions. The goal is to reduce the number of incidents in the schools and improve the students' motivation to succeed.

H. Arkansas Single Parent Scholarship Fund:

This scholarship provides single parent students with a scholarship along with guidance for retaining the award. Seven of the 14 recipients this year were minority single parents.

Goal 3. Creating a Welcoming Environment for Minority Students

A. Fall Explosion:

The annual Fall Explosion has been an ASU tradition for 16 years. The Fall 2008 event involved over 600 students, faculty, and staff. The purpose of this event is to serve as a kick-off of multicultural programming and to set a positive, welcoming tone for academic engagement and social involvement. The event gives minority students a chance to meet and visit with non-minority campus administrators and minority faculty and staff members. The goal of this event is to formally welcome minority students to the campus and to make them aware of the resources available to help serve their needs.

B. Freshman Mixer:

This event is sponsored by the 1) Dean of Humanities and Social Sciences, 2) the Office of Diversity, and 3) the Office of Multicultural Affairs. It is designed to target African American first-time freshman by equipping them with the essential tools for success at Arkansas State University. This event introduces first year students to student leaders, faculty and staff of color, and other key university officials. Approximately 250 students participated during the Fall 2009 semester. This initiative serves as a preemptive retention mechanism by sharing critical information along with academic success tools, early in the semester when they are most needed by students.

C. Residence Assistant Training:

Each fall semester, Resident Assistants (RAs) participate in the diversity component of RA training. While RAs participate in the training, the training typically leads to more discussions on the RA's floors with residents. The expected outcome is to train staff in recognizing and appreciating the differences in their communities. All minority student residents are served by this training as it creates a more positive living environment that supports a diverse community. The outcomes of this program are to develop staff that are aware of the diversities that exist, understand how to create a community between minority and majority individuals, and make the living environment one of inclusion and support for minority students.

Goal 4: Provide Leadership Development and Campus Involvement Activities

A. NAACP Student Chapter:

The student chapter of the NAACP is under the direction of five officers. This organization serves as an advocate for students and student-led initiatives.

B. Southwestern Black Student Leadership Conference:

In the Spring of 2010 ASU sent 11 delegates to the Southwestern Black Student Leadership Conference in College Station, Texas. This program is designed to provide current ASU students the opportunity to gain exposure, experience, and knowledge by attending a conference with students of color from similar campuses. The students are exposed to a variety of workshops and leadership training experiences that are valuable to their personal lives and the various roles that they play on the ASU campus.

C. Student Government Association:

The diversity efforts of the SGA continue to expand through the recruitment of minority students to participate as members, providing financial support for minority student groups, offering more diverse student programming, and implementing a series of minority roundtable discussions. The SGA President's Discretionary fund continues to support minority events and the activities of minority student organizations.

D. Leadership Center:

The Leadership Center is committed to the development of the holistic student by providing opportunities to obtain excellence through involvement, service learning, leadership, and appreciation for diversity.

E. Student Activities Board

The Student Activities Board (SAB) works closely with the International Student Association and the Office of Multicultural Affairs to provide a diverse series of programming for all students. Events include Multicultural Thanksgiving Dinner, Martin Luther King, Jr.

Remembrance Week, and Multicultural Week. The object of this board is to educate the student body through diverse programming. This board has served over 2,000 minority faculty, staff and students.

F. Action Fund

The Student Government Association Action Fund is designed to support student organizations by awarding money for sponsored events, conferences, or other student organization functions. This fund allows students an opportunity to plan and implement social and educational programming for student on campus.

G. Student Union

Student organizations are assigned office space within the Student Union to use for meetings, work space, and as a study area. Each office is equipped with a computer, phone, and office furniture. Ten of the twelve office spaces are assigned to minority student organizations. This will provide student organizations with a central meeting area on campus.

H. Speaker Series

Charles Holt: Music and Storytelling have always been a virtual part of Charles's life. However, despite growing up in the shadows of the Grand Ole Opry and country music in Nashville, a grandmother who taught him church hymns, and surrounded by a narrative environment, he never aspired to be a performing artist. Yet performing and entertaining opportunities have opened for him. For the past eight seasons, Charles Holt has received national acclaim for his 20-character portrayal and performance of his one-man stage play, "Black Boy," based on the life of noted author Richard Wright. His autobiographical landmark, *The Voice That Matters*, about his journey in finding his own unique voice will be published in 2009. Charles even worked out for several NFL scouts as defensive back and kick return specialists before turning to music and entertainment.

Maxine Ballard Jenkins: Mrs. Maxine Ballard Jenkins, sister of Florence Ballard--the late founder of the Motown female R & B musical group, The Supremes, has authored the book *The True Story of Florence (Blondie) Ballard*. The presentation will address overcoming a family legacy of alcoholism; resilience from poverty; the impact of domestic violence; finding one's purpose and passion; and setting and achieving goals. The lecture will mainly be comprised of a personal account of Mrs. Ballard Jenkins' life, alongside a discussion of Flo Ballard's life and untimely death, with the overarching goal of helping the audience to understand that individuals are not tied to their circumstances--that we can overcome even the most adverse conditions by taking several steps and paths to get to an established plan for our lives.

Beverly Lindsay: Beverly Lindsay is Professor and Senior Scientist of Higher Education and International Policy Studies at Pennsylvania State University. Her scholarship examines American domestic and international higher education, academic program development,

comparative and international education policy issues, and international affairs. Her publications include *Ralph Johnson Bunche: Public Intellectual and Nobel Peace Laureate*, *Terrorism's Unanswered Questions* and *The Quest for Equity in Higher Education*. Her work in international higher education has taken her to six continents to work in executive and faculty development, peace and conflict resolution, and academic program development. She has been awarded Distinguished Fulbright Fellowships to South Korea, Zimbabwe, and Mozambique where she taught and engaged in research on peace and conflict resolution. She is currently chair of the

International Commission of the American Educational Research and a member of the Council on Foreign Relations.

Melissa Cornick: Melissa Cornick, an award-winning investigative producer whose career spans the three broadcast news shows including Walter Cronkite documentaries, 60 Minutes, Dateline, 20/20 and Nightline, will discuss how ones personal ethics through higher standards and practices can make a positive difference in the age of unchallenged hate speech and the demise of journalism. Cornick will illustrate ethical dilemmas she has confronted while producing her original investigation, "Cruelty to Owners?" which won five honors, including the Edward R. Murrow Award for Investigative Journalism and the Mongerson Prize for Ethics in Journalism.

The Core Ensemble: "Ain't I A Woman?": "Ain't I A Woman?" is a new music theatre work for actress and chamber music trio (*cello, piano, percussion*) which celebrates the life and times of four powerful African American women: novelist and anthropologist Zora Neale Hurston, folk artist Clementine Hunter, ex-slave and abolitionist Sojourner Truth, and civil rights worker Fannie Lou Hamer. The musical score is drawn from the heartfelt spirituals and blues of the Deep South, the urban vitality of the Jazz Age, and contemporary concert music by such American composers such as Charles Mingus, Thelonius Monk, Max Roach, and Diane Monroe. "Ain't I A Woman?" is the name given to a speech, delivered extemporaneously, by [Sojourner Truth](#), a slave in New York State at the [Women's Convention in Akron, Ohio](#) in 1851. Truth argued that while [American antebellum](#) (pre-Civil War) culture often placed [white women](#) upon a pedestal and gave them certain privileges (most notably that of not working), this attitude was not extended to [black women](#).

Goal 5: Provide Minority Students with Opportunities to Experience Cultural Awareness and Growth Opportunities

A. Black History Month:

A collaborative effort among various student organizations sponsored Black History Month. Events included:

- Black History Month Kickoff Reception provided an opportunity for minority students to interact with faculty, staff, and the community.
- The Department of Teacher Education sponsored the African American Read-In. Minority faculty members read books written by African American authors to students in various classes.
- The celebration allowed the university to connect with State Senator Tracy Steele.
- The month also sparked a wonderful fellowship with the Strong-Turner Alumni Association.
- The month long celebration concluded with a keynote address from Arkansas notable, Ms. Deborah Mathis.

Black History Month Celebration is designed to bring awareness to the community about the importance of remembering our nation's entire history by hosting our annual Black History Month March. The month long celebration featured a civil rights reflection series that focused on the civil rights struggle in Arkansas. Activities provided the university community with a comprehensive observation of African American history, created open dialogue about African Americans on the ASU campus, and served as a educational, social, and recreation tool. An estimated 2,000 minority and non-minority students, faculty, and staff attend the month long series of events.

B. Rev. Martin Luther King, Jr. Week 2010:

In Spring 2010, the university continued hosting the annual community-wide celebration of Martin Luther King Day. The event had over 1,000 participants and serves as an opportunity to encourage everyone to play their part in supporting Dr. King's legacy. Martin Luther King, Jr.

Week activities served to commemorate the life and the legacy of Martin Luther King, Jr. Student organizations and campus departments united as one for Martin Luther King, Jr. Week. Student groups and offices included the Student Activities Board-Multicultural Committee.

The week-long event brought awareness to the campus, promoted involvement, and togetherness. ASU was made more visible in the community as being a forerunner in the quest and legacy of Dr. King, and served as an aid in bridging ethnic divides. A large number of students participated in the Alpha Phi Alpha March and the MLK Day of Service.

C. Hispanic Heritage Week:

This inaugural program was designed to bring awareness to both the ASU and Jonesboro communities about the increasing presence and need for understanding of the Hispanic/Latino culture. Through this program, ASU brought awareness to the growing trend of Hispanic/Latino students and culture on our campus and in the community.

D. Multicultural Week:

The purpose of Multicultural Week is to increase awareness of different cultures around the world. This program is sponsored by the International Students Association and Student Activities Board. Events included: Cultural Night and Fashion Show, International Food Festival, Foreign Film, and Multicultural Thanksgiving Dinner, and a sporting event. Events have various sponsors, provide entertainment, and inform students and the ASU community about the different cultures.

Multicultural Week provides all students a glimpse into other cultures not only within Arkansas, but around the world. This program educates the campus about various cultures, creates open dialogue about ethnic diversity, and serves as a social outlet where various cultures can interact. The various components of this weeklong event are very well attended.

E. Delta Blues Symposium:

The fifteenth annual Delta Blues Symposium featured the writer, publisher, and former presidential diarist Janis Kearney as well as musicians Lem Sheppard, Valerie June, and Terry “Harmonica” Bean. These individuals come from a range of disciplines across campus but they all share an interest in the Delta. Our goal is to rethink some aspects of the symposium and to revitalize it for 2010. We hope to do much of the important work on this during the summer to be sure that we can attract talented speakers and performers of varying backgrounds to the Jonesboro campus.

F. Soul Food Dinner:

The Soul Food Dinner is a community potluck, where over 500 individuals from all ethnic backgrounds participated. Everyone prepares and brings a favorite dish. This is a longstanding part of the Strong-Turner Alumni Chapter of the Arkansas State University Alumni Association’s operating history and tradition here at ASU. Traditionally, these potlucks are held to welcome special visitors and new faculty and to sustain links with the larger Jonesboro

community.

Recognizing that African American foodways constitute a significant dimension of African American culture and tradition, this year's theme, "Soul Food: African American Heritage and Health" and program will also educate and inform regarding African American history, heritage, and culture, while sharing good food and company.

G. International Student Mixer/Reception:

The International Mixer was a collaborative effort between International Programs, Academic Affairs, and Student Affairs. The International Student Mixer/Reception assists International Students with making the transition to Arkansas State University in a relaxing and student friendly environment. The event was the kick-off of Multicultural Week. The attendees

were provided with games, food, and door prizes. There were roughly 125 participants that attended this event.

H. World AIDS Day Conference

The conference is designed to increase awareness of the impact of HIV/AIDS in rural communities, especially in northeast Arkansas. The conference will serve as a foundation for future research, investigating the relationship between HIV knowledge and HIV stigma, substance abuse, and sexual risk behaviors. The second annual conference was held in December 2009 and attracted approximately 150 participants.

FACULTY

Goal 1: *Improve retention by enhancing structural diversity through establishing a nucleus of minority faculty and academic administrators.*

1.1 Objective 1: Increase the number of minority faculty members and academic administrators.

Strategies & Current Activities:

- 1.1.1 Educate individual search committees and departments on the process of identifying and recruiting minority applicants.
 - The Executive Assistant to the Chancellor for Diversity Initiatives works with all non-classified position search committees to identify and recruit minority applicants.

- 1.1.2 Extend and document good-faith efforts to identify minority candidates and invite them into faculty applicant pools.
 - As positions become available, every college, department, and administrative unit works to identify and extend personal contacts to qualified minority candidates to assure them of Arkansas State University's commitment to diversity.
 - In 2007, the university transitioned to a web-based employment process

which made it easier for individuals to apply for positions and to track applicant data.

1.1.3 Extend competitive offers to qualified minority candidates.

➤ The following is a sample of positions accepted:

- Assistant Professor of Chemistry (2)
- Associate Professor of Social Work
- Instructor in Early Childhood
- Assistant Professor of Political Science
- Coordinator of Teaching Internship and Field Experiences
- Assistant Professor of Civil Engineering
- Assistant Professor of Finance
- Assistant Professor of Renewable Energy Technology

Goal 2: Create and maintain a campus environment that affords all people, including minority faculty, equitable access to all learning and teaching resources, on and off campus.

2.1 Objective 1: Encourage and support minority faculty in the pursuit of additional education.

Strategies & Current Activities:

2.1.1 Provide minority faculty opportunities to pursue advanced degrees and other professional development goals.

- Paid sabbaticals and unpaid leave requests are available for faculty members who meet the stated qualifications.
- One minority person was granted release time to pursue a doctoral degree during the Fall 2009 semester and will continue their doctoral pursuit throughout the 2010-2011 academic year.
- The university will continue to recruit prospective minority doctoral candidates from within the current faculty. Specifically, the university will focus on persons who are instructors or who hold temporary appointments.

2.2 Objective 2: Encourage and support minority faculty professional development within their discipline and the pursuit of pedagogical methodologies.

Strategies & Current Activities:

2.2.1 Provide faculty development funds to minority faculty to attend professional conferences that directly address teaching and learning issues.

- Financial support was provided to assist minority faculty members in presenting papers at academic conferences in support of their efforts to gain tenure and promotion.

2.2.2 Provide faculty development opportunities within the campus for minority faculty members.

- The Office of Diversity sponsored four sessions of the Quality Teaching Circle and Learning Initiative in the Fall 2009 semester. The purpose of this initiative is to promote excellence in teaching, research, and service among minority faculty members by creating positive and safe environments for faculty members to exchange ideas, receive enriching criticism, express concerns, and access a university-wide support system. Approximately 12 faculty members participated in the process.

2.3 Objective 3: Support and encourage open and free communication among diverse groups through all activities at the university.

Strategies & Current Activities:

2.3.1 Promote the concept of academic freedom in all university discussions, publications, classes, student affairs forums, and committees.

Develop and present monthly diversity discussion forums centering around topics of interest to the campus.

2.3.2 Actively seek out minority faculty to represent minority issues on university wide committees.

- The composition of each university-wide committee continues to be reviewed and efforts are made to ensure all committees, to the extent possible, have minority representation.
- The membership of each university committee is reviewed each year to ensure, to the extent possible, diverse representation on each committee.

2.4 Objective 4: Provide support for minority faculty salaries and facilitate the creation of prominent new minority faculty positions.

Strategies & Current Activities:

2.4.1 Identify private sources of support to establish minority faculty endowed lectureships, endowed professorships, and endowed chairs. These sources will be informed about the potential for an ASU partnership.

- The second Pre-doctoral Teaching Fellowship was awarded during the Spring 2010 semester and the individual will begin teaching. The sole purpose of this initiative is to provide a mechanism for increasing faculty diversity in strategic areas throughout the campus.
- The Office of University Advancement and the African American alumni chapter will work collaboratively to identify potential sources of funding, in addition to creating a strategic fund-raising plan.

2.4.2 Develop an internal mechanism to provide salary support to enable campus units and departments to make competitive offers to promising minority candidates.

- The Office of Diversity introduced the Strategic Hiring Fund Initiative during the 2003-2004 academic year. A pool of funds is made available to assist in the recruitment of minorities and women in areas where they are underrepresented on the campus.

2.5 Objective 5: Seek out unique partnerships that provide for ongoing support for the research and professional development in which minority faculty are engaged.

Strategies & Current Activities:

2.5.1 Establish discretionary funding that would be used in support of minority faculty research and professional development.

- The Office of Diversity provides limited financial support to academic units to support research and professional development opportunities for minority faculty.

Goal 3: Establish and encourage a clear commitment to the value of diversity for all members of the university community.

3.1 Objective 1: Review and evaluate personnel policies and procedures for minority faculty retention.

Strategies & Current Activities:

3.1.1 Encourage minority faculty to serve on shared governance committees, especially those committees on recruitment and retention of minority faculty.

3.2 Objective 2: Provide each academic department with resources to establish goals and objectives for minority faculty retention.

Strategies & Current Activities:

3.2.1 Provide diversity workshops and other opportunities for diversity training to all employees at ASU.

3.2.2 Identify and train minorities for senior roles.

3.2.3 Identify potential minority faculty from among our graduate students and temporary faculty.

3.3 Objective 3: Establish meaningful programs of awareness and sensitivity to diversity issues.

Strategies & Current Activities:

3.3.1 Establish a formal minority faculty mentorship program.

- An informal minority faculty mentor program has been initiated. Once structural diversity has increased, then a more formal initiative will be implemented.
- More opportunities will be provided for minority faculty members to network and fellowship.
- Affinity groups will be created to provide minority groups with a collective campus voice.

3.3.2 Provide seminars, speakers, forums, and festivals on cultural diversity.

- The Annual Diversity Excellence Awards featured Mr. Joe Black, President of Southern Bancorp Capital Partners.
- Members of the campus community sponsored, supported, or organized the following: (1) The 2010 Hispanic May Celebration; (2) Multicultural Week; (3) Black History Month and (4) MLK Day. Each event featured noted local and regional speakers.
- Diversity seminars and workshops have been developed to address issues such as diversity in the curriculum, teaching minority students, recruiting minority faculty members, and retaining minority faculty and staff members by building inclusive work environments.

3.3.3 Involve faculty in the planning and implementation of minority student programs, services, activities, and programs.

- The Associate Vice-Chancellor for Student Affairs and the Assistant Dean of Students for Multicultural Affairs continue to work closely with faculty and staff in planning and implementing such programs.
- Minority faculty and staff members serve as advisors to many minority student organizations.

- The full faculty is encouraged to participate in minority student activities and programs.

3.3.4 Evaluate and assess all programs and activities annually to measure effectiveness and impact.

- An assessment committee, established by the Presidential Diversity Taskforce, has the sole purpose to assess all diversity-related programs and activities.

Staff

Goal 1: Improve retention by enhancing structural diversity through establishing a nucleus of minority administrative and support staff members.

1.1 Objective 1: Increase the number of minority administrative and support staff members and academic administrators.

Strategies & Current Activities:

1.1.1 Educate individual search committees and departments on the process of identifying and recruiting minority applicants.

- The Executive Assistant to the Chancellor for Diversity Initiatives works with all search committees to identify and recruit minority applicants.
- Human Resources actively works with all classified search committees to identify potential minority applicants and to ensure qualified minority applicants are not inadvertently omitted from applicant pools.

1.1.2 Extend and document good-faith efforts to identify minority candidates and invite them into the applicant pools.

- Search committees for non-classified positions are provided guidance on how to conduct searches and are required to document the efforts they made to identify minority candidates. Additionally, search committees are required to document the outcomes for any minority applicants included in a given applicant pool.

1.1.3 Extend competitive offers to qualified minority candidates.

- Eighteen (18) staff positions were filled by minority candidates during the 209-2010 academic year.

Goal 2: Create and maintain a campus environment that affords all people, including minority staff, equitable access to all learning resources, on and off campus.

2.1 Objective 1: Encourage and support minority staff in the pursuit of additional education.

Strategies & Current Activities:

2.1.1 Provide an opportunity for minority staff to pursue additional education and professional development at ASU.

- All employees are eligible to take courses at significantly reduced tuition rates.
- Supervisors are flexible regarding reasonable requests to take a course during business hours.
- Some campus units provide registration and travel funds to minority staff for conference attendance and other professional development activities.
- Finance and Administration continues to encourage minority employees to participate in training and staff development activities, including taking academic courses relevant to their employment area.
- Information Technology employees are required to develop an annual plan consisting of a professional development initiative and a technical development initiative.

2.2 Objective 2: Support and encourage open and free communication among diverse groups through all activities at the university.

Strategies & Current Activities:

2.2.1 Promote various forums for minority staff to express concerns about

diversity issues as they arise on campus.

- More opportunities will be provided for minority staff members to network and fellowship.
- Affinity groups have been created to provide minority groups with a collective campus voice and opportunities to interact with each other.
- The strategic planning process has allowed all campus members to provide feedback regarding their views and concerns regarding diversity.

2.2.2 Seek out minority staff to represent minority issues and to enhance diversity on university wide committees.

- The composition of each university-wide committee has been reviewed and efforts will be made to ensure all committees, to the extent possible, have minority representation.

Goal 3: Establish and encourage a clear commitment to the value of diversity for all members of the university community.

3.1 Objective 1: Review and evaluate personnel policies and procedures for minority staff retention.

Strategies & Current Activities:

3.1.1 Encourage minority staff to serve on shared governance committees, especially those committees on recruitment and retention of staff.

- Minority staff members are encouraged to volunteer for committee service. Additionally, appointing bodies are strongly encouraged to consider minority representation when making committee appointments.
- Staff Senate actively seeks to include minority staff members in its planning and implementation process.

3.1.2 Review practices concerning the retention of minority staff.

- The Office of Human Resources monitors the retention of all staff.
- The Office of Human Resources monitors reasons staff leave ASU.

3.1.3 Orient new minority administrative staff members.

- All new employees are required to undergo a detailed orientation process.

3.1.4 To direct resources toward recruitment efforts to attract qualified minority staff in highly competitive functions and services.

- Strategic Hiring Fund.
- The Office of University Advancement and the African American alumni chapter will work collaboratively to identify potential sources of funding, in addition to creating a strategic fund-raising plan.

3.2 Objective 2: Provide each department with resources to establish goals and objectives for minority staff retention.

Strategies & Current Activities:

3.2.1 The Senior Associate Vice Chancellor of Academic Affairs and Research will continue to work with each department to establish goals for minority staff recruitment and retention.

3.2.2 Identify and train minorities for senior roles.

- The university will continue to seek qualified minorities with the qualifications to serve in senior administrative roles as they become available.
- Close supervision and mentoring will be provided to junior administrators to prepare them to become competitive for future senior administrative roles.

3.2.3 Promote professional development opportunities to develop skills of minority employees at the non-professional levels.

- Employees are encouraged to pursue attaining a college degree at the significantly reduced tuition rates.

3.2.4 As positions become available, every college, department, and administrative unit will extend personal contacts to qualified minority

candidates to assure them of Arkansas State University's commitment to diversity.

- The university's search process document continues to emphasize the importance of person-to-person contact in the recruitment of prospective employees. Additionally, the document adds more accountability to the process of identifying, recruiting, and extending offers to minority faculty members.

3.2.5 To identify potential minority staff from among our graduate students and temporary employees.

3.3 Objective 3: Establish meaningful programs of awareness and sensitivity to diversity issues.

Strategies & Current Activities:

3.3.1 Establish a minority staff mentorship program.

- Informal mentoring opportunities continue to exist on the campus. However, a formal staff mentoring program has not been developed to date.

3.3.2 Provide seminars, speakers, forums, and festivals on cultural diversity.

- Members of the campus community sponsored, supported or organized the following: (1) The 2009 Hispanic May Celebration; (2) Multicultural Week; (3) Black History Month and (4) MLK Day. Each event feature noted local, regional, and national speakers.
- Diversity seminars and workshops have been developed to address issues such as diversity in the curriculum, teaching minority students, recruiting minority faculty members, and retaining minority faculty and staff members by building inclusive work environments.

3.3.3 Develop opportunities for mentoring and partnering between ASU staff and the off-campus community.

- An African American pastoral advisory committee to the Division of Student Affairs strives to meet quarterly and provides an opportunity for the community to engage in direct dialogue with the campus.

3.3.4 Provide training for staff to help them become more understanding of the various minority student, faculty, and staff groups and their needs.

- The Office of Diversity and the Counseling Center have collaborated to develop diversity sensitivity and awareness training for the campus.

3.3.5 Support minority networks by providing resources and recognition.

- Funding will be provided to increase the number of minority fellowship and networking opportunities.

3.4 Objective 4: Facilitate in the development of minority staff positions that can provide support for the mission of minority retention among students, faculty, and staff.

Strategies & Current Activities:

- Fund through private or public resources a position within University Advancement specifically designed to develop communications/outreach programs with minority alumni. No progress has been made in this area.

APPENDIX A – ACT 1901 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 the 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 Johnson, Green, Steele, White, Wilkins, Willis, and 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.

INFORMATION SOURCE: Act 1091 of 1999 enacted by the General Assembly of the State of Arkansas

APPENDIX B – ASU AFFIRMATIVE ACTION POLICY & GOALS

Arkansas State University is committed to the goal of equal opportunity for all. This policy is adopted by the Arkansas State University Board of Trustees. Implementation is responsibility of the President.

The day-to-day supervision of ASU's compliance efforts is delegated to the Associate Vice Chancellor for Administration. In this regard, the duties of the Associate Vice Chancellor for Administration include, but are not limited to, developing policy statements, affirmative action programs and plans, internal and external communication techniques, assisting in the identification and resolution of problems related to equal opportunity and affirmative action, and designating and implementing reporting systems that will measure the effectiveness of ASU's affirmative action program and the degree to which ASU attains its goals.

All vice presidents, deans, directors, departmental officers, supervisors, and other personnel responsible for hiring employees and recruiting students share a responsibility to support the university's equal opportunity and affirmative action program and to provide leadership in achieving its goals.

Areas addressed in this plan include the recruitment of African American faculty, administrators, and staff, and the recruitment of African American students at the undergraduate and graduate levels.

1. Faculty/Staff Affirmative Action Employment Goals: It is the ultimate goal of ASU for each academic department and/or administrative unit to employ a percentage of African American employees that is equal to the percentage of minorities served by that unit. During the next five years, each academic department and/or administrative unit with three or more employees will attempt to meet this goal. An annual report will be submitted to the Office of Human Resources by each academic department and/or administrative unit stating the progress being made in achieving the affirmative action goals. If a unit has not met its goal, justification for non-achievement must be submitted. Justification could include no vacancies occurring within the unit, no qualified African American applicants for the vacancy, an African American employee was available, but the applicant refused the position, an African American employee terminated his/her employment and no replacement has been hired.

2. Strategies for Accomplishing Employment Goals:

- 2.1 All administrative and faculty positions will be advertised in national publications that reach African American audiences.
- 2.2 All academic departments that currently have no African American employees will identify in each applicant pool any qualified African American prospects, one of who will be invited to campus and given preference in filling the position.
- 2.3 The university shall identify and hire exceptional African American candidates from within the ranks of its own Master's degree programs. Where appropriate, African American employees will be encouraged to work toward the terminal degree. After three years of satisfactory service, the African American employee is eligible for 50 percent of salary for two years while working on a terminal degree. The employee must return and complete an amount of time equal to the compensated leave.

3. Affirmative Action Student Recruitment Goals: It is the goal of Arkansas State University to enroll a percentage of African American students that is equal to the percentage of African American students who graduate meeting appropriate admission criteria from high schools in ASU's traditional draw area.

4. Affirmative Action Student Recruitment Strategies:

- 4.1 Admission Office staff will target attendance at day/night programs throughout the state of Arkansas providing follow-up activities for all students and planning specific activities for African American students.
- 4.2 Invite students to attend ASU Preview Day programs.
- 4.3 Mail financial aid resource booklets to all African American students.
- 4.4 Conduct spring and summer follow ups on prospective African American students via mail, telephone, and personal contacts.
- 4.5 Mail personalized letters to outstanding African American students from Arkansas and surrounding areas who are semifinalists in the National Achievement Scholarship Programs for Outstanding Negro Students. Mailing should include general information sheets and admissions booklets.
- 4.6 Record race information on recruiting report forms to more accurately reflect numbers of minorities visited.
- 4.7 Record race information into the student information database to better identify African American students who should receive personalized mailings.

5. Affirmative Action Graduate Student Recruitment Goals: It is the goal of Arkansas State University to enroll in graduate programs a percentage of African American students that is equal to the percentage of African American students who graduate from undergraduate institutions with degrees in fields which correspond to ASU's graduate programs.

6. Affirmative Action Graduate Student Recruitment Strategies:

- 6.1 The graduate dean will maintain frequent contact with the University of Arkansas Pine Bluff, Philander Smith College, Lemoyne Owen College, and selected other African American institutions through visits, participation in programs, etc.
- 6.2 The Graduate School will maintain graduate assistantships for African American students.
- 6.3 All members of the Graduate Faculty will be involved in the African American Student Recruitment Program.
- 6.4 African American students in graduate programs will be involved in the African American Student Recruitment Program.

APPENDIX C

MINORITY PROGRESS REPORT *

Arkansas State University

2009/2010

Jonesboro

Students, Faculty, & Staff Information



Minority Employee Headcount (Fall)

Based on Fall 2009 information, **16.0%** of Fall 2009 full-time employees classified themselves as minority. Since Fall 2000, the percentage of minority employees has averaged **12.5%**.

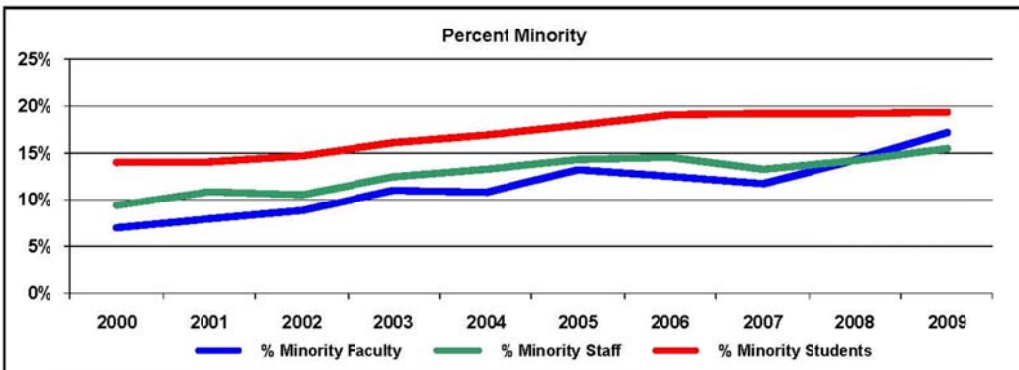
Full-Time Employees	Fall									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
9- & 12- Month Faculty	431	429	432	446	454	447	456	469	470	495
Minority Faculty	30	34	38	49	49	59	57	55	67	85
% Minority Faculty	7.0%	7.9%	8.8%	11.0%	10.8%	13.2%	12.5%	11.7%	14.3%	17.2%
All Full-Time Staff	842	848	875	884	875	895	914	965	965	1,026
Minority Staff	79	92	92	110	116	128	133	128	137	159
% Minority Staff	9.4%	10.8%	10.5%	12.4%	13.3%	14.3%	14.6%	13.3%	14.2%	15.5%
All Full-Time Employees	1,273	1,277	1,307	1,330	1,329	1,342	1,370	1,434	1,435	1,521
Minority Employees	109	126	130	159	165	187	190	183	204	244
% Minority Employees	8.6%	9.9%	9.9%	12.0%	12.4%	13.9%	13.9%	12.8%	14.2%	16.0%



Minority Student Headcount (Fall)

According to Fall 2009 enrollment figures, **19.3%** of Fall 2009 students classified themselves as minority. Since Fall 2000, ASU fall minority enrollment has averaged **17.1%**.

Student Headcount	Fall									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Undergraduate Students	9,289	9,426	9,275	9,413	9,262	9,138	9,340	9,385	9,764	10,024
Minority Undergraduates	1,323	1,346	1,392	1,534	1,595	1,681	1,834	1,847	1,943	2,012
% Minority Students	14.2%	14.3%	15.0%	16.3%	17.2%	18.4%	19.6%	19.7%	19.9%	20.1%
Graduate Students	1,140	1,142	1,160	1,160	1,246	1,276	1,387	1,484	1,726	2,132
Minority Graduates	136	138	141	167	181	188	212	242	263	340
% Minority Students	11.9%	12.1%	12.2%	14.4%	14.5%	14.7%	15.3%	16.3%	15.2%	15.9%
All Students	10,429	10,568	10,435	10,573	10,508	10,414	10,727	10,869	11,490	12,156
Minority Students	1,459	1,484	1,533	1,701	1,776	1,869	2,046	2,089	2,206	2,352
% Minority Students	14.0%	14.0%	14.7%	16.1%	16.9%	17.9%	19.1%	19.2%	19.2%	19.3%



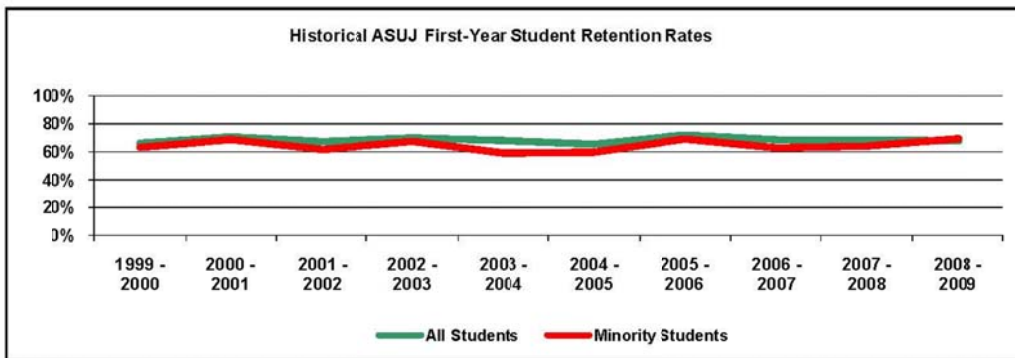
*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, American Indians/Alaskan Natives, Asian Americans, Hispanic Americans, Native Hawaiians/Pacific Islanders and those reporting two or more races.
 Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: www.astate.edu/irp; email address: asurp@astate.edu



Retention Rates for Minority Students (Full-Time, First-Time Freshmen)

Based on the 2009 Consortium for Student Retention (CSRDE) Survey, 67.9% of Fall 2008 full-time, first-time freshmen returned in Fall 2009. In contrast, the one-year retention rate for Fall 2008 minority students was 69.3%. Since 1999, one-year retention rates for all full-time, first-time freshmen have averaged 68.4%; whereas, rates for minorities have averaged 64.6%.

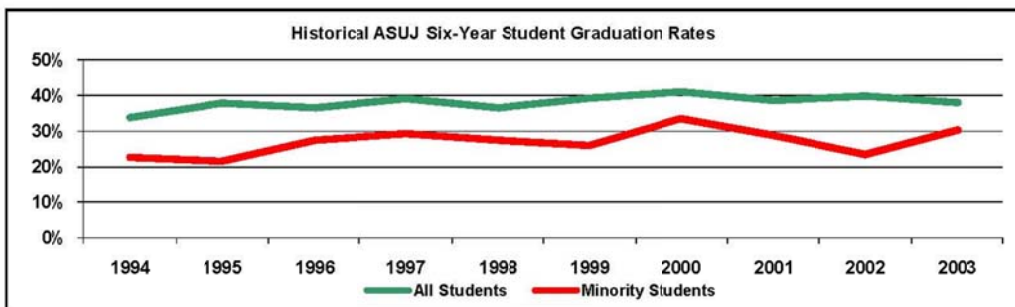
First-Year Retention Rates	Fall to Fall									
	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
All Students	66.2%	70.6%	67.3%	69.9%	68.0%	65.4%	71.9%	68.6%	68.3%	67.9%
Minority Students	63.2%	68.7%	61.7%	67.4%	59.1%	59.8%	69.1%	62.7%	64.0%	69.3%



Graduation Rates for Minority Students (Full-Time, First-Time Freshmen)

Based on the 2009 Consortium for Student Retention (CSRDE) Survey, 38.0% of Fall 2003 full-time, first-time freshmen graduated within six years. In contrast, the six-year graduation rate for Fall 2003 minority students was 30.3%. Since 1994, six-year graduation rates for all full-time, first-time freshmen have averaged 38.0%; whereas, rates for minorities have averaged 27.1%.

Six-Year Graduation Rates	Fall Cohorts									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
All Students	33.8%	37.8%	36.5%	39.1%	36.5%	39.2%	41.0%	38.6%	39.8%	38.0%
Minority Students	22.7%	21.6%	27.5%	29.3%	27.5%	26.0%	33.5%	28.8%	23.5%	30.3%



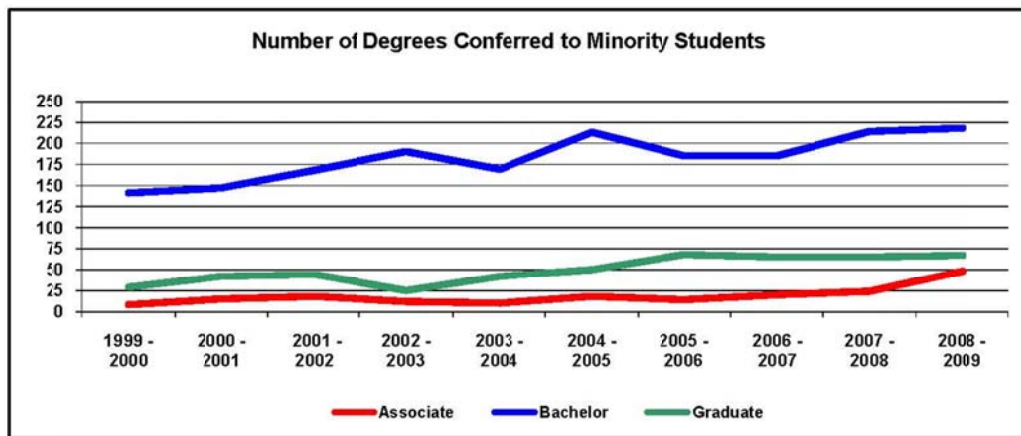
*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, American Indians/Alaskan Natives, Asian Americans, Hispanic Americans, Native Hawaiians/Pacific Islanders and those reporting two or more races.
 Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: www.astate.edu/irp; email address: asurp@astate.edu



Degrees Conferred to Minority Students (Fiscal Year)

Based on 2008/2009 degrees conferred information, **15.3%** of the 2008/2009 degrees conferred were awarded to students who classified themselves as minority. Since 1999/2000, the proportion of the number of degrees conferred to minority students has averaged **12.3%**.

Number of Degrees Conferred	Fiscal Year									
	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
All Students	1,880	1,910	2,051	2,055	1,999	2,147	2,123	2,047	2,026	2,174
Minority Students	178	204	230	227	221	281	267	270	303	333
Associate Degrees	8	15	18	12	10	18	14	20	24	48
Bachelor Degrees	141	147	168	190	169	213	185	185	214	218
Graduate Degrees	29	42	44	25	42	50	68	65	65	67
% Minority Students	9.5%	10.7%	11.2%	11.0%	11.1%	13.1%	12.6%	13.2%	15.0%	15.3%



Applications for First-Time Freshmen Minority Students (Fall)

Based on Fall 2009 applications, **54.7%** of Fall 2009 first-time freshmen applicants that were admitted enrolled in the fall. Fall 2009, the rate of admitted to enrolled for minorities was **61.1%**. Since 2000, the average admitted to enrolled rate has been **68.1%** for all first-time freshmen; whereas, rates for minorities have averaged **69.2%**.

First-Time Freshmen Applications	Fall									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
All Students										
Applied	2,641	2,757	2,823	3,088	3,171	3,488	4,388	3,298	4,288	4,118
Admitted	1,728	2,255	2,051	2,039	2,029	2,259	2,657	2,634	3,511	3,156
Enrolled	1,663	1,704	1,632	1,525	1,378	1,584	1,727	1,733	1,902	1,725
% Admitted-Enrolled	96.2%	75.6%	79.6%	74.8%	67.9%	70.1%	65.0%	65.8%	54.2%	54.7%
Minority Students										
Applied	534	538	605	672	835	994	977	917	1,046	957
Admitted	289	383	369	399	499	565	634	639	762	648
Enrolled	282	271	285	290	363	388	414	436	466	396
% Admitted-Enrolled	97.6%	70.8%	77.2%	72.7%	72.7%	68.7%	65.3%	68.2%	61.2%	61.1%

*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, American Indians/Alaskan Natives, Asian Americans, Hispanic Americans, Native Hawaiians/Pacific Islanders and those reporting two or more races.
 Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: www.astate.edu/irp; email address: asurp@astate.edu



Applications for Undergraduate Transfer Minority Students (Fall)

Based on Fall 2009 applications, **701%** of Fall 2009 undergraduate transfer applicants that were admitted enrolled in the fall. Fall 2009, the rate of admitted to enrolled for minorities was **67.0%**. Since 2000, the average admitted to enrolled rate has been **76.8%** for all undergraduate transfers; whereas, rates for minorities have averaged **71.7%**.

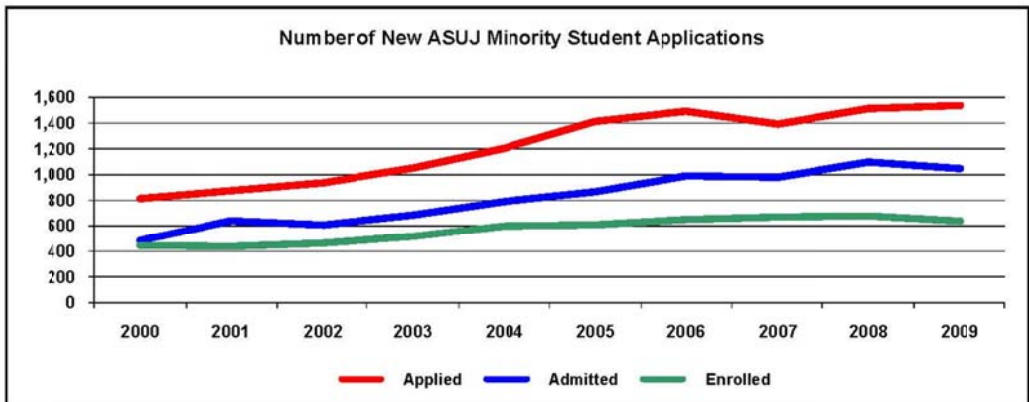
Undergraduate Transfer Applications	Fall									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
All Students										
Applied	1,166	1,382	1,284	1,377	1,372	1,446	1,493	1,389	1,564	1,539
Admitted	845	1,163	992	1,083	1,091	1,110	1,120	1,115	1,227	1,256
Enrolled	803	881	827	898	886	842	772	826	840	880
% Admitted-Enrolled	95.0%	75.8%	83.4%	82.9%	81.2%	75.9%	68.9%	74.1%	68.5%	70.1%
Minority Students										
Applied	206	217	245	281	303	334	359	350	293	265
Admitted	128	164	161	202	223	220	254	249	206	194
Enrolled	120	109	124	163	178	157	162	165	127	130
% Admitted-Enrolled	93.8%	66.5%	77.0%	80.7%	79.8%	71.4%	63.8%	66.3%	61.7%	67.0%



Applications for New Graduate Minority Students (Fall)

Based on Fall 2009 applications, **558%** of Fall 2009 new graduate student applicants that were admitted enrolled in the fall. Fall 2009, the rate of admitted to enrolled for minorities was **53.7%**. Since 2000, the average admitted to enrolled rate has been **66.1%** for all new graduates students; whereas, rates for minorities have averaged **68.1%**.

New Graduate Applications	Fall									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
All Students										
Applied	676	763	576	508	538	534	974	676	1,365	1,843
Admitted	556	612	485	452	535	526	658	530	1,123	1,348
Enrolled	339	399	376	356	448	424	450	390	580	752
% Admitted-Enrolled	61.0%	65.2%	77.5%	73.8%	83.7%	30.6%	68.4%	73.6%	51.6%	55.8%
Minority Students										
Applied	72	119	86	98	68	85	156	124	174	314
Admitted	66	91	77	84	68	82	100	90	130	205
Enrolled	43	57	55	63	57	64	74	68	85	110
% Admitted-Enrolled	65.2%	62.6%	71.4%	75.0%	83.8%	78.0%	74.0%	75.6%	65.4%	53.7%



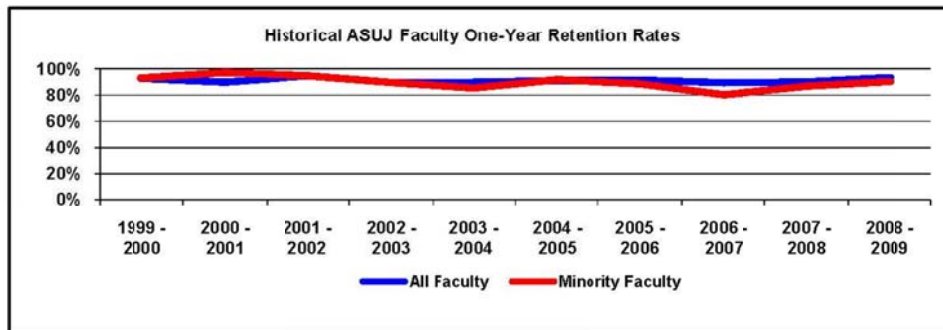
*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, American Indians/Alaskan Natives, Asian Americans, Hispanic Americans, Native Hawaiians/Pacific Islanders and those reporting two or more races.
Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: www.astate.edu/irp; email address: asurp@astate.edu



Retention Rates for Minority Faculty (Full-Time Faculty)

Based on 2009/2010 faculty information, **93.4%** of the 2008/2009 full-time faculty returned in 2009/2010. In contrast, the one-year retention rate for 2008/2009 minority faculty was **90.4%**. Since 1999/2000, one-year retention rates for all full-time faculty have averaged **91.1%**; whereas, rates for minorities have averaged **89.7%**.

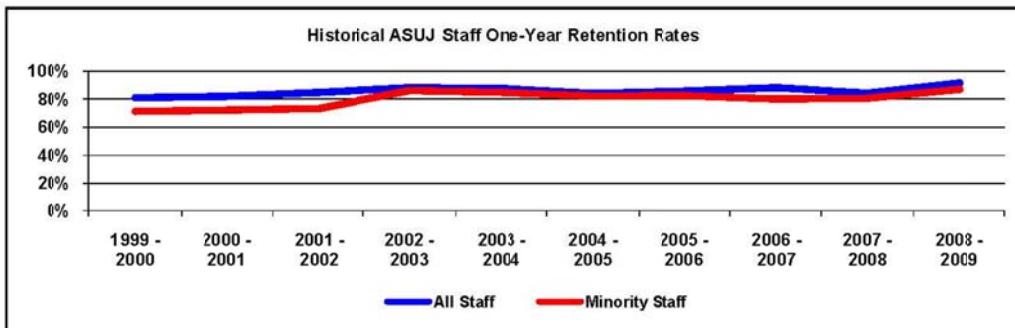
One-Year Retention Rates	Fiscal Year									
	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
All Faculty	92.8%	89.7%	94.7%	89.6%	89.7%	91.0%	91.3%	89.3%	89.9%	93.4%
Minority Faculty	92.9%	97.1%	94.7%	89.5%	85.4%	91.8%	88.5%	80.0%	86.8%	90.4%



Retention Rates for Minority Staff (Full-Time Staff)

Based on 2009/2010 staff information, **91.3%** of the 2008/2009 full-time staff returned in 2009/2010. In contrast, the one-year retention rate for 2008/2009 minority staff was **86.9%**. Since 1999/2000, one-year retention rates for all full-time staff have averaged **85.6%**; whereas, rates for minorities have averaged **79.9%**.

One-Year Retention Rates	Fiscal Year									
	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
All Staff	80.9%	81.8%	84.6%	83.0%	87.4%	83.9%	85.6%	88.0%	84.0%	91.3%
Minority Staff	71.1%	72.1%	73.3%	85.9%	84.6%	82.1%	82.3%	80.0%	80.6%	86.9%



*For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, American Indians/Alaskan Natives, Asian Americans, Hispanic Americans, Native Hawaiians/Pacific Islanders and those reporting two or more races.
Analysis Prepared by The Office of Institutional Research, Planning, & Assessment; web address: www.astate.edu/irp; email address: asurp@astate.edu

APPENDIX D—Employed Minorities

Employed Minorities

	Department	Title	Ethnic Description
1	Athletic Administration	Administrative Specialist III	Asian or Pacific Islander
2	Football	ASU Asst Head Football Coach	Asian or Pacific Islander
3	Office of International Programs	Academic Advisor	Asian or Pacific Islander
4	Office of International Programs	Project Program Specialist	Asian or Pacific Islander
5	English as Second Language	Assistant Professor	Asian or Pacific Islander
6	Arkansas Biosciences Institute	Research Assistant Professor	Asian or Pacific Islander
7	Arkansas Biosciences Institute	Research Assistant Professor	Asian or Pacific Islander
8	Arkansas Biosciences Institute	Research Assistant Professor	Asian or Pacific Islander
9	Arkansas Biosciences Institute	Research Asst Professor	Asian or Pacific Islander
10	Arkansas Biosciences Institute	Research Associate	Asian or Pacific Islander
11	Agriculture Studies	Assistant Professor	Asian or Pacific Islander
12	Agriculture Studies	Research Assistant Professor	Asian or Pacific Islander
13	Agriculture Studies	Research Assistant	Asian or Pacific Islander
14	Agriculture Studies	Research Assoc	Asian or Pacific Islander
15	Agriculture Studies	Instructor	Asian or Pacific Islander
16	Technology	Associate Professor	Asian or Pacific Islander
17	Economics and Finance	Assistant Professor	Asian or Pacific Islander
18	Economics and Finance	Assistant Professor	Asian or Pacific Islander
19	Management and Marketing	Professor	Asian or Pacific Islander
20	Radio and Television	Instructor	Asian or Pacific Islander
21	Radio and Television	Assistant Professor	Asian or Pacific Islander
22	Teacher Education	Assistant Professor	Asian or Pacific Islander
23	Teacher Education	Assistant Professor	Asian or Pacific Islander
24	Teacher Education	Instructor	Asian or Pacific Islander
25	Teacher Education	Instructor	Asian or Pacific Islander
26	Engineering Instruction	Assistant Professor	Asian or Pacific Islander
27	Engineering Instruction	Assistant Professor	Asian or Pacific Islander
28	Engineering Instruction	Assistant Professor	Asian or Pacific Islander
29	History	Assistant Professor	Asian or Pacific Islander
30	Political Science	Assistant Professor	Asian or Pacific Islander
31	Social Work	Associate Professor	Asian or Pacific Islander
32	Social Work	Assistant Professor	Asian or Pacific Islander
33	Biological Sciences	Assistant Professor	Asian or Pacific Islander
34	Biological Sciences	Research Associate	Asian or Pacific Islander
35	Biological Sciences	Fiscal Support Specialist	Asian or Pacific Islander
36	Chemistry and Physics	Associate Professor	Asian or Pacific Islander
37	Chemistry and Physics	Instructor	Asian or Pacific Islander
38	Chemistry and Physics	Assistant Professor	Asian or Pacific Islander
39	Chemistry and Physics	Assistant Professor	Asian or Pacific Islander
40	Chemistry and Physics	Research Assoc	Asian or Pacific Islander
41	Computer Sciences	Associate Professor	Asian or Pacific Islander
42	Computer Sciences	Associate Professor	Asian or Pacific Islander
43	Computer Sciences	Assistant Professor	Asian or Pacific Islander
44	Mathematics and Statistics	Associate Professor	Asian or Pacific Islander
45	Mathematics and Statistics	Assistant Professor	Asian or Pacific Islander
46	Mathematics and Statistics	Assistant Professor	Asian or Pacific Islander

47	Mathematics and Statistics	Assistant Professor	Asian or Pacific Islander
48	Custodial	Institutional Svcs Assistant	Asian or Pacific Islander
49	Disability Services	Project Program Specialist	Asian or Pacific Islander
50	Criminology Sociology Geography	Assistant Professor	Asian or Pacific Islander
51	Arkansas Biosciences Institute	Research Asst Professor	Asian or Pacific Islander
52	English and Philosophy	Assistant Professor	Asian or Pacific Islander
53	Computer and Information Technology	Associate Professor	Asian or Pacific Islander
54	Accounting	Assistant Professor	Asian or Pacific Islander
55	Criminology Sociology Geography	Associate Professor	Asian or Pacific Islander
56	Agriculture Studies	Instructor	Asian or Pacific Islander
57	Information and Technology Services	Information Technology Manager	Asian or Pacific Islander
58	Computer and Information Technology	Associate Professor	Asian or Pacific Islander
		Total	58
1	Office of the Chancellor	Research Assistant	Black/African-American
2	Athletic Administration	Asst Dir Athletics	Black/African-American
3	Football	Asst Football Coach	Black/African-American
4	Football	Asst Football Coach	Black/African-American
5	Football	Asst Football Coach	Black/African-American
6	Mens Basketball	Asst Coach	Black/African-American
7	Soccer	Head Coach	Black/African-American
8	Womens Basketball	Asst Coach	Black/African-American
9	Womens Basketball	Asst Coach	Black/African-American
10	VC-Academic Affairs and Research	Senior Assoc VC for AAR	Black/African-American
11	VC-Academic Affairs and Research	Research Assistant	Black/African-American
12	Military Science and Leadership	Administrative Specialist II	Black/African-American
13	English as Second Language	Instructor	Black/African-American
14	Museum	Administrative Specialist III	Black/African-American
15	Mid South Degree Center	Coor of ASU Cmnty College	Black/African-American
16	Office of the Registrar	Assistant Registrar	Black/African-American
17	Arkansas Biosciences Institute	Research Assistant	Black/African-American
18	Arkansas Biosciences Institute	Research Associate	Black/African-American
19	Agriculture Studies	Professor	Black/African-American
20	Technology	Instructor	Black/African-American
21	Management and Marketing	Assistant Professor	Black/African-American
22	COB Student Services Center	Academic Advisor	Black/African-American
23	Radio and Television	Department Chairperson	Black/African-American
24	Radio Production	Broadcast Prod Specialist	Black/African-American
25	Communication Studies	Instructor	Black/African-American
26	Leadership and Special Education	Assistant Professor	Black/African-American
27	Leadership and Special Education	Assistant Professor	Black/African-American
28	Teacher Education	Instructor	Black/African-American
29	Health Physical Educ Sports Science	Instructor	Black/African-American
30	Psychology and Counseling	Department Chairperson	Black/African-American
31	Professional Education Programs	Administrative Specialist II	Black/African-American
32	Professional Education Programs	Assistant Professor	Black/African-American
33	Childhood Services	Project Program Manager	Black/African-American
34	Childhood Services	Project Program Manager	Black/African-American
35	Childhood Services	Data Entry Specialist	Black/African-American
36	Childhood Services	Project Program Manager	Black/African-American

37	Childhood Services	Caregiver I	Black/African-American
38	Childhood Services	Project Program Manager	Black/African-American
39	Childhood Services	Project Program Manager	Black/African-American
40	Childhood Services	Project Program Manager	Black/African-American
41	Childhood Services	Project Program Manager	Black/African-American
42	Childhood Services	Caregiver II	Black/African-American
43	Childhood Services	Caregiver I	Black/African-American
44	Childhood Services	Caregiver III	Black/African-American
45	Childhood Services	Caregiver III	Black/African-American
46	Childhood Services	Caregiver III	Black/African-American
47	Childhood Services	Caregiver I	Black/African-American
48	Childhood Services	Project Program Manager	Black/African-American
49	Childhood Services	Project Program Manager	Black/African-American
50	Childhood Services	Caregiver II	Black/African-American
51	Childhood Services	Caregiver III	Black/African-American
52	Childhood Services	Childcare Technician	Black/African-American
53	Childhood Services	Project Program Manager	Black/African-American
54	ABC Program	Project Program Manager	Black/African-American
55	Dean of Humanities and Soc Science	Fiscal Support Technician	Black/African-American
56	Criminology Sociology Geography	Instructor	Black/African-American
57	English and Philosophy	Instructor	Black/African-American
58	English and Philosophy	Instructor	Black/African-American
59	English and Philosophy	Assistant Professor	Black/African-American
60	English and Philosophy	Instructor	Black/African-American
61	English and Philosophy	Instructor	Black/African-American
62	History	Assistant Professor	Black/African-American
63	History	Administrative Specialist II	Black/African-American
64	Political Science	Instructor	Black/African-American
65	Beck Pride Center	Project Program Manager	Black/African-American
66	Nursing	Assistant Professor	Black/African-American
67	Social Work	Assistant Professor	Black/African-American
68	Social Work	Department Chairperson	Black/African-American
69	Social Work	Assistant Professor	Black/African-American
70	Social Work	Assistant Professor	Black/African-American
71	Clinical Lab Sciences	Assistant Professor	Black/African-American
72	Communication Disorders	Assistant Professor	Black/African-American
73	Chemistry and Physics	Administrative Specialist I	Black/African-American
74	Chemistry and Physics	Assistant Professor	Black/African-American
75	Chemistry and Physics	Assistant Professor	Black/African-American
76	Chemistry and Physics	Assistant Professor	Black/African-American
77	Chemistry and Physics	Research Assoc	Black/African-American
78	Dean of University College	Instructor	Black/African-American
79	Office of Advisement Services	Instructor	Black/African-American
80	Office of Student Support Services	Assoc Director Student Support	Black/African-American
81	Office of Student Support Services	Research Assistant	Black/African-American
82	Upward Bound Program	Dir of Upward Bound	Black/African-American
83	Upward Bound Program	Academic Advisor	Black/African-American
84	Dean of Library	Administrative Specialist I	Black/African-American
85	Library Operations	Library Technician	Black/African-American
86	Library Operations	Library Support Assistant	Black/African-American
87	Library Operations	Library Support Assistant	Black/African-American

88	Student Account Services	Fiscal Support Supervisor	Black/African-American
89	Treasurer	Cashier	Black/African-American
90	Banner Technical Support	Administrative Analyst	Black/African-American
91	Associate VC for Administration	Assoc VC	Black/African-American
92	Human Resources	Human Resources Assistant	Black/African-American
93	Information and Technology Services	Computer Support Specialist	Black/African-American
94	Convocation Center	Apprentice Tradesman	Black/African-American
95	Custodial	Institutional Svcs Assistant	Black/African-American
96	Custodial	Institutional Svcs Assistant	Black/African-American
97	Custodial	Coordinator of Housekeeping	Black/African-American
98	Custodial	Institutional Svcs Assistant	Black/African-American
99	Custodial	Institutional Svcs Assistant	Black/African-American
100	Custodial	Institutional Svcs Assistant	Black/African-American
101	Custodial	Institutional Svcs Assistant	Black/African-American
102	Custodial	Institutional Svcs Assistant	Black/African-American
103	Custodial	Institutional Svcs Assistant	Black/African-American
104	Custodial	Institutional Svcs Supervisor	Black/African-American
105	Grounds and Landscape	Equipment Operator	Black/African-American
106	Grounds and Landscape	Athletic Facility Supervisor	Black/African-American
107	Grounds and Landscape	Landscape Specialist	Black/African-American
108	Project Services	Skilled Tradesman	Black/African-American
109	Planning and Design	Comm Artist I/Graphic Artist I	Black/African-American
110	Energy Management	Skilled Tradesman	Black/African-American
111	Recycling and Solid Waste	Heavy Equipment Operator	Black/African-American
112	Vice Chancellor for Student Affairs	Assoc VC	Black/African-American
113	Vice Chancellor for Student Affairs	Computer Support Specialist	Black/African-American
114	Assistant VC for Student Affairs	Assoc Dean of Student Affairs	Black/African-American
115	Director of Residence Life	Institutional Svcs Assistant	Black/African-American
116	Student Development and Leadership	Dir of Student Activities	Black/African-American
117	Student Union	Student Union Night Manager	Black/African-American
118	Student Union	Institutional Svcs Assistant	Black/African-American
119	Student Union	Athletic Facility Supervisor	Black/African-American
120	Student Union	Institutional Svcs Assistant	Black/African-American
121	Office of Financial Aid and Scholarships	HEI Program Coordinator	Black/African-American
122	Office of Financial Aid and Scholarships	Administrative Specialist II	Black/African-American
123	Office of Financial Aid and Scholarships	Financial Aid Analyst	Black/African-American
124	Office of Financial Aid and Scholarships	Administrative Specialist I	Black/African-American
125	Office of Admissions	Administrative Specialist I	Black/African-American
126	Office of Admissions	Student Development Specialist	Black/African-American
127	Office of Admissions	Student Development Specialist	Black/African-American
128	Career Services	Counselor	Black/African-American
129	Disability Services	Education Counselor	Black/African-American
130	Disability Services	Education Counselor	Black/African-American
131	Director of University Police	Public Safety Officer	Black/African-American
132	Director of University Police	HE Public Safety Dispatcher	Black/African-American
133	Director of University Police	Public Safety Officer	Black/African-American
134	Director of University Police	Public Safety Officer	Black/African-American
135	ASUJ Advancement Services	Administrative Specialist III	Black/African-American
136	Vice President-System Operations	Assoc for Admin	Black/African-American
137	Criminology Sociology Geography	Department Chairperson	Black/African-American
138	Sports Medicine Supplement	Instructor	Black/African-American

139	Library Operations	Librarian	Black/African-American
140	Journalism and Printing	Assistant Professor	Black/African-American
141	Custodial	Institutional Svcs Assistant	Black/African-American
142	Information and Technology Services	Computer Support Specialist	Black/African-American
143	Office of Fin Aid and Scholarships	Asst Dir of Financial Aid	Black/African-American
144	Energy Management	Skilled Tradesman	Black/African-American
145	Childhood Services	Project Program Manager	Black/African-American
146	Environmental Health	Administrative Specialist I	Black/African-American
147	Childhood Services	Caregiver II	Black/African-American
148	Student Union	Institutional Svcs Assistant	Black/African-American
149	Teacher Education	Instructor	Black/African-American
150	Mens Track	Intern Coach	Black/African-American
151	Music	Assistant Professor	Black/African-American
152	Political Science	Assistant Professor	Black/African-American
153	Childhood Services	Project Program Manager	Black/African-American
154	Childhood Services	Caregiver III	Black/African-American
155	Office of the Registrar	Registrars Assistant	Black/African-American
156	English as Second Language	Administrative Specialist I	Black/African-American
157	Custodial	Institutional Svcs Supervisor	Black/African-American
158	Teacher Education	Instructor	Black/African-American
159	Grounds and Landscape	Apprentice Tradesman	Black/African-American
160	Childhood Services	Project Program Specialist	Black/African-American
161	Assoc VC-Research and Tech Transfer	HEI Program Coordinator	Black/African-American
162	Center for Regional Programs	Administrative Specialist I	Black/African-American
163	Childhood Services	Caregiver II	Black/African-American
164	Radio and Television	Instructor	Black/African-American
165	Childhood Services	Childcare Technician	Black/African-American
		Total	165
1	Strength	Dir of Strength and Conditioni	Hispanic or Latino
2	Sports Medicine Supplement	Intern Coach	Hispanic or Latino
3	Interactive Teaching-Technology Ctr	Research Assoc	Hispanic or Latino
4	Arkansas Biosciences Institute	Research Assoc Professor 9 Mo	Hispanic or Latino
5	Arkansas Biosciences Institute	Research Assistant	Hispanic or Latino
6	Arkansas Biosciences Institute	Research Assistant	Hispanic or Latino
7	Arkansas Biosciences Institute	Research Asst Professor 9 Mo	Hispanic or Latino
8	Arkansas Biosciences Institute	Research Assistant	Hispanic or Latino
9	Agriculture Studies	Research Assoc	Hispanic or Latino
10	Management and Marketing	Assistant Professor	Hispanic or Latino
11	Printing Services	Institutional Printer	Hispanic or Latino
12	Dean of Education	Fiscal Support Specialist	Hispanic or Latino
13	Psychology and Counseling	Administrative Specialist II	Hispanic or Latino
14	Childhood Services	Project Program Manager	Hispanic or Latino
15	World Languages and Cultures	Associate Professor	Hispanic or Latino
16	World Languages and Cultures	Instructor	Hispanic or Latino
17	Heritage Studies	Administrative Specialist III	Hispanic or Latino
18	Office of Advisement Services	Administrative Specialist II	Hispanic or Latino
19	Information and Technology Services	Research Assistant	Hispanic or Latino
20	Director of Residence Life	Institutional Svcs Assistant	Hispanic or Latino
21	MH-AP Admissions	Admissions Analyst II	Hispanic or Latino

22	Social Work	Associate Professor	Hispanic or Latino
23	Arkansas Biosciences Institute	Research Assistant Professor	Hispanic or Latino
		Total	23
1	Center for Regional Programs	Research Assistant	American Indian/Alaskan Native
2	Radio and Television	Instructor	American Indian/Alaskan Native
3	Teacher Education	Assistant Professor	American Indian/Alaskan Native
4	Childhood Services	Project Program Specialist	American Indian/Alaskan Native
5	Mathematics and Statistics	Instructor	American Indian/Alaskan Native
6	Quality Improvement Program	Administrative Specialist III	American Indian/Alaskan Native
7	Recreation Center Maintenance	Skilled Tradesman	American Indian/Alaskan Native
8	Childhood Services	Project Program Specialist	American Indian/Alaskan Native
		Total	8
1	Interactive Teaching-Technology Ctr	Research Assistant	Other
2	Computer and Information Technology	Assistant Professor	Other
3	Childhood Services	Project Program Specialist	Other
4	Office of International Programs	Dir of Ofc of Intl Stdnt Servs	Other
5	Childhood Services	Caregiver I	Other
6	Chemistry and Physics	Research Assoc	Other
7	Criminology Sociology Geography	Assistant Professor	Other
8	Political Science	Assistant Professor	Other
		Total	8

Appendix D—Minority Hires

Minority Hires July 1, 2009 - Present

Department	Title	Ethnic Description
Athletic Administration	Administrative Specialist III	Asian or Pacific Islander
Economics and Finance	Assistant Professor	Asian or Pacific Islander
Radio and Television	Instructor	Asian or Pacific Islander
Teacher Education	Instructor	Asian or Pacific Islander
Teacher Education	Instructor	Asian or Pacific Islander
Engineering Instruction	Assistant Professor	Asian or Pacific Islander
Social Work	Associate Professor	Asian or Pacific Islander
Social Work	Assistant Professor	Asian or Pacific Islander
Biological Sciences	Research Associate	Asian or Pacific Islander
Biological Sciences	Fiscal Support Specialist	Asian or Pacific Islander
Chemistry and Physics	Research Assoc	Asian or Pacific Islander
Office of International Programs	Academic Advisor	Asian or Pacific Islander
English as Second Language	Assistant Professor	Asian or Pacific Islander
	Total	13
Professional Education Programs	Administrative Specialist II	Black/African-American
Professional Education Programs	Assistant Professor	Black/African-American
Childhood Services	Project Program Specialist	Black/African-American
Childhood Services	Project Program Manager	Black/African-American
Childhood Services	Childcare Technician	Black/African-American
History	Administrative Specialist II	Black/African-American
Political Science	Instructor	Black/African-American
Nursing	Assistant Professor	Black/African-American
Chemistry and Physics	Research Assoc	Black/African-American
Office of Student Support Services	Research Assistant	Black/African-American
Library Operations	Library Support Assistant	Black/African-American
Custodial	Institutional Svcs Assistant	Black/African-American
Grounds and Landscape	Apprentice Tradesman	Black/African-American
Student Union	Athletic Facility Supervisor	Black/African-American
Student Union	Institutional Svcs Assistant	Black/African-American
Office of Fin Aid and Scholarships	HEI Program Coordinator	Black/African-American
Office of Admissions	Administrative Specialist I	Black/African-American
ASUJ Advancement Services	Administrative Specialist III	Black/African-American
Soccer	Head Coach	Black/African-American
Childhood Services	Project Program Manager	Black/African-American
Childhood Services	Childcare Technician	Black/African-American
Childhood Services	Project Program Manager	Black/African-American
Chemistry and Physics	Administrative Specialist I	Black/African-American
Chemistry and Physics	Assistant Professor	Black/African-American
	Total	14
Sports Medicine Supplement	Intern Coach	Hispanic or Latino
MH-AP Admissions	Admissions Analyst II	Hispanic or Latino

	Office of Advisement Services	Administrative Specialist II	Hispanic or Latino
		Total	3
	Childhood Services	Project Program Specialist	American Indian/Alaskan Native
	Mathematics and Statistics	Instructor	American Indian/Alaskan Native
		Total	2
	Political Science	Assistant Professor	Other
		Total	1

**DIVERSITY AT ARKANSAS STATE UNIVERSITY
PREPARING FOR OUR SECOND CENTURY – A TIME FOR INCLUSION**

- I. The Meaning of Diversity
- II. Arkansas State University’s Diversity Rationale
- III. Prerequisites for Success
- IV. Vision and Mission Statements
- V. The Process of Achieving Diversity
- VI. Measures Utilized to Assess Success
- VII. Accountability Measures

I. THE MEANING OF DIVERSITY

Diversity is the continuous process embracing the ideal of inclusion by accepting each person as an equal and valued member of the university community.

II. THE DIVERSITY RATIONALE

Many rationales exist for embracing diversity as an integral component of academe and its pursuit of knowledge and excellence. Arkansas State University recognizes these rationales and rests the foundation of diversity upon two factors: (1) Diversity is good for higher education and (2) Diversity is simply the right thing to do.

Democratic Rationale

Arkansas State University’s responsibilities in an American democracy require a dedication to the principles of equality, equity, and social justice. This social and political imperative demands the creation of an educational environment in which people of all races, ethnicities, colors, genders, religions, social-economic classes, ages, and sexual orientations be afforded an equitable opportunity to succeed in life. This is an essential part of America’s continuing quest to respect the diverse nature of American society, while also overcoming the obstacles that all too often impede that quest. The democratic responsibilities of Arkansas State University also demand that the students it serves be given the opportunity to effectively participate in a diverse democratic society. Our American democracy requires its public institutions of higher learning to help create future citizens who can effectively participate in problem solving and ethical decision making that relates to the diverse nature of society. This can only be done where a diverse setting exists, and where respect and understanding is nurtured between all individuals and groups.

The Educational Rationale

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness

of knowledge can only be obtained when people of all races, ethnicities, colors, genders, religions, socio-economic statuses are free to gather and exchange their life's experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

Achieving this fullness of knowledge begins with recognizing that no single people group, personality, discipline or trade is the caretaker of all knowledge or life experiences. Rather, the pursuit and sharing of knowledge requires the presence, and meaningful participation, of those who may contribute their unique qualities and experiences to this constantly changing mosaic we call diversity. As one writer noted:

Diversity is essential for excellence. Through diversity, the knowledge base that serves as the foundation of the academy becomes richer, more accurate, and more nuanced. Diversity also encourages a deeper understanding of students and the ways in which their complex and dynamic identities influence what they learn and how they learn it. In these ways, diversity drives higher education toward excellence in teaching and learning. (McTighe, et. al., 1999).

Moral Rationale

Arkansas State University is uniquely situated given its immediate access to significant populations of students who come from predominately white and predominately black school districts and counties that represent some of the most economically disadvantaged communities in the United States, if not the world. The suburban and urban populations of the Memphis metropolitan area add yet another dynamic/factor/element to this mix/equation. While the demographics of the state of Arkansas reflect a population that is approximately 80% white and 15.7% black and 4.3% consisting of other minorities. (Source, 2003-2004 Factbook) It is important to note that the broadly-defined Delta Region, a major component of ASU's service area, has a Black population of 24%.

The country and the world do not reflect these localized demographics and the incorrect views of the world and people they may produce. Therefore, it is imperative that the university strive to create a campus environment that accurately reflects the world in which our students will live, learn and lead. As the world continues to become more diverse and interdependent, the marketplace is demanding that universities produce students who have the skills to lead, work with or be governed by those who may differ from them. (See, Amicus Curiae Briefs filed on behalf of the Univ. of Michigan).

Specifically, all students have a right to see a consistent and meaningful reflection of themselves, and of those from whom they differ, in the people, programs and activities of Arkansas State University. This reflection should be contained in the faculty, staff, student body and in all of the programs of Arkansas State University. ASU students must have continuous exposure to other cultures, racial and ethnic groups and the unique contributions this brings to understanding and problem solving. While all staff and faculty are expected to serve as positive models for our students, the fact remains that many minority students, and students in general, are drawn to those with whom they feel familiar and comfortable.

Finally, diversity is simply the right thing to do. In a world where equality and equal opportunity continue to exclude the disenfranchised, a commitment to diversity recognizes that equality, equal opportunity and even social justice simply do not happen absent an institutional and personal commitment to include everyone in all facets of academia. After all, diversity at its core is simply about inclusion and exclusion. It is an understanding of why we choose to include certain people, ideas, methodologies, paradigms and practices while simultaneously, systematically and sometimes, unconsciously excluding others.

III. PREREQUISITE FOR SUCCESS

Successful and enduring diversity can only exist when certain factors and understandings exist on a campus. These prerequisites for success include the following:

- A. The university must continue to make a significant financial commitment and investment in people and programs, most notably in the areas of faculty recruitment and the academic development of minority students.
- B. An understanding must exist that the challenges surrounding the issue of diversity must be shared, and met, by all campus members. It cannot be the responsibility of a limited number of campus participants.
- C. Diversity does not simply happen. Rather, it is the result of coordinated and sustained efforts of all members of the campus community. It requires that the university be innovative and willing to take perceived risks and implement different strategies to build and sustain diversity throughout the campus.
- D. All campus members must be willing, to some degree, to embrace different people, ideas and methods in significant and meaningful ways throughout the campus community.

IV. VISION AND MISSION STATEMENTS

Vision Statement

ASU will be *known* for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a *diverse* faculty, staff and student body.

ASU will have an environment where anyone, no matter who they are, will see a consistent reflection of themselves on the campus and in its activities. They will feel comfortable, welcomed, and as if they belong at ASU.

Mission Statement

The Diversity Taskforce facilitates the process of embracing inclusion for ASU by educating the campus on diversity and its benefits thereby enhancing the learning and work environments and enabling all campus members to become more productive global citizens.

V. THE PROCESS FOR ACHIEVING DIVERSITY

A. Structural Diversity

Structural diversity refers to numerical and proportional representation of students, faculty and staff from different racial/ethnic groups throughout the university, including its programs and activities. (Hurtado,

Milem, Clayton-Pedersen, & Allen, 1998, 1999). This level of diversity will be achieved via the following goal:

RECRUITMENT:

GOAL #1 – The faculty and staff composition at Arkansas State University shall reflect the demographics of the student body.

Action Plan:

1. The university must continue to monitor the student/faculty ratio as they relate to gender and ethnicity. According to the Fall 2003 IPEDS Fall Enrollment Survey, minorities accounted for 16.1% of the enrollment base. African Americans were the largest ethnic minority group accounting for over 14% of the total enrollment base. Conversely, of the 446 total full-time faculty, only 11% are minority with only 5.8% African American, 3.6% Asian and 1.5% classified as Hispanic or Native American. From a student access standpoint, this equates to student-faculty ratios of 20:1 for ethnicities classified as other, 21.6:1 for whites and 58:1 for blacks. The ratio for blacks rises to 72:1 when only traditional 9/10 month faculty are considered. The remaining groups suffer only mild increases as a result of this adjustment. Goals for minority faculty recruitment must always consider the following: (1) Retirement and Attrition of minority faculty members; (2) The number of total faculty may continue to grow; and (3) The student body may continue to grow. Combined this produces a “moving” target that the university must strive to meet.
2. The university must support a 10 year process for strategic hires in selected departments with an emphasis on departments where there are no African American, Latino or female faculty members.
 - i. Additional faculty lines must be created to support and sustain this strategic hiring initiative.
 - ii. The university will initiate a formal “Grow-Your-Own” program whereby promising minorities are provided financial support as they pursue terminal degrees.
 - iii. Implement and fund Pre-doctoral Teaching Fellowships for Minority Scholars.
3. The search and selection process must be continuously monitored to ensure potential minority employees are treated fairly and equitably throughout the search and selection process.
4. The campus community and search committees must be continuously educated on how to conduct searches that will attract more diverse applicants into each position pool
5. Review and modify the Search and Selection Plan on an annual basis to assess effectiveness of the process and allow input from the various constituent groups.

RETENTION AND DEVELOPMENT:

GOAL No. 1: Create and maintain an environment on the ASU environment that makes it a desirable place for minorities to work and develop professionally.

Action Plan:

1. Develop and recognize best practices in creating and maintaining a welcoming environment for minority faculty, staff and students.

2. Engage in intentional activities to maintain a welcome environment and to combat the “chilly climate” that may be experienced by female and minority faculty members.
3. Assign mentors to all minority faculty and staff members who are new to the university or to their current position.
4. Create friendly and honest peer evaluation groups to help assess the job performance of minority employees.
5. Continuous individual meetings between faculty and department chairs to review teaching evaluations, research progress, PRT progress and conduct yearly goal setting with interim reporting.
6. Provide opportunities for minority faculty and staff to assess their satisfaction with the work environment and their development as a professional.
7. Conduct an institutional climate review every three years.
8. Conduct exit interviews with persons who transfer to other departments or leave the university altogether. Emphasis should be placed on ascertaining why individuals felt compelled to seek employment elsewhere.
9. Encourage and support faculty in their pursuit of research that may fall outside of the traditional realms of research.
10. Determine the role that service to students, the campus and the community will have in the reward systems for faculty and staff, especially for those who advise and mentor significant numbers of students.
11. Monitor departmental interactions to ensure that all faculty have an opportunity to participate in all formal and informal departmental functions.
12. Define ombudsman and determine how to incorporate an ombudsman into the employment/grievance process.
13. Provide continuing education for the ASU faculty and staff populations on diversity employment and retention issues.
14. Ensure proper representation of minorities and women on all university committees, panels, taskforces, etc. Particular care should be given to all selections or appointments that result in recommendations or decisions that will impact the work environment.
15. Annually disseminate data regarding Ph.D. and M.A./MS production by race/gender across fields to identify those areas where special efforts might be needed. Such data will come from The American Council on Education’s annual status report on Minorities in Higher Education, and the annual *Survey of Earned Doctorates* compiled by the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, The National Endowment for the Humanities, the U.S. Department of Agriculture and the National Aeronautics and Space Administration.

B. Diversity-Related Initiatives

GOAL: *INTRODUCE INITIATIVES TO THE CAMPUS THAT WILL ENCOURAGE UNDERSTANDING OF DIVERSITY, BUILD SUPPORT FOR AN INCLUSIVE ENVIRONMENT and CREATE OPPORTUNITIES FOR DIVERSITY DIALOGUE.*

STRATEGY: Celebrate diversity by recognizing and rewarding diversity-based research and the development of programs that contribute to the overall objectives of diversity.

Action Plan:

1. Diversity Excellence Award
The purpose of this award is to encourage excellence through diversity in academic departments by recognizing those departments that exhibit the highest commitment to excellence through diversity with an emphasis on recognizing best practices that are sustainable.
2. Diversity Pilots Program – Provides mini-grants to pilot new diversity initiatives throughout the staff and student body. The goal of the program is to empower and encourage campus members to become actively involved in diversity initiatives.
3. Quality Teaching Circle- The purpose of this initiative is to promote excellence in teaching, research and service among minority faculty members by creating positive and safe environments for faculty members to exchange ideas, receive enriching criticism, express concerns and access a university-wide support system.
4. Strategic Hiring Fund – Provides recruitment and retention assistance by helping fund the first-year salary of certain high-priority minority or female faculty and staff hires.
5. Diversity Conversation Series (Discussions in Diversity) – The goal of this initiative will be to encourage small group diversity-based dialogue throughout the campus on a consistent basis.
6. Diversity Incentive Grants Program – Monetary grants will be provided to faculty and staff members to pursue diversity-related research, create diversity-based courses or infuse diversity into existing courses. Additionally, grants will be provided to staff members to engage in initiatives designed to improve workplace climates.
7. Diversity Speaker Series - This series will formally introduce diversity dialogue to the campus by inviting presentations from national, regional and local speakers.
8. Quality Learning Circle - The purpose of this initiative is to promote excellence in learning among minority students by creating positive environments for students to learn from faculty members and other students in non-classroom settings. Additionally, students will receive the guidance, encouragement and support to become higher academic achievers.
9. ASU Diversity Education Initiative – The goal of this initiative is to educate all members of the campus community on diversity sensitivity and awareness issues and to equip all with the skills to navigate and manage across difference.
10. Student Incentive Grants - The goal of this initiative will be to encourage students to work together by funding collaborative proposals that help impart the university’s commitment to diversity throughout the student body.

DIVERSITY AND THE STUDENT BODY

Minority Student Outreach, Recruitment, Retention and Academic Performance:

Arkansas State University has the potential to recruit significantly larger numbers of minority students, specifically African Americans and Hispanics. There are many counties and school districts with majority-minority populations within driving distance to the university. Additionally, the growth projections for the Hispanic community will present significant opportunities to recruit Hispanic students for Northeast Arkansas and from the rapidly growing Memphis Metropolitan Area. A combination of effective outreach and persistent recruitment will be required to position the university to take advantage of its unique geographic location.

While the university continues to make progress in improving overall student academic performance, minority

students, specifically African American male students continue to achieve far lower levels of academic success. In fact, the sub-par academic performance of African American males at ASU is very alarming and has reached a crisis level. The following table highlights a comparison of graduation rates among various segments of the student body.

ASU STUDENT GRADUATION RATES (SIS Student Enrollment Information)

	African American Male	African American Females	White American Male	White American Female	All Full-Time First-Time Freshmen
Graduated within 4 years	4.9%	10.8%	15.4%	25.8%	19%
Graduated within 5 years	14.6%	28%	26%	41.2%	32.1%
Graduated within 6 years	15.8%	37.9%	35.9%	44.8%	39.1%

African American student retention is another issue that must be addressed by the university. While the most recent 1st to 2nd year retention rates show significant increases in the retention of African American males, the rate for African American females has gradually declined since 1997. The 2nd to 3rd year and 3rd to 4th year retention rates for African American males, while improving, continue to lag behind those of other student groups.

The goals and strategies outlined below must be attained if the university is to experience sustained long-term growth and be viewed as a college of choice for minorities as America continues its transformation into a multicultural and multiethnic society devoid of a majority group. A key component of addressing the academic improvement

of minority students centers around the creation of an academic mentor/advisor position whose primary function will be to develop, implement and coordinate initiatives, programs and university functions and services to improve the academic performance of minority students with particular emphasis placed on African American males. Specific goals and initiatives are contained in the following table.

Minority Student Recruitment and Retention Goals and Strategies				
Goal 1: Recruit and enroll greater numbers of students from underrepresented groups to create a truly diverse community of students that reflects both our multicultural society and individual differences, and encourage partnerships that build educational pipelines by reaching children and their parents at an earlier age.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
Collect and track ethnicity data on inquiries as well as applications, admits, and matriculants.	Examine current data for any limitations and adjust as necessary.		VCSA, VPAA, IRP, Admissions, Graduate School	
Ensure admitting process is culturally sensitive	Evaluate current admission policies		VCSA, VPAA, Admissions, Graduate School	
Clearly show support of Native Americans, Latino, Asian American, and	Expand the focus of Multicultural Student Affairs		VCSA, DI	

international students				
Have minority students be the recruitment tools in their hometown areas.	Develop a program		VCSA, VPAA, VPUA	
To have programs to learn about different cultures	Establish a multicultural center		PRES, VCSA	
Lists of potential underrepresented students	Explore the possibility of buying lists		VCSA, VPAA	
Continue support for ongoing initiatives	Link faculty with high school counselors, cultivate relationships with elementary and middle school children, and work with University area feeder schools		VPAA	
Develop plan of communication	Communicate with junior high school students during career-development portion of their curriculum		VCSA, VPAA	
Develop recruitment strategies for academic programs	Provide competitions, camps, or conferences to attract young minority students		VPAA, ATHLETICS, DI	
Enhance relationships with high school counselors especially those who work in schools with high percentages of students of color	Bring to campus small groups counselors to meet students, administrators, and tour facilities		VCSA	
Counselor advisory group	Develop a counselor advisor group		VCSA	
Sponsor greater number of on-campus opportunities	Provide over-night visits for potential minority students and their families		VCSA, VPAA, VPUA, DI, ATHLETICS	
Bring more students from underrepresented groups to campus	Design more programs, events, and tours of facilities		VCSA, VPAA	
Introduce a high concentration of minorities to ASU and its array of programs and opportunities	Initiate a Leadership Development Outreach Program for deans, chairs, and faculty to visit targeted institutions (e.g. high schools, churches, military)		VPAA	
To develop off-campus professional outreach programs to serve a statewide audience	Identify the best positioned units and programs to deliver outreach programs		VPAA, VCSA, VPUA, DI	

Establish registered student organizations	Organizations for Native Americans, Asian Americans, and Latino students		VCSA, VPAA, DI	
Ensure ASU is in compliance with ADA and ADAAG Regulations	Director of Office for Students with Disabilities will take a proactive approach with Finance and Administration to ensure compliance		VCSA, VPFA	
Enhance the college exploration process for low-income and first-generation youth	Use the Educational Talent Search Program and the National Youth Sports Program for enhancement		VCSA, ATHLETICS, VPAA	
Implement admissions outreach strategies	Hire two undergraduate and graduate recruiters to aid in outreach strategies		VCSA, VPAA	
Increase the number of employees from underrepresented groups whose dependents apply to undergraduate programs	Develop and enhance relationships with local corporations		VCSA, VPFA, VPAA	
Serve as a bridge between current students and graduates	Increase support for alumni associations for underrepresented groups		VPUA, DI	
Establish linkages and relationships	Linkages and relationships need to be established with Hispanic-serving institutions and relationships developed with Arkansas towns, cities, and school districts that have high concentrations of Latino students		DI, VPAA	
Increase weekend, evening, and distance learning courses offerings	Evaluate the supply, demand, and feasibility of offerings to target minority populations		VPAA, VCSA	
Promote university events for 10 th and 11 th grade and middle school students	Create and fund marketing tools such as a multicultural brochure, video, and website		VCSA, VPUA	
Enhance the campus-wide plan for recruiting students from underrepresented groups	Increase the region of travel and secure institutional membership in key academic minority organizations		VCSA, VPAA, DI	
Expand university visitation programs	To include regular visits from targeted		VPAA	

	constituent groups (i.e. McNair Scholars, Honors Programs, and National Merit Students)			
Recruit minority students to specific majors	Work with academic colleges to develop departmental and college level plans		VPAA	
Target African American students in counties where there are high concentrations of minority students	Submit an Upward Bound Math/Science grant proposal to the Department of Education		VPAA	
Directory for targeted underrepresented groups	Develop a directory of all services		VCSA	
Diversity Training	Include diversity training as a part of the preparedness programming for orientation leaders, campus ambassadors, resident assistants, and other student groups representing the campus		VCSA, DI	
Target Asian Americans out of Central Arkansas	Create a recruitment plan		VCSA	
Expand “Discover Diversity Through You”	Provide transportation for overnight trip to central, southeast, eastern, and northeast Arkansas		VCSA, DI	
Parent Association	Recruit parents of currently enrolled minority students to share testimonials and serve as partners; work with Alumni		PRES, VCSA	

Goal 2: Increase the institution’s graduation and retention rates by developing specific programs for underrepresented groups below the institutional average.

STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
Provide interactive classroom environment, leadership development opportunities, meaningful community service, part-time employment on campus, orientation to student services, and form relationships with faculty, staff, and other students	Establish a six-week summer residential institute for high school seniors who will attending ASU in the coming fall semester		VCSA, VPAA	

Provide computer-based and self-paced remedial/developmental instruction for all ASU student-learners who need it	Develop a “learning center” staffed with CESL instructors and graduate assistants		VPAA	
Provide short course offerings on selected topics related to diversity as encountered in the workplace, US Society, or other cultures	Develop a Horizons Program for ASU juniors and seniors		VPAA, DI	
Provide a campus laboratory for the development of leaders for the 21 st century	Create a Leadership Institute providing a combination of seminars, student research, leadership retreats, fellowships and internships, a leadership sequence of study and lectures with noted leaders and leadership authorities. The Institute also will expand the commitment of students to resolve social problems and address human needs.		VCSA, VPAA	
Technology and electronic information for persons with disabilities	Continue to improve access		VCSA, VPAA	
Increase networking opportunities for students	Enhance exchange programs in the United States and abroad		VPAA	
Develop effective student mentoring and advisement strategies for culturally diverse students	Renew sustained scholarship support for culturally underrepresented students		VPAA, VCSA, DI	
Reflect the service needs of underrepresented populations	Increase graduate enrollment in education, nursing, agriculture, engineering, and social work		VPAA	
Create better definitions for ethnicity	Examine the options given to students by other schools in terms of self-categorizations		DI	
Internships for students from underrepresented groups	Seek corporate support		VPAA, VCSA	

Exploration of diversity issues	Expand exploration of issues through the First-Year Experience courses		VPAA, VCSA	
To increase student understanding of individual differences	Student orientation program context will include components of living and participating in a communal and multicultural environment		VCSA, DI	
Networking opportunities to students from underrepresented groups.	Comprehensively target minority alumni for inclusion in a career network program to provide information, support, and job opportunities		VPUA	
Goal 3: Increase the amount of financial support for programs, services, and scholarships which target students from underrepresented groups.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
To increase enrollment of students from underrepresented groups in the areas of sciences, nursing, health professions, engineering, and business	Identify scholarship and grant programs		VPAA, VCSA, DI	
To identify all possible sources of public and private funding	Expand access to resources for students from underrepresented groups		VPUA, VCSA, DI	
Target students from underrepresented groups for scholarships	Expand scholarship programs for 2-year institutions		VPUA, VCSA	
Grants and gifts	Provide new staff to research, write, and promote public and private funding opportunities		DI	
To provide outreach programs in communities with large minority populations	Increase financial resource awareness in underrepresented student and family groups		VCSA	
To offer a debt free degree to students. Students will be guaranteed a debt free degree if they work on campus 10-12 hours	Explore the feasibility of an initiative similar to the Carolina Covenant, which is aimed at low-income		VCSA, VPUA	

weekly in federal work-study job during their four years on campus. The rest of the students' needs are funded through a combination of federal, state, university and private grants and scholarships	students			
Goal 4: Impart the University's commitment to diversity values to the ASU community and its constituents				
Best Practice/ Competencies in diversity	Determine, implement, and reward		DI	
To enhance diversity efforts, such as library, video, and other media	Provide academic and programming resources		DI	
Preview Day and Orientation activities	Include minority students, faculty and staff leaders		VPAA, VCSA	
Celebrate diversity	Reward research and the development of diversity programming within the ASU community and its constituent base		DI	

THE CURRICULUM AND DIVERSITY

The central question diversity presents to higher education concerns how the university can best use the curriculum to equip students with the knowledge and skills to function effectively in a diverse American and global society. Research continues to reveal that diversity in the curriculum remains the ideal place for introducing and sustaining diversity and its benefits among the student body.

- I. Goal: To infuse more diversity into various levels of the general education curriculum where appropriate.

Action Plan

1. Create a comprehensive survey instrument to determine the extent of diversity coverage in the general education curriculum and in other courses throughout the university.
2. Work closely with the general education committee, through the shared governance process, to develop a potential diversity requirement from a selected range of current course offerings. (Work with the same group to assess the merits of a diversity requirement.)
3. Provide incentive grants to encourage and enable faculty members to introduce more diversity into their current course offerings and to create new courses that emphasize diversity in their current content areas. (Expand diversity coverage in all courses beyond the general education curriculum).
4. Develop an instrument to assess the impact infusing the diversity in the curriculum has on current students and graduates.

5. Host Faculty Diversity Forums/Workshops to assist faculty members in introducing diversity ideals into their courses and to develop a repertoire of skills to accommodate diverse learning styles that exist in diverse classrooms.

**DIVERSITY AT ARKANSAS STATE UNIVERSITY:
IMPLEMENTATION PLAN FOR REVIEW & IMPROVEMENT**

Diversity Vision:

ASU will be *known* for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a *diverse* faculty, staff and student body.

Working Definition:

Diversity at ASU is a process embracing the ideal of inclusion. Through continuous education, the ASU community constantly moves towards that ideal by generating special attention and sensitivity to such factors as gender, race, ethnicity, ability, sexual orientation, age, and religion while accepting these differences as positive and enriching.

GOAL: Effectively incorporate diversity in the curriculum				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
1. Develop learning outcomes for diversity in the curriculum	Adopt a definition of diversity	Will be presented to Strategic Planning Steering Committee in mid-February 2004.	Diversity Taskforce with input from campus community.	
	Review existing ASU documents to develop diversity-related learning outcomes		General Education Committee/DI	
	Draft learning outcomes for diversity in the curriculum		General Education Committee	
2. Develop an inventory of current Diversity Course Offerings	Create a comprehensive survey instrument to inventory courses that meet one or more of the learning outcomes Distribute to department chairs at the beginning of Fall 04.		GEC/DI	

GOAL: Effectively incorporate diversity in the curriculum				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
3. Review Models of Diversity in the Curriculum at Other Universities	Review models of other institutions that have incorporated diversity into the curriculum	Review of diversityweb.org Review of Peer Institution Cultural Diversity Courses	GEC/DI	
		Prepare Summary of Peer Institutions' Diversity Requirements	GEC/DI	
		Review Summary of Peer Institutions & AACU survey on Diversity Requirements	GEC	
	Identify curriculum models to include diversity in the curriculum. Possibilities include: (1) Requirements in GE (select from a range of course offerings) (2) Infusion in GE (3) Infusion in major (4) Requirement in the major (5) All students take same course (SUNY Buffalo)		General Education Committee	
	Evaluate the curriculum models		GEC	
	Identify academic research that identifies the best method to include diversity in the curriculum		GEC/DI	
	4. Select the Most Appropriate Model of Diversity in the Curriculum for ASU	Compare inventory of ASU diversity course offerings to other university models that incorporate diversity in the curriculum		GEC/DI
Create most appropriate model for ASU			GEC	

GOAL: Effectively incorporate diversity in the curriculum				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
5. Assess ASU's Implementation of Diversity in the Curriculum	Review existing assessment instruments to determine their sufficiency for ASU. Develop our own instrument if necessary.		General Education Committee, Office of Assessment	
	Review Diversity web research articles		GEC, DI	
	Develop and implement survey of students (Freshman, Senior, 5 years after graduation) regarding diversity in the curriculum		GEC, Office of Assessment	
	Review Academic Programs inventory of surveys.		GEC, Office of Assessment	
	Follow-up with department chairs and Diversity Taskforce on their surveys		Office of Assessment	
6. Provide faculty development opportunities to incorporate diversity in the curriculum	Inventory research generated by the Univ. of Michigan's Center for Research on Teaching and Learning		GEC, DI	
	Develop workshops to facilitate curriculum design that incorporates diversity into existing courses		GEC, DI	
	Invite experts to campus to discuss how they have included diversity in the curriculum		DI	
	Promotional plan to increase understanding of the need to incorporate diversity into the curriculum by the faculty		GEC, DI	
OUTCOME:				

GOAL: Effectively incorporate diversity in the curriculum				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
1. Prepare a report to Dr. Susan Allen, The General Education Committee and The Faculty Senate.				

VI. MEASURES USED TO ASSESS SUCCESS

GOAL: Develop the measures that will be used to assess the success of the university’s diversity initiative.

Action Plan

1. Every three years the university will conduct a campus climate survey and compare the results to the initial baseline data to assess the effectiveness of implemented diversity initiatives. Additionally, such data will be used to guide the planning, development and implementation of future initiatives.
2. Hiring data shall be maintained and reported for all departmental units on a yearly basis. Such data shall include the race and gender of all persons the university hired and interviewed, including telephone interviews. Additionally, a breakdown of all applicants, by position, shall be provided throughout the year.
3. Conduct annual assessment of diversity employment & retention progress towards employment goals through opinion sessions, focus groups, reproducible cultural audits and campus climate inventories.
4. Develop a mechanism to assess the level at which constituents from the various ASU campuses are contributing to University’s on-going, employment and retention assessment.
5. Develop an instrument to assess in-coming Freshmen to determine their diversity competencies. Additionally, similar instrumentation will be developed for current students and recent graduates to determine the impact diversity throughout the campus (faculty, staff, student body, curriculum, and programs) on them and their careers.

VII. ACCOUNTABILITY MEASURES

GOAL: *DEVELOP AND IMPLEMENT DIVERSITY ACCOUNTABILITY MEASURES*

- Develop incentives and disincentives for all supervisors in the areas of recruitment and retention of minority employees. Additionally, these measures will apply to gender issues in areas where under-representation remains an issue.
- Integrate diversity as a component for evaluating all supervisors.

- Campus units will develop, present and implement individual diversity plans consistent with the goals, principles and suggestions outlined in the diversity strategic plan. These self-developed plans shall be used to help assess accountability.

Appendix F--Unit Reports

Agriculture

I. Recruitment

A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

Hosted USDA APHIS (Animal and Plant Health Inspection Service) Discovery Day
20 African American students from Pine Bluff attended the event
Included tour of ASU COAT farm, Ecotox lab, ABI

B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2009 and re-enrolled in Spring 2010.

<u>Enrolled Students in the College of Agriculture and Technology</u>	
TOTAL NUMBER OF AGRICULTURE STUDENTS	<u>389</u>
NUMBER OF AFRICAN AMERICAN MALES	<u>17</u>
NUMBER OF AFRICAN AMERICAN FEMALES	<u>4</u>
NUMBER OF HISPANIC MALES	<u>1</u>
NUMBER OF HISPANIC FEMALES	<u>2</u>
NUMBER OF AMERICAN INDIAN MALES	<u>2</u>
NUMBER OF AMERICAN INDIAN FEMALES	<u>0</u>

C. Information regarding the number of position offers extended to minority candidates during the 2009-2010 academic year.

One position was offered to a minority candidate (Administrative Specialist II/Account Tech I), American Indian.

Staff Positions

TOTAL NUMBER OF NEW HIRES 4

NUMBER OF MINORITIES IN THE INTERVIEW POOL

AFRICAN AMERICAN 3

HISPANIC 0

ASIAN 2

AMERICAN INDIAN 1

Faculty Positions

NUMBER OF NEW HIRES 0

D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

1 position was filled with a minority candidates (Administrative Specialist II/Account Tech I), American Indian.

- During 2009-10, positions were posted on the HR website, and ads were placed in the Jonesboro Sun for the 4 open staff positions. No faculty positions were advertised during the year.

Staff Positions

- There were 4 staff vacancies during this FY, Assistant Farm Manager, 2 Farm Technician positions and an Administrative Specialist II/Account Tech I. The Assistant Farm Manager and 1 Farm Technician position were filled by Caucasian males. The other Farm Technician was filled by a female Caucasian. The Administrative Specialist II/Account Tech I was filled by an American Indian female.

Faculty Positions

- No faculty searches were initiated during the year.

II. Development and Retention

A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2009-2010 academic year.

No organized activities held.

B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

- Traditional the agriculture field has attracted a low percentage of minority students due to the historical relationship between the agriculture sector and minorities. The addition of the Technology program has increased our ability to attract minority students.

Athletics

A. Discussion of the activities, programs and resources utilized to recruit minority staff or students

- a. Position openings in the coaching staff and administrative units in Athletics are advertised with the Southwestern Athletic Conference, the Mid-Eastern Athletic Conference, the Minority Opportunities Athletic Association, the Black Coaches Association, or/and by contacting other minority representatives across campus and within intercollegiate athletics. Every effort is made to ensure a diverse pool of applicants for each position.
- b. During the 2009-10 academic year minorities were encouraged to apply for all positions in the athletic department. In the area of graduate assistants the following minorities were hired:
 - i. Volleyball – African American Female
- c. Although there is not a specific plan to recruit minority student-athletes, coaches are encouraged to recruit students who can contribute to the diversity initiatives of the university.

B. Number of minority student-athletes

Sport	Alaskan/American Indian	Asian/Pacific Islander	African-American	Hispanic	Other	Total
Bowling	0	0	0	0	0	0
WBB	0	0	10	0	0	10
Soccer	0	0	0	0	0	0
Tennis	0	0	0	1	0	1
W. Track & Field	0	0	10	1	0	11
Volleyball	0	0	2	0	0	2
Baseball	0	0	2	0	0	2
MBB	0	0	9	0	0	9
Football	1	0	69	1	0	71
M. Track & Field	0	0	8	0	0	8
Men's Golf	0	0	0	0	0	0
W. Golf	0	0	0	0	0	0
Total	1	0	110	3	0	114

There are 322 total student-athletes at ASU. The percentage of student-athletes represented by minorities is 35%.

C. Positions offered to minority candidates

- a. Assistant Women's Basketball Coach – African American Female
- b. Head Soccer Coach – African American Male

- c. Administrative Assistant – Asian/Pacific Islander

D. Positions within your areas that were filled with minority candidates

- a. Assistant Women’s Basketball Coach – African American Female
- b. Head Soccer Coach – African American Male
- c. Administrative Assistant – Asian/Pacific Islander

Future Plans for Development and Retention

- a) The department of athletics will continue to recruit and encourage any minority whether it is student-athletes, staff members, or coaches to become a part of Arkansas State University.
- b) The diversity of the Student-Athlete Advisory Committee will be monitored by the sponsoring staff member to ensure all groups are well represented.
- c) Positions of leadership, nominations for awards, and any other role that is offered to student-athletes will be approached from a diversity standpoint to ensure that all groups are well represented.
- d) Minorities will continue to be included in nominations for positions of leadership and nominations for awards.

Discussion of activities and/or resources that were utilized to develop minority staff, or students during the 2009-10 academic year:

- a) The President of the Student-Athlete Advisory Committee, 2009-10, was an African American female. She brought leadership and encouraged other minorities to participate in leadership roles, within the SAAC group.
- b) A Welcome Back Reception was held for all student-athletes, coaches, and staff at the beginning of the school year. This was a social activity where everyone was assigned seating and therefore had to mingle with others they did not know. It was a great event to promote diversity and awareness of others. The anticipated outcome was to ensure that all student-athletes and coaches got to know their counterparts in other sports and to promote support and cohesion in the athletic department.
- c) Each semester there is an Honor Roll celebration. This recognizes all student-athletes that made the honor roll the previous term. The goal of this program is to have all student-athletes publicly recognized, and to show other student-athletes that it is possible to be a minority and to be successful.
- d) The academic coordinators meet with a group of their designated sports “at-risk” student-athletes each week. They pay attention to time management skills, issues in the students’ life, ensure attendance at class, and that class assignments are being completed. The grouping of these students is that the majority of them that are designated “at-risk” are first generation college students, and minorities. The expected outcome is greater success and retention of this population.
- e) National Student-Athlete Day was held to celebrate achievements by all student-athletes and is another activity to reach out to all student-athletes including minority student-athletes in order to increase retention.
- f) A life-skills series was implemented to ensure preparation for life after college for all student-athletes including minorities. These sessions included resume writing, interviewing skills, etiquette dinner, and money management.

Business

Accounting

I. Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

Recruiting Faculty: Followed the WASP manual in our search for faculty members. Included a minority faculty member on the search committee. Posted the tenure-track position announcement on the American Accounting Association Website and the Chronicle of Higher Education. Advertised the instructor position in Jonesboro and Little Rock newspapers. Both positions were listed on <http://jobs.astate.edu>. Actively searched for minority alumni who might be interested in pursuing a terminal degree for possible future employment at ASU. Dr. Quinn and Dr. Frey attended the national meeting of the American Accounting Association as part of the recruitment effort.

Recruiting Students: Faculty encourage minority students in the college core accounting classes to major in accounting. At Senior Preview Days, always mention the AICPA Minority Scholarship and the NABA scholarships. Seek out qualified minority students and encourage them to apply for the scholarship.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2009 and re-enrolled in Spring 2010.

Please see the data at the end of this report.

- C. Information regarding the number of position offers extended to minority candidates during the 2009-10 academic year.

None

- D. Information regarding the positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

None.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2009-10 academic year.

All Accounting faculty are encouraged to attend conferences, workshops, etc to enhance their professional standing. The department provides as much financial support as possible for professional development as well as research reassignment time.

Announced minority scholarship offered by AICPA and NABA, and encouraged minority students to apply for the scholarships. Actively sought out qualifying students to apply for the AICPA and NABA Minority Scholarships. Also, we distributed employment information to senior level minority accounting students.

After a year of organization, our student chapter of the National Association of Black Accountants (NABA) received its charter on July 1, 2009. The department chair, escorted a group of 6 African-American students to the Central Region NABA conference in October. Two students received job offers as a result of this trip. NABA chapter members won scholarships from both the Central Region and the Northwest Arkansas professional chapter of NABA.

NABA held and sponsored several events that were open to the general university community this year. A Management and Marketing professor, and CIT professor, volunteered their time to assist the NABA students in preparing for interviews. A Management and Marketing professor was a guest speaker at a NABA meeting.

Computer and Information Technology (CIT)

I. Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

Recruiting Faculty and staff: The CIT Department had no open faculty or staff positions during this year.

Recruiting Students: Our student recruitment is aimed at the general population of potential students who might benefit from careers in IT. All faculty members are encouraged to work with our recruiting committee. The department has minority faculty members who work with the recruiting committee and with student organizations.

The faculty and staff of the department of CIT make themselves available to minority members of the community. For example, they took a group of African-American high school students to lunch in conjunction with the University's Junior Preview Day this spring. The three students were from West Helena. The group also included older family members (mother and sister of the students).

One of the students was a possible CIT major, the others had interests in fine arts and biology.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2009 and re-enrolled in Spring 2010.

Please see the data at the end of this report.

- C. Information regarding the number of position offers extended to minority candidates during the 2009-10 academic year.

No offers extended.

- D. Information regarding the positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

None.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2009-10 academic year.

All CIT faculty are encouraged to attend conferences, workshops, etc to enhance their professional standing. The department provides as much financial support as possible for professional development as well as research reassignment time.

All students are encouraged to become involved in student organizations. A minority CIT student competed in the Phi Beta Lambda state wide competitions this spring.

Economics and Finance

I. Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

Recruiting Faculty: In early 2009, the Department of Economics and Finance hired an Asian finance professor, a minority hire under Arkansas Act 1091. This hire was made possible by various factors. The Dean provided extensive support and sufficient supplemental salary funding allowing a competitive offer. College and department faculty and staff were open, helpful and caring. The search committee worked hard, using ASU resources provided to improve the inclusiveness of the

search process. Beyond the initial hire, efforts have been made to maximize the prospects of retaining the hired professor.

Recruiting Students: Faculty and staff in the department are open to all minority students. Our department staff, in particular the department secretary, extend assistance to minority students to help them become acclimated to ASU; the assistance provided includes walking the students around campus to assist them in finding needed resources.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2009 and re-enrolled in Spring 2010.

Please see the data at the end of this report.

- C. Information regarding the number of position offers extended to minority candidates during the 2009-10 academic year.

We did not have any open positions during the 2009-2010 academic year.

- D. Information regarding the positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

Not applicable.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2009-10 academic year.

Many development resources and activities are provided at the college level. Funding through the dean's office allows minority faculty to travel to conferences and workshops. The minority faculty in the Department of Economics and Finance was provided funding to travel to an international finance conference in China in the summer of 2009. This summer, the minority faculty will be provided a stipend through the dean's office allowing the faculty member to engage in research and not teach. We encourage all department faculty to participate in such developmental activities. The department maintains an open, inclusive environment for all students and faculty. We respond promptly to any perceived or actual behavior that interferes with minority students or faculty enjoyment and use of the resources and services provided by the department.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

Regarding faculty, our goal will be to retain the minority faculty we have currently, as discussed above. For students, we will continue to be an inclusive, open department that is concerned about

student welfare. We have and will continue to work with all parties on campus as minority students are recruited and retained.

Management and Marketing

I. Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

We had one open tenure track position in this department. Our search committee contained two minority faculty, one of whom chaired the search committee. We undertook a national search, utilizing the Ph.D. project and attendance at the Academy of Management International meeting in Chicago. We successfully recruited a minority from the University of Georgia. While an Indian candidate does not qualify under the strict definition of minority, we believe that the soon to be faculty member will help us to more effectively reach many of our international students. We began our year with two returning minority faculty. All have been active in student activities. As a result of their activity, two minority students now hold officer positions in the Society for Human Resource Management organization. Both the secretary/treasurer and the VP of Promotions are African American students. Our retention is strong with 15 of 18 enrolled minority students returning in the spring semester. I believe that this speaks of our department's desire to see all of our students succeed.

- B. 2009-10 Academic Year (Total Minority-Freshman and Transfers)

Please see the data at the end of this report.

- C. Our single open position was offered to an international candidate from the University of Georgia.
- D. Candidate accepted our offer in November and will begin teaching July 1, 2010

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2009-10 academic year.

College of Business Teaching Conference was chaired and organized by two by of our department faculty. The event was attended by our minority faculty. The event was supported by the Dean's office. It provides an opportunity to share ideas with our colleagues about one of our most important activities, teaching. Many of our department faculty are actively involved in on and off campus development. The minority faculty member is both a product of and serves as the university representative for The PhD Project and in this role she has the opportunity to mentor

minority students considering doctoral studies.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

As our faculty has become more diverse I believe that we have consciously determined to be inclusive in all aspects of our department functions. All of our faculty have been asked and found ways to use their skills and their particular interests. These opportunities (SHRM-student and professional, Cardiology Associates Foundation-Education Committee, Entrepreneurship Week, Business Plan Competition, Entrepreneurship Social, and Hispanic Community Center) have involved this faculty with our students and brought a broader group of students into an involved status with our department's activities. Every new faculty member is involved in the College, Department and community beyond their classroom responsibilities. Most have found a place to fit and I have looked for opportunities to share their skills with the broader community in hopes of strengthening their commitment to this area.

Minority Students - Applied, Admitted & Enrolled

			New Freshmen			Returned Spring 2010		
			Applied	Admitted	Enrolled	Same	Different	Total
Accounting	BS	Accounting	19	13	6	6	0	6
Computer & Information Technology	AS	Computer & Information Technology	6	4	3	3	0	3
	BS	Computer & Information Technology	8	3	1	1	0	1
	BSE	Business Technology Education	1	1	1	0	0	0
Economics & Finance	BA	Economics	1	1	1	0	0	0
	BS	Business Administration	34	22	9	6	0	6
	BS	Business Economics	1	1	0	--	--	--
	BS	Finance	1	1	0	--	--	--
Management & Marketing	BS	International Business	6	5	0	--	--	--
	BS	Management	26	17	8	6	1	7
	BS	Marketing	9	8	4	3	1	4

			New Transfer Undergraduates			Returned Spring 2010		
			Applied	Admitted	Enrolled	Same	Different	Total
Accounting	BS	Accounting	6	6	6	5	0	5
Computer & Information Technology	BS	Computer & Information Technology	2	0	--	--	--	--
Economics & Finance	BS	Business Administration	14	8	6	3	0	3
	BS	Business Economics	1	1	1	1	0	1
	BS	Finance	3	3	2	2	0	2
Management & Marketing			9	7	6	6	0	6

BS	Management	9	7	6	6	0	6
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			New Graduate Student			Returned Spring 2010		
			Applied	Admitted	Enrolled	Same	Different	Total
Accounting	MACC	Accounting	4	3	1	1	0	1
			4	3	1	1	0	1
Computer & Information Technology	MSE	Business Technology Education	3	2	2	2	0	2
			3	2	2	2	0	2
Economics & Finance	MBA	Business Administration	12	9	6	4	0	4
			12	9	6	4	0	4

			Total Minority			Returned Spring 2010		
			Applied	Admitted	Enrolled	Same	Different	Total
Accounting	BS	Accounting	29	22	13	12	0	12
	MACC	Accounting	25	19	12	11	0	11
			4	3	1	1	0	1
Computer & Information Technology	AS	Computer & Information Technology	20	10	7	6	0	6
	BS	Computer & Information Technology	6	4	3	3	0	3
	BSE	Business Technology Education	10	3	1	1	0	1
	MSE	Business Technology Education	1	1	1	0	0	0
			3	2	2	2	0	2
Economics & Finance	BA	Economics	67	46	25	16	0	16
	BS	Business Administration	1	1	1	0	0	0
	BS	Business Economics	48	30	15	9	0	9
	BS	Finance	2	2	1	1	0	1
	MBA	Business Administration	4	4	2	2	0	2
			12	9	6	4	0	4
Management & Marketing	BS	International Business	50	37	18	15	2	17
	BS	Management	6	5	0	--	--	--
	BS	Marketing	35	24	14	12	1	13
			9	8	4	3	1	4

Communications

I. Recruitment

- A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

One faculty member was recruited and hired by the College of Communications during 2009 for the 2009-2010 academic year. The Department of Radio-Television hired a native of Taipei as an assistant professor. No other recruiting was completed. One search is other way for a temporary hire.

The College continues to target historical black institutions for graduate recruiting, making assistantships and Hearst Fellowships available to candidates. In 2009-2010, the college had 56 graduate students, including 24 non-resident alien, 14 black, 1 Asian-American, 1 two or more and 15 white. One had unknown ethnicity. The college had 29 total graduate assistant slots during fall (15) and spring (14). Blacks, 8 by whites and 2 by non-resident aliens filled a total of 18 of the slots.

The College continues to use its Hearst Minority Fellowship endowment income to recruit and retain minority students at the graduate and undergraduate levels. A total of \$11,000 in Hearst scholarships was funded in 2009-2010. The Hearst Endowment, which was initiated in the late 1980s, is approximately \$250,000.

The College in collaboration with the Department of Journalism was awarded the James W. Callaway/AT&T Faculty Fellowship in fall 2007 to focus on the state of journalism in the lower Arkansas Delta. Under the program a faculty fellow will provide mentoring for Delta region high school students and should provide a foundation that will lead to more minority students choosing journalism and ASU for their academic studies. The program will be initiated in summer 2010. The AT&T Foundation provided \$162,500 for the program.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2009 and re-enrolled in Spring 2010.

The College doesn't have this information. We assume it can be provided by Institutional Research. We do know that 109 of 432 (25%) of our majors are classified as minorities, including 22 percent African-Americans. A total of 60 percent is white.

- C. Information regarding the number of position offers extended to minority candidates during the 2009-2010 academic year.

One position was offered to an Asian, and he accepted.

- D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

See above.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2007-2008 academic year.

Title of the Activity/Program: Professional Development

Purpose of the Activity/Program: Encourage improvement of teaching and research and to extend network for all faculty members, minority or not.

Financial Amounts Expended for Activity/Program: Approximately \$10,000 for travel and registrations (final figures not yet available).

Number of Minority Students, Faculty, or Staff Served: Seven faculty members. Number of undergraduates and Graduates is not available.

Anticipated Outcomes (Short-term and Long-Term): Development of curricular, scholarly and Leadership skills for minority chair and faculty members. Development of scholarly record worthy of tenured appointment, improvement of teaching, extension of contacts outside the university with potential for mentoring and identifying additional minority candidates.

Title of the Activity/Program: National Association of Black Journalists

Purpose of the Activity/Program: Encourage professional interaction between students and journalists in NABJ and to develop professional identities of students. Support program by bringing in professionals and taking students to professional meetings.

Financial Amounts Expended for Activity/Program: \$2,000.

Number of Minority Students, Faculty, or Staff Served: One faculty member serves as adviser. NABJ chapter has been formally established.

Anticipated Outcomes (Short-term and Long-Term): See purpose above. Ultimately the program should provide successful role models for students pursuing journalism as a career.

Title of the Activity/Program: James W. Callaway/AT&T Faculty Fellowship in fall 2007 to focus on the state of journalism in the lower Arkansas Delta.

Purpose of the Activity/Program: Encourage minority young people in Arkansas Delta to consider journalism as a career and to provide journalism workshops for the students.

Financial Amounts Expended for Activity/Program: \$8,000.

Number of Minority Students, Faculty, or Staff Served: One faculty member and eight graduates will serve as instructors for 15 minority students in the Helena/West Helena region. Anticipated

Outcomes (Short-term and Long-Term): See purpose above. First workshop is planned for June.

Purpose of the Activity/Program: Change core graduate curriculum in the college to provide a better transition for minority, international and majority students into master's study.

Financial Amounts Expended for Activity/Program: NA

Number of Minority Students, Faculty or Staff Served: 56 graduate students, including 16 minority students and 24 non-resident aliens.

Anticipated Outcomes (Short-Term and Long-Term): Improved retention and graduation rates.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

The college's recruiting and retention goal for faculty members is twofold: Consistent with standards recommended by the Association for Education in Journalism and Mass Communications, the goal is that 50 percent of faculty will be minority and/or women. In 2009-2010, 12 of 26 were women and/or minority. Another faculty member is a male non-resident alien. A second goal is that the percentage of minorities be consistent with the percentage of minorities in the region. In 2009-2010, 8 of 26 (31%) of faculty members were minorities. One-fourth of the students are minority, including 22 percent African-American.

See the diversity plan on the following pages for strategies and actions:

Arkansas State University's affirmative action policy commits the institution and its units to "the goal of equal opportunity for all" and gives responsibility for implementing this goal to administrators and other personnel "responsible for hiring employees and recruiting students." In the College of Communications, all of us are responsible for supporting the goals and carrying out the programs of this plan. This plan itself uses the university plan as a starting point — but adds to it in scope and procedure. The plan has three parts: recruiting and retaining employees; recruiting and retaining a diverse student population; and communicating the value and increasing importance of diversity and multi-culturalism in the media and the world at large.

Employees

The college's recruiting and retention goal for faculty members (consistent with the standards established by the Accrediting Council on Education in Journalism and Mass Communications) is that 50% of faculty will be minority and/or women. In 2009-2010, 12 of 26 were women and/or minority, and one was a non-resident alien. A second goal is that the percentage of minorities be consistent with the percentage of minorities in the region. In 2009-2010, eight of 26 (31%) faculty members were minorities.

Strategies for Accomplishing Employment Goals

1. All administrative and faculty positions will be advertised in national publications that reach women and minorities. In addition departments will disseminate announcements in the following ways:
 - a. Send announcements to affirmative action resume banks.
 - b. Send announcements to all college and universities with graduate programs appropriate to the position.
 - c. Send announcements to appropriate academic programs at colleges and universities with significant minority enrollment.
 - d. Contact alumni, academic, and professional sources personally to identify possible female and minority candidates for positions.

2. In any search, qualified female and minority applicants will be identified and at least one will be invited to interview.
3. It is appropriate to identify and hire exceptional minority and female candidates from the alumni of the college's master's degree program. Faculty members employed in this fashion will be encouraged to work toward a terminal degree. African-American candidates working on a terminal degree historically have been eligible for support equal to 50 percent of salary for two years of study if they have three years of service at the university. African American candidates may also apply for support from a state-supported program. The college will assist female and minority candidates in identifying financial support for study toward a terminal degree and will work with the university to increase the length of support when appropriate. Employees who receive such support must return to the university for an amount of time equal to the compensated leave.
4. The hiring of part-time and adjunct faculty will be consistent with the goals of the full-time hiring strategy.
5. Annual evaluations of chairs and other administrative personnel will include consideration of success in achieving affirmative action goals.

Students

It is the goal of the College of Communications to enroll a percentage of female and minority students at least equal to the percentage of enrollment in the university and preferably at least equal to the percentage of female and minority students in ASU's service area. For students the targets is for 20 percent of the majors to be minority. The percentage in fall 2009 was 23 percent.

Student Recruitment Strategies

1. The college will work with the Admissions Office, which has primary responsibility for undergraduate recruiting, to identify and communicate with all prospective students via mail, telephone, and personal contact. The college will work to support the work of the Admissions Office by assisting in identifying and recruiting prospective minority students participating in university sponsored events like Strong-Turner Honors Day, Preview Day, Select-A-Major Fair, and Journalism/Broadcast Day.
2. The college will work with the Graduate School in its recruiting program and particularly in maintaining communication with historically black institutions in and near the service area, particularly University of Arkansas at Pine Bluff, Philander Smith College, Lemoyne-Owen College, Rust College and Mississippi Valley State University.
3. The college will assist female and minority students in identifying potential sources of financial aid and will use its own William Randolph Hearst Endowment to provide scholarship support for minority undergraduates and graduate students.
4. The college will develop mentoring relationships with high schools and community colleges that have communications programs and a relatively high proportion of minority students.
5. The college will use the James Callaway/AT&T Endowment to generate interest and improvement in journalism among disadvantaged junior and senior high schools in the Arkansas Delta region.

6. The college will establish and support a campus chapter of the National Association of Black Journalists to promote interaction with journalists of color and development a sense of commitment to professionalism among minority journalism and radio-television majors.
7. Progress toward achieving the goals will be assessed annually by the chairs and the dean and reported to faculty, staff and the Office of Academic Affairs and Research.

A Diverse Environment

1. The unit should maintain a learning environment that places value on diversity and communicates the increasing implications for communications. Its strategy include taking the following actions:
 - a. Offering a course dedicated to diversity (Race, Gender and Media and Intercultural Communication).
 - b. Teaching multi-cultural and diversity issues across the curriculum.
 - c. Sponsoring extracurricular opportunities focused on diversity (speakers, seminars, workshops, etc.).
 - d. Inviting professionals-in-residence who can provide an understanding of diversity issues.
 - e. Providing periodic workshops on teaching about diversity and the changing demographics of society.
 - f. Asking faculty to report annually on their diversity initiatives.
 - g. Asking students on course evaluations about the inclusion of diversity issues in classes.
2. The unit should encourage minority and female students to pursue professional development that will enhance the likelihood that they will enter communication. The unit pursue this goal by taking these actions:
 - a. Identifying and promoting applications for scholarships arising from the unit (particularly Hearst Minority Scholarships), other places on campus or off campus.
 - b. Encouraging participation and the assumption of leadership roles by minority and female students in professional organizations and campus media.
 - c. Adding the National Association of Black Journalists to the student professional organizations on campus.
 - d. Providing financial support for participation in regional and national professional organizations.
 - e. Provide financial support for participation in regional minority job fairs.

— *This Diversity plan was initiated in 1988 and amended in 1990, 1993, 1994, 1995, 2000, 2002, 2005, 2007 and 2010.*

Education

I. Recruitment

- A. Activities, programs and resources utilized to recruit minority faculty, staff, or students:

Center for Excellence in Education

The Center for Excellence in Education (CEE) sends doctoral materials to all public schools and community colleges within a 150 mile radius of Arkansas State University (ASU). Included in this mailing are schools that are heavily minority. The CEE is represented by the Graduate School in graduate fairs and has recruited at historically black institutions throughout a three-state area. Students presently enrolled at ASU are also recruited from masters and specialist level courses. Our newsletter includes pictures of cohort members (which are about 20% minority). Word of mouth seems to stimulate a great amount of interest in our program.

Childhood Services

Staff Recruitment

Arkansas State University (ASU) Childhood Services utilizes and recruits part-time and full-time qualified minority candidates throughout the state of Arkansas through:

- Workshops and trainings provided by professional development opportunities
- State-wide Family Child Care Conference and Early Childhood Conference
- Contacts at regional and national professional conferences
- Conference calls and emails informing the administrative staff of positions available throughout the state
- Consultation with faculty and staff members on ASU and other Arkansas campuses
- Newspaper ads placed in local and regional media
- Utilize Affirmative Action and diversity offices in identifying qualified minorities

Student Recruitment

ASU Childhood Services recruits part-time students through the Arkansas State Career Management Center.

- Two minority student workers were hired through part-time labor for Fall 2009
- One minority student worker was hired through the federal work study program and four minority student workers were hired through part-time labor for Spring 2010

Educational Leadership, Curriculum & Special Education

Faculty Recruitment

- Advertising in minority-oriented publications for new faculty
- Personalized recruiting
- Mentoring for new faculty members

Student Recruitment

- Higher Academic Partnership marketing campaigns
- Availability of scholarships
- Availability of graduate assistantships
- Accessibility of programs and courses available via web and university sites

Health, Physical Education & Sport Sciences

Faculty Recruitment

In the context of an ongoing, university-wide commitment to faculty diversity, the department strives to meet its diversity needs and goals of attracting a diverse pool of qualified minority applicants through the recommended techniques outlined by Sotello and Turner (2002).

Faculty diversity is a goal within an overall strategic plan for preparing students to be culturally competent, global citizens. To do so, the department chair ensures minority faculty is/are represented on each search committee. The following strategies have been used to increase faculty diversity:

- National advertisement/online posting of all tenure earning vacancies
- Personal calls to universities that graduate minority candidates
- Personalized letters/emails to potential candidates
- Personal contact with individuals who might nominate potential minority candidates
- Interview potential applicants at professional meetings/conferences
- Consult minority faculty members on campus about effective methods of outreach

Psychology & Counseling

Faculty Recruitment

- Searches are advertised in the *Chronicle of Higher Education*, *Blacks in Higher Education*, the Southern Regional Education Board and online at Counselor Educators' websites
- Emails advertising positions are sent to representatives at colleges and universities that train School Counselor Educators

Student Recruitment

- Faculty participation in New Student Orientations (NSOs)
- Faculty actively recruit students from non-majority backgrounds and ethnic groups

Teacher Education

Searches are advertised in the *Chronicle of Higher Education*, *Blacks in Higher Education*, and online with The American Association of Hispanics in Education, and the Southern Regional Education Board.

B. Number of minority students enrolled in Fall 2009 and re-enrolled in Spring 2010:

Number Applied	Number Accepted	Enrolled Fall 2009	Re-enrolled Spring 2009	Retention %
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Education	345	227	114	94	82.5%
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(Numbers prepared by the Office of Institutional Research and Planning, March 2010)

C. Number of position offers extended to minority candidates:

Center for Excellence in Education

All faculty members have been retained during the 2009-2010 academic year.

Childhood Services

Four African-American females were offered full-time positions for fiscal year 2010 and all four applicants accepted the positions.

One Native American female was offered a full-time position for fiscal year 2010 and accepted the position.

Two African-American females were offered part-time consultant positions for fiscal year 2010 and accepted the positions.

Two African-American females were offered full-time positions for ABC Preschool for fiscal year 2010 and accepted the positions.

Four African-American females were offered part-time positions for ABC Preschool for fiscal year 2009-2010 and all applicants accepted the positions.

Educational Leadership, Curriculum & Special Education

All faculty members have been retained during the 2009-2010 academic year.

Health, Physical Education & Sport Sciences

There were two successful searches for the 2010-2011 academic year. One position will be filled by a Caucasian and one position will be filled by a Hispanic.

Psychology & Counseling

There was one successful search for the 2010-2011 academic year. That position will be filled by a candidate of Korean decent.

Teacher Education

Three minority candidates were offered positions for 2009-2010 and all accepted the positions.

D. Positions within your areas that were filled with minority candidates:

Center for Excellence in Education

All faculty members have been retained during the 2009-2010 academic year.

Childhood Services

Two Childcare Technician positions for ABC Preschool were filled with African-American females.

Four Childcare Technician (substitutes) positions for ABC Preschool were filled with African-American females.

One Project Program Specialist position was filled with an African-American female.

One Project Program Specialist position was filled with a Native American female.

Three Project Program Manager positions were filled with African-American females.

Two part-time Consultant positions were filled with African-American females.

Educational Leadership, Curriculum & Special Education

All faculty members have been retained during the 2009-2010 academic year.

Health, Physical Education & Sport Sciences

All faculty members have been retained during the 2009-2010 academic year.

Psychology & Counseling

One faculty position was vacant at the end of the Fall 2009 semester. That position will be filled by a female of Korean decent for 2010-2011.

Teacher Education

One African-American candidate was hired in the department to work with Title III grants on the MSCC campus; one Korean candidate was hired as an Assistant Professor; and one Korean candidate was hired as a full-time temporary faculty member. One African American candidate was hired in a dual role to work with the Professional Education Programs office and with the Department of Teacher Education through the ADTEC grant.

II. Development and Retention

A. Activities and/or resources that were utilized to develop minority faculty, staff, or students:

Center for Excellence in Education

All doctoral students, including minorities, are given individual attention by the professors, their advisor and cohort members when needed. A three credit seminar on dissertation writing is taken by all students. This seminar is an attempt to counteract low completion rates because of the inability to finish the dissertation. Although the national completion rate for doctoral programs in educational leadership is 50%, the program in CEE graduates 80% of its students.

Childhood Services

Staff

Project Program Manager, Project Program Specialist, and part-time Consultant:

- Mentoring by Program Coordinators and Director of ASU Childhood Services
- Professional development opportunities by attending regional and national conferences, meetings and workshops
- Opportunities to interact on the state and regional level with other professionals and colleagues

Childcare Technician

- Mentoring by the ABC Preschool Program Manager-Lead Teacher
- Professional development opportunities through trainings and attending conferences

Student

- Part-time students mentored by director and senior staff members

Educational Leadership, Curriculum & Special Education

Student

- Faculty advisement
- Academic coaches in the Academic Partnership Programs
- Site-based mentors

Faculty

- Mentoring by a fellow faculty member and chair of the department
- Professional development activities including travel and registration at professional meetings/conference--\$2,000.00 per year for each faculty member
- Providing service leadership opportunities to assist in meeting PRT requirements

Health, Physical Education & Sport Sciences

Faculty

- An effective mentoring program assists new faculty in scholarly growth. Senior minority faculty members are consulted as possible mentors for new minority faculty members.

Psychology & Counseling

There are no programs designed to actively recruit students of color, these students were strongly encouraged to apply to both the undergraduate and graduate programs by faculty who participated in New Student Orientations and other recruitment events.

Teacher Education

Title of Activity: ASU Mountain Home Diversity Plan

Purpose of the Activity: Increase Awareness, Knowledge, and Applications of Diversity issues and strategies for working in public schools. Financial Amounts Expended for

Activity/Program: Student course fees, \$75 per student, total of \$3000.

Number of Minority Faculty, Staff, or Students Served: 40 junior/seniors (non-minority Anticipated Outcomes: 1) Pre-service teachers gain awareness, experience, knowledge, and have opportunities to apply knowledge of diverse students (short term); 2) Develop and propose a “Diversity Institute” for students and faculty for all off-campus sites as well as Jonesboro campus (long term).

Faculty Initiatives

Purpose of Activity: Course Groups were formed in Department of Teacher Education with faculty from all campuses, and with focus on Diversity. Faculty worked to align curriculum, develop assessments, and to communicate regarding teaching strategies, student assignments and “program integrity” across courses and campuses. Faculty were assigned the task of imbedding diversity objectives in all professional education courses using the newly revised *Learning to Teach, Teaching to Learn Conceptual Framework* as the foundation. Number of Minority Faculty, Staff, or Students Served: all ASU BSE students in MLED or ECH students. Anticipated Outcomes: 1) Improvements in communication and alignment for NCATE Accreditation. 2) These efforts have been excellent in terms of faculty working collaboratively to improve course assignments, content, and communication.

Faculty Initiatives

Purpose of Activity: Promote Diversity readings, discussion of a broad range of topics related to diversity in teacher education; provide opportunities for dialogue regarding teacher education efforts in teaching diversity across the curriculum and helping pre-service teachers become better prepared regarding diversity. The February faculty meeting was devoted to the topic of diversity. Teacher Education enrollment numbers, directions for student recruitment, and curriculum work in the area of diversity. The Diversity Task force

planned and conducted small break-out sessions with current topics on diversity for faculty to select from and participate under the leadership of the Diversity Task Force members. Feedback from faculty indicated that this was an excellent activity and one to be replicated in the future. Student Recruitment The Department of Teacher Education is working with ADTEC and Title III to increase diversity in student enrollment. We are advising students, recruiting students at: ANC, EACC, MSCC, ASU Newport, and PCCC- Helena, for ADTEC and Title III.

- 1) The number of minority students who applied for admission to ASU , the number who were accepted, and the number of minority students who actually enrolled in fall 2010 and re-enrolled in spring 2010. (While you cannot answer the first part of the question, the minority scholars program should provide information on the second portion of the question.)

According to the report prepared by the Office of Institutional Research, Planning and Assessment; August 27, 2009 of Minority students with a declared Education major, our student enrollment numbers were:

Classification	Number Enrolled
New Freshmen	16
Returning Freshmen	27
Sophomore	31
Junior	30
Senior/Post Degree	49

Email announcements, program updates, scholarship news, and career opportunities are sent to this group throughout the year.

The **Minority Teacher Scholars Program (MTSP)** provides forgivable loans to African-American, Asian American, Native American, and Hispanic students attending Arkansas higher education institutions with approved teacher education programs. These students were award a maximum of \$5,000 for 09/10 academic year.

The Junior/Senior Minority Teacher Scholars Program at ASU consisted of **10** recipients.

The Arkansas Geographical Critical Needs Minority Teacher Scholarship Program is designed to provide scholarships to students attending public or private institutions of higher education in the State of Arkansas with approved teacher education programs. This scholarship is awarded by the University of Arkansas at Pine Bluff for a maximum of four (4) academic years or until such time as they have completed certification requirements. These students may or may not have passed the Praxis I exam.

A total of **twenty (20)** scholars received **\$1,500.00** for academic year 09/10 at ASU. An additional **ten (10)** scholars received \$750.00 as new Spring 2010 applicants.

B. Development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals:

Center for Excellence in Education

All doctoral students, including minorities, are given individual attention by the professors, their advisor and cohort members when needed. A three credit seminar on dissertation writing is taken by all students. This seminar is an attempt to counteract low completion rates because of the inability to finish the dissertation. Although the national completion rate for doctoral programs in educational leadership is 50%, the program in CEE graduates 80% of its students.

Childhood Services

All Project Program Managers, Project Program Specialists, part-time Consultants, and Childcare Technicians hired for the 2009-2010 fund year have been retained since hiring. The goal for Childhood Services is to continue recruiting qualified minority candidates throughout the state that meet minimal qualifications for positions that become available in the department.

Educational Leadership, Curriculum & Special Education

Faculty

- Mentoring by a fellow faculty member and chair of the department
- Professional development activities including travel and registration at professional meetings/conference--\$2,000.00 per year for each faculty member
- Providing service leadership opportunities to assist in meeting PRT requirements

Teacher Education

The goal for faculty is to actively seek, recruit and employ qualified minority candidates to fill the five vacant positions in the department.

Goals for our pre-service teachers are: (1) address diversity through field placements; (2) effectively teach pre-service teachers to embrace diversity and to exercise effective teaching strategies related to all learners in their classrooms; and (3) to increase the number of minority teacher education majors in our programs at both the basic and advanced levels.

Engineering

I. Recruitment

A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

Active participation in two of the three DREAM Recruiting Events (Jonesboro and Rogers).

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2009 and re-enrolled in Spring 2010.
- C. Information regarding the number of position offers extended to minority candidates during the 2009-2010 academic year.

Only one faculty position was filled in 2009-2010, by an Asian male (Korean) candidate.

- D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2009-2010 academic year.

See I.A. above. The DREAM program has potential. Several students participated in the Jonesboro event and expressed interest in Engineering. The event in Rogers was poorly attended, but one student did indicate Engineering/Science as a possibility.

The following format may prove useful in organizing your response to this request:

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

Engineering's one female faculty member is being mentored to assure retention and promotion/tenure. She is actively improving her teaching evaluations and is now involved in collaborative research.

Finance and Administration

Vice Chancellor for Finance and Administration

Recruitment

- No vacancies occurred during the fiscal year.

Associate Vice Chancellor for Administration

Recruitment

- During 2009-10, positions were advertised in local newspapers and posted on the HR website.
- Within this area, a Wellness and Promotions Coordinator position became vacant. A regional search produced an applicant pool of which three candidates emerged as candidates to be interviewed (one white male, one black female and one white female). The white female was determined the most qualified having managed a wellness facility at another institution that included providing services for employees, students and administration.
- Also within this area, a white female Personnel Assistant within Human Resources retired and was replaced by a white male. He was hired from an applicant pool of 36 applicants which included five males and 31 females (including one black female). This will be the first male in the Human Resources office since it was separated from the Associate Vice Chancellor's Office.
- When turnover occurs, our plan of action is to rely on our advertisement and website posting.

Development and Retention

- Minority employees will be encouraged to participate in development activities to include academic courses germane to their employment area.
- Minority employees will be encouraged to complete certification programs to improve skill levels.

Associate Vice Chancellor for Finance/Controller

Recruitment

- During 2009-10, open positions were advertised on the ASU website and in local newspapers.
- Four classified staff position openings occurred during 2009-10. As a result of the recruitment process, minority candidates were identified in each of the four searches. Six minority candidates were identified; one was interviewed, one was contacted and declined an interview, and four did not meet minimum state qualifications for the position.
- Advertisements were handled in consultation with the Office of Human Resources and in accordance with University policy.

Development and Retention

- Professional development resources are limited; however, minority staff members are encouraged to develop knowledge and skills by attending seminars and training related to their job duties.

- As a result of budget constraints, opportunities for the development and retention of minority staff have been limited primarily to opportunities that arise through retirement or attrition. Planning is ongoing to prepare minority staff within our offices to assume positions of greater authority and responsibility as opportunities arise.

Budget Planning and Development

Recruitment

- No vacancies occurred during the fiscal year.

Information Technology Services

Recruitment

- During 2009-10, open positions were advertised on the ASU website, in local newspapers, and through minority networking contacts in academic units.
- During this academic year, three positions became vacant. Among the candidates for these positions, one minority was interviewed but not hired.

Development and Retention

- Each employee in IT is requested to develop an annual, two-part development plan: Professional Development Initiative and Technical Development Initiative. This assures technical fluency and continued value to the university. It also helps the employees acquire new skills to implement and support new or improved services.
- Retention is achieved through market equity adjustments as appropriate; maintaining an inclusive, project-team oriented environment; and appointing minority employees to lead specific projects and initiatives.

Facilities Management

Recruitment

- During 2009-10, open positions were advertised on the ASU website and in local newspapers.
- Facilities Management extended offers for 11 vacant positions during this academic year. Among these offers, a total of two minorities were hired. There were four minority employees that left the department during the year.

Development and Retention

- The Facilities Management QIP (Quality Improvement Processes) program provides all employees with a comprehensive training and development curriculum to meet current and future individual and departmental needs. New employee orientation helps to familiarize new staff with policies and processes.

- FM is proactive in providing technical education and training for employees. All employees are provided with opportunities for continuing education and training related to their assigned duties.
- FM allows and encourages membership in professional organizations such as APPA, CAPP, and the state chapter of AAFA to promote education on new technology and leadership concepts.
- FM evaluates and tracks retention of employees annually. Retention rates at FM have shown improvement with the provision of first day employee orientation, information on job expectations, and a quality work environment.

Procurement Services

Recruitment

- During 2009-10, open positions were advertised on the ASU website and in local newspapers.
- One staff position opening occurred during this academic year. As a result of the recruitment process, only one minority candidate was identified but did not meet the qualifications.

Development and Retention

- Staff members are encouraged to develop knowledge and skills by attending seminars and training related to their job duties.
- Employees are encouraged to complete certification programs to improve skill levels.

Fine Arts

I. Recruitment

A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

Department of Art

Faculty, the department chair and search committee chairs attend professional meetings and share opportunities with colleagues locally, regionally and nationally. The department uses the mailing lists purchased from the Minority and Women Doctoral Directory, the Affirmative Action Register, advertising with the College Art Association, the National Art Education Association and the mailing list of the National Association of Schools of Art and Design along with advertising online. In addition, alumni contacts and telephone contacts with educational colleagues are used in our faculty recruiting efforts.

During the spring semester, the department sponsors a Teacher In-Service Workshop open to teachers in the public schools in Arkansas. In addition to providing meaningful sessions in a variety of media, the positive image of ASU is taken back to the schools in which these teachers work and we receive a number of incoming students who comment on their teacher's recommendation of ASU.

Department of Music

The music faculty maintains a visible presence at university recruitment and orientation sessions in an effort to recruit qualified music students for our programs. The faculty is active in recruiting students at the All-State music convention held annually in Hot Springs and at various high school regional band and choir festivals as well as numerous trips to targeted schools for the purpose of recruiting top students into our department. Telephone and email contacts, as well as follow-up contacts, are made to students identified by admissions, alumni and other sources.

The Director of Jazz Studies, has been active in performing with the university jazz band and combo during Black History Month. He also teaches a History of Jazz class during the Spring semester which focuses on the many musicians making significant contributions to the history of our uniquely American art form.

The music department search committees follow the diversity search procedure, staying in contact with the office of diversity and human resources in targeting qualified applicants for faculty and staff positions.

Department of Theatre

Members of the Theatre faculty attended various statewide audition events for recruiting purposes in Jonesboro, Cabot, Rector, Little Rock, Alma, and Conway, Arkansas. Minority students were specifically recruited in each location in an effort to increase the number of minority students studying theatre at ASU.

Fowler Center

Numerous tickets were made available to the head of choral activities for recruitment purposes and distributed to choir directors at Valley View, Nettleton, Jonesboro High School, Bay High School, and Southside High School. Although no figures were kept on the number of minority students who attended, the Director estimated that approximately 20% were minority. Similarly,

tickets were made available to the Visual & Performing Arts Magnet School in the Jonesboro District.

Frequent requests for tours of the Fowler Center are granted for recruitment purposes. The facilities are impressive and are thought to be extremely helpful in attracting and retaining faculty, staff and students.

Bradbury Gallery

Gallery events are free of charge and open to the public. The Delta National Small Prints Exhibition, an annual event, is publicized nationally through websites, in national magazines, mailings to university and museum print departments and on list serves as well as through local newspapers and an established mailing list. We do not ask for nor do we record information that would clarify the number of minority artists included in our exhibitions and visitors to the gallery. Nevertheless we do estimate that approximately 15% of both artists represented in the gallery and visitors to the gallery are minorities.

B. Information regarding the number of minority students who applied for Admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled.

In Art, ten minority students applied for 2008-2009 admission. Five were admitted, four actually enrolled in fall 2008, one enrolled in spring 2009 and three re-enrolled in spring 2009. There were 13 minority students enrolled in music studies during the 2008-2009 academic year. Seven minority students applied and enrolled in the Department of Theatre in the fall of 2008, one African-American male student and five African-American female students, and one female African foreign exchange student.

There were 12 minority students enrolled in music studies during the 2009-2010 academic year. Eight minority students applied and enrolled in the Department of Theatre in the fall of 2009, four African-American male student and three African-American female students, and one female African foreign exchange student.

C. Information regarding the number of position offers extended to minority candidates during the 2009-2010 academic year.

Department of Art

There were four positions that became vacant in 2009-2010. The Painting and Drawing position received 189 applicants via the ASU jobsite. The Art Education position received 10 applicants via the ASU jobsite. One of the Graphic Design positions received 27 applicants via the ASU jobsite. The second Graphic Design position received 14 applicants via the ASU jobsite.

These positions were also advertised through the College Art Association Career Services, the National Art Education Association Career Center, and online at AcademicKeys.com. Letters

and position announcements were mailed to all institutional members of the National Association of Schools of Art and Design and the NAEA.

While the department chair was attending the Annual Meeting of the College Art Association to meet with persons interested in the four positions who had responded to the listings in the CAA Career Center, numerous parties took copies of the position announcements. These and others were all referred to the ASU jobsite.

Department of Music

There were no vacant positions in the Department of Music during 2009-2010.

Department of Theatre

The Department of Theatre held one unsuccessful search during the 2009-2010 academic year but did not have any minority applicants.

D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

The two Graphic Design positions were filled with non-minorities. The Art Education and Painting/Drawing positions are still in process.

No faculty positions were filled with minority candidates within the Department of Music during 2009-2010.

No faculty positions were filled with minority candidates within the Dept. of Theatre

E. A discussion of the recruitment goals for faculty, staff, or students for the 2007-2008 academic year and the action plans that will be utilized to achieve these goals.

Department of Art

Our goal is to continue to aggressively pursue qualified minority candidates for faculty positions using the methods outlined above. The department relies on Human Resources in recruiting minorities for staff positions. Minority students are recruited through scholarship opportunities, portfolio reviews and faculty visits to junior and senior high schools in the region.

Department of Music

The Department of Music continues to aggressively pursue qualified minority candidates for faculty and staff positions, relying on the Assistant to the President for Diversity Initiatives in recruiting minorities for faculty positions and the Office of Human Resources in recruiting minorities for staff positions. Minority students are recruited through scholarship opportunities and recruiting visits to public schools and conferences. The instrumental division of the Department of Music anticipates a more aggressive recruiting effort in the Memphis area in

2010-2011, which should increase the number of minority contacts if not the number of minority students actually recruited to the University.

Department of Theatre

Department of Theatre continues to desire an additional faculty position specializing in Multicultural Theatre. It is the opinion of the theatre faculty that such a position continues to be necessary to attract a significant number of minority students to the program.

II. Development and Retention

A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2004-2005 academic year.

Department of Art

At this time the Department of Art has no minority faculty or staff. Two endowments have been created to assist talented students in purchasing supplies that they could not otherwise afford. While these awards are not directed towards minority students, any student who meets the criteria is encouraged to apply.

Department of Music

In recruiting new faculty members, music search committees always follow the diversity guidelines in searching for the best candidate to fill a position. The music faculty recruits the best possible students as majors and ensemble members. Our ensembles include many minority students, music majors and non-majors.

All new faculty members are paired with a mentor to guide them through their first year in the department. The department PRT committee visits with all tenure track faculty to review the tenure process annually and make recommendations, if necessary, for their continued growth and process through the tenure track.

Department of Theatre

The theatre faculty made specific choices in the ASU Theatre Season in hopes to attract minority students during the 2009-2010 academic year.

Fowler Center

For selected events, Fowler Center will continue to make tickets available to ASU Theatre and Music Departments as well as area high schools to be used for recruiting purposes. Fowler Center also provides vouchers for two free tickets to many nonprofit community organizations for fundraising and recruiting purposes on a community level.

Bradbury Gallery

The Bradbury Gallery invites area schools to exhibitions in the Gallery. Gallery tours are offered free of charge to any interested group and are available during off hours when the gallery is normally closed.

B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

The College of Fine Arts continues to actively pursue minority students and candidates for faculty positions.

The Department of Theatre faculty continues to seek methods of recruiting and retention of minority students within the Fine Arts: Theatre class, non-major acting courses and the ASU Theatre productions.

The Fowler Center is a first class Performing Arts Venue with a 970 seat concert hall, 342 seat proscenium theatre: complete with fly house and scene shop, a black box theatre, a grand hall for receptions and meetings, an art gallery, and numerous classrooms. Frequent requests for tours of the Fowler Center are granted for recruitment purposes campus wide. The facilities are impressive and are thought to be extremely helpful in attracting and retaining faculty, staff, and students.

Upon request, tickets are available to the Music, Theatre and Art departments for recruitment or retention purposes. We do not ask for nor do we record information that would quantify the number of minority faculty, staff, and students participating in our tours, performances, workshops, etc, but estimate that approximately 15% might fall under the classification of minority.

Printing of the Fowler Center Series brochure has expanded to include Theatre and Gallery events at the center and in the upcoming season will include Music Department events. The quality and quantity of the brochure is such that it provides excellent supplemental recruiting material for various statewide audition events for the Theatre Department, as well as the All-State Music convention and various high school regional band and choir festivals.

Graduate School

I. Recruitment

A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

Recruitment at graduate fairs at minority-serving institutions and at other programs that include significant minority student participants included:

Oak Ridge National Laboratory: Graduate Fair at Undergraduate Summer Program Research Day, Aug. 5, 2009. ORNL summer programs include a significant number of minority students because some of their summer programs specifically target underrepresented minorities in the sciences.

Graduate Fair, Rust College (HBCU), Holly Springs, MS, Sept. 14, 2009

Graduate Fair, Jackson State University (HBCU), Sept. 15, 2009

Graduate Fair, Alcorn State University (HBCU), Sept. 16, 2009

Graduate Fair, Mississippi Valley State University (HBCU), Sept. 17, 2009

Graduate Fair, Tougaloo College (HBCU), Jackson, MS, Sept. 18, 2009

Graduate Fair, Tennessee State University (HBCU), Sept. 22, 2009

Graduate Fair, Alabama A&M University (HBCU), Oct. 5, 2009

Graduate Fair, University of Arkansas at Pine Bluff (HBCU), Oct. 7, 2009

Graduate Fair, Stillman College (HBCU), Oct. 9 2009

Graduate Fair, Indiana State University McNair Scholars Conference, Oct. 15, 2009

SREB Doctoral Scholars Program Institute on Teaching and Mentoring, Arlington, VA, Oct. 22-24, 2009

UAPB Biology Career Day, Oct. 27, 2009

Graduate Fair, Grambling University, (HBCU), Oct. 29, 2009

McKnight Fellows Conference, Oct. 30-Nov. 1, 2009

Graduate Fair, Alcorn State University (HBCU), Feb. 10, 2010

Graduate Fair, North Texas State University McNair Scholars Conference, Feb. 19-21, 2010

Graduate Fair, National Institute of Science/Beta Kappa Chi Joint Meeting, New Orleans, March 24-28, 2010

Graduate Fair, University of Arkansas at Pine Bluff, April 7, 2010

Discovery Diversity Day Academic Panel, ASU Office of Admissions, April 15, 2010

Graduate School hosted visit of prospective students along with faculty advisor from Alcorn State University, April 21-23, 2010

The ASU Graduate School now waives the application fee for applicants who have participated in a McNair Scholars program, a Louis Stokes Alliance for Minority Participation program, or any other federally funded program designed to increase underrepresented minority participation (e.g., the RISE Program at ASU funded by NSF).

Additional GA positions were allocated to Radio-TV in order to recruit minority graduate students into their program.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2009 and re-enrolled in Spring 2010.
- C. Information regarding the number of position offers extended to minority candidates during the 2009-2010 academic year.

No positions offered during 2009-2010 academic year.

- D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

Graduate assistant hired for Graduate School for 09-10 academic year was African-American.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2008-2009 academic year.

Applying to Graduate School – RISE Summer Program, July 30, 2009

Purpose: To help RISE researchers prepare for the graduate school process

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

I also serve on the Coordinating Council for the Arkansas Louis Stokes Alliance for Minority Participation (ARLSAMP), an NSF funded initiative that I helped co-write the proposal

Sciences and Mathematics

Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

The college of Sciences and Mathematics is home to a series of grants focused on the advancement of qualified students as they seek careers that will advance Science, Technology, Engineering, and Mathematics (STEM) capacity within the Northeast Arkansas Region, the State of Arkansas, and the United States. It should be noted that faculty representation between the set of Principal Investigators is evenly distributed from the perspective of gender and diversity within the faculty of the College of Sciences and Mathematics. Additionally, non-faculty program staff also reflect a diverse demographic encouraged through active development of candidate pools during positional hires. The following is a list of programs currently active within the college:

- a. NSF RISE Program – Summer Research Experience for Undergraduates program that targets underrepresented minorities for research opportunities in environment related sciences fields.
- b. NSF ARISE Program – Accelerated Research into the Science of the Environment program that targets underrepresented minorities for research opportunities in environment related sciences fields.
- c. NSF URM Program – Undergraduate Research Mentoring program for cross disciplinary research at the intersection of Biotechnology and the Environment.
- d. NSF GK12 Program – Environmental/Molecular Sciences in the Natural State program that supports graduate students in developing lesson plans for increasing K-12 student involvement with science. Both the recruitment of graduate students and participating schools involve a focused effort to increase underrepresented minority participation.
- e. NSF Noyce Scholars Program – The Noyce Scholars program supports increasing the number of qualified STEM Teachers who will be

committed to bettering education in Arkansas. The recruitment of participating students involves a focused effort to increase underrepresented minority student participation.

- f. NSF ARKLSAMP – Arkansas Louis Stokes Alliance for Minority Participation. This consortium of 8 institutions statewide provides underrepresented minority undergraduate STEM majors with research training and opportunities during their freshman year in college.
 - g. DOE McNair Achievement Program – The McNair Achievement program provides support to junior and senior undergraduate students interested in pursuing advanced degrees. The main focus of the program is to support first generation, low income students. The program also allows for up to 1/3 of participating students to be from underrepresented minorities. Faculty participation is crucial to the success of the program and the 12 faculty members currently serving as mentors provide a diverse pool of experience that reflects both the gender and racial makeup of the college.
 - h. The STEM Den – The STEM Den is a living/learning community for students studying in the STEM disciplines that will start fall of 2010. Recruitment for membership was focused on building a diverse group and resulted in a 60/40% split female/male. The PI of the URM program also dedicated funds to URM students interested in living in the STEM Den. Expected programming for the community will contain opportunities related to understanding/enhancing diversity within the sciences.
- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2008 and re-enrolled in Spring 2009.
- C. Information regarding the number of position offers extended to minority candidates during the 2009-2010 academic year.

This year, the College of Sciences and Mathematics held position searches in Biology (faculty member, chair, program director), Mathematics (Math Ed), and for the Director of the McNair Achievement Program. For each search, care was taken to structure ads, informally network, and seek advertising channels that would disseminate the position announcement to a wide audience, to insure as diverse a pool as possible at the start of the hiring process. The results of the searches were:

- a. The final candidate pool (i.e., those invited for on campus interviews) for the position of cell biologist included a white male, an Asian male, and an African-American female with the Asian male being selected for the position.

- b. The final candidate pool for the position of Chair of the Biology department included two white females. The position was offered to one of the finalist who declined. The search has been suspended and the position filled by an interim chair.
 - c. The final candidate pool for the position of Program Director of the Biotechnology masters program included two white females, with the position being accepted by one of the candidates.
 - d. The final candidate pool for the mathematics education position included an Asian male and a Caucasian female, with the female candidate being selected.
 - e. The final candidate pool for the Director of the McNair Achievement Program included a Native American male and a Caucasian female with the position being accepted by the female.
- D. Information regarding positions within your areas that were filled with minority candidates.

Develop and Retention

- A. A discussion of activities and/or resources that were utilized to develop minority faculty, staff or students during the 2009-2010 academic year.

In addition to the above listed grant activities, the College of Sciences and Mathematics instituted a new faculty cohort program that provided a series of workshops to 15 members of the faculty who were within 5 years of obtaining their PhDs. Workshop topics specific to minority retention issues included information on student affairs, effective recruiting, the important of advising, and attention to issues faced by students from diverse (economic, gender, race) backgrounds. The purpose of the cohort program was twofold. First, it helped new faculty build a shared culture of support as they begin new careers. Second, it made them aware in a setting that included the senior leadership of the college of the importance of working with the non-academic component of our students that is key to the students being successful.

- B. Discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

Moving forward, the College of Sciences and Mathematics will be developing an overall strategic plan for the college. As part of the college's commitment to service, special attention will be paid to objectives related to student recruitment and retention.

Honors College

1. The number of minority students who have been and are active in Honors, The Washington Center Internship Program and the NSE programs has been relatively small but continues to grow and is encouraged. Four minority students are currently attending, will attend this summer or have participated in The Washington Center Internship program this past year. One minority student participated in a study abroad opportunity to France.

2. Although we have raised The Honors College standards to a 27 ACT *and* 3.5 high school GPA (formerly 24 ACT *or* 3.5 high school GPA) making it somewhat more difficult to recruit minority participants, minority recruitment and involvement efforts by The Honors College for the 2008-09 / 09-10 academic years include the following:
 - a. A concerted effort has been made to include minority faculty in the teaching of honors courses. Individual one-on-one sessions have been held with minority faculty to encourage their involvement in developing honors classes and in encouraging students to be actively involved in the honors program.

 - b. Honors students have been “indirectly” encouraged to include minority faculty on their thesis committees through the Honors College advisement process. Whenever suggestions are sought as to who might be recommended as a potential committee member, suggestions include known minority faculty/staff in those disciplines.

 - c. The Honors College has made significant attempts to identify, contact and recruit potential honors students from areas of the state who are qualified for admittance to The Honors College. Phone calls were made by admissions staff to students meeting University Honors Scholarship requirements encouraging them to return materials and apply for the UHS. Where possible, parents were also talked with about the process and benefits of attending ASU. Minority students were encouraged to apply for ABI Internships and other scholarships offered by/through The Honors College.

 - d. The Honors College continues to make efforts to encourage all qualified students to enroll in and be active in The Honors College courses, programs and activities. Where possible, we identify, recruit and encourage minority students to find a place in The Honors College and to be active in our programs. We also encourage non-honors students to be part of our activities. The Honors College Association executive council/leadership group will again spend part of their summer planning

weekend addressing how we can further involve minorities in honors coursework and programming and leadership opportunities.

- e. Special efforts were made to include diverse photos and to address involvement of minorities in The Honors College mini-view book. The mini-view book was sent to students formally admitted to honors as a recruiting/information piece. In addition, the booklet was distributed to ASU faculty and staff to share the vision of honors with the entire university community. One of the featured students was a minority and was a featured speaker during our Honors Reception Day in March 2010. She has also traveled with honors representatives to talk with students in Little Rock recruitment visits.
3. Honors has also worked closely with the Lecture Concert Series (LCS) to develop, recruit and bring to campus minority performers, speakers and students so as to create a diverse atmosphere of acceptance and inclusion at the university. The 2009-10 programs included Maxine Precious Ballard of The Supremes and her presentation “Overcoming Adversity and Discovering Your Best True Self”, Penn State scholar Beverly Lindsay and her presentation “Terrorism, Nobel Laureates and University Engagement”, Huberto Fontova “Exposing the Real Che Guevara and The Useful Idiots Who Idolize Him”, storyteller Charles Holt “When Having It All Is Just Not Enough”, 20/20 and Nightline Producer Melissa Cornick with “What Can the Student, the Citizen and Reporters Do for Journalism and Democracy”, Euphonium and Tuba specialist Demondrae Thurman, and the production “Ain’t I A Woman?” by the Core Ensemble. Similar opportunities are being addressed by the 2011-11 Lecture Concert Committee. In addition, special workshops were held by the “Ain’t I A Woman” cast and by Demondrae Thurman, and Beverly Lindsay, Maxine Precious Ballard, and Charles Holt talked with various classes and groups while on campus.
4. Two of the three featured speakers were minority professors for the Honors Mini-Lecture Series held in the Honors Living-Learning Complex during the fall 2009 semester.
5. The Honors College will continue to work to identify opportunities to include and address minority issues so as to make our areas all inclusive and open to all who seek to enhance their educational experience. We participate in diversity programming and accept all invitations to support such initiatives.
6. Roughly 10% of students in The Honors College meet the minority definition as provided. Although this number is less than the student population university-wide, the percentage has increased from 4% several years ago.

Humanities and Social Sciences

I. Recruitment

A. Faculty

The College of Humanities and Social Sciences had **three** full-scale faculty searches this year. Although one of these ended in a failed search, we are about to make an offer for a one-year replacement in that position. In the cases involving faculty hires we have made a serious effort to attract minority applicants (including advertising our positions in newsletters directed to minority scholars and disseminating information among historically black colleges and universities). One of the two successful searches resulted in the hiring of an African American woman into a budgeted Spanish instructorship. Since she is about to earn her doctorate from the University of Miami and assuming she turns out to be as good as she seemed in her interview, we hope to convert the position she occupies into a tenure-track line for 2011-2012. (No mention of this was made to the candidate, however.) In the other faculty search we hired a Caucasian female to teach public administration. The first offer for the one-year position in political theory will go to an African American with a doctorate from the University of Hawaii. We certainly hope that he will accept the position.

Currently the College includes **eight** full-time minority faculty members (six African-Americans, one Hispanic-American, and one Filipino-American) out of a total of seventy-seven full-time faculty members. The number is down from last year due to the departure of our dean and a full-time instructor in languages, both of whom qualified under the law. In other words, 9 percent of the full-time faculty members in the college are either African-American, Hispanic-American, or Asian-American. (I have not included in these figures permanent U.S. residents who have migrated to the United States. Included in this group would be faculty members from Spain, Taiwan, China, and India.) Additionally the Department of English and Philosophy has **three** African Americans teaching as temporary full-time instructors this year. One more person, also African American, held a pre-doctoral teaching fellowship and provided a total of four courses for three departments during 2009-2010 academic year.

In addition to its inclusion of minority faculty members, the College also has an impressive global reach. Our faculty roster includes a number of international scholars from such countries as India, Spain, Germany, Ecuador, China, Taiwan and the Ukraine. This calendar year the College is also hosting a visiting scholar from China.

B. Staff

The College includes a total of **eight** classified staff members. Two of these positions have changed hands over this past year and there will be a search for another position soon. **Three** of the eight current staff members are minority group members (one Mexican-American and two African-American). The rest are Caucasian. 37.5 percent of the CHSS staff members come from minority groups.

C. Students

1. Undergraduates

According to the Office of Institutional Research, minority students comprise 18.1% of the students pursuing a major in our College. 33.33% of sociology majors are African American (30 out of 90); 27.4% of the criminology majors are African American (64 out of 234), and 21.51% of the majors in political science (17 out of 79) are minority students at this time. On the other hand, only 8.79% of English B.A. students (8 out of 91) and 5.49% of History B.A. students (5 out of 91) are African American. In our teacher training programs only three African American students are preparing to teach high school English (out of 54 students in the program or 5.56%) and six African Americans are preparing for careers in teaching History (out of 80 students in the program or 7.5%).

In addition to participating in the Discover Diversity preview days and general preview days, various departments in the College have initiatives to help recruit more minority students. Four of the five departments in the College offer courses in the African-American studies minor, which is administered by the Department of History. The minor was overhauled a few years ago to make it more student-friendly, and it is being widely advertised. A faculty member is working especially hard to publicize the minor, as is another faculty member with her dynamic courses on race and gender. (I might mention that a minority faculty member was the 2009 recipient of the University's Diversity Excellence Award whereas another minority faculty member received this award for 2008.) Publicity regarding the Dr. C. Calvin Smith Scholarship, targeted for a minority student who is planning to teach social studies in high school, may also help to attract minority students to the College.

The Department of Languages has been very active this past year in terms of reaching out to the Hispanic community and in terms of increasing awareness on campus of the diversity that exists locally and in the world around us. The Department held a series of programs including two large World Languages Celebrations on October 30 and April 2 (to coincide with registration for classes) and an international film series that occurred over the course of the year. Everywhere students look in Wilson Hall and elsewhere there are flyers exhorting

them to take a language and study overseas.

2. Graduates

All of our graduate programs are making a concerted effort to attract minority students. Perhaps most significantly the university and its various departments have aggressively recruited minority students at one of the largest venues for minority students: the Southern Regional Educational Board's (SREB) Institute on Teaching and Mentoring.

Statistics from the Office of Institutional Research indicate that 38 out of a total number of 197 graduate students (18.78%) are minority students at this time. The percentage of minority students in the sociology M. A. program is 45.16% (14 out of 31). The percentage in the Master of Public Administration program is 34.48% (10 out of 29). Unfortunately the College's largest M. A. program, History, currently has only 3 African American students out of 37 enrolled (6.67%).

In addition to several masters program, the College of Humanities and Social Sciences has a doctoral program in which 38 students were actively enrolled this spring semester. Five Heritage Studies students are African American (13 %) and three are international (7.8%). The Heritage Studies program does not yet have faculty lines and cannot hire minority or any other candidates. One African American faculty member taught in the program this year and two African American faculty members serve on doctoral advisory committees. A seminar on Global Heritage Issues, taught in fall semester 2008, will be offered for a second time in fall semester 2010. Two international students, one from Ethiopia and one from Jordan, will enroll in the Ph.D. program beginning fall semester 2010

The Languages Department has no masters degree of its own, but it does utilize graduate students from across the University to teach such courses as Arabic, French, German, Spanish, and Swahili. Unfortunately the Swahili teacher will be returning to Kenya, having completed two masters degrees from ASU, and we will not continue instruction in that language. We do offer courses in Chinese whose excellent teacher originally came to Arkansas to pursue a graduate degree.

II. Development and Retention

A. Faculty

The College of Humanities and Social Sciences is eager to develop and retain all highly-qualified faculty members, and we are especially eager to hold on to those faculty members who enhance the University's diversity. Altogether in 2009-2010 there were 6 members of minority groups in tenure-track faculty lines (4 African-American, 1 Hispanic-American, 1 Filipino-American), 2 minorities in

permanent full-time instructor lines (both African-American), 3 African Americans in temporary full-time lines, and 1 African American pre-doctoral teaching fellow. That brings to **12** the number of minority group members who taught in the College in 2009-2010.

Regarding the full-time instructor lines mentioned above, a caveat is necessary. One of these individuals is writing her dissertation. She will in fact move into a tenure-track position in geography as soon as she has received her Ph. D. Another full-time instructor, who only did some summer school teaching for us last year, is actually on leave from this institution. With the support of the Office of Diversity Initiatives, she is receiving a half salary while she pursues her doctorate at Indiana University. The plan is that she will return to teach here in a regular tenure-track faculty position.

The College is cognizant of the extra work expected of minority group members. They serve on search committees, and often have extra responsibilities in the area of advising. The College is appreciative of all that they do.

B. Staff

There are three members of minority groups employed as classified staff in the College of Humanities and Social Sciences. Our ability to attract more minorities to staff positions depends on ASU's continuation of such benefits as the tuition discount for ASU employees and their families. We also need to do what we can to enhance salaries.

C. Students

Minority students have also taken advantage of various activities in the college that are open to all of our students. One African American student and one Hispanic American student participated on ASU's moot court team. In fact, they were our top pair of the season and wound up taking fifth place in the national competition. Other minority students were involved in Model U. N. activities both on campus and at the regional gathering in St. Louis.

III. Future Directions

The College of Humanities and Social Sciences is fully committed to the goal of diversity. We anticipate having a minimum of two searches next year for full-time faculty positions. We will do whatever we can to assure that each of these positions attracts qualified minority candidates.

We will continue our efforts to attract minority students to our classes – as majors, minors, graduate students, and general education students. We intend to

advertise the new M. A. in Criminal Justice, to heighten awareness of our new minors in Religious Studies, Cognitive Science, and Homeland Security and Disaster Preparedness, and to make students more familiar with the range of programs that have long been available in our College such as the African American Studies minor. The College will also help out with the development of two more minors: one on the Middle East and Islamic Studies, the other on East Asian Studies. Both of these minors should attract minority and international students. In addition, a member of the History faculty is planning to develop a FYE course geared to minority students. We will also continue initiatives intended to benefit the Hispanic community, such as our internship program for Spanish majors.

Finally we will do our best to heighten the entire University community's awareness of this nation's rich diversity. Judge Brian S. Miller provided an excellent keynote address for the 2009 Constitution Day festivities. The sixteenth annual Delta Symposium featured the scholar Trudier Harris, the photographer and civil rights activist Roland Freeman, and musicians Bobby Rush, Jimmy "Duck" Holmes, and "Cadillac" John Nolden. The college has already assembled a committee of scholars to work on next year's symposium. These individuals come from a range of disciplines across campus but they all share an interest in the Delta. We hope to do much of the important work on this during the summer to be sure that we can attract talented speakers and performers of varying backgrounds to the Jonesboro campus.

The College is appreciative of the support it has received from the Office of Diversity Initiatives. The Office has played a role in supplementing faculty salaries, bringing in a range of students for Constitution Day, sending out our Moot Court team for national competitions, providing honoraria for Delta Symposium speakers and making possible a number of other activities.

We are excited by the prospects for making progress in all areas related to diversity at Arkansas State University.

Library

I. Recruitment

In Fiscal Year 2010 the Dean B. Ellis Library has experienced two vacancies among its permanent non-administrative personnel. One position was a Library faculty position and the other was a Library Support Assistant half-time classified staff position with full benefits. The Library faculty position had been held by a minority (African American) as defined by Act 1091 of 1999. The Library Support Assistant position had been held by a non-minority.

The Library Support Assistant position was posted in *PeopleAdmin* for twenty days. Paid advertising was not utilized for this position. One minority applicant was among the four applicants interviewed for the position. The position was offered to the minority applicant, who accepted the offer and currently holds the position.

The vacant Library faculty line was reallocated from the Library to another campus unit.

Throughout the Dean B. Ellis Library, specific emphasis is placed on hiring and maintaining a diverse part-time student employee group. We have been very successful this year in that regard. As of April 21, 2010, there are thirty-one part-time student employees in the Library. Of those thirty-one, there are thirteen African Americans, one Hispanic American, and an additional four are foreign nationals.

Of thirty-four filled permanent positions in the Dean B. Ellis Library, five are held by minorities (African Americans) in the following positions:

- Library faculty (Librarian) (1)
- Library Technician (1)
- Library Support Assistant (2)
- Administrative Specialist I (1)

II. Development and Retention

One minority classified staff member is currently pursuing completion of a bachelor's degree and is receiving the staff development privilege of enrolling in one course per semester during the regular workday schedule. This individual is also being actively encouraged to consider pursuing a master's degree in Library and Information Science and has been made aware of the Professional Education Stipend plan within the Dean B. Ellis Library. Under this plan, the Library, using the Library Enrichment Fund Foundation account, will support the cost of library-related graduate professional education up to \$150 per graduate credit hour.

This program was successfully utilized by the current minority member of the Library

faculty in 2005 and 2006.

All of our minority personnel are actively encouraged and supported in pursuing continuing education and professional activities, separate from allocated professional travel funding awards. The level of support ranges from mileage to attend in-state meetings to subsidized attendance at conferences and workshops. The total for this type of financial support in FY2010 will be approximately \$900. Additionally, each Library faculty member has access to up to \$500 in professional travel funds in FY2010. The minority Library faculty member has fully utilized these funds for the current fiscal year, bringing the total level of financial support for continuing education and professional activities to approximately \$1,400. The Library faculty member and three of the four minority classified staff have been served by these expenditures.

The Dean B. Ellis Library is committed to maintaining a strong and diverse cadre of faculty and staff. We continue to seek opportunities to develop, retain, and advance our minority personnel. Our goal is to maintain a positive working environment where all personnel, and especially minority personnel, are encouraged to develop their skills and competencies so that they will not only be retained at the Dean B. Ellis Library, they will also be leading candidates for upgrades or promotions as opportunities become available.

Nursing and Health Professions

I. Recruitment

A. Students

Participation in the fair at Tennessee State (spoke to 50 students)
Participated in high school informational programs, college fairs, etc

Faculty

Use colleagues at other universities
Personal contacts by other minority faculty
Recruit at professional conferences
Recruit on accrediting institutions websites

Staff

Try to ensure that interview pool has one or more minority individuals

B. Students Applied--1185

Minority students in applicant pool—cannot ascertain since some have
paper reviews for admission

Students Accepted--647

Minority number in accepted pool—106

C and D. Minority faculty candidates extended offers--2

Positions filled with minority candidates-1

II. Development and Remediation

A and B.

There were no specific programs in this reporting period for minority faculty or student development and remediation. We do however provide faculty development programs for all of our faculty and remediation for faculty who require it based on student assessment (we currently have two minority faculty on a remediation plan and one Caucasian). We do not have specific programs for students but do early identification for at risk students and provide remediation as necessary (there is a mix of students needing remediation).

Since students are selectively admitted into our programs, student success is a goal. Attrition rates for both faculty and students are low.

Of interest, we did have four faculty (3 white and 1 African American) attend a National Black Professional Conference. The purpose was to network and potentially recruit for future needs.

We do not have for any specific minority programs in the next year. We will continue to use methods currently established as our applicant pools and

admitted student pools are reflective of our region. Recruitment of minority faculty has been successful as well.

Student Affairs

I. Recruitment

A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

Admissions

Title of the Activity/Program: Travel

Purpose of the Activity/Program: During the recruitment season, Admissions staff travels throughout the Delta, in north and southeast Arkansas, southeast Missouri, west Mississippi, and Memphis, Tennessee for minority recruitment. During school visits/college fairs, material is distributed to prospective minority students pertaining to various academic programs. An Office of Admissions representative also speaks each year with local students who are members of the migrant community. This program is coordinated through an area cooperative.

Financial Amounts Expended for the Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term): Increase students' awareness of and interest in ASU through promotion of various academic programs and organizations to encourage them to apply for admission, visit campus, and enroll at ASU.

Title of the Activity/Program: Presentation to TRIO Programs

Purpose of the Activity/Program: The Admissions office works with high school, middle school, and elementary schools who have implemented programs that target at-risk/first generation students by introducing and preparing them for college.

Financial Amounts Expended for the Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term): Increase students' awareness of and interest in ASU through promotion of various academic programs and organizations to encourage them to apply for admission, visit campus, and enroll at ASU.

Title of the Activity/Program: Discover Diversity Leadership Conference

Purpose of the Activity/Program: Discover Diversity is a program designed to give minority students a closer look into their future by exposing them to college life through academic workshops, class lectures, financial aid presentations and much more, with the expectation they will make the decision to attend ASU. Students who meet the requirements are selected by their counselors to participate in this event. During this event, students have the opportunity to mix and mingle with faculty, staff, alumni, and current ASU students. In past years, this program was a one day event. It has been recently developed into a leadership conference with students coming from northeast, southeast, central Arkansas, west Mississippi, and Memphis, Tennessee.

Financial Amounts Expended for the Activity/Program: \$12,000 total with Admissions portion at \$4,000

Number of Minority Faculty, Staff, or Students Served: 100

Anticipated Outcomes (Short-term and Long-term): Increase students' awareness of and interest in ASU through promotion of various academic programs and organizations to encourage them to apply and enroll at ASU.

Title of the Activity/Program: Follow-up Contact with Minority Students

Purpose of the Activity/Program: On the request for information cards, students are provided the option of identifying themselves as a minority. This information is used in several ways. First, it provides information about the number of students we are reaching. Second, targeted mailings are sent from our office. Third, follow-up contact information is sent to other offices or organizations. For example, the Office of Admissions forwards the names of students who express an interest in the Black Student Association, NAACP, or other minority groups to that organization for follow-up.

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: 892 applications received for Fall 2009 term.

Anticipated Outcomes (Short-term and Long-term): Increase students' awareness of and interest in ASU through promotion of various academic programs and organizations to encourage them to apply and enroll at ASU.

Associate Vice Chancellor

Title of the Activity/Program: The Sonja Williams Scholarship sponsored by the Northeast Arkansas Delta Sigma Theta Alumnae Chapter

Purpose of the Activity/Program: To provide academic assistance to an African American student from Jonesboro.

Financial Amounts Expended for Activity/Program: \$1,000

Number of Minority Faculty, Staff, or Students Served: 1

Anticipated Outcomes (Short-term and Long-term): To increase the number of African American students from Jonesboro attending ASU and to improve the image of ASU in the Jonesboro community.

Title of the Activity/Program: “Back to School” Day

Purpose of the Activity/Program: To provide an educational venue for African American high school students and their parents in preparation for the start of a new school year.

Financial Amounts Expended for Activity/Program: \$800

Number of Minority Faculty, Staff, or Students Served: 60 high school students, 20 parents

Anticipated Outcomes (Short-term and Long-term): The program provides educational and motivational sessions for students and parents to prepare them for the upcoming school year. Topics include self-esteem, importance of the ACT test, reasons to avoid the legal system and answers parent questions. The goal is to reduce the number of incidents in the schools and improve the students’ motivation to succeed.

Disability Services

Title of the Activity/Program: Multicultural Displays

Purpose of the Activity/Program: This program featured significant accomplishments of minority groups. Disability Services observes Black History Month annually in February. Posters are displayed of Rosa Parks, Harriet Tubman, the World War II Tuskegee Fighter Pilots and Dr. Martin Luther King Jr. The “I Have a Dream” speech is also displayed along with additional information about Dr. Martin Luther King Jr. A display of significant chronological accomplishments of prominent African Americans throughout history was also featured. The displays were available for viewing by prospective students, ASU students, faculty and staff.

Financial Amounts Expended for Activity/Program: \$500

Number of Minority Faculty, Staff, or Students Served: Approximately 300

Anticipated Outcomes (Short-term and Long-term): Increase awareness of historical accomplishments/achievements of minorities, as well as, develop high regard and appreciation of other cultures.

Title of the Activity/Program: Golf Cart Transportation (GCT) Program

Purpose of the Activity/Program: The GCT program was designed to transport students with mobility impairments to and from classes. A diverse population took advantage of this program.

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: 31

Anticipated Outcomes (Short-term and Long-term): To enhance the accessibility of ASU programs, services and facilities for students with disabilities.

Title of the Activity/Program: Study Skills Workshop Program

Purpose of the Activity/Program: This program was designed to enhance student academic and study skills.

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: Approximately 12

Anticipated Outcomes (Short-term and Long-term): To provide information that will serve as a study guide for students to help improve grades.

Title of the Activity/Program: Minority Transition Recruitment Program

Purpose of the Activity/Program: Traveled to various high schools in Craighead County to conduct exhibits and presentations that focused on ASUJ academic programs and support services provided by Disability Services. Materials were distributed during these events and students had an opportunity to interact with Disability Services staff.

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term): To increase student and teacher awareness of the programs and services offered at ASUJ.

Title of the Activity/Program: Disability Services Staff Training Program

Purpose of the Activity/Program: Staff attended The Association of Higher Education and Disabilities annual conference to enhance strategic planning in promoting full and equal participation by minority students.

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: Three staff

Anticipated Outcomes (Short-term and Long-term): To facilitate student, faculty and staff interaction regarding disability related issues in post-secondary education, and to develop and expand campus support services and programming to students with disabilities.

Title of the Activity/Program: Delta Sigma Omicron Minority Recruitment/Retention

Purpose of the Activity/Program: Promote activities and community involvement of students from various cultures.

Financial Amounts Expended for Activity/Program: Approximately

\$1,500

Number of Minority Faculty, Staff, or Students Served: 13 minority group members

Anticipated Outcomes (Short-term and Long-term): To help students gain leadership and communication skills and various experiences. To encourage an appreciation for community service and academic achievement.

Title of the Activity/Program: The Clock is Ticking, How Much Time Do You Have: Assisting African American Students in Public School

Purpose of the Activity/Program: To discuss the importance of students succeeding in public school. Parents were provided ways to help their student success in school which included an overview of serving students with disabilities and study tips. Responsibilities of the student and parents were also addressed.

Financial Amounts Expended for Activity Program: \$0

Number of Minority Faculty, Staff, or Students Served: Approximately 45 parents

Anticipated Outcomes (Short-term and Long-term): To increase parent information to enhance student success. Students who are more successful in public school are more likely to attend and succeed in college.

Financial Aid

Title of the Activity/Program: Thompson Minority Scholarship

Purpose of the Activity/Program: The Thompson Minority Scholarship program awards scholarships to incoming African American freshman and currently enrolled African American students. It also provides funding to help support the efforts of the Strong-Turner Alumni Association.

Financial Amounts Expended for Activity/Program: \$20,000

Number of Minority Faculty, Staff, or Students Served: Five incoming freshman students and five current students

Anticipated Outcomes (Short-term and Long-term): To increase the enrollment of entering African American freshman and increase the retention rates of currently enrolled students by honoring academic achievement and eliminating financial barriers.

Title of the Activity/Program: Freshman Mixer for Minority Students

Purpose of the Activity/Program: Provide information about financial aid programs that are available to students.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 45
Anticipated Outcomes (Short-term and Long-term): To provide financial aid process information to students and encourage them to apply early each year in order to receive maximum funds available.

Title of Activity/Program: Allen Park Community Center Underprivileged Youth Financial Aid and Scholarships Presentation

Purpose of Activity/Program: Provide financial aid and scholarship information to low income and minority students.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 19

Anticipated Outcomes (Short-term and Long-term): To inform low income and minority families that a college education is affordable and attainable.

Title of the Activity/Program: Multicultural Affairs Financial Aid Workshop for African American Students

Purpose of the Activity/Program: Provide current financial aid information to students and provide information on applying for the 2010-11 school year.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 12

Anticipated Outcomes (Short-term and Long-term): To provide financial aid information to students and encourage them to apply for financial aid early in the award year.

Title of the Activity/Program: Brother to Brother Financial Aid Presentation

Purpose of the Activity/Program: Provide currently enrolled students with federal, state, and institutional financial aid and scholarships information.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 30

Anticipated Outcomes (Short-term and Long-term): To provide financial aid information to students and encourage them to apply for financial aid early in the award year.

Title of the Activity/Program: Arkansas Single Parent Scholarship Fund

Purpose of the Activity/Program: Provide single parent students with scholarship award and guideline information to retain the award. This year approximately 50 percent of students awarded were minority single parents.

Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 7
Anticipated Outcomes (Short-term and Long-term): To award scholarships to single parent students.

Title of the Activity/Program: Circle of Trust Financial Aid Presentation
Purpose of the Activity/Program: Provide currently enrolled students with information about federal, state, and institutional financial aid and scholarship options.

Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 20
Anticipated Outcomes (Short-term and Long-term): To provide information about financial aid processes at ASUJ and help students fill out their FAFSA online.

Title of the Activity/Program: Travel
Purpose of the Activity/Program: Travel to ASU's Degree Centers located at Arkansas Northeastern College and Mid South Community College to provide financial aid and scholarship opportunity information to prospective and current ASU students as well as provide information on applying for the 2010-11 school year.

Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 40
Anticipated Outcomes (Short-term and Long-term): To provide financial aid to students and encourage them to apply for financial aid early in the award year.

Title of the Activity/Program: College Goal Sunday
Purpose of the Activity/Program: Provide information to students planning on attending a college or university in Arkansas for the 2010-11 school year.

Financial Amounts Expended for the Activity/Program: \$100
Number of Minority Faculty, Staff, or Students Served: 20
Anticipated Outcomes (Short-term and Long-term): To provide information about financial aid processes at ASUJ and encourage students to apply early each year in order to receive maximum funds available. Students also complete an application for the Arkansas Academic Challenge Program.

Leadership Center

Title of the Activity/Program: Tunnel of Oppression
Purpose of the Activity/Program: Program to help create an awareness of

different types of oppressions and the effects within society and the campus community.

Financial Amounts Expended for Activity Program: N/A

Number of Minority Faculty, Staff, or Students Served: Approximately 40

Anticipated Outcomes (Short-term and Long-term): To enhance awareness of oppression regarding various issues relating to minority students.

Title of the Activity/Program: International Perspectives: The Role of Women

Purpose of the Activity/Program: Program features the experiences of international faculty, staff, and students in a discussion on the role of women in the family, education, and the workplace in their various countries.

Financial Amounts Expended for Activity Program: N/A

Number of Minority Faculty, Staff, or Students Served: Approximately 30

Anticipated Outcomes (Short-term and Long-term): To enhance the understanding of the role of women in various cultures.

Title of the Activity/Program: Student Activities Board (SAB) Publicity

Purpose of the Activity/Program: The Multicultural committee is designed to provide programming for the student body, particularly minority students. Information is typically distributed via campus wide emails, newspaper advertisements, flyers, display boards, university Preview Days and New Student Orientations.

Financial Amounts Expended for Activity/Program: \$4,000

Number of Minority Faculty, Staff, or Students Served: Approximately 2,500

Anticipated Outcomes (Short-term and Long term): To provide social and educational programming for the student body.

Title of the Activity/Program: SAB Collaboration with other offices

Purpose of the Activity/Program: SAB works closely with the International Student Association and the Office of Multicultural Affairs to provide a diverse series of programming for all students. Events include International Luau, Diversity Dialogue Dinners and Case Studies, Martin Luther King, Jr. Remembrance Week, and Multicultural Week.

Financial Amounts Expended for Activity/Program: \$9,000

Number of Minority Faculty, Staff, or Students Served: Approximately 2,400

Anticipated Outcomes (Short-term and Long-term): To educate the student body through diverse programming.

Title of the Activity/Program: Non-Traditional Student Services Recruitment

Purpose of the Activity/Program: Publicity designed to communicate the services of the Non-Traditional Student office. Information was distributed at the Human Services department, at the Adult Education department, at Preview Days and New Student Orientations, as well as to community colleges and transfer students visiting the campus.

Financial Amounts Expended for Activity/Program: \$1,600

Number of Minority Faculty, Staff, or Students Served: Approximately 400

Anticipated Outcomes (Short-term and Long term): To connect prospective students and existing students with an office that can provide support and multiple academic and community resources.

Title of the Activity/Program: Non-Traditional Student Services Recruitment A-State Welcome

Purpose of the Activity/Program: Program geared toward minority students to introduce them to all of the resources available to them through Non-Traditional Student Services.

Financial Amounts Expended for Activity/Program: \$800

Number of Minority Faculty, Staff, or Students Served: Approximately 220

Anticipated Outcomes (Short-term and Long term): To provide students with a location where they can acquire unlimited information regarding academics and community resources.

Title of the Activity/Program: Non-Traditional Student Services Day Care Fair

Purpose of the Activity/Program: Non-Traditional Student Services works closely with local child care agencies to provide students with additional information for their adjustment to college.

Financial Amounts Expended for Activity/Program: \$300

Number of Minority Faculty, Staff, or Students Served: Approximately 100

Anticipated Outcomes (Short-term and Long-term): To work collaboratively with other offices in identifying minority students who are in need of additional resources.

Title of the Activity/Program: Non-Traditional Student Services Community Resources Fair

Purpose of the Activity/Program: Non-Traditional Student Services works closely with community constituents to aid in student adjustment to college.

Financial Amounts Expended for Activity/Program: \$300

Number of Minority Faculty, Staff, or Students Served: Approximately 100

Anticipated Outcomes (Short-term and Long-term): To work collaboratively with other offices in identifying minority students who are in need of additional resources.

Title of the Activity/Program: Non-Traditional Student Services Transfer Student Seminar

Purpose of the Activity/Program: To connect students with campus and community resources that will aid in their student adjustment to college.

Financial Amounts Expended for Activity/Program: \$300

Number of Minority Faculty, Staff, or Students Served: Approximately 100

Anticipated Outcomes (Short-term and Long-term): To work collaboratively with other offices in identifying minority students who are in need of additional resources.

Title of the Activity/Program: Thompson Minority Scholarship for Currently Enrolled Students

Purpose of the Activity/Program: This particular component of the Thompson Minority Scholarship awards scholarships to currently enrolled African American students.

Financial Amounts Expended for Activity/Program: \$8,000

Number of Minority Faculty, Staff, or Students Served: Four annual scholarships

Anticipated Outcomes (Short-term and Long-term):

- Provide students with needed financial resources to continue their educational endeavors.
- Aid in retaining African American students.
- Recognize and honor the achievement of African American students.

Title of Activity/Program: Fall Explosion

Purpose of the Activity/Program: This social activity is designed to welcome students of color, primarily African American students, to the campus. This annual event, co-sponsored by the Black Student Association, serves as an opportunity for students to be introduced to ASU faculty and staff members of color. Furthermore, the event is designed to showcase the various

minority student organizations on campus.

Financial Amounts Expended for Activity/Program: \$800

Number of Minority Faculty, Staff, or Students Served: Approximately 600

Anticipated Outcomes (Short-term and Long-term): To provide minority students with a connection to minority faculty/staff and minority student organizations.

Title of the Activity/Program: Student Union Office Space

Purpose of the Activity/Program: Student organizations are assigned office space within the Student Union to use for meetings, work space, and as a study area. Each office is equipped with a computer, phone, and office furniture.

Financial Amounts Expended for Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 7 of the 12 office spaces were assigned to minority student organizations.

Anticipated Outcomes (Short-term and Long-term): To provide student organizations with a central meeting area on campus.

Title of the Activity/Program: Student Government Association Action Fund

Purpose of the Activity/Program: Action Fund is designed to support student organizations by awarding money for sponsored events, conferences, or other student organization functions.

Financial Amounts Expended for Activity/Program: Approximately \$14,000

Number of Minority Faculty, Staff, or Students Served: Approximately 1,000

Anticipated Outcomes (Short-term and Long-term): To allow students an opportunity to plan and implement social and educational programming for students on campus.

Parking Services

Title of the Activity/Program: Parking Services

Purpose of the Activity/Program: Parking Services works closely with all Student Affairs departments to support their efforts to recruit minority faculty, staff, and students. Parking Services provides critical services to students, faculty, staff, vendors, and guests in a totally non-discriminatory manner and with a strong commitment to the goals of ASU's diversity initiatives.

Financial Amounts Expended for the Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: Due to the nature of the services provided, there is no way to determine the exact number of minorities served.

Anticipated Outcomes (Short-term and Long-term): All services and activities are provided in a manner that ensures outcomes that reflect the diversity initiatives of ASU. Parking Services will continue to stay alert to the campus diversity initiatives in order to remain proactive in supporting these initiatives in the long-term.

Residence Life

Title of the Activity/Program: Preview Day Information Session

Purpose of the Activity/Program: To recruit students to attend ASUJ.

Financial Amounts Expended for the Activity/Program: \$100

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term): Educate minority students on the process for applying for on campus housing, advantages of living on campus, residential options, and amenities.

Title of the Activity/Program: New Student Orientation Information Session

Purpose of the Activity/Program: To recruit students to ASUJ.

Financial Amounts Expended for the Activity/Program: \$200

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term): Educate minority students on the expectations of on-campus housing including check-in, amenities, assignment process, policies, etc.

Student Health Center

Title of the Activity/Program: Presentation on Sexually Transmitted Diseases to First Year Experience Freshman classes.

Purpose of the Activity/Program: Target and provide information about sexually transmitted diseases, pregnancy prevention, and abstinence among first year students.

Financial Amounts Expended for the Activity/Program: Less than \$50 for brochures

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term):

- Increase condom usage.

- Lower occurrence of sexually transmitted diseases among minorities.
- Lower occurrence of pregnancies among minorities
- Raise awareness of Student Health Center services.

Title of the Activity/Program: Presentation to parents during New Student Orientations

Purpose of the Activity/Program: To provide information about the Student Health Center.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term):

- Decrease sick days and the number of classes missed.
- Increase awareness of Student Health Center services.

Title of the Activity/Program: National Condom Week during Black History Month

Purpose of the Activity/Program: To promote “safe sex” and proper condom usage. Information presented regarding sexually transmitted diseases, HIV prevention, and high risk behavior.

Financial Amounts Expended for the Activity/Program: Less than \$200 for brochures and condoms

Number of Minority Faculty, Staff, or Students Served: Approximately 800 condoms and brochures distributed to minority students.

Anticipated Outcomes (Short-term and Long-term):

- Increase condom usage.
- Proper condom usage.
- Lower occurrence of sexually transmitted diseases among minorities.
- Lower occurrence of pregnancies among minorities.
- Raise awareness of Student Health Center services.

Title of the Activity/Program: African American HIV Awareness and Testing Day

Purpose of the Activity/Program: To promote health awareness among African Americans.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 20

Anticipated Outcomes (Short-term and Long-term):

- Promote awareness of health risks and health promotion behaviors.
- Provide free screenings to identify at-risk individuals.
- To give ASU a positive image in the community.

Title of the Activity/Program: Presentation to International Student Orientation at beginning of each semester

Purpose of the Activity/Program: Provide information about the Student Health Center services. To decrease the amount of classes missed due to illness in conjunction with ASU mission statement.

Financial Amounts Expended for the Activity/Program: Less than \$50 for brochures

Number of Minority Faculty, Staff, or Students Served: 50-75 students from all minority groups.

Anticipated Outcomes (Short-term and Long-term):

- Decrease amount of sick days and classes missed.
- Increase awareness regarding Student Health Center services.

Testing Center

Title of the Activity/Program: Administration of all standardized testing for college entrance

Purpose of the Activity/Program: The Center enhances the recruitment of minority candidates by conducting enrollment testing (ACT and Compass exams) in a totally non-discriminatory manner to a diverse population. We provide all test-taking activities in a manner that ensures that all examinees from underrepresented groups are tested within an environment that neither advantages nor disadvantages any person.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: Approximately 200 students annually

Anticipated Outcomes (Short-term and Long-term): By giving entrance exams to students who are underrepresented, we hope to empower them to consider a goal of higher education that might otherwise be overlooked

Title of the Activity/Program: Administration of the Test of English as a Foreign Language (TOEFL) Exam

Purpose of the Activity/Program: In conjunction with the International Student English as a Second Language (ESL) Program, the Testing Center administers the TOEFL exam to ESL candidates monthly. This allows the program to appropriately place ESL students in classes that will allow the greatest benefit in language development.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: Approximately 150 exams administered monthly

Anticipated Outcomes (Short-term and Long-term): As students progress through the ESL program and gain proficiency in the English language, many

will remain at Arkansas State University for either undergraduate or graduate work. Early assessment of English proficiency and appropriate placement improves success in the college classroom.

B. Number of Minority Students

Based on enrollment for fall 2009, 19.3% of the total ASU student population of 12,156 consisted of minority students, which includes African American, Asian Americans, Hispanic Americans, Native Americans, Native Hawaiian/Pacific Islander Americans and those reporting Two or More Races. African Americans make up approximately 81.5% of the minority enrollment. Hispanic Americans account for 0.9% of the total ASU population. When comparing overall enrollment numbers for minorities, the percentage of minority students remained steady at 19.2% for fall 2008 and 19.3% for fall 2009. The number of African American students decreased slightly from 1,956 for fall 2008 to 1,918 for fall 2009. The number of Hispanic American students also decreased slightly from 122 to 107.

The Division of Student Affairs employed 143 minority student workers during 2009-2010. A breakdown of the number of students employed in each department follows:

Admissions	1	
Career Planning Center		4
Counseling Center	1	
Disability Services	13	
Financial Aid and Scholarships		3
Red WOLF Center	9	
Intramurals	18	
Leadership Center	4	
Parking Services	4	
Residence Life		70
Student Health Center	2	
Student Union	9	
Technology Services	3	
Vice Chancellor's Office		2
Total	143	

C. Information regarding the number of position offers extended to minority candidates during the 2009-2010 academic year.

Admissions	3
Career Services	1
Financial Aid	1

Red WOLF Center	1
Student Union	2
University Police Department	1

D. Information regarding the positions within Student Affairs that were filled with minority candidates.

Admissions	Admissions Application Analyst
Admissions	Administrative Specialist I
Admissions	Admissions Recruiter
Career Services Specialist	Student Development
Financial Aid	Program Coordinator
Red Wolf Center	Athletic Facilities Supervisor
Student Union	Institutional Services Assistant (2)
University Police Department	H/E Public Safety Officer I

II. Development and Retention

A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2009-10 academic year.

Counseling Center

Title of the Activity/Program: Outreach

Purpose of the Activity/Program: To provide programming to facilitate student development and enhance student performance. A total of 257 outreach activities/programs were made to classes and student groups/constituents during the 2009-10 academic year.

Financial Amounts Expended for the Activity/Program: Approximately \$7,000

Number of Minority Faculty, Staff, or Students Served: 12,863 total faculty, staff, and student participants with 35 (4,528) percent African American, 2 percent (257) Hispanic/Latino Americans, and 1.5 (193) percent International

Anticipated Outcomes (Short-term and Long-term): To increase knowledge base of population served and meet their needs.

Title of the Activity/Program: Clinical Services

Purpose of the Activity/Program: To provide counseling and guidance to facilitate student emotional growth and development as well as facilitate student performance.

Financial Amount Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served:

	<u>Number</u>	<u>% of total served</u>
African American	457	27.1%
Asian/Pacific Islander	23	1.4%
Caucasian	1000	60.4%
Hispanic	20	1.2%
Multi-racial	18	1.1%
Native American	7	0.4%
International Student	84	5.1%
Not Reported	63	3.9%

Minority students served as percent of total served: 36 percent

Anticipated Outcomes (Short-term and Long-term): N/A

Career Management Center

Title of the Activity/Program: Job Search Strategies for International Students

Purpose of the Activity/Program: To provide programming to educate students in regards to planning for future employment opportunities in the United States.

Financial Amount Expended for Activity/Program: \$500

Number of Minority Faculty, Staff, or Students Served: Approximately 245 students

Anticipated Outcomes (Short-term and Long-term): To increase knowledge base of population served and meet their needs.

Title of the Activity/Program: Upward Bound Program Career Awareness

Purpose of the Activity/Program: To provide awareness and education regarding the career development process while attending high school in preparation to choose a major or career field.

Financial Amount Expended for Activity/Program: \$10

Number of Minority Faculty, Staff, or Students Served: Approximately 20 students

Anticipated Outcomes (Short-term and Long-term): To increase awareness of information and resources available related to career and college readiness skills.

Leadership Center

Title of the Activity/Program: Student Activities Board Professional Development

Purpose of the Activity/Program: Professional development is done through research of other institutions.

Financial Amounts Expended for the Activity/Program: \$2,500

Number of Minority Students, Faculty, and Staff served: Approximately 2,000

Anticipated Outcomes (Short-term and Long-term): To provide better multicultural programming for our university.

Title of the Activity/Program: Non-Traditional Student Services Professional Development

Purpose of the Activity/Program: Professional development is conducted through research on similar programs to enhance programming for students.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: Approximately 300

Anticipated Outcomes (Short-term and Long-term): To increase knowledge base of the population served and meet their needs.

Title of the Activity/Program: Freshman Class Mixer I and II sponsored by the Office of Multicultural Affairs

Purpose of the Activity/Program: Programs designed to attract students of color during the later part of the fall semester. The specific intentions of the programs are to introduce minority faculty/staff to incoming students, to provide campus resources for adjustment to college, and to provide information to students so they can be aware of pitfalls that could affect their retention status at the University.

Financial Amount Expended for the Activity/Program: \$800

Number of Minority Faculty, Staff, or Students Served: Approximately 250 students

Anticipated Outcomes (Short-term and Long-term):

- Provide students with essential resources that will aid immensely in their retention to the university.
- Provide students with an opportunity to experience a sense of caring, by providing them opportunities to interact with key university administrators to voice their cares, fears, defeats, and victories.

Title of the Activity/Program: Southwestern Black Student Leadership Conference sponsored by the Office of Multicultural Affairs

Purpose of the Activity/Program: This program is designed to provide current ASU students the opportunity to gain exposure, experience, and

knowledge by attending a conference with students of color from similar campuses. The students are exposed to a variety of workshops and leadership training experiences that are valuable to their personal lives and the various roles that they play on the ASU campus. This conference is held annually on the campus of Texas A & M University in College Station, Texas.

Financial Amounts Expended for the Activity/Program: Approximately \$5,000

Number of Minority Faculty, Staff, or Students Served: 10 students and 1 staff

Anticipated Outcomes (Short-term and Long-term):

- To allow students of ASU exposure to various campuses and student leaders from around the United States.
- To provide students with valuable resources that will assist them in finding their personal vision as an ASU student leader.
- To serve as an opportunity to gain information and programming ideas and bring them back to ASU.
- Allow students to network with individuals from corporate America.
- To allow students from like cultures and experiences to break down barriers and forge lasting relationships with each other.

Title of the Activity/Program: Strong-Turner 3.0 and Freshman Scholar Achievement Program

Purpose of the Activity/Program: This is an annual event sponsored by the Office of Multicultural Affairs and the Strong-Turner Chapter of the ASU Alumni Association. It is designed to commend, celebrate, and honor African American students who have performed well academically and have at least a 3.0 cumulative grade point average. This is the third year of recognition for freshman students.

Financial Amounts Expended for the Activity/Program: \$600

Number of Minority Faculty, Staff, or Students Served: An invitation was extended to 256 students; approximately 220 students accepted the invitation.

Anticipated Outcomes (Short-term and Long-term):

- Encourage students to continue to perform well academically.
- Recognize the honorees for their hard work.
- Inform students about the Strong-Turner Chapter of the ASU Alumni Association.
- Continue to enhance the visibility of ethnic minority students' accomplishments during Convocation of Scholars Week.

Title of the Activity/Program: Student Organization SALSA—Spanish and Latino Student Association

Purpose of the Activity/Program: This student organization provides an

outlet for Spanish and Latino students.

Financial Amounts Expended for the Activity/Program: \$200

Number of Minority Faculty, Staff, or Students Served: Approximately 100

Anticipated Outcomes (Short-term and Long-term):

- Encourage students to continue to perform well academically.
- Inform students about the SALSA organization
- Provides a support group for this population of students.
- Educates the campus community regarding this minority population.

Title of the Activity/Program: Student Organizations – Japanese Student Association, Chinese Student Association, Saudi Student Association, and Nepalese Student Association

Purpose of the Activity/Program: These student organizations provide an outlet for various international students on campus.

Financial Amounts Expended for the Activity/Program: \$500

Number of Minority Faculty, Staff, or Students Served: Approximately 100

Anticipated Outcomes (Short-term and Long-term):

- Inform students about various international student populations on campus.
- Educates the campus community regarding this minority population.

Title of the Activity/Program: Diversity Seminars/Trainings

Purpose of the Activity/Program: Trainings and in-class lectures on diversity education.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: Approximately 120

Anticipated Outcomes (Short-term and Long-term):

- Inform students of cultural differences and provide tips on how to adjust accordingly.
- Educate the campus community regarding this minority population.

Title of the Activity/Program: International Student Activities

Purpose of the Activity/Program: The Office of Multicultural Affairs co-sponsored activities with the Office of International Programs that introduces international students to American and ASU culture. Listed below are the events:

- International Education Week—Inform the student body of the various cultures represented at ASU-J. In addition, this event provided the international students the opportunity to meet others outside of the Office of International Programs.
- International Perspectives Luncheon- The program provided international faculty/staff/students with an opportunity to provide cultural information to students on campus.
- Diwali Festival—Festival to celebrate cultures at ASU-J.
- Holi Festival—Festival to celebrate cultures at ASU-J.
- International Student Orientation
- International Café- The program provided international students with an opportunity to interact with other students on campus in a friendly inviting atmosphere.

Financial Amount Expended for the Activity/Program: \$3,800

Number of Minority Faculty, Staff, or Students Served: Approximately 400 students

Anticipated Outcomes (Short-term and Long-term):

- To acclimate international students to the American, ASU, and Jonesboro culture.
- To create a healthy partnership with the Office of International Programs.
- To create some learning experiences outside the classroom for International students.
- To create an atmosphere in which international students can meet and create relationships with American students.

Residence Life

Title of the Activity/Program: Resident Assistant Training

Purpose of the Activity/Program: Train paraprofessionals in areas such as diversity sensitivity and programming for diverse audiences.

Financial Amounts Expended for the Activity/Program: \$175

Number of Minority Faculty, Staff, or Students Served: 25–30

Anticipated Outcomes (Short-term and Long-term): Train staff to recognize and appreciate differences in their communities.

Title of the Activity/Program: Human Awareness Programming

Purpose of the Activity/Program: Resident Assistants have sponsored more than 60 programs on topics designed to celebrate multiculturalism.

Financial Amounts Expended for the Activity/Program: \$500

Number of Minority Faculty, Staff, or Students Served: Approximately 125

Anticipated Outcomes (Short-term and Long-term): Encourage students to be more knowledgeable in diversity issues.

University Police Department (UPD)

Title of the Activity/Program: UPD Mentoring Program

Purpose of the Activity/Program: UPD has implemented a mentoring program which serves many purposes in recruiting and retaining minority candidates.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: Two

Anticipated Outcomes (Short-term and Long-term): For new officers, the mentoring program increases the likelihood for success, encourages and provides opportunities for new experiences and professional growth, encourages self confidence, and promotes agency loyalty and inclusiveness.

University Advancement

I. Recruitment

- a. This past year we had one position open, Administrative Specialist III. In the opening, an African American was interviewed. The position was posted on the University website and regional newspapers.
- b. N/A
- c. This year from the pool of applicants for the Administrative Specialist III position one African American candidate was extended an offer of employment and accepted.
- d. Administrative Specialist III

II. Development and Retention

This past year the Vice Chancellor for University Advancement and staff members began conversations with several minority candidates in the advancement field for future job openings at Arkansas State University. The Vice Chancellor also met with the Chief Diversity Officer of Arkansas State University to consider other candidates across higher education.

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan
June 2010

Name of Institution: Arkansas Tech University
Name of Contact Person: Dr. John Watson, Vice President for Academic Affairs

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

	Fall 09
Black	413
Hispanic	329
American Indian/Alaska Native	145
Asian/Pacific Islander	123
Total	1010

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.

Faculty:

Professor (1)	Asian/Pacific Islander
Professor (1)	Hispanic
Assistant Professor (5)	Asian/Pacific Islander
Assistant Professor (3)	Hispanic
Assistant Professor (1)	American Indian/Alaskan Native
Assistant Professor (2)	Black
Associate Professor (4)	Asian/Pacific Islander
Associate Professor (1)	Black
Instructor (1)	Black
Instructor (1)	Asian/Pacific Islander
Instructor (2)	Hispanic
No Rank (1)	American Indian/Alaskan Native
No Rank (1)	Black
No Rank (2)	Asian/Pacific Islander
Total Minority Faculty	26

Staff:

Academic Advisor (1)	Asian/Pacific Islander
Administrative Specialist II (1)	Asian
Administrative Specialist II (1)	Black
Administrative Specialist III (1)	Asian
Administrative Specialist III (1)	Hispanic

Assistant Athletic Trainer (1)	Asian
Assistant Coach (1)	Black
Assistant Director of International Programs (1)	Asian
Director of Student Development (1)	Black
Fiscal Support Specialist (1)	Black
Head Athletic Trainer (1)	Asian
Institutional Assistant (1)	Asian
Institutional Services Assistant (2)	American Indian/Alaskan Native
Institutional Services Assistant (3)	Asian
Institutional Services Assistant (2)	Black
Institutional Services Assistant (1)	Hispanic
Library Technician (1)	Black
Public Safety Officer (1)	Hispanic
Systems Specialist (1)	American Indian/Alaskan Native
Total Minority Staff	23

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

Assistant Professor (1)	Black
Assistant Professor (2)	Hispanic
Assistant Professor (2)	Asian
Instructor (1)	Hispanic
Faculty No Rank (1)	American Indian/Alaskan Native
Faculty No Rank (1)	Asian
Head Athletic Trainer (1)	Asian
Institutional Services Assistant (1)	American Indian/Alaskan Native
Institutional Services Assistant (1)	Asian
Total in Past Year	11

4. Progress continues in the recruitment and retention of minority students. Statistics compiled by the Director of Enrollment Management, the Affirmative Action Officer, and the Director of Institutional Research indicate that the number of minority students increased by 159 last year an increase of 18.7% over the previous year. The University is continuing to place emphasis on the retention of all students, not just minorities.

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.

A new 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.

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 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 requests information from the Affirmative Action Office regarding the ethnicity of the candidates. The ethnicity information is used to prepare an Interim Report which must be approved prior to any candidate being interviewed. The Interim Report is used to determine the breadth of ethnic and gender representation. The search committee is also required to submit a justification regarding the rejection of any African-American candidate.

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.

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
2009 -2010
Minority Recruitment and Retention
Annual Report

Dr. Lewis A. Shepherd, Jr.
Vice President for External Programs
HENDERSON STATE UNIVERSITY
June 30, 2010

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. By the end of 2010, 32.4 % will be people of color. By 2050, it is projected that the people of color will represent 50% of the total U.S. population. 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 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 2009-2010 academic year at Henderson State University was 1,238. This number represents approximately 27.7% of the HSU student body. This represents an increase from 26.3% for 2008-2009.

Minority Staff and Faculty

During the 2009-2010 academic year, Henderson State University employed 207 (22.5%) minority faculty and staff. The following list provides the number and position titles of individuals currently employed:

Admin Specialist I	6
Admin Specialist II	3
Admin Specialist III	4
Assistant Coach	4
Assistant Director	2
Assistant Librarian	1
Assoc. Professor	7
Associate Dean	1
Assistant Dean	1
Assistant Professor	4
Boiler Operator	3
Campus Postmaster	1
Coach	2
Director	5

Computer Operator	1
Counselor	2
Department Chairperson	1
Education Specialist	2
Fiscal Support Technician	1
Fiscal Support Specialist	2
Graduate Assistant	16
Innkeeper Specialist	1
Institutional Services Asst.	32
Institutional Services Supervisor	4
Instructor	5
Library Tech	3
Mail Services Assistant	2
Maintenance Assistant	3
Network Support Analyst	1
Part-time faculty	6
Professor	12
Project/Program Specialist	1
Public Safety Officer	3
Purchasing Specialist	1
Resident Hall Spec-Area Coordinator	2
Scholar Coordinator McNair	1
Shipping & Receiving Clerk	1
Student Accounts Officer	1
Switchboard Operator	1
Temporary/Part-time	57
Vice President	1
Total	207

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:

Admin Specialist	1
Assistant Director	1
Asst. Professor	1
Boiler Operator	1

Education Specialist	1
Graduate Asst.	16
Institutional Services Asst.	5
Instructor	1
Mail Services Asst.	1
Adjunct faculty	6
Public Safety Officer	1
Temporary/Part-time	37
Vice President	1
Total	73

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 Diversity 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 by the Spring 2010 semester. 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 us 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, will be completed by fall 2010.

Budget

The Office of Diversity operates within the following budget:

Travel	\$2,000
Supplies and Services	\$4,200
<hr/>	
Total	\$6,200

*Additional funds are secured through private grants and foundations.



Southern Arkansas University
Minority Recruitment and Retention Annual Report
2009-2010

Southern Arkansas University
100 E. University
Magnolia, Arkansas 71754

MINORITY RETENTION PLAN 2009-2010

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

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

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

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

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

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

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

ACT 1091 of 1999
FACULTY/STAFF MINORITY RETENTION
2009-2010 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.
5. Southern Arkansas University gained 8 minority staff/faculty members this fiscal year.

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 2005/2006 2006/2007 2007/2008 2008/2009 2009/2010

Asian/Unknown

Adjunct					
Instructor	1	1	0	1	1
Assistant Professor	5	4	6	5	1
Associate Professor	2	2	5	4	4
Chair/Associate Professor				1	1
Dean				1	1
Total	8	7	11	12	8

African American

Accountant	2	2	2	2	
Accounting Coordinator					1
Accounting Tech	1	1	2	2	
Adjunct	2	2	1	2	2
Administrative Secretary	1		1	1	
Administrative Specialist I					4
Administrative Specialist II					3
Administrative Specialist III					2
Applications Programmer	1	1	1	1	
Apprentice Tradesman	1	1	1	1	
Associate Professor	1	1	1	2	2
Assistant Coach			1	1	
Assistant Dean	1				
Assistant Director	1	1	2	2	1
Assistant Professor	4	5	6	8	6
Chair	1	1	1	1	1
Coordinator	1	2	1	3	
Counselor		2	2	2	2
FA Counselor I	1	1	1	1	
Custodian II	2	2	2	2	
Custodian I	1	1	1		
Dean	1	1	1		
Development Coordinator	1	1	1	1	1
Director	4	4	4	4	5
EMAS Supervisor	1	1	0		
Equipment Operator		1	1	1	2
Field Instructor IV-E		1	1	1	1
Field Supervisor	1				
Financial Aid Analyst			1	1	1
Fiscal Support Supervisor					1
Fiscal Support Technician					1
Head Coach	2	3	2	2	2
Heavy Equipment Operator					1
Housing Coordinator	1	1	1	1	
Information Systems Analyst					1

Instructor	3	4	4	4	3
Institutional Services Assistant					4
Maintenance Worker II	1	1	2	2	
Manager University Vill		1	1		
P/T Secretary		1	0		
Professor	1				
PS Supervisor II	1	1	1		
Purchasing Agent	1	1	1	1	
Purchasing Specialist					1
Secretary I	2	3	5	5	
Secretary II	2	2	1	1	
Skilled Trades Supervisor	1	1	1	1	1
Skill Tradework	1	1	2	1	
Student Relations Specialist			1	1	1
Student Retention Specialist	1	1	0		
Student Activities Admin		1	0		
Training Coordinator	1	1	1	1	1
Tutor Coordinator	1	1	1		
Total	48	56	59	59	51
Hispanic Americans					
Assistant Director				1	
Assistant Professor	1	1	1	2	1
Assistant Professor/Director					1
Professor	1	1	1	1	1
Total	2	2	2	4	3
Native Americans					
Assistant Professor	1	0	0	0	0
Secretary II			1	0	0
Total	1	0	1	0	0

New Minorities hired within the last year

2009-2010

Assistant Professor	1
Counselor	<u>1</u>
Total	2

2008-2009

Administrative Secretary	1
Assistant Director	1
Assistant Professor	3
Coordinator	1
Dean	1
Secretary I	<u>1</u>
Total	8

2007-2008

Assistant Professor	7
Coordinator	1
Counselor	1
Custodian	1
Financial Analyst	1
Secretary I	2
Secretary II	<u>1</u>
Total	14

2006-2007

Assistant Football Coach	1
Equipment Operator University Village	1
Manager	1
Assistant Professor	1
Counselor Talent Search	2

Secretary I	1
Director Talent Search	1
PT Secretary I	<u>1</u>
Total	9

2005-2006

Training Coordinator	1
Instructor	1
Secretary II	1
Field Consultant	<u>1</u>
Total	4

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%

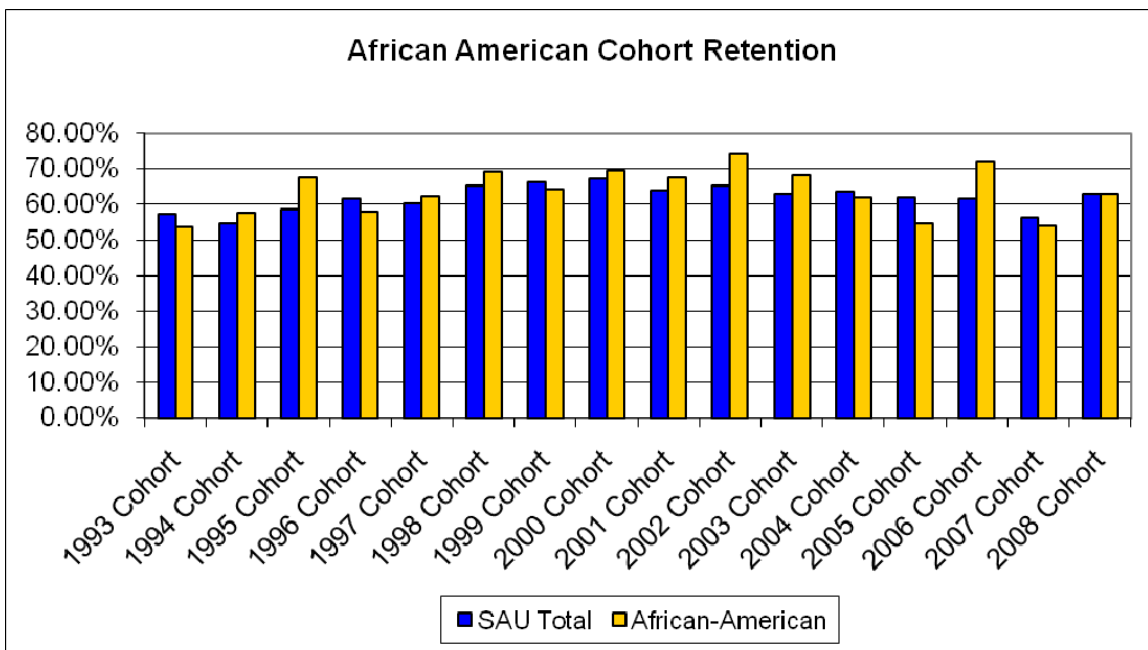
Fall 2008 Cohort Group	Number in Cohort	First Year Retained Fall 2009
African-American	178	62.92%
Native American	4	75%
Hispanic	11	72.73%
Asian	5	80.00%
White	382	66.49%

African-American Beginning Freshmen Retention

African-American First-Year Retention rates have exceeded University rates 10 of the last 16 years since 1993 as shown in the chart below.

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%

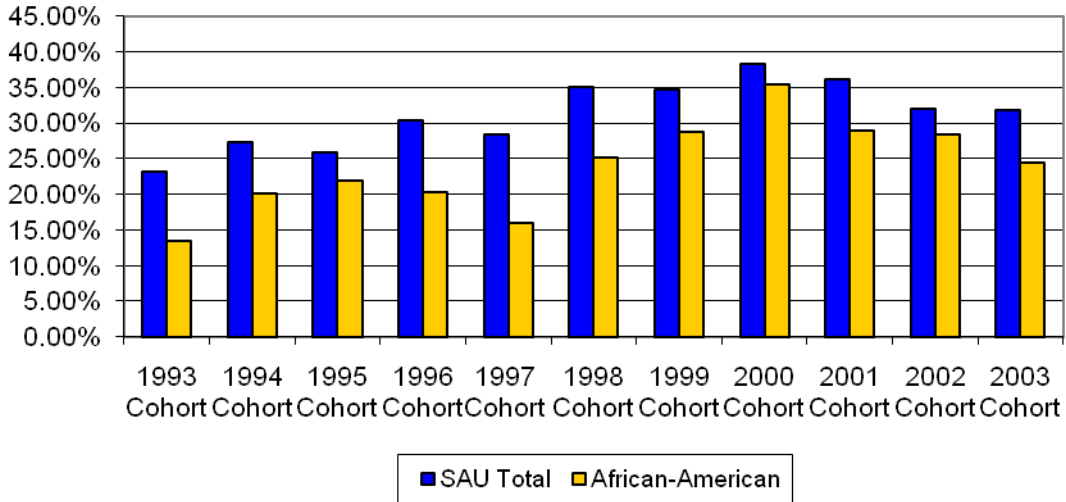


African-American Beginning Freshmen Graduation Rates

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 and 2003 that had graduated six years later. These figures include only those students that enrolled at SAU as freshmen and graduated from SAU (native completers.) These figures do indicate an increasing trend in the graduation rates for all SAU students and for African-American students. **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 narrowing dramatically.**

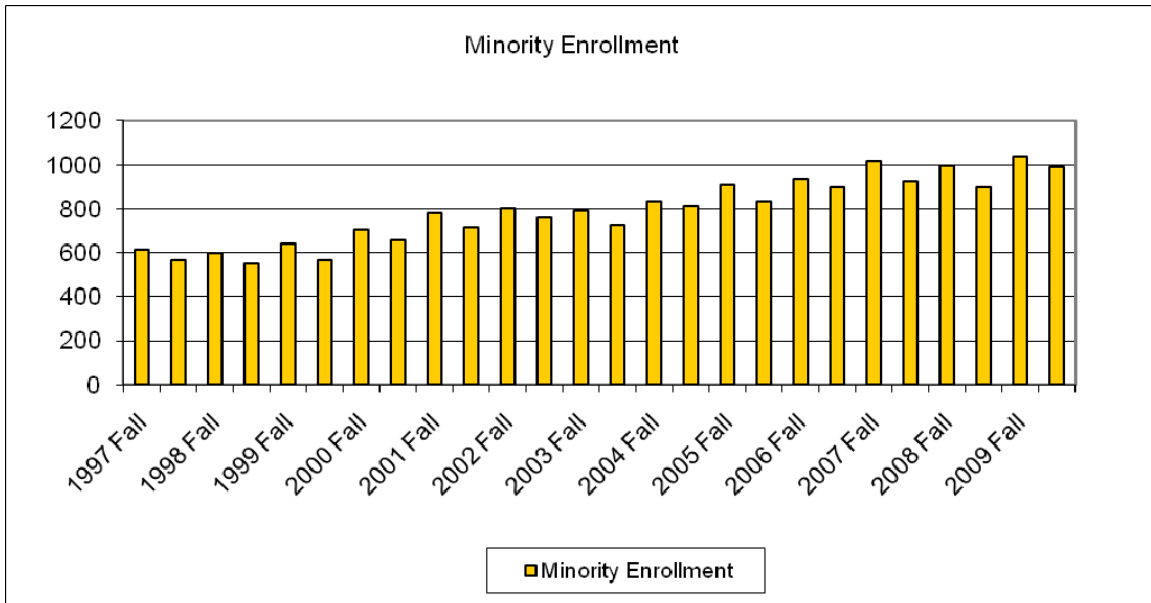
Cohort	SAU Total	African-American
1993 Cohort	23.17%	13.50%
1994 Cohort	27.31%	20.18%
1995 Cohort	25.78%	21.93%
1996 Cohort	30.38%	20.30%
1997 Cohort	28.30%	16.00%
1998 Cohort	34.99%	25.23%
1999 Cohort	34.77%	28.79%
2000 Cohort	38.36%	35.40%
2001 Cohort	36.07%	28.96%
2002 Cohort	31.97%	28.37%
2003 Cohort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

African American Cohort Graduation

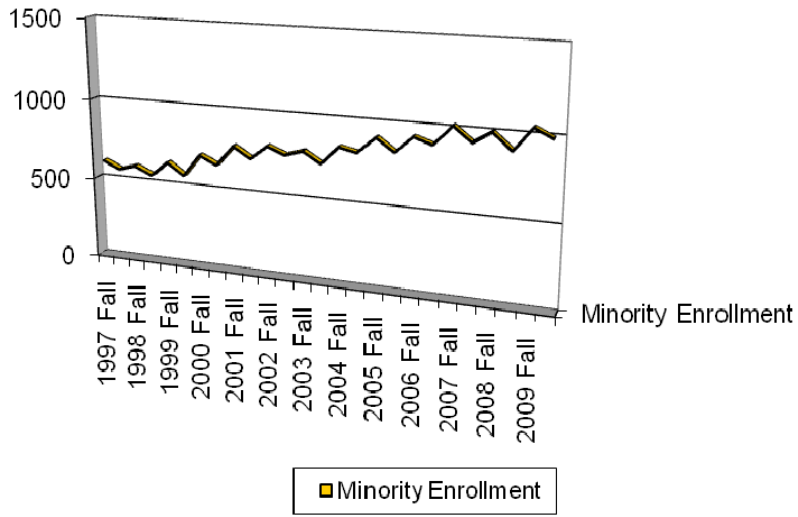


Term	Minority Enrollment
1997 Fall	613
1998 Spring	565
1998 Fall	597
1999 Spring	548
1999 Fall	641
2000 Spring	567
2000 Fall	706
2001 Spring	655
2001 Fall	781
2002 Spring	715
2002 Fall	801
2003 Spring	757
2003 Fall	791

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



Minority Enrollment



OFFICE of MULTICULTURAL SERVICES
O9/10 ACTIVITIES and EVENTS

AUGUST 09

- 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 09

- Black Students Association meeting
- Hispanic Freshman Fiesta – Latinos Unidos
- Sexual Assault Awareness Week activities
- NPHC meeting
- Black Students Association meeting
- NPHC meeting
- Black Students Association meeting
- Latino Unidos meeting
- “Notes At Noon” live jazz in cafeteria at noon

OCTOBER 09

- NPHC meeting
- BSA meeting
- Black Alumni Homecoming Reception – Featuring Nicky Parrish and Chemistry
- NPHC Annual Homecoming Greekshow
- Black Students Association Fashion Show
- NPHC meeting
- Latinos Unidos meeting
- BSA meeting
- Latinos Unidos meeting
- Brother- To- Brother cookout
- Notes At Noon

NOVEMBER 09

- NPHC meeting
- Notes At Noon
- BSA meeting
- NPHC meeting
- Latinos Unidos meeting
- BSA meeting
- NPHC meeting
- Notes At Noon

DECEMBER 09

- BSA meeting
- Latinos Unidos meeting

JANUARY 10

- Columbia County NAACP Annual Freedom Fund Banquet
- Dr. Martin Luther King, Jr. March and Program – featuring State Senator Joyce Elliott

FEBRUARY 10

- Brother - To -Brother Retention meeting
- NPHC meeting
- BSA meeting
- BSA Panel Discussion – “Let’s Talk About Sex”
- Black Film Festival – “Good Hair”
- Panel Discussion – The Culture of Black Hair
- NPHC meeting
- BSA meeting
- A Night of the Arts – featuring the talents of SAU students of color
- Latinos Unidos meeting
- Brother-To-Brother State Consortium Conference – Little Rock
- Notes At Noon

March 10

- NPHC meeting
- BSA meeting
- Latinos Unidos meeting
- NPHC meeting
- BSA meeting
- NPHC Greek Student Leadership Institute
- Black Student Association Panel Discussion
- Notes At Noon

April 08

- Greek Student Leadership Institute
- NPHC Annual Spring Greekshow & After Party
- NPHC meeting
- Latinos Unidos
- BSA Scholarship Extravaganza
- NPHC meeting
- Latinos Unidos
- BSA meeting

- NPHC Awards Banquet
- Notes At Noon

May 08

- NPHC meeting
- BSA meeting

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. **I**t recognizes that internal and external partnerships must be established to stimulate and institutionalize an awareness of, acknowledgement of, and appreciation for diversity within students, faculty, and staff. **F**urther, the Office supports the student's of color pursuit of educational and career goals by providing opportunities for intellectual, social, and moral development.

New Strategies to Promote the Mission

While a valiant effort to enhance the graduation and retention rates of African American students has proven to be successful, a new focus on graduate school attendance will be an additional component of the current strategy to promote the success rate of students of color. Starting in the fall of 2008, students will become exposed to the Southern Arkansas University School of Graduate Studies, while also learning how to properly prepare to be an attractive graduate school candidate.

Such activities as a graduate school application workshop, a graduate school orientation day (SAU School of Graduate Studies), and an entrance exam success strategies workshop will be held. To ensure the success of these programs, a partnership with the School of Graduate Studies will be initiated.

Additionally, opportunities to co-sponsor culturally enriching programs through the Office of Multicultural Services will be made available to the School of Graduate Studies, thus allowing more exposure to academically capable students who would not ordinarily consider graduate school as an option. Graduating African-American seniors with proper credentials will be informed during advising sessions of the opportunities to take advantage of graduate courses during their last undergraduate semester.

Assessment

Quality service surveys/questionnaires will be disseminated at each event to assess individual needs and satisfaction. Current enrollment numbers of African American students in graduate studies will be considered as application and enrollment goals are set and pursued. The target goal of an annual 5% increase for the next three years of African American students to enroll in graduate studies will be set.

Timeline/Budget

Initial funding for this program will be provided by the Office of Multicultural Services. A short term goal (three years) is to better position the University as a prime candidate to receive federal grant funds to finance grander efforts in this endeavor.

University of Arkansas, Fayetteville
Minority Recruitment and Retention
Annual Report
June 30, 2010

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

This annual report contains tabulations of the results of minority faculty and staff recruitment and student enrollments as required under Legislative Act 1091 (1999). 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, 2006-2011*, which was filed with the Arkansas Department of Higher Education (ADHE) on June 29, 2006.

Progress in Meeting Minority Recruitment and Retention Goals, 2008-2009

The UAF has made considerable progress in meeting its minority recruitment and retention goals during 2008-2009. Following are more specific indicators of progress:

Over the past decade the **2010 Commission** issued a series of four reports that addressed the University’s commitment to minority recruitment and retention and tracked progress. In 2009 Chancellor Gearhart and the Chancellor’s Administrative Policy Council developed a new report which superseded the work 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 2008 and fall 2009 the University of Arkansas experienced limited progress in growing its numbers of minority students. In fact, the following graph illustrates small declines among every ethnic group except African Americans and International students.

MINORITY STUDENT ENROLLMENT

ETHNICITY	FALL 2008	FALL 2009
Hispanic	583	569
American Indian	376	331
Asian	506	486
African American	1,024	1,040
Hawaiian	Not available	13
TOTAL	2,489	2,439
Foreign (International)	1,037	1,156
Ethnicity Not Available	287	180

The university has taken aggressive steps to remedy this problem. For the 2009/2010 school year, the university appointed Dr. Charles Robinson, an associate professor of History and the Director of the African and African American Studies Program, as the new Vice Provost for Diversity. Also, the university named Dr. Luis Restrepo, a professor of World Languages and Latin American Studies, as the new Assistant Vice Provost. In addition, the university also appointed a new Vice Provost for Enrollment Management, Dr. Suzanne McCray. For fall 2010, the university added approximately 40 scholarships that target underrepresented entering freshmen to the existing pool of 90 diversity scholarships awarded in the fall 2009. With these important changes, the university expects to see significant improvement in its numbers of minority students for the 2010/2011 school term.

Minority Faculty/Staff

For the 2009/2010 school year, the university hired 364 employees in both faculty and staff positions. Federally defined minorities accounted for 12.09% of these hires while women comprised 45.88% of the new employees. In addition, the foreign nationals made up 10.98% of the new hires. Graphs at the end of this report further highlight these numbers by differentiating between faculty and staff new hires in 2009/2010 and showing the total number of minority faculty and staff at the university by position.

Diversity Initiatives 2009/2010

The Office of Diversity

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

Student Recruitment/Retention

The Office of Diversity implemented a new recruitment initiative called the Razorback Bridge Plan. The plan calls for developing relationships with targeted schools from around the state in order to inform students about educational and enrichment opportunities at the UA. The Office of Diversity organized visits on the part of current students, faculty and staff to targeted schools and arranged for groups of students from these schools to come to our campus. Thus far the office of Diversity has built relationships with administrators and students at the following high schools: West Memphis, McClellan, Hall, Pine Bluff, Watson Chapel, Dumas, Fordyce, Rivercrest, El Dorado, Forrest City, Lee and Helena Central. The Office of Diversity has also strengthened the university's relationship with area high schools that have sizable Hispanic and Marshallese populations. They include Bentonville, Har-Ber, and Siloam Springs.

In March and April, the Office of Diversity co-sponsored two events with the Office of Admissions, Diversity Impact and Latino Impact. With these efforts, approximately 150 students received special invitations to campus to receive ACT training and to experience the campus.

This summer, the Office of Diversity is sponsoring the inaugural ACT Academy. Approximately 71 students from around the state will come to the campus for a week-long training on ACT preparation. These students will also have an opportunity to engage faculty, staff and students.

The Office of Diversity brought on an AmeriCorps Promise Fellow with the expressed purpose of providing tutorial assistance to local Spanish speaking students. The Fellow worked regularly with selected students in Springdale, Rogers and Bentonville.

On the graduate level, the Office of Diversity co-sponsored with the Graduate School the AIM Conference (Attracting Intelligent Minds) in February. The Office of Diversity covered the costs of four students to attend the conference and the Vice Provost for Diversity conducted one of the sessions. In March, the Office of Diversity co-sponsored the Graduate Research Opportunities Forum, an event that involved inviting graduate school counselors from various HBCUs and HSIs to campus to discuss opportunities for students in our various graduate programs.

The Office of Diversity also created two university-wide diversity committees. The Underrepresented Student Recruitment and Retention Committee focused on developing strategies to recruit and retain more underrepresented students while the Campus Diversity Task Force Committee concentrated on issues relative to underrepresented faculty and staff. In order to facilitate the work of the committee focusing on students, the Office of Diversity sponsored webinars on best practices in recruiting and retaining minority students.

Faculty/Staff Recruitment/Retention

The Office of Diversity participated in training organized by the Provost to enlighten departments about the importance of diversity and to instruct them about strategies for hiring diverse faculty. In addition, the Vice Provost for Diversity met with a number of hiring committees to dialogue further about best practices in diversity hiring. Also, the Office of Diversity joined two on-line data bases, the National Minority Faculty Identification Program and the Southern Regional Education Board that gave every unit at the university access to pools of diverse applicants.

The Office of Diversity spearheaded the establishment of faculty/staff resource groups. The purpose of these groups is to provide underrepresented faculty and staff opportunities to socialize and develop a stronger sense of connection to the campus. This year, three resource groups formed. The groups represented African Americans, women, and the LGBTQ community.

In an attempt to improve more aspects relative to diversity on campus, the chancellor has established two university-wide committees. The Chancellor's Council on Diversity is comprised of alums from around the state and faculty and staff. The council is charged with advising the chancellor on diversity initiatives. Also, the chancellor created the Women's Commission to look specifically at policies affecting the recruitment and retention of female faculty and staff.

Grants

The Office of Diversity helped to facilitate two university-wide grant efforts. The ADVANCE Grant is a NSF sponsored grant that would assist the efforts of the university to provide support for women in the STEM fields. The Office of Diversity is working closely with the Provost's office and the campus ADVANCE planning group to develop a successful proposal. The Office of Diversity also organized a McNair Scholars Grant Committee. The McNair Scholars Grant would provide support to underrepresented undergraduates who are interested in pursuing Ph. D.'s in a variety of fields. Both grants have submission deadlines in 2011.

Architecture

Recruiting

The school has enlisted minority students and alumni to participate in recruiting efforts. In fall 2009, women and African American alumni have contributed to recruiting events in Dallas and Memphis.

The school has geared its recruiting efforts strategically to diversify its student population, reaching out to areas of the state that have large minority populations as well as participating in University events directed toward minority recruiting.

Fall 2009

- Sept 17th and 18th - UAM College Fair, Monticello, AR. High Schools invited included: Crossett, Drew Central, Dermott, Dumas, Hamburg, Hermitage, Lakeside, McGehee, Monticello, Rison, Star City, Warren and Woodlawn.(Cost: \$405.02)
- Sept 22nd – North Side High School College Fair, Ft. Smith. (Cost: \$142.79; this was a two-day trip with rental car and included other schools – South Side in Ft. Smith, Alma, and Van Buren)
- October 12th – Little Rock Independent School College Night, Little Rock, AR (Cost: \$173.95)
- October 15th – Little Rock School District College Fair, Little Rock, AR (Cost: \$194.31)
- October 19th – Memphis Area College Night, Memphis, TN (Cost: \$279.80)
- October 22nd – Presentation for art class in West Memphis High School, W. Memphis, AR and W. Memphis High College Fair, W. Memphis, AR (Cost: \$256.23)

Summer Programs

For the past two years, the School has offered a summer workshop, cosponsored by the Springdale High School Engineering and Architecture Academy, to introduce young women to the field of architecture as well as to raise awareness of the profession among women and minorities while also striving to eliminate some of the misconceptions that have served as barriers attaining more diversity in the profession. This program will be offered again in summer 2010.

- Planning efforts commenced in fall 2009, and resulted in the award of a \$4,000 grant from the University of Arkansas Women’s Giving Circle.

Diversity and Design

In fall 2009, for the first time, ARCH 1013, Diversity by Design was offered as a University Core Course to encourage awareness of the impact of the made-environment on de-centered populations and to promote a culture of inclusive design.

Engineering

Rising 6th – 9th grade students are encouraged to attend the Explore Engineering Summer Programs held throughout the summer. These programs are designed to encourage students to explore the different types of engineering, experience the university setting and stress the importance of standardized tests. The College also has several specialized summer partnership programs. In collaboration with Springdale Public Schools, the College hosts two summer programs for rising 8th and 9th grade girls who attend Springdale schools with the goal to increase the number of girls, particularly Hispanic girls, enrolling in Springdale High School’s pre-engineering program. In our fourth year of offering the program, the number of girls attending the pre-engineering classes has more than doubled and continues to increase each year. The inaugural group of girls is entering the 12th grade this year and will be heavily recruited by the College’s recruitment office.

The College also hosts a one-week residential summer program for rising 10-12th grade students. During this program, students select a particular interest area, such as biomedical, earthquakes, alternative energy or

robotics, to perform design projects throughout the week. Through generous donors, the College is able to provide full-scholarships for students with financial need to attend the program.

The College also has a very active recruitment office led by assistant dean, Bryan Hill and managed by assistant director, Eric Specking. Eric's office is staffed by engineering students responsible for visiting high schools throughout the State to encourage students to consider engineering majors, dispel the myths about engineering and identify students who have the capability to excel in engineering. Eric also has several students specifically tasked with recruiting a diverse population. Two African American recruiters travel throughout central Arkansas and the Arkansas Delta. In addition, one Hispanic recruiter travels extensively to visit northwest Arkansas classrooms.

Over the past year, the managing director of NCREPT, Mr. TA Walton, has travelled throughout the Arkansas Delta visiting classrooms, talking with administrators and encouraging students to consider UA. TA was the valedictorian of Forrest City High School, completed an engineering degree at UA and had a successful career in industry. TA's ability to encourage students is uncanny and has resulted in both Forrest City and Lee County High Schools sending a group of students to Fayetteville to explore campus, college life, and different academic majors. The student and administrator response from the visits were overwhelmingly positive. If resources are available, such visits will be continued and expanded in the coming years.

Members of Mr. Specking's team attend the Society of Hispanic Professional Engineers and the National Society of Black Engineers annual conference to recruit underrepresented students into our graduate programs.

Also, the College actively pursues articulation agreements with minority-serving institutions. Currently, the College has dual-degree agreements with Philander Smith College, University of Arkansas Pine Bluff, Fort Valley State University and Northwest Arkansas Community College. Similar agreements with Pulaski Technical College and Mid-South Community College are expected to be completed for the 2010-2011 school year.

Undergraduate Student Programs

One key component of the College's strategic diversity initiatives is the Engineering Career Awareness Program (ECAP). ECAP combines several piloted and proven recruitment and retention strategies into one cohesive program to recruit, retain and graduate minority students. The recruitment strategies of the college begin with community-focused outreach to students and their families to make them aware of the professional and personal opportunities available through an engineering education. Once a student chooses to join the ECAP program, he or she benefits from a retention plan that includes a summer bridge program, supplemental need-based scholarships and targeted co-op/internship opportunities. The intense focus specifically on recruitment and retention of these selected students has produced tangible results and national praise for the ECAP program from the Accreditation Board for Engineering and Technology (ABET), American Society for Engineering Education (ASEE), and The National Science Foundation (NSF). Since the inception of ECAP, data consistently show that ECAP students are more successful than the engineering freshman class as a whole, with statistically significant differences in both retention and grade point average. There are currently 62 students in ECAP and an additional 23 recruited to start in fall 2010.

As described above, the College actively participates in the George Washington Carver program. During FY10, the College and corresponding departments have spent \$60,500 to support 11 students.

COEHP

Fall 2009 & Spring 2010

Reconstituted the COEHP Diversity Committee

Appointed new diversity committee chair and committee members

Diversity committee initiated review of COEHP Diversity plan

Diversity established regular meetings to implement diversity plan

Implemented policy to ensure diverse school placements for all practica and internships

Diversity committee members involved in all staff and faculty searches

Initiated collaborative relationship with KIPP Delta School for future internship placements

Graduate School

We increased the number of George Washington Carver Institutions to 28, with the inclusion of Claflin University, South Carolina and Norfolk State University, Virginia for 2009-2010. Recruitment staff has targeted the following institutions and hope to sign agreements in 2010-2011:

- Historically Black Colleges and Universities (HBCU): Fisk University, Tennessee
- Hispanic Serving Institutions (HSI): University of Puerto Rico – Mayaguez ; New Mexico State University and University of New Mexico
- Tribal Colleges: Northeastern State University, Oklahoma

We offered on-campus visitation programs. (Estimated cost: \$28,260)

- We hosted the eight-week George Washington Carver Summer Research Program, May 18-July 10, 2009. Seventeen students from eight Carver institutions participated. (\$11,600)
- We offered the Graduate Research Opportunities Forum (GROF) March 3 – 5, 2010. Nine faculty and administrators were invited to the UA campus from HBCU's and HSI's to experience firsthand the research and academic opportunities available for graduate students. These guests will be paired with UA faculty in their fields with the goal of establishing academic partnerships. The seven institutions represented were: Fort Valley State University, Claflin University, Northeastern State University, Norfolk State University, Mississippi Valley State University, University of Arkansas at Pine Bluff, and Mississippi State University. (\$9,700)
- We provided travel monies for underrepresented students to visit the UA campus and academic departments. (\$1,500)
- We held "UA Graduate School Days" open houses in December 2009 and April 2010 inviting prospective students to visit with the UA Graduate School, academic departments, Office of Financial

Aid, Career Services, the Multicultural Center, various Registered Student Organizations and other UA offices that support the recruitment and retention of graduate students. (\$2,960)

- We partnered with the UA Black Graduate Students Association and Black Alumni Society to recruit students to participate in, and helped administer the annual *Attracting Intelligent Minds* (AIM) conference, held February, 2010. Nine prospective students attended. (\$2,500)

We partnered with UA academic departments to attend recruitment events at professional conferences: (Estimated Cost: \$13,300)

- Society for the Advancement of Chicano and Native Americans in Science (\$2050)
- Society for Hispanic Professional Engineers: UA College of Engineering (\$1,870)
- National Society of Black Engineers: UA College of Engineering (\$1,982)
- Minorities in Agriculture, National Resources, and Related Sciences: UA College of Agriculture, Food, and Life Sciences (\$957 for Dr. Rainey, and \$1687 for our staff)
- HBCU-UP: Fulbright College (\$2,500)
- National Association of Black Geologists and Geophysicists (\$200)

In 2009-10, we have awarded the following fellowships to underrepresented students:

- Distinguished Doctoral Fellowships, 50 total students supported: 1 African American, 1 Native American, 3 Asian American, 3 international
- Doctoral Academy Fellowships, 181 total students supported: 4 African American, 6 Native American, 3 Hispanic, 3 Asian American, 31 international
- Leggett Fellowship: 1 student supported who is Native American
- Graduate Fellowship for MFA students, 48 total students supported: 2 African American, 1 Native American, 3 Hispanic, 3 Asian American, 6 international
- Benjamin Franklin Lever Tuition Fellowship, 54 total students supported: 25 African American, 3 Native American, 3 Hispanic, 8 Asian American
- SREB Doctoral Fellowship, 13 total students supported: 10 African American, 1 Hispanic, 1 Asian American

Utilizing an opportunity to increase the diversity of the degree program in Space and Planetary Sciences and the University of Arkansas, Jessica Park, the manager of the Space Center, recently represented the program and University at a graduate education recruitment fair at Northeastern State University in Tahlequah, Oklahoma. Although Northeastern State University is not considered a tribal college, Native American students represent 35% of the student body at the university. It is the goal of the Space Center to increase its diversity to align with the diversity initiatives of the University of Arkansas. Park interacted with students from various tribes across the state of Oklahoma to help encourage Native American students to major in fields of science and engineering.

One major recruiting tool for the Space and Planetary Sciences graduate program is the NSF-funded REU program. We recruit for the REU program from the same list of tribal colleges and HBCU's as the graduate recruiting effort. In addition, this year, the REU principal investigator, Julia Kennefick, initiated direct, targeted contacts with two HBCU's, UA-Pine Bluff and Southern University. As a result of these efforts, four minority students from Southern will be participating in the summer 2010 REU program. This will bring the number of minority students in the 2010 program to 7 (out of 14 total students); 3 African American males, 3 African

American females, and 1 Hispanic female. We anticipate that this high participation by minority students in our REU program, and an expected continued association with Southern University, will significantly increase the number of minority applicants to our graduate degree programs.

The Public Policy program has attracted the most SREB scholars of any doctoral program on campus; it currently hosts seven of the 12 scholars on campus.

Bumpers College

- Supported one George Washington Carver student research internship- Cost \$5500
- Sponsored lectureship by The Honorable Lavenski R. Smith, U.S. Court of Appeals Judge, as a part of Martin Luther King Day event-Paid travel expenses
- Sponsored the MANRRS chapter, Minorities in Agriculture, Natural Resources and Related Sciences- The organization/chapter provides academic and networking support and activities at the local, state and national level. The college assisted with support for one student to attend the national conference. Paid travel and registration fees
- Continuing financial support of five minority students through a USDA sponsored grant-\$5000 per year per student

Law

Our student recruitment efforts are headed by Jim Miller, Associate Dean for Students. He has two assistants, both of whom are African-American. The law school has aggressively recruited and supported a diverse student body, with considerable success in recent years. We were most recently listed in the 2008 edition of U.S. News and World Report as one of “the most diverse schools.” Our Associate Dean of Students, Jim Miller, was in 2005 given the ABA Law Student Division’s Henry J. Ramsey Award for Diversity in recognition of his efforts in promoting diversity and to increasing participation of women, minorities, and disabled individuals in the legal profession.

We have fee-based access to candidate referral services provided by the Law School Admissions Council which we use to identify minority students who are interested in law school, and we contact many of those. Diversity is one of the factors taken into account in our discretionary admissions decisions.

We provide substantial financial assistance to attract minority students. For the first-year class that began studies in fall 2009, we provided \$146,000 in scholarships to non-resident minority students and \$48,000 in scholarships to resident minority students.

Minority students comprise more than 17% of our current law school student body. This percentage exceeds the announced 16% goal for 2015 for the University as a whole. Approximately 18% of the first-year students who will begin studies in fall 2010 are expected to be minority students.

The law school has established an Immigration Law Clinic to broaden the legal services offered to the community by our Legal Clinics.

Honors College

- Contacted school officials in Little Rock, the Delta, and south Arkansas to arrange visits by top U of A administrators to their schools. These schools were honored to host the Chancellor, the Vice Provost for Diversity, the Provost, the Vice Provost for Enrollment, the Dean of the Honors College, and other staff from the College of Engineering and the Honors College in these outreach efforts. The schools included Little Rock Central, Parkview Magnet, Pulaski Academy, North Little Rock, Hall, Catholic, Mount Saint Mary Academy, Little Rock Christian, West Memphis, KIPP Delta Collegiate, El Dorado, and Forrest City High Schools. All of these schools have significant populations of underrepresented students. *Cost paid by other offices*
- Hired a graduate intern, Celise Weems, to conduct targeted outreach to National Achievement semifinalists, high ACT achievers, and other targeted prospects. Activities included participating in a Little Rock reception, participating in a Delta Sigma Theta College Day, and contacting students personally by phone and email. *Cost--\$2,200*
- Increased collaborative efforts with the College of Engineering recruitment team to serve students in key Delta schools, conducting workshops on college preparation and applying for competitive scholarships. The Director of Honors College Recruitment and the Assistant Dean for Recruitment in the College of Engineering visited KIPP Delta, North Little Rock, El Dorado High School and the Lockheed-Martin plant to conduct recruiting workshops. *Cost for travel incorporated into travel budget for recruitment*

Schools visited including the following: Green Forest Gifted and Talented, Russellville AP science classes, seniors from KIPP Delta Collegiate, Springdale International Baccalaureate 10th-12th grades, Forrest City, and West Memphis High School juniors. *Honors College share of cost--\$1,680*

Fulbright

Fulbright College's Advising Center staff members have been involved in a number of diversity events and training seminars this past year:

- Jeanne McLachlin attended the "Supporting LGBT Students on Campus" live webinar, sponsored for the Safe Zone Allies Network on campus by J. Judd Harbin, Assistant to the Vice Provost for Student Affairs and Adjunct Assistant Professor of Psychology; and the screening of the movie "Fish Out of Water" (and accompanying panel discussion with Dr. Charles Robinson) sponsored by the FHS-GSA (Gay Straight Alliance Group).
- Mary Honore-Tucker attended Diversity Impact with two student ambassadors.
- Teresa Scott attended Diversity/Latino Impact with two student ambassadors.
- Erica Estes-Beard completed HR's Diversity Certificate.
- Shane Barker served as VP for Multicultural/Diversity Issues for the Arkansas Academic Advising Network (ArKAAN) and attended a diversity seminar at the Student Success Symposium at the University of Central Arkansas.
- Community, and David Jolliffe, Professor and Brown Chair in English Literacy.

- **The Delta Literacy Project** continues to appeal to minority students and serves as a means of cultivating and recruiting deserving students for future enrollment.
- The **Department of Journalism**'s public school outreach: the Lemke Journalism Project, 9 years in existence, sponsors newspaper workshops directed toward minority high school students in NW Arkansas. The workshop lasts six Saturday mornings from late January until early March. Students learn reporting techniques and the use of journalism/the media to address their issues, and they produce a tabloid newspaper, *The Multicultural Times*. The cost of \$2,000 is shared between Fulbright College and the office of the Associate Vice Chancellor for Diversity. Several of these students have graduated from the journalism department. Professors Gerald Jordan and Carmen Coustaut (former Associate Vice Chancellor for Institutional Diversity) offered courses in spring 2010 addressing issues of ethnic minorities and the media: History of the Black Press, and African-Americans in Film.

Inspirational Singers (a majority black vocal ensemble) – in their travels and performances, they can be expected to help recruit students of color, not just for Music, but for the University.

The **Department of Anthropology** welcomed Dr. Rex Weeks (a Cherokee Indian) to the department as a tenure-track archeologist. Part of Dr. Weeks's studies involves working with contemporary indigenous communities in the region. Admitted this year and next were three graduate students from under-represented populations: a Native American, with a Davis Internship; another Native American with an assistantship; and an Asian/Pacific Islander, also with an assistantship.

Dr. Peter Ungar and Associate Dean Charles Adams (Dept. of English) are leading a group of 16 students to Tanzania this summer; a three-week course of study precedes three weeks of study and travel in Tanzania.

Department of History professors Calvin White and Andrea Arrington are leading a group of students on the first study abroad trip to Ghana this summer. The trip begins with a two-week course at the University of Arkansas on African history and continues for three weeks of study and tours in Ghana. Study abroad trips acquaint students intimately with peoples of different cultures and worldviews, and promote many of the values of a diverse educational experience. History continues to offer a spate of courses in African American history and the history of nonwestern world nations and peoples.

Chair Margaret Reid is serving on the new Chancellor's Commission on Women and on the committee preparing the new NSF IT ADVANCE proposal. Professors Margaret Reid, Todd Shields, and other members of the university diversity taskforce have submitted the taskforce's report to the vice provost for diversity and the executive council.

The **School of Social Work** has a recruitment committee whose goal is to create ways to attract diverse students. They have 1) facilitated development of and made arrangements to air public service announcements (PSA's) on Spanish-speaking radio; and 2) ensured annual media coverage during social work month.

In terms of recruitment for diverse faculty, the School of Social Work advertises for faculty in *The Chronicle of Higher Education*, and *Diverse Issues in Higher Education* magazines; and the *Council on Social Work*

Education, and the *Society for Social Work and Research* websites. Contact is also made with colleagues at other universities who may know of diverse doctoral level students who are in the job market. There is also faculty representation at the School of Social Work booth at the annual Council on Social Work Education (CSWE) conference. Recruitment for diverse staff includes contacting and inviting eligible individuals of diverse backgrounds to apply for positions.

Geosciences

In September 2009, the department hosted the National Association of Black Geologists and Geophysicists (NABGG) Conference here at the University of Arkansas. Hosting provided an excellent opportunity to showcase the campus to the geosciences community, including potential undergraduate and graduate students, and future faculty candidates, as positions become available. ENDY worked with Minorities Striving and Pursuing Higher Degrees of Success (MSPHDS), helping students from their organization come to the meeting on campus and thus creating ties to this dynamic group. Another result of hosting the NABGG conference was the invitation for Dr. Steve Boss to serve on an NSF education panel in Washington, D.C.

A significant outgrowth of the NABGG affiliation is the formal establishment (agreement formally signed May 6, 2010) of a working relationship with Fort Valley State University in Georgia. During the third year of their bachelors program, FVSU students will transfer to UA, earning two BS degrees (one from FVSU and one from UA). In July, 2010, the 12th grade students in the pre-college program working with the Ft. Valley State University's Cooperative Developmental Energy Program (CDEP) will visit the University of Arkansas. Nineteen high school seniors and five officials from FVSU will tour university facilities and see the geology of NW Arkansas over a short multi-day visit.

Open faculty positions are advertised in publications such as the NABGG website and the Association for Women Geoscientists (AWG) to target potential diversity hires. GEOS recruits at national and international conferences including the Geological Society of America, American Geophysical Union, American Association of Petroleum Geologists, and the American Association of Geographers. Having a diverse faculty exposes our students to a broader cultural base. Every effort is made to make all people feel welcome; to represent the UA as a forward-thinking institution; and to maintain a healthy atmosphere and learning environment within the department, its classrooms, and field-based operations.

1. Three faculty members (Davis, Boss, Hausmann) are directly involved in an NSF REU targeting Native American students. Each of the three has mentored Native American students participating in the program during the summer of 2009. Approximately 60% of the 17 participants were Native Americans.
2. Dr. Glen Mattioli established a NSF REU relationship with UA Pine Bluff involving students in research concerning land-subsidence in eastern Arkansas. Dr. Mattioli continues his ongoing research in the Caribbean.
3. Direct, long-standing involvement by Dr. Ralph Davis with tribal governments in Nebraska (Santee Sioux Nation) related to environmental planning and management within their reservation has facilitated interactions and recruiting opportunities with students and faculty at the various campuses of the Nebraska Indian Community College.

Walton College of Business

- ***Technology Awareness Program***—A summer program to provide awareness about careers in the information systems, and to recruit minority students to the Walton College, and an opportunity to showcase some of our current minority students
July 2009; Recruitment and IT Awareness Program; \$25,000; Reoccurring
- **Kauffman Summer Program**
July 2009; Partnered with Pre-collegiate Programs to provide a mini entrepreneurship workshop to at risk students from the Kansas City area; no cost
- ***ArkACRAO Pine Bluff College Recruitment Fair*** A recruitment event that is sponsored by a state organization that encourages the recruitment of all high school students in the Pine Bluff area schools.
September 20-23, 2009; Recruitment; \$60; Reoccurring
- Diversity Workshop as a component of the ***Freshman Business Connection*** -- Each year the Office of Diversity Programs collaborates with the Assistant Dean for Undergraduate Programs to develop a workshop that introduces undergraduate students to diversity and its importance /value.
September 22-25, 2009; Collaboration and Academic Research; \$92; Reoccurring
- ***High School Recruitment Fair*** sponsored by Delta Sigma Theta at St. Mark Baptist Church in Little Rock, AR – The Office of Diversity Programs participated in this city recruitment event for under-represented students.
October 2-3, 2009; High School Recruitment; \$201; Reoccurring
- **Hispanic Translations** of two Walton College Recruitment pieces: Viewbook and Bookmark.
November 1, 2009; Recruitment material; \$600; Reoccurring
- ***16th Annual University of Arkansas Native American Symposium*** – provided sponsorship for an activity during the symposium.
November 1-6, 2009; Sponsorship; \$500; Reoccurring
- ***Pulaski Technical College Recruitment*** -- This was a recruitment event for all students in Little Rock, AR.
November 4-5, 2009; Recruitment Event; \$373; Reoccurring
- ***First Friday Event*** – Sponsored by the Office of Diversity Programs to assist faculty and staff in becoming familiar with the diversity and inclusive services provided in addition to the opportunity to meet faculty, staff and students.
November 6, 2009; Office of Diversity Programs; \$275; Reoccurring
- ***Ph.D. Project Chicago, IL*** – A recruitment program designed to provide information to interested persons about the Ph.D. in business. The Walton College invites the program directors from each degree program to attend the conference.
November 18-20, 2009; Recruitment; \$5,000; Reoccurring
- ***Recruitment Events with the Office of Diversity*** Travelled throughout the fall and spring semesters
Fall/Spring Semesters; Recruitment throughout Arkansas; No cost; Reoccurring

- Partnered with the *University of Arkansas Graduate School* to participate in the George Washington Carver Project
Fall 2009/Spring 2010; Partnership – George Washington Carver Project and Recruitment; \$12,000; Reoccurring
- *Diversity Impact* and *Impacto Latino* – Recruitment events designed to attract African American, Latino, and American Indian students to the University.
Fall 2009/Spring 2010; Recruitment; \$200; Reoccurring
- *ALPFA Membership*
Fall 2009/Spring 2010; Promoting professionalism, leadership and job opportunities for Hispanic students; \$360; Reoccurring
- *ALPFA Membership for faculty*
Fall 2009/Spring 2010; Paid the memberships for 3 faculty members: for Vern Richardson, Manuel Sanchez and Javier Reyes; \$360
- *Advisor to ALPFA* (Javier Reyes, together with Juan Sanchez from ACCT). ALPFA builds connections between Latino students and the business community. Latino professional organization in the US; the student chapter on campus is the newest in ALPFA.
Fall 2009/Spring 2010; Professional Development; No cost; Reoccurring
- **Recruiting for new tenure track faculty member**—the support of the Committee on the Status of Women in the Economics Profession (CSWESP) and the Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was enlisted to identify minority candidates.
2009-2010; Recruitment; No cost; Reoccurring

Student Affairs

- **GREEK LIFE**-Greek Diversity Week: One of the core goals of the University of Arkansas' Greek community is to advocate and actively promote a diverse and inclusive community. Greek Life held its annual Greek Diversity Week on September 21-September 24, 2009. The steering committee initiated the planning of events last spring, resulting in the success of the week's activities. Events included "Badge Day", Greek Quiz Bowl, Response Ability Speaker (Mike Dilbeck) and "World Wide Day of Play" held at the Fayetteville Boy's and Girl's Club (Nickelodeon's nationally recognized after-school program). More than 1856 Greek students participated during the week of events. Diversity Week steering committee included Greek council and chapter officers from all three governing councils. Collaborators included: Campus Speak and the Boy's and Girl's Club. **Cost \$3,800**
- **ARKANSAS UNION**-Silas Hunt Meeting Room: Meeting Room 305 was completely renovated and designed by Union staff in honor of Silas Hunt and his contributions to the University and the state of Arkansas. Several improvements were made to the room, including: new carpet, wall paint, Silas Hunt mural (painted by Jason Jones), a display cabinet, chair railing, cultural artwork, a Silas Hunt gravestone picture, and several items to place in the display cabinet. One project that is still in progress for the Silas Hunt room is a Black History at the University of Arkansas timeline. We are working with University Relations to complete this project over the summer. **Cost \$8,000**

- **ARKANSAS UNION-Diversity Mural:** The Arkansas Union had a mural designed and painted by Jason Jones on a large wall on the 1st floor. This mural represents diversity in a unique form, and is meant to celebrate diversity at the University of Arkansas. **Cost \$3,450**
- **OFF CAMPUS CONNECTIONS/VETERANS RESOURCE & INFORMATION CENTER-** Staff co-chair of Hispanic Heritage Month, a full month's calendar of events to celebrate HHM to include hosting 270 NWA high school students. **Cost \$5,000**
- **INTERNATIONAL STUDENTS AND SCHOLARS-Human Resource workshops for Diversity Certificate:**
 In Their Shoes - a workshop exploring the decisions international students must make in light of federal regulations. Cost \$10
 Latin America – Mexico and beyond – a workshop exploring the cultures of Bolivia, Mexico and Peru. Cost \$100
 Voyage to Japan – a workshop exploring the culture of Japan. Cost \$100
Cost \$210
- **PRE-COLLEGE PROGRAMS-**Pre-College Programs successfully recruited and served a diverse student population. The federally funded Talent Search programs achieved 34.3% with 896 out of 2607 being ethnic minority. Upward Bound programs served a total of 298 participants with 122 (41%) being minority. With the inclusion of three residential partnership programs, the department served a total of 3120 students with 1213 (39%) being minority. Efforts to recruit and retain a diverse student population included the printing of some program information and applications in Spanish and contracting for translator services at events such as parent meetings. Total costs for extended efforts for Pre-College Outreach are estimated at \$1,800. Total costs for Residential Pre-College Programs are estimated at \$1,500.
Cost \$3,300
- **PRE-COLLEGE PROGRAMS-** As a unit, Pre-College Programs employs a total of 26 full-time staff, with 31% ethnic diversity. Recruiting and maintaining a staff composite reflective of the student population served has been instrumental in achieving participant diversity. A number of methods are utilized to recruit diverse applicant pools when staff vacancies occur. **Cost \$3,935**
- **PRE-COLLEGE PROGRAMS-**Of the 26 full-time staff, 25 successfully completed the “Our Campus” diversity training. The remaining staff member is registered to attend
- **CENTER FOR LEADERSHIP AND COMMUNITY ENGAGEMENT-** Alternative Spring Break-- Arkansas Delta: Technology Service trip serving Arkansas Delta - computer builds with African-American students in southeast Arkansas **Cost \$1,800**
- **CAREER DEVELOPMENT CENTER-** Silas Hunt Scholars were introduced to PDI and strongly encouraged to participate in the program. All scholars were assigned a career coach from the UA Career Center or the UA Multicultural Center. Workshops were provided for the Hunt Scholars on Resume Preparation, Interviewing and Job Search, fall 2009.
- **CAREER DEVELOPMENT CENTER-** The UA Career Center participated in Diversity Impact, spring 2010, by hosting a display and sharing career planning information with prospective students.
- **CAREER DEVELOPMENT CENTER-** The UA Career Center partners with ECAP in the College of Engineering to provide career planning and career education for all ECAP students during their freshman year. All ECAP students join PDI and are assigned a PDI Career Coach. Students continue to work with their Career Coach throughout their career at the University.

- **FIRST YEAR EXPERIENCE PROGRAMS-** FYE Staff - First Year Experience through their recruitment and retention efforts have one of the most diverse staffs to date. For the full-time staff (5) only, 60% identify as ethnic minority and one also identifies as international. Thirty-eight percent (38%) of the total FYE staff—full-time, graduate and paraprofessional--identify as ethnic minority, four staff members identify as international and several identify as LBGT. **Cost \$1,000**
- **FIRST YEAR EXPERIENCE PROGRAMS-** Diversity Leadership Institute – a joint effort between First Year Experience Programs and University Housing was designed to educate paraprofessionals in the areas of diversity and social justice as well as to gain a better understanding about the differences in the students whom they will serve. The Institute gave over 250 student leaders the opportunity to participate in diversity and leadership related educational sessions and roundtable discussions, a Tunnel of Oppression and Keynote Sessions. **Cost \$5,126**
- **STUDENT MEDIA-** The Traveler printed several issues that reported on diversity issues on campus, including but not limited to the October 18, 2009, issue; front page headline: “UA offers diverse religious groups.” This issue explored in depth the range of religious experiences and communities at the UA. The Nov. 18 issue examined the international community at the UA. The Jan. 20, 2010, issue explored the range of cultural and ethnic diversity on campus. The lead story was “UA celebrates and explores the meaning of diversity.”
- **STUDENT MEDIA-** UATV aired a number of programs and documentaries examining diversity issues. Titles included:
 - Crossing of Lines** An Indian American woman’s struggle to stay connected to her heritage
 - A New Island** A depiction of life in Springdale for thousands of Marshallese immigrants
 - Deeper Still One** UA student's journey to discover her roots
 - Faubus: The Governor from Greasy Creek** An interview with one of Arkansas' most controversial governors
 - No Safe Place** A powerful look behind the headlines and statistics to explore the origins of violence against women
 - Passports to the Future** A look into the lives of five foreign students studying at Arkansas
 - Coming into Focus** Beth Gray is a pageant participant, despite her disability
 - Growing Delta Dreams** How the Heifer Project has helped families in the Arkansas River delta region
 - Keetoowah Come Home** A Native American tribe returns to Arkansas
 - Sequoya’s House** The story of one special eastern Oklahoma high school and its girls basketball team
 - Rock of Ages** Seven different people come together to make great music\
- **UNIVERSITY HOUSING-**Residence Education, the Multicultural Center and Admissions hosted Diversity Impact for 96 high school students. Diversity Impact is a recruitment initiative focusing on high school juniors. When participants are on campus they have the opportunity to take the ACT which will work toward admission and scholarships here at the University of Arkansas. They also learn more about the campus by attending a college fair, taking a campus tour, attend a student panel, attend a social activity similar to Friday Night Live, and experience staying in the residence hall with a current student host. University Housing’s portion of the cost was for the Friday night pizza dinner for the participants and hosts that attended and gift card cost for the students who hosted the participants. **Cost \$5,255**

- **UNIVERSITY HOUSING**-Eight students participated in the Alternative Spring Break to Southwest Arkansas. This is the fourth year for this trip where students work with the Silas Hunt Community Development Corporation. This year students participated in brainstorming sessions on the new community center, talked with local high school students about attending the university and worked the Jonquil Festival at Old Washington State Park. University Housing collaborated with Center for Leadership and Community Engagement and the Multicultural Center. **Cost \$4,755**
- **HEALTH PROMOTIONS**- "What Does NO mean to U?" A documentary film about racial and sexual issues was sponsored by RESPECT during Black History Month and presented and discussed on February 16, 2010. The event was co-sponsored with the Black Students Association. **\$225**

Libraries

University Objective 3: *Continue to infuse diverse subject matter into the curriculum.*

Library Actions:

- Continue support of Diversity Collections Enhancement Grant
- Continue to encourage Library participation in campus diversity-related programs
- Support curriculum with existing Library materials- databases, periodicals, books, etc. as displays corresponding to assignments
- Continue to monitor diversity-related electronic discussion lists for program planning ideas, and resource selection recommendations
- Investigate partnership with other departments to coordinate co-curricular programs
- Highlight selected resources related to diversity on Library's diversity webpage
- Support Ombudsman Office's Living Library program

University Objective 4: *Continue to focus on recruitment and retention of a diverse student body and workforce.*

Library Actions:

- Expand position advertising to reach a more diverse hiring pool
- Continue to look for diversity-related employee development opportunities
- Work toward improving facilities and equipment to comply with ADA Guidelines
- Include recruitment and retention of diverse Library workforce in Library Succession Plan
- Continue and expand the Library Residency Program
- Serve as library representative for available positions at local and national professional conferences

TOTAL MINORITY FACULTY AND STAFF

Position Title	# of Employees
Academic Counselor	15
Accountant II	1
Administrative Analyst	1
Administrative Specialist I	5
Administrative Specialist II	16
Administrative Specialist III	15
Administrative Supp. Supervisor	10
Admissions Analyst	1
Agriculture Farm Technician	1
Agriculture Lab Technician	5
Assistant Coach	4
Assistant Professor	35
Assistant Vice Chancellor	1
Assoc For Administration	1
Assoc General Counsel	2
Assoc Librarian	1
Assoc Professor	36
Associate Dir Of Development	1
Asst Basketball Coach	2
Asst Dean	1
Asst Dir of Affirmative Action	1
Asst Dir Of Athletics	1
Asst Football Coach	1
Asst Librarian	1
Asst Tennis Coach	2
Asst Track Coach	1
Asst Trainer	2
Buyer Supervisor	1
Cashier	2
Collector	2
Commerical Graphic Artist	1
Computer Lab Technician	1
Computer Operator	1
Computer Support Specialist	7
Computer Support Technician	5
Coord Of Academic Space	1
Coord Of Sports Information	1
Dean	2
Dean Of Engineering	1
Dean Of Law	1
Departmental Chairperson	1
Development/Advancement Mgr.	1

Development/Advancement Spec	1
Dir of Affirmative Action	1
Dir Of Credit Studies	1
Director Of Financial Aid	1
Director of Outreach	1
Director of University Police	1
Distinguished Professor	3
Equipment Mechanic	2
Exec. Assoc Athletic Director	1
Farm Foreman-Inst	1
Financial Aid Analyst	1
Fiscal Support Analyst	3
Fiscal Support Specialist	4
Fiscal Support Technician	1
HE Public Safety Commander II	1
HE Public Safety Officer	4
Head Volleyball Coach	1
HEI Program Coordinator	7
Institutional Assistant	3
Institutional Bus Driver	2
Institutional Service Asst.	53
Institutional Service Super.	3
Instructor	15
Inventory Control Manager	1
Inventory Control Technician	1
Laboratory Technician	2
Landscape Specialist	1
Lecturer	1
Librarian	1
Library Support Assistant	3
Library Technician	1
Logistics Manager	1
Maintenance Assistant	1
Major Gift Development Officer	2
Master Scientific Res Tech	1
Mental Health Clinician	1
Network Support Analyst	2
Occupation Safety Coordinator	1
Offensive Coordinator	1
Parking Control Officer	1
Payroll Services Specialist	1
Physician-Health Center	1
Post Doctoral Associate	1
Post Doctoral Fellow	1
Printer	1

Professor	28
Program Assistant	1
Program Associate	7
Program Technician	7
Project/Program Director	6
Project/Program Manager	16
Project/Program Specialist	40
Registrar's Assistant	1
Research Assistant	10
Research Associate	9
Scientific Research Tech	2
Senior Software Supp Analyst	2
Shipping & Receiving Clerk	1
Skilled Trades Foreman	1
Skilled Trades Helper	1
Skilled Tradesman	7
Software Support Analyst	1
Sr. Project/Program Director	3
Stationary Engineer	2
Storeroom Supervisor	1
Student Development Specialist	5
Survey Research Assist	1
Systems Analyst	5
Systems Specialist	2
University Professor	4
WCOB-Departmental Chairperson	1
Website Developer	1
Total Minority Faculty & Staff	494

MINORITY FACULTY AND STAFF-NEW HIRES

Position Title	# of Employees
Academic Counselor	1
Adjunct Instructor	1
Administrative Specialist I	4
Administrative Specialist II	2
Administrative Specialist III	1
Administrative Supp.Supervisor	1
Assistant Coach	1
Assistant Professor	2
Associate Dir Of Development	1
Asst Dir Of Athletics	1
Certified Nursing Assistant	1
Computer Support Specialist	2
HEI Program Coordinator	3
Institutional Assistant	1
Institutional Service Asst.	7
Instructor	2
Maintenance Assistant	1
Post Doctoral Associate	1
Post Doctoral Fellow	1
Project/Program Specialist	3
Registrar's Assitant	1
Research Assistant	2
Research Associate	1
Research Program Associate	1
Systems Specialist	1
Visiting Assistant Professor	1
Total Minority Faculty & Staff New Hire	44

MINORITY FACULTY NEW HIRE STATISTICS

New Hires By Race* (All Categories)

RACE	#	%
AA - African American	20	5.49%
AS - Asian	9	2.47%
CA - Caucasian	248	68.13%
FO - Foreign	31	8.52%
HI - Hispanic	10	2.75%
HW - Native Hawaiian	1	0.27%
IN - American Indian	1	0.27%
TM - Two or More Races	3	0.82%
UN - Unknown	41	11.26%
Totals	364	100.00%

New Hires - Minority By Race

RACE	#	%
AA	20	5.49%
AS	9	2.47%
HI	10	2.75%
HW	1	0.27%
IN	1	0.27%
TM	3	0.82%
Totals	44	12.09%

New Hires By Gender

GENDER	#	%
F	167	45.88%
M	197	54.12%
Totals	364	100.00%

New Hires (Minority Faculty) By Title

OCCTITLE	RACE	#	%
Adjunct Instructor	AA	1	0.27%
Assistant Professor	AA	1	0.27%
Instructor	AA	1	0.27%
Visiting Asst. Professor	AA	1	0.27%
Instructor	AS	1	0.27%
Assistant Professor	IN	1	0.27%
Adjunct Instructor	FO	1	0.27%
Assistant Professor	FO	3	0.82%
Asst. Professor - WCOB	FO	1	0.27%
Instructor	FO	2	0.55%
Visiting Asst. Professor	FO	1	0.27%
Visiting Professor	FO	1	0.27%
	Totals	15	4.12%

New Hires (Minority Faculty) By Title (Consolidated)**

OCCTITLE	RACE	#	%
Assistant Professor	AA	2	0.55%
Instructor	AA	2	0.55%
Instructor	AS	1	0.27%
Assistant Professor	IN	1	0.27%
Assistant Professor	FO	5	1.37%
Instructor	FO	3	0.82%
Professor	FO	1	0.27%
Totals		15	4.12%

New Hires - (Minority Faculty) By Title (no Foreign)

OCCTITLE	RACE	#	%
Adjunct Instructor	AA	1	0.27%
Assistant Professor	AA	1	0.27%
Instructor	AA	1	0.27%
Visiting Asst. Professor	AA	1	0.27%
Instructor	AS	1	0.27%
Assistant Professor	IN	1	0.27%
Totals		6	1.65%

New Hires - By Job Category

Job Categories	AA	AS	CA	HI	HW	IN	TM	FO	UN	Total
Executive/Mgr	0	0	4	1	0	0	1	0	2	8
Faculty	4	1	106	0	0	1	0	9	5	126
Other Professional	6	7	61	4	0	0	1	20	15	114
Clerical/Secretarial	4	1	38	3	0	0	1	1	4	52
Technical/Paraprof	0	0	16	0	1	0	0	1	2	20
Skilled Crafts	0	0	3	0	0	0	0	0	0	3
Maint./Custodial	6	0	20	2	0	0	0	0	13	41
Totals	20	9	248	10	1	1	3	31	41	364

***Race/Ethnicity Codes**

- AA - African American
- AS - Asian
- CA - Caucasian
- HI - Hispanic
- HW - Native Hawaiian/Other Pacific Islander
- IN - American Indian
- TM - Two or More Races
- UN - Unknown
- FO - Foreign

**** With no academic modifiers**

Minority Retention Report 2009-10
University of Arkansas – Fort Smith

June 30, 2010



Report on Minority Retention

University of Arkansas – Fort Smith

Overview

The mission of the University of Arkansas - Fort Smith (UA Fort Smith) is to raise the higher education achievement level of the residents of the western Arkansas service area to meet or exceed the national averages, at a cost that is affordable. Our students come primarily from a six-county area in western Arkansas (Crawford, Franklin, Johnson, Logan, Scott, and Sebastian) and a two-county area in eastern Oklahoma (LeFlore and Sequoyah).

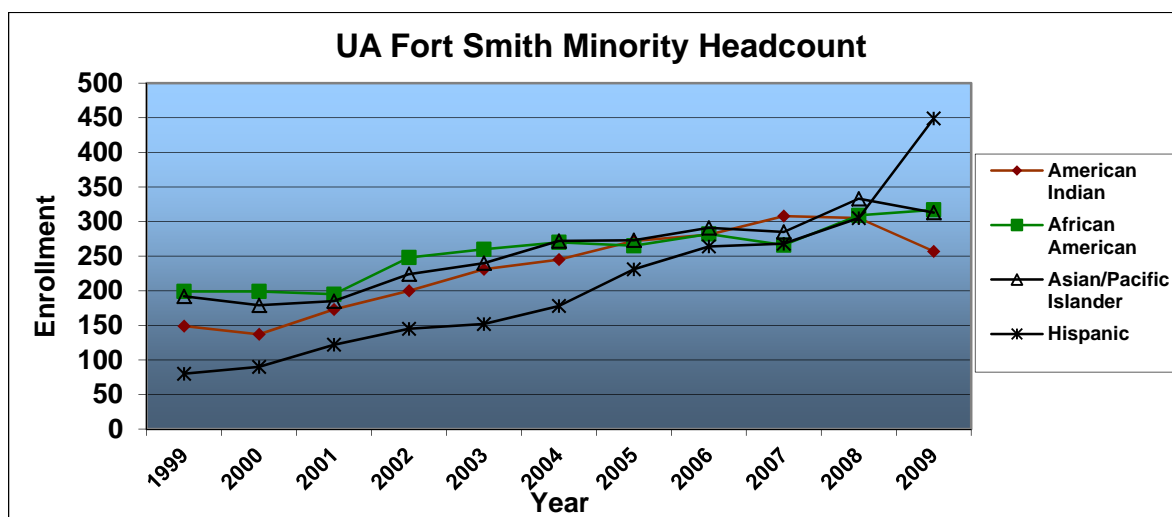
Total credit enrollment for fall 2009 was 7,322. This represents a 8.1 percent increase over fall 2008. Minority student enrollment increased at a rate of 30.8 percent in the past year (n=386). In fall 2009, minority students made up nearly 22.4 percent of the student body, up slightly from 18.5 percent in 2008.

Minority Student Enrollment

The largest overall racial minority growth for fall 2009 was the Hispanic population, which increased 47.2 percent (n=144). Between fall 2008 and fall 2009, the African American enrollment increased 2.6 percent (n=8), the American Indian or Alaskan Native population decreased by 15.7 percent (n=-48); while the Asian/Pacific Islander population decreased by 6 percent (n=20). The lower numbers of minority enrollment, relative to the increase in overall minority enrollment is likely due to a new reporting category: More Than One Race. A total of 302 students reported for this category, redistributing counts that would have fallen into one of the established categories in previous years.

Of the total ADHE count for fall 2009, the American Indian population makes up 3.5 percent (n=257); the Asian population comprises 4.3 percent (n=313); the Hispanic population comprises 6.1 percent (n=449); the African American population comprises 4.3 percent (n=317); and the population of students reporting More Than One Race comprises 4.1 percent (n=302; see Figure 1).

Figure 1

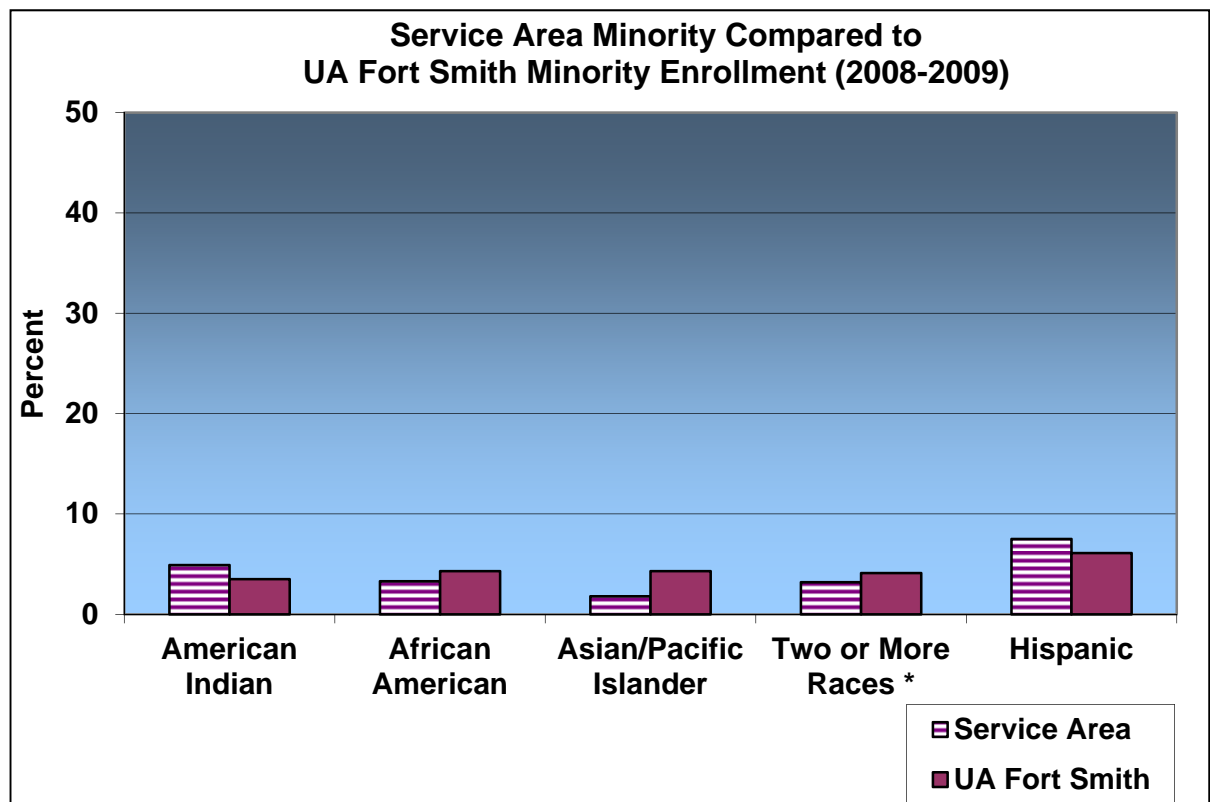


Source: Office of Institutional Effectiveness; *Trend Book, 1995-1999*; *Trend Book, 2000-2004*; *Trend Book, 2004-2008*, *Trend Book 2005-2009*

Since 1999, minority enrollment has increased 115.5 percent (n=716). In the past ten years, the largest percentage increase has been in the Hispanic population, which increased 461.3 percent (n =369). The American Indian population increased by 72.5 percent (n=108), the Asian population increased by 63 percent (n=121), and the African American population increased by 59.3 percent (n=118) over this same period. These numbers indicate that the strategies underway at UA Fort Smith to attract and retain minority students are successful.

An overarching goal of the 2006-2011 Minority Plan (and past plans) is to obtain a minority enrollment percentage that reflects the growing minority population of our region. In fall 2004, UA Fort Smith reached this goal; however, UA Fort Smith's current Native American and Hispanic populations are down, as compared to the University's service region's population (see Figure 2). According to the latest 2008 U.S. Census Population Estimates data, the University's primary service area has a 20.7 percent racial minority population. Fall 2009 enrollment data showed a 22.4 percent racial minority population at UA Fort Smith (see Figure 2).

Figure 2



Source: Office of Institutional Effectiveness; U.S. Census Bureau, Population Division July 1, 2008 data; *Trend Book, 2005-2009*

Minority Recruitment Efforts 2009-2010

UA Fort Smith carried out several recruitment initiatives during the 2009-2010 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 including high schools in Tulsa, Oklahoma, and Little Rock, Arkansas.

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.

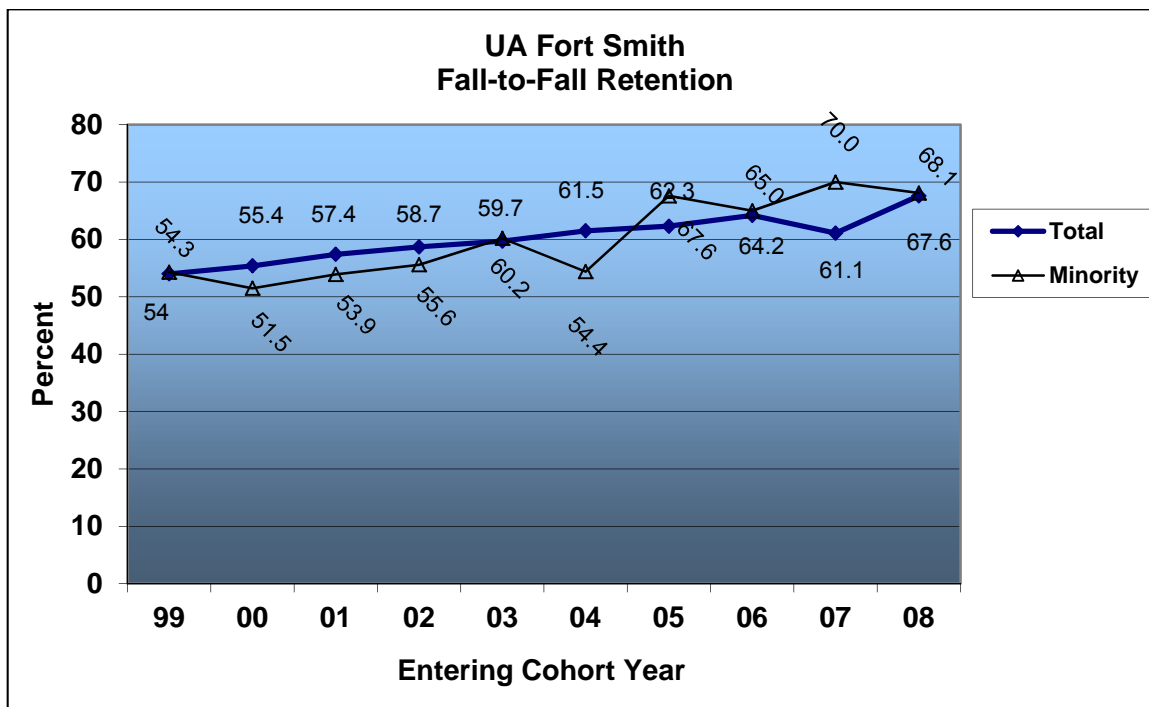
Minority Retention

UA Fort Smith 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).

For the 2008-2009 academic year, 52.1 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



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 SAS 0203 On Course for Success 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.

SAS 0203 On Course for Success is now available for any student taking at least one developmental course. The course 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.

Learning Assistance Center The mission of the Gordon Kelley Academic Success Center 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 educational goals. Students are challenged to become actively involved in their own learning. The goal of the Academic Success Center is to provide all students an equal opportunity to succeed in college by maintaining a program of support services to address their educational needs. The Academic Success Center 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 make 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 maintain 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 Web site 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. The 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.

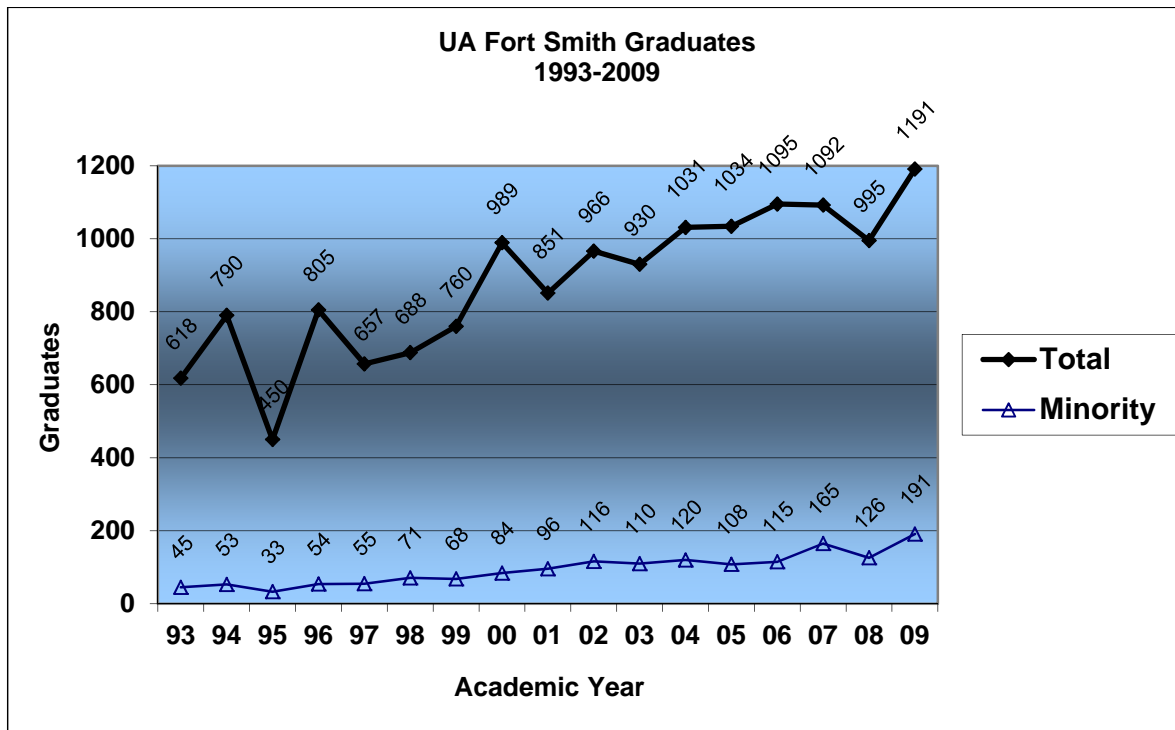
Students Together Effectively Progressing (STEP) STEP is a forum for the dissemination and collaboration of information pertinent to minority students of UA Fort Smith. STEP is an organization for African American students.

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

Minority Graduation

One hundred ninety-one racial minority students were granted awards during this period. Over the last decade, minority graduates have increased over 127 percent at UA Fort Smith. 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



Source: Office of Institutional Effectiveness

Summary

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

Employee Recruitment and Retention

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 20.7 percent. When you compare this number to our FY 2009–2010 workforce, which includes 13.4 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 and staff development funds are available to link workplace learning with the University's strategic goals, as well as with departmental objectives.

Recently the University began offering 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, 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.

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, 101 new faculty and staff have participated in orientation, along with 139 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 tenth 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 his/her 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. For example, this past spring the University Staff Council conducted focus groups with 128 employees representing all areas of campus to gather input about what they felt the strengths and weaknesses of the university were, as well as ideas they had for improvements or changes.

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-1345 individuals employed during FY 2009-2010, 180 or 13.4 percent were minorities.

Ten-year Employment Trend – To provide a more historical perspective, it is helpful to compare the current year’s numbers to where we were 10 years ago. The Ethnic Summary Report from FY 1999-2000 shows 1043 employees with only 108 minorities, or 10.6 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 2009-2010 in comparison to 10 years ago. We employed 13 full-time faculty and staff members during FY10 who were foreign nationals, as compared to 2 during FY00 (a 650% increase).

The following chart details the number of minority faculty and staff that were newly hired (or rehired) during FY 2009–2010 and their position categories. This includes full-time and part-time employees.

POSITION CATEGORY	NUMBER OF STAFF
Faculty	11
Other Professionals	1
Service/Maintenance	5
Other (includes tutors, student help, etc.)	<u>38</u>
TOTAL	55

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 raising the education levels in western Arkansas.

Indicators

The Office of Institutional Effectiveness monitors the U.S. Census data and county population projections and then uses this 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 2010**

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

The State of Arkansas 82nd General Assembly, during its regular session of 1999, enacted Act 1091. Act 1091 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,*” requires all state-supported colleges and universities to establish a program for the retention of blacks and other 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 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 established five-year minority retention plan.

The University of Arkansas at Little Rock is committed to the principles of its mission as a public metropolitan university. One aspect of UALR’s commitment to these principles is our assessment of the campus climate which encompasses all aspects of the community where people learn, teach, work, and live. It includes institutional policies and guidelines, practices, programs, behaviors, attitudes and expectations that encourage and facilitate the achievement of educational goals of all students, particularly minorities (women and racial/ethnic minorities) who have been underrepresented in higher education (Best, 2006¹). Campus climate studies are conducted as one means of identifying problems and subsequently developing and implementing equity policies (student, faculty or staff) and plans. UALR’s approach to its campus climate studies will be further discussed in this report. Additionally, UALR has established various initiatives to promote minority recruitment in the student population and with full-time faculty and staff positions.

A. Overview

The UALR student body is made up of a diverse student population, with 68.18 percent white, 25.62 percent African American, 2.33 percent Hispanic, .78 percent Native American, and 3.09 percent Asian/Pacific Islander. UALR’s Minority Student Six-Year Graduation Rate (2003-2009) is at 17.2% which is an increase of 6.5% in minority graduation rates from the period of (2002-2008).

¹ Best, H. (2006). Campus Climate/Diversity Research: A Pre-Survey Report. Institute of Government, University of Arkansas at Little Rock, Little Rock, Arkansas.

A university committed to serving a diverse student body must also be committed to maintaining diversity in its faculty and staff. UALR's staff diversity closely matches its student diversity at around 31.5 percent. The faculty minority percentage is approximately half of that at 17.9 percent with African American (6.2%) and Asian/Pacific Islanders (8.1%) making up 14.3 percent of the overall faculty. However, this is a slight decrease from the 2008 minority faculty numbers of 18.1%.

UALR has utilized a competitive recruitment process to address diversity issues campus-wide through the established Affirmative Action Review process. To improve UALR's recruiting process the Affirmative Action Committee has been tasked with reviewing the demographic makeup of each administrative and academic department to establish departmental minority recruiting goals. Each department is required to identify its current demographic makeup. Prior to granting the approval to hire, the Department of Human Resources analyzes the demographic makeup of the department and of the applicant pool for each position and encourages the selection of qualified minority candidates when available through the established Affirmative Action Review process.

B. Mission and Goals

The University of Arkansas at Little Rock is committed to the principles of its mission as a public metropolitan university. The Declaration of Metropolitan Universities (<http://www.ualr.edu/chancellor/metropolitan.asp#declaration>) 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." Further the statement outlines three main points 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 and other underserved groups, adults of all ages, and the place-bound;
3. Our professional service must include: the fullest possible contributions to the cultural life and general quality of life of our metropolitan regions.

As illustrated in Table 1: Little Rock-North Little Rock-Conway MSA, 2008 Population Estimates, UALR's minority student and staff population are higher than the minority population within the MSA; while UALR's student, faculty and staff minority population is greater than the State of Arkansas as a whole.

TABLE 1: Little Rock-North Little Rock-Conway MSA 2008 Population Estimates

	White	Black	Native American	Asian	Hawaiian / Pacific Islander	Two or More Races	Total Population
Pulaski	230,685	129,655	2,764	6,989	528	6,176	376,797
Faulkner	92,675	11,361	542	879	40	1,326	106,823
Saline	91,137	4,739	513	655	31	1,134	98,209
Lonoke	59,111	4,639	342	361	25	755	65,233
Grant	16,732	660	81	54	5	158	17,690
Perry	9,809	263	102	16	2	125	10,317
MSA Total	500,149	151,317	4,344	8,954	631	9,674	675,069
State of Arkansas	2,306,697	450,037	24,302	30,654	2,883	40,817	2,855,390

Percent

Pulaski	61.22	34.41	0.73	1.85	0.14	1.64	100.00
Faulkner	86.76	10.64	0.51	0.82	0.04	1.24	100.00
Saline	92.80	4.83	0.52	0.67	0.03	1.15	100.00
Lonoke	90.62	7.11	0.52	0.55	0.04	1.16	100.00
Grant	94.58	3.73	0.46	0.31	0.03	0.89	100.00
Perry	95.08	2.55	0.99	0.16	0.02	1.21	100.00
MSA Total	74.09	22.42	0.64	1.33	0.09	1.43	100.00
State of Arkansas	80.78	15.76	0.85	1.07	0.10	1.43	100.00

	Hispanic/Latino	Total Population	% Hispanic /Latino
Pulaski	16,421	376,797	4.36
Faulkner	3,244	106,823	3.04
Saline	2,436	98,209	2.48
Lonoke	1,809	65,233	2.77
Grant	316	17,690	1.79
Perry	161	10,317	1.56
MSA Total	24,387	675,069	3.61
State of Arkansas	159,525	2,855,390	5.59

Source: U.S. Census Bureau, American Fact Finder, Table DP-1, General Demographic Characteristics

II. MINORITY STUDENT RECRUITMENT AND RETENTION

A. Introduction

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 an experience to all students that prepares them to live, work and lead in the complex, 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>). Using census data along with Arkansas high school graduation data as benchmarks for this goal, UALR continues to enroll minority students at or above availability in all categories except for Hispanic students where we are below both the MSA census and the statewide availability.

B. Enrollment

Current national research indicates that Arkansas produced over 2,200 more high school graduates in 2004-05 than it did a decade earlier, an increase of 8.6 percent. However, projections indicated that Arkansas' number of graduates was scheduled to continue growing rapidly through 2009-10, assuming existing patterns of high school completion and migration continued.

Current Arkansas Department of Higher Education (ADHE) IPEDS data would suggest or indicate that the state fell short of the national projection of 29,100 at around 28,296 for 2009-10. ADHE projects that the state will not reach the 29,000 mark until 2013-14 (29,180). Consequently, it should be noted that Arkansas will experience a couple years of decline before it begins a second growth period that will extend through 2017-18. With this in mind, the following tables will attempt to provide a statistical analysis as it relates to the University of Arkansas at Little Rock efforts to enroll and retain minority students.

- Table 2 UALR Minority Student Enrollment for Fall 2006 through Fall 2009
- Table 3 UALR Student Enrollment compared to U.S. Census Benchmarks
- Table 4 Percentage Entering Minority Freshmen Requiring Developmental Courses
- Table 5 High School GPA for UALR Entering Freshmen
- Table 6 Average Composite ACT Scores for UALR Entering Freshmen
- Table 7 Percentage Minority Students One-Year Retention Rates for Entering Freshmen
- Table 8 UALR Minority Student Six-Year Graduation Rates

In terms of actual numbers, Table 2 illustrates that UALR minority student enrollment has gone up in all categories since 2006 except for African American, which had a total two year enrollment decline of 240 students for 2007 and 2008. Fall 2009 resulted in an increase of African American students by 230, returning enrollment to the Fall 2006 level.

Table 2: UALR Minority Student Enrollment for Fall 2006 through Fall 2009

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
African American	3,374	3,267	3,134	3,364
Hispanic	243	253	295	306
Asian/Pacific Islander	242	310	341	405
Native American	86	94	107	102
Total Minority	3,945	3,924	3,877	4,177

Source: UALR Office of Institutional Research

In Fall 2009, UALR's minority student enrollment exceeded the 2007-2008 minority high school graduation rates in all categories except Hispanic.

Table 3: UALR Minority Student Enrollment Compared to U.S. Census Benchmarks (in Percent)

	UALR Fall 09	Ark HS 2007-08*	MSA**	Pulaski County	State of Ark
African-American	25.62	20.23	22.42	34.41	15.76
Hispanic	2.33	4.48	3.61	4.36	5.59
Asian/Pacific Islander	3.09	1.83	1.42	1.99	1.17
Native American	0.78	0.70	0.64	0.73	0.85

*Arkansas minority high school graduates as percentage of total high school graduates

** **Metropolitan Statistical Area (Faulkner, Grant, Lonoke, Perry, Pulaski and Saline counties)

Sources: UALR Office of Institutional Research, Arkansas Department of Education, U.S. Census Bureau

UALR statistics show the overall percentage of entering freshmen requiring remediation has been decreasing since 2006. However, it is still the case that African American students require remediation at double the rate of the rest of the student body. The percentage of entering African American freshmen that were placed into a developmental math course in 2009 was 63.2 percent, which is a decrease from 2008 of 5.7 percent. The percentages of African American students placed into developmental composition and reading courses are 52.2 percent and 49.4 percent respectively. This is a decrease of 0.06 percent for composition and 2.1 percent for reading. The differential between African American freshmen and the freshmen student body as a whole is significant at approximately 25 percent in all categories. The gap has shown a decrease in all areas with the greatest success in math which dropped from a 29.8 differential in 2008 to a 25.7 differential.

Table 4: Percentage Entering Minority Freshmen Requiring Developmental Courses

	2005	2006	2007	2008	2009
Math Developmental Placement					
African American	76.5	76.0	68.5	68.9	63.2
Hispanic	52.0	31.8	63.6	37.9	7.7
Asian/Pacific Islander	23.8	0.0	10.5	13.3	30.4
Native American	40.0	25.0	50.0	20.0	0.0
White	37.5	38.4	25.5	22.8	24.2
All First Time Freshmen	53.1	52.0	43.3	39.1	37.5
English Composition Developmental Placement					
African American	62.5	67.9	60.8	52.8	52.2
Hispanic	39.1	36.4	50.0	31.0	15.4
Asian/Pacific Islander	38.1	12.5	15.8	26.7	21.7
Native American	40.0	25.0	33.3	0.0	0.0
White	22.7	25.0	14.3	13.4	13.1
All First Time Freshmen	39.5	41.5	33.8	27.8	27.4
Reading Developmental Placement					
African American	64.4	60.2	56.4	51.5	49.4
Hispanic	30.4	18.2	50.0	24.1	11.5
Asian/Pacific Islander	42.9	25.0	5.3	33.3	8.7
Native American	40.0	25.0	33.3	0.0	0.0
White	19.3	23.7	14.3	11.3	12.6
All First Time Freshmen	38.5	37.1	31.6	26.3	25.4

Source: UALR Office of Institutional Research

High school GPAs and composite ACT scores are similarly imbalanced between African American students and the rest of the student body. UALR numbers indicate High School GPA's for entering Hispanics and Asian/Pacific Islander Freshman increased in Fall 2009. Whereas these GPA figures for African Americans and Whites decreased by 0.03 for 2009 with the greatest decrease in GPA's of 0.27 attributed to Native Americans.

Table 5: High School GPA for UALR Entering Freshmen

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
African American	2.70	2.80	2.86	2.83
Hispanic	3.01	2.99	3.08	3.25
Asian/Pacific Islander	3.51	3.59	3.28	3.39
Native American	3.11	3.17	3.30	3.03
White	3.07	3.17	3.17	3.14
Total Student Body	2.94	3.03	3.06	3.04

Source: UALR Office of Institutional Research

The overall Average Composite ACT scores increased in 2009 for all entering freshmen. The greatest increase was recognized by entering Hispanic Freshmen.

Table 6: Average Composite ACT Scores for UALR Entering Freshmen

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
African American	17.0	18.1	17.7	18.0
Hispanic	21.0	20.5	20.8	21.8
Asian/Pacific Islander	23.0	24.1	21.9	22.7
Native American	21.0	20.0	23.5	25.0
White	21.0	22.7	22.5	22.8
Total Student Body	20.0	20.4	20.7	21.1

Source: UALR Office of Institutional Research

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

C. Retention

In 2009, the minority student retention rate improved to 64.4 percent a 5.2 percent increase from 2008 figures. While there was an increase with returning Hispanic students, the greatest improvement was with African American students where the retention rate increased by 6.1 percent. This was a significant accomplishment in light of the decrease in One-Year Retention Rates for all entering freshmen by 0.06 percent.

Table 7: Percentage Minority Students One-Year Retention Rates for Entering Freshmen*

	F07 Returned F08	F08 Returned F09
African American	57.1	63.2
Hispanic	66.7	68.0
Asian/Pacific Islander	85.0	83.3
Native American	66.7	60.0
Total Minority	59.2	64.4
All Entering Freshmen	61.5	60.9

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

D. Completion

Six-year minority student graduation rates at UALR have increased for Asian/Pacific Islander and Hispanic students. The six-year graduation rate for African American students dropped to 8.4% a 1.2% decline from the previous six-year period. This statistic only counts students who started at UALR as first-time, full-time freshmen and does not take into account transfer students who graduate or part-time students who take longer than six years to graduate. However, it is clear that this decline needs attention in our retention efforts.

Table 8: UALR Minority Students Six-Year Graduation Rates

	2002-2008 Cohort		2003-2009 Cohort	
	Grads/Cohort	Percent	Grads/Cohort	Percent
African American	26 of 272	9.6%	23 of 182	8.4%
Native American	0 of 2	0.0%	0 of 2	0.0%
Asian/Pacific Islander	3 of 10	30.0%	7 of 13	53.8%
Hispanic	3 of 16	18.8%	6 of 13	46.1%
Total Minority	32 of 300	10.7%	36 of 210	17.2%

Source: UALR Office of Institutional Research

E. Initiatives for Minority Student Recruitment and Retention

In 2008, Chancellor Anderson charged the campus with implementing six retention initiatives that were the top recommendations from a variety of university committees, task forces and councils. Additionally, UALR established dual goals with regard to our retention efforts: to bring up total retention levels to the average of our peer institutions and to bring up minority retention levels to match the student body levels. UALR's six 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. We believe this is an important first step in giving students the tools they will need to be successful in college.

Implementation Timeline: Began summer 2008; will phase in additional elements such as registration by year 2011.

2. **Required First-Year Colloquium** – UALR has offered a first-year experience course for a number of years in various formats. Until now, 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>) The one-year retention rate for those taking this course in its current form is very strong and consistent at between sixty and eighty percent.

Implementation Timeline: Implementation still under review by faculty senate.

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 matriculation. (stronger requirements will be implemented with state legislation that requires Lottery scholarship recipients to complete developmental in the first 30 hours.) UALR also instituted a Two Attempts Policy, allowing students two opportunities to complete developmental coursework. A more recent resolution to the developmental education dilemma was the creation of the Academic Success Center (ASC). The ASC opened its doors in late 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 enriching 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 30 years. Student Support Services (SSS) provides opportunities for academic development, assists students with basic college requirements and serves to 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. All services are free and available to any student who qualifies under the USDE federal guidelines. Overall success rates for the 265 2009-10 SSS Students:

○ Retention Rate:	Required: 70%	Actual: 84%
○ Good Academic Standing:	Required: 75%	Actual: 87%
○ Graduation Rate:	Required: 20%	Actual: 25

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 McNair Scholars Program is designed to promote excellence in the academic endeavors of low-income, first-generation college students, and students from traditionally under-represented groups in graduate education. McNair aims to increase the participation of these under-represented groups in graduate programs, specifically doctoral study. Overall success rates for the 22 2009-10 Scholars:

○ Research Projects Completed:	Required: 98%	Actual: 98%
○ Degree Attainment:	Required: 50%	Actual: 64%
○ Post-Baccalaureate Enrollment:	Required: 40%	Actual: 64%
○ Doctoral Degree Attainment:	Required: 5%	Actual: 5%

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 obligations 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. Overall success rates for the first two fall CSP cohorts are detailed below.

Fall 2008 Cohort of 263 CSP Students

- Semester Completion Rate: 93%
- Good Academic Standing Rate: 80%
- Fall-to-Spring Retention Rate: 81% compared to UALR 73%

Fall 2009 Cohort of 234 CSP Students

- Semester Completion Rate: 96%
- Good Academic Standing Rate: 99%
- Fall-to-Spring Retention Rate: 78%

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 the CSP has yielded student success during its first two years of implementation, CSP services will be extended to students placed on Academic Probation. It is hoped that this initiative will commence Spring 2011 and increase the success, retention, and graduation of at-risk student groups as well as underrepresented student populations.

4. **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.

Implementation Timeline: Began Fall 2008.

5. **Early declaration of major** – UALR will strongly encourage declaration of a major by a certain number of hours (probably 30 hours – still under discussion). 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.

Implementation Timeline: Implementation still under review by faculty senate.

6. **Revision of student advising process** – This will encompass a variety of changes including specialized advising staff for transfer students and simplified advising procedures.

Implementation Timeline: Implementation still under review by faculty senate.

F. African American Male Initiative (AAIM)

In 2009, UALR identified a seventh initiative, the African American Male Initiative Program. The program's primary purpose is to improve retention and graduation rates for freshmen African American male students. This initiative began in the fall of 2009 and will phase in

additional elements such as the first-year experience class in fall 2010. The following section is an overview of the program and its intended accomplishments:

Too frequently, the well-worn phrase--“there are more black boys in the state pen than in state university”--is presented as incontrovertible fact. While not completely factual, the stereotype underscores the troubling reality exposed in a 2003 Justice Department study: “193,000 black college-age men were in prison. While 132,000 black college-age men were living on campus, an additional 400,000 or so were attending college but living someplace else” (Roberts, 2007). Further, according to the American Council on Education, only 35% of African American men who entered higher education (NCAA Division I schools) in 1996 graduated within six years. At UALR, the six year graduation rate for Fall 2002 and Fall 2003 cohorts of African-American males was 9.6% and 8.4%, respectively. In addition, in the Spring 2008, UALR African-American males earned an abysmal cumulative GPA of 1.84. (UALR OIR data.)

To challenge the prevailing trends among African-American males in higher education, in general and UALR in particular, the UALR Division of Educational and Student Services established the African-American Male Initiative (AAMI) program in the Fall 2009. AAMI, a student success program, empowers, supports, and assists African American male students with retention and graduation at the University of Arkansas at Little Rock. The decided purpose is to increase the retention and graduation rates of African American male students. High expectations, early interventions, and intrusive advising and interactions form the operational base. The program mantra affirms "Failure is not an option!"

The AAMI program design is two pronged and multifaceted. First, AAMI offers students the opportunity to participate in mentoring, both professional and peer mentoring. AAMI student participants are assigned peer success advisors (PSA), upper class students who have excelled academically and exemplified strong leadership skills. The PSA worked with their assigned students throughout their first year at the university. Further, student participants develop informal and formal mentoring relationships with professionals including faculty, staff and University alumni.

AAMI offers student development programming and opportunities for participants. AAMI designs and presents programs to assist students with making the transition to college, to understand the institutional milieu, to develop the necessary academic skills, and to achieve success both in and out of the classroom. Also, students are encouraged to participate in Brother's Keepers, the AAMI student organization.

AAMI established the following programmatic milestones:

Milestone 1: Assess participants' academic preparation, academic performance, and socio-emotional transition to help students align behaviors with expectations. To accomplish this milestone, student participants were required to complete the online MAP-Works survey. The survey results provided the students, peer success advisors and professional mentors early indicators of the student success markers. In addition, student development programs were developed and implemented to address common challenges.

- Milestone 2: Assist students in identifying resources to help them meet their expectations and attain educational goals. AAMI student participants and peer success participated in AAMI study breaks, which addressed test preparation, note taking, time managements, GPA calculation and other relevant topics.
- Milestone 3: Establish positive mentoring and peer advising relationships. Committed, concerned, and conscientious peer success advisors were selected and assigned to students to guide them through their first year of college. As the Spring semester ended, several of the current students were selected to serve as peer success advisors for the 2010 incoming freshmen class.
- Milestone 4: Acquaint students with organizations and methods to help them become involved. AAMI student participants and peer success advisors organized and established Brother's Keeper as a recognized student organization on campus. Through the organization students developed closer bonds with one another, held campus wide events, and practiced their interpersonal and leadership skills.
- Milestone 5: Help build a sense of community. The men of AAMI participated in cultural celebrations (i.e. Philander Smith College's Bless the Mic and UALR Kwanzaa) and social events (i.e. Mentor-Mentee basketball game, Brother's Keeper vs Alpha Phi Alpha).

Below are the AAMI Program Statistics for Fall 2009.

- 44 of 58 or 76% of the AAMI new student participants ended their first semester at UALR in good academic standing
- 38 of 58 new student participants or 66% met program standards and received awards at a ceremony
- 59 of 83 or 71% of total program participants received awards
- 32 of 58 or 55% of the new student earned 3.0 GPA or higher
- 49 of 83 or 59% of total program participants earned 3.0 or higher – in comparison only 19% of the African-American men in the Fall 2008 earned a 3.0 GPA or higher
- In the Fall 2008, .39% of African-American men earned a 4.0 GPA, while 10 of 58 or 17% of AMMI new student participants achieved a 4.0 GPA.
- In the Spring 2008, African-American males earned an cumulative GPA of 1.84. In comparison, the cumulative GPA for the AAMI new students in the spring 2010 is 2.695 (N=58). Further the first time entering African-American students who did not participate in the program earned a 1.812 GPA (N=52). The average for all first time entering African-American students is 2.329 (N=108).
- The peer success advisors achieved a cumulative GPA of 3.06 (N=24)
- The cumulative GPA for all program participants was 2.83 (N=83)
- Lastly, 91% of AAMI participants returned this spring.

To further accomplish AAMI's mission, the Division of Educational and Student Services held the first annual African-American Male Initiative Conference on the UALR campus in February. More than eighteen (18) institutions from across Arkansas participated as partners. The AAMI Conference was funded in part by a grant from the Winthrop Rockefeller Foundation, which established the marginalized males consortium to address issues uniquely impacting males. The conference included, national and local speakers/presenters with over 100 persons attending the conference including institutional presidents, vice presidents, program directors, a state senator and students. Dr. Shaun R. Harper, higher education faculty member at the University of Pennsylvania's Graduate School of Education was the keynote speaker. Harper maintains an active research agenda that examines racism and gender disparities in higher education, Black male college access and achievement, and college student engagement and outcomes. In addition, Mr. Robert Jackson inspired the young and old men alike with his story of triumph and success. He is author of *No More Excuses, Black Men Stand Up!*

In the closing plenary session, UALR's own, Dr. John Kuykendall joined with Dr. Shaun Harper to lead conferees in establishing the "Eight Standards for African-American Male Initiative Programs." These standards described below will be used across the state of Arkansas as benchmarks.

1. The institution has committed substantive effort to gathering data on Black male student achievement and the undercurrents of racial outcomes disparities.
2. Inequities are made transparent – data are used by institutional stakeholders and teams that are working to foster conditions that enable success for Black male students.
3. The institution has a strategy document with well-defined goals, anticipated outcomes, teams, etc. (innovative activities and pedagogical strategies, predetermined teams).
4. Cabinet-level leaders and other senior administrators are meaningfully involved in responding to institutional barriers that stifle Black male student achievement.
5. Cabinet-level leaders and other senior administrators hold institutional stakeholders accountable for improving the retention, academic success, engagement and graduation of Black male students.
6. The institution engages in honest conversations about racism and its harmful effects on Black male student outcomes.
7. The institution offers structured developmental opportunities and resources for faculty and administrators on effectively educating Black male students.
8. The institution engages with and learns from other colleges and universities that are working to strategically close outcomes gaps that disadvantage Black male students.

G. Hispanic Minority Initiatives

UALR's Office of Recruitment has been assigned the task of identifying recruitment initiatives to reach the Hispanic community and promote enrollment to Hispanic families.

1. Mexican Consulate
2. Mexico 2010 Initiative
3. Hispanic Cultural Activities

III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

A. Faculty

In Fall 2009, there were 545 full-time faculty members at UALR. Of that number 98 or 17.9% were members of a minority group, a percentage that is virtually unchanged from the previous year. The largest minority group was composed of 48 faculty members who self-identified as Asian. This was followed in descending order by 34 who identified as African American, 11 who identified as Hispanic, and 5 who identified as Native American. See Appendix A for numbers of minority faculty by rank.

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 2009 percentages of full-time minority faculty are compared to these goals. While progress has been made in hiring Hispanic faculty, efforts in this area need to be enhanced.

Table 9: UALR Minority Full-Time Faculty Percent Compared to Goals

	2008	2009	Goal	Status
African American	7.2%	6.2%	6.3%	-0.1%
Hispanic	1.7%	2.0%	5.2%	-3.2%
Asian/Pacific Islander	8.3%	8.1%	5.9%	2.2%
Native American	0.9%	0.9%	0.4%	0.5%

Source: UALR Office of Institutional Research

Table 10: New Faculty Hires in 2008 and 2009

	2008	2009
African American	7	2
Hispanic	0	3
Asian/Pacific Islander	3	3
Native American	1	0

Source: UALR Office of Institutional Research

B. Minority Faculty Retention

One of the campus initiatives has been to provide academic departments that hire an African-American faculty member a \$2000 increase in the department's maintenance account. This has provided an additional incentive to hire minority faculty. However, it has become increasingly obvious that though we hire minority faculty, they are not retained. So to address the need to retain minority faculty, during the 2010-2011 academic year, within the context of a larger Faculty Mentoring Initiative, UALR will conduct the following activities specifically aimed at increasing minority faculty retention:

- Modeled on a project developed at Virginia Tech (Piercy, et.al., 2005²) the university will sponsor a one-day event to educate senior administrators about retention issues for new and underrepresented faculty members. A national speaker with expertise in the area will lead a series of workshops aimed at creating a climate of support that recognizes the unique challenges minority faculty face.
- An informal mentoring network will be established. Tenured faculty from underrepresented groups interested in mentoring tenure-track minority faculty will fill out information sheets which will be made available to all new faculty members. New faculty then can select a mentor based on a number of criteria, including race, gender, and area of research interest. These mentoring relationships will receive support from the Office of the Provost.
- Four networking brown-bag lunches will be held during the academic year. These lunches will be open to all tenure-track faculty members, and each will be hosted by a senior academic administrator who will discuss topics such as how to access faculty support resources on campus, how to find formal and informal mentors, and how to balance teaching, research, and service agendas. Participants also will have time to informally network with each other.

C. Staff

In 2009, there were 965 full-time staff members at UALR. Of that number 304 or 31.5% were minorities. This number represents a decrease of 4.3% from the 2007 staff levels. African Americans represented the largest minority staff group with 269 staff members. Asian/Pacific Islanders were next with 22 staff members. They were followed by Hispanics (9) and Native Americans (4). See Appendix A for numbers of minority staff by employment category.

² Piercy, F., Giddings, V., Allen, K., Dixon, B., Meszaos, P., & Joest, K. (2005). "Improving campus climate to support faculty diversity and retention: A pilot program for new faculty," *Innovative Higher Education*, 30(1).

Table 11: UALR Minority Full-Time Staff Percent Compared to Goals

	2008	2009	Goal	Status
African American	29.80%	27.80%	34.4%	-6.61%
Hispanic	1.30%	0.90%	4.4%	-3.46%
Asian/Pacific Islander	2.20%	2.20%	2.0%	0.21%
Native American	0.30%	0.40%	0.7%	-0.33%

Source: UALR Office of Institutional Research

Table 12: New Staff Hires in 2008 and 2009

	2008	2009
African American	36	44
Hispanic	3	1
Asian/Pacific Islander	0	4
Native American	0	1

Source: UALR Office of Institutional Research

D. Initiatives for Minority Faculty/Staff Recruitment and Retention

In December 2009, the Office of Human Relations and Human Resources Services merged to create the Department of Human Resources. The merger of the departments will allow UALR to improve faculty and staff recruitment processes to better meet the recruitment needs of the university community, while improving the tracking and hiring of minority applicants through a more comprehensive Affirmative Action Plan for the institution. Prior to this merger, recruitment of faculty and professional staff was the responsibility of the Office of Human Relations. The responsibility for hiring staff was in the Office of Human Resources. This split of duties was both confusing and in some respects ineffectual. It is hoped that combining the units will ensure some consistency and efficiencies in the recruitment of faculty and all staff.

Over the next year in conjunction with the Affirmative Action Committee, the Department of Human Resources will work with each academic and administrative department to evaluate the current demographic makeup of each department. The Committee will have established recruitment and retention goals by May 1, 2011. This will be used to provide concrete goals for each department on campus.

Once these goals have been established, the university's recruitment process will be updated to include departmental Recruitment Plans to assist the individual departments with meeting established recruitment goals. Recruitment Plans will include various options that can be utilized

by the department to identify recruiting activities such as, advertising placement, job fair activities, outreach projects, etc., to meet the departmental goals.

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*. In order to insure the success of this initiative, the Department of Human Resources is currently recruiting for an Employee Relations/Diversity Officer to oversee full implementation of the initiative.

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. A review of the institution's strategic plan this year will include new institutional goals and objectives that will form our new Five Year plan for Minority Recruitment and Retention.

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. BUDGET

The university has budgeted for these initiatives to improve student retention and graduation:

- Orientation \$78,537
- First Year Colloquium \$120,675
- Academic Success Center \$432,837
- African American Initiative \$10,000 (Plus a WRF grant of \$50,000)
- Other Retention initiatives \$120,675
- TEAMS \$45,000

VI. CONCLUSION

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. A review of UALR's strategic plan this year will undoubtedly renew the institution's commitment to diversity. 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

Full-time Faculty by Ethnic/Racial Category and Rank: Fall 2009

	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African American	6	10	14	4	34
Hispanic	1	3	4	3	11
Asian	15	13	20	0	48
Native American	3	0	2	0	5
White	145	102	105	89	441
Unknown	0	2	4	0	6

Source: UALR Office of Institutional Research

Full-Time Staff by Ethnic/Racial Category and EEO Position Category: Fall 2009

	Afr Amer	Hispanic	Asian/Pacific Islander	Native Amer	White	Unknown
Administrative/Managerial	15	1	1	0	74	0
Other Professionals	152	6	18	3	473	0
Technical & Paraprofessional	25	0	1	0	40	1
Clerical & Secretarial	5	1	2	0	11	0
Skilled Crafts	6	0	0	0	32	1
Service/Maintenance	66	1	0	1	29	0
Total	269	9	22	4	659	2

Source: UALR Office of Institutional Research

*University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2010*

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.

STUDENTS

I. ACADEMIC AFFAIRS

The University offered 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 entering students and pre-college enrichment. The University maintained its tutoring and counseling initiatives and added a peer mentoring program using both face-to-face and online mentoring avenues. Workshops regarding financial aid, job skills, time management, and other areas of student interest were held throughout the year.

After an enrollment decline in the Fall 2007 to Fall 2008 semesters, the African American minority student population increased 13 percent from Fall 2008 to Fall 2009. Enrollment of each of the other minority groups declined slightly for the same reporting period, Fall 2008 to Fall 2009, as indicated below.

Using Fall 2008 and Fall 2009 data provided by the Registrar’s Office, the following table indicates changes in ethnic minority enrollment.

<u>Fall 2008 Headcount</u>		<u>Fall 2009 Headcount</u>	
African American	928	African American	1069
Hispanic	44	Hispanic	39
American Indian	21	American Indian	26
Asian	17	Asian	12
Non Resident Alien	11	Non-resident Alien	10

A review of University baccalaureate major fields of study by ethnicity indicated that minority enrollment exceeded non-minority enrollment in the following areas: Bachelor of Applied Sciences (52%), Criminal Justice (59%), Crime Scene Investigation (67%), Health and Physical Education non-licensure (66%), Health and Physical Education--Bachelor of Arts, non-licensure (58%), Health and Physical Education--Bachelor of Science, non-licensure (70%), Modern Languages (66%), Pre-Law (67%), and Social Work (57%).

In the technical programs, the following majors show significant numbers of minority enrollment: Administrative Office Technology—Crossett (50%), Business Technology—McGehee (63%), Hospitality—Crossett and McGehee (52%), Health Information Technology—Crossett and McGehee (50%), Early Childhood—McGehee (86%), Practical Nursing—McGehee(56%), and Welding—McGehee (68%).

II. STUDENT AFFAIRS

Vice Chancellor Report

A. Activities of special interest to minority students

1. African-American Step Shows

- 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. Four of the shows were performed on the UAM campus, while one show was held at an adjacent site to campus due to a room scheduling conflict. Over 250 people attended each of the four step shows.

2. Martin Luther King, Jr. Celebration

- On Tuesday, January 19, 2010, the Office of Student Activities sponsored a celebration of Martin Luther King, Jr. to honor his life and contributions to social justice and equality. The event was held the day following the official MLK, Jr. Holiday as the University was closed on the official holiday.
- The event was titled...”I have a Dream,” and was designed for all students, both African American and others to write and display their dreams for America on a public bulletin board. Afterwards, a program was held to discuss the dreams and how we might work together to accomplish them.

3. Black History Month

- On February 24, 2010, The division of Student Affairs offered a program title “Heart and Soul” in which students performed music steeped in African American rituals. In addition, the University Food Service vendor served a “soul food” meal comprised of dishes of African American heritage.
- The month of February the Office of Student Affairs constructed and sponsored its annual Black History display in the University Center House Room. The display consisted of professionally made, high gloss posters outlining the chronology of the slave movement through emancipation. In addition, portraits of black Americans who had served as change-agents throughout the US were featured on tripods around the room. Some of the

featured individuals included:

George Washington Carver
Frederick Douglas
Thurgood Marshall
Louis Armstrong
Harriett Tubman
Booker T. Washington
Ralph Bunche
Langston Hughes
Maya Angelo
Jackie Robinson
Jesse Owens
Shirley Chisolm
W.E.B. Du Bois
Benjamin Banneker

B. Recognized Student Organizations

1. Existing organizations: The University of Arkansas at Monticello has the following nationally recognized National PanHellenic Council (NPHC) groups. The NPHC is comprised of the following African-American fraternities and sororities:

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

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

Argentina
Australia
Azerbaijan

Brazil
Canada
Gambia
India
Nepal
Mexico
Philippines
South Korea
St. Vincent
Germany
France
Columbia
Japan
Nigeria

- 2). Purchase of Flags: The Office of Student Affairs purchased a 3' x 5' flag of each of these countries to show our support to these non-resident students. These flags are displayed at various times of the year in prominent locations.

C. Individual Group Activities

Celebration Weeks

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, and award banquets.

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

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2009-2010 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall and spring.
- The International Club expanded in 2009-2010, to include students and faculty/staff. International week was conducted, featuring international cuisine, and an international display open to the campus and community. Community

assistance was sought from this office to provide international students with welcoming opportunities in the community. Three events resulted from this, at Pauline Baptist, St. Mark's Catholic Church, ESL at First Methodist Church. International students were also invited to provide a program for the Warren Rotary Club.

- International brochures were updated to provide insurance opportunities and community information.
- Special Student Services information was provided to all units for any student.
- Five minority recruitment fairs were attended in Arkansas.
- Recruitment/campus representation was available at the Pink Tomato Festival, Juneteenth, and the Drew County Fair, Bradley County Fair, SE Arkansas Fair.
- Presentations were offered to all high school seniors in the ten-county area, sharing college possibilities on the three campuses.
- Recruitment opportunities were available at dislocated worker events in Southeast Arkansas.
- Information and representation was offered to the Single Parent Scholarship Committee in Monticello. The same was offered to other southeast AR county chapters.
- Netlist scholarship opportunities were offered to all students, faculty, and staff. These included opportunities outside the campuses.
- Recruitment meetings were held with Upward Bound students.
- Conducted follow-up meetings with identified, interested students from the Upward Bound program.
- The Office of Admissions attended all Articulation Workshops in Arkansas, where 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. This allowed them to learn about admission, scholarship, academic interests, programs, activities, residence life, financial aid, and athletics on the UAM campuses.
- An admissions representative provided materials to work force sites.
- Regional libraries, provided with UAM information, included contact cards for interested visitors.
- Website information has been made available regarding UAM for interested visitors.

- A total of sixteen online “Chat Live” events were held in the Office of Admissions, allowing visitors to chat live with a campus representative.
- The Ambassadors provided thirty-two phone nights, where prospective students were contacted. The Ambassadors also provided follow-up emails to these students. An email contact was posted on the web for personal contact with all Ambassadors.
- The Office of Admissions attended high school awards programs in the spring to present UAM students with awarded scholarships. This also allowed those interested in the campuses to visit with an admissions officer.
- High schools in Arkansas and some surrounding states were offered follow-up visits....after college planning programs...for prospective students.
- Admissions asked all academic areas and athletics to provide their prospective contact information for follow-up.
- 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 interested eligible students.
- Institutional/private scholarship information was made available throughout Arkansas and neighboring states.

III. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students as indicated by the following awards of aid from the latest OCR B3-Financial Assistance to Students in Institutions of Higher Education dated November 2009. These amounts represent the percent of awards to minority students of the total awards for Fall 2008 through Summer II of 2009.

<u>GRANTS</u>	
Pell Grants	50.2%
SEOG Awards	54.9%
Vocational Rehab	32.6%
State and Local	28.9%
Tuition Waivers-	
Remission	39.3%
All Other Grants	46.9%
Unduplicated	
Students	45.3%
<u>LOANS</u>	
NDSL	58.8%

Federally Insured	45.2%
Unduplicated	
Students	45.2%

SCHOLARSHIPS

Scholarships	20.1%
Unduplicated	
Students	26.6%

STUDENT EMPLOYMENT

Federal College	
Work/Study Awards	41.1%
Institutional	
Employment	29.9%
Unduplicated	
Students	33.4%

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 on-line 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 first eleven months of the 2009-10 fiscal year, the University hired minorities in both staff and faculty positions.

On May 31, 2010, the percentage of minorities were employed in the following categories:

Non-Classified	14.44%
Classified	22.82%
Faculty	10.81%

As of May 31, 2010, the University hired the following percentage of minorities during the 2009-2010 fiscal year:

Non-Classified	30.00%
Classified	25.00%
Faculty	.07%

UAM COLLEGE OF TECHNOLOGY-CROSSETT

The UAM-CTC 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. Additionally, this commitment is endorsed by UAM-CTC's Advisory Board and Program Advisory Committees which consist of minority representation.

The UAM-CTC Advisory Board, Program Advisory Committees, staff, faculty, and students' commitment to the UAM Affirmative Action Plan is supported by the following report.

Plan Communication

The University's Affirmative Action Plan has been promoted on the UAM-CTC campus in many ways which includes:

- A copy of the UAM Affirmative Action Plan was distributed to each employee.
- All campus publications contain an Affirmative Action Statement.
- New employees are informed of the University's Affirmative Action Plan and receive a written copy of the plan.

Physical Facilities and Activities

The UAM-CTC campus' facilities are fully accessible for disabled individuals and are inspected annually for continued compliance. Additionally, all campus activities are open to all students and student services are available for all students without discrimination.

Employment of Personnel

All employment of personnel for the UAM-CTC campus is in accordance with the UAM Operating Procedures Manual and the UAM Affirmative Action Plan. The campus' efforts to recruit minority personnel include the following:

- Job advertisements were extended beyond the local media to an out-of-state city (Bastrop) which has a higher minority population than cities within the campus' immediate area.
- A minority was hired as an adjunct faculty member. Two minority workers were employed part-time as support staff, and two minority students were hired for college work-study.

Recruitment and Retention of Students

The UAM-CTC 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 include the following:

- The development of campus advertisements, promotions, flyers, and a video that have multi-racial representation.
- The establishment of a UAM-CTC Student Recruitment Committee that includes a minority staff, faculty, and student.
- The development of tutoring services to assist students academically and aid in student retention (targeting first generation college students who are low income, and/or who are disabled).
- The Adult Education Program purchased DVDs on civil rights for student instruction and class discussion to understand all perspectives on racial injustices.
- The recruitment of Hispanic students for ESL (English as a Second Language) classes. Flyers promoting ESL classes were distributed throughout the community. Instructors worked with the local Catholic churches within the program's service area to seek out individuals needing ESL classes.
- The recruitment of minority students through local black churches. Letters were sent out to local churches informing them of financial assistance through the Career Pathways Initiative for eligible students.

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 fifty-four percent (54%). Using data provided by the Registrar Office, the following table indicates all ethnic minority enrollment for July 1, 2009 through May 10, 2010. (Excluding Summer I: June 1 – June 30, 2010)

African American	413
Hispanic	8
Asian or Pacific Islander	3
White (Non-Hispanic)	336

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: Welding Technology – African American, Correctional Law Enforcement Instructor - African American, Emergency Medical Technology – Asian or Pacific Islander. We also have other staff members that are minority, all are African American: School Counselor, Maintenance Supervisor, Director of Career Pathways, Human Resource Specialist, an Administrative Specialist II, 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 Adult Education Program, was 73% minority (83 students of a total 114 students).
- 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 through this program is approximately 74% (134 students out of a total 180 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.
- During Black History Month, adult education incorporated lessons across the curriculum that highlighted Black American leaders. The lessons covered reading, social studies, and science.

Because of its location, and the minority population, the campus is able to serve minority students and provide much-needed educational opportunities for the area.

Appendixes

UAM Student Major/Ethnicity Report
Employee Report

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

UAMS Recruitment and Retention of African
American, Other Minorities and Females
Annual Report 2009-2010



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UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
Recruitment and Retention of African American, Other Minorities and Females
Annual Report
2009-2010

I. Policy, Goal and Assurance

The primary goal of UAMS is to maintain a status or level of administering all of our policies, practices, and activities without regard to race, color, sex, age, disability, religion, or national origin. UAMS has recruited, employed, and retained minorities and females in numbers that reflect their availability in the geographical area from which we recruit and 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 2009-2010 emphasizes the progress made over the 2008-2009 academic year.

II. Non-Academic Personnel

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

See following pages.

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 12-08-2009

2009-2010

JOB CATEGORIES	TOTAL #	NATIVE AMERICAN # %	ASIAN AMERICAN # %	AFRICAN AMERICAN # %	HISPANIC AMERICAN # %	WHITE AMERICAN # %	FEMALE # %	MALE # %
Executive/Administrative	1772 +68	9 0.5 +1	31 1.7 +1	263 14.8 +2	19 1.1 +1	1450 81.8 +63	1236 69.8 +37	536 30.2 +31
Professional Non-Faculty	3967 +126	23 0.6 +3	135 3.4 +4	1126 28.4 +44	80 2.0 +7	2603 65.6 +68	3283 82.8 +88	684 17.2 +38
Secretarial/Clerical	156 -273	3 2.0 -1	0 0.0 -4	63 40.4 -99	2 1.3 -7	88 56.4 -162	131 84.0 -266	25 16.0 -7
Technical/Para-Professional	1071 +311	11 1.0 +4	10 1.0 +4	416 38.8 +104	15 1.4 +8	619 57.8 +191	963 90.0 +292	108 10.0 +19
Skilled/Craft	117 -3	0 0.0 (0)	0 0.0 (0)	23 19.7 (23)	2 1.7 (2)	92 78.6 -3	5 4.3 (5)	112 95.7 -3
Service/Maintenance	251 +37	0 0.0 (0)	4 1.6 +2	167 66.5 +18	5 2.0 +1	75 29.9 +16	113 45.0 +24	138 55.0 +13
Grand Total	7334 +266	46 0.06 +7	180 2.5 +7	2058 28.1 +69	123 1.6 +10	4927 67.2 +173	5731 78.1 +175	1603 21.9 +91

+plus indicates increase over 2008-2009

-minus indicates decrease over 2008-2009

% percent indicates percentage of total workforce 2009-2010

() indicates same number as 2008-2009

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 12-08-2009

JOB CATEGORIES	TOTAL # +-	NATIVE AMERICAN # % +-	ASIAN AMERICAN # % +-	AFRICAN AMERICAN # % +-	HISPANIC AMERICAN # % +-	WHITE AMERICAN # % +-	FEMALE # % +-	MALE # % +-
Executive/Administrative	65 +5	0 0.0 (0)	2 3.1 +1	7 10.8 +2	2 3.1 +1	54 83.1 +1	54 83.1 +6	11 16.9 -1
Professional Non-Faculty	194 +24	1 0.01 (1)	5 2.6 -1	19 9.8 (19)	8 4.1 +2	161 83.0 +7	178 91.7 +24	16 8.3 (16)
Secretarial/Clerical	8 -13	0 0.0 (0)	0 0.0 (0)	1 12.5 -5	1 12.5 +1	6 75.0 -9	6 75.0 -13	2 25.0 (2)
Technical/Para-Professional	35 +4	0 0.0 (0)	3 8.6 +1	5 14.3 +4	1 2.6 +1	26 74.3 -2	33 94.3 +6	2 5.7 -2
Skilled/Craft	0 -1	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)	0 0.0 (0)	0 0.0 -1	0 0.0 (0)	0 0.0 -1
Service/Maintenance	45 -4	1 2.2 (1)	0 0.0 (0)	34 75.6 -11	1 2.2 +1	9 2.0 +6	28 62.2 -1	17 37.8 -3
Grand Total	347 +15	2 0.6 (2)	10 2.9 +1	66 19.0 -10	13 3.7 +6	256 73.8 +18	299 86.2 +22	48 13.8 -7

+ plus indicates increase over 2008-2009

-minus indicates decrease over 2008-2009

% percent indicates percentage of total workforce 2009-2010

() indicates same number as 2008-2009

C. Explanation and Some Examples of Each Job Category

1. Executive/Managerial: 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. It is assumed that 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: Included in this category are persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. This includes personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmer), and/or information and other paper work required in an office. Some examples:

Secretary
Administrative
Secretary Clerk
Cashier
Medical Records
Tech Claims
Examine

4. Technical Para-Professional: Included in this category are persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as offered in many 2-year technical institutions, junior colleges, or through equivalent on-the-job training. Some examples:

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

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, and in which workers perform duties which result in or contribute to the comfort, convenience, and hygiene of personnel, or which contribute to the upkeep and care of buildings, facilities, or grounds of the institutional property. Some examples:

- Custodial Personnel
- Food Service Worker
- Groundskeeper
- Nursing Assistant
- Laboratory Assistant
- General Maintenance Repair Person

D. Salary Analyses

1. Non-Academic Workforce

The number of full-time non-academic employees with an annual salary below \$16,000.*

	<u>2009-2010</u>	<u>%</u>	<u>2008-2009</u>
African American	19	1.0	18
Asian American	0	0.0	0
Hispanic American	1	1.0	0
Native American	0	0.0	0
White American	4	0.1	16
Total	24	2.1	34
Female	12	0.2	28
Male	<u>12</u>	0.8	<u>6</u>
Total	24	0.3	34

*Percentages are based on the number of employees in each racial and gender category, not on the total workforce.

2. The number of full-time non-academic employees with an annual salary of \$75,000 and above. *

	<u>2009-2010</u>	<u>%</u>	<u>2008-2009</u>
African American	16	0.8	14
Asian American	14	7.8	15
Hispanic American	1	0.8	1
Native American	3	6.5	2
White American	<u>550</u>	<u>11.2</u>	<u>478</u>
Total	584	27.1	510
Female	367	6.4	318
Male	<u>217</u>	<u>13.5</u>	<u>192</u>
Total	584	8.0	510

* Percentages are based on the number of employees in each racial and gender category, not on the total workforce.

E. Summary

UAMS has a total of 7,334 full-time non-academic employees of which 2,058 (28.1%) are African American, sixty-nine (69) more than last year. Forty-six (0.06%) are Native American, seven more than last year. One hundred eighty (2.5%) are Asian American, seven more than last year. One hundred twenty-three (1.6%) are Hispanic American, ten more than last year. Four thousand nine hundred and twenty-seven (67.1%) are White American, one hundred seventy-three more than last year. UAMS' total full-time non-academic minority workforce is 2,407 (32.8%), ninety-three more than last year. There are five thousand seven hundred thirty-one (78.1%) full-time non-academic female employees, one hundred and seventy-five more than last year. There are 1,603 (21%) full-time non-academic male employees, ninety-one more than last year.

UAMS has a total of 347 part-time non-academic employees, fifteen more than last year. There are ninety-one (26.2%) part-time non-academic minority employees, three less than last year. There are 299 (86.2%) part-time non-academic female employees, twenty-two more than last year. There are forty-eight (13.8%) part-time non-academic male employees, seven more than last year.

There was an overall increase of 266 non-academic full-time employees. The total minority non-academic full-time employees increased by ninety-three. African Americans increased by sixty-nine; Native American increased by seven; Asian Americans increased by seven; Hispanic American increased by ten. White American non-academic full-time employees increased by one hundred seventy-three. Female non-academic full-time employees increased by one hundred seventy-five. Male non-academic full-time employees increased by ninety-one.

The executive/administrative job category of full-time non-academic employees increased by sixty-eight. African American full-time non-academic executive administrative employee increased by two. Asian American full-time non-academic executive administrative increased by one. Native American full-time non-academic executive administrative increased by one. White American full-time non-academic executive administrative increased by sixty-three. Female full-time non-academic executive administrative employees increased by thirty-one.

The professional non-faculty job category of full-time non-academic employees increased by one hundred twenty-six. African American professional non-faculty, full-time non-academic employees increased by forty-four. Asian American professional non-faculty full-time non-academic employees increased by four. Hispanic American professional non-faculty full-time non-academic employees increased by seven. Native American professional non-faculty full-time non-academic employee increased by three. White American professional non-faculty full-time non-academic employees increased by sixty-eight. Female professional non-faculty, full-time, non-academic employee increased by eighty-eight. Male professional non-faculty, full-time employees increased by thirty-eight.

The secretarial/clerical job category of full-time non-academic employees increased by two hundred seventy-three. African American Secretarial/Clerical job full-time nonacademic employees decreased by ninety-nine. Asian American Secretarial/Clerical full time non-academic employee increased by four. Hispanic American Secretarial/Clerical full-time non-academic employees decreased by seven. Native American secretarial/clerical full-time non-academic employees decreased by one. White American Secretarial/Clerical full-time non-academic decreased by one hundred sixty-two.. Female Secretarial/Clerical full-time non-academic employees decreased by two hundred sixty-six. Male Secretarial/Clerical full-time non-academic employees decreased by seven.

The technical/para-professional job category of full-time non-academic employees increased by three hundred eleven. African American technical/para-professional full-time non-academic employees increased by one hundred four. Asian American technical/para-professional full-time non-academic employees increased by four. Hispanic American technical/para-professional full-time non-academic employees increased by eight. Native American technical/para-professional full-time non-academic employees increased by four. White American technical/para-professional full-time non-academic employees increased by one hundred ninety-one. Female technical/para-professional full-time non-academic employees increased by ninety-two. Male technical/para-professional full-time non-academic employees increased by nineteen.

The Skilled/Craft job category full-time non-academic employees decreased by three. African American skilled/craft full-time non-academic employees remain the same - twenty-three. Asian American skilled/craft full-time non-academic employees remained the same - zero. Hispanic American skilled/craft full-time non-academic employees remained the same - two (2). Native American skilled/craft full-time non-academic employees remained the same - zero. White American skilled/craft full-time nonacademic employees decreased by three. Female skilled/craft full-time non-academic employees remained the same -five (5). Male skilled/craft full-time non-academic employees decreased by three.

The Service/Maintenance job category full-time non-academic employees increased by thirty-seven. African American service/maintenance full-time non-academic employees increased by eighteen. Asian American service/maintenance full-time non-academic employees increased by two. Hispanic American service/maintenance full-time nonacademic employees increased by one. Native American service/maintenance full-time non-academic employees remained the same -zero. White American service/maintenance full-time non-academic employees increased by sixteen. Female service/maintenance full-time non-academic employees increased by twenty-four. Male service/maintenance full-time non-academic employees increased by thirteen.

In five of the six full-time non-academic job categories -professional non-faculty (28.4%); secretarial/clerical (40.4%); technical/para-professional (38.8%); skilled/craft (19.7%); service/maintenance (66.5%) -UAMS' African American full-time nonacademic workforce is above the state of Arkansas African American population, which is approximately 15.7%. In the executive/administrative full-time non-academic job category, the African American workforce is 14.8%. UAMS' total full-time nonacademic minority workforce is 2,407 (32.8%)- African American 2,058 (28.1%); Asian American 180 (2.5%); Native American 46 (0.06%); Hispanic American 123 (1.6%). UAMS has 347 part-time non-academic employees of which 91(26.2%) are minority.

Twenty (1.0%) of UAMS' minority full-time non-academic employees receive an annual salary of less than \$16,000. Four (0.1%) White American full-time non-academic employees receive an annual salary of less than \$16,000. Twelve (0.2%) female full-time non-academic employees receive an annual salary of less than \$16,000. Twelve (0.8%) male full-time non-academic employees receive an annual salary of less than \$16,000. Thirty-four (1.4%) of UAMS' minority full-time non-academic workforce receive an annual salary of \$75,000 and above. Five hundred fifty (11.2%) White American full-time non-academic employees receive an annual salary of \$75,000 and above. Three hundred and sixty-seven (6.4%) female full-time non-academic employees receive an annual salary of \$75,000 and above. Two hundred seventeen(13.5%) male full-time nonacademic employees receive an annual salary of \$75,000 and above

Each employee is made aware of continuing education classes and/or seminars and given time to enroll in and attend classes and/or seminars. UAMS provides limited financial assistance to employees who wish to enroll in and attend college within the University System. The Human Resources Department makes available to the employees who do not have a high school diploma the chance to obtain a General Education Diploma. 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.

UAMS' full-time non-academic workforce reveals that UAMS has recruited, promoted, and retained minorities and females in numbers that reflect their availability in the geographic area from which we recruit. UAMS is committed to making our community free of intolerance, bigotry, and racism.

The University of Arkansas for Medical Sciences is committed to the principle and practice of non-discrimination and equal treatment in all areas of employment and service that affect the employees. The activities of the Chancellor's Committee on Employee Diversity and interaction are geared toward the above commitment.

F. Managing Diversity at UAMS: An Inclusive Process

The Chancellor's Diversity Committee is currently comprised of thirty-two employees from various campus departments and Colleges. The Committee is committed to implementing its revised 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

Educational opportunities relative to diversity training continue to be offered. With approximately 10,600 employees, many of whom come from as many as 70 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*," supervisors practice management, communication and conflict resolution skills as well as skills to develop and maintain professional interpersonal relationships. Our current objective is to train the many 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 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, "*The Diversity Process at UAMS: A Journey Not a Destination*," new hires are introduced to the concept of a diversity "process" being implemented as a business decision and their role in maintaining effective interpersonal relationships and a positive, productive, respectful work environment. During the year, with a hiring freeze in place, approximately 1,401 new employees have participated in 49 sessions and been welcomed via video by the Chancellor who highlights the importance of diversity and excellence in job performance at UAMS. They are also informed that diversity means 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 health care, education, research and service.*" *Managing Diversity at UAMS is a business decision.*

"*Valuing Diversity*" and "*Managing Diversity*" training are still being requested by departments. To date, 745 CHRP students have participated in 49 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.

In addition, approximately 60 students over a three year period have participated in a "*Managing Diversity*" seminar at the request of the LEND project, a program of Partners for Inclusive Communities.

"*The Art of Managing 4 Generations in the Workplace*" is available and can be customized for the Cabinet, UAMS departments and outside agencies upon request.

The Diversity Committee is in the process of developing on-line introductory diversity training for easier accessibility by more employees and students and an instructor-led course, “Cultural Competency in Healthcare: The Key to Hope and Healing.”

August-“Diversity at UAMS”

A Diversity and Cultural Competency presentation was conducted for 125 students during the College of Pharmacy’s Orientation for New Students. About 20 students participated in the Diversity component of the Center for Diversity Affairs summer program for college juniors.

Cultural 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 Week

The 13th Annual UAMS Diversity Week was held September 28-October 2, 2009. The theme was: *“Diversity in the 21st Century.”*

A record number attended the week’s activities designed to increase employees’ awareness and appreciation of other cultures. The week’s events included the following:

Monday, September 28-Friday, October 2

The Diversity of Hawaii, Arts of UAMS,
Photographs by Mary Ryan, Library Director,
and her sister, Marie Ryan.

Tuesday, September 29

Sushi Making Demonstration Chef Dong Lee from Eastern Flames Restaurant

Live demonstration of sushi making. Samples were available. Sponsored by Nutrition Services.

Wednesday, September 30

Cross-Cultural Communications Panel Four foreign employees and students discussed their initial impressions of America/Arkansas and challenges they have faced in communicating with co-workers and others. **“Cross Cultural Communications: Adjusting to Life in America-the Good, the Bad, the Ugly.”** The panel moderator was Creshelle Nash, M.D., M.P.H., Medical Director for the Arkansas Minority Health Commission.

Friday, October 2

International Fest: Employees share their cultures
Exhibits, Artifacts, Ethnic Food, Ethnic Attire, Music, Dance

Nutrition Services supported Diversity Week by having dishes from several different countries on its menu offerings the entire week.

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

Our new Chancellor, Dr. Daniel Rahn, made his first in person address to the campus, by commemorating the life and work of Dr. King as expressed in his, *Letter from a Birmingham Jail*. The Chancellor spoke to an overflow crowd on the theme, “Dream + Action = A New Reality,” challenging his audience to “live the change” in King’s words and to embrace UAMS’ cultural diversity.

March-The Chancellor’s Diversity Committee collaborated with Affirmative Action and other campus groups to sponsor a highly successful Women’s History Month, “Work/Life Balance” Panel. The Moderator was Donna Terrell, Fox 16 news anchor. A standing-room only crowd listened to a panel of 5 multi-dimensional women share their successes/failures with balancing work/life issues as they pursued their professional careers.

UAMS Diversity Brochure

The third printed, full color brochure, *Diversity at UAMS*, summarized and highlighted various Committee diversity initiatives designed to support the campus strategic plan. The brochure is historical in that it includes all successful initiatives since the Committee’s inception as well as the revised vision, mission, charter and “We Wills” of the current Committee.

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 of 10 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. Now the Diversity Manager continues to facilitate the class which is in its 10th year.

Collaboration

The UAMS Diversity Manager continues to consult, network and collaborate with other groups regarding various diversity issues: Little Rock Racial and Cultural Diversity Commission, Office of Faculty Affairs, Office of Diversity Affairs, UAMS Immigration Office, CHRP Diagnostic Medical Sonography Advisory Committee, Heifer International Training and Organizational Development Department and Arkansas Children’s Hospital Staff Development Department and

serves as a consultant in diversity, management, and organizational development when requested by the CHRP Diversity Council, UAMS departments, community organizations and businesses (Central Arkansas Water).

Diversity and Cultural Competency presentations have been requested again for the College of Medicine USSEP summer program for college students.

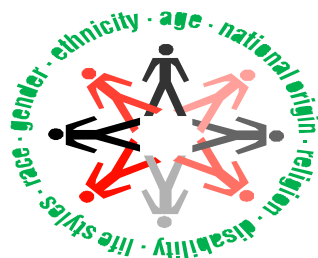
The Committee is also looking forward to implementing two “*Excellence in Diversity*” recognition awards in 2010: one for a student and another for an employee. Details are pending.

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, transgender and bisexuals. 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 “[giving] 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 Chancellor’s Diversity 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 and inclusion are, after all, a business decision.**



The UAMS Center for Diversity Affairs (CDA)

The stated mission of the Center for Diversity Affairs (CDA) is “to develop and promote institutional diversity through the recruitment and retention of individuals from groups that are underrepresented in the health care professions.”

To achieve this goal the CDA functions as the central structure for developing and coordinating academic enrichment programs encompassing all UAMS colleges and targeting disadvantaged students. The major objective is to identify, encourage and support underrepresented students’ participation in academic enrichment programs during each stage of their educational development. In addition the CDA has expanded its role to include minority faculty development.

Critical to the CDA mission is the promotion and development of an institutional culture that is sensitive to, supportive and inclusive of individuals from groups that are underrepresented in the health professions.

Over the past year the CDA has relocated to a more centralized area on the UAMS campus making it much more visible and accessible to all students, faculty, employees, and visitors. In addition to its physical move, the CDA has undergone organizational changes and is now housed in the office of the Vice Chancellor for Administration and Governmental Affairs. This change has allowed an expansion of CDA activities to include all colleges on the UAMS campus.

Underrepresented minority (URM) enrollment and graduation rates for all UAMS colleges remain low and continue to follow national trends with rates lagging far behind the minority representation in both the state and US population. These low numbers are caused by multiple factors, but on close inspection significant factors include the low applicant pool and the admission process. These issues are already addressed on an ongoing basis by ALL the colleges. An enhancement of both short- and long-term solutions is complicated by the fact that health professions institutions (HPI) are at the end of an academic pipeline and as such are the recipients of the products of our public and private school systems. Short of overhauling the primary, secondary, and post- secondary educational system there are few options that will make a significant difference. However, as mandated by the Liaison Committee on Medical Education (LCME) in its revised standard, MS-8, and a new standard, IS-16, each medical school must develop programs or partnerships aimed at broadening diversity among qualified applicants for medical school admission. Each medical school must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds. Although these standards specifically address the issue of diversity in medical schools, it is the opinion of the CDA that these recommendations can and should be applied to ALL colleges under the umbrella of an HPI.

One of the ways in which HPIs are able to address these requirements is through the investment of both manpower and finances in pipeline programs intended to increase

the number of minority students that apply to and matriculate through professional schools. This, in addition to a solid minority faculty development program, results in a change in compositional diversity leading to a “critical mass” that promotes an institutional culture change creating an environment that is inclusive, sensitive to, supportive and nurturing of ALL participants – students, faculty, employees, patients, and visitors. As stated by the LCME, aspiring future physicians (and other health care professionals) will be best prepared for medical practice in a diverse society if they learn in an environment characterized by, and supportive of, diversity and inclusion.

In regard to the admission process, development of a more holistic approach with less emphasis on standardized testing and more emphasis on personal qualities, academic distance traveled, and economic and educational background will increase not only the number of URM students in all UAMS programs, but also the number of ALL students that we all feel will be “good health care providers.”

A learning environment that prepares tomorrow’s health care professionals to serve a diverse population will be fostered most effectively through collaboration among ALL colleges and satellite programs. This has begun to take shape through a campus-wide effort to secure federal funding along with institutional support to develop a more prominent community presence of ALL UAMS colleges in medically underserved areas in the Delta and Northwest Arkansas.

As the CDA moves into the next decade, we envision our role as one of support and coordination of the many efforts across the UAMS system to promote institutional diversity. As partnerships build trust, cooperation and communication among the colleges, the quality of health care at both the institutional and state level will be enhanced. Ultimately, this will result in a reduction of negative health impacts in the population related to race, ethnicity, gender differences, sexual orientation, religious beliefs, age, and physical or mental disability.

STAFF

The Center for Diversity Affairs staff follows:

- Dr. Billy Thomas, Assistant Vice Chancellor, Center for Diversity Affairs.
- Mr. Bill Bauknight, Director, Center for Diversity Student Affairs
- Ms. Patricia Edgeron, Director, Outreach Programs
- Mr. Nicholas Pettus, Program Coordinator
- Mrs. Patricia Johnson, Program Manager
- Mrs. Helen Haynes, Administrative Specialist
- Mrs. Kim Blann-Anderson, Coordinator, Summer Science Discovery Program (SSDP)
- Ms. Vivian Laveda Flowers, Director of Recruitment for Diversity
- Mr. Michael Preston, Director, Faculty Diversity and Community Outreach

III. Academic Personnel – Faculty and Students

A. College of Health Related Professions

The College of Health Related Professions (CHRP) employs a student recruiter who works approximately four days a week from August through May or the equivalent of .5 FTE. During the current fiscal year, the recruiter has supported all the programs in the College, which represent seventeen (17) different allied health professions. These efforts are wide ranging and include creation of a database of e-mail addresses of science students from Arkansas colleges. This database is used to produce mailing lists to promote the College's programs, including inviting perspective students to open houses and other information sessions. Many of the colleges providing student e-mail addresses have highly diverse student enrollments. They include: UALR, University of Arkansas at Pine Bluff, Pulaski Technical College, Texarkana Community College, Southern Arkansas University, Henderson University, University of Central Arkansas, and the Ouachita Technical College. While Philander Smith will not release their students' e-mail addresses as a matter of policy, they do distribute e-mail recruiting information that we send them to forward to their students. In addition the following colleges and universities with diverse student enrollments provide their student e-mail addresses: University of Arkansas at Monticello, University of Arkansas, Arkansas Technical University, ASU Beebe, and National Park Community College.

Minority Scholarships for FY 2010

During fiscal year 2010 the Dean's Office distributed \$16,500 in scholarships, of which \$4,500 (27.3%) was awarded to minority students. The College awarded twenty-nine (29) need-based scholarships and two (2) merit scholarships of \$500 each. Minority students received nine (9—29.0%) of these scholarships.

The Medical Technology program received a federal grant of \$ 51,953 to fund scholarships for disadvantaged students. Eleven (11) of the thirty-seven (37) scholarships funded were awarded to minority students.

Recruiting Activities and Events for FY 2010

The student recruiter and/or program faculty attend numerous career or transfer fairs and also give invited presentations. Below are lists of these events held so far during FY 10 at institutions or organizations with a diverse student body or membership.

Invited Presentations on CHRP or Participation in UAMS Day

- Pulaski Technical College (Visits to All Campuses Twice)
- Arkansas Association of Two Year Colleges Annual Meeting
- UAMS Day at Texarkana Community College
- UAMS Day at University of Arkansas at Pine Bluff (McNair Scholarship Students and UAMS Day)
- UALR (Pre-Health Honor society and UAMS Day)

Arkansas Baptist (Presentation to Several Science Classes and UAMS Day)
Little Rock Air Force Base
ASU Beebe (Two Visits with Displays)

Career or Transfer Fairs

University of Arkansas Community College at Morrilton
Philander Smith College
University of Central Arkansas
Phillips County Community College
East Arkansas Community College
ASU Beebe
National Park Community College
Henderson University
Arkansas Baptist
Midsouth Community College
Southeast Arkansas Community College
Pulaski Technical College

The student recruiter also participated in the annual convention of the Health Occupation Student Association (HOSA) and helped coordinate the visit to CHRP of Mr. Al Hampton from Arkansas Baptist College and a discussion about collaborative projects with the Associate Dean for Academic and Student Affairs.

Retention of minority students in CHRP remains a high priority. Because of the small student-to-faculty ratio, the faculty has the opportunity to interact directly with students. The faculty can rapidly identify students who are experiencing academic difficulties. In most cases, personal and tutorial assistance by the faculty is successful in the early stages of the student's academic difficulty. In some programs, when the occasional need arises, students may reduce their course load by changing their status from full-time to part-time. The Respiratory Care program hired a minority faculty member, a recent graduate of the CHRP program, to teach and assist students facing significant academic challenges.

If faculty are unsuccessful in resolving students' academic difficulties, they can refer them to the UAMS Office of Educational Development. The Office of Educational Development may then provide a peer tutor or assistance with study skills, time management, and test-taking skills.

Recruitment Budget *

Personnel	Division	Title	Amount
Susan Williamson	Dean's Office	Recruiter	\$ 27,810
Department Support:			
0.15 FTE Support	Dean's Office	Mgmt Proj I	\$ 4,731
8 Personnel @ 0.5 FTE	All Departments	Principal Staff	\$ 10,422
Fringe Benefit Expense			<u>\$ 10,311</u>
Total Salary and Fringe:			\$ 53,275
Travel			
In-state Travel to Recruiter Sites (<i>i.e.</i> , schools, career fairs)			\$ 3,100
Scholarships			
Awarded, FY 2008-09	27 at \$500; 1 at \$2,000		\$ 15,500
Printing			
Brochures; Mailing Lists			\$ 3,500
Telecommunications			
Phone Line Charges			\$ 200
Capital Equipment			
Notebook PC			\$ 2,000
Total Budget, FY 2008-09			<u>\$ 77,575</u>

* College recruiter and principal support staff are assigned to recruit students to all programs in the college. They are instructed to give priority to minority recruiting.

**Composition of College of Health Related Professions Core
Faculty by Race and Gender**

	<u>Number</u>	<u>Percent</u>
American Indian	0	0.0%
Asian	2	2.6%
Black	2	2.6%
Hispanic	0	0.0%
White	72	94.7%
Total:	<u>76</u>	<u>100.0%</u>
Female	48	63.2%
Male	28	36.8%
Total:	<u>76</u>	<u>100.0%</u>

**Composition of College of Health Related Professions Students
by Semester, Race and Gender**

	Fall Semester 2009		Spring Semester 2010	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
American Indian	7	1.1%	4	0.7%
Asian	18	2.8%	15	2.5%
Black	75	11.9%	67	11.2%
Hispanic	18	2.8%	17	2.8%
White	514	81.3%	497	82.8%
Total:	<u>632</u>	<u>100.0%</u>	<u>600</u>	<u>100.0%</u>
Female	486	76.9%	460	76.7%
Male	146	23.1%	140	23.3%
Total:	<u>632</u>	<u>100.0%</u>	<u>600</u>	<u>100.0%</u>

B. College of Medicine

CURRENT STATUS OF AFRICAN AMERICAN STUDENTS IN THE COLLEGE OF MEDICINE

Thirty three African Americans were enrolled in medical school at UAMS during the 2009-2010 academic year. Information on gender and classification of these students is provided in the following table.

STATUS	FEMALE	MALE	TOTAL
Freshmen (M-1)	8	4	12
Sophomore (M-2)	12	2	14
Junior (M-3)	3	1	4
Senior (M-4)	3	0	3
TOTALS	25	8	33

Each of the freshmen has been paired with a sophomore. Utilizing the buddy system, the freshmen have a great source for advisement from their mentors, the sophomores, as well as some juniors. Each freshman has also been paired with a professional advisor from the medical community in Little Rock. Freshmen rely on these individuals for advice, resource materials, information and books. We are very pleased with the professional advisory component as well as the results from the students mentoring one another. At this time, all freshmen are making normal progress with one exception.

Sophomores are doing well. They completed the sophomore year in April. They will begin preparing for the United States Medical Licensure Exam Part I (USMLE Part I). Dr. James Pasley coordinates the USMLE Review Courses, Part I and Part II here on our campus. Several of our students will prepare for the exam here while others will study individually. Some always choose to attend preparatory programs in other states.

The juniors are rotating through the clinics and all are experiencing normal progress. Their clinic evaluations will be completed in June.

All seniors have completed their requirements for their M.D. degrees. Graduation is scheduled for May 15, 2010.

College of Medicine Student Data

Freshman Classes

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-2005	2005-06	2006-07	2007-08	2008-09	2009-10	Total
American Indian	2		1	2	3	2	1	1				12
Asian	2	1	3	2	2	1	3	1		1	1	17
Black	6	9	10	11	5	11	7	5	5	15	13	97
Chinese	3	2	3	3	2	3	4	6	9	1	2	38
Filipino	1		1		1			2		1	1	7
Hawaiian				2								2
Hispanic	2	1	2		2			1	1	2	5	16
Indian or Pakistani	7	6	8	8	1	1	5	7	7	8	9	67
Japanese		1	2						1			4
Korean						1	3	1	2			7
Mexican American	1	1	1		1			1	1	2		8
Other Pacific Islander			1	1					1	1		4
Puerto Rican										1		1
Vietnamese	4	1	1	2	1	1		3	3	2	3	21
White	122	128	118	119	132	130	128	134	130	118	140	1,399
Total	150	150	151	150	150	150	151	162	160	152	174	1,700

Graduating Classes

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
American Indian	2		1	2		1	2	3	1	2	1	15
Asian	1	1	1	2	1	1	1	2		4	2	16
Black	9	7	7	3	8	6	10	4	10	4	3	71
Chinese	3	4	2	3	2	2	2	2	3	3	7	33
Filipino			1	1		1		1			2	6
Hawaiian							1	1				2
Hispanic	1	2		1	1	1		1			1	8
Indian or Pakistani		1	5	6	5	7	7	3	1	5	5	45
Japanese					1	2						3
Korean	2	1	3							4		10
Mexican American				1	1						1	3

Other Pacific Islander		1										1
Vietnamese	2	1		3	1		2	1	1		3	14
White	114	118	120	108	115	104	107	116	124	120	124	1,270
Total	134	136	140	130	135	125	132	134	140	142	149	1,497

Attrition

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
American Indian												
Asian												
Black	5		3	1	1	1	2	1	1	1	2	18
Chinese							1					1
Filipino												
Hawaiian												
Hispanic					1							1
Indian or Pakistani								1		1	1	3
Japanese												
Korean												
Mexican American	1					1						2
Other Pacific Islander						1						1
Vietnamese			1			1						2
White	6	6	6	8	11	6	8	8	3	13	4	79
Total	12	6	10	9	13	10	11	10	4	15	7	107

COLLEGE OF MEDICINE SENIORS MATCH

By

Richard P. Wheeler, M.D.

Executive Associate Dean for Academic Affairs

March 18, 2010

The general release of the results of the National Resident Matching Program (NRMP) occurred at 11 a.m. Central time on March 18, 2010. 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, 142 UAMS College of Medicine seniors participated in the NRMP match. Thirteen failed to match initially, but all have a position as of Match Day. From a national perspective, there were 22,809 PGY1 positions to be filled through the NRMP match. There were 30,543 total active applicants for these positions (16,070 U.S. seniors). 21,749 matched (14,992 U.S. seniors) and 8,794 failed to match (1,078 U.S. seniors).

In addition to the UAMS seniors who utilized the NRMP, seven received residencies in early matches (military match, Ophthalmology, etc.). (The numbers add up to greater than our total number of seniors as some students matched through one of the early matches to get a Post-Graduate Year 2 (PGY-2) position, and then matched through the NRMP to get their PGY-1 position.)

As of this date, 64 seniors were appointed to Arkansas residency positions. 80 received out-of-state residencies in 31 different states.

Forty-five percent of the seniors 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
 2010 Resident Match Results by Specialty and State

<u>SPECIALTY</u>	<u>NUMBER MATCHED</u>	<u>STATE</u>	<u>NUMBER MATCHED</u>
Anesthesiology	9	Alaska	1
Dermatology	2	Alabama	1
Emergency Medicine	9	Arkansas	64
Family Medicine	26	Arizona	3
Internal Medicine	13	California	4
Medicine-Pediatrics	9	Colorado	2
Neurological Surgery	1	DC	1
Neurology	2	Florida	4
Obstetrics-Gynecology	7	Georgia	1
Ophthalmology	2	Illinois	4
Orthopaedic Surgery	8	Indiana	1
Otolaryngology	4	Kansas	2
Pathology	7	Kentucky	5
Pediatrics	9	Louisiana	3
Physical Medicine/Rehab	2	Michigan	3
Plastic Surgery	0	Minnesota	1
Psychiatry	9	Missouri	4
Radiology-Diagnostic	5	North Carolina	4
Surgey - General	8	Nebraska	1
Surgey - Preliminary	6	New York	4
Surgey - Thoracic	1	Ohio	3
Surgey - Vascular	2	Oklahoma	8
Urology	3	Oregon	1
		Pennsylvania	2
		South Carolina	1
		Tennessee	6
		Texas	5
		Virginia	2
		Washington	1
		Wisconsin	1
		West Virginia	1

Match Results by Discipline (NRMP + Early Matches)														
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Anesthesiology	3	0	3	4	7	9	13	11	5	13	6	9	7	9
Dermatology	3	1	2	2	0	2	3	1	1	3	1	2	0	2
Emergency Medicine	4	6	7	4	4	6	3	8	3	6	8	11	9	9
ENT	1	0	1	4	1	1	1	2	0	5	1	2	2	4
Family Medicine	41	46	40	34	34	31	23	27	24	18	22	19	21	26
Internal Medicine	20	26	14	16	25	20	18	15	15	17	16	20	13	13
Medicine/Pediatrics	7	5	7	3	8	5	5	7	8	5	7	7	5	9
Medicine-Prelim.	0	0	2	0	2	0	0	1	0	1	0	0	1	0
Medicine/Psych	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Neurology	1	2	0	3	1	1	1	1	3	1	0	2	1	2
Neurosurgery	0	2	0	1	1	0	1	1	1	0	1	0	4	1
Ob/Gyn	3	4	10	5	6	7	9	7	12	10	10	7	6	7
Ophthalmology	4	2	4	4	2	3	2	0	3	2	4	3	4	2
Orthopaedics	1	4	6	6	2	5	8	3	5	8	3	4	6	8
Pathology	2	1	1	2	4	6	5	7	7	3	3	1	5	7
Pediatrics	10	11	10	19	13	10	13	7	11	10	17	17	14	9
Physical Med & Rehab	0	0	0	0	0	3	0	1	1	0	1	2	2	2
Psychiatry	3	9	6	5	9	7	6	13	8	13	10	9	12	9
Radiation Oncology	1	0	0	0	0	0	0	0	0	0	1	0	0	0
Radiology	7	7	15	13	4	8	5	6	6	7	6	11	8	5
Research	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Surgery	3	3	5	4	4	5	3	12	6	3	7	6	7	11
Surgery, Prelim.	2	2	1	2	6	2	6	3	5	0	3	6	7	6
Transitional	3	3	1	2	1	2	2	1	1	0	0	0	1	0
Urology	1	0	1	1	1	3	1	0	0	2	3	0	0	3
% Primary Care	68%	69%	59%	57%	64%	53%	53%	47%	56%	47%	56%	51%	44%	44%

Match Results Summary

Choice	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
1st	73	91	93	89	91	NA	NA	NA	NA	NA	NA	NA	NA	NA
2nd	21	17	11	14	15									
3rd	6	3	11	9	4									
4th	3	3	6	3	1									
5th	1	1	4	1	0									
6th	0	0	1	1	0									
7th	2	0	1	0	0									
8th	0	0	0	0	0									
9th	0	0	0	0	1									
10th	0	0	0	0	1									
>10th	0	0	0	1	2									
(NRMP stopped making the above information available in 2002)														
Failed to match (NRMP only)														
PGY-1	9	6	9	7	17	10	14	14	9	6	8	13	20	13
PGY-2	1	0	0	0	1	2	0	1	1	0	0	1	0	1
Total	10	6	9	7	18	12	14	15	10	6	8	14	20	14
% Failing to Match	9%	5%	7%	6%	16%	9%	11%	12%	8%	5%	6%	10%	14%	10%

Match Results by State Summary (Includes NRMP + Early Matches)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Matched in Arkansas	72	73	72	64	74	71	68	73	72	73	71	77	71	64
Matched Out-of State	48	60	65	70	61	67	60	60	53	56	61	61	67	80
% in Arkansas	60%	55%	53%	48%	55%	51%	53%	55%	58%	57%	54%	56%	51%	44%
# States	22	27	25	24	26	31	24	23	22	26	26	24	30	31

LastName	FirstName	Program	Hospital	City	StateCode
Ahl	Eugene	Neurology	U Arkansas-Little Rock	LITTLE ROCK	AR
Alderfer	Garret	Medicine-Pediatrics	U South Florida COM-Tampa	TAMPA	FL
Almefty	Rami	Neurological Surgery	St Josephs Hospital-AZ	PHOENIX	AZ
Archer	Kaete	Otolaryngology	SUNY Upstate Med University	SYRACUSE	NY
Atkinson	Emily	Family Medicine	Med Ctr of Columbus-GA	COLUMBUS	GA
Bailey	Sarabeth	Urology	University of Arkansas	LITTLE ROCK	AR
Baird	Brian	Emergency Medicine	U Florida COM-Jacksonville	JACKSONVILLE	FL
Barber	James	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Barnett	Ronald	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Bauer	Thurston	Thoracic Surgery	U North Carolina Hospitals	CHAPEL HILL	NC
Beavers	Blair	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Beavers	Jared	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Bennett	Daine	General Surgery	U Colorado SOM-Denver	AURORA	CO
Bennett	Shelby	Radiology-Diagnostic	Univ of Chicago Med Ctr-IL	CHICAGO	IL
Bone	Sarah	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Bounds	Andrea	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Bracey	John	Orthopaedic Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Bryant	Blake	Family Medicine	UAMS-AHEC-Ft Smith-AR	FORT SMITH	AR
Burbank	Allison	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Caldwell	Charles	Family Medicine	UAMS-AHEC-Texarkana-AR	TEXARKANA	AR
Campbell	Danielle	Vascular Surgery	U Michigan Hosps-Ann Arbor	ANN ARBOR	MI
Carrington	Hunter	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Chang	Megan	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Chiu	Craig	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Chu	Marcus	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
Chung	Bao	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Clark	Jonathan	Orthopaedic Surgery	Stony Brook Teach Hosps-NY	STONY BROOK	NY
Clarke	Michael	Pathology	Univ of Chicago Med Ctr-IL	CHICAGO	IL
Clift	Bruck	Family Medicine	Alaska Family Med/Providence Hosp	ANCHORAGE	AK
Clifton	Ginger	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Cole	Ezra	Medicine-Pediatrics	U Oklahoma COM-Tulsa	TULSA	OK
Cozart	Matthew	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Crane	Christopher	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR
Creech	Dustin	Family Medicine	Eglin Air Force Base	EGLIN AIR FORCE BASE	FL
Curtis	Cassandra	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Davis	Lynn	Medicine-Pediatrics	U Tennessee COM-Memphis	MEMPHIS	TN
Daschamps	David	Obstetrics-Gynecology	U Oklahoma COM-OK City	OKLAHOMA CITY	OK
Doyle	Jennifer	Ophthalmology	University of Alabama	BIRMINGHAM	AL
Eggert	Melinda	Phys Medicine & Rehab	U Washington Affil Hosps	SEATTLE	WA
Ford	Charles	Surgery-Preliminary	University of Tennessee	KNOXVILLE	TN
Frank	John	Orthopaedic Surgery	Creighton-Nebraska Hlth Fnd	OMAHA	NE
Frederick	Nicole	Internal Medicine	Duke Univ Med Ctr-NC	DURHAM	NC
Fulmer	James	Family Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Gamer	Trace	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Gilean	John	Psychiatry	Drexel Univ COM/Hahnemann U	PHILADELPHIA	PA
Gowen	Nicholas	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Gray	Franklin	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Green	Jared	Emergency Medicine	Maricopa Med Ctr-AZ	PHOENIX	AZ
Griffee	Susan	Phys Medicine & Rehab	Mayo School of Grad Med Educ-MN	ROCHESTER	MN
Hall	Ryan	Internal Medicine	U Kentucky Med Ctr	LEXINGTON	KY
Halsted	Ross	Family Medicine	Cox Medical Centers-MO	SPRINGFIELD	MO
Harp	Jennifer	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
Harrison	Yulanda	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Hayashi	Bonnie	Neurology	Baylor Coll Med-Houston-TX	HOUSTON	TX
Hayes	Helen	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Head	James	Orthopaedic Surgery	U Oklahoma COM-OK City	OKLAHOMA CITY	OK
Heister	David	Radiology-Diagnostic	UC San Diego Med Ctr-CA	SAN DIEGO	CA
Hendrix	Lauren	Urology	University of Kentucky Medical Center	LEXINGTON	KY
Hill	April	Orthopaedic Surgery	U Oklahoma COM-OK City	OKLAHOMA CITY	OK
Hogale	Bradley	Anesthesiology	U Kentucky Med Ctr	LEXINGTON	KY
Holt	Jeffrey	Ophthalmology	University of Arkansas	LITTLE ROCK	AR
Huff	Kelley	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Huffman	Laura	Obstetrics-Gynecology	Ohio State Univ Med Ctr-OH	COLUMBUS	OH
Ivan	Jeremy	General Surgery	U Oklahoma COM-OK City	OKLAHOMA CITY	OK
Jacobs	Emily	Urology	Indiana University Medical Center	INDIANAPOLIS	IN
Jagasia	Sonal	Psychiatry	Georgetown Univ Hosp-DC	WASHINGTON	DC
Jennings	Thomas	Dermatology	U Arkansas-Little Rock	LITTLE ROCK	AR
Joiner	Amy	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR
Kazi	Najiyah	Anesthesiology	Einstein/Montefiore Med Ctr-NY	BRONX	NY
Keller	Alfred	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Kern	Leslie	Pediatrics	LSU SOV-New Orleans-LA	NEW ORLEANS	LA
Knud	Jennifer	General Surgery	University Hosp-Cincinnati-OH	CINCINNATI	OH
La Porta	John-Robert	Anesthesiology	Albany Med Ctr Hosp-NY	ALBANY	NY

Last Name	First Name	Specialty/Program	Employing Hospital	City	State	Code
Lang	Patrick	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Lawson	Paige	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	
Leach	Lauren	Pediatrics	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN	
Lee	Vincent	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR	
Lewis	James	Internal Medicine	Barnes-Jewish Hosp-MO	ST LOUIS	MO	
Lin	Berlina	Medicine-Pediatrics	U Louisville SOM-KY	LOUISVILLE	KY	
Lomax	Sarah	Pathology	U Oklahoma COM-OK City	OKLAHOMA CITY	OK	
Manning	Otilia	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR	
McAlister	Michael	Family Medicine	UAMS-AHEC-TEXARKANA-AR	TEXARKANA	AR	
McCall	Adam	General Surgery	Mount Carmel Health System-OH	COLUMBUS	OH	
McClain	Colt	Pathology	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN	
McClellan	Kelsey	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR	
Messer	Kurt	Radiology-Diagnostic	William Beaumont Hosp-MI	ROYAL OAK	MI	
Mitchell	Aaron	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR	
Mitchell	Kendra	Pediatrics	Childrens Hospital-LA-CA	LOS ANGELES	CA	
Mizeracki	Adam	Internal Medicine	U Tennessee COM-Memphis	MEMPHIS	TN	
Mon	Thetsu	Psychiatry	Barnes-Jewish Hosp-MO	ST LOUIS	MO	
Napier	Mary	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Naseem	Rawahuddin	Anesthesiology	LSUHSC-Shreveport-LA	SHREVEPORT	LA	
Neis	John	Otolaryngology	U Kansas SOM-Kansas City	KANSAS CITY	KS	
Nguyen	Lisa	Internal Medicine	Harbor-UCLA Med Ctr-CA	TORRANCE	CA	
Papasakelariou	Catherine	Dermatology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Parrish	Dan	General Surgery	Virginia Commonwealth U Hlth Sys	RICHMOND	VA	
Pasca	Ioana	Anesthesiology	Loma Linda University-CA	LOMA LINDA	CA	
Patel	Mayur	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Patoka	Matthew	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR	
Pereira	Stephanie	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	
Pharr	Asa	Psychiatry	Medical University of SC	CHARLESTON	SC	
Pharr	Jennifer	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR	
Phillips	Blake	Psychiatry	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN	
Powell	Justin	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR	
Pruitt	James	Emergency Medicine	Maricopa Med Ctr-AZ	PHOENIX	AZ	
Rabbe	Jennifer	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Rasmussen	Erik	Otolaryngology	U Louisville SOM-KY	LOUISVILLE	KY	
Reeves	James	Family Medicine	SIU Carbondale-IL	CARBONDALE	IL	
Reynga	William	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR	
Riesler	Andrew	Anesthesiology	St Louis Univ SOM-MO	ST LOUIS	MO	
Rodgers	Drew	Anesthesiology	West Virginia University SOM	MORGANTOWN	WV	
Rose	Michael	Emergency Medicine	Pitt County Mem Hosp/Brody SOM-NC	GREENVILLE	NC	
Ryals	David	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	
Sanford	Joseph	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Schnebele	Alicia	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Schneider	Anne	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Shelnutt	Mark	Internal Medicine	Prov St Vincent Hospital-OR	PORTLAND	OR	
Shelton	Kyla	Vascular Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR	
Shelton	Tiffany	Internal Medicine	Lackland Airforce Base	SAN ANTONIO	TX	
Sick	Courtney	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR	
Smith	Adam	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR	
Smith	Chase	Orthopaedic Surgery	U Oklahoma COM-OK City	OKLAHOMA CITY	OK	
Smith	Chelsey	Otolaryngology	U Oklahoma COM-OK City	OKLAHOMA CITY	OK	
Snodgrass	Jessica	Emergency Medicine	Pitt County Mem Hosp/Brody SOM-NC	GREENVILLE	NC	
Strelcher	Andrew	General Surgery	UIC/Metro Group Hospitals-IL	CHICAGO	IL	
Sullivan	Susan	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	
Szplia	Benjamin	General Surgery	University of Florida	GAINSVILLE	FL	
Tayag	Daniel	Orthopaedic Surgery	Hamot Med Ctr-PA	ERIE	PA	
Taylor	Skeetora	Family Medicine	John Peter Smith Hosp-TX	FORT WORTH	TX	
Tee	Emmanuel	Surgery-Preliminary	Carilion Clinic-Virginia Tech Carilion SOM	ROANOKE	VA	
Thapa	Ritca	Psychiatry	U Wisconsin Hospital and Clinics	MADISON	WI	
Traister	Eric	Family Medicine	U Colorado SOM-Denver	AURORA	CO	
Vora	Devang	Internal Medicine	William Beaumont Hosp-MI	ROYAL OAK	MI	
Waggoner	Rex	Family Medicine	Louisiana State University	NEW ORLEANS	LA	
Wagner	Kendall	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	
Walden	Justin	Orthopaedic Surgery	U Kansas SOM-Wichita	WICHITA	KS	
Waren	Anna	Obstetrics-Gynecology	Texas Tech U Affil-El Paso	EL PASO	TX	
Weatherford	Zachary	Emergency Medicine	Texas A&M-Scott & White	TEMPLE	TX	
Whaley	EllaCathrine	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR	
Wheeler	Kristin	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR	
Wink	Elizabeth	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR	
Wyrick	Deldre	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR	
Young	Heather	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR	
Young	Zachary	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR	

Summer Science Discovery Program

This Years Summer Science Discovery Program (SSDP) was composed of two one-week sessions. Each session involves a different group of students. Curriculum and instruction for the program is provided by the Arkansas Museum of Discovery. The museum presents interactive science sessions and a variety of science related activities. In addition to these curricular aspects of the program, motivational speakers were utilized each day by the Arkansas Medical Dental Pharmaceutical Association. Speakers discussed their professions, educational backgrounds and the importance of valuing education. Most activities and presentations were exactly the same for all two sessions. Some variability existed among speakers. A total of 190 students participated in this years 2009 Summer Science Discovery Program, 105 the first week and 85 the second week. Listed below you will find this years summer activities.

Learning Experiences

- Robotic Lecture, (meet R2D2 and learn how robots move and perform tasks)
- Robotic Laboratory, (students construct robots that are functioning rovers)
- Wizard Laboratory Experiments, (stunning science tricks involving physics and chemistry)
- Animal Dissection Lecture
- Sheep Brains Dissection Laboratory Experiment
- Light & Color Laboratory Experiment, (use of prisms, mirrors, lens, and filters to discover the properties of light)
- ER Laboratory Experiment, (role-play as emergency room doctors, nurses and technicians to save a patient)
- Check-Up Laboratory Experiment, (using stethoscopes, blood pressure cuffs and other equipment to evaluate the student's health)

MCAT Prep Program

May 18, 2009 – June 3, 2009

- 1.) Forty-six students completed the program
- 2.) The class included 9 African American students, 3 Asian, and 3 International students.
- 3.) Five of these students were accepted to UAMS or are on alternate list.
- 4.) Six of the nine African American students did not apply, of the three that applied, two were admitted.
- 5.) One of the three international students applied and was admitted.
- 6.) Two of the three Asian students applied and were admitted.



***UAMS Minority Association of Pre-Medical
Students (MAPS) Conference
March 6th, 2010***

MAPS Confirmation Form

Name: _____

Email: _____

Institution: _____

___ Yes, I will be attending the conference on March 6th.

___ No, I will **not** be attending the conference on March 6th.

Please **Fax or Email** this form back as soon as possible to:

UAMS Center for Diversity Affairs

Fax: (501) 686-7439; Email: HaynesHelen@uams.edu

WE LOOK FORWARD TO SEEING YOU AT THE CONFERENCE!!!

- For questions please contact:
- UAMS Center for Diversity Affairs
 - Phone: (501) 686-7299
 - Email: Nicole Nash or Jennifer Bentley(nmnash@uams.edu or jnbentley@uams.edu)



***WANT TO BECOME
A DOCTOR or PHARMACIST?***

***Attend the 2010 UAMS Minority Association of
Pre-Medical Students (MAPS) Conference!!!***

Where: UAMS

College of Public Health
Room 3202

Date: March 6, 2010

Time: 8:30am –1:00pm

REGISTRATION IS FREE!!!

ACTIVITIES INCLUDE:

- MCAT Advice
- Medical School Application Information
- Personal Statement Tips
- Mock– Interviews
- Panel Luncheon with UAMS Medical Students and Physicians

Registration Deadline: February 19th, 2010

For more information, contact the following:

- Your campus Premedical Office
- UAMS Center for Diversity Affairs website:
(http://www.uams.edu/com/cda/snma/community_service.asp)
- Phone: (501) 686-7299
- Email: Nicole Nash or Jennifer Bentley (nmnash@uams.edu or jnbentley@uams.edu)



***2010 UAMS Minority Association of Pre-Medical
Students (MAPS) Conference!!!***

- 8:30 – 9:00 **Registration/Continental Breakfast**
- 9:00 – 9:10 **Welcome / Student Introductions**
Jennifer Bentley and Nicole Nash
- 9:10 – 9:20 *Billy Thomas, M.D.; Assistant Vice Chancellor, CDA*
- 9:20 – 9:40 **UAMS College of Pharmacy Admissions Process**
Kendrea Muldrew, Pharm.D, Asst. Prof., UAMS College of Pharmacy
- 9:40 – 10:00 **UAMS College of Medicine Admissions Process**
Vivian Flowers, MPS
Director of Recruitment for Diversity, CDA
- 10:00 – 10:10 **Summer Programs**
Patricia Edgerson, MPH, CHES
Director of Outreach Programs, CDA
- 10:10 – 10:25 **MCAT and UAMS MCAT Prep Program**
Ngozi Wilkins and Andreyia Reed
- 10:25 – 10:40 **AMCAS Application Advice**
Donnia Rebello
- 10:40 – 10:55 **Personal Statement Tips**
Devin Dickson and Tasha Starks
- 10:55 – 11:10 **Interview Day: How To Insure A Successful Interview**
Jacquelyn Bailey and Adeyinka Okunade
- 11:10 – 12:20 **Mock Interviews**
- 12:20 – 1:00 **Lunch Panel**



EDITH IRBY JONES CHAPTER
Student National Medical Association
University of Arkansas for Medical Sciences
College of Medicine
4301 West Markham, Mail Slot 625
Little Rock, Arkansas 72205

February 3, 2010

To whom it may concern:

The Student National Medical Association at the University of Arkansas for Medical Sciences would like to invite premedical students to the 2010 UAMS Minority Association of Pre-Medical Students (MAPS) Conference. It will be held on **March 6, 2010** from 8:30-1:00 and includes lunch. This conference is targeted towards groups that are under-represented in medicine and attendance is free. It is a unique opportunity for students to learn about the medical school admissions process and includes helpful information about the AMCAS application, personal statements and medical school interviews. Attached is a flyer with more information and a student registration form to be returned by those planning to attend. Please share this information with any interested students.

Thank you,

Nicole Nash
UAMS College of Medicine
Class of 2013

SNMA Mission Statement www.snma.org

To create an atmosphere wherein professional excellence and moral principals can find the fullest expression.

To promote the dissemination of information relative to minority issues in the field of medical education

To take the necessary and proper steps to eradicate practices in the field of health profession education that compromises the goal of providing quality education to minorities and women.

To promote the development of workable programs of legislative policies for the provision of enhanced access to better health care

To promote the sponsorship of programs for minority youth to encourage their entrance into the health professions...



EDITH IRBY JONES CHAPTER
Student National Medical Association
University of Arkansas for Medical Sciences
College of Medicine
4301 West Markham, Mail Slot 625
Little Rock, Arkansas 72205

March 1, 2010

Dear Students,

Thank you for registering for the 2010 UAMS MAPS Conference. You have been accepted to attend! Attached you will find a Confirmation of Attendance form. **Please fax or email the form back as soon as possible, preferably by Wednesday March 3, 2010**, so that we can get an accurate count of the number of attendees. Attached you will also find a tentative agenda and map to the campus. Please arrive between 8:30-9:00 for registration and a continental breakfast, we will start promptly at 9:00am. The conference will be held in Pauly Auditorium, which is on the ground floor of the College of Public Health. Please park on the Parking 2 deck, we will validate your parking at the end of the conference. You can enter the College of Public Health by walking across the bridge connecting the parking deck and the building. The elevator and a set of stairs will be immediately to your right, please take them to the ground floor. There will be a table set up for registration outside the auditorium. If you have any questions please don't hesitate to contact us. Please send the confirmation form back and we look forward to seeing you on Saturday!

Sincerely,

Jennifer N. Bentley, MPH
MAPS Conference Coordinator
UAMS College of Medicine
Class of 2013

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To promote the development of workable programs of legislative policies for the provision of enhanced access to better health care

To promote the sponsorship of programs for minority youth to encourage their entrance into the health professions...



EDITH IRBY JONES CHAPTER
Student National Medical Association
University of Arkansas for Medical Sciences
College of Medicine
4301 West Markham, Mail Slot 625
Little Rock, Arkansas 72205

February 17, 2010

To whom it may concern:

This is a reminder about the upcoming MAPS conference at UAMS. With the date of the conference slowly approaching, we would like to make sure that any interested students register so that we can get an accurate count of attendance in order to make the proper preparations.

The Student National Medical Association at the University of Arkansas for Medical Sciences would like to invite premedical students to the 2010 UAMS Minority Association of Pre-Medical Students (MAPS) Conference. It will be held on **March 6, 2010** from 8:30-1:00 and includes lunch. This conference is targeted towards groups that are under-represented in medicine and attendance is free. It is a unique opportunity for students to learn about the medical school admissions process and includes helpful information about the AMCAS application, personal statements and medical school interviews. Attached is a flyer with more information and a student registration form to be returned by those planning to attend. Please share this information with any interested students.

Thank you,

Nicole Nash
UAMS College of Medicine
Class of 2013

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To promote the sponsorship of programs for minority youth to encourage their entrance into the health professions...



***UAMS Minority Association of Pre-Medical
Students (MAPS) Conference
March 6th, 2010***

MAPS Registration Form

Name	
Undergraduate Institution	
Mailing Address	
Phone Number	
Email Address	
School Classification	
Career Aspiration	

Deadline for Registration is February 19th, 2010.

Completed Registration Forms can be mailed to the address listed below:

University of Arkansas for Medical Sciences
Center for Diversity Affairs/ SNMA
4301 West Markham Street, Slot # 625
Little Rock, AR 72205-7199

For more information, please contact the following:

- UAMS Center for Diversity Affairs Website: (http://www.uams.edu/com/cda/snma/community_service.asp)
- Phone: (501) 686-7299 ; Fax: (501) 686-7439
- Email: Nicole Nash or Jennifer Bentley(nmnash@uams.edu or jnbentley@uams.edu)

WE LOOK FORWARD TO SEEING YOU AT THE CONFERENCE!!!

Arkansas Cancer Community Network Faculty Diversity and Community Outreach (FDCO) Committee Update

March 23, 2010

The FDCO committee has been very instrumental and supportive in the retention and promotion of minority faculty and graduate students over the past 8 years. Through the submission of the Arkansas Cancer Community Network grant 2 junior minority faculty members received funds from the National Cancer Institute's Center to Reduce Health Disparities. In addition, 2 minority graduate students and 1 minority fellow received funding through NIH's minority supplemental grants. Two members of FDCO mentoring sub-committee have been promoted to professor since July, 2006.

A manuscript by members of FDCO was published in March 2006 in the Academic Medicine Journal "The POD: A model for mentoring underrepresented minority faculty". FDCO is in the process of conducting a 5 year follow-up to the previous manuscript and will be submitted this summer.

The information below details our current progress.

2009-2010 Committee Members:

Billy Thomas, President

Ronda Henry-Tillman, Vice-President

Delbra Caradine, Secretary/Treasurer

Michael Preston, Director FDCO

Bill Bauknight

Glenda Cooper

Gemessia Ford

Chara Stewart

Beatrice Boateng

Vivian Flowers

Helen Haynes

Brandon Watson

Identification of new members that would like to contribute to FDCO:

POD evaluation:

The POD: A New Model for Mentoring Underrepresented Minority Faculty

An evaluation of the POD model is ongoing and results will shape the future of how mentoring will continue for FDCO. Data analysis is still on-going.

Report results (publication/presentation)

Mentoring to date:

22 mentees

9 peer mentors

10 onsite mentors

Of the 22 mentees, 11 mentees are still enrolled. Of 11 mentees, 1 has reported successful mentoring (1 grant funded, 2 conference presentations, 3 publications). 1 has reported successful career development, numerous presentations, no publications or grants. 1 has reported successful mentoring (**Promotion to Associate Professor**, July 2010; 1 grant funded, numerous presentations, and no information on publications). 2 mentees are no

longer employed at UAMS. 6 mentees have reported mentoring was not successful. Data analysis is still on-going.

Current State of Minority Faculty:

33 Black or AA faculty

13 Tenure Track

6 Tenured (4 Professor Level, 2 Associate Level)

33 Hispanic faculty

20 Tenure Track

8 Tenured (6 Professor Level, 2 Associate Level)

6 American Indian or Alaskan Native

3 Tenure Track

1 Tenured (Professor Level)

Current Mentoring Activities:

5 mentees have been identified for the current year.

Formal letter of invitation have been sent to invitees.

Planning topics and focal points for FDCO:

**Legislative Briefing

**Online Mentor/Mentee Program

**Funding opportunities:

(Arkansas Cancer Coalition, Clinical and Translational Science Awards)

**IRB committee diversity (currently 0 minorities on committee)

6 minority committee members identified

Significant Occurrences

1. Arkansas Mentoring and Networking Association (AMNA) had over 250 students and parents to attend its high school symposium. The event was held at the Embassy Suites Hotel in Little Rock with many underrepresented minority professionals present.
2. Three African Americans will graduate this year from the College of Medicine.
3. Eight African Americans students have been offered admission for the 2010-2011 academic year. There are four students on the alternate list.
4. The Community Service Projects that the Center for Diversity Affairs was involved in 2009-2010 were many. These projects most often included the participation and involvement of our medical students, residents and faculty.
 - CDA participated in health fairs throughout Pulaski and Jefferson County.
 - CDA and SNMA offered free health screenings at the UAPB Grambling Football game during the fall semester.
5. The Center for Diversity Affairs coordinated the physicals for approximately 80 students for Philander Smith's Upward Bound Program. We had great participation from students and faculty.
6. Matriculating 34 African American students through the four years of medical college.
7. The Center for Diversity Affairs coordinated internships for several students who were either involved with AMNA or Arkansas Commitment.
8. The CDA relocated to a more centralized area on the UAMS campus making it much more visible and accessible to all students, faculty, employees and visitors.
9. Dr. Billy Thomas was promoted to Assistant Vice Chancellor and CDA undergoing organizational changes is now housed in the office of the Vice Chancellor for Administration & Governmental Affairs.
10. CDA would like to welcome our new chancellor to UAMS, Dr. Daniel W. Rahn.
11. In the 2009-2010 school year the Center for Diversity Affairs through the leadership of Dr. Billy R. Thomas received the following grants:
 - Health Careers Opportunity Programs (HCOP)
 - Initiative for Maximizing Student Diversity (IMSD)
 - IMSD Program Supplemental Award
 - Summer Research Internship Program (SRIP)

C. COLLEGE OF NURSING

Recruitment Activities July 1, 2009-April 15, 2010

STUDENTS

ADMISSIONS

For 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 Registrar, 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

The College of Nursing has offered admission to 221 incoming juniors for the Bachelor of Science in Nursing (BSN) program for the Little Rock campus and 40 for the off-campus BSN program at Hope. We have admitted 31 African-Americans, 1 Asian, 1 American Indian, 1 Hispanic, 1 African-American/Caucasian, 1 American Indian/Caucasian, 2 Hispanic/Caucasians, and 183 Caucasians in Little Rock. In Hope, we have admitted 32 Caucasians, 7 African-Americans, and 1 Hispanic/Caucasian. Exact enrollment figures will not be available until after registration in late May 2010.

The fall 2009 enrollment figures were 383, including 44 (11.49%) African-Americans, 8 (2.09%) Asian-Americans, and 7 (1.83%) Hispanics. These figures indicate that the African-American students' enrollment in the College of Nursing had a slight improvement over the 2009-2010 year academic year, yet the percentages have been fairly consistent for the past several years.

Of the 383 baccalaureate students who enrolled in the fall 2009 semester, 327 (85.38%) were female and 56 (14.62%) were male.

GRADUATE PROGRAM ENROLLMENT AND MINORITIES

For the 2009-2010 academic year, 80 fall 2009 master's applicants were admitted to the graduate program and 70 started graduate classes in spring 2010. Master's applications from January-April 2010 total 111. At this time, we do not know how many of these students will be accepted to enroll for the 2010-2011 academic year since admission decisions have not yet been made. Five (5) PhD students have been admitted for summer 2010.

The fall 2009 enrollment was 284, with 254 MNSc students and 30 PhD students. This represents 243 (85.56%) Caucasians, 27 (9.51%) African-Americans, 4 (1.41%) Asian-Americans, 7 (2.46%) Hispanics, and 3 (1.06%) American Indians.

Of the 284 MNSc and PhD students who enrolled in the fall 2009 semester, 259 (91.20%) were female and 25 (8.8%) were male.

STUDENT RETENTION

Retention activities and interventions are vitally important in planning for the success of our BSN students. Activities begin as soon as new junior students are admitted into the program with a two-day pre-matriculation conference. 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, and studying and note-taking skills. The college uses Assessment Technologies Institute (ATI) for standardized testing, retention resources, and remediation activities for high risk students. Specifically, in May 2009, the College of Nursing administered the Assessment Technologies Institute (ATI) Test of Essential Academic Skill Assessment (TEAS) Exam to the junior students. The test measures verbal, math, and science abilities. Students who score low on this test receive assistance from the ATI Coordinator for remediation in these content areas and were referred to the Office of Educational Development (OED) for assistance. Students who do not meet their benchmark scores on the specialty standardized exams are required to complete specific remediation modules through ATI and receive assistance from their specialty assigned faculty. The college employs an ATI Coordinator who manages all student testing and remediation for this standardized content. There are computer centers in the campus library as well as within the college as a resource for students to access not only the ATI programs, but also other learning modules on various nursing topics. Faculty are available for content as well as testing review on a one-on-one basis. The UAMS Office of Educational Development offers services to students on ways to enhance study and test taking skills. English As A Second Language (ESL) students also receive assistance on enhancing their language skills and reading for understanding. 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

HIGH SCHOOL CONTACTS

Each summer the College of Nursing is invited to the Arkansas Governor's School and Arkansas Girls and Boys State to share information with students. At the end of each academic year, Medical Application of Science for Health (M*A*S*H*) brings students from across the state to the campus of UAMS. In summer 2009, 10 days of M*A*S*H* presentations were made to approximately 167 students, representing 13 schools. Students toured the campus, experienced hands-on lab activities, and were presented with information from each UAMS college representative.

September through November is a designated three-month period, scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers (ArkACRAO), for the sole purpose of educating students regarding their futures in college. This schedule of College Planning Programs (CPP) offered the opportunity to contact and provide degree information to high schools counselors and 2,672 students in 37 consolidated statewide programs. Area Health

Education Center (AHEC) faculty assists the Recruiter in attending the Southern Region College Planning Programs.

The Arkansas Skills USA Competition is held in Hot Springs in mid-April. Certified Nursing Assistants (CNAs) assist students in displaying their skills through competing with equally-trained peers. The director of the college's Nursing Learning Resource Center (NLRC) invited the Recruiter, the Assistant Dean of-Student Services, and the ENS Program Assistant to test and interview, giving opportunity to speak with and provide nursing degree information to students.

COLLEGE CONTACTS

During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year and various professional institutions. Students are able to have their transcripts evaluated and receive tentative degree plans for future planning toward their careers in nursing.

The College of Nursing Assistant Dean of Student Services, Mary Robertson, has held pre-nursing advising appointments this month with approximately 24 UALR students completing their prerequisite general education courses. Universities and hospitals offering nursing degrees host annual nursing fairs, providing opportunities for employees and graduates to receive information to further their education.

FUTURE RECRUITING OPPORTUNITIES

The College of Nursing Recruiter invited nursing faculty to the annual Graduate Education Day at University Hospital. The Recruiter and faculty provided information to prospective applicants regarding programs the College offers.

The Recruiter will meet with all AHEC directors about coming to their campus and holding information sessions for the people in their area who are not able to come to Little Rock. She will also meet with some of the nurse managers in University Hospital about coming and giving information and specialized attention to those who are interested.

The College of Nursing Recruiter and UAMS Department of Nursing partnered 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. To date, information has been given to 365 graduate students through one-on-one meetings, phone conversations, and packet information mailed and emailed.

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, a plan to visit with and distribute information has evolved using modern technology such as Internet access, e-mail correspondence, and faxed transcripts. Upon the first contact, prospects are given the Web site information for their viewing and are requested to fax their transcripts to the Recruiter to be evaluated. 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. To date this academic year, upon

meeting with prospective applicants, the Recruiter has completed approximately 787 tentative degree plans.

FACULTY AND STAFF

RECRUITMENT AND HIRE OF MINORITY FACULTY AND STAFF

Nine (9) part-time/contract faculty have been hired to date for the 2009-2010 academic year. Caucasians filled all positions. For one advertised position, the College had three (3) applicants: all Caucasian. A current faculty member was hired to fill the position.

Nine (9) staff/research assistants have been hired to date for the 2009-2010 academic year: three (3) full-time and six (6) part-time. For the full-time positions, two (2) are African-American. For the part-time positions, all are Caucasian.

Therefore, as of April 13, 2010, the College of Nursing employs two (2) American Indians in the positions of Clinical Instructor and Clinical Assistant Professor; three (3) Asians, two (2) serving as Associate Professors and as one (1) Research Assistant; two (2) Hispanics holding positions of Clinical Associate Professor and a Research Assistant; and sixteen (16) African-Americans titled as follows:

- four (4) Administrative Analysts
- two (2) Administrative Specialists
- two (2) Project Specialists
- one (1) Grant Administrator
- one (1) Assistant Professor
- three (3) Clinical Assistant Professors
- three (3) Clinical Instructors

MEETING INSTITUTIONAL GOALS FOR RECRUITMENT AND RETENTION

FINANCIAL AID AND MINORITY GRANT-IN-AID PROGRAM

During the 2008-09 academic year, the College of Nursing was responsible for dispersing grant-in-aid monies from the *Enhancing Nursing Success (ENS)*, a grant funded through the Department of Health and Human Services (HRSA). However, the grant ended in June 2009, and although the College submitted a proposal for funding to continue the program, it was not funded. Therefore, during the 2009-2010 academic year, no recruitment contacts with ENS partner schools were made to identify and recruit eligible students. In December 2009, the College submitted another grant proposal for funding of this important program in the amount of \$893,496.00.

MONITORING PROGRESS

The College of Nursing monitors the following outcome measures annually:

- 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 is 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
- At least 16% of the graduate student body admitted annually adequately reflects the underrepresented population of the state
- A minimum of 6 doctoral students are admitted annually
- 100% of graduating doctoral students received funding grants for dissertation support
- Mentoring program is in place continuously
 - Faculty members serve as mentors and/or mentees
 - A minimum of 1 meeting per semester is held with new faculty to discuss teaching issues/concerns
 - Maintain the new faculty orientation web site
- Using the newly developed recruitment package, 3 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, P20 Research Center and College of Nursing IRB committee members
- 10% of the faculty participate in the faculty incentive plan
- 80% of the faculty participation in the incentive plan deem the plan as satisfactory
- A minimum of 1 yearly event is held to recognize achievements of students, staff, and faculty annually
- A minimum of 5 staff and 5 faculty are from a culturally diverse background
- The College of Nursing will provide funding for 100% of faculty and staff to attend conferences, seminars, or clinics pertaining to professional development in their respective areas

SCHOLARSHIPS/FUNDING

The College of Nursing awards the Sophronia Reacie Williams Scholarship each year. It is awarded to an African-American master's student who demonstrates exceptional leadership.

The College of Nursing also awards The William Randolph Hearst Minority Endowed Scholarship every year. This is awarded to domestic minority students enrolled in the PhD program.

Another scholarship to be awarded beginning fall semester 2011 is the Arkansas Minority Health Commission Healthcare Workforce Diversity scholarship. This will be awarded to a minority graduate student demonstrating financial need.

TRAINEESHIP FUNDING

To date, during the 2009-10 academic year, a total of \$55,815.90 has been awarded to master's and PhD students through the HRSA Advanced Education Nursing Traineeship grant. The award has gone to all races of students.

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." At the time the new mission and vision statements were developed the five-year strategic plan was also revised.

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 40% 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. In July 2010, Dr. Renee M. DeHart joined the faculty and the administrative team at the College. She serves as the Associate Dean for Administrative Affairs and 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. The UAMS Director of Diversity coordinates the efforts of the College's Assistant Dean of Diversity. In order to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession, the Assistant Dean for Diversity focuses on minority students in both high school and early college years.

The College has continued to work with Parkview Arts and Science Magnet High School in coordination with other colleges at UAMS. Selected pharmacy students make presentations to these students about the opportunities and realities of life in the COP. The UAMS chapter of the Student National Pharmaceutical Association (SNPhA) now has a high school chapter at North Little Rock High School. 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. Therefore, the COP provided financial support for a more extensive PCAT preparatory program with coordination by the Center for Diversity Affairs and the National Pharmacists Association of Arkansas (NPAA). Our purpose was both 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. Fifteen students participated with thirteen making application, five of whom were offered interviews and one was sent an offer for admission. Preliminary review of these data indicates 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.

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

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) in the creation of 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. 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 will be 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 \$92,393 in cash and pledge. The current economic downturn reduced that total from its peak of \$92,617 on July 1, 2008 to \$64,228 at the time of last year's report. Growth of the fund through gifts continues, while we await a recovery in market values. We also note that Dean Gardner continues to commit \$3000 annually from general scholarship funds to be distributed as NPAA Scholarships. This allows all earnings to be reinvested, accelerating the growth of them endowed principal. We continue focused efforts to secure additional givers, including a proposal sent to the Arkansas Minority Health Commission for support of this scholarship fund in the amount of \$50,000. Our new goal is to increase the endowment in this fund to \$200,000 over the next few years. The recipients (below) for 2010 were awarded at the COP's Award Ceremony on April 11, 2010.

<u>Recipients</u>	<u>Award</u>
Adejoke Alayande*	\$1,000
Jazmin Hamilton*	\$1,000
Cherri Houston*	\$1,000
*underrepresented minority student	Total \$3,000

In addition to the NPAA scholarships the College will award 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 Dana Henson	\$1,500
Robert N. Manley & Robert H. Manley Memorial Scholarship Crystal Colclough*	\$1,000
Walgreen Diversity Scholarship Brittany Dodson*	\$2,000
Total	\$4,500

*underrepresented minority student

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>
Pharmacists Mutual Scholarship Jazmin Hamilton*	\$1,000
The Lester E. Hosto Endowed Scholarship Whitney Tharp	\$2000
Harp Foods Pharmacy Scholarship Nicole Armstrong	\$1,000
Karrol & Vicki Fowlkes Excellence in Community Pharmacy Endowed Scholarship Jessica Lawson*	\$5,000
USA Drug Pharmacy Student Randy Kassissieh	\$1,000
Mitchell Padgett*	\$1,000
Cardinal Health Nuclear Pharmacy Award Suchita Desai	\$1,250
Walmart Pharmacy Scholarship Jazmin Hamilton*	\$1,000
Whitney Tharp	\$1,000

Rural Pharmacy Practice Student Loan/Scholarship Awards	
Brittany Dodson*	\$5,000
College of Pharmacy Scholarship	
Thanh Nguyen	\$2,000
Jazmin Hamilton*	\$2,000
Johnny Hicks*	\$2,000
Cherri Houston*	\$2,000
*underrepresented minority student	
Underrepresented Minority recipients	\$25,000
All Minority recipients	\$35,250

The amount of scholarship awards received by underrepresented minority students was similar to last year (2007 = \$6,000; 2008 = \$13,000; 2009 = \$24,000 in scholarships and \$4,000 in fellowship award). This year a total of \$191,000 was awarded. The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

Scholarships - NPAA

The NPAA also raises money annually from its membership to support scholarships for students in good academic standing. The NPAA seeks men and women of good character and ability from diverse backgrounds to assist them through education and support for successful and meaningful lives in the profession of pharmacy. These scholarships are not on an endowed basis, but are sponsored annually by members of NPAA.

Scholarship requirements:

- Good academic standing in at least the first professional year at the UAMS COP
- Active member of SNPhA (confirmed by statement from chapter leadership – president and advisor)
- Submit a resume detailing activities within and outside SNPhA
- Submit a faculty statement verifying academic standing.

The Scholarship Committee of the NPAA will make the final decision on awards. The recipients of last year’s awards were recognized in April and this year the plan is to move the awards ceremony to Fall 2010.

COP Student Enrollment

	2008-2009		2009-2010*	
	Number	Percent	Number	Percent
American Indian	6	1.29%	7	1.47%
Asian	20	4.31%	21	4.42%
African American	28	6.03%	29	6.11%
White (non-Hispanic)	408	87.93%	422	88.84%
Hispanic/Latino	2	0.43%	3	0.63%
Total	464	100%		
Female	294	63.36%	294	61.89%
Male	159	36.64%	181	38.11%
Total	464	100%	475	100%

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

The 2009-2010 academic year reflects an increase in 11 students. The ratio of male to female students has remained between 30-40%. Underrepresented minority students accounted for 8.21% of the student body (2007 = 7.69%, 2008 = 7.82%, and 2009 = 7.75%). This is consistent with the last few years of data.

COP Faculty and Staff

Voting Faculty	2008-2009		2009-2010	
	Number	Percent	Number	Percent
American Indian	0	NA	0	NA
Asian	6	9.23%	8	11.27%
African American	1	1.54%	2	2.82%
White (non-Hispanic)	56	86.15%	59	83.10%
Hispanic/Latino	2	3.08%	2	2.82%
Total	65	100%	71	100%
Female	29	44.62%	32	45.07%
Male	36	55.38%	39	54.93%
Total	65	100%	71	100%

The minority faculty members comprise 16.9% out of a total of seventy-one voting faculty members. Drs. Snehalat Pawar (Instructor), Daohong Zhou (Professor), & Elvin Price (Assistant Professor) joined and no minority faculty left the COP during the 2009-2010 academic year. The underrepresented minority faculty has increased from last year (4.6% to 5.6%). An early identification and development program for a student annually with skills and talents to be a faculty member was started in 2009. Ms Pilar Murphy received a tuition scholarship (\$10,000) for her senior year (09-10). She plans to do a PGY1 residency in Alabama with Samford University School of Pharmacy, completing her preparation to be qualified for a faculty position.

Staff	2007-2008		2009-2010	
	Number	Percent	Number	Percent
American Indian	0	NA	0	NA
Asian	5	11.63%	5	11.11%
African American	5	11.63%	6	13.33%
White (non-Hispanic)	32	74.42%	33	73.33%
Hispanic/Latino	1	2.33%	1	2.22%
Total	43	100%	45	100%
Female	32	74.42%	35	77.78%
Male	11	25.58%	10	22.22%
Total	43	100%	45	100%

The minority staff members comprise 26.66% out of a total of forty-one staff positions. The percent of underrepresented minority staff has stayed the same from last year (14.0% to 15.6%).

E. Fay W. Boozman College of Public Health

Composition of College of Public Health Faculty by Race and Gender

	<u>FTE</u>	<u>Number</u>	<u>FTE</u>	<u>Percent</u>
	<u>Supported</u>	<u>Virtual</u>	<u>Supported</u>	<u>Virtual</u>
American Indian	0	0	0	0 %
Asian	2	0	4 %	0%
Black	6	7	12 %	7 %
Hispanic/Latino	1	1	2 %	1%
Indian	0	1	0%	1%
White	40	86	82%	91%
Total	49	95	100 %	100 %
Female	28	41	57 %	43 %
Male	21	54	43 %	57 %
Total	49	95	100 %	100 %

Composition of College of Public Health Students by Semester, Race, and Gender

	Spring Semester 2009/10		Fall Semester 2009/10	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
American Indian	1	<1%	1	<1 %
Asian	11	5%	8	4 %
Black	52	23%	53	24 %
Hispanic	3	1%	2	1 %
Choose two or more	1	<1%	1	<1%
Did not answer	1	<1%	0	0%
White	153	69%	153	70 %
Total	222	100 %	218	100 %
Female	158	71%	152	70 %
Male	64	29%	66	30 %
Total	222	100 %	218	100 %

Student Recruitment

Workforce diversity in the public health field is necessary to improve the health of all Arkansans. Minority recruitment is an ongoing effort. In fiscal year 2009 - 2010, the Fay W. Boozman College of Public Health (COPH) continued its minority recruitment efforts, using several different methods: participating in job fairs; partnering with predominately African-American colleges and universities; partnering with communities of color as model program sites; disseminating information on the COPH with emphasis on the College's focus on Arkansas health issues, including those related to minority health disparities; and, speaking with college students and others on the benefits of a degree in Public Health. The college-wide Minority Recruitment and Retention Committee formed early on continue offer insight and assist in issues related to minority student recruitment and retention.

COPH faculty and staff regularly attend career fairs, trade association meetings and health-related professional meetings when possible. An informational display on the college is typically set up to distribute brochures and other relevant information. COPH faculty and staff participate with minority institutions, organizations, health fairs, programs, and healthcare initiatives on an ongoing basis.

COPH continues to partner and collaborate with predominately African-American colleges and universities around the state. In September 2007, COPH faculty received National Institute of Health (NIH) funding to establish an Exploratory National Center for Minority Health Disparities (NCMHD) Research Center of Excellence in Arkansas. The University of Arkansas at Pine Bluff (UAPB), Philander Smith College, and Arkansas Baptist both in Little Rock are collaborative partners in the Educational component of this Research Center of Excellence. Eligible students from each of these predominately black colleges/university could participate annually in the "4 + 1" program. The program basically allows eligible undergraduates at each institution to start taking MPH courses, usually at the end of their sophomore year or during their junior years, with some of the COPH's coursework counting toward their undergraduate degrees and also counting toward their MPH degree. Upon graduating with their BA or BS degree from their institution, students would be expected (not always the case) to complete their MPH in the next year; thus, many schools call these "4+1" programs. Students interested in applying for the program receives a stipend from the grant in the amount of \$2,500 annually; receive funds to support annual GRE preparation programs; are paired with an "alumni buddy" who is a member of the same racial or ethnic group whenever possible; and, are matched with a faculty advisor who can support the students in identifying opportunities to engage in public health research and practice in their area of scientific interest. Every fall semester, in collaboration with the UAMS Office of Educational Development and the UAMS Library, workshops specifically for 4 + 1 students are made available to students on each of the following topics: (1) Study Skills, (2) Note-taking Skills, (3) Public Health-related Internet and Library Resources, and (4) Graduate-Level Writing Skills. In addition, the student Recruitment located in the COPH Office of Student Services attends at least one career/graduate fair per year at each partner HBCU. During this Spring 2009-2010 semester, the COPH has one student enrolled in the 4+1 program for two of the historically Black colleges and universities participating and it is anticipated that several applications for enrollment will be submitted from each of the participating colleges during the Fall semester. This program will definitely increase the number of minority students who choose

to obtain a Masters of Public Health (MPH); and, will likely increase the number of minority students who seek to obtain one of the three doctorate degrees offered by the Fay W. Boozman College of Public Health. In addition to our collaboration with Philander on the 4+1 Program, three COPH faculty members presently serve on the Philander Smith College Kendall Centers Advisory Committee. The primary purpose of this committee is to assist Philander in increasing the number of minority students that enroll in health care professions. The Advisory Committee meets quarterly.

In addition to these focused efforts with historically Black colleges and universities, and, in an effort to particularly engage minority students at majority campuses, the COPH continues to engage faculty at many of the colleges and universities in the state by disseminating information about the COPH and public health careers. Information regarding the Colleges focus on Arkansas health issues, which includes those related to minority health disparities, is emphasized in all information provided. Finally, the COPH student services department has developed a recruitment initiative that includes meeting directly with students at Arkansas colleges and universities through “College Fairs”. They have also developed a “Speakers Bureau” consisting of COPH faculty, currently targeting students at public and independent colleges and universities throughout the state.

The COPH has established model public health demonstration site in two rural and two urban communities, all of which are predominately minority. These partnerships are focused on developing a process for statewide health improvement based on the premise that the protection and improvement of the community’s health is best achieved through the full participation of the community in health interventions/initiatives. The urban site consists of two distinct partners: We Care, a Black community organization located in southeast Pulaski County, and La Casa, a Hispanic organization located in southwest Pulaski County. In addition, the COPH partners often with the Black Community Developers in Little Rock, Arkansas. The rural site is located in Phillips County and consists of two distinct partners. The Boys, Girls, Adults Community Development Center in Marvell, Arkansas, and Walnut Street Works and its affiliates, the Tri-County Rural Health Network and Habitat for Humanity who serve communities in Phillips, Monroe and Lee Counties. These minority partners provide a mechanism to work together to address health disparities, educate community residents about public health, and recruit minority students for public health training.

Information on the College of Public Health is maintained on the web (www.uams.edu/coph) and is up-dated as appropriate. During the first three years of operation, the COPH disseminated a report to the people of Arkansas annually. This report provided information on its academic offerings and community philosophy in addition to student demographics and collaborative efforts. The COPH is presently working on an annual report that will be disseminated later this year. Such information dissemination is a form of student recruitment.

When the COPH was established in 2001, a Minority Recruitment and Retention Committee was formed as a college-wide committee. The members of this Committee serve as a collective body and as individuals in contacting prospective minority students to encourage interest in public health and health-related fields. Once identified, such students are counseled, mentored and

assisted in their preparation for health careers. Membership on the committee is extended to interested students.

Kristy K. Jones, an African American MPH graduate of the college, continues her efforts as the COPH student recruiter housed in the Office of Student Services. She takes the lead in contacting possible students, working with the local colleges, participating in recruitment events, and taking a lead in the planning process to ensure that minority recruitment remains a focal point for the COPH. Finally, the UAMS Director of Diversity Recruitment, Ms. Vivian Flowers partners with the COPH on an ongoing basis. In 2010 UAMS recruitment days have been set at each of the historically Black colleges as follows: March 25th – Philander Smith College; April 1 – University of Arkansas at Pine Bluff; April 15th – Arkansas Baptist College. Because minority recruitment is a priority, the COPH administrative staff and Ms. Jones works closely with Ms. Flowers to ensure recruitment efforts are coordinated and encompassing.

Student Retention

Student retention is a specific charge to the Assistant Dean for Minority Affairs and the College's Minority Recruitment and Retention Committee. However, to date, student retention has not been a problem. In Spring 2009-2010, approximately 31% of the COPH student body are minority students; 26% of these are from the under-represented minority group. The COPH's student/faculty/staff interaction and community involvement are likely to help ensure student retention will not become a significant problem.

Recruiting and Retaining Minority Faculty and Staff

The College of Public Health currently has 49 FTE-supported faculty and 95 unpaid "virtual" faculty with secondary and adjunct appointments from academic and public health practice programs statewide. Of the 49 FTE supported faculty, 18% (9) are minority and 43% (21) are female. Seven (14%) of the 9 minorities are from the "underrepresented minority" groups. Of the 95 unpaid "virtual" faculties, 9% (9) are minority and 43% (41) are female. The College of Public Health currently has forty-five (including contracted programs) administrative staff members, 16 of which also have faculty appointments. Of these administrative staff and faculty, 42% (19) are from minority groups. Of the 26 Caucasians, 58% (15) are female.

The College is focused on increasing the number of full-time faculty who are from minority groups. The College has an Assistant Dean for Minority Affairs, Dr. Eddie Ochoa, who has specific responsibilities for assisting in minority recruitment and retention of faculty and staff (and students through his role in serving as Permanent Chair for the College's Minority Recruitment and Retention Committee). Through Dr. Ochoa's efforts and those of other faculty, the College anticipates success in increasing the number of full-time minority faculty. The proportion of minority staff is also anticipated to increase as current minority MPH student's graduate and provide a larger pool of public health trained staff able to assume roles in public health research and service programs.

F. Graduate School

Graduate School Enrollment 2009-10		
	Number	%
Asian	54	20%
Black	19	7%
Hispanic	4	1%
American Indian	1	0%
White	187	70%
Unknown	1	0%
Other	1	0%
Total	267	
Female	185	69%
Male	82	31%
Total	267	

The Graduate School has continued a number of initiatives to improve recruitment of underrepresented minority (URM) students. 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 URM student enrollment. Some of the schools visited in the 2009-10 academic year included Christian Brothers University, Henderson State University, Lyon College, University of Arkansas at Fayetteville, University of Arkansas at Little Rock, Williams Baptist College, University of Central Arkansas, and Ouachita Baptist University. Historically Black Colleges and Universities (HBCU's) visited included Philander Smith College and the University of Arkansas at Pine Bluff (UAPB). Undergraduate biology and chemistry students and faculty were contacted when the Assistant Dean visits the institutions to let them know she was going to be on campus. The Graduate School was also represented at the Annual Biomedical Research Conference for Minority Students. Ronald E. McNair Scholars interested in pursuing a doctoral degree in the biomedical sciences were contacted at various McNair conferences (Southeastern Association of Educational Opportunity Program Personnel McNair National Scholars Research Conference and Texas National McNair Conference) and through the McNair Scholars Directory. In addition, Dr. Sterba presented a seminar to the STEM students at UAPB in the fall and helped coordinate a tour of the campus for UAPB McNair students. She also helped coordinate a visit by the Arkansas Alliance for Minority Participation scholars (LSAMP). 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 2009 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. URM students are a specific target audience for this program. Students and faculty from the following HBCU's were invited to Career Day 2009: Alcorn State University, Fisk University, Grambling State University, Jackson State University, Lane College, Philander Smith College, Tougaloo College and UAPB. Since 2004, this program has attracted more than 50 URM undergraduates from the University of Arkansas at Little Rock, University of Arkansas at Pine Bluff, Philander Smith College, and Grambling State University.

In addition to the efforts described above, Dr. Kristen Sterba serves as Co-Investigator (and Assistant Director) with Dr. Billy Thomas, Assistant Vice Chancellor for Diversity, on a National Institutes of Health (NIH) grant aimed at increasing the number of underrepresented minorities in the behavioral and biomedical sciences. Dr. Robert McGehee, Dean of the Graduate School, is Co-Director of the UAMS IMSD program. This grant, entitled The UAMS Initiative for Maximizing Student Diversity (IMSD) Program, received 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. These four students are enrolled in a variety of graduate programs (Interdisciplinary Biomedical Sciences, Microbiology and Immunology, and Neurobiology and Developmental Sciences). Meetings are held with the students and the IMSD Leadership Team every 1.5 months to discuss student progress and development. To promote the program to prospective students, Dr. Sterba sent 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. More information regarding the IMSD Program can be found at http://www.uams.edu/gradschool/pro_students/IMSD.asp.



UAMS IMSD Program 2009-10. From L to R: Klressa Barnes, Justin Graham, Dr. Billy Thomas, Gwendolyn Carter, Jaclyn Daniels

The University of Arkansas at Pine Bluff

MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

June 2010

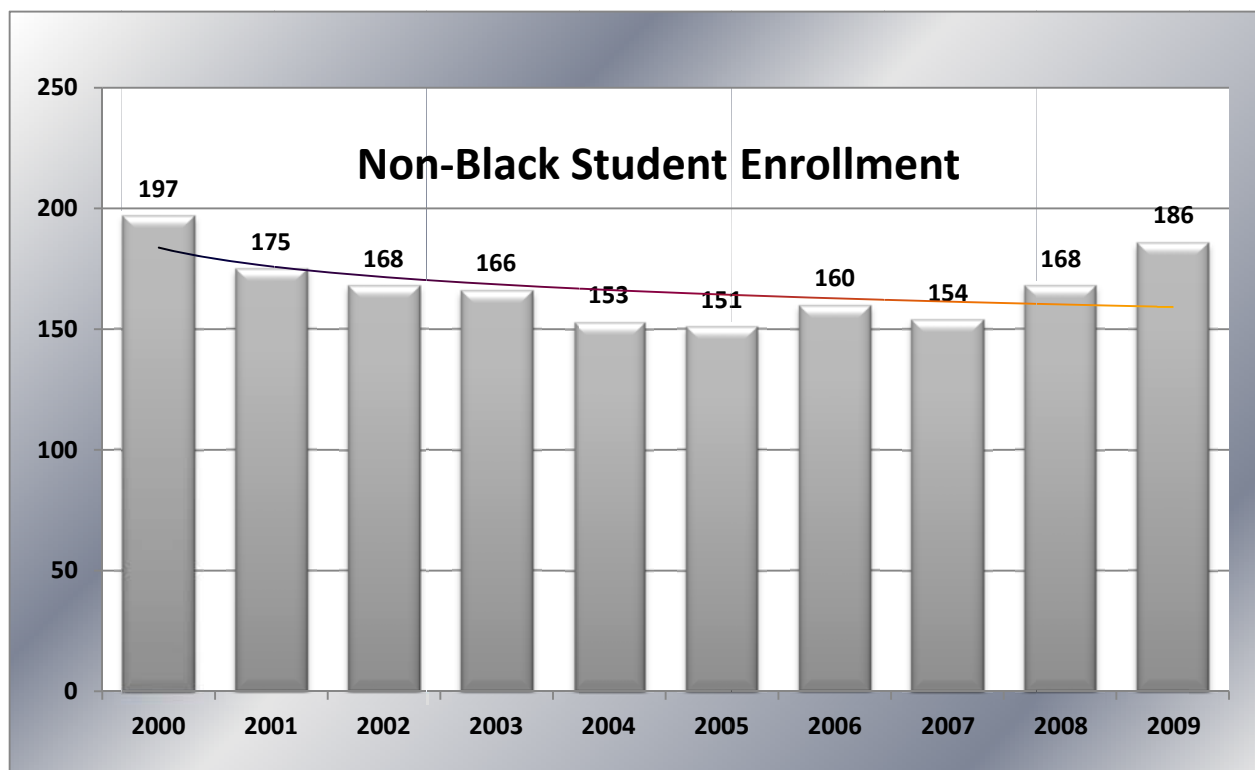
Introduction

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.

In Fall 2009, the University had an enrollment of 3,792 students of which 95% were Black and 5% were non-Black. The faculty of 173 included 37% non-Black and 63% Black. The staff/administration of 467 was 89% Blacks and 11% non-Black.

Because the University of Arkansas at Pine Bluff is an HBCU, racial minority is defined as non-Black. The University of Arkansas at Pine Bluff Five Year Minority Recruitment and Retention Plan 2006-2010 was designed to serve as a guide for increasing the number of minority students and staff/administration at the university by 20% (4% per year) over a five year period (2006-2010). This is a report of activities and outcomes for 2009.

A Projected 4% Increase per Year and Power Trend line



In Fall 2009, Non-Black enrollment was 186, which exceeded the projection as established for 2009-2010.

Responses to each ADHE inquiry area follow.

- Number of minority students who currently attend the institution.
 Fall 2009 minority student count = 186 (4.91%) of total student headcount, an increase of .14% above Fall 2008 when non-Blacks accounted for 4.77% of the student enrollment.
- Number and position title of minority faculty and staff

Position Title	Number
Administrative Specialist II	1
Administrative Specialist III	1
Assistant Dean	1
Assistant Professor	18
Assistant Professor (Visiting)	1
Associate Professor	13
Campus Maintenance Supervisor	1
Coach	3
Department Chairperson	2
Director of Physical Plant	1
Extension Associate	4
Extension Specialist I	1
Extension Specialist II	1
Extension Specialist III	3
Extension Specialist IV	1
Fiscal Support Analyst	1
Head Coach – Softball	1
Information Tech Manager	1
Instructor	17
Instructor/Coordinator	1
Laboratory Assistant	1
Library Technician	1
Mail Services Assistant	1
Multi-Media Specialist	2
Network Support Analyst	1
Professor	15
Project Specialist	2
Project/Program Director	1
Project/Program Manager	1
Public Safety Officer	1
Research Associate	10
Research Specialist	2
Skilled Tradesman	3
Special Instructor	1
Systems Analyst	1
Warehouse Manager	1
Total	117

Administrator/Staff positions showed an increase in minority **employees** (1.1%) from Fall 2008 to Fall 2009. For faculty, there was a .5% increase.

Administrator/Staff			Faculty		
Total	Black	Non-Black	Total	Black	Non-Black

Fall 2008	466	89.7	10.3	167	63.4	36.5
Fall 2009	467	88.7	11.4	173	63.0	37.0

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

Position Title	Number
Administrative Specialist II	1
Assistant Professor	3
Associate Professor	3
Instructor	4
Mail Services Assistant	1
Project Specialist	1
Project/Program Director	1
Research Associate	2
Skilled Tradesman	1
Total	17

Student, Faculty & Staff By Ethnicity
Fall 2008 and Fall 2009

		Black	Non-Black	Total
Fall 2008	Students	3,357	168	3,525
	Percent of Total	95.23%	4.77%	100.00%
	Faculty	106	61	167
	Percent of Total	63.47%	36.53%	100.00%
	Administrators & Staff	418	48	466
	Percent of Total	89.70%	10.30%	100.00%

Fall 2009	Students	3,606	186	3,792
	Percent of Total	95.09%	4.91%	100.00%
	Faculty	109	64	173
	Percent of Total	63.01%	36.99%	100.00%
	Administrators & Staff	414	53	467
	Percent of Total	88.65%	11.35%	100.00%

OBJECTIVE I: To increase the number of minority targeted potential student contacts.

ACTIVITIES	TIMELINE	PERFORMANCE
Develop and nurture five new articulation agreements per year with 2-Year Colleges and vocational/technical schools	2006-2010	2006 – 5 agreements 2007 – 5 agreements 2008 – 5 agreements 2009 – 5 agreements 2010 – 5 agreements

2008-2009 New Articulation Agreements

ARKLSAMP

Under the University of Arkansas at Pine Bluff STEM Academy, an 8-member alliance was formed with UAPB as the lead institution, to help increase the number of minorities in Sciences, Technology, Engineering and Mathematics areas. Institutions are:

Philander Smith College
Pulaski Technical College
Southeast Arkansas College
Arkansas State University
University of Arkansas at Fayetteville
University of Arkansas at Monticello
University of Arkansas at Little Rock
University of Arkansas at Pine Bluff

An articulation agreement was finalized with the University of Arkansas, Fayetteville in the areas of Computer Science; Mathematics and Applied Mathematics.

2008-2009

1. The Honors College Dean at the University of Arkansas at Pine Bluff recruits through the Honors director at Southeast Arkansas College.
2. The University of Arkansas at Pine Bluff STEM Academy provided consultation to Shelby State Community College (Alabama) which was successful in receiving an NSF funded comprehensive HBCU-UP grant.
3. The STEM Academy articulation continues with two 2-year colleges and 5 four year or greater colleges and universities: Pulaski Technical College, Southeast Arkansas College, Philander Smith College, Arkansas State University, University of Arkansas at Fayetteville, University of Arkansas at Monticello, University of Arkansas at Little Rock and University of Arkansas at Pine Bluff.
4. Dr. Jewell Walker, Dean for University College, attended the “Achieving the Dream Conference,” at Malvern and made contact with campus representatives.
5. Four two-year college representatives were presenters during the 16th Conference on Educational Access: National Park Community College, University of Arkansas Community College at Morrilton, Southeast Arkansas Community College and University of Arkansas Community College at Hope.
6. The School of Education conducted recruitment sessions at Phillips Community College-Dewitt and Phillips Community College – Stuttgart.

A major thrust for Summer’ 09 is to hire a full professor, Dr. Paul Lorenz, to visit with and develop the articulation agreements with 2-Year Colleges within a 50 miles radius of the University of Arkansas at Pine Bluff (ACT 182 of the 87th General Assembly). This will result in detailed program articulation agreements for at least four two-year campuses.

2009-2010

Dr. Paul Lorenz visited five community colleges within a 50-mile radius of the University of Arkansas at Pine Bluff and reviewed articulation agreements to offer the common core and to comply with the Roger-Phillips Act. The campuses were: Phillip County Community College-Stuttgart; Southeast Arkansas College, Pulaski Technical College, Phillips County Community College-Helena/West Helena and Ouachita Technical College. An articulation agreement in Human Sciences was finalized with Southeast Arkansas Community College.

Activity	Timeline	Performance Measure
B. Establish a diverse community based Advisory Board to assist with planning for diversity	September 1, 2006	Advising Board Established with guidelines for operating.

The Advisory Board on Diversity was established in 2008. The board meets twice per semester. **2008-2009** activities for the Board included: a recruitment session for the Hispanic Ministry at Lakeside Methodist Church in Pine Bluff, Arkansas. The Advisory Board met October 16 & November 12, 2008 and February 18 & March 11, 2009.

2009-2010

C. Increase marketing targeted to diverse populations		Marketing strategies will reflect diverse segmentation
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The Advisory Board on Diversity met twice during the Fall (2009) and twice during the Spring (2010).

The University continues its marketing campaign using university initiated activities as well as Paskill, Stapleton & Lord. Major activities for **2009-2010** included:

- ✓ Scheduled \$10,225 in airtime
- ✓ Advertised with Fox 16 and CW Arkansas, affiliates of Newport Communications as part of their Image Plus program (valued at \$33,000) for 12 months.
- ✓ 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.
- ✓ Partnered with Pine Bluff Commercial to promote the University’s Spring 2010 Commencement with speaker Mrs. Michelle Obama, First Lady of the United States of America. Over 10,000 Commencement Commemorative Programs-Magazines containing historical, academic, athletic and other highlights about the University were distributed to persons in attendance from across the state and nation.

D. Diversify Recruitment Staff	July 1, 2007	Staff (pd./volunteer) will reflect diversity
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- ✓ Established a Facebook page (www.facebook.com/uapinebluff), Twitter page (www.twitter.com/uapinfo) and News Blog (www.uapbnews.wordpress.com) to connect with constituents on several platforms.

2008-2009

By the Fall 2009, the Director for Recruitment will employ a part-time white female recruiter and continues to recruit for a Hispanic staff member.

The University of Arkansas at Pine Bluff, especially through the Office of Recruitment, continues to present and interact with diverse audiences/platforms including Business Expo, Hooten Classic (at UAPB), and the University of Arkansas at Pine Bluff Science Fair Expo. Activities need to be expanded to include Hispanic Festivals.

2009-2010

The Office of Recruitment, through Title III Funding, has hired two part-time minority staff members (a white

female and an Hispanic female. The Hispanic staff member has translated UAPB recruitment brochures into Spanish.

OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.		
A. Increase use of services of the International Program	January 1, 2006	International student increase and retention above previous year

2009-2010

International enrollment has experienced a 23% growth from 46 in Fall 2008 to 57 in Fall 2009. Also 147% growth has been realized from Fall 2006 when the institution enrolled 23 international students. International enrollment as a percent of total enrollment has increased from .74% in Fall 2006 to 1.5% in Fall 2009.

The Office of Student Involvement and Leadership strengthened its emphasis of the Arts and Culture to enhance the development of all students' through collaborative partnership with Mrs. Dorothy Holt, Director of the Office of International Program/Studies (OIP). Mr. Ralph Owens, Associate Dean of Student Activities helped to identify and engage students from the various countries to share and educate students as well as faculty, staff and administrators about their respective countries. The integration of cultural and diverse programming between the Office of Student Involvement and Leadership and the Office of International Programs /Studies (OIP) aligned events to promote student engagement and relations intended to reflect all cultures especially non-traditional and diverse ethnicities which currently includes: Venezuela, Mexico, Canada, Dominica, Bermuda, Bahamas, Jamaica, Russia, China, New Guinea, Ghana, Nigeria, Kenya, Uganda, Cameroon, The Congo, South Africa, Korea, United Kingdom. The events became a part of the campus fabric of out-of-the class learning activities.

Activities were scheduled every other month with a focus on the students from China, Russia, Ghana, Canada, and Jamaica who shared their traditions, customs, and way of life.

B. Revitalize the organization for commuter and non-traditional students	December 30, 2007	Organization established and registered with Student Involvement and Leadership
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The Student Government Association president appointed a Multi-Cultural Advisory Board consisting of international students to advise the student government president on governing matters pertaining to international students.

2009-2010

Commuter students for Fall 2009 represent 60% of total enrollment as compared to 58% the previous fall semester.

Non-traditional undergraduate degree-seeking students (age 25 or older) for Fall semesters 2008 and 2009 were 565 and 612, respectively, representing 17% of enrollment for both terms.

CHANTS (Carl Holmes Association for Non-Traditional Students) meets the first and third Wednesday of each month at 12:00 noon. During 2009-2010 CHANTS' members participated in several community service activities, including working with the Pine Bluff Citizens' Boys and Girls Club and the Davis Life Care Center and donating a food basket during the annual Thanksgiving assembly held on November 19, 2009. A study room/lounge, located in Corbin Hall, is available to non-traditional students. The room is equipped with two computers, a printer, and a table and chairs for study. Membership is open to any non-traditional student that is

registered at the University of Arkansas at Pine Bluff with a GPA of 2.4 or better. The advisors for CHANTS

C. Establish and market scholarships for diversity	March 1, 2007	No. of Diverse Student Receiving Scholarships
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are Julia Hadley and Dr. Mary Brentley.

Scholarships awarded to minority student were as follow:

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
15	21	4	21	43

2007-2008

A proposal for the Hispanic Institute has been developed and presented to the Administration. Funding is awaited.

2008-2009

The proposal was removed from UAPB’s application to Title III to be in compliance with agency guidelines.

OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.		
ACTIVITIES	TIMELINE	PERFORMANCE
A. Increase number of on-line courses by 20% per year for next five years	2006 - 2010	Records will show 20% above previous year for five years

2009-2010

Due to budget reductions and difficulty in attracting qualified applicants, an additional Spanish teacher position was not filled in 2009. A new advertisement has been approved to fill the vacancy by Fall 2010.

Through training offered by the University of Arkansas at Pine Bluff Teaching and Learning Center, the University offered 25 on-line courses in 2005-2006. For 2006-2007, fifteen additional courses were added, an increase of sixty (60%) percent.

2007-2008

The Teaching and Learning Center trained sixteen (16) additional faculty for a total of 45 to develop WEBCT on-line courses. Seventy-nine WEBCT courses are now offered. Online student headcount enrollment for Fall 2008 was 816 and for Spring 2009 was 948.

2008-2009

The Teaching and Learning Center trained sixteen (16) additional faculty for a total of 61 to develop WEBCT online courses. Ninety-five (95) WEBCT courses are now offered.

2009-2010

The Teaching and Learning Center offered 51 courses and served 1120 students in Fall 2009. In Spring 2010, the Center offered 54 courses and served 1250 students. Fifteen (15) faculty are now in training on the Blackboard platform for on-line course delivery.

Through the Division of Continuing Education, the University offered the following number of week-end and evening courses.

<u>Name of Site</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>
UAPB/Campus	33	8	18	15	17

North Little Rock	12	15	28	21	20
B. Advertise vacancies on UAPB Website			On-going	Records will reflect	
Marianna Site	1	2	4	02	00
Lake Village Site	6	11	12	12	14
Gould Site				05	10

2006-2007

The University of Arkansas at Pine Bluff advertises job vacancies on the University of Arkansas at Pine Bluff Web, in the Pine Bluff Commercial, in the Arkansas Democrat Gazette and the Chronicle of Higher Education (both on their web and in their bulletin.)

2007-2008

The advertising sources continued as for previous years.

C. Participate in community and state job fairs	September 2006	Records will reflect
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2009-2010

Continued advertisement of vacancies on the University of Arkansas at Pine Bluff Website in the Chronicle of Higher Education (when appropriate) in the Arkansas Democrat-Gazette in the Pine Bluff Commercial and on arkansasbusiness.com.

No reported activity for 2006. Discussion with Human Resources revealed that this objective will be considered for implementation in 2007.

2008-2009

Continuing Education participated in two Displaced Workers Fairs (Little Rock and Marianna).

D. Utilize advice of Community Advisory Board on Diversity (To be established)	September 1,2006	Use of advice
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Dr. Charles Colen, Chair for Mathematics and Technology, attended the Job Fair sponsored by Allied Tube, a local plant that closed. He made the employees aware of educational and employment opportunities available at the University of Arkansas at Pine Bluff.

2008-2009

The Community Advisory Board on Diversity was established in June 2007. Advice from this board to the new Office for Enrollment Management will be used in the planning process.

The Community Advisory Board on Diversity met four times. A major recommendation from the Board was that the Board should have more dialogue with the high school counselors. As a follow up to that suggestion the Board invited the Watson Chapel Counselor who attended two meetings and a Pine Bluff High counselor who attended one meeting.

The Community Advisory Board on Diversity recommended additional out-reach to the Hispanic Community

and helped to facilitate the University of Arkansas at Pine Bluff's presentation to the Hispanic Ministry of Lakeside Methodist Church – Pine Bluff, Arkansas.

2009-2010

E. Involve minority staff and faculty on university committees, programs and activities	(on-going)	Records will reflect
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Advice of Community Advisory Board on Diversity

The community Advisory Board on Diversity met twice during Fall 2009 and twice during Spring 2010. The Board continued to recommend better marketing to the area schools and to Hispanic group In response UAPB Enrollment Management Team members (1) placed ads in high school yearbooks (e.g. Pine Bluff High and Watson Chapel); and met with a Hispanic youth group to discuss degree programs, contact persons at the University of Arkansas at Pine Bluff and the college application process.

2007-2008

A review of the University of Arkansas at Pine Bluff's standing and ad hoc committees showed continuous evidence of minority involvement. For example, the Vice President for the Faculty/Staff Senate is white, American. The Chair for the Graduate Council is non-Black. Non-Blacks are members of campus-wide school, divisional and departmental committees such as the Fall Faculty/Staff Seminar Committee, and the Student Academic Appeals Committee.

The luncheon speaker for the 2006 Fall Faculty/Staff Seminar was Hispanic. The December 2006 Commencement Speaker was the Honorable Governor Mike Beebe.

2007-2008

Diversity is evidenced on committees, programs and the University of Arkansas at Pine Bluff campus activities. Examples include: Seminar presented by non-Black member of UA Office of the General Counsel; non-black director for LIONS Success, a summer bridge program; an 8-campus university/college alliance for improvement in the number of minorities in science, technology, engineering and mathematics areas have directors for five of the campuses that are non-Black. The campuses are: University of Arkansas at Fayetteville, University of Arkansas at Monticello, The University of Arkansas at Little Rock, Philander Smith, Pulaski Technical College; Southeast Arkansas College, Arkansas State University and University of Arkansas at Pine Bluff (the lead institution).

2008-2009

The University of Arkansas at Pine Bluff continued to involve minority staff, faculty and administrators on campus program and committees, as well as in campus activities. Some examples:

- ✓ The dean for the School of Business and Management is non-Black;
- ✓ The director for Student Financial Services is non-Black
- ✓ The director for Physical Plant is non-Black
- ✓ A Professor of English serves on the Educational Access Planning Committee. He is non-Black.
- ✓ The Soccer coach is non-Black
- ✓ The assistant choral director is non-Black
- ✓ Key staff members of the TV station are non-Black and are intricately involved in University activities;
- ✓ A non-Black Technical Services staff member served on a committee to establish a tracking/monitoring system to I.D. and more accurately advise students who need remedial courses. This staff member presented the new system to the faculty during Faculty Development Day on May 15, 2009.

These examples reflect a summary of the depth and extensiveness of involvement of minority staff, faculty

and administrators in the University of Arkansas at Pine Bluff's operation.

2009-2010

Non-Black Faculty/Staff Participation on Committees/Programs Dr. James Purcell was a keynote speaker at the Fall 2009 Faculty/Staff Seminar; Dr. Richard Walker (Professor of Chemistry) serves as Chair for the Graduate

OBJECTIVE IV: To systematically assess outcomes of activities designed to increase diversity of students and staff at the University of Arkansas at Pine Bluff and to evaluate the process outlined in the minority Retention Plan.

ACTIVITIES	TIMELINE	PERFORMANCE
A. Review outcome data on Minority Recruitment and Retention on a semester basis 1. Enrollment	January 30, 2007	Review and Modify strategies as process dictates. 1. 3% increase/year

Council; Dr. Paul Lorenz, professor for English serves as a member of the Planning Committee for the Annual Educational Access Conference; Dr. Heidi Gordon serves as assistant Choral Director; Dr. Todd Garner, Assistant Professor of Physical Education and Recreation, serves as interim NCATE Coordinator. Dr. Linda Okiror along with Dr. Jewell Walker (Black, female) presented a session on the University of Arkansas at Pine Bluff LION Program (a summer bridge program) at the 2010 Higher Learning Commission: NCA meeting in Chicago. These and numerous other examples show UAPB's continuous commitment to diversity.

Recruitment

Fall	Black	Non-Black
2005	3,080	151 (4.67%)
2006	2,968	160 (5.12%)

2. Employment		4% increase/year
2007	3,046	154 (4.81%)
2008	3,357	168 (4.77%)
2009	3,606	186 (4.91%)

The number of non-Black students increased by .14% from 168 in 2008) to 186 in 2009.

Retention

Faculty	Black	Non-Black
Fall 2005	109	55 (33.5%)
Fall 2006	103	57 (35.6%)

Fall 2007	100	64 (39.0%)
Fall 2008	106	61 (36.5%)
Fall 2009	109	64 (37%)

Administrators/Staff

Fall 2005	434	41 (8.6%)
Fall 2006	419	43 (9.3%)
Fall 2007	433	45 (9.4%)
Fall 2008	418	48 (10.3%)
Fall 2009	414	53 (11.4%)

Students

Year	Black	Non-Black
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3 Support Service Activities		3. 3 services/year
2004	71.8%	72.6%
2005	69.4%	74.5%
2006	71.4%	72.1%
2007	72.2%	73.4%
2008	72.7%	76.9%
2009		

Over all retention for non-Black students has exceeded that for Black students since 2004. See data above.

Through Student Affairs, the University participated in a combined Career Fair with Southeast Arkansas College; and participated in the Business Expo which showcases vendors. University of Arkansas at Pine Bluff participated as a vendor. Through Student Affairs and Athletics, an athletic fundraiser and public awareness campaign was held for baseball. Held at Hestand Stadium in the Spring, the event drew an audience of approximately 150 of which an estimated 60% were non-black.

2007-2008

4. Recruitment Activities		4. 2 new venues/year
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The University sponsored a “Go Green Day”, had representation at the Mayor’s Youth Conference, and sponsored the Clark Terry Jazz Festival.

2008-2009

The Office of Student Involvement and Leadership embraces the entire student body by providing a balance between academic departments and social life. For example the office lends support to the International Student Organization, to the Commuter Club, and extended the hours of operation for the student union.

2009-2010 (See Objective II, P.6)

2006-2007

For the first time, a luncheon was held for high school counselors at the University of Arkansas at Pine Bluff. Six school districts participated including Star City, Cross County, West Memphis, Jacksonville, West Helena and Pine Bluff High.

Boys State and Girls State were two new recruitment venues.

2007-2008

The University of Arkansas at Pine Bluff Office of Recruitment added Bryant, Benton and Texarkana to its priority list.

2008-2009

The Office of Recruitment intensified its efforts in Bryant, White Hall and Benton. Through participation in a College Fair in Houston, Texas, the office has recruited a set of triplets plus their sister (non-Black).

2008-2009**New Strategies:**

With the completion of the Retention Plan by the Office of Enrollment Management, attention will now be focused on developing a campus-wide Recruitment Plan. Evaluative data are being analyzed on the LION Program, a bridge program designed for students with 16-18 ACT scores. Their performance (persistence) during academic year 2008-2009 will be carefully analyzed and used in planning additional retention strategies.

A second new strategy is to present the 2009-2010 Minority Recruitment and Retention Report as an agenda item during the Fall 2010 Chancellor's Management Workshop.

2009-2010**Revision of Objectives**

The objectives remain the same as listed in the University of Arkansas at Pine Bluff Five-Year Plan for Recruitment and Retention. A new plan will be developed for 2011-2016 during Fall 2010.

Conclusion:

This review of the goals and outcomes for Minority Recruitment and Retention during 2009-2010 showed that the University of Arkansas at Pine Bluff has made notable progress in meeting the stated objectives; thereby, helping to operationalize 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
UAPB Office of Academic Affairs
and a committee.**

**UNIVERSITY OF
CENTRAL ARKANSAS**

**AFFIRMATIVE ACTION
PLAN REPORT**

2009-2010

University of Central Arkansas
Report on Progress toward 5-Year Affirmative Action Plan
Submitted June 2010

The following goals were established by the university in its Minority Retention Plan. The goals are broken down by categories, students, faculty and staff.

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 four-year public institutions, with the exception of UAPB.
- GOAL 2:** To 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 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 four-year public institutions.

The data establishes that from 2005 to 2009, the overall minority enrollment at the university decreased slightly from 19.3 % to 19.0 % (-0.3%). Enrollment of black students also decreased from 15.9 % to 14.5 % (-1.4%) for the same time period. *See Appendix A.* The minority-to-white proportion of high school graduates entering four-year public institutions, with the exception of UAPB, was 30.1% to 30.5% from the fall 2005 to the fall of 2009 and the black-to-white proportion of high school graduates entering four-year public institutions, with the exception of UAPB, was 21.0% to 19.4%. The minority-to-white proportion of high school graduates entering UCA, with the exception of UAPB, was 34.3% to 36.5% from the fall of 2005 to the fall of 2009 and the black-to-white proportion of high school graduates entering UCA, with the exception of UAPB, was 28.4% to 28.4%. *See Appendix 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 approximate the percentage of degrees conferred by race nationally and masters degrees statewide.

In the area of the faculty, UCA's numbers have declined since 2004. At that time, the faculty was 9.6 % minority. In 2009, the number decreased to 7.8 % minority, a decrease of 1.8 %. The university needs to continue its efforts recruit and maintain minority faculty members. *See Appendix C.*

Staff

GOAL 6: 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.

In the area of Executive Administration, the university has also shown a decline. In 2004, the Executive Administration was 12.5 % minority. In 2009, that number had shrunk to 9.8 % (-2.7%). In the Professional Non-faculty area there were 18.8 % minorities in 2004 and by 2009 that number declined to 15.8 % (-3.0%). *See Appendix C.*

GOAL 7: 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.

Clerical	10%	Faulkner & Pulaski Cos.
Technical/Para-professionals	7%	Faulkner & Pulaski Cos.
Skilled Crafts	7%	Faulkner & Pulaski Cos.
Service/maintenance	16%	Faulkner & Pulaski Cos.

The data show that in 2004, the clerical staff was 12.2 % minority while in the year 2009 the percent of minorities was 12.3 (+0.1%). The goal of 10% has been maintained. In the other support areas, there are 11.1% minority employees in the Technical/Paraprofessional area, 5.0 % minority employees in the Skilled Craft area, and 38.4% minority employees in the Service/Maintenance area. *See Appendix C.*

Timeline for Implementing Strategies

All of the strategies listed above are being used by the university at this time. The plan constitutes a continuation of the university's ongoing effort to recruit and retain minorities at all levels. The university acknowledges that this process is an ongoing one and that it requires constant monitoring and attention. It is hoped that the current plan will serve to reinforce the goals and strategies contained in this plan.

Budget

The total budget for minority recruitment and retention is approximately \$400,000 per fiscal year. This includes salaries for the employees in the Affirmative Action Office, the student recruiters who work in the Office of Admissions and the Minority Services Office. Additional resources are utilized throughout the university to augment the specific budgeted items listed above. The university hopes to increase its budget for minority recruitment and retention during this five-year cycle.

Assessment

Act 1091 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 as a measure of its success and to monitor 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 Affirmative Action Office or the senior administration of the university.

**ARKANSAS FIRST-TIME ENTERING
BY RACE / ETHNICITY, 2005-2009**

INSTITUTION	STUDENT RACE/ETHNICITY FOR FALL TERM-																									
	2005					2006					2007					2008					2009					
	Black	Minority	White	Other	Total	Black	Minority	White	Other	Total	Black	Minority	White	Other	Total	Black	Minority	White	Other	Total	Black	Minority	White	Other	Total	
Public Four-Year																										
ASUJ ¹	349 22%	36 2%	1,134 72%	57 4%	1,576	373 22%	41 2%	1,281 74%	32 2%	1,727	394 23%	42 2%	1,258 73%	39 2%	1,733	414 22%	52 3%	1,102 58%	334 18%	1,902	329 19%	67 4%	1,191 69%	135 8%	1,722	
ATU ²	88 6%	75 5%	1,320 86%	57 4%	1,540	108 7%	91 6%	1,283 84%	52 3%	1,534	116 7%	123 8%	1,358 83%	30 2%	1,627	77 5%	100 6%	1,348 87%	18 1%	1,543	78 4%	151 8%	1,608 87%	16 1%	1,853	
HSU	103 18%	21 4%	436 76%	17 3%	577	111 18%	19 3%	459 76%	17 3%	606	184 23%	24 3%	555 69%	40 5%	803	146 20%	38 5%	515 70%	33 5%	732	126 20%	30 5%	458 72%	24 4%	638	
SAUM	146 26%	8 1%	372 65%	44 8%	570	156 26%	23 4%	346 59%	65 11%	590	174 32%	17 3%	300 56%	46 9%	537	180 29%	20 3%	385 61%	44 7%	629	167 27%	19 3%	404 65%	27 4%	617	
UAF	125 5%	214 8%	2,315 84%	98 4%	2,752	108 4%	227 8%	2,372 85%	77 3%	2,784	140 5%	246 8%	2,458 85%	55 2%	2,899	168 6%	255 8%	2,537 84%	51 2%	3,011	141 5%	288 10%	2,430 83%	60 2%	2,919	
UAFS ³	61 5%	180 14%	1,035 81%	- 0%	1,276	69 6%	164 14%	964 80%	2 0%	1,199	54 5%	163 14%	939 81%	5 0%	1,161	71 6%	199 16%	1,007 79%	4 0%	1,281	58 4%	266 20%	969 74%	10 1%	1,303	
UALR	323 39%	49 6%	440 53%	20 2%	832	246 37%	34 5%	372 56%	11 2%	663	337 39%	47 5%	475 55%	3 0%	862	235 35%	54 8%	382 57%	5 1%	676	228 33%	83 12%	386 55%	4 1%	701	
UAM ⁴	243 36%	22 3%	402 60%	1 0%	668	231 33%	16 2%	446 64%	1 0%	694	216 32%	16 2%	446 66%	1 0%	679	206 29%	23 3%	493 68%	0.0% 0%	722	297 37%	15 2%	483 61%	- 0%	795	
UAMS	- 0%	- 0%	- 0%	- 0%	-	- 0%	- 0%	- 0%	- 0%	-	- 0%	- 0%	- 0%	- 0%	-	- 0%	- 0%	- 0%	- 0%	-	- 0%	- 0%	- 0%	- 0%	-	
UAPB	702 98%	1 0%	13 2%	3 0%	719	715 99%	2 0%	6 1%	- 0%	723	803 98%	4 0%	9 1%	3 0%	819	943 96%	3 0%	12 1%	22 2%	980	946 97%	5 1%	15 2%	11 1%	977	
UCA	478 19%	98 4%	1,681 67%	241 10%	2,498	454 19%	95 4%	1,543 65%	279 12%	2,371	333 19%	95 5%	1,265 71%	100 6%	1,793	381 18%	129 6%	1,463 69%	138 7%	2,111	351 20%	100 6%	1,234 69%	92 5%	1,777	
Four-Year Subtotal	2,618 20.1%	704 5.4%	9,148 70.3%	538 4.1%	13,008	2,571 19.8%	712 5.5%	9,072 69.7%	536 4.1%	12,891	2,751 21.1%	777 6.0%	9,063 69.7%	322 2.5%	12,913	2,821 21.7%	873 6.7%	9,244 71.1%	649 5.0%	13,587	2,721 20.9%	1,024 7.9%	9,178 70.6%	379 2.9%	13,302	

Other includes non-resident aliens and those of unknown race or ethnicity. Minority includes students reported as American Indian/Alaska Native, Asian, Pacific Islander, Hispanic, or Two or more races
Percentages are based on institutional total or group subtotal and may not total 100% due to rounding.

1 ASUJ merged with Delta Technical institution in 2001, the workforce education at Marked Tree (ASUTC) is noncredit and not reported to ADHE while general education credit courses and students are reported.
2 ATU merged with Arkansas Valley Technical institution effective July 1, 2003
3 UAFS (previously WC) became a four-year institution in January 2002
4 UAM merged with Great Rivers Technical institution and Forest Echoes Technical institution effective July 1, 2003
5 ANC (previously MCCC) merged with Cotton Boll Technical institution effective July 1, 2003
6 ASUB merged with Foothills Technical institution effective July 1, 2003
7 NPCC (previously GCCC) merged with Quapaw Technical institution effective July 1, 2003

Source: ADHE

Arkansas Northeastern College

Report of the Recruitment and Retention of Minority Faculty, Staff and Students 2009-2010 Academic Year

The purpose of this report is to document the activities of Arkansas Northeastern College that relate to the recruitment and retention of minority students, faculty and staff. Arkansas Northeastern College is committed to the retention of minorities represented in its faculty, staff, and students. To this end, various programs and activities have been instituted to accomplish this goal. The programs and activities, although important, comprise only a portion of the effort necessary to accomplish this task. The creation of an atmosphere free of prejudice is the catalyst for retaining minorities in all facets of association with ANC. Arkansas Northeastern College will strive to maintain a caring, nurturing environment, where all people can feel free to work and learn without fear of discrimination, based on race or any other distinguishing characteristic.

In the Spring 2010 semester, Arkansas Northeastern College enrolled 659 minority students which is thirty-three percent of its student population. Minority employees number twenty three. Of these employees, three are administrators with one at cabinet level. Ten are classified staff; six are academic staff, and four are instructors. Approximately, thirteen percent of the employees are minority. A detailed list accompanies this report.

Minority Employees

FULL NAME	E	OFFICIAL TITLE
Alvoid, Lonzetta	2	Administrative Specialist I/Ad Ed
Blankenship, Candice M.	2	Administrative Specialist I/University Center
Freeman, Marie G. W.	2	Administrative Specialist I/Ad Ed
Turner, Leanna	2	Administrative Specialist I/Faculty
Walker, Marilyn	2	Administrative Specialist I/Faculty
Wilborn, Candice M.	2	Administrative Specialist I/EOC
Ray, Earnestine	2	Administrative Specialist II/Financial Aid
Anderson, Trina M.	2	HE Institution Program Coordinator
Bogard, Denese	2	Education Advisor/EOC
Carthon, Clarence	2	Career Coach
Castleberry, Bonnie	2	Restaurant Kitchen Manager
Diamond, Bobbie L.	2	Adult Education Instructor
Gaston, Mary A.	2	Pathways Counselor
Moore, Johnny	2	Admissions Counselor Careers
Hunt, Blanche	2	Coordinator, Dev.Education
Whaley, Pauline	2	Developmental Education
McGhee, Lisa	2	Program Director, SSS
Lewis, Leslie A.	2	Retention Coordinator, SSS
Williams, Jacqueline	2	AD Nursing
Wilson, Beverly A.	2	Library Support Assistant
Lacer, Danny E.	3	Public Safety Security Officer
Cashman, Teresita G.	4	Maintenance Assistant
Morris, Lance Glenn	4	Life Sciences/Lab Coordinator

- Number of employees hired within the last year: Clarence Carthon, Career Coach
- Promotion: Blanche Hunt from Coordinator of Developmental Education to Assistant Vice President of Community Relations and Dean of Developmental Education

**Arkansas Northeastern College
Retention Report for Minority Faculty and Staff
2009-2010 Academic Year**

Objectives	Strategies	Indicators	Time Frame	Budget	Results
1. The college will provide opportunities for enhancement of knowledge and skills for the minority employee.	The employee will develop a professional development plan to be approved by the Vice President of Instruction. This plan is voluntary.	Completion of courses (s) or degree Conference travel	Ongoing	\$1,200.00 per employee Yearly. Funded by Staff and Program Development Funds	Four minority employees applied and received SPD funds. Three are working on their Masters. One is working on the Doctorate.
2. The college will observe and celebrate Martin Luther King Day.	Publish the day that classes will not be held in publications that include the academic calendar.	Catalog, class schedules, and student newspaper	February of each year	Normal operating expenses	Ongoing. Completed for the year; we also used a power point presentation to run continuously that month on all our monitors throughout the college.
3. The college will support the Cultural Diversity Association and its effort to offer opportunities for minorities to share ideas and talents.	Appoint an interested advisor to sponsor and mentor the association.	Documentation of the activities and programs of the CDA	Ongoing Club sponsor will monitor & adjust	\$500.00	The CDA numbered 42 members this year, our strongest membership to date. Three ANC faculty were sponsors. This year the CDA concentrated on the November Native American Month. Activities are attached.
4. The college will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population which is 34%.	The policy of internal review of applicants for vacant positions will be used to allow entry-level employees, especially minorities, an opportunity to rise in pay and position title within the organization.	Copies of advertisements for new positions on file	Ongoing	\$450.00 for advertisement of applicant searches	23 out of 187 employees are minorities, or 12.3%. The goal to increase to 34 % is still an on-going priority at ANC. ANC retention of minority employees is 87%. One minority retired.

**Arkansas Northeastern College
Retention Report for Minority Students
2009-2010 Academic Year**

Objectives	Strategies	Indicators	Time Frame	Budget	Results
1. The college will place students in the appropriate college level course to ensure success.	The student is tested by asset or compass on entry and appropriately placed for success.	50% success rate in Developmental courses. This represents a 5% improvement goal.	Ongoing; institutional research will verify	Normal operating expense for testing	Minority success rate for the fall 2009 was 59% as compared to 65% for non-minority. We did meet our goal of 5% improvement.
2. The college will provide opportunities to establish a sense of community for minority students by being a member of clubs and organizations that celebrate cultural diversity.	Support the Cultural Diversity Association by marketing and budgeting club funds.	increase in participation of minority students	Ongoing Club sponsor will monitor & adjust.	\$500.00	The CDA numbered 42 members this year, our strongest membership to date. Three ANC faculty were sponsors. This year the CDA concentrated on the November Native American Month. Activities are attached.
3. The college will recognize and celebrate Martin Luther King Day and Black History Month.	Publish the day that classes will not be held in publications which include the academic calendar. Bring in representative minority speakers for lectures.	Catalog, class schedules, and student newspaper	Ongoing, particularly in the spring	Stipend for Speakers \$500.00	No speakers were used this year.
4. The college will provide tutoring, mentoring, and counseling to increase retention of the minority student.	Instructors in the College prep areas serve as mentors to the students who need extra help. Academic instructors will advise and recommend students for	Minority Students will experience the same rate of success as the non-minority student with the same deficiencies.	Ongoing College Prep Assessment will monitor & adjust.	\$55,000 Perkins Grant monies	From the data the Foundations of Excellence (FOE) project provided, ANC decided to concentrate on four areas this year: new student advising; student activities; orientation and

	tutoring so that early intervention will increase success.				ANC 101, a student success course. ANC is also purchasing an early alert system that will provide information to the student and advisor on deficiencies. The Perkins grant hired a Student Success Coordinator that address these issues and others that relate to the success of minority students in the first year.
5. The college in partnership with Head Start will provide daycare on site.	Head start provides day care at Blytheville to the children of students who meet the criteria.	Continue the service	Ongoing	Cost of maintenance	Daycare was provided. 12 minority students' children were served at Blytheville. 50% of the total students were minority.
6. In partnership with the TANF grant, the college will provide services to minorities who are eligible.	Transportation, day care, and food allowances are all available from TANF support.	Documentation of minorities who participated in the TANF program.	These monies will be available as long as funds are available in Arkansas.	Approximately \$203,288	The TANF grant served 193 minority students out of 447 eligible for funds. Or, 43% of the TANF eligible served were minority.
7. Minority students will graduate at the rate that they started.	1. Advisement and mentoring from the faculty. 2. Use of TANF funds to aid the students in persistence. 3. Student support services aid in this effort with workshops and providing a retention coordinator for students who meet criteria.	Documentation of number of minority graduates	On going	Trio grants, Carl Perkins funds, TANF grant, ANC matching funds	Our college going rate for minority students is 34%. Our graduate completion rate for minorities is 29.3 %. This is a 6.5% increase from 2008-2009 (22.8%). We will continue to work on achieving this objective. Monies from the TANF grant and Carl Perkins have helped to achieve this increase.

Cultural Diversity Association Report for Semester Fall 2009

Sponsors: Dr. Blanche Sanders, Ramona Clower & Scott Simpson

Club Officers:

President: Oscar Woods
Vice-President: Chelsea Becker
Secretary: Morgan Bevell
Treasurer: Torya Woods
Historian: Brianna Thomas

Number of Club Members: 42

CDA held 3 regular meetings October 29, November 5 and November 12

The CDA participated in Club Rush and the Chili Cook-off.

CDA's By-Laws and Constitution are on file with the VP for Student Services.

President or Vice President will serve on the Student Activities Committee.

Scott Simpson and Ramona Clower met with the student activity committee meetings when called.

An article announcing the CDA meeting was published in the OPEN DOOR in September issue and CDA member's pictures were in the OPEN DOOR as having helped with the CHILI COOK-OFF in November issue.

The CDA sponsored a CAMPUS wide event during the month of November. The month of November was designated Native American Month by President Obama. CDA members posted Display information in the OUTBACK and in the Library on Native Americans. CDA sponsored a speaker: Tamara Walkingstick from University of Arkansas to speak to the student body on November 30 of the History. The 1st Grade class in Blytheville was invited to attend.

The CDA read to the 1st and 2nd grade classes on November 20 continuing the Native American History month and taking it to the community.

As you can see the Cultural Diversity Association has been very busy and hopes to continue to be in the future.

Sincerely,
Ramona Clower, Sponsor

Minority Recruitment and Retention Annual Report

*For the Academic Year
July 1, 2009 – June 30, 2010*

Arkansas State University – Beebe



Beebe, Heber Springs, Searcy
Little Rock Air Force Base

Submitted to
the Board of Trustees of the Arkansas State University System,
the Arkansas Department of Higher Education,
and the House and Senate Interim Committees on Education
in compliance with ACT 1091 of 1999.

June 2010

Arkansas State University - Beebe submits the following
Minority Recruitment and Retention Annual Report
for the academic year July 1, 2009 through June 30, 2010
in compliance with Act 1091 of 1999.

For the purpose of the report, "minority" will refer to the ethnic
populations of African Americans, Asian Americans,
Hispanic Americans, and Native Americans only,
as the term "minority" is defined in Act 1091.

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PRESIDENT'S STATEMENT

Arkansas State University has always been an institution of and for its people. Since its early days in 1909 in east Arkansas, the University has been dedicated to the needs for service and education for the people around us. This population includes a rich distribution and diversity of black and white citizens, young and old, male and female, and educated and uneducated. We have felt it has been our continuing obligation and opportunity to serve these individuals without regard to the circumstances in which they may find themselves.

We have placed a special emphasis on an effort to attract, retain, and graduate minority students as part of this effort. Because east Arkansas has many African American students who come from schools within our region, we have developed special programs to address the financial and educational needs of these students as they matriculate to our university. We also have sought to bring adult participants to this process in the form of minority faculty and staff.

We are proud of the richness we have seen developed at the campuses of Arkansas State University, and we look forward to a future in which we may reach out to many participants of all races, colors, and nationalities as part of our education process. This richness of representation will make our university a better place for all who will come after us.

Leslie Wyatt
President
Arkansas State University System

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 have placed 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 center, counseling services, 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

ASU-Beebe recently completed a long-range planning process to revise and update its mission, vision, core values, and strategic plan. During this planning process, ASU-Beebe made special efforts to consider diversity, global awareness, and recruitment and retention of minority students, faculty, and staff. The new mission, vision, and core values are reflected below. The operational plan for Strategic Objective 5.2, “Develop and implement strategies to recruit and retain minority faculty, staff, and administrators,” is included in this report as Appendix C. The entire ASU-Beebe Strategic Plan is included as Appendix D.

Mission

Transforming lives through quality learning experiences.

Vision

With 10,000 credit and 5,000 non-credit students, Arkansas State University – 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

Arkansas State University-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

Arkansas State University – 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:

1. Number of minority students who currently attend the institution.
2. Number and position title of minority faculty and staff who currently work for the institution.
3. Number and position title of minority faculty and staff who began working at the institution in the past year.
4. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - 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.
 - b) Include your timeline, budget, and methods used to assess and monitor progress.

Arkansas State University – Beebe has continued to provide 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, 2009 through June 30, 2010. 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, challenging and fulfilling employment for employees, and meaningful service to the communities we serve.

STUDENTS

Number of Minority Students Who Currently Attend the Institution.

- The total number of minority students who attended ASU-Beebe and were taking college credit courses during academic year 2009-2010 was 814, as compared to 623 for 2008-2009.
- The total number of students who attended ASU-Beebe and were taking college credit courses during academic year 2009-2010 was 6,807. **The percentage of minorities was 12%, as compared to 10% for 2008-2009.**¹
- In addition to the substantial increase in the percentage of students who identify themselves as minorities, ASU-Beebe's efforts have also helped ensure a very high rate of success for our minority students. According to data from the Arkansas Department of Higher Education, the success rate for 2007-2009 for Asian/Pacific Islander students at ASU-Beebe was 75.0%. The success rate for 2007-2009 for Black students at ASU-Beebe was 71.9% during this time period. The overall student success rate for this time period at ASU-Beebe was 61.7%.

FACULTY AND STAFF

Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution. (African Americans, Hispanic Americans, Asian Americans, and Native Americans as defined by Act 1091).

The following table provides the position title, race/gender, and status of faculty and staff who have worked for ASU-Beebe during the 2009-2010 academic year.

POSITION	RACE	GENDER	STATUS
Associate Professor of Physical Science	Asian	Male	Full-Time
Career Pathways Readiness Instructor	Asian	Female	Full-Time
Student Worker	Asian	Female	Part-Time
Administrative Specialist III	African American	Female	Full-Time
Student Accounts Specialist	African American	Female	Full-Time
Part-Time/Extra Help	African American	Female	Part-Time
Adjunct Instructor	African American	Female	Part-Time
Student Worker	African American	Female	Part-

¹ It should be noted that IPEDS minority reporting standards changed for the 2009-2010 academic year so that students can now identify themselves as belonging to multiple races/ethnicities. In the past, students were asked to indicate only one race/ethnicity category.

			Time
Institutional Services Assistant	African American	Female	Full-Time
Director of Residence Hall/Student Development Specialist	African American	Female	Full-Time
Student Worker	African American	Female	Part-Time
Student Worker	African American	Female	Part-Time
Director of Student Success and Retention	African American	Female	Full-Time
Counselor/Academic Coordinator	African American	Female	Full-Time
Student Worker	African American	Female	Part-Time
Institutional Services Assistant	African American	Female	Full-Time
Student Worker	African American	Female	Part-Time
Financial Aid Analyst	African American	Female	Full-Time
Student Worker	African American	Female	Part-Time
Part Time/Extra Help	African American	Female	Part-Time
Director of Student Financial Aid	African American	Female	Full-Time
Assistant Professor/Dir. of Medical Laboratory Technology	African American	Male	Full-Time
Maintenance Supervisor	African American	Male	Full-Time
Student Worker	African American	Male	Part-Time
Maintenance Assistant	African American	Male	Full-Time
Institutional Services Assistant	African American	Male	Full-Time
Part-Time/Extra Help	African American	Male	Part-Time
Temporary	Hispanic	Female	Part-Time
Adjunct Instructor	Hispanic	Male	Part-Time
Student Worker	Hispanic	Male	Part-Time
Student Worker	American-Indian/Alaskan	Female	Part-Time
Director of Physical Plant	American-Indian/Alaskan	Male	Full-Time
Student Worker	Non-Resident Alien	Female	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time

Student	Non-Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time

Source: Office of Human Resources, ASU-Beebe, June 2010

The following individuals were hired from July 1, 2009 to date:

POSITION	RACE	GENDER	STATUS
Director of Student Success and Retention	African American	Female	Full-Time
Institutional Services Assistant	African American	Female	Full-Time
Adjunct Instructor	African American	Female	Part-Time
Part-Time/Extra Help	African American	Female	Part-Time
Part-Time/Extra Help	African American	Female	Part-Time
Student Worker	African American	Female	Part-Time
Student Worker	African American	Female	Part-Time
Student Worker	African American	Female	Part-Time
Adjunct Instructor	African American	Male	Part-Time
Student Worker	African American	Male	Part-Time
Full-Time/Temporary	Hispanic	Female	Part-Time
Student Worker	Hispanic	Male	Part-Time
Student Worker	Non-Resident Alien	Female	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time

Source: Office of Human Resources, ASU-Beebe, June 2010

Annual Progress Summary

Progress Made In Meeting Institutional Goals and Objectives Related To The Recruitment and Retention of Minority Students, Faculty, and Staff.

STUDENTS

Arkansas State University – Beebe has established the following goals for the recruitment and retention of minority students.

Student Goal 1: Provide minority students with continuing opportunities to access knowledge.

Student Goal 2: Provide minority students with enduring prospects for an enhanced quality of life.

Student Goal 3: Provide a student-centered environment in which minority students are fully invested.

Student Goal 4: Provide ongoing opportunities for leadership roles.

Following is a summary of actions taken by ASU – Beebe relating to Student Goal 1.

Student Goal 1: Provide minority students with continuing opportunities to access knowledge.

- To further the goal “Provide minority students with continuing opportunities to access knowledge,” we have strived to support and encourage a learning environment that values diversity. We continue to endeavor to establish and maintain courses that expose all students to the issues of diversity. In addition to the course in “American Minorities”, we have also added courses in “Social Problems” and “Cultural Anthropology.” Global issues are also emphasized across the curriculum. The Global Awareness Committee has formalized the process of cultural and global awareness. A faculty member in the English Department and a faculty member in the Social Sciences department have taken groups of students to Europe with the objective of expanding their global awareness. A trip is planned for the summer of 2010, and future trips are planned.
- ASU-Beebe continues to offer existing courses and establish new courses that expose all students to the issues of diversity. Specific courses including “American Minorities,” “Cultural Anthropology,” and “Social Problems” address diversity issues, as well as such courses as “Principles of International Relations” and “World Literature I and II.” ASU-Beebe strives to emphasize global and diversity issues across the curriculum.
- We have created academic support measures to encourage minority students to fully participate in their education and, therefore, have a successful academic experience. A key element of this effort is provided by our Learning Center. The ASU-Beebe Learning Center provides free tutorial services for all students and is equipped with state of the art computers, applications software, and tutorial software relevant to courses in the curriculum.

- The ASU-Beebe Learning Center is recognized as one of the best in the state and continues to provide academic support and extracurricular academic assistance to minority students while providing outreach to all students on campus. The Learning Center was utilized by 3,346 students for 30,256 hours during the 2009-2010 academic year. The Learning Center offers free tutorial assistance in most subjects taught at the University on a schedule designed to accommodate the maximum number of students. Assessment data clearly demonstrates that students who use the Learning Center services on a regular basis succeed academically, are retained at a high level, and graduate at a high level.
- Learning Center services are also available at the Searcy and Heber Springs campuses, which collectively served a total of 1,271 students for 12,899 hours. Students at Little Rock Air Force Base degree center are encouraged to use the services provided on the Beebe campus. Online tutoring services are also available through the Learning Center and provided at no cost to students.
- The Student Success Center (SSC), formerly known as the “Counseling/Guidance Services Center,” offers a wide range of academic, personal and support services to all students. The services are designed to assist all students in meeting their educational and career goals. The SSC is being expanded to address the retention and success of all students, with a special emphasis placed on minority students. The current SSC director, who is a minority, provides mentoring and counseling support to minority students in an attempt to increase retention and graduation/transfer rates. The SSC also employs minority student workers in an effort to achieve diversity among the services provided and to provide opportunities for minority students to be mentored. The ultimate goal of the SSC is to help all students matriculate through college, succeed academically, connect to available resources, learn to live in a diverse society, graduate, and become productive citizens in the community.
- ASU-Beebe is an active participant in the Arkansas Career Pathways Initiative. The Career Pathways program provides educational assistance for low income parents/caretakers of a child under age 21. This initiative provides tuition assistance for career training and/or college classes to those who meet eligibility requirements.
- The library collection provides works on a variety of cultures. Special attention has been given this year to acquisition of African 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 with an Arklink Library Card and university ID card. The Arklink Library Card can be obtained through the Abington Library Circulation Desk.
- With Internet access readily available to students, information from cultures around the world is instantly available to all students. Students are encouraged to use this tool to expand their knowledge and appreciation of diverse cultures. To accommodate expanded use and requirements of the Internet, the institution has

upgraded its data lines to provide increased capability and speed of access. This upgrade gives students access to resources available on ASU-Jonesboro's Local Area Network (LAN). In addition, ASU-Beebe increased its bandwidth in Spring 2010, with another increase planned for the Summer 2010 semester. We are also in the process of upgrading the network switches on the Beebe and Searcy campuses to better handle new technology demands. The latest classroom and laboratory technologies available in the new Science Building on the Beebe campus and the new campus at Heber Springs allow faculty to try innovative pedagogies in their courses. In addition, wireless internet access has been installed in ASU-Beebe's residence halls. The new residence halls, which should be open and available to students in the Fall 2011 semester, will have expanded wireless internet access.

- 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. (Excerpt from the ASU-Beebe Faculty Handbook).
- The Student Handbook contains information that outlines student conduct and the grievance procedures, including information on sexual harassment or assault. The handbook is available in the Student Handbook Planner, included as a part of the Freshman Seminar class, obtainable from the Vice Chancellor for Student Services, and is also available on the ASU-Beebe website at www.asub.edu.
- Student Support Services (SSS) is a comprehensive program designed to promote retention and academic success in college. SSS provides participants with academic and support services in a caring environment that seeks to ensure their successful completion of a degree at Arkansas State University - Beebe and preparation for transfer to a four-year university. These services are free to participants and include tutoring, academic advising, counseling, mentoring, workshops, and cultural enrichment trips.
- To be considered for SSS, a student must meet the following conditions: be a United States citizen, national, or meet the residence requirements for federal student aid and have a need for academic support. A student also must meet at least one of the following criteria: be either a first-generation college student (neither parent has a college degree) and/or meet income guidelines and/or be an individual with a disability.
- The Student Support Services Program served the needs of 25 minority students during the 2009-2010 academic year. One hundred percent of the students were considered low-income, first-generation college students. Thus, 100% of participating students met the low-income, first-generation, or students with disabilities category. One of the 25 minority students was new in the Spring 2010 semester and is also enrolled for the Fall 2010 semester. Twenty of the original 25

students (80%) who enrolled in the Fall 2009 semester were retained to Spring 2010 or graduated in December. An additional student graduated in May of 2010.

Following is a summary of actions taken by ASU – Beebe relating to Student Goal 2.

Student Goal 2: Provide minority students with enduring prospects for an enhanced quality of life.

- We provide minority students with enduring prospects for an enhanced quality of life by providing a safe environment for minority students in which to live, learn, and grow as adults.
- We provide for the physical safety and comfort of all students, free from harassment and hate. Residence hall directors and student resident assistants are trained to be sensitive to issues of diversity.
- 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 annual training on diversity issues and implement programming sensitive to residents.
- We strive to provide greater opportunity for academic success in an inclusive environment. The Vice Chancellor for Academic Affairs has arranged individual graduation ceremonies for minority students with special needs, illness, or related to religious matters if requested by the student.
- We support the goal of designing student-centered, multi-cultural academic programs while maintaining the high academic and ethical standards of the University. Emphasis on international and diversity issues in coursework has been continued, especially in history, foreign languages, humanities, and oral communications. In Interpersonal Communications, students do a cross-cultural interview. One member of the science department remains affiliated with the Peace Corps and has been published in a periodical related to African studies.
- We examine and introduce new pedagogical methods to the faculty that increase minority student participation in the courses/programs. As a part of its move toward becoming a learning-centered institution, ASU-Beebe faculty engage in a variety of active learning opportunities to involve students of all demographic groups. Some of these strategies may be especially beneficial for some minority students.
- We strive to raise awareness of pedagogical practices as they relate to minority retention. In textbook selection, faculty look for materials reflecting minorities in photos, etc. Increased follow-up on student progress should assist minority students in persevering and therefore create better retention rates for minority students.
- Students can now monitor mid-term grades online and, in some courses, trace their weekly progress online from home or from campus labs.

- We provide academic assistance to minority students. The Learning Center provides extensive tutoring assistance to all students as described above. Some departments also provide tutorial assistance with identified courses. The Math Department provides computerized math tutorials to assist students and is in the process of reviewing other technology-based options that have been nationally recognized for their effectiveness in mathematics education, especially with at-risk students. A pilot program has been initiated, using a computer based interactive software program for beginning and intermediate algebra. This approach should benefit some students who learn more readily in this environment as compared to the traditional classroom lecture format. Students have the option of selecting the traditional lecture classroom format or the software-based learning environment.
- We promote activities that instill minority students with an appreciation for lifelong learning and encourage minority students to cultivate critical thinking skills. Our freshman seminar program allows for small group interaction between minority students and the instructor. A course in “Career/Life Planning” is designed to help students consider the factors that will affect the choices they make, to help them start making some of those choices, and to facilitate some of the skills necessary to put their plans into action. As students who are undecided about their career path make their career choice, retention of these students should improve. A course in “American Minorities” continues to attract students, and “Native American History” has been expanded.
- We encourage all University members to focus on issues of quality of life for students.
- In the 2009-2010 academic year, we hired a new Director of Student Success and Retention who is an African American female. She will supervise guidance and counseling services, among other initiatives contributing to student success and retention.
- For the upcoming 2010-2011 academic year, we have hired a new Coordinator of Student Success Services who is an African American female to work in the Student Success Center.

Following is a summary of actions taken by ASU – Beebe relating to Student Goal 3.

Student Goal 3: Provide a student-centered environment in which minority students are fully invested.

- The renovation of the former cafeteria into a music hall has resulted in a modern facility that has allowed the music program to be expanded, including opportunities to encourage minority students to expand their participation in music. An auditioned Chamber Singers group has been formed, and a state of the art computer-based music lab has been incorporated into the curriculum. These efforts provide students with expanded opportunities to continue their development in the music field. Minority students are some of the strongest contributors to the music programs. The Singers

group has been invited to participate and perform at Carnegie Hall, a rare opportunity for most of the members, including minorities.

- The music and drama departments have encouraged and assisted minority students in accepting major roles in music and theatre productions. Several minority students participated. Content is chosen to appeal to a variety of tastes.
- In theatre programs, minority heritages are presented. In history courses, the contributions of minority persons are emphasized. In health-related courses, issues of special concern to minorities are covered.
- The Student Activities Program strives to provide opportunities for all students to be exposed to diversity events. The 2009-2010 Student Activities Program offered activities that emphasized diversity issues. It continues to reserve a portion of the activities budget to allow for additional programming for diversity-related topics.
- The 2009-2010 Student Activities Program had many activities in which minority students were involved. Many of our minority students participated in the monthly coffeehouse series and were in attendance at HarvestFest and the Spring Dance. The Student Center also featured a bulletin board and table tent displays of great moments and leaders in African-American History during Black History Month. Bookmarks, pencils, and bracelets were also provided for the students that included quotes from great African-American leaders. The residence hall staff also became involved in promoting the celebration of Black History Month by hosting programming such as an African-American facts and great moments contest and a guest speaker.
- Student Activities strives to provide programs that are inclusive of all students and make all students feel welcome and comfortable attending regardless of race or ethnicity. All student programs are aggressively marketed to all students. Future plans include continuing recognition and celebration of Black History Month and the Martin Luther King, Jr. Holiday.
- In addition to the offerings of Student Activities, the Concert-Lecture Series began the 2009-2010 season with a performance by the Musical Group HORIZON to provide students with a broad range of multicultural programs. The performance, "Legends of Motown and More..." offered many musical selections originally performed by the Motown groups of the 1960s, who brought African Americans to the forefront of the popular music explosion of that era. The Series also hosted Artistree Theater, a puppet based performing arts troupe that specializes in retelling classic folklore. The artists put on the production, "Out of the Mist, a Dragon", for a multi-generational audience. The production was a retelling of a traditional Japanese tale of a world-traveling dragon. A minority staff member chairs the Concert-Lecture Committee that is responsible for programming and conduct of the Concert-Lecture Series. The 2010-2011 concert season is currently contemplating several multicultural performances, among them the American Spiritual Ensemble, Jazz Rhapsody, and Davis Burgess, a Brazilian-born Spanish guitarist.
- An area financial institution has committed to provide funding to underwrite a major portion of the cost of the Concert-Lecture Series. This has enabled the University to

allow students and staff to attend these high quality programs at no cost and has also allowed prices for community residents to be low in comparison to similar programs at other institutions. Assessment data for the 2009-2010 season demonstrates that 100% of respondents attending the events indicated that the programming provided “some or a lot” of cultural, ethnic, or geographic diversity.

- In an effort to provide all students with a safe environment in which to live, learn, and grow, Resident Assistants and Residence Hall Directors attend a workshop on diversity that deals with making students of all races, ethnicities, and sexual orientations feel comfortable and welcome in the residence halls. The workshop also demonstrates how to mediate conflict caused by cultural differences between students. The workshop is a component of the annual training that Hall Directors and Resident Assistants participate in as part of their job requirements.
- In Spring 2010, 21 of the 105 residence hall students were minority students (20%).
- The Residence Life student staff for 2009-2010 consisted of 10 students, five of which were minority students (50%). The Resident Life professional staff for 2009-2010 consisted of two full-time staff members, one of whom identifies as a minority.
- A member of Faculty Senate has worked on a survey to measure student perceptions on diversity issues at ASU-Beebe.
- The University’s Global Awareness Committee works to recruit diverse students.

Following is a summary of actions taken by ASU – Beebe relating to Student Goal 4.

Student Goal 4: Provide ongoing opportunities for leadership roles.

- We encourage minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills.
- Seven of the 20 Leadership Council Representatives were minority students during the 2009-2010 academic year (35%).
- Two of the six Leadership Scholarship recipients were minority students during the 2009-2010 academic year (33%).
- The ASU-Beebe Student Ambassador Program hosts 10 students each year that take leadership roles that apply to recruitment endeavors from the Office of Admissions. This includes campus tours, preview day activities, Concert Lecture Series events, official Chancellor’s Office functions, and other campus functions as needed. The Office of Admissions has always strived to recruit students from all groups of ethnicity, age, life experiences, etc. The applications and information about the program are placed in the Student Center and advertised in the Campus Update. Twenty percent of the student ambassadors were students whose ethnicity was other than Caucasian in the 2009-2010 academic year.

- Minority students are encouraged to participate in student leadership activities. During this academic year, minority students have been active in “The Singers”, Chamber Singers, Ambassadors, Agriculture Club, and other activities. Three of our student organizations elected minority students into president or vice-president leadership positions for the 2009-2010 academic year.

Initiatives Undertaken This Year for Recruitment of Minority Students:

- The Office of Admissions employed 6 Orientation Leaders for the 2009-2010 academic year. These students assisted with student activities and registration for classes at each orientation. Thirty percent of these students were minorities.
- ASU-Beebe has continued to target several high schools with high minority enrollment for more recruitment visits and more promotional item distributions. School districts visited this year include Augusta, Lonoke, Newport, Riverview, Stuttgart, Wynne, and the Pulaski County Special School District with emphasis at Jacksonville, North Pulaski, and Sylvan Hills schools.
- On January 19, 2010, ASU-Beebe was one of several colleges and businesses in attendance at the 2nd Annual White River Rural Health Center, Inc. College/Career Day held at Augusta, Arkansas.
- On February 16, 2010, in conjunction with SayGoCollege Week, Ron Hudson, a minority employee who serves as the ASU-Beebe Coordinator of Student Recruitment, spoke to Riverview High School JAG students about educational and career opportunities.
- Ronald Hudson and Whitney Prater, Student Recruitment Specialist, attended the Majors Fair hosted by Pulaski Technical College.
- ASU-Beebe is an active SEVIS (Student Exchange Visitors Information System) member. ASU-Beebe had 19 international students for Fall 2009 and 25 international students for Spring 2010.
- Whitney Prater and Krystal Martin, Director of Student Success and Retention, attended a college fair hosted by the Little Rock Alumnae Chapter of Delta Sigma Theta Sorority, Inc., a historically black sorority, in conjunction with the Youth Council of St. John Missionary Baptist Church on December 5, 2009. The event targeted young adults ages 14 to 24 with a focus on college preparation with sessions on applying for college, receiving scholarships, identifying the right school, involving parents, preparing for college arrival, and testing.
- Ron Hudson, faculty member Dr. Steve Manning, and international students Viviane Vinou and Mufied Muhamed attended the African Drum Festival held at Philander Smith College. This initiative was intended to gain more information about diverse cultural opportunities for not only our international students but our entire student body as a whole.

- On September 24, 2009, ASU-Beebe, in conjunction with Wilbur D. Mills Co-Op and ArkACRAO, hosted the Central Arkansas College and Career Fair. Six hundred ninety-five students were in attendance. Four service area high schools with diverse populations were in attendance: Beebe, Hazen, Augusta, and Lonoke.
- Thirty-two high school students from Marianna, Arkansas, an area with a high minority population, toured the ASU-Beebe campus in March 2010. This was a collaborative effort resulting from initial contact and recruitment in Fall 2009 by ASU-Beebe recruiters and Marianna High School.
- Ron Hudson and Whitney Prater both attended conference sessions that addressed recruitment strategies and best practices for minority students during the 2009-2010 academic year.

FACULTY

Arkansas State University – Beebe has established the following goals for the recruitment and retention of minority faculty.

1. Faculty Goal 1: Create and maintain a campus environment that affords all people, including minority faculty, equitable access to all learning and teaching resources.
2. Faculty Goal 2: Establish and encourage a clear commitment to the value of diversity for all members of the University community.

The following are examples of initiatives taken to encourage recruitment and retention of minority faculty relative to Faculty Goal 1.

Faculty Goal 1: Create and maintain a campus environment that affords all people, including minority faculty, equitable access to all learning and teaching resources.

- Minority faculty are encouraged and supported in the pursuit of additional education. ASU-Beebe provides faculty with opportunities to apply for leave for a summer, a semester, or a year to pursue advanced degrees. ASU-Beebe provides sabbatical leaves for faculty members, which may be used to pursue additional education. Sabbatical leaves may be for either a semester or a year.
- We encourage and support minority faculty professional development within the instructor's discipline and the pursuit of pedagogical methodologies. Funds are available to minority faculty to attend professional conferences that directly address teaching and learning issues.
- Staff development funds and opportunities are available for all faculty and staff. During the Spring 2010 Pre-Session Conference, faculty and some staff attended a diversity training session.

- We promote the concept of academic freedom in discussions, publications, classes, student affairs forums, and committees. ASU-Beebe is committed to the concept of academic freedom as outlined in the ASU-Beebe Faculty Handbook.
- The senior leadership team of the University makes an effort to include minority faculty on campus-wide committees, task forces, and planning forums.

The following are examples of initiatives taken to encourage recruitment and retention of minority faculty relative to Faculty Goal 2.

Faculty Goal 2: Establish and encourage a clear commitment to the value of diversity for all members of the University community.

- The University hired a new Director of Human Resources in January 2009 who also serves as the Director of Diversity. Specific development of plans includes the following:
 - A plan is being developed that will require each Search Committee Chairperson to complete a training module designed to improve cultural awareness and encourage hiring of qualified faculty with diverse backgrounds.
 - The Director of Human Resources has developed an action plan to place employment announcements in minority publications such as *Hola Arkansas* and/or *Minority Times*. The minority publications will direct readers to the ASU-Beebe Human Resources employment page.
- During the 2008-2009 academic year, ASU-Beebe developed a Diversity Action Plan to increase diversity within ASU-Beebe faculty. As part of this Diversity Action Plan, in the 2009-2010 academic year, the Director of Human Resources and the Assistant to the Chancellor made recruiting visits to universities with high minority populations in an attempt to increase minority faculty at ASU-Beebe. Also pursuant to this Diversity Action Plan, we made a key minority faculty hire through recruitment from our successful adjunct faculty pool.
- During the 2009-2010 academic year, ASU-Beebe developed an Operational Plan, pursuant to its new Strategic Plan, to “Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.” This plan is included in this report as Appendix C. The following progress has been made to date pursuant to this plan:
 - Recruitment visits to large minority-serving university campuses.
 - Hosting a guest speaker on diversity at the January 2010 Pre-Session Conference.
 - Expanded recruitment activities to include job announcements in minority-serving publications.
 - Recruitment materials and job postings that reflect the metro area in which we are located and its diverse cultural and social populations.
 - Training for search committees pursuant to diversity.
 - A plan to develop ongoing small group diversity training initiatives to begin in Fall of 2010.
 - Numerous campus activities relevant to diversity.

- Exit surveys for indicators related to diversity issues that impact minority employee retention.
- We establish meaningful programs of awareness and sensitivity to diversity issues. When new faculty members are hired, the appropriate division chair assigns a senior faculty member to mentor the new faculty member during the first year or longer if necessary. Also, if a faculty member is having issues in the instructional area, a faculty member may be assigned to serve as a mentor to help the faculty member.
- We provide seminars, speakers, forums, and festivals on cultural diversity. The guest lecture program provides a variety of cultural diversity opportunities.
- A non-credit class in conversational Spanish has been offered free of charge for faculty and staff on an intermittent basis.
- We encourage a clear commitment to the value of diversity for all members of the University community through minority publications and training for Search Committee members.
- Faculty representatives attend conferences related to issues of diversity and have provided subsequent reports to the entire faculty to provide awareness of diversity issues.
- We support and encourage open and free communication among diverse groups through all activities at the University.
- We seek minority members to represent minority issues on university-wide committees.
- The Director of Human Resources is currently reviewing and evaluating personnel policies, procedures, and practices as related to minority faculty retention.
- Minority faculty members are encouraged to serve on shared governance committees, especially those committees on recruitment and retention of minority faculty. In addition, an effort to develop a policy on minority representation on recruitment committees is being developed.
- The Faculty Senate is sponsoring a “Community Unity” initiative that will provide a venue for faculty to work to promote cultural events on campus. In addition, a Faculty Senate member is currently drafting a survey that will measure faculty perceptions on diversity issues at ASU-Beebe.
- The University’s Global Awareness Committee works to recruit diverse faculty.

STAFF

Arkansas State University – Beebe has established the following goals for the recruitment and retention of minority staff.

1. Staff Goal 1: Create and maintain a campus environment that affords all people, including minority staff, equitable access to all learning resources.
2. Staff Goal 2: Establish and encourage a clear commitment to the value of diversity for all members of the university community.

Our goal is to create and maintain a campus environment that affords all people, including minority staff, equitable access to all learning resources.

The following are examples of initiatives taken to encourage recruitment and retention of minority staff relative to Staff Goal 1.

Staff Goal 1: Create and maintain a campus environment that affords all people, including minority staff, equitable access to all learning resources.

- We encourage and support minority staff in the pursuit of additional education. Opportunities for minority staff to pursue additional education are provided. Staff benefits include a tuition discount at a rate of 75% for undergraduate courses and a rate of 50% for graduate courses. Additionally, the Professional Development Award program is designed to encourage staff personnel to earn degrees and or certifications in their specialty above what they currently possess. This program provides monetary bonuses based on the level of degree earned.
- Training opportunities exist within departments.
- Supervisors are encouraged to participate in recruitment and search committee training to enhance awareness of affirmative action and diversity on campus.
- ASU-Beebe has provided an ESL class for adults (18 years and older) via its Adult Education program.
- Minority staff are provided leave for the purpose of pursuing professional studies.
- Travel funds are available to minority staff to attend professional activities and conferences.
- Minority staff are encouraged and supported in pursuing professional development within the employee's area of expertise.
- Professional travel for the purpose of enhancing job skills and enhancing job performance is available to minority staff.
- On-campus formal and informal training opportunities are available for minority staff. The Department of Continuing Education coordinates and provides training courses for employees. Employees attend these courses at no cost to the employee other than books.

- Minority staff members provide regular training to students on campus procedures and chair University committees at Beebe, Heber Springs, and Searcy campuses.
- A minority staff member chairs the Concert-Lecture Committee that is responsible for programming and conduct of the Concert-Lecture Series.

The following are examples of initiatives taken to encourage recruitment and retention of minority staff relative to Staff Goal 2.

Staff Goal 2: Establish and encourage a clear commitment to the value of diversity for all members of the University community.

- Open and free communication among diverse groups is supported and encouraged through all activities at the University.
- Opportunities exist for minority staff to express concerns about diversity issues as they arise on campus, via venues such as town hall meetings with the Chancellor's Council.
- Minority employees often serve as a resource for outreach to the community.
- Minority staff members are encouraged to present minority issues to University committees and are also encouraged to serve on University committees.
- Personnel policies and procedures are being evaluated and reviewed by the Director of Human Resources for minority staff retention impact.
- Minority staff members are encouraged to serve on shared governance committees, especially those committees on recruitment and retention of staff.
- The Office of Human Resources monitors the retention of all staff and reasons relating to staff attrition.
- Training for staff is provided to help them become more understanding of the various minority student, faculty, and staff groups and their needs.
- Several minority applicants were interviewed in faculty searches and senior administration searches this year. A new Director of Student Success and Retention, who is an African American female, began working at ASU-Beebe in July of 2009.
- During the 2008-2009 academic year, ASU-Beebe developed a Diversity Action Plan to increase diversity within ASU-Beebe staff. As part of this Diversity Action Plan, in the 2009-2010 academic year, the Director of Human Resources and the Assistant to the Chancellor made recruiting visits to universities with high minority populations in an attempt to increase minority staff at ASU-Beebe.

New Strategies and Activities

New Strategies or Activities that Have Been Added and the Indicators/Benchmarks that Will Be Used to Determine Success in Meeting any New Objectives.

- Expand recruiting efforts for minority students.
 - Maximize recruiting efforts in areas that have a higher percentage of minorities.
 - With a full time Coordinator of Recruitment who is a minority, it is the intent of the University to significantly increase the opportunities for additional recruitment activities to attract minority students to the opportunities at ASU-Beebe.
 - Use outreach programs such as the Regional Career Center, TRIO programs, Workforce Training and Development, and others to reach populations with minorities.
 - Through ASU-Searcy, some opportunities exist to actively pursue the recruitment of students for the Regional Career Center from schools with high minority populations, such as Augusta, McCrory and surrounding areas. We plan to pursue this opportunity through school visits with counselors and principals, presentations to 10th and 11th grade students, and the provision of Regional Career Center literature and CDs. We will also use minority staff speakers at school recruitment activities.
 - Opportunities also exist to use the Workforce Training Coordinator to pursue opportunities to recruit, assist, and serve minorities in the various continuing education and workforce training programs and to encourage the Career Pathways program to foster recruitment of eligible participants in its various programs.
- Expand recruiting methods for faculty to maximize exposure to minorities.
 - Expand advertising in journals and publications that target minority candidates such as *Hola Arkansas*, *Diversity Issues*, or *Minority Times*.
 - Send faculty position announcements to departments in universities with high minority enrollments.
 - Make every attempt to interview all qualified minority candidates for a faculty position.
- Expand recruiting methods for staff to maximize exposure to minorities.
 - Advertise vacancies in media with exposure to minorities as budget allows.
 - Expand advertising in journals and publications that target minority candidates, such as *Hola Arkansas*, *Diversity Issues*, or *Minority Times*.

- Maximize recruiting efforts in areas that have a higher percentage of minorities.
 - With the addition of a full time Coordinator of Recruitment, it is the intent of the university to significantly increase the opportunities for additional recruitment activities to attract minority students to the opportunities at ASU-Beebe.
 - Use outreach programs such as the Regional Career Center, TRIO programs, Workforce Training and Development, and others to reach populations with minorities.
 - With the merger of the technical campus at Searcy into ASU-Beebe, some opportunities exist to actively pursue the recruitment of students for the Regional Career Center from schools with high minority populations, such as Augusta, McCrory and surrounding areas. We plan to pursue this opportunity through school visits with counselors and principals, presentations to 10th and 11th grade students, and the provision of Regional Career Center literature and CDs. We will also use minority staff speakers at school recruitment activities.
 - Opportunities also exist to use the Workforce Training Coordinator to recruit, assist, and serve minorities in the various continuing education and workforce training programs and to encourage the Career Pathways program to foster positive recruitment of eligible participants in its various programs.
- Arkansas State University-Beebe's Recruiting Plan contains specific actions and processes used for the recruitment of faculty and staff. This plan is reviewed annually and updated to make sure the information in the plan is current and includes methods to reach potential faculty and staff candidates, including specific efforts to reach minorities. A copy of this plan is included in this report (Appendix B). A new employee hiring process is being developed to include minority representation on University search committees, when possible, to ensure cultural and diversity awareness. During the past year, ASU-Beebe has been going beyond the requirements of the plan and posting all available positions externally to ensure diverse applicant pools.
 - In an effort to expand recruitment opportunities to minorities, the University subscribes to an affirmative action e-mail package from HigherEd Jobs.com. This allows the university to target faculty and staff candidates who indicate they are minorities. These individuals are sent an e-mail from HigherEd Jobs.com regarding the position that is available. This additional recruiting is being done in an effort to recruit minority faculty and staff.
 - The stated goals, objectives, strategies, and measures are ongoing and a part of our normal processes. Most timelines are continuous, with efforts and results reviewed annually as a part of our assessment and evaluative processes. The functional manager areas are assigned to the vice chancellor who has responsibility for that area. Each functional manager has the responsibility to ensure efforts are made to manage those processes.

- Budget requirements are incorporated into the normal budgeting and allocation process by the University Planning Team. If a functional manager has specific budget requirements, those are blended into the normal budget process and available for use by that functional manager. Separate budgets for “Minority Recruitment and Retention” are not a part of the process; however, if a functional manager later identifies a need that was not programmed, he or she could request funds be allocated by the Planning Team from operating reserves to fill that need. Requests for funds are now required to be linked to the University Strategic Plan, Core Values, or Mission Components. Several of these items contain references to diversity, global awareness, and minority recruitment and retention, as discussed elsewhere in this report.
- Assessment relevant to minority recruitment and retention is ongoing with the annual assessment cycle that is based on the academic year (July 1 through June 30). After assessment data is available, an annual assessment of the strategic plan is conducted.
- As we continue to refine our processes, some of the actions are being embedded into the ASU-Beebe long range planning processes. The institution’s Strategic Plan includes a specific goal related to minority recruitment and retention and will be measured annually.

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.

INFORMATION SOURCE: Act 1091 of 1999 enacted by the General Assembly of the State of Arkansas

APPENDIX B

Arkansas State University-Beebe Recruiting Plan

Arkansas State University-Beebe is an equal opportunity employer. The governor of Arkansas, by proclamation, has indicated that it is his policy “to ensure equal opportunities in the recruitment and selection for all state jobs.”

Hiring officials have the option to advertise within a department, university-wide or outside the university. The following recruiting procedures are to be followed at Arkansas State University-Beebe, to include ASU-Heber Springs, *A Center of ASU-Beebe*, ASU-Searcy, *A Technical Campus of ASU-Beebe*, and the ASU-Beebe programs at Little Rock Air Force Base, to ensure that applicants are considered for vacant job openings.

Advertise Within a Department

If a supervisor opts to fill a position from within the department, the position should be posted for a minimum of five working days to allow employees in that department to apply. Employees from other departments cannot apply.

Advertise University-Wide

Positions that are not filled within a single department may be announced to employees of the University by postings and e-mail. A minimum of five (5) working days should be allowed for interested University employees to apply for the job. If the decision is made to post within the University, but no current University employee expresses an interest in the job and/or meets minimum job requirements, the job will be advertised outside the University.

Advertise Outside the University

Hiring officials may opt to advertise the position outside the University. Newspapers, national publications, the Employment Security Department, the ASU-Beebe web page and the Arkansas Government Jobs web site will be used for recruiting applicants outside the University.

Openings for faculty, non-classified, and classified positions with supervisory responsibility will be advertised for a minimum of ten (10) working days; other positions will be advertised five (5) working days.

OTHER INFORMATION

The following is a summary of the actions taken by the University to recruit applicants for all full-time positions. This plan also facilitates the accomplishment of the University's equal employment opportunity hiring program and its diversity initiatives. The Administration of the University is committed to the effort to attract a larger number of minority employees to work at all of our campuses.

All non-classified, classified positions with supervisory responsibility, and academic positions are advertised in the Arkansas Democrat-Gazette. Certain positions, for example, an instructor of a technical program, may be advertised in a national trade publication relevant to that field.

The University also subscribes to HigherEd Jobs.com. All faculty and administrative positions are posted on this web site. This site allows prospective applicants in the United States and foreign countries the ability to view the University's job openings.

The University subscribes to an affirmative action e-mail package from HigherEd Jobs.com. This allows the university to target candidates using HigherEd Jobs.com who indicate they are minorities. These individuals are sent an e-mail from HigherEd Jobs.com regarding the position that is available. This additional recruiting is being done in an effort to recruit minority faculty and staff.

Human Resources as well as Public Information is advertising in Hola! Arkansas in an effort to recruit the Hispanic student and employee.

Support staff positions for Arkansas State University-Beebe are normally advertised in the Beebe News, Cabot Star Herald, The Leader, and The Searcy Daily Citizen. Positions for Arkansas State University-Searcy Campus are usually advertised in The Searcy Daily Citizen. Positions for the Heber Springs Center are normally advertised in the Heber Springs Sun Times. Positions for the Little Rock Air Force Base are advertised in The Leader or The Jacksonville Patriot.

If requested by the hiring official and approved by Human Resources, all staff positions for the University may be advertised in the Arkansas Democrat-Gazette.

The University also posts all positions on the Arkansas State Jobs website where all state jobs and jobs in higher education are posted per the Governor's directive. Position announcements are sent to the Employment Security Department offices in Searcy and Little Rock, as applicable.

The Department of Human Resources has an employment link on Arkansas State University-Beebe's web page. This will allow Internet users access to employment opportunities at Beebe, Heber Springs, LRAFB, and Searcy.

All positions are posted at various locations (bulletin boards, etc.) on campuses at Arkansas State University-Beebe, Arkansas State University-Heber Springs Center, Arkansas State University-Searcy, and the Little Rock Air Force Base. Position announcements are emailed to current employees.

ASU - Beebe is deeply committed to the retention of students and employees.

Source: Office of Human Resources, ASU-Beebe, June 2010.

APPENDIX C

Arkansas State University-Beebe



Beebe, Heber Springs, Searcy
Little Rock Air Force Base



OPERATIONAL PLAN FOR STRATEGIC OBJECTIVE 5.2:

Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.

ASU-Beebe

ASU-Heber Springs, a Center of ASU-Beebe

ASU-Searcy, a Technical Campus of ASU-Beebe

ASU-Beebe Programs at Little Rock Air Force Base

OPERATIONAL PLAN FOR STRATEGIC OBJECTIVE 5.2

1. Strategic Goal 5

Recruit and Retain Outstanding University Employees.

2. Objective 5.2

Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.

3. Chancellor's Council Liaison: Stephanie Nichols

4. Co-Chairs: Susan Collie, Kae Chatman

5. Members of the Committee:

Keith Foster, David Lochala, Jimmy Boyd, Krystal Martin, Karen Barger, Susan Collie, Kae Chatman

6. Describe the measurable steps you will take to achieve the objective.

- In order to achieve our goal of improving diversity of minority faculty, staff, and administrators at ASU- Beebe, the committee believes first that diversity must be defined on our campus. ASU Beebe will define "Diversity" to the community it serves as the following:

"Pursuant to Act 1061 of the Arkansas State Code, diversity at ASU-Beebe shall include 'African Americans, Hispanic Americans, Asian Americans, and Native Americans.' However, ASU-Beebe also complies with all state and federal anti-discrimination laws, including Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination on the basis of race, color, religion, sex, or national origin."

- Diversify and increase recruitment activities to historically minority-serving institutions.
- Diversify recruitment efforts by advertising in publications and web sites that directly serve minority populations.
- Create recruitment materials that indicate close proximity to the metro area and reflect diverse populations.
- Train search committees on proper hiring processes using objective and good-faith evaluation of the candidate's qualifications.

7. How does this contribute to or support student learning/student success?

- Diversity enriches the educational experience as students learn from those whose experiences, beliefs, and perspectives vary from their own.

- Diversity encourages promotion of personal growth as it challenges stereotyping, encourages critical thinking and helps students learn to communicate effectively with people from different backgrounds and experiences.
- Diversity will strengthen our community and workplace as our society expands globally, enriching our students and allowing them to be better prepared as global citizens.
- Enrichment of student experiences will support the effective use of talents and abilities of all our citizens as they become competitive leaders of the future.

8. Describe your method of assessment.

Data from the following areas will be used:

- IPEDS reporting
- EEO reporting
- New hire reporting (State)
- Tracking of recruitment avenues
- Participation in diversity awareness activities
- Participation in training for search committees
- Review of each applicant pool for increased numbers of qualified minority applicants
- ADHE Minority Recruitment and Retention Annual Report

a. How will you know the objective has been completed?

i. What measures will you use?

Reporting results from IPEDS, EEO, New Hire, and ADHE reports.

Candidates/applicants will be qualified based upon objective and good-faith evaluation of the candidate's qualifications via written objective criteria through the search committee process.

ii. What benchmark will be used?

Monitoring of increases from current statistics for measured growth.

iii. What target value will be set for this measure?

In keeping with appropriate fair hiring practices, a numerical value may not be assigned to the overall measure. However, ASU Beebe shall be committed to achieving *diversity* and *excellence* among its faculty and staff by committing to hire the best applicant in each pool and making every attempt to broaden the diversity of all applicant pools.

The process of seeking strategies to recruit and retain minority faculty and staff shall not exclude “majority applicants” from the employment process if they are deemed to be the best applicant; however, ASU Beebe will remain committed to increasing the number of qualified minority applicants for consideration and employment.

iv. What other evidence should be produced?

Search committees shall include representation from minority groups as they play an important role in diversifying campus faculty and staff. In the event that minority representation cannot be achieved, representation from the ASU Beebe diversity committee may suffice.

b. How will you know your work had the desired outcome?

- a. Evidence proves that all processes have been exhausted to secure a diverse applicant pool either through advertisement, institutional contacts, or nomination.
- b. Search committees provide documented evidence that the search process has been conducted based upon objective qualification related to the advertised position.
- c. An increased number of minority applicants
- d. An increased number of minority hires
- e. An increased number and percentage of minority faculty, staff, and administrators.

9. When is the objective to be completed?

The strategic planning/diversity committee shares a belief that achieving diversity in its community shall be a continuous effort. The recruitment and employment efforts of ASU Beebe shall comply with all Federal and State laws. Hiring quotas will be discouraged as it opposes fair labor standards practices. However, ASU Beebe will do all that is possible to promote an atmosphere and culture of *inclusiveness* for all peoples committed to student learning.

10. Are there any resource needs?

Needed resources will be taken out of existing budgets at this time. However, in the future, additional resources may need to be budgeted to accomplish this objective.

APPENDIX D

ARKANSAS STATE UNIVERSITY – BEEBE STRATEGIC PLAN 2010-2014

STRATEGIC GOALS AND OBJECTIVES

1. Provide learning experiences designed to support the diversity of our students' needs and aspirations.

To meet the learning needs of those we serve, we will:

- 1.1--Determine the educational needs of our constituent communities.
- 1.2--Maintain the safety and security levels of our campuses by developing and implementing a comprehensive emergency and crisis management system.
- 1.3--Educate and train employees to understand their role in contributing to student learning and success.
- 1.4--Prepare and expand services and program offerings at Little Rock Air Force Base in anticipation of increased enrollment.
- 1.5--Train and encourage faculty to incorporate active learning methods in the classroom.
- 1.6--Increase provision of alternate educational delivery methods, including but not limited to distance education.
- 1.7--Increase access to educational opportunities to enable all students to achieve their educational and life-long learning goals.

2. Increase enrollment, retention rates and graduation rates.

To facilitate an enrollment increase every year, which will require both an increase in the number of new students per year and an increase in the number of students retained until they complete their educational goals, we will implement the following objectives:

- 2.1--Redefine the role of the Enrollment Management Team and update the Enrollment Management Plan.
- 2.2--Develop and implement a comprehensive marketing/student recruitment plan including attempts to increase local, state, and global diversity.
- 2.3--Review the current offerings for new student orientation and recommend a comprehensive program that will increase the success of our students.
- 2.4--Review and update our financial aid procedures and processes.
- 2.5--Enhance the comprehensive basic skills (developmental education) program.
- 2.6--Develop and implement a plan with enrollment benchmarks to address needs as a result of enrollment growth, i.e., staff, supplies, facilities, equipment, etc.
- 2.7--Develop and implement an academic advising model that focuses on creating educational plans, tracking student progress, and developing student self-sufficiency.

3. Advance the economic development efforts of our region.

To advance the economic efforts of our region, we will implement the following objectives:

- 3.1--Be involved with local Chambers of Commerce and the State Chamber of Commerce and serve on and contribute to the success of their committees targeting local and regional economic development activities.
- 3.2--Participate in local Chambers of Commerce leadership efforts to develop countywide economic development plans in accordance with the Governor's Summit on Education and Economic Development.
- 3.3--Identify and meet the education and training needs of the natural gas industry operating in the Fayetteville Shale Play Formation of Arkansas.
- 3.4--Pursue greater involvement with business and industry through Workforce Training

Consortia.

3.5--Pursue opportunities in entrepreneurship training in order for students to have first-hand knowledge and experience in owning and operating a successful business.

3.6--Participate in any statewide or regional consortia efforts supporting economic and workforce development.

3.7--Participate with local Workforce Investment Boards (WIB) as well as obtain opportunities to serve on economic development committees.

4. Develop and maintain a culture of assessment to improve student success.

To build a culture of assessment and continuous improvement, we will:

4.1--Develop an Institutional Effectiveness Assessment Plan, including a Planning Model, which will evaluate functions of the university.

4.2--Implement, use, and maintain an assessment software package which will allow for easy access and tracking of assessment activities, including the results of changes made based on assessment data.

4.3--Provide education and training opportunities on assessment.

4.4--Continue to improve and update our Student Learning Outcomes Assessment Plan, which evaluates academic courses and programs, including the development of a schedule for evaluation.

4.5--Develop a method to keep the university up-to-date on the Higher Learning Commission self-study process and activities, as well as other accreditation activities.

4.6--Develop and implement a recognition program for exemplary programs that support improving student learning and success.

5. Recruit and retain outstanding university employees.

To ensure the university will have well qualified faculty and staff, ASU-Beebe will implement the following objectives:

5.1--Implement a comprehensive professional development program to prepare employees for advancement opportunities.

5.2--Develop and implement strategies to recruit and retain minority faculty, staff and administrators.

5.3--Implement strategies to employ existing faculty and staff as efficiently as possible and to increase full-time positions as necessary to support university growth.

5.4--Develop university intranet to improve communication among employees and campuses.

5.5--Implement strategies to provide competitive salaries and benefits at all employee levels.

5.6--Enhance faculty and staff morale by expanding employee recognition programs.

6. Develop and Manage our Funding Resources

To provide affordable educational opportunities to students, we will implement the following objectives:

6.1--Allocate resources based on priorities identified through the Strategic Plan.

6.2--Submit grant proposals for external funding to governmental and private sources.

6.3--Increase fundraising activities through an organized campaign to attract more private donations, gifts and endowments.

6.4--Strengthen governmental liaison efforts with state and federal legislators for more effective communication of specific funding needs.



Arkansas State University-Mountain Home
2009-2010 Minority Recruitment and Retention
Annual Report

Submitted to:
Arkansas Department of Higher Education

June 23, 2010

**Arkansas State University--Mountain Home
 Minority Recruitment and Retention Report
 June 23, 2010**

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

Non-Resident Alien	6
Unknown	1
Hispanic	28
American Indian/Alaskan Native	37
Asian	13
Black/African American	12
Native Hawaiian/Pacific Islander	2
Two or more ethnicities	0

Total	99

(Note: The total number of minority students increased from 80 in 2008-2009 to 99 in 2009-2010.)

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

Three:

- 1) Hispanic faculty member for Respiratory Care
- 2) Asian faculty member for Anatomy and Physiology/Microbiology
- 3) Hispanic faculty member for College Preparatory courses (CPT)

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

NONE

- **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: The first goal is to provide 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 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**

- **Winthrop Rockefeller Foundation Grant Targets Poverty**

Beginning October 1, 2009, members of a new consortium met with the focus of developing a plan to reduce poverty in Baxter, Fulton, Izard, Marion, Searcy, Sharp and Stone counties. Through a grant awarded to ASU-Mountain Home by the Winthrop Rockefeller Foundation, the group is focused on a desire to help increase the economic viability and vitality of the seven-county region by reducing poverty.

- **East African Art and Artifacts on Display at ASUMH**

On display through Nov. 30, 2009, at the Norma Wood Library at Arkansas State University-Mountain Home was East African Art and Artifacts collected by Anita Hayden during her days of teaching school in Tanzania, working for the TEA, Teachers for East Africa Angelo American Project. The display consisted of native African original artifacts including wood carvings, bead work, spears, a banana wood picture, bark cloth animal drawing, spoons, stool and a bamboo water holder.

- **Women's History Month**

The 2010 Women's History Month event showcased ASUMH faculty who represented various women in history who have made a significant impact in their respective fields. Female faculty members shared insight into women such as Sophie Germain, Hilary Rodham Clinton, and Maya Angelou. This public event was attended by students, faculty, staff, and administration.

- **Black History Month**

The 2010 Black History Month presentation featured guest speaker Reverend Aaron Johnson, author of *The Man from Macedonia*. As one of the first African-American men to work with prisoners on death row in North Carolina, Reverend

Johnson shared his experiences regarding race relations. This event was highly attended by students, faculty, staff, and administration.

- **Phi Theta Kappa International**

In April of 2010, a contingency of Phi Theta Kappa students, along with the chapter sponsor, Provost and Vice Chancellor for Academic and Student Affairs, and Chancellor, attended the national conference in Florida. Guest speaker Dr. Sanjay Gupta shared his insights regarding service with thousands of students. This experience exposed ASUMH students to diversity on several levels. They participated on the local, regional, and national levels.

- **B.E.S.T. Travels to New York**

In May of 2010, two ASUMH faculty members took a group of students to New York City as a part of the B.E.S.T. Experience. The Business and Economic Student Travel (B.E.S.T.) Experience strives to advance the study of business, economics, and related fields through experiential learning and travel. Experiential learning activities often include visits to corporate headquarters and/or production facilities, tours of banking institutions and/or government entities. Students were exposed to diverse populations as well as diverse economic opportunities.

- **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 2: The second goal of ASUMH's diversity plan is to establish and encourage 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.

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. 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.

Arkansas State University-Newport

Minority Recruitment and Retention Annual Report

Submitted by Dr. Larry Davis, Vice-Chancellor for Academic Affairs

March, 2010

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 2009-2010

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

	Fall, 2009 Total = 2037	Spring, 2010 Total = 2071
American Indian/Alaskan Native	18 (0.88%)	18 (0.87%)
Asian or Pacific Islander	10 (0.49%)	12 (0.58%)
Black	283 (13.89%)	291 (14.05%)
Hispanic	22 (1.08%)	31 (1.50%)

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

- 2 Administrative Specialists III
- 1 Assistant professor of English/Foreign Language
- 1 Assistant Professor of Social Science
- 2 Career Facilitators
- 1 Counselor
- 1 Institutional Services Assistant
- 1 Instructor of Nursing
- 1 Instructor/Surgical Technology
- 2 Library Technicians
- 1 Pathways Data Support Tech
- 1 Vice-Chancellor for Academic Affairs

Part Time

- 4 Adjunct Business Education instructors
- 1 Adjunct Health instructors
- 1 Adjunct Math instructor
- 4 Extra Help
- 1 Learning Resource Center tutor
- 3 Adult Education instructors
- 1 G.E.D. Examiner
- 1 Proctor

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

Full Time

- 2 Career Facilitators
- 1 Instructor/Surgical Technology

Part Time

- 1 Adjunct Business Ed Instructor
- 1 Adjunct Health Instructor
- 1 Adjunct Math Instructor
- 1 Extra Help
- 1 Adult Ed Instructor
- 1 G.E.D Examiner
- 1 Proctor

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

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.

The vice-chancellor for student services actively recruited and hired a minority counselor to replace the minority counselor who held that position. Part of her job entails developing strategies for recruiting and retaining minority students. She still works at the college. The vice-chancellor for student services also attends conferences and workshops on cultural diversity specifically targeted at minority awareness. This past year she also hired two additional grant-funded career facilitators who are minority females.

Student services also provided leadership in the formation of the Minority Student group. This group is sponsored by one of the minority classified employees. They have met during the fall and spring semesters to increase awareness and discuss minority issues. In addition, one of the current Student Government Association officers is a minority and two of the 2009-10 Ambassadors are minorities.

The college has also partnered with The Branch Community Center, Inc. in Newport to meet the needs of underprivileged (almost exclusively minority) children and adults that is targeted for and administered by minorities. The college's Career Pathways Initiative program has provided computers for use at The Branch Community Center for use by adults who desire to enter college or training or have a need to complete employability skills training for employment. Children are allowed access to the computers when they are available. The ASUN Adult Education program also provided help to The Branch Community Center by funding a minority staff person to work with adults to complete a GED. An additional part time minority staff person has been hired by the ASUN Adult Education program in various locations around Jackson County.

The vice-chancellor for academic affairs hired a minority female as the new surgical technology instructor for this coming fall and is encouraging potential minority faculty members to finish their credentialing to make them eligible as potential hires.

The college hired two minority females as full-time library staff and they are currently still employed as well. One of the minority staff members also served as the president of the student Phi Kappa Phi honors organization while she completed her associate's degree.

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.

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

Although no specific budget amount is designated for the specific activities, the college is always committed to allocating whatever resources are 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. The limited number of minorities in the immediate area served by the college is a barrier to college's ability to expand on the existing numbers.

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 that might be successful in 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 8, 2010

Submitted by: Laura Kueter-Woods, Contact Person
Black River Technical College

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 and staff.

ACTION PLAN:

- A. **Mission Statement: BRTC will review its mission statement to determine whether the existing statement appropriately reflects the institution's commitment to sustaining participation by all groups.** BRTC has revised its Mission Statement to include both the individual and the global community to achieve their academic, vocational, and personal development goals. The new Mission Statement was included in the August 16, 2001 Annual Update of BRTC's Minority Retention Plan.
- B. **Foundation Coursework: The institution will determine all students whom are eligible for developmental coursework are appropriately placed and monitored.** The institution provides ASSET and/or COMPASS testing to all prospective students and based on the test scores, students are placed appropriately in the developmental writing, reading and/or math classes. BRTC offers free on-campus tutoring for students that need help in math, English, science and reading. Online tutoring is now available to all students through Smarthinking, an online tutoring service.
- C. **Community Initiative:** The community initiative partnership between BRTC and the African-American Community in Randolph County to preserve the Eddie Mae Herron Center (EMHC) continues through a variety of opportunities. Over the past year, BRTC faculty and staff have helped the EMHC by planning and participating in events, as well as providing support materials for Black History Month and observance of Martin Luther King Jr. day. Many members of BRTC faculty and staff are active members of the EMHC and some serve on the board of directors. BRTC has also provided assistance to EMHC by printing the stationary items for the center.

An EMHC Scholarship is provided through BRTC in which recipient preference is given to an African-American minority.

During Black History Month, 2010, BRTC helped to fund the visit to Pocahontas of Archie Moore, African American historian and collector

of pop culture artifacts. The event was the culmination of a month-long celebration, and included a potluck and public presentation, with BRTC assisting with technical support.

On June 19, 2010, the Eddie Mae Herron Center will observe “Juneteenth,” and BRTC will provide gifts in support of the celebration.

The fifth in a series of Holocaust Survivors, Mrs. Estelle (Wakszlak) Laughlin, shared memories of her family’s struggle in the Warsaw Ghetto, her father’s involvement with the Warsaw Ghetto Uprising and their eventual capture and transport to one of six extermination camps for the sole purpose of murdering Jews and other groups of people deemed enemies of Hitler’s Third Reich. Approximately 1800 individuals listened to her remarkable stories over the three presentation event. This continued series offers students and the public the opportunity to better understand the importance of cultural and ethnic diversity from a different perspective.

BRTC offers a class, The Holocaust, which this past year was open to high school students seeking concurrent credit. With community assistance in fund-raising, the class also participated in a four-day trip to Washington, D.C., to visit the United States Holocaust Memorial Museum where they toured met with and listened to an address from an additional Holocaust survivor. The students had opportunity to visit also the National Cathedral Creche exhibit showing nativity scenes from all over the world.

Students will have opportunity this academic year to enroll in German class where not only language, but culture of Germany will be taught; they will also have opportunity to take part in an international study tour to Europe in spring, 2011.

In July of 2009 the previously renamed Minority Scholarship was changed to **Scholarship to Encourage Advancement of Diversity** or better known as the “In-STEAD” Scholarship. Any student who represents a minority group and whose presence would thus enhance diversity of the student body at BRTC will be eligible. This scholarship is funded through faculty and staff payroll deductions.

- D. **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. Consideration is being given to the creation of a “student success” or “college skills” course for all first-time entering students.

2. Status report: According to data from the Office of Student Services for the academic year 2008-2009, 2.3 percent of the total student body was members of minority groups. The numbers below show the ethnic breakdown:

Asian or Pacific Islander	4
African American	79
Hispanic	33
American Indian/Alaskan Native	16
Unknown	8

There is currently one African American adjunct faculty member at BRTC.

Minority Recruitment and Retention Annual Report
For:

**COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF
ARKANSAS**

(Compiled by Steve Cole, Chancellor-Elect)

(All numbers based on the data gathered before June 30, 2010)

- Number of minority students who currently attend the institution.

During the 2009 academic year, 875 minority students were enrolled at CCCUA.

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

14

***Director of Human Resources
Academic Advisor
Institutional Services Assistant
Childcare Technician
Director of Nursing
Placement Coordinator
History Instructor
Adult Ed Instructor
Project/Program Director Upward Bound
Project/Program Manager Upward Bound
Project/Program Manager Childcare
Culinary Instructor
Daycare Teacher
Childcare Technician***

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

2

***Childcare Instructor
Culinary Instructor***

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - Include any new strategies or activities that have been added for the 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 875 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. In Fall 2009, CCCUA continued the “ACCELERATED ESL” program that sought to attract non-English speaking Latinos and then taught them how to read and write English at a level where they can be successful in sitting for the entrance exams required for enrollment at CCCUA. This program will continue as we feel it has contributed to the retention and recruitment of more of the Latino population. We have also began advertising in several local publications that target African- American and Latino populations.

Our college goals in 200 for percentage increases for non-whites:

***Latino – 10% (15-20 students) (Attained with 13%)
African American - 8% (10-15 students) (Attained with 9%)
Native American - 5% (5-10 students) (Did not attain with 0%)***

- ***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, 2009 through June 30, 2010.

We feel with the overall increases 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.

FACULTY STAFF

CCCUA maintained the total number of minorities working full-time from at 14. Last year's report indicated that an overall increase like this would prove difficult, and it was, but CCCUA has been able to maintain this number with the hiring of quality applicants.

EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN



ANNUAL PROGRESS REPORT

**Academic Year
July 1, 2009 through June 30, 2010**

*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.

2010 Annual Progress Report

*FOR FIVE-YEAR MINORITY RETENTION PLAN
JULY 2006-JUNE 2011*

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	Certificates of Appreciation
Campus Activities	Honors Program
Motivational Workshops	Who's Who Recognition
Orientation	Field Trips
EACC Ambassadors	Work-Study Job Placement
Career Pathways	Minority Male Assistance Program (MMAP)
Intramural Basketball	EACC Awards Ceremony
Fine Arts Center-Cultural Exhibits	

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.

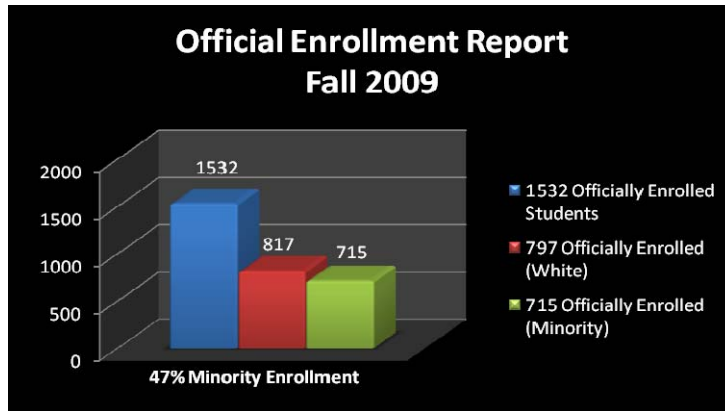
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind. Therefore, we have revised our Five Year Minority Retention Plan to include Veterans' Affairs (Objective VII) and the Career Pathways Initiative (Objective VIII). Objectives and success indicators have been established in the Five-Year Minority Retention Plan, Revised 2009 and status reporting has been incorporated into our Annual Progress Report for 2010. Veteran's Affairs and the Career Pathways Initiative play vital roles in the retention of students at East Arkansas Community College.

**EAST ARKANSAS COMMUNITY COLLEGE
MINORITY RETENTION PLAN PROGRESS REPORT
JULY 2008-JUNE 2009**

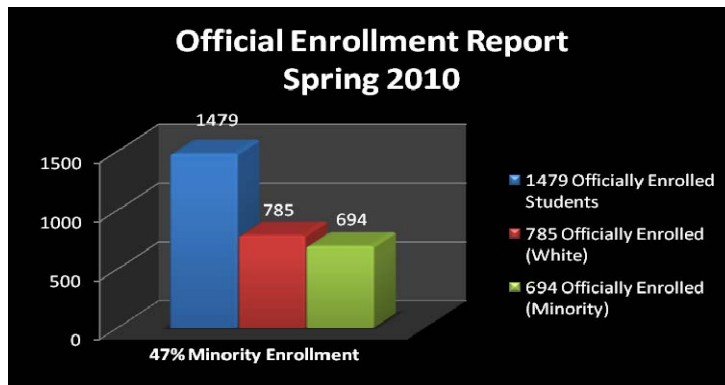
ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN

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, 2009 semester was one thousand five hundred thirty-two students. The total number of minority students was seven hundred and fifteen, or forty-seven percent of our enrollment.



The official enrollment for the spring, 2010 semester was one thousand four hundred seventy-nine students. The total number of minority students was six hundred ninety-four, or forty-seven percent of our enrollment.

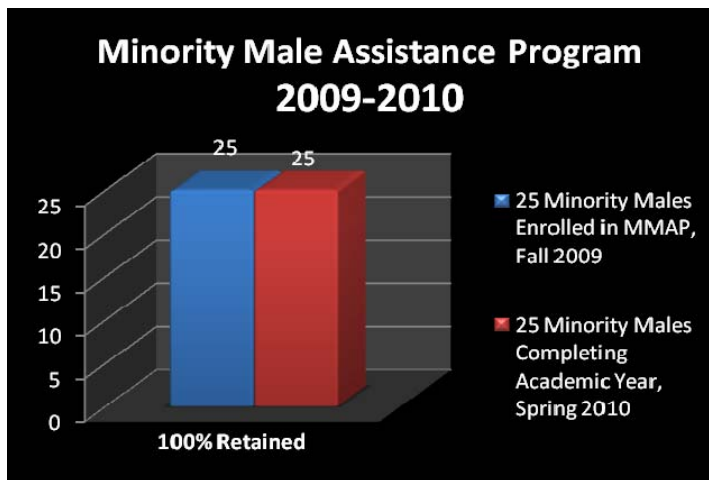


Objective 1: To maintain the Minority Male Assistance Program (MMAAP) and retain first-time minority male students.

A. TO RETAIN PROGRAM PARTICIPANTS.

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

Status: During the 2009 - 2010 academic year, twenty-five minority male students were enrolled in the Minority Male Assistance Program. Four participants graduated May 2010 and two of these graduates were from the 2006 cohort and returned to complete a semester of coursework. Throughout the academic year, twenty-five participants remained in the program for a retention rate of one hundred percent.



B. TO PROVIDE CO-CURRICULAR ACTIVITIES.

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

Status: The academic year began with the program orientation that all participants are required to attend. There were thirty-two students in attendance and twenty-five actually enrolled in the program.

In October, 2009, twelve MMAAP students participated in a community service project, the Annual Walk for the March of Dimes Association. Forty-eight percent of MMAAP students participated in the community service project.

C. TO PROVIDE ACADEMIC MONITORING BY IDENTIFYING STRENGTHS AND DEFICIENCIES.

Success Indicator: An increase in the number of participants meeting attendance requirements.

Status: During the fall 2009 semester, nineteen of the twenty-five enrolled MMAP participants met the attendance requirements, for a total of seventy-six percent.

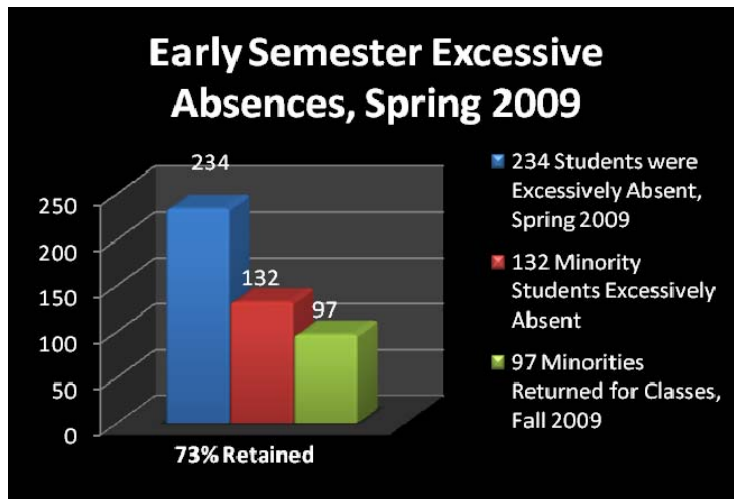
During the spring 2010 semester, thirteen of the twenty-five enrolled MMAP participants met the attendance requirements, for a total of fifty-two percent.

Each participant was required to meet with their program advisor to discuss their absences, academic progress, and reported faculty concerns.

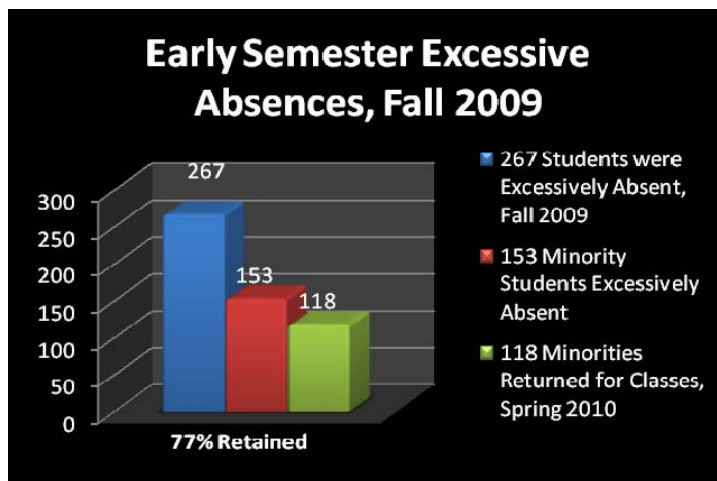
Objective II: To retain minority students facing academic challenges such as excessive absences and/or course failure.

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 2009, there were two hundred thirty-four excessively absent students. One hundred thirty-two of those students were minorities. Of those one hundred thirty-two minority students, ninety-seven returned for classes in the fall of 2009. This is a retention rate of seventy-three percent.



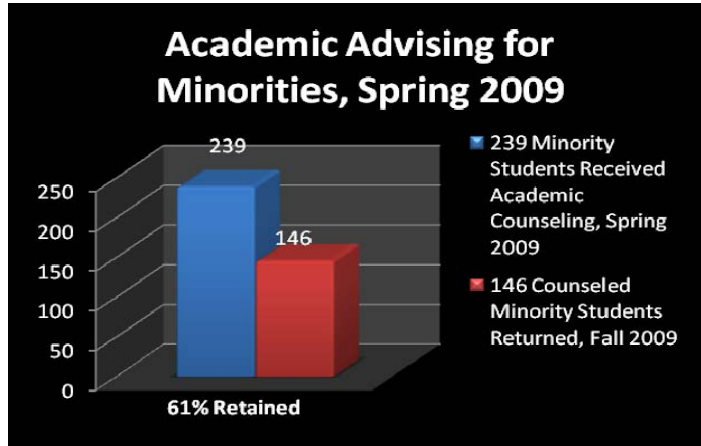
In the fall semester of 2009, there were two hundred sixty-seven excessively absent students. One hundred fifty-three of those students were minorities. One hundred eighteen students returned for classes in the spring semester of 2010, for a retention rate of seventy-seven percent.



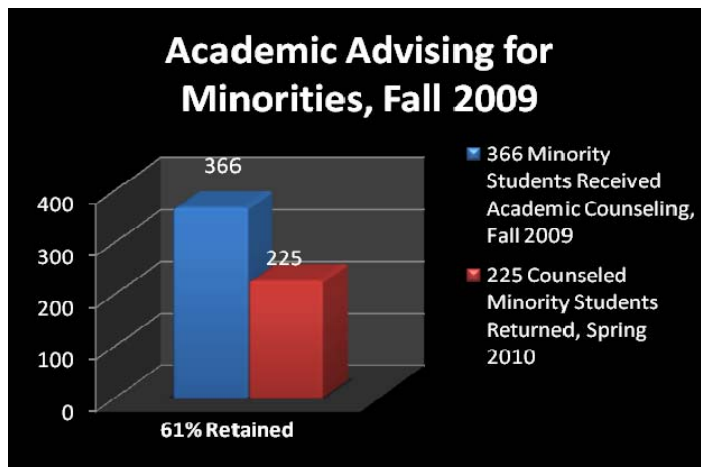
Objective III: To strengthen academic advising for minorities.

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

Status: In the spring semester of 2009, two hundred thirty-nine minority students received academic counseling. Of those two hundred thirty-nine students, one hundred forty-six returned for classes in the fall semester of 2009. This is a sixty-one percent retention rate.



In the fall semester of 2009, three hundred sixty-six minority students received academic counseling. Of those three hundred sixty-six minority students, two hundred twenty-five returned in the spring semester of 2010. Sixty-one percent were retained.

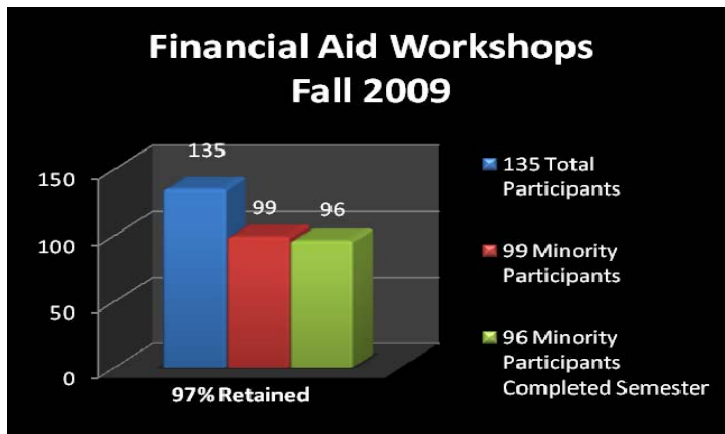


Objective IV: To remove financial barriers for minority students by providing assistance through federal, state and institutional programs.

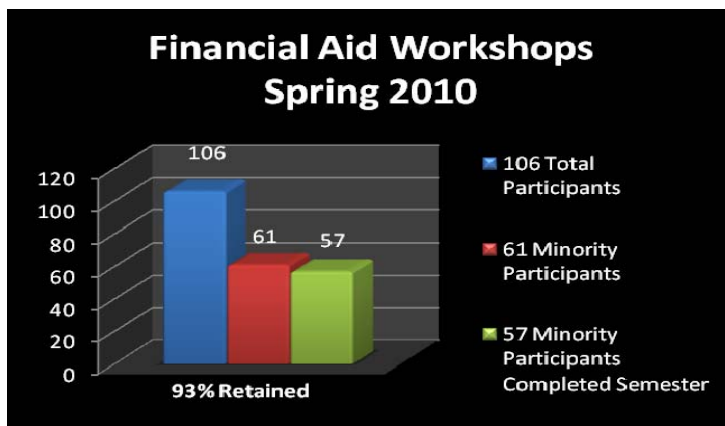
A. FINANCIAL AID WORKSHOPS

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

Status: During the fall semester 2009, EACC provided six (6) financial aid workshops. One hundred thirty-five students attended and ninety-nine of those in attendance were minorities. Ninety-six of the minority students who attended financial aid workshops completed the semester for a retention rate of ninety-seven percent.



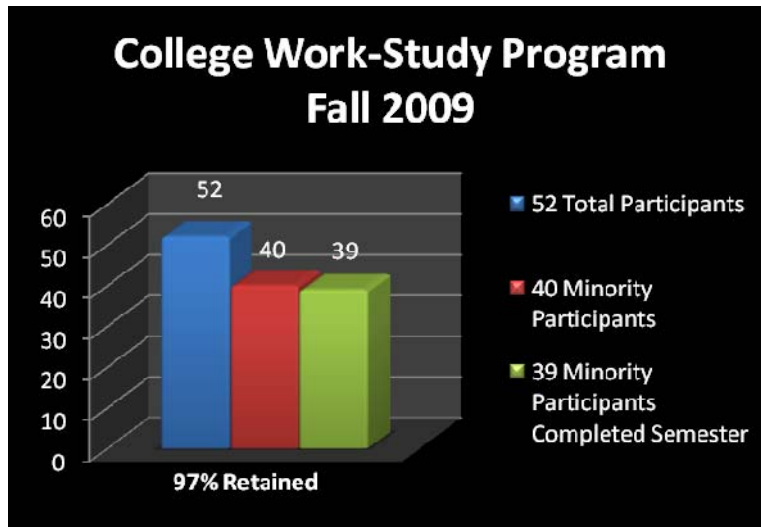
During the spring semester 2010, EACC provided four (4) financial aid workshops. One hundred six students attended and sixty-one of those in attendance were minorities. Fifty-seven of the those minority students who attended financial aid workshops completed the semester for a retention rate of ninety-three percent.



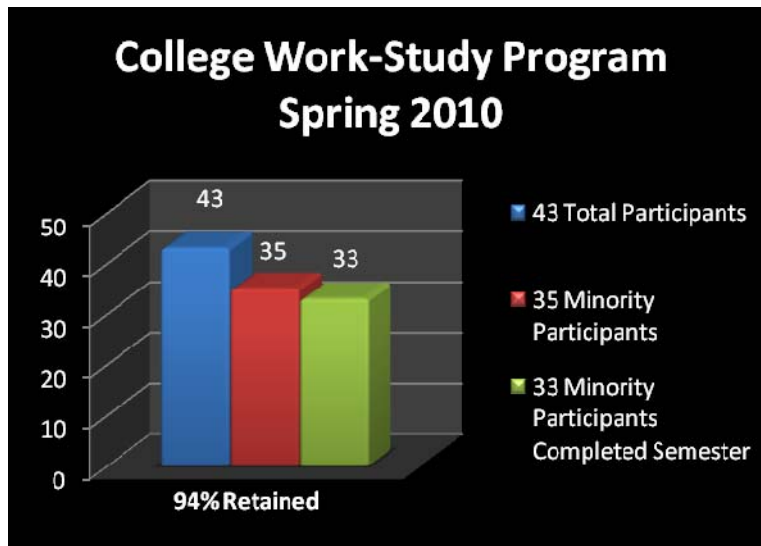
B. COLLEGE WORK-STUDY PROGRAM

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

Status: During the fall 2009 semester, fifty-two students participated in the Work-Study Program and forty of these students were minorities. Of those minority students, thirty-nine completed the semester for a total retention rate of ninety-seven percent.



During the spring 2010 semester, forty-three students participated in the Work-Study Program and thirty-five were minorities. Of those thirty-five minorities, thirty-three completed the semester for a total retention rate of ninety-four percent.



C. PUBLIC TRANSPORTATION

Success Indicator: At least 67% of minority students using public transportation will be retained from semester to semester.

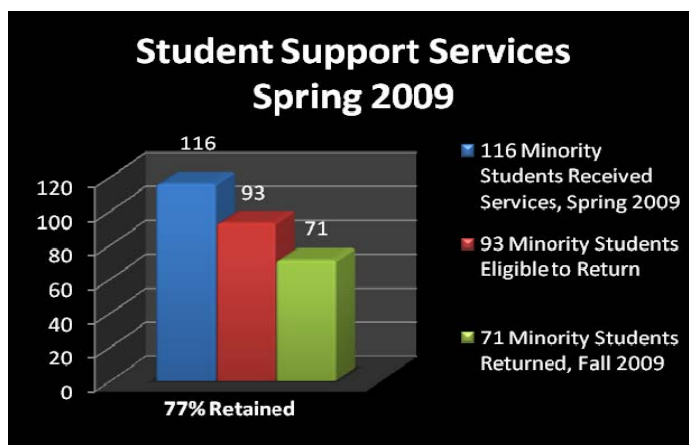
Status: East Arkansas Community College did not have a public transportation provider for the 2009-2010 academic year.

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

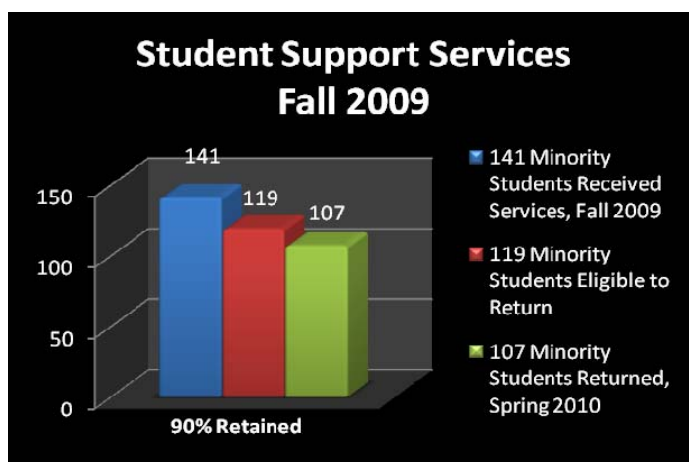
A. TO PROVIDE SUPPORTIVE SERVICES

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 sixteen minority students received Student Support Services during the 2009 spring semester. Twenty-three of these students graduated in May, 2009, leaving ninety-three eligible to return to EACC. In the fall of 2009, seventy one of those ninety-three students re-enrolled for a retention rate of seventy-seven percent.



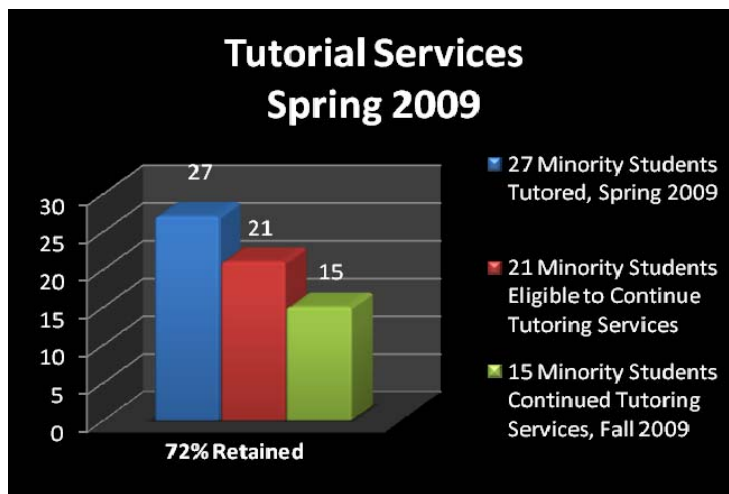
One hundred forty-one minority students received services through Student Support Services during the 2009 fall semester. Twenty-one of these students graduated in December 2009, leaving one hundred nineteen eligible to return. In spring 2010, one hundred seven of those eligible to return re-enrolled for a retention rate of ninety percent.



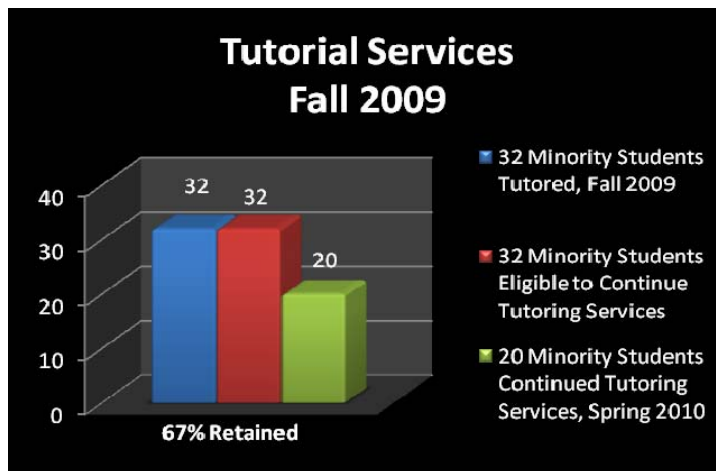
B. TO PROVIDE TUTORIAL SERVICES

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-seven minority students were tutored during the spring 2009 semester. Twenty of these twenty-seven students received a passing grade in the subject area in which they received tutoring. Six of these students graduated leaving twenty-one students eligible to continue receiving tutoring services. In the fall of 2009, fifteen of the twenty-one continued to receive tutoring services. Seventy-two percent were retained in the tutoring program.



Thirty-two minority students were tutored during the 2009 fall semester. Twenty-seven of these students received a passing grade in the subject area in which they were tutored. In the spring of 2010, twenty of those students continued to receive tutoring services in other subject areas. Sixty-seven percent were retained in the tutoring program.



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

Status: For the fiscal year 2009-2010, there were eight (8) new minority employees hired. Eighty-eight percent (88%) were retained. Seven non-minorities were hired and one hundred percent (100%) were retained.

Of the newly hired minorities, four (4) were professionals, three (3) were support personnel, and one (1) was a faculty member.

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 fifty percent (50%) of the applicants listed our website or 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.

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. This year's recipients were not minorities.

Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2009-2010 academic year.

Number	Position Title
7	Administrative Specialist I
1	Administrative Specialist II
1	Assistant Registrar
2	Career Coaches
1	Career Pathways Counselor
1	Coordinator/Instructor
2	Counselors
1	Director of Career Pathways
1	Director of EastArk Secondary Career Center
1	Director of Financial Aid
1	Director of Physical Plant
2	Faculty
1	Financial Aid Specialist
4	Institutional Services Assistants
1	Lab Supervisor
1	Library Support Assistant
1	Literacy Council Coordinator
2	Maintenance Assistants
1	Personnel Manager
1	Recruitment Coordinator
1	Transfer Specialist
1	Vice President for Student Affairs
35	TOTAL

This is an increase of 1 position held by minorities at East Arkansas Community College from the previous 2008-2009 academic year.

Additions and Revisions Section

East Arkansas Community College has revised its Five Year Minority Retention Plan to include Veteran's Affairs and the Career Pathways Initiative. Objectives and success indicators have been established in the Five Year Minority Retention Plan (Revised 2009) and status reporting has been incorporated into our Annual Progress Report for 2010. Veteran's Affairs and the Career Pathways Initiative play a vital role in the recruitment and retention of our students.



**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2006-JUNE 2011**

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
<p style="text-align: center;">To retain Veteran Students through appropriate counseling and advising.</p>	<p style="text-align: center;">At least 75% of the minority students in the Veterans' Affairs Program will be retained from Fall to Spring semester.</p> <p style="text-align: center;">At least 60% will be retained from Fall to Fall.</p>	<p style="text-align: center;">Coordinator of Veterans' Affairs</p> <p style="text-align: center;">Director of Educational Guidance</p>	<p style="text-align: center;">End of each Fall and Spring Semester</p> <p style="text-align: center;">End of each fall semester.</p>	<p style="text-align: center;">Follow-up on the number of Veterans retained from Fall to Spring through transcripts and registration.</p> <p style="text-align: center;">Follow-up on the number of Veterans retained from Fall to Fall each year through transcripts and registration.</p>	<p style="text-align: center;">Included in Counseling Services budget.</p>

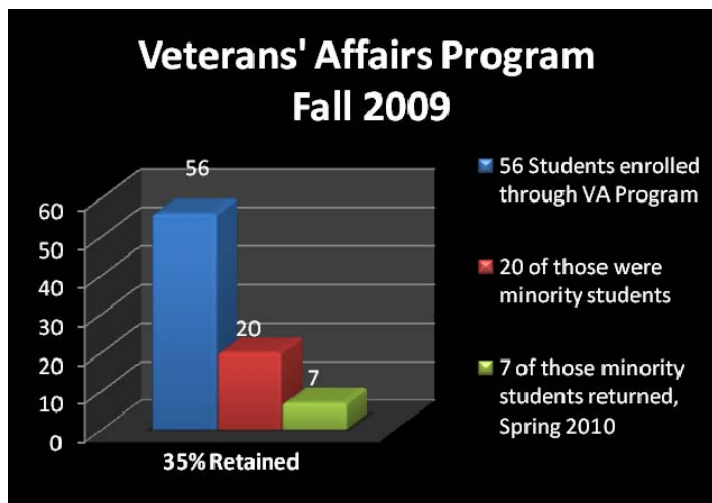
*Added to EACC's 2006-2011 Five Year Minority Retention Plan in 2009
Data for Objective VII has been incorporated into the Annual Progress Report for 2010

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

A. To retain Veteran Students through appropriate counseling and advising from fall to spring semesters.

Success Indicator: Retain at least 75% of minority students in the Veteran’s Affairs Program from fall to spring semesters.

Status: During the 2009-2010 academic year, fifty-six students were enrolled in the Veterans’ Affairs Program. Of this number, twenty were minority students. At the conclusion of the spring semester, data indicates that thirty-five percent of these minority students were retained from fall 2009 to spring 2010.



B. To retain veteran students through appropriate counseling and advising from fall to fall semesters.

Success Indicator: To retain at least 60% of minority students in the Veteran’s Affairs Program from fall to fall semesters.

Status: During the 2009-2010 academic year, twenty minority veteran students were enrolled in the Veterans Affairs Program and received academic advising and personal counseling. The success indicator for the retention of sixty percent of the minority veteran students will be determined in the fall of 2010.

**EAST ARKANSAS COMMUNITY COLLEGE
FIVE-YEAR MINORITY RETENTION PLAN
JULY 2006-JUNE 2011**

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 2. Career Planning 3. Mentoring Sessions	Retain 75% of Career Pathways minority students from Fall to Spring Semesters.	Employability Coordinator Counselors Instructor	End of each semester; Summer II, Fall, Spring, Summer I	a. Orientation session completed b. Midterm report satisfactory c. Semester GPA above 2.0	
B. To provide assistance in tuition, fees, textbooks, transportation (gas vouchers) and childcare	Retain 60% of Career Pathways minority students from Fall to Fall semesters.	Director	Beginning of each Fall semester	a. Number of eligible minority students served b. Number of students receiving assistance with tuition, fees, textbooks, transportation and childcare.	

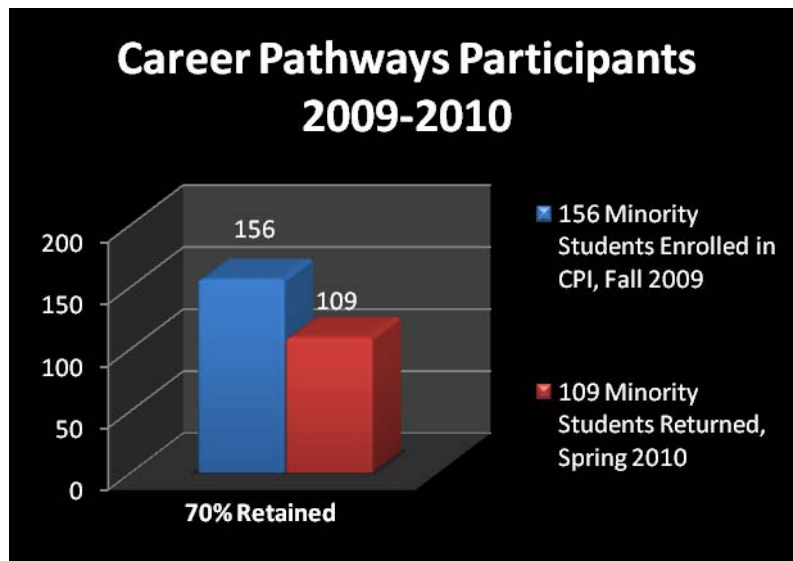
*Added to EACC's 2006-2011 Five Year Minority Retention Plan in 2009
Data for Objective VIII has been incorporated into the Annual Progress Report for 2010.

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 2009-2010 academic year, one hundred fifty-six minority students were enrolled in the Career Pathways Initiative. End-of-course grade reports verify that eighty-six percent of the one hundred fifty-six students maintained a grade point average of 2.0 or above. Seventy percent of the enrollees retained their enrollment status from fall 2009 to spring 2010. 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 2009-2010 academic year, each of the one hundred fifty-six students enrolled in the Career Pathways Initiative received one or more of the services provided by the program. Approximately eighty students received over four hundred gas vouchers during the fall 2009 and spring 2010 semesters. One hundred fifty-six students received textbooks from the Lending Library, and thirty-six students received child care assistance. *The success indicator for the retention of sixty percent (60%) of the Career Pathways minority students will be determined in the fall of 2010.*

**MINORITY RECRUITMENT and RETENTION
REPORT
for the
2009-2010 Academic Year**

JUNE 2010

Contact: Dr. Barbara Baxter
Executive Vice President for Institutional Effectiveness
Mid-South Community College
2000 West Broadway
West Memphis, AR 72301
(870)733-6050
bbaxter@midsouthcc.edu

Preliminary Information

Minority Enrollment

As of the official enrollment day for fall 2009, minority students comprised 56.4% of credit student enrollment (a decrease of 0.6% from fall 2008), with Black (non-Hispanic) students accounting for 54.2%, (an increase of 1.5% over fall 2008).

Ethnicity	Male	Female	Total	Percent
Asian/Pacific Island	7	11	18	0.8%
Black (non-Hispanic)	346	825	1171	54.2%
Native Hawaiian	3	1	4	0.2%
Hispanic	11	9	20	0.9%
American Indian/Alaskan Native	4	3	7	0.3%
White (non-Hispanic)	398	537	935	43.3%
Non-resident Alien	2	3	5	0.2%
Total	771	1389	2160	

Spring 2010 minority enrollment increased more than 5% over fall 2008 with a total of 59% as of the official enrollment day. The percentage of Black (non-Hispanic) students increased 3.4% over Spring 2009.

Ethnicity	Male	Female	Total	Percent
Asian/Pacific Island	5	9	14	0.7%
Black (non-Hispanic)	343	803	1146	54.0%
Hawaiian	2	5	7	0.2%
Hispanic	7	5	12	0.6%
American Indian/Alaskan Native	3	5	8	0.3%
White (non-Hispanic)	365	505	870	41.0%
Non-resident, International	4	4	8	0.40%
More than 1	27	24	51	2.0%
Total	756	1360	2116	

Minority Faculty and Staff Employed at MSCC during 2009-10

Mid-South Community College employed a total of 105 minority faculty and staff during 2009-2010. Positions are listed below:

Staff (28)

Academic Coordinator for Communications/Education
Coordinator of Employment & Training
Coordinator of Student Activities
Counselors-Career Pathways (3)
Counselors-TRIO EOC (3)
Counselors-TRIO SSS (2)
Counselor-Workplace Readiness/Recruiter
Curriculum Specialist, Title III Grant
Director of Adult Education
Director of CCRAA Grant/Academic Program Coordinator for Allied Health
Director of Data Systems Management
Director of Institutional Effectiveness
Director of MSCC Technical Center
Director of Retention Services
Director of Title III Grants
Director of TRIO EOC
Director of TRIO SSS
Network Manager
Recruiters (4)
VP for Student Affairs

Classified Staff (21)

Accounting (3)
Computer Tech
Coordinator of Food Services
Custodians (4)
Database Tech
Intake Counselor
Lab Tech
Payroll Officer
Purchasing Agent
Receptionist
Secretary/Admin Assts (6)
Work-Study Coordinator

Full-time Faculty (10)

Adjunct Faculty (46))

New Minority Positions (included in totals above)

Staff (13)

Curriculum Specialist, Title III

Director of Adult Education
Director of TRIO EOC
Director of MSCC Technical Center
Director of Institutional Effectiveness
Director of Title III Grants
Counselors (3)
Recruiters/Coaches (4)

FT Faculty (1)

Program Coordinator for Communications/Education

PT Faculty (28)

Progress Made Toward Goals and Objectives for 2006-2010

Institutional Goals and Objectives for 2006-2010

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 would meet with their advisees by to address any academic concerns.

TRIO SSS Advisors met with 100% of their 18 first-time entering, award-seeking advisees to help them develop academic plans during their first semester of enrollment. 81% of these SSS students are minority. TRIO EOC had 221 first-time entering, award-seeking advisees of which 67.4% were minority. All students met with advisors to develop academic plans.

Instructors of 28 College Survival Skills classes offered during the 2009-2010 year also served as academic advisors for their students. 67% percent of 470 enrolled students completed academic plans

- b. Use of the Noel-Levitz Retention Management Survey with first-time entering, award-seeking students will help identify at-risk students and enable pro-active intervention measures.

Activities: Five hundred and eighty-eight (588) first-time entering, award-seeking students used the Noel-Levitz Retention Management System. Of the 588 students, 359 (61.1%) respondents reported that they were minorities. . Survey results were shared with students and their instructors. Instructors assigned a self-reflective essay to encourage students to consider their strengths and challenges as they plan their academic programs. Results were also shared with the Coordinator of Retention Services to help improve activities designed to increase retention to goal completion. Activities planned to address identified student needs included financial aid workshops, math anxiety workshops, Kuder Career Assessments, plagiarism workshops, and job search workshops.

- c. Student Services personnel will provide at least one diversity workshop per year for students

Activities: Student Services personnel provided the following workshops and/or activities during 2009-2010 in support of diversity and cultural awareness..

Field trip: Civil Rights Museum
Black History Program
Town Hall Meeting to discuss domestic abuse/divorce issues
Field Trip: Bill Clinton Library
Field Trip: Drama Presentation (3)
2 Art Exhibits held on campus
Male Mentoring workshops

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

Activities: Enrollment data from the student information system and from the National Clearinghouse were analyzed to determine retention and transfer statistics.

Success Indicator

Achievement of 7% improvement in fall-to-fall retention of minority students from the 2004-2005 academic year to the 2010-2011 academic year.

Results: 38.8% (76/196) of F2008 first-time entering, award-seeking (full-time and part-time) minority students reenrolled or transferred as of the Fall 2009 semester compared to the baseline of 36.0% of F2004 first-time entering, award-seeking (full-time and part-time) minority students who reenrolled or transferred for the fall semester of 2005. The F2008 retention percentage exceeds the F2007 rate of 37.7% by 1.1%. The retention/transfer percentage for full-time cohort students was 45.7% (48/105), which is 0.7% below the 2007 rate. We have yet to achieve a 7% increase over the F2004 retention rate.

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

Strategies

- a. The use of the Noel-Levitz RMS, the Kuder Career Inventory, and use of the student retention database to track retention to goal achievement.

Activities: 450 students completed the Kuder Career Inventory and 588 first-time entering, award-seeking students used the Noel-Levitz Retention Management System. Surveys are used to assess risk factors, plan proactive measures such as tutoring, counseling, student life activities that promote retention, and assess student satisfaction with and the effectiveness of retention strategies.

- b. Academic planning will help students develop and follow a realistic plan for achieving their academic/career goals.

Activities: Advisors set meetings with cohort students to develop academic plans during the fall semester. All students dropping or withdrawing were required to meet with an advisor or with the VP for Learning and Instruction or

the VP for Student Affairs to ensure follow-up retention counseling.

- c. A mentoring/coaching program for at-risk students will be instituted utilizing PTK students or another similar group.

Activities: Mentoring has not proven to be feasible because the majority of our PTK students are working. As a result, we have discontinued this initiative. Title III funds have supported the purchase TutorTrac which records coaching contacts with faculty and the purchase of Smarthinking which gives students 24/7 access to tutors on-line in major subject areas. For the 2009-2010 academic year, 839 students, of which 494 were minority, took advantage of tutoring resources. Slightly more than 734 (duplicated) students took advantage of Smarthinking tutoring for mathematics and science.

- d. Increasing the number of students receiving financial assistance to promote full-time enrollment.

Activities: Financial Aid personnel held workshops and advertised the availability of funds internally on our plasma screens and through emails to students. Our Career Pathways program, which provides key financial assistance to eligible students also met its enrollment goals. MSCC also hosted College Goal Sunday with an excellent turnout of students, and the MSCC Foundation now offers more than 50 private scholarships. The percentage of students receiving financial aid has increased every year since 2004.

Success Indicator

5% or better increase in award-completion rates of minority cohort students from the 2004-2005 academic year to the 2010-2011 academic year.

Results: Minority cohort graduation rates to date are outlined below. To date, we have not achieved a 5% increase over the 2004-2005 baseline year.

F2002 Associate Degree	3.0%	Certificate	0%
F2003 Associate Degree	2.9	Certificate	9.5%
F2004 Associate Degree	8.2%	Certificate	0%
F2005 Associate Degree	5.0%	Certificate	0%
F2006 Associate Degree	5.9%	Certificate	0%

The baseline graduation rate for F2002 minority cohort (full-time at entry) student graduation within 150% of program length was 2.9% for MSCC compared to a state rate of 2.8% for associate degree students. Four of 123 associate degree students completed within 150% (as of S2004) for a graduation rate of 3.0%. Of fourteen F2002 minority students enrolled in certificates, none completed within two years (S2003) for a 0% completion rate compared to a state rate of 1.4%

Three of 130 F2003 minority cohort associate degree students graduated within 150% for a graduation rate of 2.3%. Two of 21 minority certificate students completed within 2 years for a graduation rate of 9.5%.

Five of 61 F2004 minority cohort associate degree students graduated within 150% of program length (as of S2007) for a graduation rate of 8.2%. Of seven minority students enrolled in technical certificates none completed within 150% of program length.

Three of 60 F2005 FT minority cohort associate degree students graduated within 150% of program length (as of S2008) for a graduation rate of 5%. No certificate students completed within 150% of program length.

Four of 68 F2006 FT minority cohort associate degree students graduated within 150% of program length (as of S2009) for a graduation rate of 5.9%. No certificate students completed with 150% of program length.

3) To achieve a 10% increase in the number of minority staff within five years.

Strategies

- a. The institution will continue to promote diversity and equal opportunity through local, regional, and national job searches as appropriate
- b. Retention of minority staff will be encouraged through diversity workshops and supervisory training that help build morale, commitment, and comfort in the workforce.

Success Indicators

- a. Annual employment statistics

Results: The number of minority classified staff employed during 2008-2009 reflects a 50% increase (7 positions) over the number employed in the baseline year of 2004-2005. The number of minority professional staff also reflects a 50% increase (14 positions) over the baseline year of 2004-2005.

- b. Documentation of diversity and supervisory workshops
Activities:
Supervisor Workshops, Fall and Spring:
Diversity Workshop, 12/2009

4) To achieve a 10% increase in the number of minority faculty within five years.

Strategies

- a. The institution will continue to promote diversity and equal opportunity through local, regional, and national job searches as appropriate
- b. Retention of minority faculty will be encouraged through diversity workshops and supervisory training that help build morale,

commitment, and comfort in the workforce.

Activities: Supervisor training was held that focused on developing employees to enhance retention of employees. The college also advertises its faculty and staff positions in a variety of on-line job search databases to attract diverse applicants.

Success Indicators

- a. Annual employment statistics were gathered and analyzed to compare 2009-2010 with the baseline year and the previous year of 2007-2008

Results: The number of minority full-time faculty employed for 2009-2010 reflects a 25% increase over the baseline year of 2004-2005, but also a 25% decrease from 2008-2009 due to the loss of 4 faculty members. The number of minority adjunct faculty (46) employed for 2009-2010 reflects a 70.3% increase over the baseline (27) and a 48.4% increase over 2008-2009.

- b. Documentation of diversity and supervisory workshops
See list above.

Implementation Timeline

August	Advisor Training Follow-up with spring enrollees 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 Employee Diversity Workshop
September	Documentation of first advisor meeting and completion of Academic Plans for first-time entering, award-seeking students Mentor Training and assignment to students
October/ November	Supervisory Training to support retention of minority employees Advisor Feedback Reports
December January/	Mid-Year evaluation of mentoring program
February	Diversity workshop for faculty Advisor Feedback Reports
May	Semester evaluation of mentoring program

June Statistical analysis to determine effectiveness of strategies for annual progress report
Evaluation of Minority Recruitment and Retention Program by the Institutional Effectiveness and Planning Committee

Annual Budget

Estimated annual expenses are listed below:

Employee Workshops	
Supplies/materials	\$500
Mentor Workshops	\$500
Student Retention Database	
Maintenance	\$500

Other costs (employee ads, student surveys, etc.) are covered by other areas.



NATIONAL PARK COMMUNITY COLLEGE

ANNUAL MINORITY REPORT TO ADHE JUNE 2010

AFFIRMATIVE ACTION POLICY STATEMENT

National Park Community College is committed to affirmative action for minorities including Asian Americans, African Americans, Hispanic Americans, Native Americans, women, and persons of disability. This commitment is expressed through the College's efforts to eliminate barriers to equal employment opportunities and improve employment and educational opportunities encountered by these protected groups.

I. As an equal opportunity employer, National Park Community College will:

- A.** Recruit, hire, train, and promote persons in all job titles, without regard to race, color, religion, creed, age, national origin, disability, marital status, sexual orientation, or gender except where a bona fide occupational qualification exists.
- B.** Ensure that all personnel actions such as compensation benefits, transfers, terminations, layoffs, return from layoff, reductions in force (RIF), College sponsored training, education, tuition assistance, social, and recreation programs, will be administered without regard to race, color, religion, sex, sexual orientation, age, national origin, creed, marital status, or disability.

II. National Park Community College will provide equal access to all programs for all students on the basis of merit without regard to race, color, religion, sex, age, sexual orientation, national origin, or disability.

No person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the College including, but not limited to, admissions, academic programs, student employment, counseling and guidance services, financial aid, recreational activities, and intramural athletics.

III. Affirmative Action Grievance Procedures

- A.** A person who believes he or she has been discriminated against by National Park Community College because of race, color, ethnic background, sexual orientation, religion, national origin, sex, physical, or mental handicap is encouraged to utilize the grievance procedures provided by the College. There are informal and formal means of addressing complaints through the Vice President of Student Services office. These should be used as soon as possible after the alleged act of discrimination. No individual shall be penalized or retaliated against in any way by the College community for his or her participation in this complaint procedure.
- B.** All persons who seek the advice and assistance of the affirmative action office shall have explained to them the informal and the formal grievance procedures available to them through the College as well as the existence of external complaint procedures available through state and federal agencies. They shall also receive a copy of the affirmative action grievance procedure.

Copies of the College's Affirmative Action Policy are available in the Vice President of Student Services office. The office is open during regular business hours and is located in the Fisher Campus Center, 3rd floor, (501) 760-4203.

GOALS FOR MINORITY RETENTION AND RECRUITMENT

- 1) National Park Community College will strive to maintain and exceed the minority enrollment and retention goals at levels that will reflect the number of historically underrepresented students in its recruitment or "service" area.
- 2) Increase the number of graduating minority students to at least reach parity, at a minimum, with the graduation rate of other students.
- 3) Implement collaborative K-12 and higher education partnerships and programs that successfully prepare and recruit minority students for college.
 - a. Establish scholarships and financial aid programs for students to help pay for college expenses
 - b. Recruit minority students from a broad range of areas including predominantly minority communities, churches, and surrounding areas, through cooperative linkage and outreach programs.
 - c. Implement programs that encourage minority college students to reach out to minority students and encourage them to pursue higher education.
 - d. Establish programs to better prepare minority students to pursue higher education goals.
- 4) Implement initiatives designed to increase academic opportunities and retain minority students.
 - a. Encourage universities, community and technical colleges to establish effective articulation agreements and procedures to improve the transfer rate of NPCC's minority students to two-year and four-year institutions.
 - b. Develop and maintain programs, policies and services to help students' progress in a hospitable environment, which acknowledges, encourages and supports diversity by creating a campus climate that is conducive to retaining minority students.
 - c. Identify and support campus and community factors that positively influence the quality of life for minority students.
 - d. Establish or improve programs to encourage minority students to pursue nontraditional and priority disciplines such as teaching, technology, mathematics, science, and engineering.
- 5) Implement programs to enhance the campus and community factors that positively influence the academic and social quality of life for minority faculty.
- 6) Develop job postings and practices that encourage more minority applicants for positions with the College.
- 7) Develop and implement initiatives designed to increase academic and promotional opportunities for minority faculty and staff.

MEASURES and ASSESSMENT
of
MINORITY RECRUITMENT and RETENTION GOALS

I. Student Measures

- A. Minority Student Enrollment
- B. Minority Students Receiving Financial Aid

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
- =====

**II. BUDGET FOR STUDENT RECRUITMENT
(REDUCED DUE TO STATE BUDGET REDUCTIONS)**

Travel: Restricted Travel
Other Maintenance and Operations: Restricted
Advertising: Restricted

**III. BUDGET FOR EMPLOYEE RECRUITMENT
(REDUCED DUE TO STATE BUDGET REDUCTIONS)**

Travel: Restricted Travel
Advertising: Restricted

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I. STUDENT MEASURES

National Park Community College will strive to maintain and exceed the minority enrollment and retention goals at levels that will reflect the number of historically underrepresented students in its recruitment or "service" area.

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.

NOTE: NEW RACE CODES ARE IN EFFECT STARTING SUMMER 2010

Minority Student Enrollment Numbers (2000-2010)

STUDENT REGISTRATION COUNT BY RACE										
ACADEMIC YEAR										
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
ALIEN	14	4	7	16	9	13	5	4	9	1
AMER INDIAN	52	60	65	80	73	70	82	64	64	96
ASIAN	27	82	75	74	72	88	71	92	94	83
BLACK	358	414	388	478	452	508	489	649	788	680
HISPANIC	71	91	86	140	140	193	201	247	276	266
WHITE	4670	5262	4983	6171	6118	6084	5368	6051	5958	6381
UNKNOWN	195	160	1649	619	189	161	670	112	164	155
TOTAL										
Registrations	5382	6073	7253	7578	7053	7117	6886	7217	7353	7662
MINORITY										
REGISTRATION	517	807	878	788	746	872	848	1168	1395	1126
PERCENT										
MINORITY										
REGISTRATION	9.66%	9.61%	13.28%	12.11%	11.32%	10.86%	12.25%	12.32%	18.34%	17.68%

A. Implement collaborative K-12 and higher education partnerships and programs to recruit minority students for college.

1. Establish scholarships and financial aid programs for students to help pay for college expenses.
 2. Recruit minority students from a broad range of areas including predominantly minority communities, churches, and surrounding areas, through cooperative linkage and outreach programs.
 3. Implement programs that encourage minority college students to reach out to minority students and encourage them to pursue higher education.
 4. Establish programs to better prepare minority students to pursue higher education goals.
-

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 20%, reflecting an increase in financial aid recipients, including minority students.

Students on Financial Aid (2000-2010) NOTE: NEW RACE CODES ARE IN EFFECT STARTING SUMMER 2010

=====										
NUMBER OF UNDUPLICATED STUDENTS ON FINANCIAL AID										
	Financial Aid YEAR									
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
ALIEN	1	0	0	0	2	3	1	0	4	0
AMER INDIAN	24	24	30	34	41	32	38	28	32	37
ASIAN	92	41	39	26	33	23	25	30	44	30
BLACK	185	171	196	231	292	228	253	285	392	279
HISPANIC	30	34	39	59	67	65	80	79	116	105
WHITE	2047	1991	2341	2531	2821	2369	2193	2286	2764	2347
UNKNOWN	4	70	99	136	112	68	111	84	208	45
=====										
TOTAL										
RECEIPENTS	2424	2281	2744	3017	3368	2788	2701	2792	3588	2843
=====										
MINORITY										
RECEIPENTS	332	270	306	350	435	351	397	506	824	496
=====										
PERCENT MINORITY										
RECEIPENTS	13.70%	11.84%	11.15%	11.60%	12.92%	12.59%	14.70%	18.12%	22.94%	17.72%

The Student Services for National Park Community College administers federal funded programs and collaborative K - 12 partnerships with school districts in the College's service area, including 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 for the College's service area citizens. The College organizes financial aid workshops, financial aid nights, high school visits, college tours, high school

counselor workshops on campus, concurrent college courses at high schools, and other recruiting and informational meetings with area high school students.

The Educational Talent Search Program, funded at approximately \$257,000 per year, serves 750 7th - 12th grade students in the College's service area. ETS participants are students who have been identified as having the academic potential and desire for continuing their education at the college level. Participants in the program are provided monthly contacts with program staff through academic, personal, and college preparatory workshops. Tutoring, campus visits, ACT test preparatory workshops, and summer enrichment opportunities provide the participants with the support and encouragement for meeting their goal of continuing their education beyond high school.

- C. Implement initiatives designed to increase academic opportunities and retain minority students.
1. Encourage universities, community and technical colleges to establish effective articulation agreements and procedures to improve the transfer rate of minority students from two-year to four-year institutions.
 2. Develop and maintain programs, policies and services to help student's progress in a hospitable environment, which acknowledges, encourages and supports diversity by create a campus climate that is conducive to retaining minority students.
 3. Identify campus and community factors that positively influence the quality of life for minority students.
 4. Establish or improve programs to encourage minority students to pursue nontraditional and priority disciplines such as teaching, technology, mathematics, science, and engineering.

The Student Support Services (SSS), program is a federally sponsored TRiO project funded to provide services to 206 eligible students enrolled at National Park Community College. Students who are first generation college students and/or low income, or have a disability, may qualify for the program.

The NPCC Student Support Services Program is funded 100% by a U.S. Department of Education grant at approximately \$336,000 per year. The program provides individualized academic advising, free tutoring, transfer trips to senior institutions, cultural enrichment activities, workshops, personal counseling, and disability services. In addition, all SSS students have the opportunity to apply for SSS grants.

II. FACULTY MEASURES

- A. Implement programs to enhance the campus and community factors that positively influence the academic and social quality of life for minority faculty.

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 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 that encourage more minority applicants for positions with the College.

The College advertises faculty vacancies in local area newspapers, statewide newspapers, national publications (Chronicle of Higher Education), and places the advertisement on various web-sites in efforts to attract the maximum number of applicants, including minorities. Also, brochures are mailed out to all colleges and universities detailing faculty and administrative openings with the College and requests nominations/applications from all.

- 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.

- D. Develop and implement initiatives designed to increase academic and promotional opportunities for minority faculty and staff.

The College has established a non-interest loan program to assist faculty and staff to continue their education at another institution. No interest is charged, payment is 5% of the loan amount, and must only be for tuition-related expenses. 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.

Listing of minority faculty and staff with hire date.

FULL NAME	Hire Date	_Job Title	E
-----	-----	-----	-
Briscoe Barbara	9/20/1973	FT Faculty/Speech	2
Henry Joan	2/5/1974	FT Faculty/C&A-English	2
Franklin Linda	8/22/1994	FT Faculty/LAC	2
Witherspoon Louis	8/12/1996	Maintenance Asst.	2
Sinclair Sharon	11/14/1997	Adm. Specialist III	1
Jackson Gardenia	12/29/1997	Inst. Services Supervisor	2
Blunt Laryssa	2/17/2002	FT Faculty-HS Med Prof--10 Mo	2
Frazier Ulonda	9/30/2002	Adm. Specialist II	2
Hughes-Sr. Danny	3/1/2003	Inst. Services Asst.	2
Glover Gloria	7/1/2005	Financial Aid Specialist	2
Taylor Wendell	9/1/2005	Inst. Services Asst.	2
Rodriguez Ana	6/1/2006	Inst. Services Asst.	3
Campos Teresa	8/16/2006	Inst. Services Asst	3
Ross Exzonda	7/16/2007	Inst. Services Asst.	2
Morton II Miles	8/1/2007	Network Support Analyst	2
Harris LaTaschya	9/1/2007	Career Path-Outreach Coordin	2
Flores Ruben	1/1/2008	Proj Manager FA Coordintor	3
Esquibel Amanda	5/16/2008	Inst. Services Asst.	3
Rodriguez Moreno Blanca	7/1/2009	FT InstitServices Assist	3
Hill Vandasha	6/21/2010	Adm. Spec II Title III	2



Annual Report on Five-Year Minority Recruitment and Retention Plan 24 June 2010

Minority Student Retention

In the 2009 fall semester, North Arkansas College (Northark) registered 213 minority students. This number represents approximately 8.8 % of the total student enrollment. (The marked increase in minority enrollment from the 2008 fall semester [103 minority students enrolled in fall 2008] may be partly due to new ethnicity categories implemented for state and federal reporting.) Although the percentage of minority students at Northark remains low, it is proportional to the percentage of members of minority groups in the population of Boone County (see, for example, the Profile of General Demographic Characteristics from the 2000 Census at

<http://www.aiea.ualr.edu/census/censusdata/census2000/Counties/05005009.pdf>).

Northark's benchmark for successful minority recruitment is the percentage of members of minority groups in the population of Boone County.

167 of the 213 minority students enrolled in the fall semester 2009 returned for the spring 2010 semester. This is a retention rate of 78% for all minority students (degree-seeking and non-degree seeking). In comparison, the overall spring 2010 retention rate for all non-minority students (degree-seeking and non-degree seeking) was 73%. Among degree seeking minority students, the retention rate from fall 09 to spring 10 was 82%, compared to 75% 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.

Northark has implemented the strategies proposed in the Minority 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 a pilot summer orientation program, a summer bridge program, 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. In addition, 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 Enrollment Services 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. One Hispanic adjunct instructor taught one section each of Microeconomics and Macroeconomics in Fall 2009, Spring 2010, and Summer I 2010, and she is scheduled to teach both courses for Fall 2010. One Hispanic full-time classified staff member is employed at the Carroll County Center. 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.

Gwen Gresham. Ph.D.
Vice President of Learning



NWAACC

Learning For Living

Minority Recruitment and Retention Annual Report

Academic Year 2009-2010

STUDENT NUMBERS

NorthWest Arkansas Community College seeks to “provide expanded access to high-quality educational opportunities for the population in general, especially for under-served learners in all age groups who are disconnected by choice or circumstance.” (1) Recruitment and retention of minority students is one of the key ways in which we seek to attain this end.

NWACC’s minority student enrollment continues to rise steadily. As indicated in Table 1 below, the total headcount of minority students enrolled in credit course rose 12.2% from Spring Semester 2009 to Spring Semester 2010, to a total of 1,460* individuals. Hispanic students, our largest minority population, comprise 10.4% of our total student population. The total minority population is 18.1%.

NWACC’s total student enrollment has also been rising during this period (+ 11.3% from Spring Semester 2009 to Spring Semester 2010); Caucasian student enrollment grew at a slightly lower rate (11.2%) than minority student enrollment.

*These totals do not include unknown or non-resident alien students.

(1) Board of Trustees, Ends & Strategic Goals 2008-2010.

Table 1

		Spring Headcount Comparison					
		Spring 2009			Spring 2010		
		Number	Percent	Percent Change	Number	Percent	Percent Change
Total Headcount		7,244		9.9%	8,066		11.3%
FTE		4,087		12.9%	4,727		15.7%
	Full-Time	2,421	33.4%	15.8%	2,949	36.6%	21.8%
	Part-Time	4,823	66.6%	7.1%	5,117	63.4%	6.1%
SSCH		61,300		12.9%	70,899		15.7%
Gender	Male	2,958	40.8%	12.2%	3,343	41.4%	13.0%
	Female	4,286	59.2%	8.3%	4,723	58.6%	10.2%
Residence	Benton County	3,910	54.0%	10.0%	4,243	52.6%	8.5%
	Washington County	2,857	39.4%	8.0%	3,242	40.2%	13.5%
	Other In-State	345	4.8%	31.7%	411	5.1%	19.1%
	Out-of-State	132	1.8%	0.0%	170	2.1%	28.8%
Tuition Status	In-District	3,211	44.3%	14.6%	3,440	42.6%	7.1%
	Out-of-District	3,698	51.0%	1.7%	4,285	53.1%	15.9%
	Out-of-State	194	2.7%	373.2%	195	2.4%	0.5%
	Contiguous County	76	1.0%	35.7%	67	0.8%	-11.8%
	International	65	0.9%	6.6%	79	1.0%	21.5%
Ethnic Category	Asian/Pacific Is'ler	273	3.8%	12.3%			
	Black	160	2.2%	8.1%			
	Hispanic	714	9.9%	9.8%			
	Am Indian / Alaska Nat	136	1.9%	18.3%			
	White	5,655	78.1%	8.6%			
	Unknown	306	4.2%	31.3%			
Ethnic Category (New Categories)	Hispanic or Latino				839	10.4%	
	Am Indian / Alaska Nat				157	1.9%	
	Asian				248	3.1%	
	Black or African Am				200	2.5%	
	Hawaiian/Pacific Is'ler				16	0.2%	
	White				6,293	78.0%	
	2 or more races				1	0.0%	
	Unknown				189	2.3%	
	Non-Resident Alien				120	1.5%	
Retention*							
Fall 02 returning Spring 03		61.2% 2,609 out of 4,262					
Fall 03 returning Spring 04		62.5% 2,790 out of 4,462					
Fall 04 returning Spring 05		63.9% 3,011 out of 4,714					
Fall 05 returning Spring 06		63.9% 3,120 out of 4,881					
Fall 06 returning Spring 07		64.1% 3,227 out of 5,038					
Fall 07 returning Spring 08		66.0% 3,799 out of 5,754					
Fall 08 returning Spring 09		68.8% 4,444 out of 6,460					
Fall 09 returning Spring 10		70.6% 5,066 out of 7,175					
*does not include high school students							

Retention by Race
Fall 2005 - Spring 2010

Count of Returning Students

	Asian/ Pacific Islander	Black/ African Am	Hispanic/ Latino	American Indian/ Alaska Nat	White, non- hispanic	Declined	Asian	Native Hawaiian/ Pacific Islander	2 or more Races	Unknown	Non- resident Alien	Grand Total															
Fall 2005 to Fall 2006																											
Returned	71	45%	31	41%	199	51%	37	44%	1,600	42%	39	38%										1,977	43%				
Did Not Return	87	55%	45	59%	189	49%	47	56%	2,209	58%	63	62%											2,640	57%			
Total / Percent of Total	158	3%	76	2%	388	8%	84	2%	3,809	82%	102	2%											4,617				
Fall 2006 to Fall 2007																											
Returned	84	48%	33	34%	252	57%	39	42%	1,663	43%	42	47%											2,113	45%			
Did Not Return	92	52%	64	66%	189	43%	54	58%	2,185	57%	47	53%												2,631	55%		
Total / Percent of Total	176	4%	97	2%	441	9%	93	2%	3,848	81%	89	2%												4,744			
Fall 2007 to Fall 2008																											
Returned	108	49%	41	39%	333	55%	32	36%	1,872	44%	79	46%												2,465	46%		
Did Not Return	112	51%	64	61%	268	45%	57	64%	2,345	56%	93	54%													2,939	54%	
Total / Percent of Total	220	4%	105	2%	601	11%	89	2%	4,217	78%	172	3%													5,404		
Fall 2008 to Fall 2009																											
Returned	120	49%	58	37%	361	53%	43	41%	2,196	47%	100	51%													2,878	48%	
Did Not Return	127	51%	98	63%	325	47%	63	59%	2,468	53%	98	49%														3,179	52%
Total / Percent of Total	247	4%	156	3%	686	11%	106	2%	4,664	77%	198	3%														6,057	
<p>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.</p>																											
Fall 2009 to Spring 2010																											
Returned			114	67%	599	74%	102	71%	3,871	70%			169	79%	2	29%	7	78%	134	77%	68	72%	5,066	71%			
Did Not Return			56	33%	207	26%	42	29%	1,685	30%			45	21%	5	71%	2	22%	40	23%	27	28%	2,109	29%			
Total / Percent of Total			170	2%	806	11%	144	2%	5,556	77%			214	3%	7	0%	9	0%	174	2%	95	1%	7,175				

Headcount without high school students or those students that graduated in the Academic Year

In recent years, the College's overall retention rate of minority students has consistently surpassed the retention rate for white/non-Hispanic students. As indicated in Table 2, the overall retention rate for minority students from Fall Semester 2009 to Spring Semester 2010 was 71%. During the same period, the retention rate for white/non-Hispanic students was 70%.

From Fall Semester 2009 to Spring Semester 2010, the College retained Hispanic (74%) and Asian (79%) students at a higher rate than it retained white/non-Hispanic students (70%). Our Fall to Fall minority student retention rate in 2008-2009 was 48.7%, down from the previous year of 50.6%.

Goals

Our goal for student recruitment is to continue to increase our minority student population by at least 2% annually, and to increase our minority student retention rate by at least 2% each year. We exceeded our goal for total minority student population. We did not reach our minority retention goal last year.

I. STRATEGIES FOR MINORITY STUDENT SUCCESS

NWACC undertakes numerous initiatives in order to assist in its efforts to recruit and retain minority students. These initiatives include:

Step By Step

Established in 1999, Step by Step is a community outreach program to serve the growing Hispanic and other language minority populations in Northwest Arkansas through tutoring, financial aid seminars and a summer Bridge program. The four goals of the program are:

- To provide support services and other incentives that will enable minority students to successfully complete their educational objectives;
- To offer leadership opportunities to minority students who are enrolled in college and to encourage their involvement in the community;
- To increase parental involvement in their children's education and to facilitate family awareness with respect to college life, students' aspirations, and financial and academic planning;
- To increase progress toward high school graduation, college attendance, degree completion and transfer to four year colleges/universities where applicable.

A main component of Step by Step is the 5 week **Summer Bridge program** in which high school junior and senior English language learners (ELLs) focus on improving English reading, writing and math skills. In addition, participating students develop their soft skills by studying in this college environment and participating in various workshops about career exploration, scholarship opportunities and study and college survival skills. Students are exposed to the COMPASS test and their skills are evaluated at the beginning and at the end of the Program.

Among the 2009 Summer Bridge Program highlights:

- Fifty four students completed the Summer Bridge in 2009 – the highest number in any year of the Summer Bridge.
- All students took a COMPASS placement test before the program, which allowed professors to evaluate each student's needs in more detail.
- By dividing the students in groups and making them “compete” against each other, we were able to create a sense of cohesiveness & teamwork between all members. Students were able to share with other cultures and learn from this experience. In order to obtain “points” for each group, students developed “soft skills”

necessary for success such as: leadership, responsibility, public speaking and communication skills, interpersonal relations, team building, time management & problem solving.

- 12 out of 25 students who had graduated high school and who attended and completed the Step by Step Summer Program enrolled for classes at NWACC.
- The Step by Step Summer Bridge program was featured in local newspapers. The coverage has been always positive, as it highlighted the program's mission and its importance in the community.

Other highlights for the 2009-2010 Step by Step program include:

- **Field Days** Two ESOL Field Days have been held on our NWACC campus. In May 2009, 105 students attended from Heritage, Har-ber, and Springdale high schools. In November 2009, 140 students attended from Har-ber, Springdale, Heritage, Rogers, and Bentonville high schools. ESOL Field Day offers students the opportunity to meet college personnel, learn about college, and have an educational competition between schools.
- **Additional funds secured for Step By Step** The AT&T Foundation awarded \$11,000 in December 2008 to expand the program to middle school students.
- **Middle School Leadership Seminar** In July 2009 we partnered with the community organization "A Level Up" to hold a week long leadership seminar on our campus for forty 6th grade students. Funds from the AT&T grant were used to fund this program.
- **NWACC's commitment to institutionalize/fund** The program's Advisor position was absorbed by NWACC in April 2009. This added \$25,897 (plus benefits) to the matching amount for the grant.
- **Video in Spanish** In order to better inform parents with limited English skills, we are in the final stages of producing a video entirely in Spanish. This video will be approximately 30 minutes long and will inform parents and prospective students about college opportunities and access. We included footage from NWACC campus and interviewed Hispanic students, parents, and employees.

College Intensive English Program (CIEP)

The College Intensive English Program supports non-native speakers of English who are seeking general admission to enroll in NWACC's college credit courses. The program offers a variety of learning approaches, strengthened by the interaction of students from diverse cultures. The program's goal is to assess and provide proper placement and curricula to strengthen students' English language skills critical to college success.

CIEP piloted classes in Springdale for Fall Semester 2009 to reach the large populations of Hispanic and Marshallese students in that location. 60% of CIEP students are Hispanic and 25% are Asian.

In 2009, a total of 106 students were enrolled in the CIEP program, with a success rate of 87%. During the Spring semester 2010, 64 students were enrolled in the program.

The Multicultural Festival

The Multicultural Festival in Bentonville, April 2, 2010, was a cooperative effort between NWACC and Downtown Bentonville, Inc., with NWACC being presenting sponsor for the First Event, to create a cultural education based

event in conjunction with the Bentonville Farmer's Market. The Multicultural Festival had booths dedicated to multicultural exhibitors and vendors. Approximately 2,000 visited the square for the event. NWACC had booths from many areas to include Admissions/Enrollment Services, College at the Crossing, High School Relations, Corporate Learning, and our Adult Education Center had a booth with ESL and GED program information.

International Festival

The Rogers-Lowell Chamber of Commerce spearheaded an international festival in Rogers on June 5, 2010. NWACC took responsibility for the 45 minute long international fashion show, with approximately 50 models representing a variety of countries.

International Education Week

NWACC had a week full of events during the internationally recognized week in November. It included a writing contest, cultural displays, international potluck, global trivia contest, international talent and presentations. A silent auction raised funds for the Intercultural Education Scholarship. There were over 500 participants during the week.

Youth for Understanding

In the Spring Semester 2008, NWACC entered into a partnership with an international student exchange program, Youth for Understanding, which brought six international students to study full-time on our campus during the academic year 2008-2009. These students were from South Korea, Russia, Sweden, and China. They were housed by host families within our local community. NWACC recruited a part-time campus coordinator for the program, who provided academic advisement and cultural programming for the students and their host families.

In 2009-2010 NWACC did not accept any new YFU exchange students, however, three of the students continued their studies at NWACC. The spring of 2010 marked the end of their program. One of the students transferred to another institution after completing 65 hours, one left for home and one will continue at NWACC as an independent student.

Global Communities Center

The GCC exists to provide support services for all students, with a focus on international and non-native English speaking students. Students display items from their home country in the center. International Student Tea Times were held every two weeks throughout the year. Staff provided cultural information for international students to assist them with culture shock, the U.S. classroom and living in the USA. A specialized orientation for international students was held.

Intercultural Education Scholarship

This scholarship is offered to students who are unable to receive federal financial aid, but show a financial need. Sponsored by the Intercultural Education Committee and begun in the Fall Semester 2000, this program dispersed a total of \$3,600 among eleven recipients in the academic year 2009-2010.

Program Budgets

<i>Program</i>	<i>Annual Budget</i>
Step by Step	
Operating Costs	\$ 70,199.00
Salaries	\$141,845.00

Total	\$212,044.00
CIEP	\$1,000.00
Youth for Understanding	\$3,000

Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GEDs. During Academic Year 2009-2010, the Program served a total of 3,276 students, 62.6% of whom come from minority populations. The breakdown of minority students in the Adult Education Program is as follows:

Native American	82
Asian	95
Pacific Islander	11
African American	47
Hispanic	1,818
White	1,223

Upward Bound

The Upward Bound program assists high school student participants in preparing for college. While not specifically a minority-student program, this year 51 students participated, 56% of the students from minority populations. The program demographics for Academic Year 2009-2010 are as follows::

Hispanic/Latino	24
Native American	1
Asian/Pacific Islander	4
African Americans	0
White	22

II. DIVERSITY IN THE NWACC WORKPLACE

At the Northwest Arkansas Community College, diversity and inclusion is a strategic initiative that fosters responsible stewardship of our mission by enabling our diverse team to provide exceptional customer service and a life changing experience for all of our learners and community stakeholders.

This strategic initiative is a priority for our board of trustees, our president, and the president’s cabinet. The leadership team understands and respects the role of diversity and inclusion in achieving the college’s overall strategic objectives.

As a result, the decision was made to recruit and hire a seasoned professional to help the college further integrate diversity and inclusion into its operational structure. The qualifications for this position were a proven track record in developing and implementing strategic programs related to diversity and inclusion, internal communications, external communications, outreach and engagement, public relations, and external relations.

The college was successful in recruiting and hiring a diverse candidate who had a PhD in Public Policy and who met the preferred qualifications. This individual is well known and respected in the region and

throughout the nation for his collaborative and innovative approach towards aligning social responsibility with win-win scenarios for all stakeholders.

To further underscore the significance of this position, this individual a member of the college cabinet and reports directly to the president. The executive level of this position is indicative of the commitment of the college president and the board of trustees to expand the diversity of our administration, staff, and faculty to ensure that we are positioned with the capacity to effectively meet the needs of our diverse workforce, learners, and community stakeholders.

We look forward to building on the diversity initiatives currently in place that have created a positive momentum for the college. Each member of the senior leadership team has been a great champion for this strategic initiative, which has resulted in the following milestones: the college's 5-year strategic plan includes broadening our diversity and inclusion program as a key priority; the human resources team is tracking and reporting the diversity of our workforce on a regular basis; the exit interview process is being utilized to collect insights on the factors that affect the retention of diverse talent; the recruiting team has initiated active diversity recruiting efforts through national searches, targeted recruiting, and improvements to the selection process; and our learner services team has implemented programs to address some of the challenges of diverse learners.

The priorities for 2010-2011 will be to develop and finalize a strategic plan with clearly defined success indicators, initiate the deployment of the implementation plan, build a structure anchored by adequate and experienced personnel, and mobilize institution-wide support and engagement.

These fundamental actions will enable us to build on the positive momentum that has been created and to fully leverage diversity and inclusion throughout the organization, which will help improve the effectiveness of the college in meeting the needs of all stakeholders.

The following reports/tables take a look at NWACC's numbers in regards to recruitment and retention.

Minority Recruitment and Retention FY 10
7/1/09 to 6/24/10

New Hires

Full-Time Faculty			Total
Black/African American	9-10 Month Faculty	FT Faculty-Sociology	1
Total FT Faculty			1
Full-Time Staff			
Asian or Pacific Islander	RTC Classified	Culinary Arts Kitchen Aide	1
	Classified/Hourly	Personnel Assistant II	1
Black/African American	Administration/Professional	Director of Learner Career Svs	1
Decline Response	Classified/Hourly	Secretary I Student Info Ctr	1
Hispanic/Latino/Chicano	Administration/Professional	Data Analyst (P)	1
		Dir of ECE	1
	Classified/Hourly	Computer Analyst	1

Custodial Worker I	3
Secretary I SCWT	1

Total FT Staff	12
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Part-Time Faculty

American Indian/Alaskan Native	PT Faculty	PT Faculty-Allied Health (433)	2
		PT Faculty-Music	1
		PT Faculty-Paralegal	1
Asian/Pacific Islander	PT Faculty	PT Faculty -Early Childhood Ed	1
		PT Faculty-Develop Math	1
		PT Faculty-Phy/Life Sci	1
Black/African American	PT Faculty	PT Faculty-Business Inf	2
		PT Faculty-CCE Per&Prof Dev	1
		PT Faculty-Social Science	1
Decline	PT Faculty	PT Faculty-Highlands	1
		PT Faculty-Homeland Security	1
		PT Faculty-Math	1
Hispanic/Latino/Chicano	PT Faculty	PT Faculty-CCE Per&Prof Dev	1
		PT Faculty-Social Science	1
	Total PT Faculty		16

Part-Time Staff

American Indian/Alaskan Native	Workstudy		1
Asian or Pacific Islander	Extra Help	Extra Help - Admin/Stu Svs	2
		Extra Help - Hospitality	1
		Extra Help -Paso-a-Paso Mentor	1
		Extra Help-Health & Fitness	1
		Extra Help-Learning Lab	1
	Work Study		4
Black/African American	Extra Help	Extra Help - Admin/Stu Svs	1
		Extra Help-CTE Retention Asst	1
		Extra Help-Enrollment Advisor	1
		Extra Help-Life/Phys Science	1
	Workstudy	Work Study- AmericaReads (395)	1
		Workstudy	2
Decline	Extra Help		1
	Workstudy		1
Hispanic/Latino/Chicano	Extra Help	Extra Help - Admin/Stu Svs	1
		Extra Help -Culinary	1
		Extra Help-Campus Security	1
		Extra Help-IT	1
		Extra Help-Library	1

Workstudy	2
Total PT Staff	27

Terminations

Full-Time Staff			
Asian or Pacific Islander	Classified/Hourly	Admin Spec II-Mentor Perkins	1
Black/African Amer	Administration/Professional	ICPS Curriculum Designer	1
Decline Response	Administration/Professional	Proj/Prog Spec System Admin	1
Hispanic/Latino/Chicano	Administration/Professional	Acad Advisor	1
		Coord MultiCult Outreach	1
Total FT Staff			5
Part-Time Staff			
American Indian/Alaskan Native	Work Study		1
Asian or Pacific Islander	Extra Help	Extra Help - Admin/Stu Svs	3
		Extra Help - Hospitality	1
		Extra Help - Learner Services	1
		Extra Help -Paso-a-Paso Mentor	1
		Extra Help-Learning Lab	1
		Work Study	
Black/African Amer, Non-Hispan	Extra Help Work Study	Extra Help - Counselors	1
		Work Study- AmericaReads (395)	1
		Workstudy	2
Decline	Extra Help Work Study		1
			2
Hispanic/Latino/Chicano	Extra Help	Extra Help -Culinary	1
		Extra Help -Paso-a-Paso Mentor	2
		Extra Help-Learning Lab	1
		Extra Help-Life/Phys Science	1
		Work Study	2
Total PT Staff			24

Terminations (cont.)

Part-Time Faculty			
American Indian/Alaskan Native	Associate Faculty	PT Faculty-Music	1
		PT Faculty-Highlands	1
		PT Faculty-Allied Health (433)	2
		PT Faculty-Paralegal	1
Asian/Pacific Islander	Associate Faculty	PT Faculty-Phy/Life Sci	1
		PT Faculty-Behavral Sci	1
		PT Faculty - CL-Fayetteville	1
		PT Faculty-Phy/Life Sci	1
		PT Faculty-Develop Math	1
		PT Faculty -Early Childhood Ed	1
Black/African American	Associate Faculty	PT Faculty-Adult Ed Fund 8220	1
		PT Faculty-Behavral Sci	1
		PT Faculty-Business Inf	4
		PT Faculty-CCE Per&Prof Dev	1
		PT Faculty-Computer Inf	2
		PT Faculty-Dev English	1
		PT Faculty-Social Science	1
		PT Faculty-Theater/Drama	1
Decline	Associate Faculty	Extra Help-Adult Ed 8110	1
		PT Faculty -CCE Retail /Supply	1
		PT Faculty-CCE Per&Prof Dev	1
		PT Faculty-Graphic Design	1
		PT Faculty-Highlands	1
		PT Faculty-Homeland Security	1
		PT Faculty-ICPS-21862	1
		PT Faculty-Math	1
Hispanic/Latino/Chicano	Associate Faculty	PT Faculty - CL-Fayetteville	1
		PT Faculty-Allied Health (433)	1
		PT Faculty-CCE Per&Prof Dev	2
		PT Faculty-Foreign Lang	2
		PT Faculty-Global Corp College	1
		PT Faculty-Social Science	1

MINORITY EMPLOYMENT REPORT

	Asian/Pac. Isl.	Black, Non- Hispanic	Hispanic	Am. Indian	NR-A	Total
Faculty 667						61
Full-Time -149	1	5	2	2	1	11
Part-Time - 518	7	14	14	5	10	50
Staff 438						41
Academic Adv-Cord Veteran Svs			1			1
Admin Secretary-Commun & Arts		1				1
Admin Spec II-Learner Support			1			1
Appl Consult-Fin & Admin Svs	1					1
Appl Consult-Finance & Admin	1					1
Appl Consultant-EnrollMgmt				1		1
Assistant Librarian (3)					1	1
Campus Police Officer				1		1
Computer Analyst			1			1
Culinary Arts Kitchen Aide	1					1
Custodial Worker I			6			6
Custodial Worker II			2			2
Data Analyst (P)			1			1
Dean of Adult Education			1			1
Dean of Learner Admin Svs		1				1
Dir Career Plan/Plac-CTE Ret S	1					1
Dir Student Activities/Orgs		1				1
Dir of ECE			1			1
Dir, Academic Success Center		1				1
Director of Learner Career Svs		1				1

Equipment Operator			1			1
Human Resources Specialist			1			1
Library Academic Tech II	1					1
Maintenance Worker II			1			1
Personnel Assistant II	1					1
Proj Pgrm Mgr-Prov - Up Bound		1				1
Proj/Prog Mgr-Web Services Mgr			1			1
Project/Prog Mgr-Luminus Admin					1	1
Registrar's Assistant	1					1
Safety Officer					1	1
Sec II Fin Aid					1	1
Secretary I SCWT			1			1
Secretary I Student Info Ctr					1	1
Secretary II - Adult Ed			1			1
Skilled Trades-Electrician			1			1
Staff Part-Time						54
Extra Help	16	8	13		2	39
Work Study	3	4	4	1	3	15
MINORITY TOTALS	34	37	54	10	21	156

Faculty/Staff Summary (2008-2010)

Asian/ Pacific Isl'r			Black/ African Am			Hispanic/ Latino			Am Indian/ Alaska Nat			Non-Resident		
2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008

STAFF

Full-time	Asian/ Pacific Isl'r			Black/ African Am			Hispanic/ Latino			Am Indian/ Alaska Nat			Non-Resident		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Classified	6	3	5	1	1	6	17	11	19	3	1	3	4	0	0
Non-Classified	1	2		5	5		4	6		0	0		1	0	
TOTAL	7	5	5	6	6	6	21	17	19	3	1	3	5	0	0

Part-time	Asian/ Pacific Isl'r			Black/ African Am			Hispanic/ Latino			Am Indian/ Alaska Nat			Non-Resident		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Extra Help	16	10	10	8	3	3	13	4	5	0	1	1	2	0	0
Work Study	3	2		4	3		4	9		1	0		3	0	
TOTAL	19	12	10	12	6	3	17	13	5	1	1	1	5	0	0

FACULTY

9-10 Month	1	1	1	5	2	2	2	2	2	2	2	2	1	0	0
Associate	7	3	3	14	8	8	14	15	16	5	2	3	10	0	0
TOTAL	8	4	4	19	10	10	16	17	18	7	4	5	11	0	0

TOTALS	34	21	19	37	22	19	54	47	42	11	6	9	21	0	0
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**Minority Recruitment and Retention Annual Report
Ouachita Technical College June 30th 2010**

Number of minority students who currently attend the institution: 242

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

Fourteen part-time and fifteen full-time employees of Ouachita Technical College are members of a minority. The full-time positions follow.

1. Administrative Specialist - Trio
2. Accounting Technician - Tanf
3. Faculty - Trio
4. Trio - Grant Administrator
5. Adult Education Institutional Teacher
6. Education Counselor - Tanf
7. Pathways Grant Administrator - Tanf
8. Education Counselor -Tanf
9. Education Counselor- Trio
10. Vice president of Student Affairs
11. Faculty – Applied Science
12. Faculty – Adult Ed.
13. Administrative Specialist – Student Services/ Business
14. Education Counselor – Tanf
15. Education Counselor – Tanf

Number and position title of full-time minority faculty and staff who began working at the institution in the past year: 4

1. Accounting Technician - Tanf
2. Administrative Specialist – Student Services/ Business
3. Education Counselor – Tanf
4. Education Counselor – Tanf

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

Ouachita Technical College creates an expectation of equity and a commitment to diversity in all its forms. The College values and responds to diversity along many dimensions. A strong commitment to diversity, in all its forms, is evident.

The College has worked diligently to increase the number and percentage of minority employees and students, particularly African-Americans who represent the service area's largest minority group (9 percent). The following table delineates demographic data by ethnicity.

2000 Census Service Area Population-Ethnicity					
		Percentage			
County	Total N	African-American	Caucasian	Other	Two or More
Clark	23,546	22.03%	74.28%	2.49%	1.20%
Dallas	9,210	40.98%	56.96%	1.47%	0.59%
Grant	16,464	2.46%	95.55%	1.26%	0.73%
Hot Spring	30,353	10.26%	87.33%	1.15%	1.26%
Saline	83,529	10.26%	95.26%	1.54%	1.00%
Total	163,102	8.78%	88.63%	1.57%	1.02%
Arkansas	2,673,400	15.67%	80.00%	3.00%	1.33%

The ethnicity of students and employees does reflect the demographics of the service area. Fall 2009 enrollment included 14 percent African-American, 82 percent Caucasian, 4 percent other ethnicities. In November 2009, 12 percent of full-time and 8 percent of part-time employees were minorities. In the summer of 2008, the first minority senior administrator, an African-American female, was employed as the chief student affairs officer. The College recognizes the need to increase its minority representation. Steps to seek out qualified minorities have been implemented. Although the College has increased its full-time rate and its part-time rate by five percent, minority employment is still below service area percentages. A state-wide need for these professionals and the College's lower than average salaries negatively impact OTC's ability to recruit qualified minorities. Still, the College remains diligent in these efforts.

Targeted efforts to recruit African-American students are being applied. One initiative implemented by the Vice President of Student Affairs (VPSA) has been visitation at area churches with predominately African-American congregations to inform parents and youth on the advantages of OTC enrollment. In Fall 2009, the VPSA conducted an educational workshop and distributed backpacks of recruitment materials to approximately 100 youth attending a Value of Education program sponsored through the 75th Annual Southwest District Baptist Association Congress on Christian Education. Additionally, the VPSA has been the keynote speaker for events in the African-American community and has established personal contact with potential students. The VPSA reports that these efforts culminated in the enrollment of 17 students in Fall 2009. Between Fall 2008 and Fall 2009, the College's African-American student population rose from 183 (11 percent of the total population) to 223 students (14 percent of the total population). These students were retained during the 2010 spring semester.

While the College is dedicated to increasing the diversity of its population, it is also committed to increasing the success of those already enrolled. Input from current and potential students, retention and success data, consultants, and pilot programs have led to strategies that are having a positive impact. The fall-to-fall

retention rate of the Achieving the Dream cohort of full- and part-time African-American first-time entering and transfer students rose from 35 percent for Fall 2007/Fall 2008 to 50 percent for Fall 2008/Fall 2009.

In order to meet the needs of a growing Hispanic population in need of basic and workplace skills, the College partners with the Latin Community Organization (LCO) and other state agencies and foundations. Through the College's Ouachita Area Adult Education Center, classes in English as a Second Language (ESL) have been offered in several service area communities. In addition to ongoing classes at the Center, ESL classes have been taught to approximately 12-15 Hispanic students per semester, on-site, at Precision Industries, a local employer. Adult Education has also provided ESL instruction to other ethnic groups.

Through the College's Continuing Education Department within the Professional Studies Division, Spanish classes have been provided to area police, utility workers, and employers to enable them to respond more effectively to area non-English speaking residents.

The College's Workforce Education Department within the Professional Studies Division, has collaborated with the LCO and the Arkansas Economic Development Commission to provide specialized training to Hispanics at a local manufacturing plant, Dock Levelers Manufacturing, Inc. (DLM) to expand their workforce. This training led to better jobs for 11 individuals who had previously been manual laborers. The LCO was also instrumental in the creation of a "membership card" system whereby banks, utilities, and other businesses would provide immigrants access to needed services (checking account, electricity, etc.).

Last year's Minority Report detailed a budget of \$10,000 for advertising and faculty and student development activities. The College's budget remains unchanged in this area.

Minority Recruitment and Retention Report and Five Year Plan

Ozarka College
2006-2011
(Updated – June 2010)

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Minority Recruitment and Retention Annual Report

June 2010

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College student minority enrollment increased slightly with an average of 3.1% for the 2009-10 school year.

Ozarka College continues to have one Hispanic faculty member in the Culinary Arts program who has minority status.

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

2006 -2011

Introduction/Background.

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages 4.9% which is up 1.6% from the last report. Student minority enrollment was 3.1% for the 2009-10 school year. Ozarka College currently has one full-time faculty member who has minority status; Hispanic. There is no staff currently holding minority status. Though these percentages seem low compared to the state or nation, within the service area, these percentages are representative.

Institutional goals and objectives for the recruitment and retention of minority students, faculty, and staff.

Ozarka College actively seeks minority enrollment of students within our service population, and overall service area. Our desire is to have minority enrollment percentages reflective of the overall population, or better. Since our service area's average is now 4.9%, our current goal is to reach and retain a student percentage of at least 4.9%.

Ozarka continues to advertise and recruit for positions to promote the greatest diversity possible in the faculty and staff. When salary and position warrants it, advertising is expanded outside of the service area to increase the minority pool. Our goal is to reach and exceed the 4.9% representation.

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 much beyond the local representative percentages. Student housing issues aside, Ozarka's strategies for retaining and increasing our percentages within our service area are:

Strategy 1: Recruiting utilizing program events.

Action: Utilize competition events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and open communications for potential application.

2006 – 2007: On-going

2007 – 2008: On-going. The Culinary, Nursing, and Automotive programs participated in various competitions. Marketing information was distributed.

2008 - 2009: On-going. The Culinary, Nursing, and Automotive programs participated in various competitions. Marketing information was distributed.

2009-2010: On-going. The Culinary, Nursing, and Automotive programs have continued to participate in various competitions. Marketing information was distributed.

Strategy 2: Recruiting 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.

2006 – 2007: On-going

2007 – 2008: On-going. The admissions office participated in numerous college fairs within our service area.

2008 – 2009: On-going. The admissions office participated in numerous college fairs within our service area.

2009 – 2010: On-going. The admissions office participated in numerous college fairs within our service area.

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 for them. Active files will be maintained by the admissions office for specific minority funding sources.

2006 – 2007: On-going

2007 – 2008: On-going. Recruiters, faculty, and staff actively seek minority students for scholarships. Due to our service area demographics, attempts have yielded few results.

2008 – 2009: On-going. Recruiters, faculty, and staff actively seek minority students for scholarships. Due to our service area demographics, attempts continue to yield few results.

2009 – 2010: On-going. Recruiters, faculty, and staff actively seek minority students for scholarships. Due to our service area demographics, attempts continue to yield few results.

Strategy 4: Ozarka College will actively recruit minority faculty and staff.

Action: Ozarka College will announce job positions in more minority publications outside the region.

2006 – 2007: On-going

2007 – 2008: On-going. Ozarka College has had few position openings. Two new faculty and several part-time positions came open during the spring. The faculty positions were advertized nationally in all the appropriate venues, and the part-time locally.

2008 – 2009: On-going.

2009 – 2010: On-going.

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 3.1% (students) and 1% (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given our service area percentage of 4.9%, achieving a minority percentage above the local population percentages demonstrates active recruitment. In light of this, the indicators of our success are as follows:

Students = at or >4.9% (Increased from last year, but still below the service area average)

Faculty and Staff = at or > 1% (same as last year)

A key indicator of retention is static percentages for minority populations. At Ozarka, the overall Native American and Hispanic population percentages remain relatively stable, while the African American population tends to fluctuate. Two factors affect the retention efforts with these populations. First, the Native American and Hispanic populations take advantage of online education to a much greater degree than the African American students. Efforts will be made to identify classes of interest to Native American and Hispanic students, and offer those online on an increased basis (e.g. Native American Literature).

A second and related variable is that a large percentage of the African American students attending at Ozarka are inmates at the North Central Unit of the Arkansas Department of Corrections. These students are not allowed online access. They are primarily taught through a Department of Justice grant, though some are self-pay, and are not always available for subsequent semesters, making retention issues unpredictable. Ozarka is committed to maintaining the work with the Department of Justice and supporting the grant as long as possible.

For faculty and staff, Ozarka will continue to seek minority publications when employment positions warrant searches beyond the local area. We will also access state resources for minority applicants whenever possible.

2007 – 2008: Indicators are the same as last year. The college will continue to utilize appropriate resources for recruitment whenever possible.

2008 – 2009: Our percentage decreased due to the two Native Americans relocating out of our service area. Ozarka continues to seek minority faculty/staff through all its available resources.

2009-2010: No change

Timeline for implementing minority students, faculty, and staff recruitment and retention strategies.

All strategies for student recruitment and retention activities will begin implementation in the upcoming 06-07 school year. Human resources continue appropriate advertising procedures as opportunities present themselves.

2007 – 2008: On-going

2008 – 2009: On-going

2009 – 2010: On-going

Budget for minority recruitment and retention activities.

Student services can allocate time to look for 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 staff from an extended minority pool will fall to the Human Resources Department. As advertising allocations are made, adjustments will follow to decrease some advertising venue, or the frequency to allow for purchase of ad space in minority targeting publications.

2007 – 2008: Funding continues to be allocated to facilitate extensive searches for students and employees.

2008 – 2009: On-going

2009 – 2010: On-going

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, the Vice President of Student Services and the Vice President of Academic Affairs will attempt to isolate 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 call attention to the change and causes. Corrections or reinforcement of positive causes will be the responsibility of the Vice President of Academic Affairs and the Vice President of Student Services.

2007 – 2008: The Ozarka College personnel and student information system provides an accessible resource to monitoring this data. The VPAA and VPSS offices continually monitor and communicate findings on a routine basis.

2008 – 2009: On-going

2009 – 2010: On-going

**Phillips Community College of the University of Arkansas
Minority Recruitment/Retention Plan
2009-2010 Academic Year**

June 30, 2010

**Submitted by
Debby King, Ed.D., Vice Chancellor for Instruction
Lynn Boone, Vice Chancellor for Student Services**

**I. NUMBER OF MINORITY STUDENT WHO CURRENTLY ATTEND
INSTITUTION**

During the Fall of 2009, 2,282 students enrolled at PCCUA and during the Spring of 2010 a total of 1,978 students enrolled. Of that population enrolled, 34.6% were minority females and 32% were white females, 19.6 % were white males and 13.4 % were minority males. The predominant minority population at PCCUA (as defined by the Higher Education Act of 1971 which was reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008) is African-American and there is little diversity among our college minority population. (See Table 1)

Table 1: Minority Student Enrollment

Ethnicity	Fall 2009			Spring 2010			Total
	Male	Female	Total	Male	Female	Total	
Race/Ethnicity							
Asian	3	8	11	2	9	11	22
Black	283	766	1049	243	645	888	1937
Hispanic	24	24	48	15	17	32	80
Am Ind	3	4	7	2	3	5	12
White	432	735	1167	405	637	1042	2209
UK			0			0	0
	745	1537	2282	667	1311	1978	4260

**II. NUMBER AND POSITION TITLE OF MINORITY FACULTY AND
STAFF WHO CURRENTLY WORK FOR THE INSTITUTION.**

PCCUA works to ensure that when a qualified minority candidate in a faculty or staff position quits or retires, the College replaces that position with a qualified minority candidate. Recruiting qualified minority faculty and staff is a college priority because PCCUA has such a high minority population. Furthermore, because of efforts to promote the student success agenda, PCCUA has attempted to actively recruit more African-American faculty. The number of faculty positions remains somewhat static, probably due to declining enrollment. The increase in the minority staff positions is related to an increase in the number of positions available in student support programs (Career Pathways and Achieving the Dream). It is especially difficult to find qualified minority applicants in mathematics, science, and nursing. In fact, it is difficult to find any qualified mathematics applicant. (See Table 2)

Table 2: 2007-2008 Full Time Faculty and Staff by Minority Status

	Minority Faculty	Total Faculty	Minority Staff	Total Staff
2002-2003	14	68	44	126
2003-2004	14	74	44	132
2004-2005	10	72	46	128
2005-2006	9	73	42	124
2006-2007	10	74	53	137
2007-2008	14	72	53	139
2008-09	13	79	55	147
2009-2010	14	79	57	150

III. NUMBER AND POSITION TITLE OF MINORITY FACULTY AND STAFF WHO BEGAN WORKING AT THE INSTITUTION THE PAST YEAR.

Three new minority faculty were hired during the 2009-10 academic year. One employee was changed from a staff to a faculty position. PCCUA has only one faculty classification

so there are no titles in this category. The staff positions are Career Service Counselors (3), and an Adult Education Director/Counselor (1). See Table 3)

Table 3: Faculty and Staff Hired in the 2009-10 Academic Year

	Minority Faculty	Minority Staff
2009-2010	3	4

IV. PROGRESS MADE IN MEETING INSTITUTIONAL GOALS AND OBJECTIVES RELATED TO THE RECRUITMENT AND RETENTION OF MINORITY STUDENTS, FACULTY, AND STAFF.

IV-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.

1. Institutional Background

PCCUA is a three campus college with a high minority student population and an enrollment of approximately 2,130 students per semester. It is located in rural Eastern Arkansas, and it serves some of the poorest communities in the United States (36% of all residents and about 48% of all children live in poverty). Although access to college is possible for almost any student who wants to attend, completion of college is very difficult for many students. Through Achieving the Dream (AtD), Title III, Student Support Services and Career Pathways; PCCUA has been able to assist more students in completing their college education.

PCCUA tracks achievement gaps among students with specific characteristics such as gender, race, and enrollment status. Benchmarks based on data from 2004-2007

academic years helps the college determine if efforts to reduce performance gaps between African-American students placed in remedial courses and white students in those same courses have been successful. The college also examines other student characteristics such as gender and enrollment status.

The five AtD goals have become the PCCUA goals for measuring student success.

Goal A: PCCUA will improve retention of students with a specific emphasis on minority retention.

Goal B: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success.

Goal C: PCCUA will continue to increase the number of minorities among the faculty, staff, and students.

Goal D: PCCUA will continue to review recruitment, admission and retention efforts in order to increase minority student population on all three campuses.

Goal E: 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.

2. Institutional Goals and Objectives for recruitment and Retention of Minority Students, Staff, Faculty, and Board Members. (Information about Faculty and Staff- See Table 2 and 3)

PCCUA has implemented specific strategies for recruitment and retention of students.

Data collected from a benchmark cohort of students attending PCCUA during the 2004-2006 academic years, has been used as the basis for comparison of 2008-1010 student

enrollment The PCCUA goals are supported by specific strategies to improve student performance and retention.

Goal A: PCCUA will improve retention of students with a specific emphasis on minority retention.

Goal B: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success.

Strategy 1: PCCUA implemented supplemental learning (SL) labs for DS 103 and DS 123 (developmental reading), EH 1013, EH 1023 (developmental writing), and MS 1013, MS 1023, MS 1123 (developmental math).

Strategy 2: PCCUA faculty instructing developmental education courses participate in an Early Alert System (EAS) which provides early feedback to students about their progress in the course. The system encourages class attendance and early academic assessment so that students may receive help before they are failing.

Strategy 3: PCCUA implemented two student success classes in the 2009-10 academic year. The courses establish a strong learning community for students and provide an overview of academic and life skills needed for college survival, and both courses are linked to English courses. Basic Writing II, EH-1023 is linked to Student Success I, SS-101 and was implemented in the fall of 2009, and Freshman English I, EH-113 a "gatekeeper" course is linked to Student Success II, SS-111 and was implemented in the Spring of 2010. All students enrolled in either Basic Writing II or Freshman English I are required to enroll in the linked course for that specific level. The courses are led by achievement coaches and provide survival skills training for academics, life skills, and financial literacy. In addition, the coaches in the Student Success courses refer students to

appropriate services on the campus such as tutoring, Student Support Services, career services, Career Pathways, and financial aid. There is limited data to share about the outcomes of this intervention; however, it is believed that this will have a positive impact on minority retention.

Actions to Facilitate Strategies

PCCUA provides training for all faculty, especially to those teaching developmental education courses. All faculty are active in the assessment of students and the college and in the remediation planning for student instruction and support. Nine developmental education faculty attend planning sessions, and are provided with numerous opportunities to attend workshops and conferences which demonstrate models of “best practices” in supplemental learning, Early Alert programs, minority retention and remediation.

Goal C: PCCUA will continue to increase the number of minorities among the faculty, staff, and students.

Strategy 1: PCCUA has decreased the number of minority faculty by three instructors and the staff by four. It is difficult to attract qualified instructors and staff to Phillips County. this is especially true for qualified minority instructors. Several factors make recruitment difficult: salaries are low, the region is rural, there is a high poverty level, and illiteracy is prominent.

PCCUA has a high female population and most faculty and staff positions are held by women.

Table 4: Minority Faculty and Staff by Gender

Position	Men		Women		Total	
	FT	PT	FT	PT	FT	PT
FACULTY	22	16	57	38	79	54
STAFF						
Executive	12	1	21	0	33	1
Support	2	13	59	40	61	53
Technical	6	2	10	1	16	3
Skilled	6	0	0	0	6	0
Service	21	7	11	3	32	10
Total	69	39	158	82	227	121

Goal D: PCCUA will continue to review recruitment, admission and retention efforts in order to increase minority student population on all three campuses.

PCCUA has established retention and student success as an institutional priority and as one of four strategic planning directions. There is a need to take action in retaining more African-American students and that will be part of the 2010-2011 work agenda for the PCCUA Student Success Committee. It is important to retain all students and the most critical need at PCCUA is to provide a positive learning environment and support the effort to increase the number of students who complete certificates and degrees.

The 2008-09 academic year demonstrated significant improvement in student success and in reducing performance gaps among African-American students and white students. The 2009-10 year did not demonstrate the same level of success. The math faculty are trying to identify factors which contribute to success and the College plans to provide a focus group session at each math level to seek student input into what they perceive to work best in the instructional environment.

Table 5: African American students provided with supplemental instruction in developmental math, reading, and/or writing are more likely to complete the course with a "C" or better.

Course	2004-06 Cohort			2008-2009 Cohort			2009-2010 Cohort		
	African American	White	Other	African American	White	Other	African American	White	Other
Developmental Reading									
DS-103	(134/299) 45%	(82/137) 60%	(6/10) 60%	(21/33) 64%	(4/5) 80%	(2/4) 50%	(30/55) 55%	(6/12) 50%	(1/1) 100%
DS-123				(22/26) 85%	(15/17) 88%	(0/0) 0%	(37/49) 76%	(29/39) 74%	NA
Developmental Writing									
EH-1013	(113/191)) 59%	(36/57) 63%	(3/3) 100%	(25/36) 69%	(5/5) 100%	(2/2) 100%	(32/59) 54%	(12/19) 63%	NA
EH-1023	(128/197)) 65%	(87/114) 76%	(8/11) 73%	(24/29) 83%	(13/15) 87%	(0/4) 0%	(36/53) 70%	(32/38) 84%	NA
EH-113	(184/292)) 63%	(263/338)) 78%	(10/17) 59%	(20/26) 77%	(39/45) 87%	(2/2) 100%	(30/52) 58%	(62/82) 76%	(0/1) 0%
Developmental Math									
MS-1013	(192/380)) 51%	(159/222)) 72%	(6/11) 55%	(33/49) 77%	(18/23) 78%	(3/5) 60%	(51/101) 50%	(33/53) 62%	NA
MS-1023	(120/281)) 43%	(115/175)) 66%	(9/10) 90%	(19/25) 76%	(11/13) 85%	(1/1) 100%	(26/52) 50%	(35/47) 74%	(1/1) 100%
MS-1123	(75/166) 45%	(92/174) 53%	(3/6) 50%	(7/9) 78%	(12/15) 80%	(3/3) 100%	(13/23) 57%	(20/29) 69%	(1/1) 100%
MS-123	(76/118) 64%	(147/206)) 71%	(7/11) 64%	(7/9) 73%	(11/19) 58%	(0/0) 0%	(11/14) 79%	(19/31) 61%	NA

Example (2008-2009 Cohort): Of the 33 African American students who enrolled in DS-103 2008FAL, 21 earned >=C

Goal E: 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.

Both the University of Arkansas Board of Trustees and the PCCUA Board of Visitors has the same number of minority representatives on its Board as it had last year. This year an African-American male BOV member resigned and was replaced by an African-American male.

Table 7: Governing Board Minority Representation

Governing Boards	Total Board	Minority Representation
U of A Board of Trustees	10	02 (1 African-American male, 1 white female)
PCCUA Board of Visitors	12	03 (1 African-American male, 2 African-American females, 2 white females)

3. Strategies for Achieving Minority Recruitment and Retention Goals

PCCUA has taken numerous steps to improve the minority recruitment and retention goals. PCCUA's effort to involve all stakeholders has resulted in broad engagement of faculty and staff. The College is fortunate to have committed leadership, and a hard working faculty with a vision of what PCCUA needs to do to assist students with completing their goals. PCCUA is using its qualitative and quantitative data to make informed decisions about instruction. This is a difficult and time consuming task.

PCCUA has found surveys such as the CCSSE and the CCSFSE, and SENSE have helped the college identify a need to provide stronger more focused advising. It has also helped faculty identify areas of strength and weakness. Faculty has identified engagement as an important contributor to student success and retention. This summer Patrick Henry Community College Engagement experts will provide and Student Engagement workshop for faculty.

Using PCCUA staff development funds and Carl Perkins funds, the college faculty were provided with copies of Understanding and Engaging Under-Resourced College Students by Becker, Krodell, and Tucker. The dialogue from the four campus based discussion

about this book have been enlightening. It has also challenged college faculty about their values, attitudes, and beliefs.

4. Strategies and Assessment

Based on data identified by faculty and staff, PCCUA continues to identify high enrollment low success courses. This paired with faculty discussions has allowed PCCUA to focus on developmental education and increasing retention and completion of courses and degrees by students who have faced barriers to success based on race or gender.

IV-B: Include your timeline, budget, and methods used to assess and monitor progress.

Timeline for Work

Supplemental Instruction Strategy	F/S	LEAD STAFF
Strategy I Supplemental Instruction-mandatory lab.		
Continue training	Ongoing	Developmental Education Faculty
Strategy II Early Alert System		
Absenteeism-reduce absenteeism in the classroom		
Expand Early Alert to all faculty requiring documentation of absenteeism using the campus referral system.	Ongoing	Faculty, Deans, VC for Instruction
Identify the number of students who withdraw or who receive and EW in developmental courses (this has been mandatory for Developmental Education faculty).	Ongoing	Faculty, Advisors, Early Alert
Academic Intervention		
Require early assessment of student learning by faculty (third week). 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
Increase Research Capacity		

Continue to train faculty for data analysis to increase research capacity.	Ongoing	Deans, VC for Instruction, faculty. DIR
Faculty Engagement		

Budget

There is no specific budget in place. Several budgets target recruitment and retention.

Numerous activities at PCCUA assist with retention (tutoring, advising). An estimated cost analysis is provided.

Materials and Supplies

CCSSE, SENSE and other survey related work sessions \$10,000

Professional Development

PCCUA provides professional development funds for faculty and staff to attend the ATD

Conference and other conferences which focus on working with students to increase student success and retention issues. \$33,000

Recruitment and Retention

Recruitment for replacement of minority positions \$ 4,000

Total Budget \$47,000

Assessment

PCCUA uses a team of people composed of the Vice Chancellor for Instruction, the Campus Vice Chancellors, the Vice Chancellor for Student Services and the President and Vice President of the Faculty Senate to determine if the recruitment and retention of minority faculty and students is effective. This group examines the minority recruitment and retention plan, its accomplishments. Program directors of the three initiatives which

focus on student success are also included (Career Pathways, Title III, and Achieving the Dream). PCCUA also uses a sophisticated logic model which assists with evaluating performance outcomes. (See Attachment A)

Attachment A

Evaluation Matrix

Intervention Strategy: Provide Supplemental Instruction to all students enrolled in any developmental education courses.							
Evaluation Questions	Tasks	Personnel Involved	Frequency	Data Collection			
				Sources	Methods	Sample	Instrument
Does the provision of developmental course supplemental labs (DS103, DS123, EH1013, EH1023, MS1013, MS1023, MS1123) increase:	Compare:						
	1) Grades in current course 2) Retention through the course 3) Enrollment into next course in sequence 4) Grades in subsequent course 5) Retention through course 6) Enrollment in Gatekeeper courses: EH113, MS123 7) Grades in Gatekeeper course(s) 8) Retention/Success in following terms 9) Earning a credential	Benchmark and Term Data	IT & Institutional Research	End of Term & Annually	PCCUA Database & Departmental Databases	Comparative/ Longitudinal	Benchmark & Intervention populations data
	Grad. Stats						

**Pulaski Technical College
Minority Recruitment and Retention
Annual Report on Implementation for 2009-2010**

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.

During 2009-2010, Pulaski Technical College has implemented new racial and ethnic codes based upon federal and state requirements for its student population. There have been two basic changes to the required racial and ethnic codes. The first involves separating Hispanic ethnicity from the racial codes, and the second allows a person to identify if he or she is affiliated with more than one racial code. Thus, this year’s report includes statistics for multi-racial students.

With regard to the logistics of implementing new racial codes, these changes have been included on the application for admission of new and transfer students. Currently enrolled students have been resurveyed on the matter when they accessed online registration during Summer and Fall 2009 and Spring 2010.

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 Instruction (for faculty retention), and the Vice President for College Advancement (for staff retention, all human resources recruitment, and all PTC marketing and publications). The Director 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-H in the Statistical Appendix display numbers related to Pulaski County population and Pulaski Technical College recruitment and enrollment.

African Americans comprise the largest racial/ethnic demographic among applications for admission in all but two semesters since Fall 2005. Since PTC is an “open door” college, all applicants are allowed to enroll in classes but are placed in their coursework according to COMPASS or ACT scores. Among applicants who

actually follow through and enroll in classes, African American is also the largest racial/ethnic group at PTC during the same timeframe for all but the Fall 2005 semester. As PTC continues to grow in overall headcount, individual headcounts among white, black, Asian, and Hispanic students grow as well when fall-to-fall and spring-to-spring semesters are compared.

African Americans continue to enroll at PTC at rates that are significant statistically from the population of the largest county in the College's service area (See Exhibit G for Pulaski County demographics). Exhibit H compares county population projections to the first-time entering cohort at PTC for the class of 2006. The first three columns of Exhibit H confirm that black students enroll at higher than expected rates than do white students.

Retention

The Statistical Appendix contains many exhibits in support of the analysis in this report. This section will condense the numerical findings of the exhibits into a brief narrative. Exhibit H (discussed in previous section) also contains results related to this section. Exhibits I through L contain numbers used in the statistical tests ran in Exhibits H. The primary purpose of Exhibits I through L, however, is to track Pulaski Technical College's achievement related to student retention for first-time students beginning in Fall 2006 and Fall 2007.

Exhibits I through L analyze the Fall 2006 first-time cohort at Pulaski Technical College. For the first-time in the history of the College, African American is the largest racial/ethnic group among all first-time entering students (both full-time and part-time). This finding regarding the first-time entering cohort comes a semester after Spring 2006 when African-American total enrollment exceeded white total enrollment for the first time. While the overall nature of the cohort changed in 2006, graduation rate disparities did not. Full-time and part-time white students graduated at higher rates than blacks in all subsequent years. With regard to retention, full-time white students were retained at higher levels in the second year than their African-American counterparts, though African Americans were retained at a slightly higher level than whites in the third year and at larger levels in the fourth year (indicating that it may take full-time blacks more time to graduate). Of the part-time segment of the cohort, second year retention was similar between whites and blacks; however, blacks were retained at higher levels than whites in the third and fourth years.

Exhibits M through P analyze the Fall 2007 first-time cohort at the College. Among first-time, full-time students, there are slightly more whites in this cohort than blacks, and white graduation rates are markedly higher than black rates. Retention rates for the full-time segment of the cohort do not appear to have strong differences. Among the first-time, part-time students in Fall 2007, there are approximately 5% more blacks than whites, and African Americans show higher retention rates in all following fall semesters.

Column four and the following columns of Exhibit H examines the statistical significance between white and black first-time students in the Fall 2006 cohort. As in previous years, there are no clear findings concerning black retention over white retention as there were between black initial enrollment over white initial enrollment. The only statistically significant findings are negated by large margins of error.

Goals and Objectives for Minority Student Recruitment and Retention

Goal 1 for Student Recruitment and Retention: Pulaski Technical College will maintain "open door" admissions policy.

Strategies: Pulaski Technical College will continue our open door admissions policy, except in academic fields where more stringent requirements are needed.

Indicators of Effectiveness: Pulaski Technical College will monitor demographic and financial statistics relative to enrollment and our service area population in order to gauge our effectiveness at recruiting minority populations. The College expects to maintain minority enrollment rates that are significantly higher than the general population.

Timeline: Ongoing.

Status Report: As discussed in the section on student data analysis, PTC has experienced growth in enrollment overall and among racial minorities. This growth continues at rates that are significant statistically from the population.

At the same time as student headcounts grow, state budgets funding PTC have not increased at similar levels. Therefore, the College has increased tuition and fees at minimum levels each academic year over the past several years. For the upcoming academic year, tuition has increased by 2.5% or \$2.00 more per credit hour (from \$80.00 to \$82.00). For this upcoming academic year, no fees have increased.

Pulaski Technical College vigilantly tries to keep tuition and fees at a minimum in order to encourage economically disadvantaged enrollment. Tuition at PTC continues to be less than the tuition at surrounding four-year universities.

Goal 2 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 for the admissions process. As a comprehensive strategy, such professional support benefits the entire campus community as well as the growing minority student population.

Indicators of Effectiveness: The Director of Admissions monitors application and enrollment statistics for the College and sets realistic goals concerning weekly, monthly, and annual recruitment and admissions strategies. As such, 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 at PTC. See Exhibits A and B in the Statistical Appendix. Exhibits C through F also demonstrate that African Americans are the largest group who follow through with enrollment in recent years. Since the new racial and ethnic coding has gone into effect this academic year, it is also interesting to note that black as a single race code still became a 50% plus majority of the College population in Spring 2010.

To measure effectiveness, PTC conducts the Noel-Levitz Student Satisfaction Inventory (SSI) biannually, with the most recent survey in Fall 2008. This information was reported in last year's minority recruitment and retention report. The College will conduct another SSI in Fall 2010 and will report on progress in next year's minority recruitment and retention report.

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:* Pulaski Technical College has expanded beyond pilot stages of an on campus orientation on main campus. The on campus orientation is now mandatory for first-time entering, degree-seeking students as of Summer 2009. In Summer 2010, new student orientation will be offered at two locations: main campus and Little Rock-South. Beginning in late Fall 2010, new student orientation will be held for first-time entering, degree-seeking students who will start classes in the Spring 2011 term and will be offered at both main campus and Little Rock-South.

(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 is now required 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 is in its third pilot year through the Perkins grant initiative. 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 on campus 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 Summer 2009 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: In Summer 2009, forty-seven (47) new student orientation sessions were offered at a variety of times and addressed the following components: (1) four things successful PTC students know; (2) computers, technology, and websites; (3) locating information, people, and resources; (4) financial aid; (5) the Learning Assistance Center; (4) College Seminar; (5) how to read and build a schedule; (6) prerequisites; (7) differences in associates degrees; and (8) academic advising.

Exhibit Q in the Statistical Appendix displays orientation participant demographics and retention statistics for the 2009 cohort. As expected, black participation in new student orientation dramatically improved with the implementation of the college-wide policy (See last year's report). During 2009 orientation, black and white participation mirrored their enrollment patterns for the entire college population demonstrating a closing of any gaps. Furthermore, spring retention for black participants was 6.4% higher than that of white participants, and both groups had retention levels near the total orientation cohort average of 86%. Pulaski Technical College considers Summer 2009 orientation to be a successful scale-up of the pilot program and hopes to continue successes with expansions of the program to Little Rock-South and Spring 2011 launch.

Participants were asked to complete an evaluation of orientation upon completing their session. The response rate for the evaluation was 44% (773 of 1,762 completing the survey). Exhibit R in the Statistical Appendix displays results of the 13 item evaluation, each rated on a scale of one (lowest rating) to five (highest rating). Orientation received mean scores over four in all areas, indicating high overall satisfaction with the program.

Exhibits S and T examine College Seminar grades by race for Fall 2003 through Spring 2010. These exhibits highlight the college withdrawal problem among black students. Black students consistently enroll in College Seminar at a higher percentage of the overall student population than do whites. The exhibits further show that black students consistently withdrawal at higher rates than white students and that white students consistently score a higher percentage of A's than black students.

Exhibits U and V examine Career Seminar grades for Fall 2008 through Spring 2010. The exhibits show that African Americans have enrolled in Career Seminar in higher numbers than whites. While withdrawal rates were not unreasonable for whites or blacks in fall semesters, the withdrawal rates for spring semesters were approximately half of the entire class among blacks.

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. Beginning Fall 2009, all first-time, degree-seeking students will be assigned an advisor and will be required to meet with the advisor for academic advice.

(e) *Single Parent Program:* PTC has established a Single Parent Mentoring Program that benefits many minority students. The program provides PTC staff 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.

Status Report: Academic advising served an unduplicated total of 5,012 students in Fall 2009 and Spring 2010. Fourteen percent (14%) of this unduplicated headcount visited advising in both semesters. Racial and ethnic demographics were not available this year.

The Single Parent Program collected demographics on this year's participants and mentors. Of 25 student participants, there were 17 African Americans (all female) and eight whites (seven female and one male). Of the 20 faculty and staff mentors, there were six African Americans (all female) and 14 whites (two male and 12 female).

The Veterans Upward Bound program has served 120 participants to date for its 2009-2010 federal fiscal year. The majority of these veterans were African American (75 participants representing 63% of the overall program), while another 44 were white (representing 37% of the program participants). The remaining participant was Hispanic. The following services were provided to VUB students: (1) tutoring (72 students participating); (2) 14 workshops (65 unduplicated students participating in at least one workshop); and (3) academic and career advising (all 120 students participating).

During Fall 2009 and Spring 2010, 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 2009 and Spring 2010, the Network for Student Success continued to work towards its annual goal of serving 300 black male students. The program also undertook a college-wide accreditation action project in conjunction with College Seminar. With regard to the action project, two sections of College Seminar per semester were targeted for primarily black male enrollment (though a limited number of other students were allowed to enroll) and were taught by Network for Student Success coaches. Exhibits W and X 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. In both the fall and spring semesters, black males in the Network for Student Success sponsored classes did between 7% and 24% better than other comparison groups when successful grades of A, B, or C were analyzed.

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 2009-2010, Student Government Association (SGA) racial demographics were as follows: four black officers (including the president), one Asian officer, one Hispanic officer, 11 white senators, five black senators, one Hispanic senator, and one Native American senator. During the Spring 2010 semester, officer elections for four offices for the upcoming academic year took place. African Americans were elected to serve as president and secretary. A Hispanic student was elected as vice-president, and a white student was elected as treasurer. Senator elections for the 2009-2010 academic year will take place early in the Fall 2010 semester. Two other officer positions (historian and parliamentarian) are appointed by the incoming president.

The Office of Student Life and Leadership coordinated student involvement in 6 events in academic year 2009-2010. 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 11 approved student organizations including the following:

- (1) *Student Government Association (SGA)* is a leadership group for those students wishing to be involved with policy-making for the campus, community service and outreach, and involvement with other student organizations. The SGA consists of elected student representatives from each division of the college, as well as an elected executive board.
- (2) *Fusion* is an organization promoting equality through a gay-straight alliance. Members are encouraged to educate the campus community about concerns of the gay, lesbian, bisexual, and transgender community.
- (3) *Fine Arts Association* promotes the importance of fine arts through student involvement in art events and PTC-TV (local campus channel).
- (4) *Phi Beta Lambda* is the college chapter of the Future Business Leaders of America where students participate in statewide competitions and are involved in campus activities.
- (5) *Phi Theta Kappa* is an international honor society that promotes academic excellence. Members are eligible to compete for scholarships, to participate in regional, national, and international meetings and institutes, and to attend workshops on leadership and scholarship.
- (6) *Metro Student Ministries* encourages student fellowship, develops student leadership skills, provides opportunities for the study of the Bible and to practice its teachings, organizes students for service and ministry projects, and offers guidance as students face crises and critical choices in life.
- (7) *Health and Science Club* works to promote awareness of health and science careers.

(8) *SkillsUSA* helps students develop social and leadership skills through activities conducted by the club's members and advisors. Their activities include state, regional, and national contests.

(9) *FRESH* (Finding Reality Eternally Serving Him) seeks to build relationships and provide students with spiritual resources.

(10) *Pulaski Tech Athletic Club* helps students stay active and healthy as they develop social and leadership skills by participating in athletic activities on campus.

(11) *Pulaski Tech Diamonds Baseball Club* aims to provide an environment where all members of the community can come to participate in and to help expand the game of baseball by fostering teamwork and building leaders.

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 23 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 23 faculty and staff members in academic year 2009-2010. Membership included seven African Americans, one Hispanic, and 15 whites. The

committee hosted seven events in academic year 2009-2010. Event descriptions and statistics are listed below:

(1) *Census 2010*: The Cultural Diversity Committee (CDC) collaborated with the local U.S. Census Office to promote the Census 2010 by sponsoring information tables on the main campus, Little Rock-South site, and Little Rock-West site. The tables provided printed materials that explained how the census is collected and used, a sample of the census form, and other relevant information. Promotional items such as, mugs, note pads, caps, and water bottles were provided by the local Census 2010 Office. The Campaign began January 27th and ended March 3rd. Approximately 1,000 students received census information.

(2) *Dr. Martin Luther King Jr. Observance and Memorial Display*: This event took place on January 27, 2010. The program consisted of a speaker, trivia, music, and special readings of King's most memorable quotes. Approximately 125 individuals attended. The audience received bookmarks and other items to commemorate the life of Dr. Martin Luther King Jr.

(3) *African American Hall of Fame*: The Hall of Fame was displayed in the Campus Center throughout the month of February. Posters of notable African Americans were mounted and displayed on easels in the foyer of the Campus Center to educate and increase awareness. Posters were rotated to provide a different display each week.

(4) *Poetry Night*: Approximately 100 students, faculty, and staff participated in Poetry Night on February 18, 2010 in the Campus Center Foyer. Marcus Montgomery of the Network for Student Success served as the Master of Ceremony. Students sang and recited original poems. Trivia games, census information, and pizza were enjoyed during intermission.

(5) *Lecture*: Twenty-five (25) students attended a history lecture presented by Michael Pridmore, Spanish department chair. Mr. Pridmore discussed attitudes of anger towards America by Middle Easterners.

(6) *Soul Food Cooking Event*: Three teams competed for the coveted "Soul Food Cooking" title. The contest was held on February 19, 2010. The entries were judged on presentation, participation, taste, and category fit. The winners received a pizza party sponsored by the CDC.

(7) *Black History Month Banquet*: This event is the signature event for the Cultural Diversity Committee. The banquet was held on February 26, 2010 in the Grand Hall of the Campus Center. More than 150 guests attended. The program consisted of special music, short topic talks, and a keynote address. The theme was "Men of Excellence" highlighting the achievements of the Network for Success students. Several awards were presented to faculty and staff who made significant contributions to the success of the program. Kareem Moody and the Network for Student Success staff received the Pulaski Technical College Diversity award.

The Foreign Languages program held five events during academic year 2009-2010. A series of three lunchtime limonadas were held over the course of the academic year with approximately 30 in attendance at each meeting. The fall exhibition displayed student projects for over a week. The spring fiesta had 600 in attendance for arts, crafts, music, and student presentations.

The Office of Public Relations and Marketing participated in or sponsored five off campus culturally-themed events in academic year 2009-2010. Student Ambassadors represented the office at all events. Events for this year included the following:

- (1) *March 6, 2010*: Community Wellness & Awareness Fair, hosted by Greater New Bibleway Church of God in Christ at 1207 W. 22nd St. in North Little Rock. The fair was organized to reach people in the Baring Cross, Vestal Park, Boone Park, Windemere Hills, Silver City Courts, Military Heights, Scenic Hill and Pike Avenue neighborhoods. Though the fair was designed to reach people of all ethnicities and social classes, many of the attendees were minorities.
- (2) *March 13, 2010*: Little Rock School District's annual Parent Institute held at St. Mark Baptist Church, at 5722 W. 12th St.
- (3) *March 27, 2010*: Education and Health Fair at Rock of Ages Missionary Baptist Church at 8122 Bicentennial Road in Maumelle.
- (4) *April 24, 2010*: Seventh annual Minority Health Fair, coordinated by the St. Vincent Health Clinic-east and Reed Memorial CME Church. The event was held at the Nathaniel Hill Community Complex, at 2500 E. Sixth St., in Little Rock and drew about 800 people.
- (5) *May 2, 2010*: Pulaski Tech was also a sponsor (\$2,500 sponsorship) of Cinco De Mayo, an annual event hosted by LULAC (League of United Latin American Citizens). Ambassadors also manned the college's booth at the event, which draw thousands of visitors from throughout the Central Arkansas area.

The Student Ambassadors also assisted other college offices in working special events, many of which are geared toward minority students. For example, ambassadors provided volunteer hours for several spring Cultural Diversity Committee events, including the College's Martin Luther King Day celebration on January 27, 2010 and the Black History Banquet on February 26, 2010. Ambassadors also assisted with the College's fourth annual Fiesta, organized by the Division of Fine Arts and Humanities on April 6, 2010.

Student Ambassador demographics for academic year 2009-2010 were as follows: 10 white ambassadors, eight black ambassadors, and two Hispanic ambassadors.

Faculty and Staff Data Analysis

Exhibit Y in the Statistical Appendix displays faculty and staff statistics for academic year 2009-2010 based upon the November 2009 OCR report. African-American overall employment remains relatively steady with only a 0.4% decrease (17.6% over last year's 18.0%). White overall employment is up from last year's 80.5% to 81.3% this year. Few employees report Hispanic and Asian as their race in this report. The staff, including administration, is by far the most diverse grouping with 28.8% minorities.

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 2009-2010:

Vice President for Finance
Vice President for Instruction
Executive Director of Human Resources/Employee Relations
Dean of Business

Dean of Academic Success
Director of Student Success
Assistant Director of Child Development Center
Curriculum Coordinator of Child Development Center

Instructor of Business
 Instructor of Computer Information Systems (3 positions)
 Instructor of Developmental Mathematics (2 positions)
 Instructor of English
 Instructor of Political Science
 Instructor of Respiratory Therapy
 Instructor of Spanish
 Instructor of Speech Communication
 Little Rock Site Coordinator
 Student Success Coach (4 positions)
 Accounting Coordinator
 Assistant Registrar
 Access Services and Reference Librarian
 Director of Career Pathways
 Career Pathways Counselor
 Career Pathways Community Outreach Coordinator
 Career Pathways Employment Specialist
 Child Care Technician (5 positions)
 Counselor

Academic Advisor
 Disability Services Coordinator
 Financial Aid Advisors (2 positions)
 Perkins Career and Assessment Specialist
 Laboratory Manager
 Food Preparation Manager
 Food Preparation Specialist (2 positions)
 Public Safety Officer (3 positions)
 Title III Data Analyst/Assistant
 TRIO Scholars Education Specialist
 Veterans Upward Bound Director
 Library Technician
 Student Services Representative
 Maintenance Assistant
 Institutional Services Assistant
 Administrative Specialist III (7 positions)
 Administrative Specialist II (7 positions)
 Administrative Specialist I

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.

Food Preparation Specialist (2 positions)
 Administrative Specialist III
 Administrative Specialist II (2 positions)

Public Safety Officer
 Director of Career Pathways
 Student Services Representative

Goals and Objectives for Minority Faculty Recruitment and Retention

Goal 1 for Faculty Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.

The Office of Human Resources at Pulaski Technical College actively recruits full-time and 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 2009-2010. Two additional African Americans joined the full-time faculty, bringing the number of full-time minority faculty members up to 12.

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, 108 attended off campus professional development in academic year 2009-2010 (77% of all full-time faculty). All full-time minority faculty members are included in that number. Eighty-two (82) professional development events were held on campus during 2008-2009.

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: One minority adjunct instructor was hired to a full-time instructor position (Foreign Languages Instructor).

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 23 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 2009-2010. The staff at Pulaski Technical College remains the most diverse employment category on campus and includes two African-American vice presidents, two black deans, and many minority members of the professional and clerical staff. See Exhibit Y in Statistical Appendix.

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: The Vice President for College Advancement will review minority faculty and staff participation in professional development activities and include this information 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: Of the full-time staff, 151 attended off campus professional development during academic year 2009-2010 (73.7% of all staff), and 40 of 59 minority staffers were included in such off-campus professional development (67.8% of all minority staff members). 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 eight minority staff promotions during fiscal year 2009-2010.

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 23

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 2009-2010, PTC budgeted over \$2.7 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 \$180,418.

With regard to money spent on direct recruitment and retention of minorities, the Office of Public Relations and Marketing spent \$23,162 in advertising in minority market venues and in participating in cultural and minority community events. The PTC Foundation also secured a United States Department of Education's Predominantly Black Institutions grant during Fall 2008 for \$959,412 over a 2 year period. This grant funds the Network for Student Success and its activities.

Statistical Appendix

EXHIBIT A: APPLICATIONS FOR ADMISSION (RAW NUMBERS)

RACE	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009*	SPRING 2010*
White	2,081	1,346	2,351	1,422	2,534	1,616	2,522	1,747	2,872	1,853
Black	1,987	1,568	2,478	1,551	2,556	1,884	2,479	2,084	2,925	2,640
Hispanic	61	44	96	59	94	77	90	78	150	109
Native American	20	11	37	22	24	25	29	27	40	36
Asian	39	23	56	31	59	38	66	39	57	53
Non-Resident Alien	7	7	4	0	6	3	10	1	3	3
Unknown	72	40	24	9	32	10	14	5	22	16
TOTAL	4,267	3,039	5,046	3,094	5,305	3,653	5,210	3,981	6,069	4,710

*New race and ethnicity codes were not collected for applications for admission, only for actual enrollments.

EXHIBIT B: APPLICATIONS FOR ADMISSION (% OF TOTAL TERM APPLICATIONS)

RACE	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009*	SPRING 2010*
White	48.8%	44.3%	46.6%	46.0%	47.8%	44.2%	48.4%	43.9%	47.3%	39.3%
Black	46.6%	51.6%	49.1%	50.1%	48.2%	51.6%	47.6%	52.3%	48.2%	56.1%
Hispanic	1.4%	1.4%	1.9%	1.9%	1.8%	2.1%	1.7%	2.0%	2.5%	2.3%
Native American	0.5%	0.4%	0.7%	0.7%	0.5%	0.7%	0.6%	0.7%	0.7%	0.8%
Asian	0.9%	0.8%	1.1%	1.0%	1.1%	1.0%	1.3%	1.0%	0.9%	1.1%
Non-Resident Alien	0.2%	0.2%	0.1%	0.0%	0.1%	0.1%	0.2%	0.0%	0.0%	0.1%
Unknown	1.7%	1.3%	0.5%	0.3%	0.6%	0.3%	0.3%	0.1%	0.4%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100.0%	100.0%

*New race and ethnicity codes were not collected for applications for admission, only for actual enrollments.

EXHIBIT C: NEW & CONTINUING STUDENT ENROLLMENT (RAW NUMBERS FOR PREVIOUS YEARS)

RACE	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009
White	3,837	3,848	3,933	4,008	4,118	4,147	4,278	4,466
Black	3,516	4,081	4,173	4,344	4,296	4,451	4,420	4,912
Hispanic	97	110	136	152	152	159	213	246
Native American	37	37	50	57	45	47	46	60
Asian	95	103	100	110	95	97	103	103
Non-Resident Alien	24	23	11	11	14	11	13	13
Unknown	79	84	59	53	53	50	35	38
TOTAL	7,685	8,286	8,462	8,735	8,773	8,962	9,108	9,838

*New race and ethnicity codes were applied to enrollment statistics. See Exhibit E and F for enrollment numbers and percents since the coding change.

EXHIBIT D: NEW & CONTINUING STUDENT ENROLLMENT (% OF TOTAL ENROLLED)

RACE	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009
White	49.9%	46.4%	46.5%	45.9%	46.9%	46.3%	47.0%	45.4%
Black	45.8%	49.3%	49.3%	49.7%	49.0%	49.7%	48.5%	49.9%
Hispanic	1.3%	1.3%	1.6%	1.7%	1.7%	1.8%	2.3%	2.5%
Native American	0.5%	0.4%	0.6%	0.7%	0.5%	0.5%	0.5%	0.6%
Asian	1.2%	1.2%	1.2%	1.3%	1.1%	1.1%	1.1%	1.0%
Non-Resident Alien	0.3%	0.3%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%
Unknown	1.0%	1.0%	0.7%	0.6%	0.6%	0.6%	0.4%	0.4%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

EXHIBIT E: NEW & CONTINUING STUDENT ENROLLMENTS (RAW NUMBERS FOR NEW RACE & ETHNICITY CODES)

RACE/ETHNICITY	FALL 2009	SPRING 2010
White	4,699	4,854
Black	4,875	5,629
Hispanic	297	302
Native American	53	56
Asian	82	84
Pacific Islander	68	58
Non-Resident Alien	14	15
Unknown	5	5
Multi-Race	162	162
TOTAL	10,255	11,165

EXHIBIT F: NEW & CONTINUING STUDENT ENROLLMENTS (RAW NUMBERS FOR NEW RACE & ETHNICITY CODES)

RACE/ETHNICITY	FALL 2009	SPRING 2010
White	45.8%	43.5%
Black	47.5%	50.4%
Hispanic	2.9%	2.7%
Native American	0.5%	0.5%
Asian	0.8%	0.8%
Pacific Islander	0.7%	0.5%
Non-Resident Alien	0.1%	0.1%
Unknown	0.0%	0.0%
Multi-Race	1.6%	1.5%
TOTAL	100%	100%

EXHIBIT G: PULASKI COUNTY DEMOGRAPHICS*

RACE	2000 CENSUS	2003 ESTIMATE	2004 ESTIMATE	2005 ESTIMATE	2007 ESTIMATE
White	63.1%	61.0%	60.3%	59.7%	58.0%
Black	31.8%	33.0%	33.4%	33.8%	34.5%
Hispanic	2.8%	2.8%	3.0%	3.2%	4.0%
Native American	0.4%	0.4%	0.4%	0.4%	0.7%
Asian	1.2%	1.4%	1.5%	1.5%	1.8%

*Demographics are based upon numbers obtained from the UALR Census State Data Center and the Federal Government at census.gov. The US Census considers the Hispanic ethnicity to be inclusive of any race and therefore asks about Hispanic ethnicity separate from race. The data collection at PTC considers Hispanics as a separate race. The exhibit above considers each race as non-Hispanic, and the Hispanic entry is inclusive of any race indicating Hispanic or Latino ancestry.

EXHIBIT H: COHORT 2006 STATISTICAL SIGNIFICANCE BETWEEN POPULATION NORMS AND ENROLLMENT/RETENTION

	FALL 2006 ENROLLMENT			FALL 2007 RETENTION			FALL 2008 RETENTION			FALL 2008 RETENTION		
FULL-TIME COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p=0.001	-23.3%	5.4%	no	5.9%	10.3%	no	-3.8%	13.0%	p=0.025	-20.7%	16.7%
Black	p=0.001	41.3%	9.7%	no	-5.7%	9.9%	no	37.0%	12.5%	p=0.025	19.9%	16.1%
PART-TIME COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p=0.001	-39.1%	8.0%	no	-0.1%	20.0%	no	-17.5%	22.2%	p=0.05	-29.4%	25.1%
Black	p=0.001	69.5%	14.2%	no	>0.01	12.8%	no	11.2%	14.2%	p=0.05	18.8%	16.0%
TOTAL COHORT	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR	STATISTICAL SIGNIFICANCE (CHI SQUARE)	% ABOVE/BELOW POP. NORM	MARGIN OF ERROR
White	p=0.001	-28.1%	4.5%	no	4.9%	9.3%	no	-8.0%	11.3%	p=0.001	-24.6%	13.8%
Black	p=0.001	50.0%	8.0%	no	-4.2%	7.9%	no	6.8%	9.6%	p=0.001	11.8%	20.9%
	Based on 2005 Pulaski Co. Census Update			Based upon 2006 Proportions of Ethnic Enrollment (includes graduates)			Based upon 2006 Proportions of Ethnic Enrollment (includes graduates)			Based upon 2006 Proportions of Ethnic Enrollment (includes graduates)		

Exhibits I-P Caveats:

- Cohort is defined as first-time, degree-seeking. Unknown race is NOT reported in this analysis.
- AY is an abbreviation for academic year.
- Graduation numbers are cumulative, meaning that preceding graduation columns of data are added to the next year's graduate numbers. Once a student graduates, however, they may not be counted as future retention even if they enroll again.
- The "Fall Total" is a sum of the categories for the initial cohort.

EXHIBIT I: RAW DATA OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2006 CLASS)--FULL-TIME COHORT

RACE	AY 2006-2007		AY 2007-2008		AY 2008-2009		AY 2009-2010
	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION	GRADUATED	RETENTION
White	390	26	195	56	111	91	53
Black	404	14	180	29	124	51	83
Hispanic	16	0	10	0	5	1	4
Native American	9	0	3	0	3	0	2
Asian	10	0	6	0	4	1	0
Non-Resident Alien	1	0	0	0	0	0	0
TOTAL	830	40	394	85	247	144	142

EXHIBIT J: PERCENTAGE OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2006 CLASS)--FULL-TIME COHORT

RACE	AY 2006-2007		AY 2007-2008		AY 2008-2009		AY 2009-2010
	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION	GRADUATED	RETENTION
White	47.0%	6.7%	50.0%	14.4%	28.5%	23.3%	13.6%
Black	48.7%	3.5%	44.6%	7.2%	30.7%	12.6%	20.5%
Hispanic	1.9%	0.0%	62.5%	0.0%	31.3%	6.3%	25.0%
Native American	1.1%	0.0%	33.3%	0.0%	33.3%	0.0%	22.2%
Asian	1.2%	0.0%	60.0%	0.0%	40.0%	10.0%	0.0%
Non-Resident Alien	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	100.0%	4.8%	47.5%	10.2%	29.8%	17.3%	17.1%

EXHIBIT K: RAW DATA OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2006 CLASS)--PART-TIME COHORT

	AY 2006-2007		AY 2007-2008		AY 2008-2009		AY 2009-2010
	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION	GRADUATED	RETENTION
RACE							
White	136	1	58	7	36	11	22
Black	213	2	91	5	76	15	58
Hispanic	15	0	9	0	3	1	4
Native American	2	0	2	0	2	0	2
Asian	3	0	2	0	1	0	0
Non-Resident Alien	0	0	0	0	0	0	0
TOTAL	369	3	162	12	118	27	86

EXHIBIT L: PERCENTAGE OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2006 CLASS)--PART-TIME COHORT

	AY 2006-2007		AY 2007-2008		AY 2008-2009		AY 2009-2010
	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION	GRADUATED	RETENTION
RACE							
White	36.9%	0.7%	42.6%	5.1%	26.5%	8.1%	16.2%
Black	57.7%	0.9%	42.7%	2.3%	35.7%	7.0%	27.2%
Hispanic	4.1%	0.0%	60.0%	0.0%	20.0%	6.7%	26.7%
Native American	0.5%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Asian	0.8%	0.0%	66.7%	0.0%	33.3%	0.0%	0.0%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	100.0%	0.8%	43.9%	3.3%	32.0%	7.3%	23.3%

EXHIBIT M: RAW DATA OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2007 CLASS)--FULL-TIME COHORT

	AY 2007-2008		AY 2008-2009		AY 2009-2010
RACE	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION
White	434	34	227	69	131
Black	420	11	221	24	139
Hispanic	18	0	8	0	5
Native American	3	0	2	0	3
Asian	13	0	7	2	4
Non-Resident Alien	1	0	1	0	1
TOTAL	889	45	466	95	283

EXHIBIT N: PERCENTAGE OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2007 CLASS)--FULL-TIME COHORT

	AY 2007-2008		AY 2008-2009		AY 2009-2010
RACE	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION
White	48.8%	7.8%	52.3%	15.9%	30.2%
Black	47.2%	2.6%	52.6%	5.7%	33.1%
Hispanic	2.0%	0.0%	44.4%	0.0%	27.8%
Native American	0.3%	0.0%	66.7%	0.0%	100.0%
Asian	1.5%	0.0%	53.8%	15.4%	30.8%
Non-Resident Alien	0.1%	0.0%	100.0%	0.0%	100.0%
TOTAL	100.0%	5.1%	52.4%	10.7%	31.8%

EXHIBIT O: RAW DATA OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2007 CLASS)--PART-TIME COHORT

	AY 2007-2008		AY 2008-2009		AY 2009-2010
RACE	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION
White	175	0	71	4	48
Black	195	1	93	6	61
Hispanic	8	0	8	0	3
Native American	1	0	1	0	0
Asian	3	0	1	0	1
Non-Resident Alien	0	0	0	0	0
TOTAL	382	1	174	10	113

EXHIBIT P: PERCENTAGE OF ENROLLMENT & RETENTION AMONG ETHNIC GROUPS AT PTC (BASED UPON FALL 2007 CLASS)--PART-TIME COHORT

	AY 2007-2008		AY 2008-2009		AY 2009-2010
RACE	FALL TOTAL	GRADUATED	RETENTION	GRADUATED	RETENTION
White	45.8%	0.0%	40.6%	2.3%	27.4%
Black	51.0%	0.5%	47.7%	3.1%	31.3%
Hispanic	2.1%	0.0%	100.0%	0.0%	37.5%
Native American	0.3%	0.0%	100.0%	0.0%	0.0%
Asian	0.8%	0.0%	33.3%	0.0%	33.3%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	100.0%	0.3%	45.5%	2.6%	29.6%

EXHIBIT Q: PARTICIPANT DEMOGRAPHICS NEW STUDENT ORIENTATION, SUMMER 2009

Race	FALL ENROLLMENT	FALL PERCENT	SPRING RETENTION	SPRING RETENTION PERCENT
White	600	46.7%	493	82.2%
Black	623	48.4%	552	88.6%
Hispanic	31	2.4%	29	93.5%
Native American	6	0.5%	5	83.3%
Asian	7	0.5%	6	85.7%
Pacific Islander	1	0.1%	1	100.0%
Multi-Race	17	1.3%	14	82.4%
Non-Resident Alien	0	0.0%	0	0.0%
Unknown	1	0.1%	1	100.0%
TOTAL ENROLLEES	1,286	100%	1,101	86%
Did Not Enroll/Unknown	476	27.0%	n/a	n/a
ORIENTATION TOTAL	1,762	100%	n/a	n/a

EXHIBIT R: NEW STUDENT ORIENTATION, SUMMER 2009*

STATEMENTS**	MEAN SCORE
The letter I received informing me about orientation was clear and easy to understand.	4.52
Registering for orientation was easy.	4.52
The postcard (ticket) I received was useful.	4.12
The orientation times offered were convenient for me.	4.61
Check-in at orientation went smoothly and quickly.	4.68
I believe the information presented to me in orientation will be useful.	4.71
Enough time was spent presenting the orientation material.	4.69
My academic advisor was knowledgeable and helpful.	4.78
I received enough individual attention from my academic advisor.	4.76
I understand my degree plan.	4.47
I found the information in my folder helpful.	4.66
After being advised, I understand how to log into myPTC Portal.	4.60
After attending orientation, I feel more confident about being a college student at PTC.	4.67

*Response rate was 44% (773 of 1,762 participants responding).

**Statements were rated on a scale of 1-5, with 1 indicating strongly disagree and 5 indicating strongly agree.

EXHIBIT S: COLLEGE SEMINAR ENROLLMENT & GRADE DISTRIBUTION (RAW NUMBERS)

RACE	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2003	168	58	44	21	10	11	24	341	65	79	67	20	57	53
Spring 2004	100	35	22	11	5	9	18	336	79	70	41	11	46	89
Fall 2004	207	88	41	16	13	16	33	419	125	78	64	32	32	88
Spring 2005	122	53	21	14	5	1	28	380	102	81	34	26	30	107
Fall 2005	187	81	25	29	8	15	29	479	153	99	74	21	46	86
Spring 2006	119	49	18	19	3	7	23	424	116	91	43	23	43	108
Fall 2006	195	80	46	21	9	17	22	554	167	110	65	28	54	130
Spring 2007	109	48	15	11	0	5	30	452	129	87	48	14	32	142
Fall 2007	189	68	46	14	7	17	37	580	144	116	80	38	62	140
Spring 2008	137	70	20	9	2	6	30	491	133	76	65	20	28	169
Fall 2008	383	217	60	25	7	17	57	615	194	99	84	24	48	166
Spring 2009	261	132	42	13	3	20	51	632	150	101	73	19	82	207
Fall 2009	514	243	96	57	24	37	57	726	245	132	73	34	82	160
Spring 2010	235	99	35	19	7	20	55	779	206	95	91	46	123	218

EXHIBIT T: COLLEGE SEMINAR ENROLLMENT & GRADE DISTRIBUTION (PERCENTAGES)

RACE	WHITE							BLAC K						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2003	100%	34.5%	26.2%	12.5%	6.0%	6.5%	14.3%	100%	19.1%	23.2%	19.6%	5.9%	16.7%	15.5%
Spring 2004	100%	35.0%	22.0%	11.0%	5.0%	9.0%	18.0%	100%	23.5%	20.8%	12.2%	3.3%	13.7%	26.5%
Fall 2004	100%	42.5%	19.8%	7.7%	6.3%	7.7%	15.9%	100%	29.8%	18.6%	15.3%	7.6%	7.6%	21.0%
Spring 2005	100%	43.4%	17.2%	11.5%	4.1%	0.8%	23.0%	100%	26.8%	21.3%	8.9%	6.8%	7.9%	28.2%
Fall 2005	100%	43.3%	13.4%	15.5%	4.3%	8.0%	15.5%	100%	31.9%	20.7%	15.4%	4.4%	9.6%	18.0%
Spring 2006	100%	41.2%	15.1%	16.0%	2.5%	5.9%	19.3%	100%	27.4%	21.5%	10.1%	5.4%	10.1%	25.5%
Fall 2006	100%	41.0%	23.6%	10.8%	4.6%	8.7%	11.3%	100%	30.1%	19.9%	11.7%	5.1%	9.7%	23.5%
Spring 2007	100%	44.0%	13.8%	10.1%	0.0%	4.6%	27.5%	100%	28.5%	19.2%	10.6%	3.1%	7.1%	31.4%
Fall 2007	100%	36.0%	24.3%	7.4%	3.7%	9.0%	19.6%	100%	24.8%	20.0%	13.8%	6.6%	10.7%	24.1%
Spring 2008	100%	51.1%	14.6%	6.6%	1.5%	4.4%	21.9%	100%	27.1%	15.5%	13.2%	4.1%	5.7%	34.4%
Fall 2008	100%	56.7%	15.7%	6.5%	1.8%	4.4%	14.9%	100%	31.5%	16.1%	13.7%	3.9%	7.8%	27.0%
Spring 2009	100%	50.6%	16.1%	5.0%	1.1%	7.7%	19.5%	100%	23.7%	16.0%	11.6%	3.0%	13.0%	32.8%
Fall 2009	100%	47.3%	18.7%	11.1%	4.7%	7.2%	11.1%	100%	33.7%	18.2%	10.1%	4.7%	11.3%	22.0%
Spring 2010	100%	42.1%	14.9%	8.1%	3.0%	8.5%	23.4%	100%	26.4%	12.2%	11.7%	5.9%	15.8%	28.0%

EXHIBIT U: CAREER SEMINAR ENROLLMENT & GRADE DISTRIBUTION (RAW NUMBERS)

RACE	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2008	9	4	3	0	0	0	2	9	3	2	1	0	1	2
Spring 2009	1	0	0	0	0	0	1	20	4	3	2	1	0	10
Fall 2009	15	9	1	2	0	1	2	30	6	9	4	1	0	10
Spring 2010	9	2	2	3	0	0	2	34	5	8	1	3	1	16

EXHIBIT V: CAREER SEMINAR ENROLLMENT & GRADE DISTRIBUTION (PERCENTAGES)

RACE	WHITE							BLACK						
	ENROLLED	A	B	C	D	F	W/WX	ENROLLED	A	B	C	D	F	W/WX
Fall 2008	100%	44.4%	33.3%	0.0%	0.0%	0.0%	22.2%	100%	33.3%	22.2%	11.1%	0.0%	11.1%	22.2%
Spring 2009	100%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	100%	20.0%	15.0%	10.0%	5.0%	0.0%	50.0%
Fall 2009	100%	60.0%	6.7%	13.3%	0.0%	6.7%	13.3%	100%	20.0%	30.0%	13.3%	3.3%	0.0%	33.3%
Spring 2010	100%	22.2%	22.2%	33.3%	0.0%	0.0%	22.2%	100%	14.7%	23.5%	2.9%	8.8%	2.9%	47.1%

EXHIBIT W: FALL 2009 COLLEGE SEMINAR

	Enrolled	Successful		Non-Successful	
		# ABC	% ABC	# DFWI	% DFWI
Section 4 (Montgomery)	28	25	89.3%	3	10.7%
<i>Black Males in Section 4</i>	26	23	88.5%	3	11.5%
<i>Black Females in Section 4</i>	2	2	100.0%	0	0.0%
Section 26 (Moore)	24	17	70.8%	7	29.2%
<i>Black Males in Section 26</i>	18	11	61.1%	7	38.9%
<i>Black Females in Section 26</i>	6	6	100.0%	0	0.0%
Total Network College Seminar	52	42	80.8%	10	19.2%
<i>Black Males in Total Network College Seminar</i>	44	34	77.3%	10	22.7%
Black Males in Other College Seminar Sections	200	106	53.0%	94	47.0%
Black Population in Other College Seminar Sections	677	408	60.3%	269	39.7%
Total Population in Other College Seminar Sections	1,260	847	67.2%	413	32.8%

EXHIBIT X: SPRING 2010 COLLEGE SEMINAR

	Enrolled	Successful		Non-Successful	
		# ABC	% ABC	# DFWI	% DFWI
Section 4 (Montgomery)	26	13	50.0%	13	50.0%
<i>Black Males in Section 4</i>	21	11	52.4%	10	47.6%
<i>Black Females in Section 4</i>	5	2	40.0%	3	60.0%
Section 28 (Moore)	24	17	70.8%	7	29.2%
<i>Black Males in Section 28</i>	22	15	68.2%	7	31.8%
<i>Black Females in Section 28</i>	2	2	100.0%	0	0.0%
Total Network College Seminar	50	30	60.0%	20	40.0%
<i>Black Males in Total Network College Seminar</i>	43	26	60.5%	17	39.5%
Black Males in Other College Seminar Sections	267	130	48.7%	137	51.3%
Black Population in Other College Seminar Sections	779	392	50.3%	387	49.7%
Total Population in Other College Seminar Sections	1,107	591	53.4%	516	46.6%

EXHIBIT Y: PULASKI TECHNICAL COLLEGE EMPLOYEES IN ACADEMIC YEAR 2009-2010*

EMPLOYEE GROUP	WHITE	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN	TOTAL
Adjunct Faculty	264	51	1	0	4	320
<i>% of Adjunct Faculty</i>	82.5%	15.9%	0.3%	0.0%	1.3%	100%
Full-time Faculty	141	12	0	0	0	153
<i>% of Full-time Faculty</i>	92.2%	7.8%	0.0%	0.0%	0.0%	100%
Staff	146	56	3	0	0	205
<i>% of Staff</i>	71.2%	27.3%	1.5%	0.0%	0.0%	100%
Racial Raw Totals	551	119	4	0	4	678
% OF GRAND TOTAL	81.3%	17.6%	0.6%	0.0%	0.6%	100%

*OCR data for Fall 2009.

**ACT 1091 OF 1999
ANNUAL REPORT ON MINORITY RETENTION PLAN
2009-2010 UPDATE**

Name of Institution: Rich Mountain Community College

Name of Contact Person: Phillip Wilson, Vice President for Student Services

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 began year three of implementation of the findings established by the Foundations of Excellence® which included some minority specific plans.
- RMCC recently purchased a new 4800 sq. ft. facility in Montgomery County. RMCC expects to provide more GED and ESL classes in this facility in Spring 2011.
- RMCC offers all faculty and staff the opportunity to take conversational Spanish free of charge to better serve Spanish-speaking students.
- 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.

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

- RMCC recently purchased a new 4800 sq. ft. facility in Montgomery County. RMCC expects to provide more GED and ESL classes in this facility in Spring 2011.
- Rich Mountain Community College worked closely with the area county Single Parent Scholarship committees to help recruit and assist minority students.
- Statistical breakdowns of minority data occurred throughout the year. Comparative historical data allowed for trend analysis. This analysis helped to validate previous measures implemented toward the minority population.
- A new mass notification system was purchased in July 2009. This system has allowed our Director of Student Success to be able to communicate with minority students via all communications methods—email, text messaging, cell phone, and home phone.

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 just passed a \$5.00 program improvement fee. The fee will provide hard dollar tutoring programs and invasive student advising.
- 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.

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 Instructional and 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 09 / Spring 10 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.	11	8	18	20	57
Asian	11	7	13	13	44
Hispanic	14	10	23	24	71
Black	0	0	1	2	3
					175--Total

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

Employee Race	Males	Females	Total
Hispanic	0	1—Head Librarian	1
		Total	1

- 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.

**MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT
2009-2010**

South Arkansas Community College

South Arkansas Community College (SouthArk) submits this annual report which is reflective of the initial five-year 2006-2011 *Minority Recruitment & Retention Plan*. 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.

2008 Estimated Population by Race	Ashley County	Bradley County	Chicot County	Union County	Service Area	Arkansas	SouthArk Spring 2010
White/Caucasian	71.50%	70.70%	44.00%	64.80%	64.50%	80.80%	58.70%
African-American	27.10%	28.30%	54.30%	33.10%	33.80%	15.80%	38.20%
American Indian/ Alaskan Native	0.30%	0.30%	0.20%	0.30%	0.30%	0.90%	0.40%
Asian	0.30%	0.10%	0.50%	0.80%	0.50%	1.00%	0.20%
Other	0.80%	0.60%	1.00%	1.00%	0.90%	1.50%	1.00%
Hispanic	4.70%	11.70%	4.40%	2.10%	4.30%	5.60%	1.60%

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. Number of minority students who currently attend this institution (Spring 2010 data)

American Indian or Alaska Native	8	0.4%
Asian/Pacific Islander	3	0.2%
Black or African American	688	38.2%
Hispanic	29	1.6%
White	1050	58.5%
More than one race reported/Unknown	18	1.0%
Total	1796	

Minority Enrollment – Table 1

Semester	Total Enrollment	Minority Enrollment	Percent Minority
Fall 2009	1776	676	38%
Spring 2010	1796	745	41%

Minority Graduation Rates – Table 2

Academic Year	Total Graduates	Minority Graduates	Percent
2008-2009	353	142	40%
2009-2010	464	180	39%

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

Minority Faculty & Staff – Table 3

Position and Classification	Total Employees	Minority Female	Minority Male	Minority Percentage
Professional Staff	45	3	4	16%
Faculty full- time	62	5	1	10%
Faculty part- time	47	5	1	13%
Classified full- time	50	7	5	24%

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 4

Position Classification	Minority Female	Minority Male
Professional staff	0	1
Faculty full-time	0	0
Faculty part-time	2	1
Classified staff full-time	0	2

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 South Arkansas Community College toward the accomplishment of its Minority Recruitment and Retention Plan.

GOAL #1

The College will continue to improve support for Minority students in an effort to increase student retention. Efforts to increase Minority recruitment include increasing awareness of the College

throughout the community. The following strategies have been or will be implemented in order to achieve higher retention rates.

Accomplishments

- To improve student success rates and to comply with state law, South Arkansas Community College requires admissions testing, of all degree-seeking students, to identify their basic educational needs. If the student does not demonstrate college-readiness based on their academic assessment testing, the college offers a developmental education program. To improve college-readiness developmental courses in reading, writing, and mathematics are offered. The students that participate in the developmental education program receive the appropriate academic support and other student services (financial aid, tutoring, mentoring, etc.).
- In an effort to improve retention we offer new student orientation for all first-time in college students. The orientation program is designed to aid, expose, and integrate students into the learning community.
- We currently require students who place into two or more Basic Studies (developmental) courses to take a first-year experience course, SouthArk Success (SAS 0103). This first-year experience course is linked with the Basic Studies to form a learning community, which has been identified to positively impact student retention.
- SouthArk hosted an African American “read in” which strengthens the college’s position as a community leader in offering programs geared toward minorities. This activity gives students, faculty, and staff an opportunity to read from the works of well know African American authors.
- The SouthArk Lecture Series Committee continues to bring minority speakers on campus, most recently Bill Strickland, a nationally known community developer who uses the arts to involved high school students in a variety of after-school programs, and Fredricka Wihitfield, a CNN anchor and news correspondent.
- Since many of our students do not have good keyboarding skills, a new short-term course was developed to offer keyboarding in 3- 5 week sessions. We hope that this course will assist our students who come to SouthArk with extremely limited computer skills. Since a lack of computer skills may lower a student’s chances for success, this course should be beneficial for many of our students and result in improving retention.
- The ***I Can Learn*** (online lab) Math Classroom was established in 2005 for the college’s two Basic Studies math courses: Elementary Algebra and Intermediate Algebra. The lower level Fundamentals of Arithmetic course is still being taught face-to-face. Because it was determined that the face-to-face instruction was important to assist students with the minimal math skills. While the curriculum is offered via computer-based instruction (***I Can Learn***), tutors/instructors help students with assessments and assignments when additional explanation is requested or required. This style of teaching and learning is especially helpful for students with special needs such as auditory or visual impairment and students who need more time to complete their work. The ***I Can Learn*** program also allows students to work from home and at their own pace. Additionally, the college provides a comprehensive tutoring program through *The Learning Center* where a number of math tutors are available throughout the day, in the evening, and on weekends.
- ***Career Pathways***: The Arkansas Career Pathways Initiative (CPI) is a comprehensive project designed to improve the earnings and post-secondary education attainment of

Arkansas' low-income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. The Career Pathways Initiative emphasizes such program components as job readiness skills, basic academic skills preparation/remediation, and post-secondary credentials tied to high wage, high demand occupations. Intensive support services are provided for students in the program. Assistance with child care, transportation, tuition, books and fees may be available to those students who qualify.

- SouthArk received funding through the Carl Perkins Grant to assist students in Career and Technical Education. Under the Perkins grant, the college employs a retention coordinator, three tutors, and a Student Success Specialist. The Retention Coordinator works with students, faculty and staff to develop strategies to move currently enrolled students to obtain a degree or certificate. He engages students on a day-to-day basis by providing advising and counseling services for those students enrolled in our Career and Technical Education (CTE) programs. He also interfaces with Student Support Services, TRiO program participants to help in their student persistence rates. The tutors provide individual and group tutoring for students enrolled in CTE programs.

The Student Success Specialist works closely with the tutors to assist students and offers academic counseling by meeting with students on a regular basis to clarify learning problems and improve study skills. She will continue to provide individual assistance and support through career advising using the "Kuder-Journey" assessment for students enrolled in Career and Technical Education programs. The Student Success Specialist will also work with non-traditional students, displaced homemakers, persons with disabilities and/or single parents as these are defined by the Carl Perkins Grant.

- **Upward Bound:** The Upward Bound Project at South Arkansas Community College is funded in total by federal grant funding from the U. S. Department of Education, with an annual budget of \$250,000. Upward Bound is a federally funded program, sponsored by the Department of Education. The UB Program based at SouthArk identifies fifty program participants that were initially in the ninth grade from El Dorado High School in Union County. This unique group of pre-college students receives a great deal of academic support during the fall and spring semesters. They will also participate in an intense summer program and multiple cultural enrichment activities. A majority of these students complete the program college ready and enroll in college course work at SouthArk.

In March 2010 the Upward Bound (UB) program hosted its second annual community "GospelFest" to raise funds for outstanding UB participants. This event has received praise throughout the community and is identified with SouthArk, and encourages individuals to consider higher education as an option. The 2010 "GospelFest" was held on the SouthArk campus, and plans are underway to use the new El Dorado Conference Center in 2011 to host an even larger event. Two UB participants, one African American male and one African American female, were selected to attend the Council for Economic Opportunity annual National Leaderships Congress at American University in Washington, D.C. Both UB participants made presentations in the community and received multiple sponsorships to attend the event.

- **TRIO: Student Support Services:** SouthArk was funded \$285,293 in 2009-2010 by the U.S. Department of Education TRIO Grant for the Student Support Services (SSS) program. The grant students that are first-generation, low socio-economic status (Pell Grant eligible), and students with a disability. The SSS program identifies 165 participants and provides academic assistance to help them reach their educational goals. The purpose of the SSS program is to facilitate student success through counseling, career/education planning, advising, mentoring, and tutoring services. There is no cost for these services to participants. Data from the 2008-2009, showed that 66% of the 165 students were first generation and low socio-eco status. And 61% of the students were from ethnic minority groups.
- In addition, the SSS grant provides resources to expose participants to a variety of cultural and ethnic experiences. These participants have attended plays and art shows at the South Arkansas Arts Center and toured museums in the area. Participants are taken on college transfer trips to provide an awareness of what is available after leaving SouthArk. All these experiences work to promote an awareness of diversity and improve retention. This academic year the program was awarded an additional \$20,650 in Grant Aid Supplement for thirty participants. Twenty-three of the thirty participants that received this assistance were minority students.

GOAL #2

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

- The Vice President of Academic Affairs and Student Services (AA and SS) hired within the last three years was a qualified Hispanic from Texas. In the Spring 2010 semester the new campus president reorganized and hired an African American to serve as the new Vice President of Student Services. The Hispanic Vice President of AA and SS is now the Vice President of Teaching and Learning. Social Learning Theory argues strongly the implications of using role models and the impact that can have on not only additional staff/faculty hires, but also students.
- SouthArk continues to post positions regionally as well as nationally (Chronicle of Higher Education) in an effort to attract minorities.
- The Retention Specialist, African American male, was hired to focus strongly on retention issues. However, he contract on the grant expired and new program activities were developed to maintain his employment. He will serve as the new Non-Traditional Career Specialist under the newly refunded Carl Perkins Grant.
- The administration reports (Board Policy 29) to the Board of Trustees the efforts made to promote and hire minority faculty and staff, as well as minority students' efforts.
- Upward Bound continues to employs African American 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 in the UB program.

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

- The campus recruiter met in April 2010 with one of the African American Board of Trustee members, and other African American community leaders to begin dialogue on ways to recruit more minority students in the El Dorado area. Set a goal to establish two new recruitment activities that target minorities over the next two-years.
- Under leadership of the new Vice President of Student Services many of the work units will begin employing a case management model for retaining students (SSS, Carl Perkins, and Counseling). Baseline data will be captured by various staff members that use this approach to determine appropriate assessment over the next academic year.
- Develop an “Advisor Training” program for faculty and staff that provide academic advising to students. The theory of retention through advising has long been espoused which has caused a number of institution’s to revamp or develop formal advisor training programs. The need to provide this training will be crucial as potential students first contact with the college may be through academic advising. Once the training is completed student surveys will be developed to measure student satisfaction with the advising process.
- An annual recruitment plan will be developed under the leadership of the Dean of Enrollment Services—work in conjunction with the campus recruiter. The Council for Advancement of Standards (CAS) will be adopted for the assessment of admissions and recruitment.
- An environmental scan will be conducted to determine when and under what conditions the college can employ an online student registration process. Establish a timeline for deployment of an electronic admission application and automation in sending transcripts.
- Work in collaboration with VP of Teaching and Learning to review testing and re-test policies to promote students moving into college level course, and reduce time enrolled in Basic Studies classes. Baseline data to be captured and used to determine if policy change is warranted for the next academic year.
- Establish information sessions that target parents to encourage concurrent enrollment by high school students. Students in our major feeder high school, El Dorado HS, only have an incentive to participate in Advance Placement (AP) courses. The intent of this activity is to increase enrollment by early college students by 10% from year to year.

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 and 2) relative to Union County and the state of Arkansas. The Director of Institutional Research conducts periodic comparisons between the college’s and community’s minority populations; and between the college’s total enrollment and minority student populations (Spring 2010 data). We will continue to track recruitment activities associated with the Minority Recruitment and Retention Plan, which designed to further enhance Minority participation. We will continue to actively recruit Minority faculty and staff as openings arise. This is truly evident with two of the three vice presidents selected at the college are minorities (African-American and Hispanic).

Timeline

The timeline applied for most of the new recruitment strategies or activities will be twelve-months (or 2010-2011 Academic Year). The lone exception is the community meeting organized by our campus recruiter with SouthArk’s Board of Trustee and other members of the African-American community.

Two years will be dedicated to identifying and organizing two 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 CAS standards will be adopted to measure the strategy developed for admissions and recruitment programs. The survey method will be used for determining student satisfaction that received academic advising.

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 Director of Institutional Research has allotted \$4,570 for conducting the CCSSE in the 2010-2011 Academic Year. And she has dedicated \$150 annually for National Student Loan Clearinghouse Student Tracker, which provides us with degree type and major upon completion following transfer from our institution.

The Recruiter is involved in recruiting throughout the year and he engages potential minority students on a consistent basis. He 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. The budget dedicated to Advising and Counseling is \$73,500 and the responsibilities in these areas are linked to recruitment and retention as well. It can be said that recruitment and retention is a thread that is woven into both the divisions of Student Services and Teaching & Learning.

SOUTHEAST ARKANSAS COLLEGE



MINORITY RECRUITMENT AND RETENTION FIVE-YEAR PLAN GUIDELINES 2006-2011

Submitted by
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Institutional Advancement

May 2010

1. **Number of minority students who currently attend the institution.**
 There were 1,193 minority students enrolled in Southeast Arkansas College during the 2010 spring semester.

Asian/Pacific Islands Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
9	2,121	0.42

Asian/Pacific Islands Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
6	2,121	0.28

Black/Non-Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
401	2,121	18

Black/Non-Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
741	2,121	34

Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
15	2,121	0.70

Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
15	2,121	0.71

American Indian/Alaska Native Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
4	2,121	0.19

American Indian/Alaska Native Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
2	2,121	0.09

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

ADMINISTRATION-3

Last Name	First Name	Gender	Position/Title
Harper	Karla	F	Vice President for Student Affairs
Morehead	Kaleybra	F	Associate Vice President for College Affairs
Williams	Diann	F	Vice President for Nursing & Assessment

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
Hardin	Sara	F	03	Faculty/General Studies
McBride	Tonya	F	02	Faculty/Nursing and Allied Health
McLarty	Stacye	F	02	Faculty/Nursing and Allied Health
Montgomery	Beverly	F	02	Faculty/General Studies
Morgan	Tamara	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
Shaw	Leslie	F	02	Faculty/Technical Studies
Teel	Gina	F	04	Faculty/General Studies
Woods	Magnolia	F	02	Faculty/Nursing and Allied Health

PROFESSIONAL-3

Last Name	First Name	Gender	Ethnic	Position Class
Demmings	Daytra	F	02	Coordinator, Distance Learning & Carl Perkins
Dunn	Barbara	F	02	Director, Admissions & Enrollment Management
Shannon-Gragg	Tenita	F	02	Director of Recruitment

STAFF-23

Last Name	First Name	Gender	Ethnic	Position Type
Bates	Antonio	M	02	Recruiter
Battles	Lashauna	F	02	Cashier
Bradley	Lakecha	F	02	Secretary
Brasfield	Furonda	F	02	Career Coach
Copeland	Nerva	F	02	Career Coordinator
Domineck	Deborah	F	02	Secretary
Domineck	Sam	M	02	Financial Aid Officer
Ellis	Rosemary	F	02	Administrative Assistant
Heard	Michelle	F	02	Career Coach
Henry	Celeste	F	02	Career Coach
Hill	Laqueta	F	02	Secretary
Jeffers	Maeola	F	02	Secretary
Jones	Candice	F	02	Career Coach
Jones	Dedric	M	02	Career Coach
Jones	Jasmine	F	02	Secretary
Kelley	Shirley	F	02	Secretary
Matthews	Eleanor	F	02	Secretary
Milton	Lozanne	F	02	Financial Aid Officer
Simmons	Vincentia	F	02	Secretary
Smith-Brown	Stephanie	F	02	Accounting Technician
Trotter	Wuanita	F	02	Accounting Assistant
Williams	Angelia	F	02	Accountant
Williams	Kimberly	F	02	Library Academic Technician

BUILDING/GROUNDS-8

Last Name	First Name	Gender	Ethnic	Position Type
Allen	Douglas	M	02	Buildings & Grounds Custodial
Flowers	Sterling	M	02	Buildings & Grounds Custodial
Holland	Derrick	M	02	Buildings & Grounds Custodial
Hutson	Kelton	M	02	Buildings & Grounds Maintenance
Jiner	Derrick	M	02	Buildings & Grounds Maintenance
Jiner	Sue	F	02	Buildings & Grounds Custodial
Roby	Leavorn	M	02	Buildings & Grounds Maintenance
Smith	King	M	02	Buildings & Grounds Custodial

ADJUNCT INSTRUCTORS-26

Last Name	First Name	Gender	Ethnic	Position Type
Baker-Smith	Cynthia	F	02	Adjunct Instructor
Coleman	Troy	M	02	Adjunct Instructor
Davis	Aneesha	F	02	Adjunct Instructor
Futch	Omie	F	02	Adjunct Instructor
Golden	Darryl	M	02	Adjunct Instructor
Harris	Sylvia	F	02	Adjunct Instructor
Hutchins	Roy	M	02	Adjunct Instructor
Jackson	Dorris	F	02	Adjunct Instructor
Johnson	Dennis	M	02	Adjunct Instructor
Johnson	Myrtle	F	02	Adjunct Instructor
Lowery	Verneice	F	02	Adjunct Instructor
McFadden	Dorothy	F	02	Adjunct Instructor
McGhee	Delois	F	02	Adjunct Instructor
McGhee	Harold	M	02	Adjunct Instructor
Miller	Deneen	F	02	Adjunct Instructor
Ober	Alice	F	02	Adjunct Instructor
Parker	Troy	M	02	Adjunct Instructor
Sain	Aron	M	02	Adjunct Instructor
Shaw	Larry	M	02	Adjunct Instructor
Tate	Katrina	F	02	Adjunct Instructor
Thomas	Jestean	F	02	Adjunct Instructor
Threet	Sabrina	F	02	Adjunct Instructor
White	Kurwin	M	02	Adjunct Instructor
Williams	Marvette	F	02	Adjunct Instructor
Woolfolk	Rodley	M	02	Adjunct Instructor
Wynne	Maryland	F	02	Adjunct Instructor

	Black Male	Black Female	Am Indian Male	Am Indian Female	Asian Male	Asian Female	Hispanic Male	Hispanic Female
Executive	0	3	0	0	0	0	0	0
Full Time Faculty	0	11	0	1	1	0	0	1
Professional	0	3	0	0	0	0	0	0
Adjunct	10	16	0	0	0	0	0	0
Staff	10	21	0	0	0	0	0	0

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

There were 20 minority faculty and staff members employed by Southeast Arkansas College between July 1, 2009, and June 30, 2010.

EMPLOYEE

POSITON/TITLE

Armour	Sharon	F	02	Nursing/Allied Health Instructor
Baker-Smith	Cynthia	F	02	Adjunct Instructor
Bates	Antonio	M	02	Student Redcruiter
Brasfield	Furonda	F	02	Career Coach
Coleman	Troy	M	02	Adjunct Instructor
Copeland	Nerva	F	02	Career Coordinator
Davis	Aneesha	F	02	Adjunct Instructor
Futch	Omie	F	02	Adjunct Instructor
Golden	Darryl	M	02	Adjunct Instructor
Harris	Sylvia	F	02	Adjunct Instructor
Heard	Michelle	F	02	Career Coach
Henry	Celeste	F	02	Career Coach
Jackson	Dorris	F	02	Adjunct Instructor
Jiner	Dedrick	M	02	Custodial
Jones	Candice	F	02	Career Coach
Jones	Dedric	M	02	Career Coach
Morgan	Tamara	F	02	Nursing/Allied Health Instructor
Simmons	Vincentia	F	02	Administrative Specialist
Smith	King	M	02	Custodial
Woolfolk	Rodley	M	02	Adjunct 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/beachmarks 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. We are proud that minority population at SEARK College is greater than the percentage of minority populations in our six-county service area in the county in which our main campus is located: 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 serve.

As with students, we have made great strides in increasing minority participation in faculty positions, especially in leadership areas. The President's Cabinet, which represents the administrative leadership of the College, is now made up of one-third-minority individuals. The Vice President for Assessment and Allied Health is a female African-American. This Vice President is over all Allied Health faculties, which is the largest program among the technical majors. The newest additions to the Cabinet are two Associate Vice Presidents. The Vice President for Student Affairs is an African American woman. One of the Associate Vice Presidents is a female African American. She directs the marketing, public relations, and advancement programs of the College is also teaches a six-hour load in the social sciences. Only a few years ago there were no minorities among the President's top administrative team. We will continue to look among our minority professionals for faculty and leadership positions.

MINORITY RECRUITMENT AND RETENTION PLAN

SUBJECT: 2006-2011 Minority Recruitment and Retention Plan/
Affirmative Action Program for Employees and Students

Introduction

The provisions of the Minority Recruitment and Retention Plan Program are to be considered the existing Affirmative Action Plan and Policies of Southeast Arkansas College, which are designed to address the recruitment, employment and retention of minorities. An Affirmative Action Advisory Committee will be appointed to review and recommend changes, if needed, annually. The Plan and Policies will also be reviewed on an annual basis for any changes needed to comply with new legislation involving minority, sex, handicapped and age discrimination. The time frame will be for a five-year period and will be subject to continuing updates. The EO/AA Officer of the College will also serve as the Minority Recruiter. The Minority Recruiter will serve on each employee search committee. The strategies recommended in this Program are suggested strategies and are not mandatory. Strategies will continue to be evaluated and refined.

Purpose

To set forth an Affirmative Action Program for the Recruitment and Retention of African Americans and other Members of Minorities for the Faculty and Staff positions and for Enrollment as Students, which complies with state and federal equal employment opportunity and affirmative action guidelines.

Vision Statement

The composition of college employees and the student body is reflective of the total community served and cultural diversity is recognized and appreciated as a strength by faculty, staff and students.

Demographics

Southeast Arkansas College has a primary service area consisting of six counties: Jefferson, Cleveland, Desha, Drew, Grant, and Lincoln. The combined population of the primary service area is approximately 155,000, of which 30% are minorities. The College's secondary service area consists of the entire State of Arkansas, which has a population of approximately 2,350,725, of which 17% are minorities.

Minorities Defined

For the purpose of this Program, the following groups are considered to be minorities:

1. African American
2. Native American (includes American Indian, Eskimo, and Aleut)
3. Asian and Pacific Islander
4. Hispanic

Goals

1. To recruit minority entering freshmen equal to the proportion of the eligible minority population in the College's service area.
2. To maintain and/or increase the retention and graduation rates for minority students to at least equal the retention and graduation rates of white students.
3. To recruit and retain minority full-time and part-time faculty members equal to the proportion of the eligible minority population in the College's service area.
4. To recruit and retain minority full-time and part-time non-faculty employees equal to the proportion of the eligible minority population in the College's service area.
5. To maintain records of employment activities.

Overall Strategies

1. Encourage an atmosphere supportive of multi-cultural diversity at every level of the College through public announcements, speeches, publications, public events, services offered by the College, and student organizations. Continue to publicize the College's commitment to equal employment opportunities and affirmative action.
2. Support the efforts of the Affirmative Action Advisory Committee to review the College's existing Affirmative Action Policy and Plan, to recommend changes, new strategies and goals, to monitor progress toward achieving the goals and to disseminate information pertaining to the plan.
3. Educate appropriate personnel concerning goals and progress.

Strategies for Achieving Goals

Goal 1:

To recruit minority entering freshmen equal to the proportion of the eligible minority population in the College's service area.

Strategies:

1. Involving currently enrolled minority students in the recruitment process.
2. Capitalize on special minority events within the community to visit with prospective students.

3. Encourage and support the efforts of the admissions office to reach prospective minority students.

Goal 2:

To maintain and/or increase the retention and graduation rates for minority students to at least equal the retention and graduation rates for white students.

Strategies:

1. Encourage minority alumni to take an interest in current College minority students and serve as role models.
2. Survey students' interest in, and need for, certain student services.

Goal 3:

To recruit and retain minority full-time and part-time faculty members equal to the proportion of the eligible minority population in the College's service area.

Strategies:

1. Establish relationships with graduate schools in hopes of identifying minority graduates for employment.
2. Train search committee and/or others involved in hiring faculty in effective affirmative action techniques.
3. Advertise faculty positions in media, which reach minority audiences.
4. Provide and maintain equal opportunity for promotion and advancement for minority employees.

Goal 4:

To recruit and retain minority full-time and part-time non-faculty employees equal to the proportion of the eligible minority population in the College's service area.

Strategies:

1. Look for opportunities to recruit professional minorities from state government and/or other institutions with which college personnel interact on a regular basis.
2. Request aid of all current faculty and professional staff to network and informally communicate the College's commitment to identifying and recruiting more minority professional staff.
3. Continue to advertise jobs in local and/or regional newspapers.
4. Continue to work through the Arkansas Employment Security Department.

5. Provide and maintain equal opportunity for promotion and advancement for minority employees.

Goal 5:

To maintain records of employment activities.

Strategies:

1. Justify hiring a particular applicant for a particular position.
2. Use search committees in faculty and administrative positions to encourage diverse viewpoints in the hiring process.
3. Maintain a scheduled posting of job openings on the college website. While SEARK College employees have access to the college website, this notification listing ensures that SEARK College employees, including minorities and women, are made aware of job openings and have an opportunity for advancement.

Affirmative Action Advisory Committee

Charge:

1. Review the College's Affirmative Action Plan and Policies and recommend any needed changes including strategies and/or goals.
2. Monitor the College's compliance with its Affirmative Action plan, policies, and programs and monitor the College's performance in meeting its goals.
3. Serve as a forum for the concerns of College personnel and students concerning affirmative actions.

Composition:

1. Two administrative and/or professional staff members.
2. Two faculty members
3. Two support staff members
4. Two students

Southern Arkansas University Tech

Minority Recruitment and Retention Annual Report

June 30, 2010

**Southern Arkansas University Tech
Minority Recruitment and Retention Annual Report -- 2010**

Number of minority students who currently attend the institution. In the Fall 2009 semester there were 772 minority students attending SAU Tech. The total Fall 2009 headcount was 2007. See Indicator to Determine Success #3, which details the Fall 2009 enrollment by race/ethnicity categories.

Number and position title of minority faculty and staff who currently work for the institution. In the Fall 2009 semester, there were 32 full-time minority faculty and staff employed at SAU Tech. The total Fall 2009 full-time employment for SAU Tech was 159. See Indicator to Determine Success #5, which details the Fall 2009 employees by race/ethnicity and position categories.

Number and position title of minority faculty and staff who began working at the institution in the past year. Between July 1, 2009 and June 1, 2010 there were two (2) minority faculty and staff who began working at the institution, which represents 18.2% of the total new hires. A detail by race/ethnicity and position categories follows.

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2009 – June 1, 2010								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Black, Non-Hispanic American	0	0	1	0	0	0	1	2
White, Non-Hispanic	2	1	0	1	3	0	2	9
Total	2	1	1	1	3	0	3	11

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

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 Ouachita, Columbia, Dallas, Calhoun, and Union, and according to the U.S. Census Bureau, Census 2000, population diversity in the service area is composed of 63.3% Caucasian, 34.8% African American, and 1.9% other ethnic origins.

Minorities represent 32.61% for the total completions for 2009-2010. This is a higher percentage of minority completions when the total number of completions is larger. Also, minorities represent 35.97% total headcount enrollment for 2009-2010. This is a higher percentage of minority headcount when the total headcount is higher.

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. 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.

Indicators to Determine Success

Indicator to Determine Success #1 – Review of the College Affirmative Action Plan.

Affirmative Action Report

July 1 – September 30, 2009

Fourteen positions were advertised and fourteen employees were hired to fill these positions for the first quarter of the 09 - 10 fiscal year. Of the fourteen positions filled, two (2) were Faculty, eleven (11) were Classified and one (1) was Administrative. 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	
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

Four hundred twenty-six (426) applications were submitted for review. Sixty-five (65) applicants were interviewed for the fourteen positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	4	6	32	42
Black	1	0	22	23
Male	4	4	26	34
Female	1	2	28	31

The interview committees made their selections to hire the individuals based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired are:

	Administrator	Faculty	Classified	Total
White	1	2	8	11
Black	0	0	3	3
Male	0	1	6	7
Female	1	1	5	7

*NOTE: One (1) classified position and one (1) faculty position had not been filled at the end of the first quarter.

Affirmative Action Report

October 1 – December 31, 2009

Six positions were advertised and five employees were hired to fill these positions for the second quarter of the 09 - 10 fiscal year. Of the five positions filled, one (1) was Faculty, one (1) was Classified and three (3) were Administrative. 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	
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred twenty-one (121) applications were submitted for review. Seventeen (17) applicants were interviewed for the five positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	3	4	1	8
Black	6	1	2	9
Male	1	3	0	4
Female	8	2	3	13

The interview committees made their selections to hire the individuals based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired were:

	Administrator	Faculty	Classified	Total
White	0	1	0	1
Black	3	0	1	4
Male	0	1	0	1
Female	3	0	1	4

*NOTE: One (1) faculty position had not been filled at the end of the second quarter.

Affirmative Action Report

January 1 – March 31, 2010

Six positions were advertised and six employees were hired to fill the positions for the third quarter of the 09 - 10 fiscal year. Of the six positions filled, one (1) was Faculty and five (5) were Classified. 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	
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

Ninety-four (94) applications were submitted for review. Twenty (20) applicants were interviewed for the six positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	6	7	13
Black	0	0	7	7
Male	0	6	3	9
Female	0	0	11	11

The interview committees made their selections to hire the individuals based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired were:

	Administrator	Faculty	Classified	Total
White	0	1	2	3
Black	0	0	3	3
Male	0	1	1	2
Female	0	0	4	4

Affirmative Action Report

April 1 – June 30, 2010

Five positions were advertised and one employee was hired to fill the positions for the fourth quarter of the 09 - 10 fiscal year. The position filled was a classified position. 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	
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

Fifty-one (51) applications were submitted for review. Eight (8) applicants were interviewed for the position.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	0	5	5
Black	0	0	3	3
Male	0	0	0	0
Female	0	0	8	8

The interview committee 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	0	1	1
Black	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0

*NOTE: One (1) classified position and three (3) faculty positions had not been filled at the end of the fourth quarter.

Indicator to Determine Success #2 – Review of the Fall Student Opinion Survey.

Student Opinion Survey Data Fall 2005/Fall 2006/Fall 2007/Fall 2008/Fall 2009										
Item	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
Size of Classes	4.03	80.60%	4.38	87.60%	4.44	88.80%	4.23	84.60%	4.31	86.20%
Racial Harmony	3.97	79.40%	4.22	84.40%	4.39	87.80%	4.41	88.20%	4.24	84.80%
Overall Impression	3.96	79.20%	4.43	88.60%	4.57	91.40%	4.34	86.80%	4.28	85.60%
NOTE: Ratings are based on a 5-point scale with 5 being Excellent.										
34.15% minority respondents in Fall 2005; 44.05% minority respondents in Fall 2006; 44.27% minority respondents in Fall 2007; 37.36% minority respondents in Fall 2008; 40.00% minority respondents in Fall 2009.										

Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.

Headcount Enrollment										
	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
American Indian/Alaska Native	9	0.73%	15	0.63%	15	0.71%	16	0.88%	25	1.25%
Asian/Pacific Islander	6	0.48%	10	0.42%	9	0.43%	16	0.88%	7	0.34%
Black (Non-Hispanic)	319	25.77%	873	36.43%	785	37.19%	595	32.75%	701	34.93%
Hispanic	10	0.81%	36	1.50%	27	1.28%	25	1.38%	39	1.94%
Unknown & Non-Resident Alien	21	1.69%	38	1.59%	20	0.94%	16	0.88%	12	0.60%
White	873	70.52%	1424	59.43%	1255	59.45%	1149	63.24%	1223	60.94%
Total	1238	100.0%	2396	100.0%	2111	100.0%	1817	100.0%	2007	100.00%

Indicator to Determine Success #4 – Comparison of completion rates each spring.

Graduated Student File by Race/Ethnicity										
Race	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
American Indian/Alaska Native	8	1.39%	6	1.11%	3	0.46%	14	1.79%	17	1.95%
Asian/Pacific Islander	1	0.17%	1	0.19%	0	0.00%	5	0.64%	6	0.69%
Black (Non-Hispanic)	119	20.70%	104	19.29%	155	23.52%	188	24.01%	241	27.67%
Hispanic	11	1.91%	10	1.86%	12	1.82%	18	2.30%	20	2.30%
Non-resident Alien	20	3.48%	16	2.97%	11	1.67%	12	1.53%	19	2.18%
Unknown	10	1.74%	5	0.93%	6	0.91%	2	0.25%	3	0.35%
White	406	70.61%	397	73.65%	472	71.62%	544	69.48%	565	64.86%
Total Graduates	575	100.0%	539	100.0%	659	100.0%	783	100.0%	871	100.0%

Indicator to Determine Success #5 – Comparison of faculty and staff subpopulations each fall.

Southern Arkansas University Tech Faculty/Staff Fall 2005								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	3	5		6	6	1	8	29
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic								
White, Non- Hispanic	25	14	3	11	13	7	6	79
Unknown								
Total	28	19	3	17	19	8	14	108

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

Southern Arkansas University Tech Faculty/Staff Fall 2006								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	3	6	1	4	4	2	5	25
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic				1				1
White, Non- Hispanic	27	13	5	13	14	7	8	87
Unknown								
Total	30	19	6	18	18	9	13	113

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

Southern Arkansas University Tech Faculty/Staff Fall 2007								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	1	5	2	5	9		6	28
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
White, Non- Hispanic	29	14	7	9	15	4	11	89
Unknown								
Total	30	19	9	14	25	4	17	118

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

Southern Arkansas University Tech Faculty/Staff Fall 2008								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	2	6	2	4	7		5	26
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
White, Non- Hispanic	28	14	7	10	16	4	14	93
Unknown								
Total	30	20	9	14	24	4	19	120

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

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

Southern Arkansas University Tech Faculty/Staff Fall 2009								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	3	6	3	4	9		6	31
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
White, Non- Hispanic	58	16	5	10	17	7	14	127
Unknown								
Total	61	22	8	14	27	7	20	159

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

Southern Arkansas University Tech Minority Faculty/Staff Fall 2009								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non- Hispanic American	3	6	3	4	9		6	31
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
Total	3	6	3	4	10		6	32

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

University of Arkansas Community College at Batesville
 Minority Recruitment and Retention 2009-2010 Annual Report

I. Number of minority students who currently attend the institution.

During the Spring 2010 semester, 108 minority students were enrolled at UACCB. This represents a 9.1% increase over the Spring 2009 semester minority enrollment of 99. Minority students comprised 6.5% of the total number of students enrolled in the Spring 2009 semester.

During the Fall 2009 semester, 128 minority students were enrolled at UACCB. This represents a 48% increase over the Fall 2008 semester minority enrollment of 86. Minority students comprised 7.34% of the total number of students enrolled in the Fall 2008 semester.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 4.1%. UACCB's student body currently has more minority representation than its service area.

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

UACCB currently has 121 full-time employees and 67 adjunct instructors. There are nine employees who are minorities - six full-time employees and three part-time employees. The percentage of full-time employees who are minorities is 4.95% which is greater than UACCB's service area minority population. The following chart details the positions of current minority employees.

Employee Status	Position Title	Race/Ethnicity
Faculty	Biology Instructor	Hispanic
Faculty	Criminal Justice Instructor	Hispanic
Staff	Maintenance Assistant	Black
Staff	Payroll Technician	American Indian
Staff	Assistant Director of Financial Aid	Black
Staff	Director of Student Development	Asian
Faculty (part-time)	Adjunct Faculty – Arts & Humanities	American Indian
Faculty (part-time)	Adjunct Faculty – Math & Science	Black
Faculty (part-time)	Adjunct Faculty – Business	Black

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

One new minority employee began work in the 2009-2010 academic year; an adjunct business instructor.

IV. 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 2006-2010

1.) 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.

2.) 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 full-time employees who are minorities is 4.95%. Minorities currently comprise 4.1% of the population of UACCB's service area. This goal was met.

3.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

Success Indicator: Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:

Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including higheredjobs.com for faculty and administrative positions in an effort to attract minority candidates. UACCB has lost only one of its minority employees for the past four fiscal years. UACCB successfully recruited and hired a minority individual for the assistant director of financial aid during the current academic year. This goal was met.

4.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee, even if no local minority is available in the field of study advised by the committee.

Success Indicator: Each advisory committee membership includes at least one minority.

Progress:

Not all advisory committees had minority representation during the 2009-10 academic year. The faculty and staff that coordinate the respective advisory committees are currently actively recruiting new membership to ensure that UACCB has minority representation on all advisory committees next year. This goal was not met.

- 5.) The Chancellor’s Advisory Committee in coordination with the Director of Research, Evaluation, and Institutional Effectiveness will develop and implement methods to monitor the recruitment and retention of minorities in our student population.

Success Indicator: The number of new minority students and retention of current minority students are reported separately from the general student body so that accurate comparisons can be made between minorities and other student groups.

Progress:

UACCB experienced a small but steady increase in the number of enrolled minority students from 2003 to 2007, experienced a slight decline in Fall 2008, and then had significant increase in minority students for the Fall 2009 semester. Recruiting and retention efforts are on going. This goal was met.

Total Minority Students Enrolled							
Fall Semester	2003	2004	2005	2006	2007	2008	2009
Minority Students	61	68	79	82	88	86	128
Total Students	1318	1418	1386	1283	1470	1500	1745

Fall First Time Students retained to Spring Semester (by Race)

Fall to Spring Retention Rates				
Race/Ethnicity	2007-2008	2008-2009	2009-2010	3-year Average
Asian	N/A	66.67%	83.3%	80%
Black	72.73%	50%	53.8%	58.84%
Hispanic	85.71%	80%	50%	71.9%
AIAN (American Indian or Alaska Native)	100%	33.33%	42.9%	58.74%
White	72.01%	72.01%	74.9%	72.97%
Unknown	50%	100%	100.00%	83.33%

- 6.) The Director of Marketing in coordination with the Marketing Committee will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.

Success Indicator: Each year the Marketing Plan includes recommendations and specific strategies for recruiting minorities.

Progress:

New marketing and recruitment plans were developed during the 2007-2008 academic year which included specific recommendations for marketing to minority students. The plan was fully implemented in the 2008-09 academic year. 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 2009-2010 Minority Recruitment and Retention Annual Report has been submitted. This goal was met.

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.

UACCB will pursue the development of stronger relationships with service area churches that serve minority populations. We plan to advertise in the church bulletins and are having discussions about providing college and financial aid information sessions at the churches. – Progress – Task Completed and plans to continue in 2010-2011.

UACCB will form a student organization for African-American students. A staff member has agreed to serve as advisor to the organization – Progress – Task Completed

UACCB has established a relationship with the ESL Director at Batesville public schools to reach prospective Hispanic students. We will offer Spanish language information sessions to Hispanic families in our service area – Progress – Task Completed and plans to continue in 2010-2011.

A UACCB staff member has been appointed to serve on the Sojourner's Project (Hispanic culture and history project for Independence County) – Progress – Task Completed and plans to continue in 2010-2011.

UACCB is hosting the Moving Up Arkansas migrant high school program that is predominantly Hispanic for a college information workshop – Progress – Task Completed and plans to continue in 2010-2011

UACCB will continue to strengthen partnerships with local GED and ESL programs to secure referral of minority students who are progressing through the programs – Progress – Task Completed and plans to continue in 2010-2011.

The benchmark for success will be growth in minority enrollment. Enrollment will be evaluated after census data for the Fall 2010 and Spring 2009 semesters to assess progress. The number of minority students enrolled and the yield rate of applications to enrolled students will be examined.

VI. 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 2010 and Spring 2011 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 focus 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 2007-2008 academic year was the first year UACCB employed a full-time recruitment position along with full-time admissions staff. The substantial investment in recruiting activities has produced more minority enrollment, and we expect it will continue to do so. The budget for recruitment and retention related activities is listed below:

- 1.) Recruitment Budget Total \$201,391
- 2.) Retention Related Budgets Total \$564,033
 - a. Tutoring Budget = \$67,342
 - b. Counseling & Career Services = \$65,218
 - c. Student Development = \$98,569
 - d. Scholarships = \$280,000
 - e. First Year Experience = \$52,904

**Minority Retention Action Plan
Progress Report 2010**

**The University of Arkansas
Community College at Hope**

**Prepared for the Arkansas Higher Education Department
June 2010**

Minority Retention Action Plan Progress Report

Introduction and Data Analysis

The University of Arkansas Community College at Hope (UACCH) is in the process of finalizing preparations for a peer review through the Higher Learning Commission. We have used our self-study process to evaluate the organization as a whole and assess our operations, including the area of minority retention.

UACCH developed and adopted its Five-Year Minority Recruitment and Retention Action Plan during the 2006-2007, academic year. The plan consists of four goals and three primary areas of focus: recruitment and retention of students and faculty, upholding a philosophy of diversity and institutionalizing a culture of inclusion.

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 (2008 estimates), the College's service area demographic breakdown is as follows:

White	73.38%
African American	24.60%
Asian/Pacific Islander	00.33%
Native American	00.60%
Hispanic	05.92%
Other/Unknown	01.25%

The percentages add up to more than 100% because some individuals meet the requirements of more than one category. During the last five years UACCH has consistently maintained a student population relatively reflective of our service area. African American enrollment averaged 32.33% of the student population (33.81% above the service area population). Hispanic enrollment averaged 2.0% of the student population (40.30 below the service area population). During the last five years Hispanic enrollment grew by 123.35% (from 17 students to 38 students). The other populations, including Asian/Pacific Islander, Native American and Other/Unknown are consistent with the service area population. Approximately 38% of the total enrollment at UACCH is made up of minority populations. Minority populations are represented on campus by 29.22% over the norms of our service area.

During the last five years the enrollment of African Americans has averaged an increase of 21.67%, enrollment of Hispanics has averaged an increase of 123.35%. Native American enrollment decreased by 50.0% (from 8 students to 4) and enrollment of Whites has averaged a decrease of 0.56%. Other/unknown populations increased 58.33% (from 12 students to 19). These numbers are more telling when compared to the overall enrollment growth of the college which averaged 4.45% over the last five years. 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.

Headcount Enrollment by Race (On-Campus Only)

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
African American	360 (29.7%)	365 (31.4%)	349 (31.2%)	456 (34.8%)	438 (34.57%)	535 (35.86%)
Asian/Pacific Islander	8 (1.1%)	6 (0.5%)	4 (0.3%)	5 (0.38%)	5 (0.39%)	10 (.67%)
Hispanic	17 (1.4%)	24 (2.1%)	23 (2.1%)	31 (2.4%)	38 (3.00%)	49 (3.2%)
Native American	8 (0.07%)	8 (0.07%)	1 (0.09%)	5 (0.38%)	4 (0.32%)	6 (.40%)
White	808 (66.6%)	747 (64.2%)	731 (65.3%)	795 (60.7%)	763 (60.22%)	858 (57.51%)
Unknown	12 (0.9%)	12 (0.9%)	12 (1.1%)	18 (1.4%)	19 (1.5%)	34 (2.28%)
Total Headcount	1213	1164	1120	1310	1267	1492

While we clearly want to gather, calculate and analyze relevant statistics, what we ultimately strive for is an environment where students feel at home, included and engaged. We want them to have a personal stake in their education and a feeling of loyalty to our campus because everyone with whom they come in contact is working together for the common good. As educators we can facilitate the learning experience by recognizing our students as individuals yet exposing them to groups who are different than they. Southwest Arkansas reflects a range of diversifications that lead students to varying ideas, perspectives and experiences. Today's workplace is increasingly diversified and UACCH reflects such diversity as a critical element of its education.

Graduated Student File by Ethnicity

Race	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
African American	68 (29.05%)	80 (32.78%)	67 (32.84%)	45 (25.86%)	107 (39.6%)	64 (26%)
Asian/Pacific Islander	0 (0.0%)	1 (.409%)	2 (.980%)	0 (0.0%)	0 (0.0%)	2 (.008%)
Hispanic	2 (.854%)	8 (3.27%)	6 (2.94%)	6 (3.44%)	7 (2.7%)	1 (.004%)
Native American	1 (.427%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (.008%)
White	157	151	125	119	156	176

	(67.09%)	(61.89%)	(61.27%)	(68.39%)	(57.7%)	(73%)
Other/Unknown	0 (0.0%)	4 (1.64%)	1 (.490%)	4 (2.29%)	1 (0.04%)	4 (.02%)
Total Graduates	234	244	204	174	271	249

The Graduated Student File by Ethnicity is also representative the service area community. Over a six year period graduation rates for ethnic student populations has remained steady. The minority population graduation rate for 2009-2010, is 27%. We view this statistic as an encouraging sign of the learning environment indicative of our campus. Data analysis indicates that efforts to retain minority students to completion are positive.

The total graduation rate for 2009, was markedly increased. In 2010, the numbers were more in line with our historical data. The African American population of graduates decreased from 107 to 64 (67%) students. That graduation rate was equal to years were there was not a marked increase in overall graduation. Total graduation rates for the same period also decreased, from 271 to 249. The other minority populations showed no statistically significant numbers. Maintaining graduation rates, along with increased retention rates, for all campus populations is an exciting prospect for the College.

Progress Report

GOAL 1

The first goal of our Five-Year Action Plan is a commitment to systematically attract, recruit, enroll and retain minority students. To sustain a significant and serious exchange of ideas and to foster innovation, membership in the college community can not be limited to any one group. Therefore the Action Plan identifies three student populations and sets forth objectives, strategies and activities to support and include them within the college culture. The three groups identified within the student population are minority students, first-generation college students and Hispanics.

The College utilized multiple media resources to reach these populations. The Public Relations Department at UACCH places ads for registration in nine service area newspapers: the *Hope Star*, *Nashville News*, *Nashville Leader*, *Murfreesboro Diamond*, *Lafayette County Press*, *Lafayette County Democrat*, *Texarkana Gazette*, *Nevada County Picayune* and *Amigo News*, and the statewide newspaper, the *Arkansas Democrat*. Area radio stations-KHPA, KXAR , B-99, 101.7 BOB, 95.9 Power and 102.5 KYKR, and television stations- KTSS and KTAL and CableOne broadcasts registration information each semester. Public service announcements (PSA) are sent to all area radio and television stations and may be broadcasted at the station's discretion. Student surveys are conducted to determine how students receive information about the college and survey results drive budget decisions on where to place emphases to both attract and inform students in the service area.

The UACCH Web page is designed be as student friendly as possible. Through the campus Web page students can access the online registration system, their online courses, degree plans, a tuition estimator and a virtual tour of the campus. Additionally, registration and financial aid bulletins are also posted on the UACCH MySpace Web page.

Although not a part of our original plan, one area of diversity addressed on campus over the last two years was through our participation under the Carl D. Perkins Vocational and Technical Education Act. Perkins funds were used to mail over 10,000 nontraditional (defined by gender) booklets and aired non-gender specific commercials through 11 media venues. The commercials ran for up to ten (10) weeks between November 2008, and January 2009. For the 2009-2010 year part of our Perkins funds were used to continue to recruit non-traditional genders to employment areas. We followed up the previous year's recruitment efforts with a focus on retention and credential attainment.

During the 2009-2010 academic year, the College's Student Recruiter visited Arkansas high school campuses, and high school campuses in eastern Texas and northern Louisiana. Power point presentations and an orientation video helps prospective students identify life choices they want to make and attempts to portray an environment that will encourage all students to be the best they can be. They also provide information to students concerning various fields of study. This is designed to get potential first-generation college students interested. The College expanded its profile throughout the area high schools and various community events. Minority students and staff assisted the Student Recruiter at local festivals and in the schools.

UACCH does not have financial aid packages that are specifically for minority populations, however, all scholarship information is advertised through the local media sources addressed above and on campus televisions and on the College's webpage and MySpace page. We also provide information to students about scholarships from outside entities that target minorities, such as the Salliemae Fund and ScholarshipsforHispanics.com. Virtually all students are advised of scholarship information and the Financial Aid Office assists them with any application procedures.

1203 students received some form of financial aid for the fall 2009, and spring 2010, semesters (a 6.4% decrease over the 2008-2009 year). In 2009-2010 the number of institutional scholarships decreased by 12.2%. The decreases were due to the 2008-2009 scholarship determinations by eligibility and the 2009-2010 scholarship determinations by fund availability. The financial aid information does not ask for ethnic origin so any numbers compiled are from the ethnic codes from the campus registration system. Financial aid breakdown is as follows:

White	702
African American	444
Hispanic	31
Asian/Pacific Islander	07

Hawaiian/Pacific Islander	03
American Indian/Alaskan Native	04
Unknown	12

The financial aid breakdown shows a decrease in financial aid awards by 4.1% for Whites (from 732 students to 732); by 8.8% for African Americans (from 487 students to 444) and by 13.9% for Hispanics (from 36 students to 31). The other minority populations showed large percentage increases as well but with relatively smaller numbers of students.

UACCH awarded 41.6% of all financial aid assistance to minority populations.

In spring 2007, the College studied and addressed campus-wide scholarship requirements. The result was that changes were made that opened the opportunity for a larger percentage of students to be eligible for scholarships. The new scholarship policy allows recipients to use their scholarships to seek any degree offered at UACCH. The Chancellor, Valedictorian/Salutatorian, honors and Achievement scholarships are for graduating high school seniors and are good for two consecutive years as long as eligibility criteria are met. The total number awarded reflects new recipients and returning students that maintained eligibility for their second year.

Scholarship	Requirements	Awards	Total Number Awarded	Minorities Awarded
Chancellor's	ACT score of 25 or above	Tuition, fees, books	5	2
Valedictorian/Salutatorian	Senior graduating first or second in their class	Tuition, fees, \$200 per semester for books	6	0
Honors	ACT composite score of 21 or a 3.00 GPA; must complete 12 credit hours each semester with a GPA of 2.75		52	5
Achievement	ACT composite score of 19 or a 2.75 GPA; must complete		26	2

	12 credit hours each semester with a GPA of 2.50			
Private/Endowed Scholarships	Criteria varies per scholarship	Varies	79	19

UACCH awarded 35.4% of its scholarships to minorities during the 2009-2010 academic year. The financial aid transmitted from all federal, state, institutional and other resources as of May 3, 2010 totaled \$4,997,602.70, an increase of 40.1% over 2008-2009 year. The reason for the relatively large percentage increase was PELL awards increased during the year and the College had many students who were classified as dislocated workers and their income made them PELL eligible.

In February 2010, the College modified Achievement Scholarship in an effort to use funding to reach more students. The UACCH Achievement Scholarship and the Arkansas Academic Challenge (Lottery) Scholarship have similar criteria in terms of grade point average requirements, ACT scores, and cumulative GPAs. Students eligible for the Achievement Scholarship (\leq \$1800 yr) are the same as those eligible for the Arkansas Academic Challenge (Lottery) Scholarship (\$2500 yr).

Achievement Scholarship funding allocated for the 2010-11 entering freshmen was redirected to a Concurrent Scholarship Fund. There are 7 students receiving 2009-2010 Achievement Scholarships who are eligible to receive them for 2010-2011. That funding continues. After spring 2011 the Achievement Scholarship will discontinue and will be replaced by Concurrent Credit Scholarship.

For the 2009-2010 academic year the College has awarded 59 scholarships, 27 have been accepted.

Various forms of testing remain available on the UACCH campus to help ensure student success. The College utilizes the Computerized Adaptive Placement Assessment and Support System (COMPASS) Test, the Assessment of Skills for Successful Entry and Transfer (ASSET) test, the General Educational Development (G.E.D.) Test, the Collegiate Assessment of Academic Proficiency (CAAP) Test, the National Occupational Competency Testing Institute (NOCTI), a Walk-In Testing System (WITS), and the National Examination for Funeral Service. For career and interest assessments the College implemented the KUDER and Career Navigator assessment tools. Also utilized are the Advanced Composition Exemption Exam and the ESCO Master certification exam. The Respiratory and UAMS Registered Nursing programs utilize the testing center for their comprehensive exams. Other tests administered through the Testing Center included the general education course on-line assessments, accommodations testing, proctored testing from other institutions, and there is a certified Arkansas

Medication Aide exam. We also assist in proctoring the FISDAP OPSE (paramedic exam).

Developing a “first-generation experience” has proven to be a challenge. The College applied for two grants to fund the development of a first-generation program but neither was awarded. In spring of 2010, we were invited to participate in the expansion of the successful Arkadelphia Preparatory Academy into the Southwest Arkansas College Preparatory Academy (Prep Academy). We plan to utilize this opportunity to work toward our “first generation” goals.

The Prep Academy delivers support and academic programs to potential first-generation college students beginning in the 8th grade. The purpose of the Southwest Arkansas College Prep Academy is specifically to prepare high-school students to gain admission to and succeed in college. The Prep Academy targets 8th-grade students who indicate a desire to go to college but whose scores on the EXPLORE test (a preparatory test associated with the ACT college entrance exam, which is the primary college entrance exam in the South and Midwest and which is accepted at all four-year colleges in the U.S.) fall below the benchmarks that will be required for college admission. For students meeting these criteria, the Prep Academy offers four years of intensive, on-going academic skills training, conducted on a college campus, and led by a team of high school teachers and college professors working in tandem. The program, which runs for two weeks each summer and one Saturday each month during the school year, focuses heavily on academic preparedness for college, with coursework in the subject areas covered by the ACT college entrance exam (math, English, reading, science) plus a study skills course. An important goal of this coursework is to help students raise their college entrance exam scores so that they can gain unconditional admission to college and avoid remedial coursework, which has been shown to be a significant impediment to eventual college graduation. In addition, the program provides one-on-one counseling with students and parents to help them prepare for the college application process and the financial aspects of college, including assistance in applying for financial aid and scholarships. Finally, by bringing these at-risk high-school students onto a college campus for the program, the Prep Academy helps prepare students psychologically for the realities of college attendance. A two-week residential component during the 11th-grade year further enhances this effect.

In May 2010, UACCH partnered with Henderson State University, Ouachita Baptist University, Ouachita Technical College, and National Park Community College to apply for Investing in Innovation (I3) federal funding to support the project. After one-half year of participation, students in the initial class of the Arkadelphia Prep Academy raised their predicted ACT scores by 2 points. UACCH is delighted to adopt and partner in this proven program. The regional approach to preparing first-generation and unprepared students for college is necessary for the economic growth of southwest Arkansas and our state. Because the strategic goal of improving the success of underprepared and first-generation students is so important, the partnering institutions have plans to pursue other funding streams if I3 grants funds are not awarded.

UACCH added a “Welcome Week” of activities in fall 2009. Area restaurants helped offset the cost by offering discounted lunches. Faculty and staff addressed helpful study topics during lunch each day. Lunch topics included Study Tips 101, Taking Notes the Right Way, Overcoming Test Anxiety, and Time Management. The Student Services department provided information for the Financial Aid Office, Registrar’s Office, Student Support Services, Career Pathways, Enrollment Management, Testing Center and the Career Center. Over 300 students took part of the week-long event.

UACCH Bridge Days were held throughout the school year to showcase Technical & Industrial, Health Professions and the Business Technology programs. Students from all surrounding high schools were invited to visit college classes, experience hands-on demonstrations in the laboratories, meet and talk with faculty, staff and current students, and tour the campus. Over 300 students participated.

We again invited Dr. Joe Martin, nationally recognized as “America’s #1 Educator Motivator,” to our campus on January 21, 2010. This was Dr. Martin’s sixth visit to the UACCH campus. Through his visit we reached six service area schools and approximately 377 students. The schools included were Hope High School, Genoa, Lafayette County, Emmet, Blevins, and Springhill. Dr. Martin shared his story of overcoming many life obstacles through education and perseverance. He delivered a very clear message about the choices students make and how those choices effect their entire lives. Dr. Martin takes as his personal mission to make sure good teachers don’t quit and talented students don’t drop out. Our aim is to communicate and expose youth to the value of higher education and to share career resources with the public schools. Dr. Martin included UACCH students during his time on campus and spoke to approximately 255 students.

We hosted the first annual Wii Tournament on Saturday, February 6, 2010. All service area high school students were invited to a fun-filled event. Students competed for trophies and prizes in golf, bowling, and tennis.

LaTacey Pruitt with the WIA program asked that we host a college information session for 40 high school age workers in our area on February 16, 2010. Students toured the UACCH campus and were given an information packet.

The Garland Learning Center visited UACCH on February 24, 2010. The Vice Chancellor for Students Service, the Student Recruiter, the Director of Financial Aid and one of the EDGE (College Life Skills) instructors provided information sessions. Participants toured campus and visited both Student Support Services and Career Pathways.

UACCH personnel attended over thirteen college fairs throughout southwest Arkansas. We conduct campus tours upon request. Information tables were situated at the Watermelon Festive, the Third District Livestock and Rodeo, at all area dislocated worker events, and the AA Quiz Bowl competition.

On May, 10, 2010, the Nevada Elementary School fifth grade class toured UACCH. Faculty and Staff were available to discuss career options with them.

The College Life Skills (EDGE 1003) classes at UACCH address diversity in the college setting. The two-pronged approach utilizes both textbook resources and cooperative learning exercises. One textbook chapter entitled “Becoming a Master Student,” discusses politically correct terms for different genders, races, handicaps and lifestyles. Individual classes determine where, if any, discomforts originate. It is commonly determined that discomfort comes from fear and the classes work out methods of expanding their comfort zones to cooperate and work with a variety of people. Cooperative learning begins virtually on day one of the class and continues throughout the semester. Students are paired and grouped with fellow classmates. Instructors initiate the groups to ensure that they are heterogeneous and so students will work together to finish projects or assignments. Pairings and groupings not only get students talking to one another and getting to know one another in a non-threatening environment, but also allows them to discover how valuable the ideas and experiences are of numerous people from varied backgrounds.

The College continues its learning community for students enrolled in developmental math paired with our college life skills class. This is the third year for that learning community. Data indicate that retention rates were significantly higher even if the student success rates do not vary considerably. The data supports UACCH’s decision to expand learning community options with lower level math courses.

While nurturing a relationship with the growing Hispanic population is a key component of our Action Plan, implementing the changes we envisioned is proving more difficult. We are still in the process of developing a contact and working relationship with the local Migrant Education Center Cooperative and Adult Education Center after the retirement of an adjunct instructor from the Center. The specific strategies and activities targeting Hispanic audiences are not feasible at this time because of limited financial and human resources. The upcoming budget will not allow us to hire a Spanish speaking employee to assist with information to non English speaking families and without a readily available Spanish speaking employee there is not much viability in having college related information in Spanish.

The College continues to utilize a federally funded TRIO program, Student Support Services, designed to meet the needs of low-income, first generation students and disabled students. The basic purpose of the project is to provide support services to students to enhance their academic skills, increase their retention and graduation rates and facilitate their entrance into upper-level and professional programs. Services include academic advisement and support, instructional programs in reading, mathematics, writing, study skills, foreign language, academic tutoring, personal counseling, admissions, financial assistance for transfer to four-year institutions or professional schools and cultural enrichment. Student Support Services serves a maximum of two hundred students per year.

During 2009, UACCH continued its Career Pathways Initiative. Funding comes from the U.S. Department of Human Services through the Arkansas Department of Higher Education. The purpose of the initiative is to improve economic development through education.

Since the program began in April 2007, 930 students have participated. Of these students, 500 identified themselves as Black, 389 as White, 29 as Hispanic, 1 as Asian/Pacific Islander, 1 as American Indian/Alaska Native, and 9 as Other.

The specific goals of the 2009-2010 year were: to serve 283 students, 57 of which are new to the program and 20 of which are Current TEA participants; for these students to attain 141 awards; for 55% of FY09 completers to be working during the first quarter of FY10; for 80% of these workers to remain employed 6 months later; and for 80% of the FY08 workers to remain employed 12 months after the end of that fiscal year. (Working is defined as earning at least \$1,000 during the quarter, as reported through Arkansas Unemployment Insurance wage data.)

The UACCH Career Pathways Initiative met all performance measures. No official enrollment and credential data will be available until July, 2010, but June 2010, data indicates that 635 students were enrolled, 124% above the goal. The number of new students enrolled was 335: 448% above the goal. The number of Current TEA clients was 39: 95% above the goal. Preliminary credentials earned equal 214: 52% above the goal. The number of credentials is expected to increase as all earned credentials are identified by the end of June. Credentials currently identified are 5 Employability Certificates, 74 Certificates of Proficiency, 45 Technical Certificates, 39 Associates Degrees, and 51 Career Readiness Certificates. The number of Employability Certificates and Career Readiness Certificates is expected to increase.

The Arkansas Department of Higher Education reported the following statistics for 2009-2010: 63% of the FY09 completers were employed in the first quarter of FY10, and 94% of them were also employed six months later; 100% of FY08 workers were employed 12 months after the end of that fiscal year. These employment statistics surpassed all goals.

Funding for the program in 2010 was \$465,453. Funding for 2011 will be \$363,206. The crux of this UACCH program is a book loan library, which loans textbooks to eligible students. ADHE stated that funding was decreased because they expected the number of books existing in the library to justify the decreased purchase of books in 2011. The program funds five full-time positions. It partners with the UACCH Perkins program to fund a part-time math mentor. The Career Pathways and Perkins programs plan to add a part-time writing mentor and a part-time computer lab technician in fall 2011.

GOAL 1

2009-2010 Progress

- 1. Continued to utilize all forms of media to attract minority students*

2. *Expanded the College's profile on service area high school campuses*
3. *Continued expansion of participation in high school college day/night fairs and utilized minority representations at those events*
4. *Continued utilization of minority student from the student body to assist with recruiting activities*
5. *Provided interest and aptitude assessments*
6. *Informed minority applicants of the availability of various scholarships*
7. *Continued learning communities and made plans for additional ones*

2010-2011 Focus

1. *Further develop relationship with the Migrant Education Cooperative Adult Education Center*
2. *Continued communication of the availability of workshops through mail outs and media advertising*
3. *Continue efforts toward a UACCH scholarship designated for minority participation*
4. *Continue efforts toward a "first generation experience" program*
5. *Continue efforts toward a community mentoring program for first generation students*

GOAL 2

Our second goal in the Action Plan is a commitment to systematically recruit and retain minority faculty. The College is firmly committed to hiring the very best candidates for faculty positions from a broad-based pool of candidates and fully recognizes the importance of hiring processes and decisions. The quality and commitment of all college personnel influences student learning and success and therefore impacts our mission.

Faculty and Staff Breakdown

Faculty and Staff Breakdown

Race	2003	2004	2005	2006	2007	2008	2009
White	89 (84.7%)	77 (78.6%)	87 (83%)	82 (82%)	89 (85%)	91 (82%)	97 (80%)
African American	15 (15.3%)	21 (21.4%)	18 (17%)	18 (18%)	18 (17%)	19 (17%)	24 (20%)
Asian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	1	0

						(1%)	
Native American	0	0	0	0	0	0	0
Other/Unknown	0	0	0	0	0	0	0
Total	104	105	98	100	107	111	121

Position Title	Date of Hire	Ethnicity
Dean	7/1/1975	African American
Instructor	9/14/1980	African American
Custodial Worker	10/29/2007	African American
Custodial Worker	8/19/2003	African American
SSS Cultural & Disability Counselor	3/31/2008	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
Program Coordinator	6/14/1999	African American
SSS Tutor Clerical Assistant	1/2/2007	African American
Secretary I	9/22/1997	African American
Director of Student Support Services	9/2/1997	African American
Career Pathways Counselor	5/28/2007	African American
Counselor	1/6/1997	African American
Custodial Worker	2/27/1994	African American
Custodial Worker	11/18/2002	African American
Financial Aid Officer	3/22/1993	African American
SSS Counselor	8/11/2008	Hispanic
Instructor	8/13/2008	African American
Secretary	1/05/2009	African American
Custodian	2/3/2009	African American
Custodian	6/16/2009	African American
Custodian	7/1/2009	African American
SSS Counselor	8/5/2009	African American
Administrative Assistant	10/26/2009	African American
Administrative Assistant	1/4/2010	African American
Custodian	1/4/2010	African American
SSS Tutor Coordinator	1/18/2010	African American
Career Coach	1/4/2010	African American
SSS Counselor	2/8/2010	African American

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

The total number of minority faculty and staff is only slightly lower than representative of the service area (service area, approximately 24% African American; college

employees 20% African American). The College continues to recruit minority faculty and staff and widely publicize anticipated vacancies through professional publications and local and state news media. However, not that many vacancy or hiring opportunities present themselves. While we seek applicants from predominantly African-American institutions within the state it is unlikely that the percentages will change drastically in the next few years.

The College continues to use a search-committee style hiring process that allows personnel from different areas and divergent backgrounds to have a say in potential employees. Interview committees include personnel from various departments within the college and include members of diverse ethnic groups. We have yet to begin the process of conducting anonymous employee satisfaction surveys. Each division does assess its employment needs annually and reports such needs through the annual Planning and Assessment Report.

In 2008, the College identified five core values that serve our vision. They include: student-focused, diversity, versatility, quality and community. The core value statement regarding diversity states:

The University of Arkansas community College at Hope values diversity. We are a dynamic community of unique and diverse individuals with shared principles and common goals. The college is a cohesive network that works to create a nurturing, accepting and personalized campus that meets the needs of individual students as they strive to overcome obstacles and make their dreams come true.

GOAL 2

2000-2010 Progress

- 1. Continued use of the search-committee style hiring process that involves diverse employee representation*
- 2. Faculty and staff professional development*
- 3. Annual divisional assessments of faculty recruitment*

2010-2011 Focus

- 1. Increase efforts to conduct anonymous employee satisfaction surveys*

GOAL 3

Our third goal relates to upholding a philosophy of diversity that reflects multiple perspectives and is responsive to learning styles and cultural values. UACCH, like all community colleges, provides access to a broad spectrum of educational opportunities and life experiences. We strive to foster both innovated and courageous inquiries in order to sustain a significant and serious exchange of ideas while encouraging students to

grow as individuals. UACCH wants to maintain standards of excellence in all its endeavors and attain the highest levels of academic achievement. Modeling diversity promotes an environment of academic excellence and it is incumbent upon us to exemplify, practice and teach skills that allow students to effectively participate in both a diverse and democratic society.

Teaching academic skills by uniquely qualified instructors is one of the strategies identified in our Action Plan and our campus Strategic Plan. Clearly we are challenged to meet students where they are academically and then move them to the next level. The College Life Skills class addressed above is one way to engage students in their educational goals. As noted earlier, diversity is an on-going component of that class. The other academic skills courses at UACCH are designed to raise students' reading, writing and mathematical skills to a success level in college courses. This year the college continued to utilize computerized programs in the reading, writing and mathematical courses to accommodate students at varying academic levels. This method of instruction also allows constant evaluation of students' performance and progress.

For the 2009-2010 academic year we embarked upon a faculty-driven initiative to updated our General Education Statement. It is universally agreed that general education is the primary way students demonstrate their ability to think, reason, compute, communicate, understand, and pursue a life of learning and adaptation. We require components of a general education curriculum in all Associate Degrees and Technical Certificates. Faculty and staff took the General Education Statement to heart. They have pledged their own lives and educational experiences as examples. We honor the diversity of learning, but we hold all students to the same rigorous expectations of academic integrity, positive attitudes, common courtesies, and professionalism.

UACCH continues to engage in a systematic and thorough evaluation and assessment of course syllabi. Our primary focus is to institutionalize formats, verify the existence of key pieces of information and substantiate learning objectives and their measures. We are only beginning the process of specifically reviewing course syllabi for diversity and multi-cultural components of course content, however, we remain confident that we will find that our courses fully contain all the necessary elements to ensure both diversity and multiculturalism. A review of student learning objectives by course also reveals a range of ideas and perspectives that show support related to issues of diversity.

The learning community established for developmental math and the College Life Skills class showed retention rates of students in the learning community classes increased when compared to students taking the same classes but not engaged in a learning community. While the success rate of students was virtually the same, retention rates were significantly higher.

Research continues on a summer bridge program. Although a summer bridge project was implemented in summer 2007 through Student Support Services, the hope is to build upon student's engagement so as to provide the best support services available to ensure students' success.

Goal 3

2009-2010 Progress

1. *Continuation of the diversity component of College Life Skills classes*
2. *Continued monitoring of retention rates of students in the learning community*
3. *Faculty professional development for under-prepared learners*
4. *Hiring uniquely qualified instructors for basic skills classes focusing on the needs of adult learners*
5. *Faculty training and technology based supplemental course materials*

2010-2011 Focus

1. *Increased efforts to review course syllabi for diversity and multi-cultural components of course content*
2. *Continued research on the summer bridge program*

GOAL 4

Our fourth goal of the Action Plan is institutionalizing a campus environment that supports a culture of inclusion. We view this goal as fulfillment of our college tag-line “a bridge to the future.” The college remains committed to its symbol of a bridge to remind students we strive always act as a passage and never as a barrier.

The Public Relations Department increased the campus newsletter mailings to over 1500 former students. Also included in program profiles in the campus newsletter were student testimonials.

One way we encourage a culture of inclusiveness outside of the classroom is through campus clubs and organizations. Participation in clubs and organizations offers opportunities for social growth and fosters insights and appreciations for other people. Addressing diversity specifically, the Multicultural Club is open to all enrolled students and is designed to have a positive effect on the general atmosphere of the campus. The Multicultural Club allows students to enhance their own self image while building better relationships among all ethnic groups.

Throughout the year we have increased our efforts to reiterate the message that everyone across the entire UACCH campus plays a role in the recruitment, retention and success of students. This is a message that we intensified during the 2008-2009 academic year through our campus-wide development of our vision and values statements. It is our intention to shape and strengthen a culture of inclusion that is directed toward the larger mission of the college. We continue to cultivate an environment that truly reflects UACCH’s core mission and values and focuses on all students and addresses whatever actions are necessary to support their success.

Goal 4

2009-2010 Progress

1. *Intensify efforts toward staff development programs on diversity issues*
2. *Continued diversity component of College Life Skills classes*
3. *Continued student testimonials in campus publications*

2010-2011 Focus

1. *Utilize the African American Club to sponsor an annual program*
2. *Train campus counselors to address particular challenges of overcoming academic probation*
3. *Profile former student success stories in media*
4. *Host events targeted at former students*

Results

The University of Arkansas Community College at Hope is an equal opportunity and open-access institution committed to serving individual students and reflecting the community that surrounds it. As we embarked upon an institutional self-study for reaccreditation status through the Higher Learning Commission we re-evaluated how we recognize the diversity of learners, other constituencies, and the greater society we serve. Our finding was that diversity is institutionalized through all of our mission documents of the College. Campus operations demonstrate we model the communities we serve. Our strategic and minority retention plans demonstrate that we are responsive to students of different cultures and backgrounds and prepare them to live productively, as evidenced by enrollment, retention, and graduation rates. The number of minority faculty and staff is lower than represented in our service area. There are processes in place to address the discrepancy, but any drastic change is unlikely in the next few years. Our campus environments provide diverse learning opportunities and students contribute to and learn from diversity in college environment inside and outside of the classroom. We respect the dignity and value the worth of all students and personnel, treat them fairly, and recognize individual acts of sensitivity and respect.

Our efforts to bridge the gaps between the cultural backgrounds of those we serve and the strategies of our educational practices protect our integrity and send a very clear message to our constituencies regarding the importance of diversity. We demonstrate such a commitment through policies on harassment and discrimination, equal employment and affirmative action. We embrace our role as a leader in southwest Arkansas who aims to enrich the diverse population of our community. We demonstrate and document the ability to recruit, support, retain and graduate minority students. Financial aid and scholarship awards directed to minority populations exceed our service demographic. Our dedication is evidenced through a combination of institutional

strengths, policies and programs that target and reach minority audiences. Our commitment to quality curriculum and services not only enhances our reputation, but also allows us to uphold an overall philosophy of diversity.

Our philosophy and underling strategy reflects the diversity of the communities we serve and honors cultural identities. The progresses achieved toward the fulfillment of our Five-Year Action Plan are both systematic and institutionalized. We have utilized multi-leveled strategies and activities geared toward students, faculty and staff that embody a campus culture of inclusion. We used specific indicators of progress to measure progress not only to the Action Plan but also to the College's broader Strategic Plan. We strive for inclusion and diversity as a core value of our educational programs, critical to our mission, and central to our success as an institution of higher learning.

The College values each of its employees. We want good people committed to doing a good job and serving students daily. While we are not fully reflective of either the service area minority population or the student minority population, our faculty and staff exemplify every aspect that our culture of inclusion envisions.

Appendix

UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE

Five-Year Action Plan

GOAL 1:

The University of Arkansas Community College at Hope will continue its commitment to systematically attract, recruit, enroll and retain minority students.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
1. Develop and implement programs and services geared specifically to minority college students	1.1 Develop division plans for recruitment and retention of underrepresented minorities	1.1.1 Utilize all forms of media to attract minority students	General media	Recruiter Marketing Director	2006 - 2010	On schedule
		1.1.2 Target area high schools with minority student populations and expand the College's profile on their campuses	General marketing materials	Recruiter	2006 - 2010	On schedule
		1.1.3 Expand participation on high school campuses including college day/night fairs and utilize minority representation at those events	General marketing materials Cross campus participation	Recruiter Campus minority representatives	2006 - 2010	On schedule
	1.2 Develop a student-lead recruitment team or an individual student to assist	1.2.1 Utilize a minority student selected from the current student body to	Scholarship funds	Vice Chancellor for Student Services	2008	On schedule

	with recruitment	assist with recruiting activities				
	1.3 Sponsor admission and financial aid workshops at local schools and community service centers	1.3.1 Communicate the availability of the workshops through mail outs and media advertising	General marketing materials	Vice Chancellor for Student Services	2007	On schedule
		1.3.2 Provide KUDER, Sage and other interest/aptitude assessments	None	Student Services	2006 – 2010	On schedule
	1.4 Utilize scholarships to recruit minority students	1.4.1 Develop a UACCH scholarship designated for minority participation	Scholarship funds	Financial Aid Office	2007	Not yet begun
		1.4.2 Inform minority applicants of the availability of various scholarships	General marketing materials	Financial Aid Office	2006-2010	On schedule

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
2. Develop and implement programs and services geared specifically to first generation college students	2.1 Provide a unique intense college orientation program	2.1.1 Develop a “first generation experience” program that follows students through their entire UACCH academic career	General marketing materials Campus participation	Vice Chancellors for Academics and Student Services	2008	On schedule
		2.1.2 Communicate and expose youth to the value of higher education and share career resources with public school students	General marketing materials	Vice Chancellor for Student Services	2008	On schedule
		2.1.3 Create	Faculty	Vice	2007	On

		learning communities	training	Chancellor for Academics		schedule
	2.2 Provide counseling services that address the unique challenges faced by first generation college students	2.2.1 Develop a community mentoring program for first generation minority students	General marketing materials	Chancellor and Vice Chancellors	2008	Not yet begun
		2.2.2 Develop a second year mentoring program where second year minority students are paired with first year minority students	None	Vice Chancellor for Academics	2008	Not yet begun

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
3. Develop courses and programs that address the growth of the Hispanic population	3.1 Reinstate English as a Second Language course to enable non English-speaking students to develop skills in the English language	3.1.1 Further develop the relationship with the Migrant Education Center Cooperative and Adult Education Center	None	Vice Chancellor for Academics	2007	On schedule
		3.1.2 Use data to evaluate the viability of on-campus English as a Second Language courses	General research materials	Vice Chancellor for Academics	2007	On schedule
	3.2 Provide uniquely qualified counseling services to assist Hispanic students in the acculturation and educational	3.2.1 Host community meetings to include parents of Hispanic students to inform them of the requirements of college	General marketing materials	Vice Chancellor for Student Services	2008	Not yet begun

	process	preparedness				
		3.2.2 Hire a Spanish speaking employee to assist with information to non English-speaking families	Budget for additional staff	Chancellor and Vice Chancellors for Finance and Academics	2008	Completed
		3.2.3 Evaluate the viability of having college related information in Spanish	General marketing materials	Chancellor and Vice Chancellors for Finance and Academics	2009	Not yet begun

INDICATORS for Goal 1:

1. Chancellor will annually report to the faculty and staff to ensure that the goals and objectives of the Minority Action Plan are met.
2. Vice chancellors will develop division specific minority plans with division chairs which will be addressed in the annual reports on academics.
3. Diversity goals are a part of the overall marketing plan for the campus.
4. Increased graduation rates commensurate with Goal 1, Objective 1 of the College's strategic plan.
5. Increased graduation rates commensurate with Goal 3, Objective 1 of the College's strategic plan.
6. Increased graduation rates commensurate with Goal 4, Objective 1 of the College's strategic plan.
7. Increased enrollment rates commensurate with Goal 1, Objective 2 of the College's strategic plan.
8. Increased enrollment rates commensurate with Goal 1, Objective 3 of the College's strategic plan.
9. Increased enrollment rates commensurate with Goal 4, Objective 2 of the College's strategic plan.
10. Meeting the needs of students and other college constituents commensurate with Goal 5 of the College's strategic plan.

GOAL 2:

The University of Arkansas Community College at Hope will continue its commitment to systematically recruit and retain minority faculty.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
1. Recruit potential minority employees through the advertisement of position openings in local, state, regional, and when necessary national publications in order to attract a highly qualified and ethnically diverse applicant pool.	1.1 When available hire minority employees who are uniquely-qualified and credentialed in their respective area	1.1.1 Continue a search-committee style hiring process that involves diverse employee representation	General employment advertisement tools	Human Resources	2006 - 2010	On schedule
	1.2 Reinforce the message that diversity among employees contributes to the overall success of the college	1.2.1 Conduct anonymous employee satisfaction surveys	None	Human Resources	2006 - 2010	On schedule
		1.2.2 Provide training and professional development for employees to improve knowledge and attitude toward diversity to promote quality in all areas	None	Human Resources Staff development	2007	On schedule

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
2. Develop and implement a tracking system for minority applicants which allows the College to better evaluate and improve its efforts to employ qualified minorities.	2.1 Develop division plans for faculty needs and for recruitment and retention of underrepresented minorities.	2.1.1 Each division will include in the Vice Chancellor's Report on Academics an assessment of program and division employment needs.	None	Academic Leadership	2006 - 2010	On schedule

INDICATORS for Goal 2:

1. Chancellor will annually report to the faculty and staff to ensure that the goals and objectives of the Minority Action Plan are met.
2. Vice chancellors will document through search committees the process used to ensure diversity in the final pool of applicants.
3. Employment statistics commensurate with Goal 6, Objective 3 of the College's strategic plan.

GOAL 3

The University of Arkansas Community College at Hope will continue to uphold its philosophy regarding educational diversity by offering courses that reflect multiple perspectives and by being responsive to the diversity of learning styles and cultural values.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress
1. Implement programs and services that provide instructional and support services that meet the needs of minority students.	1.1 Implement academic skills courses that are taught by uniquely qualified instructors that meet students where they are academically and move them to the next level of their education.	1.1.1 Continue the diversity component of the College Life Skills (EDGE) class	None	Vice Chancellor for Academics	2006 - 2010	On schedule
		1.1.2 Review course syllabi for diversity and multi-cultural components of course contents	None	Academic Leadership	2007 - 2008	On schedule
		1.1.3 Monitor retention rates of students in learning communities to develop benchmark data	General data collection	Vice Chancellor for Academics	2008	On schedule
	1.2 Provide support services that assist students to be successful	1.2.1 Research the possibility of a summer bridge program	General research materials	Vice Chancellor for Academics	2007	On schedule
		1.2.2 Provide annual professional development to better prepare faculty to teach under prepared learners	None	Vice Chancellor for Student Services	2006	On schedule
	1.3 Fine-tune existing courses dealing	1.3.1 Increase faculty training and technology	General training materials	Vice Chancellor for	2007	On schedule

	with course skills requisite for college success	based supplemental materials across the curriculum		Academics		
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INDICATORS for Goal 3:

1. Department course reviews
2. Benchmark data regarding retention rates and learning communities
3. Evidences of staff development programs
4. Program development commensurate with Goal 2, Objective 1 of the College's Strategic Plan.
5. Increased student graduates commensurate with Goal 3, Objective 1 of the College's Strategic Plan.

GOAL 4

The University of Arkansas Community College at Hope will continue to uphold its philosophy regarding educational diversity through the institutionalization of a campus environment that supports a culture of inclusion.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Date	Progress	
1. Implement programs and services that provide a supportive sense of belonging, are fair and equitable and allow opportunities for interaction across groups and programs.	1.1 Develop and implement programs for faculty and staff that educate all employees on the importance of student retention and ways to go about improving it.	1.1.1 Utilize the African American Club to sponsor an annual program that communicates its message of better relationships across campus and throughout the community.	General marketing materials	African American Club sponsor	2007	On schedule	
		1.1.2 Devote one staff development program annually to diversity issues.	None	Vice Chancellor for Student Services	2006 - 2010	On schedule	
		1.1.3 Continue the diversity component of the College Life Skills (EDGE) class.	None	Vice Chancellor for Academics	2006 - 2010	On schedule	
	1.2 Develop and implement a program of counseling services for students that are placed on academic probation.		1.2.1 Train campus counselors to address particular challenges of overcoming academic probation	General training materials	Vice Chancellor for Student Services	2007	On schedule
			1.3.1 Profile former student success stories in advertisements, website and publications	General data gathering materials	Public Relations	2006 - 2010	On schedule
			1.3.2 Host two events annually targeted at former students	General marketing materials	Chancellor Vice Chancellors Public	2008	Not yet begun

				Relations		
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INDICATORS for Goal 4:

1. Evidence of annual staff development program devoted to diversity
2. Evidence of annual African American Club program
3. Community outreach commensurate with Goal 9, Objective 4 of the College's Strategic Plan.

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2010

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Darren Jones, Vice Chancellor for Student Services

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 2008 U. S. Census estimates, the minority population of the College's six- county service area was 13.4%. African Americans comprise 5.1% of the population; other minority groups comprise 11.3%. The minority population of the student enrollment of UACCM for the Fall 2009 semester was 15.8%. African Americans comprised 9.6% of the enrollment; Hispanics comprised 3.8% of the enrollment; other minority groups comprised 2.4% of the student enrollment. The enrollment for White students was 84.2% of the enrollment. The total percentage of minority students for Fall 2009 of 15.8% represented an increase of 1.4% over the Fall 2008 percentage of 14.2%. The ethnic student population is in line with the ethnic population of the College's service area.
3. Minorities comprise 9.8% (9 of 92) of UACCM's full-time staff. Minorities comprise 4.8% (3 of 63) of UACCM's full-time faculty members. Minorities comprise 7.7% (3 of 39) of UACCM's part-time faculty members for the 2009-2010 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 a Student Success Lab to provide free tutorial services.

Revisions to the Five-Year Plan

This is the second report of the current five-year plan, which was submitted to the Arkansas Department of Higher Education in June 2009. No revisions are anticipated for the plan at this time. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/ Objectives for Minority Students

1. Eleventh day student enrollment data (Fall to Fall comparison)

Table 1: Number of Minority Students Enrolled at UACCM

Ethnicity	Fall 2008	Percent of Enrollment	Fall 2009 Old Race Categories	Percent of Enrollment	Fall 2009 New Race Categories**	Percent of College Service Area*
Black, Non-Hispanic	159	8.1%	231	9.54%	229	Other groups comprise less than a combined 8.3% of the population of the College's service area
Hispanic	70	3.5%	91	3.76%	102	
Am. Indian/ Alaska Native	25	1.2%	37	1.53%	108	
Asian/Pacific Islander	20	0.1%	22	0.91%	24	
Hawaiian	--	--	--	--	3	
Two or more Races	--	--	--	--	104	
Non-Resident Alien	1	0.001%	1	0.04%	1	
(Race Unknown or Refused to answer)	0	0.00%	0	0.00%	3	
White, Non-Hispanic	1,677	85.7%	2,039	84.22%	2055	86.6%
Total Enrollment	1,955	100.0%	2421	100%	**	100.0 %

*According to 2000 U. S. Census Data.

**Federal reconstruction of existing ethnic groups now allows the students the option to select a combination of ethnic categories to describe his/her ethnicity. This action will result in a duplication of the student overall headcount.

2. Retention rate of minority students

*Table 2: Retention Rate of Minority Students Compared to Student Population**

Ethnicity	Fall 2007 First-time Entering Cohort	Percent Of Cohort Enrollment	Fall 2008 Re-Enrollment	Cohort Retention Rate (Fall to Fall)	Fall 2008 First-time Entering Cohort	Percent Of Cohort Enrollment	Fall 2009 Re-Enrollment	Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	28	5.8%	12	42.9%	34	7.2%	19	55.8%
Hispanic	18	3.7%	15	83.3%	20	4.2%	11	55.0%
Am. Indian/ Alaska Native	8	1.7%	2	25.0%	5	1.0%	1	20.0%
Asian/Pacific Islander	1	0.2%	1	100.0%	4	0.9%	2	50.0%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Others (Unknown)	0	0.0%	0	0.0%	0	0.0%		0.0%
White, Non-Hispanic	428	88.6%	214	50.0%	410	86.7%	219	53.4%
Total Enrollment	483	100.0%	244	50.5%	473	100.0%	252	53.2%

***Source:** UACCM Institutional Research, ADHE Enrollment Submission Data for Fall 2007, Fall 2008, and Fall 2009

Analysis of student surveys regarding advertising in targeted media

The advertising survey was not conducted as planned.

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 graduate of Conway County. In April 2010, the Office of Admissions invited the ESL students from Conway High School for a special visitation day.

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

Matthew White, Admissions Counselor, attended the Cypress Creek District Health Fair at Twin Groves Community Center in April 2009 and April 2010.

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 faculty position announcements with the predominantly minority institutions in the region. Announcements of faculty positions are posted with the following historically Black institutions: Philander Smith College, University of Arkansas at Pine Bluff, Alabama State University, Grambling State University, Jackson State University, Lincoln University of Missouri, Mississippi Valley State University, Southern University, Spelman College, Tennessee State University, Tuskegee University, and Xavier University of Louisiana. The College also posts position announcements with Pulaski Technical College.

3. Mentor activities to insure adequate development of new employees.

The College provides orientation to all new employees to the institution's policies and procedures. A mentoring program for faculty is already in place; however, no minority faculty has been employed. The mentoring program for faculty will assist with the development of minority faculty upon their employment. There is not a formal mentoring program for staff positions; however, individual supervisors and the Personnel Officer 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.

Minority Recruitment and Retention Annual Reports
(Due by June 30th each year)

Number of minority students who currently attend the institution.

For the Fall 2009 Semester, 382 (15.0 %) of the College's total enrollment of 2,421 students were minority.

For the Spring 2010 Semester, 347 (15.0 %) of the College's total enrollment of 2,234 students were minority.

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

During 2009-2010, six minority faculty members were employed.

Full-Time

Math Instructor
Nursing Instructor
Business Instructor

Part-Time

Two Business Instructors
English Instructor

During 2009-2010, eleven minority staff members were employed.

Full-Time

Administrative Assistant II
Library Academic Technician II
Administrative Specialist – Admissions
Administrative Specialist – Financial Aid
Applications Programmer II
Director of Food Services
Director of Institutional Research
Two Career Pathway Coordinators

Part-Time

Enrollment Services Worker
Counseling Services Worker

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

New Minority Faculty

One new full-time—Business Instructor
Two new part-time—one Business Instructor and one English Instructor

New Minority Staff

One new full-time—Career Pathway Coordinator
Two new part-time—one Enrollment Services Worker; one Counseling Services Worker

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 coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.*

No new strategies or activities have been added to the plan for the coming year.

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

See attachment.

Two copies of your annual report should be submitted to ADHE no later than June 30th each year.

Attachment: Timeline, Budget, and Methods

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

April – June 2006	Revised the Minority Recruitment and Retention Plan
June 2006	Submitted the Minority Recruitment and Retention Plan to ADHE
Fall 2006	Implemented the Minority Recruitment and Retention Plan
June 2007	Submitted the Minority Recruitment and Retention Plan Annual Progress Report to ADHE
Fall 2007	Reviewed the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor their effectiveness
June 2008	Submitted Annual Minority Recruitment and Retention Report to ADHE
Fall 2008	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor their effectiveness. Schedule activities for 2009-2010 for implementation of the Plan.
June 2009	Submitted Annual Minority Recruitment and Retention Report to ADHE
Fall 2009	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness.
June 2010	Submitted 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. Additional costs will be incurred to increase the level of advertising and promoting the educational and employment opportunities available at UACCM as the College attempts to target minority

audiences. The College may incur some additional costs in developing a student mentoring program. Most of the recommendations can be implemented with the expenditures of minor costs to the College.

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 2010

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Darren Jones, Vice Chancellor for Student Services
jones@uaccm.edu
501-977-2191

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.