

# Arkansas Public Higher Education Minority Recruitment and Retention Report

Academic Year 2010-11



Volume 4  
Academic Affairs

December 2011

Arkansas Department of Higher Education  
114 East Capitol Avenue, Little Rock, Arkansas 72201

## **Minority Recruitment and Retention Report 2011**

### 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

## **MINORITY RECRUITMENT AND RETENTION REPORT**

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Act 1091 of 1999 (ACA § 6-61-122) requires all state-supported colleges and universities to establish a program for the recruitment and retention of students, faculty, and staff who are members of minority groups. The Act requires institutions to prepare a 5-year action plan and an annual report on recruitment and retention activities. Initial plans were developed by the institutions in 2000 and must be prepared on a continuing basis every 5 years. The annual reports and 5-year plans are submitted to ADHE for inclusion in the Comprehensive Arkansas Higher Education Annual Report required by Act 416 of 2009 (ACA § 6-60-701).

Institutions have submitted the 5-Year Plan for Minority Recruitment and Retention (2011-2016) to ADHE and, as required by Act 1091, the plan included the following:

- Strategies for achieving the institution's recruitment and retention goals/objectives for minority students, faculty, and staff.
- Indicators that will be used to determine success in meeting minority recruitment and retention goals/objectives for students, faculty, and staff.
- Methods to be used for assessing and monitoring the effectiveness of strategies and for modifying the plan.

The 2010-11 Annual Report on Minority Recruitment and Retention also has been submitted to ADHE by each institution which includes the following:

- Number of minority students who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
- Strategies or activities for the coming year with the indicators/benchmarks used to determine success, such as:
  - Building and maintaining relationships with high schools with a large minority population.
  - Posting faculty position announcements to minority focused websites and job boards maintained by print and broadcast media;
  - Sharing faculty and staff openings with college/university departments with high minority enrollments and employment.
  - Working with business and industry to provide more internship opportunities for minorities.

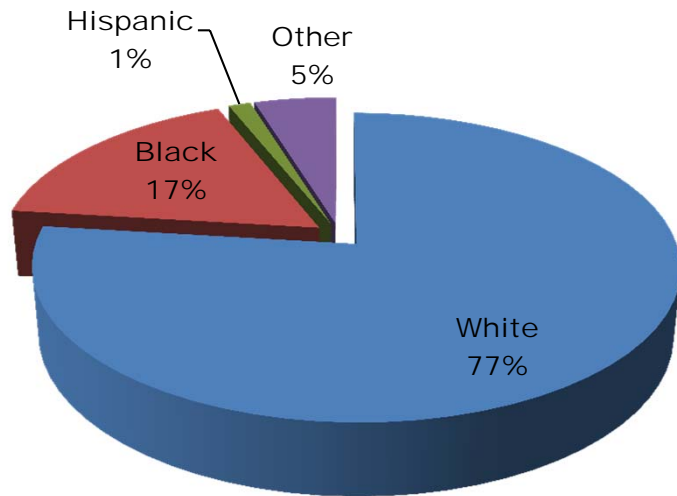
# **MINORITY RECRUITMENT AND RETENTION REPORT**





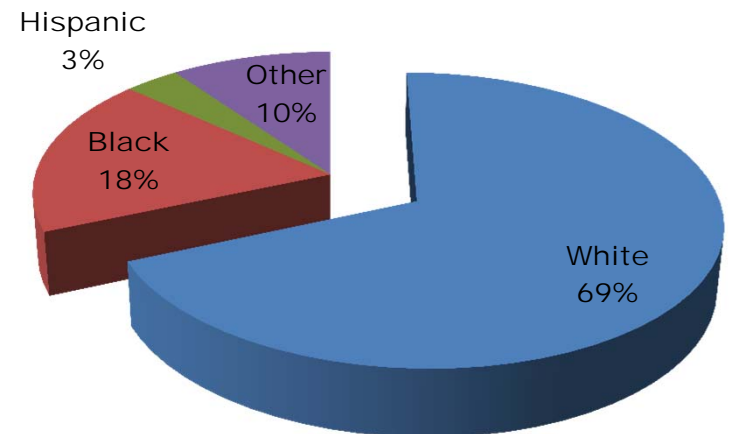
# Minority Student Enrollment Arkansas Public Institutions

## Fall 2000



Total Enrollment = 105,014

## Fall 2010

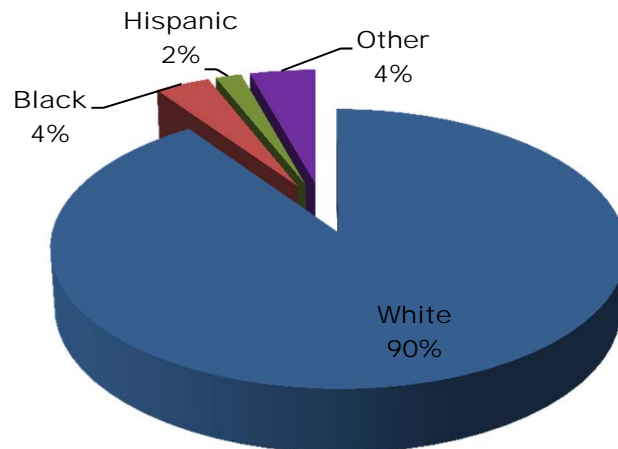


Total Enrollment = 155,924

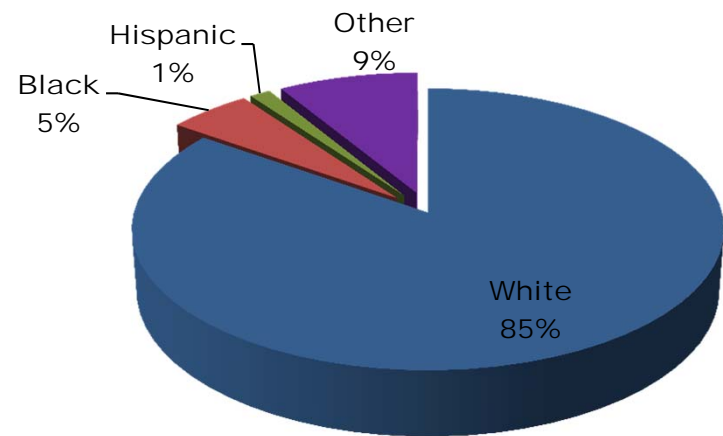
Other= American Indian/Alaskan, Asian, Hawaiian/Pacific Islander, Multiple Race, Non-Resident Alien, Unknown

# Minority Full-Time Faculty Arkansas Public Institutions

Fall 2000  
Total Faculty = 4,192

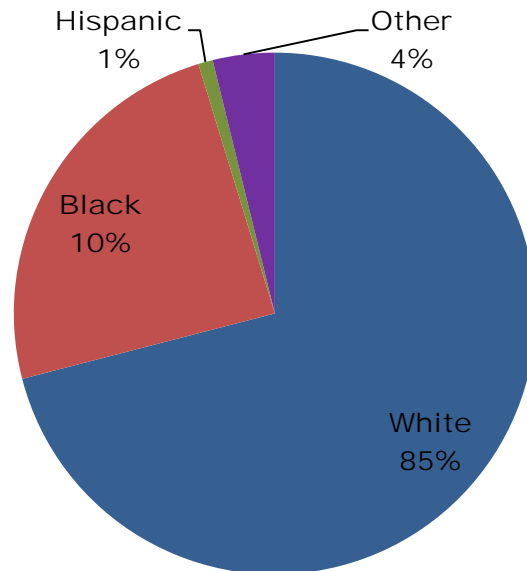


Fall 2009  
Total Faculty = 5,115

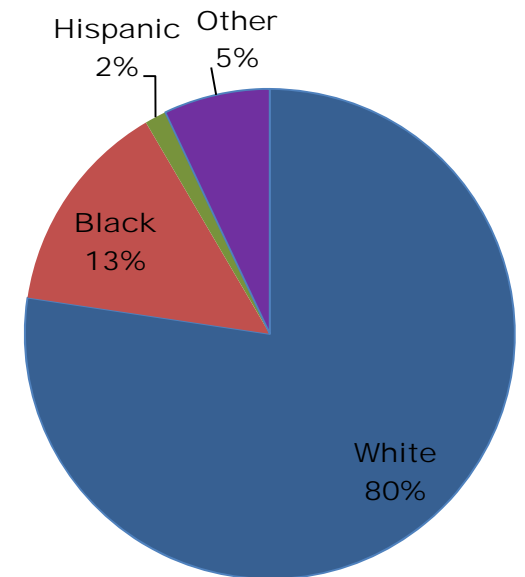


# Minority Executive/Managerial and Professional Staff Arkansas Public Institutions

Fall 2000  
Total Staff = 3,522



Fall 2009  
Total Staff = 5,248



# **ARKANSAS STATE UNIVERSITY**

## **MINORITY RETENTION PLAN PROGRESS REPORT**

**JUNE 2011**

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>**

Questions or comments concerning  
this document can be directed to:  
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State University, Arkansas 72467  
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## ***ASU-JONESBORO PLAN TABLE OF CONTENTS***

Table of Contents.....	3
ASU-Jonesboro Mission & Goals.....	4
Summary.....	5

### **ASU-JONESBORO MINORITY RETENTION PLAN**

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2010/2011 Report Goals, Updates, Objectives, Strategies, & Current Activities	
Students .....	7
Faculty .....	20
Staff .....	25

### **APPENDIXES**

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Appendix A - Act 1091 of 1999 .....	31
Appendix B - Affirmative Action Policy .....	32
Appendix C – Institutional Research Reports .....	34
Appendix D – ASU Minority Employee Report .....	39
Appendix E – Diversity at Arkansas State University Preparing for our Second Century` .....	47
Appendix F – Unit Reports .....	65

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 diversity initiatives is \$175,119, 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 2010/2011 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, Monthly Diversity Panel Discussions: *Difficult Dialogues*, Freshman Mixer, and Brother-2-Brother and Circle of Trust. The Office of Diversity has also added a Faculty Fellow to assist in meeting the needs of diversity faculty members throughout the campus.
- The percentage of full-time ASU employees who are minorities decreased from 16.0.8% to 15.6% in 2010, while the actual number of full-time minority employees has decreased by 7 to 237. Although the percentage declined in 2010, this decrease in percentage of full-time minority employees (15.6%) is still higher than the percentage for every year for the period of 2001-2008. Two female minority faculty members earned tenure and promotion to associate professor rank in 2011.
- Full-time, first-time minority students who returned to enroll during Fall 2010 was 63.1%, a decrease of 6.2% over the Fall 2009 rate. The most recent six-year graduation rate for minority students was 20.8%, a decrease of 9.5% 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 2010. 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 . Nineteen hundred sixty-three (1,963) first-time minority freshmen and transfer students applied for admission, an increase of over .5% from the prior year's total. One thousand one hundred and twenty-two (1,122) were admitted, while 644 enrolled in Fall 2010. Minority students comprised approximately 24.8% of the Fall 2010 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 2010 saw the number of minority faculty members on campus decrease 8% from the prior year (85 individuals in Fall 2009 to 77 individuals in Fall 2010). Similarly, the number of minority staff members increased by 1.59% (159 individuals in Fall 2009 to 160 individuals in Fall 2010). In Fall 2010, minority employees accounted for 15.6% of the university's employment base. Minority employees accounted for 16.0% of the university's employment base in Fall 2009.

#### **B. First-Year Experience Seminars:**

***Making Connections***, UC 1013, is a semester-long, three-credit course designed to assist entering first-year students with their transition from high school to college. Many high school students arrive unprepared for the expectations of college faculty, have not developed effective study skills, and are unfamiliar with college policies and procedures. This course is specifically designed to provide 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. Other topical coverage includes decision making, goal setting, planning, time management, and group team building skills. 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.

For the 2010-2011 academic year, 349 or 20.1% of the students enrolled in FYE met minority status. Out of the 349 minorities, a considerable number of 274 or 78.5% earned a 2.00 or higher following completion of the course.

AY 2010-2011	Number	Cumulative GPA > 2.00	Cumulative GPA > 2.00 % of Total
Minorities	349	274	78.5%
Non-Minorities	1,382	1,197	86.6%
Total	1,731	1,471	85.0%
% Minorities	20.2%	18.6%	

Overall the program boasts good results. The First Year Experience Advisory board tracks the academic persistence and success of program participants. A three-year study indicates a positive trend in the academic standing and persistence rates of students enrolled in the First Year Experience seminar.

	2008		2009		2010	
N =	2058	%	1884	%	1706	%
<i>Good standing at close of term</i>	1629	79.15	1508	80.04	1404	82.30
<i>Academic probation at close of term</i>	403	19.58	342	18.15	277	16.24
<i>Academic suspension at close of term</i>	26	1.26	34	1.80	25	1.47
<i>FA to SP retention (one semester)</i>	1673	81.29	1599	84.87	1463	85.76
<i>FA to SP attrition (one semester)</i>	385	18.71	285	15.13	243	14.24
<i>FA to FA attrition (one year)</i>	1329	64.58	1258	66.77		
<i>FA to FA attrition (one year)</i>	729	35.42	626	33.23		

**Focus on Minority Success:** Mentoring is the hallmark of the First Year Experience Program. Instructors attend workshops on at-risk identifying factors and appropriate follow up methods. Starting Fall of 2012, First Year Experience Students will be embedded into the Early Alert System so that at-risk students experiencing difficulty will be quickly identified and reported to the FYE faculty.

C. Academic Success Institute and Right Start Program:

The First Year Studies department at Arkansas State University houses both the **Academic Success Institute** (ASI) and the **Right Start** (RS) Programs. These programs are designed to assist students who's ACT or other entrance scores require that they complete developmental courses upon entry into college. Students in both programs take the required developmental courses and UC 1013, Making Connections as listed previously. The UC 1013, Making Connections Seminar for ASI and RS students focuses heavily on study skills development and specific learning strategies to help participants be successful in their long-term studies at the University. In addition to instructional duties, the faculty in the ASI and RS programs provide individual academic advising to students in their classes.

<b>Right Start 2010-2011</b>	<b>Number</b>	<b>Cumulative GPA &gt; 2.00</b>	<b>Cumulative GPA &gt; 2.00 % of Total</b>
Minorities	199	120	60.3%
Non-Minorities	353	265	75.1%
Total	552	385	69.7%
% Minorities	36.1%	31.2%	

<b>ASI 2010-2011</b>	<b>Number</b>	<b>Cumulative GPA &gt; 2.00</b>	<b>Cumulative GPA &gt; 2.00 % of Total</b>
Minorities	74	44	59.5%
Non-Minorities	41	25	61.0%
Total	115	69	60.0%
% Minorities	64.3%	63.8%	

**Focus on Minority Success:** The First Year Studies Department is currently seeking funding for a qualified minority academic advisor/counselor to work alongside the faculty of the Academic Success Institute to provide more intrusive outreach and guidance for program participants for 2011-2012.

D. Early Alert Program:

The **Early Alert Program** (EAP) is a centralized outreach and communication system in which faculty and campus community members can refer any student of concern to a core EAP team for academic follow up. Faculty members are encouraged to refer students based on poor class performance, attendance, or any general concern that cannot be resolved in the classroom. The Early Alert Program offers an easy to access electronic referral form located in the campus portal. Once a student is referred to the EAP system, the system automatically codes the referral with a designated attribute. The attribute helps EAP team members determine who is the most appropriate team member to provide the outreach and follow up for the referral. There were 122 reported situations of concerns by faculty for African American students to Early Alert System for Spring 2011. Of these 122 reported incidents, 35 students received an F or an FN. Two students earned a grade of A in the referral classes, six students received a grade of B, 15 received a C in the class, and 14 received a grade of D. Fifty students dropped the class, receiving a grade of W or WN. The remaining 35 (28.6%) of the incidents resulted in a failing grade (F or FN). The remainder either passed the class or dropped the class.

All students receive an automated email immediately upon a faculty submission. Students also received a phone call or email from an Early Alert Administrator who discussed options to modify the referral situation.

**Focus on Minority Success:** The attribute coding allows minority students who are involved in groups such as Brother-2-Brother or Circle of Trust to be quickly identified for outreach and intervention. More campus training and referral follow up is needed for this program.

E. College Choices and Restart@astate.edu

The College Choices and Restart@astate programs are designed for students who fail to earn good standing at the close of any academic term.

**College Choices** is an intervention program for first-year students on academic probation. A mandatory one-credit, one-session, course was added to the schedules of all first-year students on academic probation. The course was often offered as a hybrid seminar – taught both online and in the traditional classroom-setting. Changes to this program will include more one-on-one intervention starting in the Fall of 2011. Twenty nine percent of program participants met minority status and earned a 2.00 or higher at the close of the term,

<b>AY 2010-2011</b>	<b>Number</b>	<b>Cumulative GPA &gt; 2.00</b>	<b>Cumulative GPA &gt; 2.00 % of Total</b>
Minorities	37	11	29.7%
Non-Minorities	90	31	34.4%
Total	127	42	33.1%
% Minorities	29.1%	26.2%	

The **Restart@astate Program**, first implemented Fall 2000, is an intervention program for students placed on a first academic suspension from Arkansas State University. Students suspended for a first academic suspension can continue to attend ASU, under a strict set criteria, during the suspended term. Those who wish to continue enrollment at ASU under these terms must sign a formal agreement requiring among other criteria successful completion of the term (minimum of 2.0 for the semester). The primary intervention component is mandatory participation in the Restart Seminar which is 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 in all classes; 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 successful completion of a 2.00 or high for minority students was 38.5% for the Fall and 46.9% for the Spring terms. Overall, 43.1% (58 out of 136) minorities earned a 2.00 GPA or higher following participation in Restart.

<b>AY 2010-2011</b>	<b>Number</b>	<b>Cumulative GPA &gt; 2.00</b>	<b>Cumulative GPA &gt; 2.00 % of Total</b>
Minorities	58	25	43.1%
Non-Minorities	78	29	37.2%
Total	136	54	39.7%

**Focus on Minority Success:** The Restart program works closely with each student to ensure each makes wise decisions to get back on a successful academic path. Knowing that programs such as Restart and College Choice rely heavily on mentoring relationships the Advising Center strives to include a diverse staff membership, representing both minority and gender differences. This commitment provides students with faculty/advisors who represent the students served through the Center.

F. Student Support Services:

**Student Support Services** (SSS) is a comprehensive program designed to promote the retention and academic success of program participants. 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.

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.

Of the 201 participants for the 2010-2011 academic year, 66% of the students met minority status. One hundred and sixteen or 87.2% of the 133 minority participants earned above a 2.00 cumulative average for the academic year.

SSS 2010-2011	Number	Cumulative GPA > 2.00	Cumulative GPA > 2.00 % of Total
Minorities	133	116	87.2%
Non-Minorities	68	65	95.6%
Total	201	181	90.0%
% Minorities	66.2%	64.1%	

H. Learning Support Services:

**Learning Support Services** provides an array of academic assistance programs for most general education and high-risk courses. The Learning Center assist students who are truly struggling in their coursework, students who simply lack confidence in their learning skills or performance, as well as academically self-assured students who are processing their understanding of course concepts. The center is available for all students enrolled in ASU Jonesboro courses from developmental to honors. There are three main programs offered by the Learning Support Center.

The **Learning Support Center** (LSC) offers drop-in peer one-on-one and small group tutoring in almost all ASU-J 1000 and 2000 level general education courses as well as some upper-division core courses.

**Supplemental Instruction** (SI) is an academic support program that targets ASU's "high risk" courses by providing voluntary, organized, peer-led study sessions.

**Structured Learning Assistance** (SLA) is an academic support program that likewise targets some of ASU's "high risk" courses similar to SI. However, this program takes academic support one step further by building the SLA workshop times directly into students' schedules. This way, all students registered into the SLA section attend the help sessions.

Learning Support Services served 315 or 77.8% students who met minority status for the 2010-2011 academic term.

<b>LSS 2010-2011</b>	<b>Number</b>	<b>Cumulative GPA &gt; 2.00</b>	<b>Cumulative GPA &gt; 2.00 % of Total</b>
Minorities	405	315	77.8%
Non-Minorities	862	786	91.2%
<b>Total</b>	<b>1,267</b>	<b>1,101</b>	<b>86.9%</b>
% Minorities	32.0%	28.6%	

*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. Twenty-five (25) ministers and guests attended a function which was held on January 17, 2011, Dr. Martin Luther King celebration. No function was held in Fall 2010.

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 2010-2011, 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 American students by honoring academic achievement and eliminating financial barriers.

C. 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 awarded a maximum of \$5,000 for 2010/2011 academic year.

The Junior/Senior Minority Teacher Scholars Program at ASU consisted of **four** 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-eight (28)** scholars received **\$1,500.00** for academic year 2010/2011 at ASU. An additional **five (5)** scholars received \$750.00 as new Spring 2011 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 (220) students attended the event in Spring 2011 while two hundred fifty-six (256) 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 20010-2011, 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 2010 event involved more than 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 2010 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. 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.

### C. 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 students on campus.

### 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. 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.

### G. Speaker Series

**Juan-Miguel Hernandez:** Mr. Hernandez is widely regarded as one of the finest young viola talents of his generation. In September 2009, Juan-Miguel was awarded the Grand Prize at the 16th International Johannes Brahms Competition in Austria, adding to other top prizes won at the National Canadian Music Competition, and the 9th National Sphinx Competition in 2006, presented by JPMorgan Chase. As a featured guest soloist, Juan-Miguel has appeared with the Atlanta, Seattle and Colorado Symphonies, as well as the Rochester Philharmonic. Performances in recent seasons have brought Juan-Miguel on tour throughout Europe, the Middle East, Mexico, Canada and the United States.

**Music of India featured three artists: Jim Palmer, Samir Chatterjee and Dr. Rebecca Dunnell:** **Jim Palmer** studied Indian Music at the Alam School of Indian Classical Music in New York, under world-renown sarodist Vasant Rai, and has been actively involved in Indian Music for over thirty years. He has given concerts and workshops internationally, including the Nehru Centre (Cultural Wing of the High Commission of India, London), Imperial College (London), the United Nations, The New School (NYC), and many other concert series and festivals. He has also accompanied Indian dancers and written compositions combining Eastern and Western music. He is Artistic Director of Inter-Cultural Music, which oversees the activities of various ensembles. As a Western musician, James is a concert harpist and arranger of music for pedal and lever harps. **Samir Chatterjee** is a virtuoso tabla player of India. He travels worldwide throughout the year performing in numerous festivals as a soloist or with other outstanding musicians from both Indian and Western musical traditions. Samir performed at the Nobel Peace Prize ceremony in Oslo, Norway in December 2007. In the Fall he performed twice at the UN General Assembly. His compositions are widely acclaimed as well as his writings. **Dr. Rebecca Dunnell** teaches Flute and Music Literature courses at Northwest Missouri State University. Her previous college teaching experience includes flute, flute ensembles, music history, world music, and theory at the University of North Carolina at Greensboro, North Carolina A&T State University, Hollins University, Guilford College, Greensboro College, Lynchburg College, and Sweet Briar College. Her DMA degree, from UNC-Greensboro, is in Flute Performance with a double minor in Music History and Music Theory.

**Rosana Eckert:** Rosana Eckert teaches vocal jazz at the University of North Texas and has gained international recognition as a dynamic live and studio vocalist, composer, arranger, and educator. She has had the pleasure of performing with such jazz greats as Lyle Mays, Kenny Wheeler, Christian McBride, George Duke, Terri Lyne Carrington, Jon Faddis, Dave Friesen, and Marvin Stamm, and she has subbed in the Grammy Award-winning vocal quartet New York Voices, touring Europe with them in the summer of 2008. She works regularly as an adjudicator, clinician, and performer at music festivals throughout the U.S. and Canada, and she has been the guest conductor for many All-State jazz choirs, including California, Colorado, Oklahoma, North Dakota, Nebraska, and Iowa.

**Dr. Veda McClain:** Dr. McClain presented the Black History Month keynote address, "Understanding Your Purpose and Outlining Your Destiny." Dr. McClain's presentation was held in Centennial Hall at the Student Union on Thursday, Feb. 17 at 5 p.m. Dr. Veda Pendleton McClain is a native of Pine Bluff. She is a mother, grandmother, mentor, educator, and speaker, who has spent more than twenty years as an educator. She has spent many years working with students and parents and families on issues surrounding child rearing. As an educator, Dr. McClain has advised parents and students about the education process, planning for careers as lifelong learners, and child rearing in general. Her research interests include family literacy,

particularly with economically disadvantaged groups, and culturally diverse children's literature.

## *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 the 2011 Black History Month. Events included:

- The celebration allowed the university to connect with Dr. Gwendolyn Twillie, renowned African American storyteller,
- The month also sparked a wonderful fellowship with the Strong-Turner Alumni Association at its Annual Soul Food Dinner.
- The month-long celebration concluded with a keynote address from Dr. Veda McClain, also a veteran educator and author.

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 2011:

In Spring 2011, 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 seventeenth annual Delta Symposium featured a number of African Americans: the filmmaker Kevin Willmott, National Parks employee and writer Spirit Trickey, gallery owner Garbo Hearne, and musicians Terry “Harmonica” Bean, along with members of the Jess Hoggard band. The College of Humanities and Social Sciences has already assembled a committee of scholars to work on the 2012 symposium.

F. Soul Food Dinner:

The Soul Food Dinner is a community potluck, where over 500 individuals from all ethnic backgrounds participate. 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.

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 serves as a foundation for future research, investigating the relationship between HIV knowledge and HIV stigma, substance

abuse, and sexual risk behaviors. The third annual conference was held in December 2010 and drew from throughout the region and state.

## ***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.
  - The university continues to employ 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.
  - Eleven (11) staff positions were filled by minority candidates during the 2009-2010 academic year.

*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.
- Three individuals have been supported in their pursuit of a doctoral degree during the Fall 2009 semester and completed coursework by Spring 2011. They are expected to return to the faculty in Fall 2011.
- 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 three sessions of the Quality Teaching Circle and Learning Initiative in 2010-2011. 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. All three two-hour long seminars averaged 10-12 faculty members each.

- 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 in Fall 2011.. 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 continues to utilize the Strategic Hiring Fund Initiative which was introduced 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 Dr. Trey Berry, Deputy Director for Museums, Department of Arkansas Heritage
  - Members of the campus community sponsored, supported, or

organized the following: (1) The 2011 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.

- The campus diversity officer and the diversity faculty fellow oversee the assessment process and make programmatic and other structural changes as deemed necessary.

*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 2009-2010 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 2011 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 82<sup>nd</sup> 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 chancellors, 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 – D: 2010/2011 Minority Progress Charts***

*Following are the charts for APPENDIX C—Employed Minorities and  
Appendix D—Minority Hires*



## ***APPENDIX E***

### **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 2010 IPEDS Fall Enrollment Survey, minorities accounted for 20.0% of the enrollment base. African Americans were the largest ethnic minority group accounting for 15.9% of the total enrollment base. Conversely, of the 482 total full-time faculty, only 14.5% are minority with only 7.3% African American, 5.8% Asian and 1.5% classified as Hispanic, Native American or two or more races. From a student access standpoint, this equates to student-faculty ratios

of 31:1 for ethnicities classified as other, 24:1 for whites and 61:1 for blacks. 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)**

	<b>African American Male</b>	<b>African American Females</b>	<b>White American Male</b>	<b>White American Female</b>	<b>All Full-Time First-Time Freshmen</b>
Graduated within 4 years	7.3%	14.8%	25.3%	31.3%	24.7%
Graduated within 5 years	18.1%	20%	36.6%	42.3%	34.7%
Graduated within 6 years	19.6%	19.3%	37.8%	41.7%	34.8a%



African American student retention is another issue that must be addressed by the university. While the most recent 1<sup>st</sup> to 2<sup>nd</sup> 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 2<sup>nd</sup> to 3<sup>rd</sup> year and 3<sup>rd</sup> to 4<sup>th</sup> 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.

<b>Minority Student Recruitment and Retention Goals and Strategies</b>				
<b>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.</b>				
<b>STRATEGY</b>	<b>ACTION NEEDED</b>	<b>ACTION TAKEN</b>	<b>RESPONSIBILITY (PERSON/COMMITTEE/UNIT)</b>	<b>COMPLETION DATE</b>
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, VCAA, IRP, Admissions, Graduate School	
Ensure admitting process is culturally sensitive	Evaluate current admission policies		VCSA, VCAA, Admissions, Graduate School	
Clearly show support of Native Americans, Latino, Asian American, and international students	Expand the focus of Multicultural Student Affairs		VCSA, DI	
Have minority students be the recruitment tools in their hometown areas.	Develop a program		VCSA, VCAA, VCUA	
To have programs to learn about different cultures	Establish a multicultural center		Chancellor, VCSA	
Lists of potential underrepresented students	Explore the possibility of buying lists		VCSA, VCAA	
Continue support for ongoing initiatives	Link faculty with high school counselors, cultivate relationships with elementary and middle school children,		VCAA	

	and work with University area feeder schools			
Develop plan of communication	Communicate with junior high school students during career-development portion of their curriculum		VCSA, VCAA	
Develop recruitment strategies for academic programs	Provide competitions, camps, or conferences to attract young minority students		VCAA, 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, VCAA, VCUA, DI, ATHLETICS	
Bring more students from underrepresented groups to campus	Design more programs, events, and tours of facilities		VCSA, VCAA	
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)		VCAA	
To develop off-campus professional outreach programs to serve a statewide audience	Identify the best positioned units and programs to deliver outreach programs		VCAA, VCSA, VCUA, DI	
Establish registered student organizations	Organizations for Native Americans, Asian Americans, and Latino students		VCSA, VCAA, 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		VCSA, VCFA	

	compliance			
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, VCAA	
Implement admissions outreach strategies	Hire two undergraduate and graduate recruiters to aid in outreach strategies		VCSA, VCAA	
Increase the number of employees from underrepresented groups whose dependents apply to undergraduate programs	Develop and enhance relationships with local corporations		VCSA, VCFA, VCAA	
Serve as a bridge between current students and graduates	Increase support for alumni associations for underrepresented groups		VCUA, 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, VCAA	
Increase weekend, evening, and distance learning courses offerings	Evaluate the supply, demand, and feasibility of offerings to target minority populations		VCAA, VCSA	
Promote university events for 10 <sup>th</sup> and 11 <sup>th</sup> grade and middle school students	Create and fund marketing tools such as a multicultural brochure, video, and website		VCSA, VCUA	
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, VCAA, DI	
Expand university visitation programs	To include regular visits from targeted constituent groups (i.e. McNair Scholars, Honors Programs, and National Merit Students)		VCAA	
Recruit minority students to specific majors	Work with academic colleges to develop departmental and		VCAA	

	college level plans			
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		VCAA	
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		CHANCELLOR, VCSA	
<b>Goal 2: Increase the institution's graduation and retention rates by developing specific programs for underrepresented groups below the institutional average.</b>				
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, VCAA	
Provide computer-based and self-paced remedial/developmental instruction for all ASU	Develop a "learning center" staffed with CESL instructors and graduate assistants		VCAA	

student-learners who need it				
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		VCAA, DI	
Provide a campus laboratory for the development of leaders for the 21 <sup>st</sup> 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, VCAA	
Technology and electronic information for persons with disabilities	Continue to improve access		VCSA, VCAA	
Increase networking opportunities for students	Enhance exchange programs in the United States and abroad		VCAA	
Develop effective student mentoring and advisement strategies for culturally diverse students	Renew sustained scholarship support for culturally underrepresented students		VCAA, VCSA, DI	
Reflect the service needs of underrepresented populations	Increase graduate enrollment in education, nursing, agriculture, engineering, and social work		VCAA	
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		VCAA, VCSA	
Exploration of diversity	Expand exploration of		VCAA, VCSA	

issues	issues through the First-Year Experience courses			
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		VCUA	
<b>Goal 3: Increase the amount of financial support for programs, services, and scholarships which target students from underrepresented groups.</b>				
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		VCAA, VCSA, DI	
To identify all possible sources of public and private funding	Expand access to resources for students from underrepresented groups		VCUA, VCSA, DI	
Target students from underrepresented groups for scholarships	Expand scholarship programs for 2-year institutions		VCUA, 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	Explore the feasibility of an initiative similar to the Carolina		VCSA, VCUA	

degree if they work on campus 10-12 hours 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	Covenant, which is aimed at low-income students			
<b>Goal 4: Impart the University's commitment to diversity values to the ASU community and its constituents</b>				
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		VCAA, 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.*

<b>GOAL: Effectively incorporate diversity in the curriculum</b>				
<b>STRATEGY</b>	<b>ACTION NEEDED</b>	<b>ACTION TAKEN</b>	<b>RESPONSIBILITY (Person/committee/unit)</b>	<b>COMPLETION DATE</b>
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	



<b>GOAL: Effectively incorporate diversity in the curriculum</b>				
<b>STRATEGY</b>	<b>ACTION NEEDED</b>	<b>ACTION TAKEN</b>	<b>RESPONSIBILITY (Person/committee/unit)</b>	<b>COMPLETION DATE</b>
	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	
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	

<b>GOAL: Effectively incorporate diversity in the curriculum</b>				
<b>STRATEGY</b>	<b>ACTION NEEDED</b>	<b>ACTION TAKEN</b>	<b>RESPONSIBILITY (Person/committee/unit)</b>	<b>COMPLETION DATE</b>
	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	

<b>GOAL: Effectively incorporate diversity in the curriculum</b>				
<b>STRATEGY</b>	<b>ACTION NEEDED</b>	<b>ACTION TAKEN</b>	<b>RESPONSIBILITY (Person/committee/unit)</b>	<b>COMPLETION DATE</b>
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	

<b>GOAL: Effectively incorporate diversity in the curriculum</b>				
<b>STRATEGY</b>	<b>ACTION NEEDED</b>	<b>ACTION TAKEN</b>	<b>RESPONSIBILITY (Person/committee/unit)</b>	<b>COMPLETION DATE</b>
	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	
<b>OUTCOME:</b>				
1. Prepare a report to Dr. Glen Jones, 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**

#### **Minority Retention Plan FY 2011 College of Agriculture and Technology**

##### **I. Recruitment**

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

We hosted the USDA-APHIS (Animal and Plant Health Inspection Service) Discovery Day, with 20 African American students from Pine Bluff attending the event, which included tours and presentations at the ASU Farm, the Ecotoxicology Research Facility, and ABL.

We have one college scholarship directed towards an underrepresented minority student recruitment and/or retention.

The College of Agriculture & Technology Ambassadors, students who promote the college and represent the college at recruiting events, include an African American student and an international student.

##### **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 2010 and re-enrolled in Spring 2011 (Kathryn Jones will provide).**

##### **Enrolled Students in the College of Agriculture and Technology**

TOTAL NUMBER OF AGRICULTURE STUDENTS 399  
NUMBER OF AFRICAN AMERICAN MALES 14  
NUMBER OF AFRICAN AMERICAN FEMALES 7  
NUMBER OF HISPANIC MALES 1  
NUMBER OF HISPANIC FEMALES 3  
NUMBER OF AMERICAN INDIAN MALES 0  
NUMBER OF AMERICAN INDIAN FEMALES 0

##### **C. Information regarding the number of position offers extended to minority candidates during the 2010-2011 academic year.**

##### **Staff Positions**

TOTAL NUMBER OF NEW HIRES 1

NUMBER OF MINORITIES IN THE INTERVIEW POOL (Total of 36 applicants)

AFRICAN AMERICAN 4  
HISPANIC 1  
ASIAN 2  
AMERICAN INDIAN 1

Faculty

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.

During 2010-11, one staff position was posted on the HR website, and ads were placed in the Jonesboro Sun. No faculty positions were advertised during the year. The one staff position was filled by a Caucasian female who transferred from another unit on campus.

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 2010-2011 academic year.

Minority students entering the college are placed into mixed cohorts in the college FYE courses. These cohorts provide a support network and study group structures to retain minority students.

The college's student Ambassadors include minority and international representation, which promotes both recruitment and retention of minority students.

The one minority staff position in the college this past year was mentored and encouraged to complete a bachelor's degree and to pursue a master's degree. Accommodations were made for this staff member to attend classes during work hours.

The minority faculty in the college are mentored by a senior faculty colleague(s), which provides a support network for them.

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

Title of the Activity/Program:

Purpose of the Activity/Program:

Financial Amounts Expended for Activity/Program:

Number of Minority Students, Faculty, or Staff Served:

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

- 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.

Traditionally 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 into the college. Agricultural Studies (5.1%) and Technology (28.2%) both reached historical highs this year for minority representation among its currently enrolled students. We will continue all of the development and retention activities mentioned above for the coming year, some of which were only recently introduced.



## Athletics

### 2010-2011 Department of Athletics Minority Retention Plan Report

#### I. Recruitment

- A. Discussion of the activities, programs and resources utilized to recruit minority staff and students:
1. 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, and/or 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.
  2. During the 2010-2011 academic year, minorities were encouraged to apply for all positions in the athletic department.
  3. 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:

	ALASKAN/ AMERICAN INDIAN	ASIAN/PACIFIC ISLANDER	AFRICAN- AMERICAN	HISPANIC	OTHER	TOTAL
	0	0	12	0	0	12
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	10	1	0	11
	0	0	2	0	0	2
	0	0	2	1	0	3
	0	0	11	0	0	11
	0	1	61	1	0	63
	0	0	0	0	0	0
	0	1	10	2	0	13
	0	2	108	5	0	115

						5
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There were 354 total student-athletes at ASU during the 2010-2011 academic year. The percentage of student-athletes represented by minorities is 32%.

- C. Positions offered to minority candidates:
  - a. Assistant Men's Basketball Coach – African American Male
  - b. Head Women's Golf Coach – Other Female
  - c. Assistant Men's Basketball Coach – African American Male
  - d. Assistant Football Coach – African American Male
- D. Positions filled with minority candidates:
  - a. Assistant Men's Basketball Coach – African American Male
  - b. Head Women's Golf Coach – Other Female
  - c. Assistant Men's Basketball Coach – African American Male
  - d. Assistant Football Coach – African American Male

## II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority staff or students during the 2010-2011 academic year:
  - 1. An African American Female Women's Basketball student-athlete represented ASU at the annual Sun Belt Conference SAAC Meeting in New Orleans in May 2010. The cost for her trip was \$2000.00
  - 2. An African American Male Men's Basketball student-athlete was nominated to represent ASU for the Sun Belt Conference Sporting Behavior Award for the 2010-2011 academic year.
  - 3. An African American Male Men's Basketball student-athlete received the Scott and Kay Dawson Ambassador Award during the Department of Athletics Senior Ring Ceremony on May 25, 2011. This award criterion includes but is not limited to excellence in service, attitude, integrity, loyalty, character and leadership. The total cost for the Senior Ring Ceremony was \$956.09.
  - 4. A Welcome Back Reception was held for all student-athletes, coaches, and staff at the beginning of the 2010-2011 academic year. This was a social activity held at the baseball stadium. Everyone involved mingled with one another, promoting 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. The cost for this activity was \$2,277.76

5. Each semester there is an AD Honor Roll celebration. This recognizes all student-athletes that achieved a 3.0 or higher GPA the previous semester. The goal of this program is to have all student-athletes publicly recognized and demonstrate that student-athletes from a variety of backgrounds achieve success in the classroom. A record setting group of student-athletes were recognized during the spring semester celebration with 186 student-athletes acknowledged as scholar student-athletes. Academic medals and certificates were given to each scholar student-athlete. The cost for this activity was \$595.92.
6. The academic coordinators meet with a group of their designated sport “at-risk” student-athletes on a weekly basis. They pay attention to time management skills, issues in the students’ life, and speak to the importance of class attendance whether in-season or out-of-season. Often, “at-risk” student-athletes are first generation and minority students. The expected outcome is greater success and retention of this population.
7. National Student-Athlete Day was held to celebrate the 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. The cost for this activity was \$504.02.

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

1. The Department of Athletics will continue to recruit and encourage any minority whether it is a student-athlete, staff member, or coach to become a part of Arkansas State University.
2. The diversity of the Student-Athlete Advisory Committee will be monitored by the sponsoring staff member to ensure all groups are well represented.
3. Positions of leadership, nominations for awards, and any other role that is offered to student-athletes will be approached from a diversity perspective to ensure that all groups are well represented.
4. Minorities will continue to be included in nominations for positions of leadership and awards.

## **Business**

### Minority Retention Report for units of the College of Business

#### **Accounting**

##### I. Recruitment

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

**Recruiting Faculty:** The department followed the University policies and procedures in our search for faculty members. We included a minority faculty member on the search committee. We worked with Human Resources to advertise in the best venues to reach minority candidates. We posted the tenure-track position announcement on the American Accounting Association Website and advertised in the Chronicle of Higher Education. Positions were listed on <http://jobs.astate.edu>.

**Recruiting Students:** Accounting department faculty members encourage minority students in the college core accounting classes to major in accounting. At Senior Preview Days, we always mention the AICPA Minority Scholarship and the NABA scholarships. We seek out qualified minority students and encourage them to apply for the scholarship.

- C. Information regarding the number of position offers extended to minority candidates during the 2010-11 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 2010-11 academic year.

**All Accounting faculty members 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.**

**We announced minority scholarship offered by AICPA and National Association of Black Accountants (NABA), and encouraged minority students to apply for the scholarships. We 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.**

**All students are encouraged to apply for privately funded scholarships. All students are encouraged to apply for the Arkansas Society of CPAs scholarships. This year, a Chinese student received a \$1,300 Arkansas Society of CPAs scholarship.**

**Department faculty members were informed of opportunity to participate in Strong-Turner Days.**

**The department chair, Dr. John Robertson, escorted a group of 4 African-American students and 1 European-American student to the Central Region NABA conference in October. An African-American student received a job offer as a result of contacts made through NABA. NABA chapter members won scholarships from the Central Region of NABA.**

**NABA held and sponsored several events that were open to the general university community this year. NABA co-sponsored the College of Business Professional Presence Conference with other groups on campus. NABA professional chapter members came from Northwest Arkansas to assist with the event. The professional members reviewed resumes and conducted mock interviews with students.**

**NABA members, along with members from the Accounting Club, attended the Institute of Management Accountants' student day in Memphis this April. The department provided financial support for this trip, and encouraged students to attend. Approximately half the students attending were NABA members.**

**All senior and graduate accounting students were invited to attend the NE Arkansas Chapter of the Arkansas Society of CPAs student day on campus in November. This event was free to the students.**

**The department again hosted the Meet the Firms event in September which was open to all students.**

**Dr. Robertson participated in leadership training hosted by Hispanic Community Services, Inc. He serves on the advisory board of this organization.**

**Dr. Robertson urged minority students to participate in the Inroads Minority Internship program, and began discussions to bring an Inroads representative to campus next year.**

**All students are encouraged to become involved in student organizations. An African-American Accounting student competed in the Phi Beta Lambda state wide competitions this spring, and (with her partner) received second prize in Desktop Publishing. She is eligible to representing the University and the State of Arkansas in the national competition this summer.**

## **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.**

- C. Information regarding the number of position offers extended to minority candidates during the 2010-11 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 2010-11 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. An Asian CIT student competed in the Phi Beta Lambda state wide competitions this spring, and won first place in Database Design and Applications. She will be representing the University and the State of Arkansas in the national competition this summer.**

**Henry Torres, adjunct instructor in CIT, mentors two young African American students. This is his second year with them. He spend time with them about every two weeks talking about life skills, career field, homework, family, relationships, volunteering and anything on their minds. In the fall, Mr. Torres and his mentees spent 6-8 weeks on Wednesday nights volunteering together at the Alan Park community center on Race Street. They visited with youngsters, praying and playing ball. Mr. Torres and his mentees are trying to be role models for young boys that might not ever think about going to college. The only resources used were their personal time.**

**Economics and Finance**

I. Recruitment

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

**Currently, the department is not recruiting faculty or staff. 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.**

**The department chair provided pro bono legal services to Alpha Phi Alpha, an African American fraternity in 2010. This gesture is an example of behavior designed to promote an open, inclusive department.**

- 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 2010 and re-enrolled in Spring 2011.

**Please see the data at <http://www2.astate.edu/a/irp/profiles/business.dot>.**

- C. Information regarding the number of position offers extended to minority candidates during the 2010-11 academic year.

**We did not have any open positions during the 2010-2011 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

- B. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2010-11 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. This summer, an Asian department faculty will be provided a \$10,000 stipend through the dean's office allowing the faculty member to engage in research. 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.**

**The Department of Economics and Finance also will provide approximately \$2,000 in funding to defray travel expenses for three African American female students and two international Asian male students as they compete at the national Phi Beta Lambda conference in Florida, June 2011. (Three white males will also attend.) The Dean's office will provide funding for faculty travel to this conference, to accompany the students.**

- 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. 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.**

## **Minority Report for Management and Marketing Academic Year 2010-11**

### **I. Recruitment**

- A. We had no open positions during this academic year. We began our year with two returning minority faculty and one new faculty member, Dr. Kanu Priya. All have been active in student activities. As a result of their activity, two minority students continue to hold officer positions in the Society for Human Resource Management organization (two different African American students were officers last year as well). Both the secretary/treasurer and the VP of Membership are African American students. We are attracting more minority students with an increase in application/acceptance/enrollment rates. Our retention has declined slightly as only 14/24 students reenrolled in the spring. Only 3 of the returning students left the College of Business. As a department we will review those who left the COB and the university to determine our role in that process.

#### **B. Academic Year (Total Minority-Freshman and Transfers)**

	Applied	Accepted	Enrolled	Reenrolled Spring
<b>2009-10</b>	50	37	18	17 (15 same)
<b>2010-11</b>	77	41	24	17 (14 same)

## II. Development and Retention

A. 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 is actively involved in on and off campus development. Dr. Faye Cocchiara 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. She has also personally made it a point to mentor many of our Asian students who are either in her class or have come by her office. She maintains a very open door policy to students. Dr. Faye Cocchiara has also been active with the National Association of Black Accountants (with Dr. John Robertson) in helping prepare the students with resumes and interviewing skills. Dr. Clint Relyea has also provided international experiences for both our African American students as well as several of our international students.

B. 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 within and outside of the College. These opportunities (SHRM-student and professional, Cardiology Associates Foundation-Education Committee, Entrepreneurship Week, Business Plan Competition 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.

## **Communications**

### **I. Recruitment**

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

**No other department had any faculty vacancies during 2010-2011 academic year.**

**The College continues to target historical black institutions for graduate recruiting, making assistantships and Hearst Fellowships available to candidates. Seven assistant positions were occupied by African-Americans in 2010-2011.**

**The College continues to use its Hearst Minority Fellowship endowment income to recruit and retain minority students at the graduate and undergraduate levels. \$11,000 in scholarships was funded in 2010-2011. 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 2010 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**

- 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 2010 and re-enrolled in Spring 2011

**The College doesn't have this information. We assumed it can be provided by Institutional Research. We do know that 103 of 393 (26%) of our majors are classified as minorities.**

- C. Information regarding the number of position offers extended to minority candidates during the 2010-2011 academic year.

**We did not have any open positions at the college in the year 2010-2011.**

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

**None. 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 2010-2011 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: Five faculty members. Number of Undergraduates and Graduates is not available.**

**Anticipated Outcomes (Short-term and Long-Term): Development of management 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.**

**Financial Amounts Expended for Activity/Program: NA**

**Number of Minority Students, Faculty, or Staff Served: One faculty member serves as adviser; student membership has not been finalized yet.**

**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.**

- 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 in 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 2010-2011, 13 of 26 were women and/or minority. A second goal is that the percentage of minorities be consistent with the percentage of minorities in the region. In 2010-2011, 7 of 26 (27%) faculty members were**

**minorities.**

**For students the target is for 20 percent of the majors to be minority. The percentage in fall 2010-2011 was 23% (95 of 393).**

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

## **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 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**

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 the 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 facility and staff members on ASU and other Arkansas campuses
- Newspapers ads placed in local and regional media
- Utilize AA and Diversity offices in identifying and qualified minorities

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

#### **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**

HPESS actively searches qualified minority faculty candidates in its applicant pools. These activities involve personally calling universities that graduate minority faculty candidates in the respective fields. Additionally, searches also employ national advertising mediums as well as job posting through the ASU Office of Human Resources.

HPESS strives to attract a diverse pool of qualified minority applicants through the following recommended techniques (Sotello & Turner, 2002). Personal outreach has been utilized to attract a diverse candidate pool. The following examples illustrate the department's strategies to increase faculty diversity:

- a) Make telephone calls.
- b) Send personalized letters to potential candidates.
- c) Write e-mails.
- d) Talk face-to-face with people who might nominate potential minority candidates.
- e) Approach potential applicants at professional meetings/conferences.
- f) Consult minority faculty members on campus about effective methods of outreach

### **Psychology & Counseling**

The Department of Psychology and Counseling actively participates in the recruitment of minority students and faculty members. We routinely attend events held for under-represented students on campus. We host a table at the Select-A-Major fair. Our graduate faculty enthusiastically travels to various schools in an effort to inform students about our graduate programs. We routinely publish all faculty positions in the *Chronicle of Higher Education* and *Blacks in Higher Education*.

### **Teacher Education**



The Minority Teacher Scholars Program (MTSP) provided forgivable loans to African-American, Asian American, Native American, and Hispanic students attending Arkansas higher education institutions with approved teacher education programs. These students could be awarded a maximum of \$5,000 for 2010/2011 academic year. Eligible Junior/Senior Minority Teacher Scholars at ASU consisted of four recipients. Unfortunately the MTSP has changed from loan forgiveness to loan repayment; so technically, the MTSP is no longer available. Those currently receiving these funds will stay in the program until completion. Email announcements, program updates, scholarship news, and career opportunities are sent to minority students.

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.

**B. Number of minority students enrolled in Fall 2010 and re-enrolled in Spring 2011:**

	# Retention Applied %	# Accepted	Enrolled Fall 2010	Re-enrolled Spring 2011
Education 84%	697	372	199	167

*(Numbers prepared by the Office of Institutional Research and Planning, April 2011)*

**C. Number of position offers extended to minority candidates:**

**Childhood Services**

ASU Childhood Services offered 1 full-time position to a Middle Eastern for the 2010-2011 fund year and it was accepted.

ASU Childhood Services offered 1 full-time position to a Native American for the 2010-2011 fund year and it was accepted.

ASU Childhood Services offered 1 part-time position to an Asian for the 2010-2011 fund year and it was accepted.

ASU Childhood Services ABC Monitoring offered 1 part-time position to an African American for the 2010-2011 fund year and it was accepted.

### **Psychology & Counseling**

In the Spring of 2010, the Department of Psychology and Counseling offered a position in School Counseling to a person of Korean descent.

### **Teacher Education**

Efforts were made in 2010-2011 to recruit minority faculty for the following positions:

Early Childhood Full-time temporary, ASU-Mountain Home; ECH Tenure-track faculty, ASU-Jonesboro. One Asian was hired to fill the Early Childhood faculty position.

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

### **Childhood Services**

One Administrative Specialist II position for ASU Childhood Services was filled with a Middle Eastern.

One Administrative Analyst position for ASU Childhood Services was filled with a Native American.

One part-time Administrative Specialist position for ASU Childhood Services was filled with an Asian.

One part-time consultant position for ASU Childhood Services ABC Monitoring was filled with an African American.

### **Educational Leadership, Curriculum & Special Education**

All faculty members have been retained during the 2010-2011 academic year.

### **Health, Physical Education & Sport Sciences**

One faculty position was filled with a Hispanic female.

HPESS Diversity Committee Chair (David LaVetter) also served as the Subgroup IB (Diversity) Chair for the University HLC Subcommittee. Also, committee member Valerie Hilson served as a member of the University Diversity Committee. These services provided valuable experiences to the committee by offering creativity and advancement of HPESS diversity efforts.

### **Psychology & Counseling**

One female of Korean descent joined the department in August 2010.

### **Teacher Education**

One female of Asian descent was hired to fill the Early Childhood position.

## **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**

Student

- Part-Time students mentored by director and senior staff members.

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 training and attending conferences.

### **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**

A cultural assessment as suggested by Sotello & Turner (2002) may help determine if our department welcomes minority groups. These audits can help identify specific problem areas on campus. No problematic areas in HPESS were identified by the Diversity Committee according to examples of audits found at [www.diversityweb.org](http://www.diversityweb.org).

### **Psychology & Counseling**

Minority students (graduate and undergraduate) within the Department of Psychology and Counseling receive individualized attention from their instructors and advisors. Students also benefit from having a chairperson who is from a designated minority group. Minority students often identify with the chairperson and seek her counsel regarding career and personal development. Minority faculty members are also mentored by the chairperson and other faculty members within the department.

### **Teacher Education**

**1. Title of the Activity/Program:** PLATO Praxis Prep Workshop

**Purpose of the Activity/Program:** With the assistance of the Coordinator of Field Experiences, two workshops are given at the beginning of the semester to explain the PLATO Simulated Pre-Professional Skills Test (PPST. This workshop registers students for the PLATO Simulated Test System, allowing them to become familiar with test content and identify strengths and weaknesses in hopes of increasing the pass rate on the Praxis I.

**Financial Amounts expended for the Activity/Program:** The Praxis workshops are a complimentary service to all of our Minority Teacher Education majors

**Number of Minority Students, Faculty, or Staff served:** 17 students attended

**Anticipated Outcomes:** The workshop helps students to better prepare for the Praxis I: Academic Skills Assessment (PPST), thus increasing the likelihood of admission to teacher education. Workshops were conducted by Dr. Audrey Bowser and Ms. Genée Gaines.

**2. Title of the Activity/Program:** Diversity Day Workshops for ASU-Mountain Home

**Purpose of the Activity/Program:** Increase awareness, knowledge, and applications of diversity issues and strategies for working in public schools.

**Financial Amounts expended for the Activity/Program:** 4 teacher education faculty presented workshops (paid \$250); money received from student course fees

**Number of Minority Students, Faculty, or Staff served:** 45 students attended

**Anticipated Outcomes:** 1) Preservice teachers gain awareness, experience, knowledge, and have opportunities to apply knowledge of diverse students

Workshop dates were: August 27 and October 22, 2010

**3. Title of the Activity/Program:** ASU Teacher Intern Seminar Sessions on Diversity –

August 20, 2010 and February 18, 2011

**Purpose of the Activity/Program:** Increase awareness, knowledge, and facilitate an intergroup dialogue about diversity issues and strategies for working in public schools.

**Financial Amounts expended for the Activity/Program:** These workshops are a complimentary service presented by members of the Teacher Education Diversity Committee.

**Number of Minority Students, Faculty, or Staff served:** ECH/MLED Teacher Interns for fall and spring semester

**Anticipated Outcomes:**) It challenges preservice teachers to rethink about their conceptualization of the different dimensions of "Multicultural Education" based on their perceptions of their own cultural dimensions. It also works to help educators better understand the necessity of appreciating and valuing cultural diversity in their future classrooms.

**4. Title of the Activity/Program:** ASU Career Institute: Outlining Your Destiny

February 17, 2011

**Purpose of the Activity/Program:** Highlights African American teacher educators as positive role models who have made contributions at ASU

**Financial Amounts expended for the Activity/Program:** Minority teacher education majors and faculty were invited to serve as panelists. These services were complimentary.

**Number of Minority Students, Faculty, or Staff served:** All minority education majors and/or prospective education majors

**Anticipated Outcomes:** This program allowed students of color to speak to persons in their chosen field of interest. In return, faculty of color had an opportunity to tell students about their success, both personally and professionally in the workplace. The anticipated aim was to provide our students with lessons on courage and diligence, particularly in their discipline.

**Service in support of diversity:**

A number of faculty have volunteered for Recruitment and Retention activities for ASU, such as Future Educators' Day with high school Future Teachers of America, Senior Diversity Day Fair, Junior Diversity Day Panel Discussion, Strong-Turner Alumni 3.0 Minority Scholars Program, Arkansas Black Student Association (ABSA) Annual Conference, Diversity Lecture Series and Multicultural Awareness Week.

Faculty also provide professional development on diversity for area school districts, Wynne School District, Marianna School District, and Nettleton School District

**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 Manager, Project Program Specialist, part-time Consultants and Childcare Technicians hired for the 2010/2011 fund year have been retained since hiring. The goal for ASU Childhood Services is to continue recruiting qualified minority candidates throughout the state that meet the 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

### **Health, Physical Education & Sport Sciences**

Hiring faculty is considered a long-term investment for the university. Supporting HPESS's new hires through an effective mentoring program greatly assist new faculty in professional growth. Where possible, senior minority faculty members on ASU's campus are consulted as possible mentors for the new minority faculty members.

### **Psychology & Counseling**

The primary goal for Department of Psychology and Counseling is to continue recruiting qualified minority faculty members who meet the qualifications for positions that become available in the department. Additionally, it is our goal to recruit, retain, and train highly qualified students into the fields of psychology and counseling in an attempt to provide appropriate psychological services for the general population.

## **Teacher Education**

All undergraduate and graduate students receive one-on-one, face-to-face advisement by ASU faculty a minimum of two times per year. The Admission to Teacher Education Screening process includes professional interviews with career and program counseling at the time of admission. This effort enables faculty to interact with students in an informal setting and to encourage their program/degree completion.

Diversity Seminars are held with the ASU Mountain Home students. These seminars are designed to assist preservice teachers in grasping multicultural concepts and to increase awareness of important issues such as: race, ethnicity, religion, gender, and other issues of diversity.

Preservice teachers are placed in three categories of diversity settings based upon school size, percentage of students on free lunch, and school minority populations. These field/internship placements promote student awareness of cultural, racial, and other diversity issues. This is an important aspect of our accreditation process and a cornerstone of our teacher education programs.

Faculty are provided opportunities to engage in professional development through travel monies. Several faculty have chosen conferences and to present papers on topics of diversity, social justice, special needs students, and other multicultural concepts.

One goal of the Department of Teacher Education is to continue to recruit qualified minority candidates throughout the state that meet the minimal qualifications for positions that become available in the department. A second goal of the Department of Teacher Education is to retain the department's qualified, pre-tenured minority faculty.



## Engineering

### I. Recruitment

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

*This year the College of Engineering has participated in more high school visits, which resulted in students and parents visiting the College. In addition, we participate in the McNair Scholars Program and also advertise faculty positions in international publications. As a result, we have attracted several non-white, non-male applicants.*

- 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.

Prepared by the Office of Institutional Research, Planning, & Assessment; March 2011

#### Minority Students - Applied, Admitted & Enrolled

Fall 2010							Returned Spring 2011		
College	Department	Degree	Program	Applied	Admitted	Enrolled	Same	Different	Total
Engineering	Engineering	BSCE	Civil Engineering	5	3	1	1	0	1
Engineering	Engineering	BSEE	Electrical Engineering	11	4	3	2	1	3
Engineering	Engineering	BSEN	Engineering	65	38	20	16	4	20
Engineering	Engineering	BSME	Mechanical Engineering	13	4	3	3	0	3
Engineering	Engineering	MEM	Engineering Management	2	2	2	2	0	2
Total College of Engineering New Minority Students				96	51	29	24	5	29

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

*Two offers were made during the 2010-2011 fiscal year to South Korean, male applicants.*

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

*Two Assistant Professor Positions were filled with South Korean, male applicants.*

## 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 2010-2011 academic year.  
*Electrical Engineering faculty, Shubha Kher, received her green card and permanent residency status this year.*  
*We have successfully applied for permanent residency status for Civil Engineering faculty member, Yeonsang Hwang and are currently in the process of applying for the same status for new CESUR faculty member, David Jeong. Upon completion of the two mentioned, we will begin the same application process for Josh Seok.*
- 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.*  
*The College recently paid for Temporary Instructor, Leah Walker's newly acquired PE License.*  
*All new faculty members have been actively involved in undergraduate teaching since their arrival and have all done an excellent job with the new challenge.*

## **Finance and Administration**

### **Vice Chancellor for Finance and Administration**

#### Recruitment

- No vacancies occurred during the fiscal year.

### **Associate Vice Chancellor for Administration**

#### Recruitment

- During 2010-11, positions were advertised in local newspapers and posted on the HR website.
- A Fiscal Support Supervisor within Human Resources position became vacant. A regional search produced an applicant pool of 12 candidates which included 1 black male and 11 white females. A white female was determined the most qualified.
- A white female was promoted to Director of Affirmative Action to fill a vacancy left by a retiring white female. A black female was promoted to fill the vacancy left by this promotion. A search was conducted to fill the vacancy left by the black female's promotion. This search produced an applicant pool of 68 applicants which included 3 black males, 9 white males, 12 black females, and 44 white females. A white female was selected.
- A black female moved out-of-state during this fiscal year leaving a vacant position. A white female was promoted. A search was conducted to fill the vacancy of the promoted female. This search produced 36 applicants including 2 black males, 2 white males, 3 black females, and 29 white females. A white female was hired.
- A new position was created in Human Resources during the year. After a conducted search, a total of 26 applications were received which included 1 black male, 4 white males, 2 black females, and 19 white females. A white female was chosen.
- 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**

#### Recruitment

- During 2010-11, open positions were advertised on the ASU website and in local newspapers.
- One non-classified position opening occurred during 2010-11. As a result of the recruitment process, no minority candidates were identified, and the search was suspended after not identifying a candidate.
- Six classified staff position openings occurred during 2010-11. As a result of the recruitment process, minority candidates were identified in each of the six searches. A total of 20 minority candidates were identified; six were interviewed, one was contacted and declined an interview, one was interviewed in a prior search (and selected), one did not show for interview, one withdrew their application, two could not be contacted, and eight did not meet minimum state qualifications for the position. Two of these positions were filled with a minority.
- One part-time position opening occurred during 2010-11. As a result of the recruitment process, no minority candidates were identified.

- 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 2010-11, open positions were advertised on the ASU website, in local newspapers, and through minority networking contacts in academic units.
- During this academic year, 5 positions became vacant. Among the candidates for these positions, 10 minorities were interviewed and 1 minority was 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 2010-11, open positions were advertised on the ASU website and in local newspapers.
- Facilities Management selected a total of 35 applicants for hire during this year. Position offers were extended to and accepted by 9 minority candidates during the year, including 6 black males, and 3 black females. Two minorities (black males) left the department during the year.

#### Development and Retention

- The Facilities Management QulP (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, CAPPA, 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 2010-11, only one opening occurred following the sudden death of a long-time employee. That position was advertised on the ASU website and in local newspapers.
- This one vacancy was not yet filled at the time of the filing of this report.

#### 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.
- A program is in place to develop and recruit minority vendors for use by departments.

## **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.

Dr. Ron Horton, Director of Jazz Studies, has been active in performing with the university jazz band and combo during Black History Month. Dr. Horton 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 2009-2010 Art had 21 Black or African American students, 2 American Indian or Alaskan Natives, 2 Hispanic/Latinos and 2 Asians. Thirty students did not provide race/ethnicity.

There were 14 minority students enrolled in music studies during the 2010-2011 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 was one position left unfilled in 2010-2011. This Art Education position received 17 applicants via the ASU jobsite.

This position was 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.

**Department of Music**

There were no vacant positions in the Department of Music during 2010-2011.

**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 2010-2011.

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 2010-2011 academic year and the action plans that will be utilized to achieve these goals.

**Department of Art**

The Art Department goals are 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 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. This year the Department of Music expanded its presence in a formal way into the Memphis City Schools and the West Tennessee School Band and Orchestra Association with an information booth at clinic rehearsals as well as our faculty providing professional development for both organizations.

Dr. Ron Horton, Director of Jazz Studies, has been active in performing with the university jazz band and combo during Black History Month. Dr. Horton 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, Conway, and Arkadelphia, Arkansas. Minority students were specifically recruited in each location in an effort to increase the number of minority students studying theatre at ASU.

A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2010-2011 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. The Department of Theatre search committee followed diversity search procedures in the search for an open position. One minority applicant was invited to campus for interview.

#### 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 Music continues to actively pursue minority students and candidates for faculty positions. The ultimate goal is to retain all qualified minority faculty, staff, and students. A mentoring program is already in place for faculty. Developing a similar program for minority students will be explored in 2011-2012.

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.

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:

SAEOPP McNair/SSS Scholars Research Conference, Atlanta, GA June 25-27, 2010

Oak Ridge National Laboratory: Graduate Fair at Undergraduate Summer Program Research Day, Aug. 11, 2010. 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. 13, 2010

Graduate Fair, Mississippi Valley State University (HBCU), Sept. 14, 2010

Graduate Fair, Alcorn State University (HBCU), Sept. 15, 2010

Graduate Fair, Jackson State University (HBCU), Sept. 16, 2010

Graduate Fair, Tougaloo College (HBCU), Jackson, MS, Sept. 17, 2010

Graduate Fair, Tennessee State University (HBCU), Sept. 21, 2010

Heartland McNair Scholars Research Conference, Kansas City, MO Sept. 24, 2010

Graduate Fair, Oakwood University (HBCU), Oct. 4, 2010

Graduate Fair, Stillman College (HBCU), Oct. 5, 2010

Graduate Fair, University of Arkansas at Pine Bluff (HBCU), Oct. 6, 2010

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

McKnight Fellows Conference, Tampa, FL, Oct. 22-24, 2010

SREB Doctoral Scholars Program Institute on Teaching and Mentoring, Tampa, FL, Oct. 28-31, 2010

Graduate Fair, Alcorn State University (HBCU), March 1, 2011

Graduate Fair, North Texas State University McNair Scholars Conference, Feb. 19, 2011

Graduate Fair, University of Arkansas at Pine Bluff, April 6, 2011

SAEOPP McNair/SSS Scholars Research Conference, Atlanta, GA June 24-26, 2011

Graduate School hosted visit of prospective students along with faculty advisor from Rust College, March 30, 2011

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 2010 and re-enrolled in Spring 2011.

This should be provided by Institutional Research.

- C. Information regarding the number of position offers extended to minority candidates during the 2010-2011 academic year.

No positions offered during 2010-2011 academic year.

- 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 2010-2011 academic year.

Workshop, Faculty Quality Teaching and Learning Circle, March 10, 2011

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

Title of the Activity/Program:

Purpose of the Activity/Program:

Financial Amounts Expended for Activity/Program:

Number of Minority Students, Faculty, or Staff Served:

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

- 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 for.

## **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 among 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 began 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. Programming for the community contained 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 2010-2011 academic year.

This year, the College of Sciences and Mathematics held position searches in Biology (faculty member, chair), Mathematics (Instructor), and Physics (faculty member). 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 wildlife biologist included two Caucasian males and a French female. The position has not been offered yet.
- b. The final candidate pool in the internal search for the position of Chair of the Biology department resulted in one candidate, a Caucasian male, who was selected for the position.
- c. The final candidate pool for the mathematics instructor position includes three Caucasian females and one Caucasian male. A decision has not been made at this time.
- d. The final candidate pool for the two open positions in Physics included 3 Caucasian males and one Caucasian female. The Caucasian female was offered one of the positions and declined. One of the Caucasian males



accepted the first position and the second position has not been filled at this time.

- 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 continues to provide development opportunities for all faculty, with emphasis on mentoring given to members of the faculty who were within 5 years of obtaining their PhDs. Follow up discussions on topics related to student affairs, effective recruiting, the importance of advising, and attention to issues faced by students from diverse (economic, gender, race) backgrounds were held. The ongoing discussions continue to support the underlying goal of embedding consideration of diversity issues within the fabric of faculty life.

- 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 continue to develop 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.

## **Humanities and Social Sciences**

### **I. Recruitment**

#### **A. Faculty**

The College of Humanities and Social Sciences completed **one** full-scale faculty search this year. A Caucasian female was hired for the political theory position in Political Science.

A second position in the same department changed hands. A gentleman who had started a late career as an assistant professor in public administration and black politics resigned. The department hired a newly-minted MPA as a visiting instructor for next year. This individual is also African American. If all goes well, ASU will help to support this young man pursue his Ph.D. and he will eventually join our faculty as a tenure-track assistant professor.

Meanwhile, an instructor of English, also African American, who has been working on her doctoral degree at Indiana University is slated to complete her comprehensive exams this month. She will return to teaching here in the fall, but will have a reduced teaching load in the fall while launching the writing of her dissertation. We look forward to her serving as a full-time tenure track faculty member in the near future.

Two searches are currently in process: one for an instructor in Spanish and one for a Visiting Assistant Professor, also in Spanish. I am disappointed to relate that a young African American woman who served as a Spanish instructor last year while completing her doctoral degree at the University of Miami decided to take an assistant professor position at her alma mater in Indianapolis instead of accepting our offer of a tenure-track job here.

To summarize, thus far the College has extended three job offers – two of them to African Americans; one African American accepted our offer, one took another job, and the third job was offered to and accepted by a Caucasian female.

Currently the College includes nine full-time minority faculty members (seven African-Americans, one Hispanic-American, and one Filipino-American) out of a total of seventy-seven full-time faculty members. The number is up one from last year. In other words, 11.7% percent of the full-time faculty members in the college are either African-American, Hispanic-American, or Asian-American. Unfortunately this number is likely to drop with the loss of the African American woman who teaches Spanish. (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 **two** African Americans teaching as temporary full-time instructors this 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. Last fall the College also hosted a visiting scholar from China.

## **B. Staff**

The College includes a total of **eight** classified staff members. **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**

Information to be provided by Kathryn Jones's office.

# **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 2010-2011 there were 6 members of minority groups in tenure-track faculty lines (4 African-American, 1 Hispanic-American, 1 Filipino-American), 3 minorities in permanent full-time instructor lines (both African-American), and 2 African Americans in temporary full-time lines. That brings to **11** the number of minority group members who taught in the College in 2010-11.

Regarding the full-time instructor lines mentioned above, a caveat is necessary. One of these individuals has completed the course work for her Ph. D. She began work on her dissertation some time ago. Although the plan was that she would move into a tenure-track position in geography as soon as she received her Ph. D., it seems that she is no longer making progress on her dissertation. That might be just as well since the geography program is having problems meeting the viability standards, and whoever continues teaching in the program will be providing a limited number of classes needed for teacher certification and other programs. Another full-time instructor was actually on leave from this institution this past year. With the support of the Office of Diversity Initiatives, she is received a half salary while she pursued her doctorate at Indiana

University. We expect her to be back in Jonesboro doing some limited teaching next year. The third full-time instructor just complete her Ph.D. and turned down the tenure-track job we offered her to take one in Indianapolis.

The College is cognizant of the extra work expected of minority group members. They serve on more than their fair share of 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. 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 four 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 M.A. in Criminal Justice 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. 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. The seventeenth annual Delta Symposium featured a number of African Americans: the filmmaker Kevin Willmott, National Parks employee and writer Spirit Trickey, gallery owner Garbo Hearne, and musicians Terry "Harmonica" Bean, along with members of the Jess Hoggard band. 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, 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**  
**2010/2011 Minority Retention Plan Report**  
**Dean B. Ellis Library**  
April 22, 2011

**I. Recruitment**

In Fiscal Year 2011 the Dean B. Ellis Library has experienced only one vacancy among its permanent non-administrative personnel. That position was a Library Technician position, which was reclassified to a Librarian, with the specialized responsibilities of a processing archivist who has experience with digital archives.

The Librarian position was posted in PeopleAdmin for seventy-five days, and paid advertising was utilized for this position. There were no minority applicants who met the basic criteria for the position, and as a result, no minorities were among those interviewed for the position. The position was filled by a non-minority.

Throughout the Dean B. Ellis Library, specific emphasis is also 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 22, 2011, there are thirty-three part-time student employees in the Library. Of those thirty-three, there are twelve African Americans, one Hispanic American, and an additional seven 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**

Two minority classified staff members are currently pursuing completion of a bachelor's degree and are receiving the staff development privilege of enrolling in one course per semester during the regular workday schedule. One of these individuals has expressed an interest in and is 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 FY2011 will be approximately \$615. Additionally, each Library faculty member has access to up to \$1,000 in professional travel funds in FY2011. 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 \$1,615. The Library faculty member and two of the four minority classified staff have been served by these expenditures. The other two minority classified staff did not utilize available financial support for professional development in FY2011, although they have participated in various opportunities that have been available at no cost to ASU employees.

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

**A proposal was submitted and funded by Robert Wood Johnson Foundation for New Careers in Nursing for the 2010-2011 academic year. This provided monies for five (5) \$10,000 scholarships for students from groups underserved in Nursing. The groups included ethnic minorities and males admitted to second degree accelerated entry level BSN or MSN programs. Although announcements were made about the funding, it was late for active recruiting. Five males received the scholarships and one of the males is an ethnic minority student. A proposal was submitted for the 2011-2012 academic year but was not funded.**

- 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 2010 and re-enrolled in Spring 2011 (Kathryn Jones will provide).

**The number of pre-nursing minority students admitted to ASU is not kept by the School of Nursing. We do keep data on the number of minority students accepted to the School of Nursing. Our School of Nursing applications do not include racial or ethnic demographic data but the information is collected for accepted students.**

- C. Information regarding the number of position offers extended to minority candidates during the  
2010-2011 academic year.

**None, one minority applicant applied for an Administrative Specialist II position at Beebe. The applicant was not qualified for the position.  
No minority faculty applicants for the two positions open for the 2010-2011 academic year.**

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

**No ethnic minority candidates filled positions in the School of Nursing. Males are minorities in Nursing and one male filled a faculty position for the Nurse Anesthesia program in 2010-2011. A male Graduate Assistant was hired for the Nursing graduate 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 2010-2011 academic year.



**The New Careers in Nursing Scholarship program includes a requirement for Preadmission Immersion Program for orientation and Leadership Development for retention of minority students. A grant of \$5000 was included to fund the activities. The orientation program included a test of study skills and test taking skills to identify areas needed support for retention of students. The Leadership Development activities have been year-long and included participation in the Arkansas Nurses Association annual conference.**

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 goal is to retain all minority students who are accepted to the School of Nursing. Structured Learning Assistance was required of all students until the first exam during 2010-2011. SLA helps all students including minority students with learning the difficulty concepts and critical thinking required in nursing.**

**The goal is retain all minority faculty and staff hired by the School of Nursing. Each staff and faculty is assigned a mentor. The purpose of this relationship is to guide the person through the specific requirements of the School of Nursing and provide a readily available resource person. No new faculty or staff were hired.**

### **Department of Clinical Lab Sciences**

- I. Recruitment:
  - A. Recruitment of full-time faculty:
    - a. Advertised in national journal
    - b. Personal contact of potential candidates
    - c. Of the 3 candidates who applied for the 1 full-time faculty position available, none were minority.
  - B. Recruitment of staff: no activity required
  - C. Recruitment of students:
    - a. Participate in the College of Nursing and Health Professions (CNHP) spring and/or summer health camps, which have a minority emphasis.
    - b. The Departments participate in Select a Major fair and offers career to all students.
  - D. Minority students who applied for admission to CLS Programs in 2011:
    - a. Of the 26 students who applied, 5 were minority and all 5 were accepted into the CLS Programs
- II. Development and Retention.
  - A. The CLS Program did not develop any specific recruiting strategy for minority students beyond what was employed by the CNHP. The Program

- is “color blind” in our recruiting efforts.
- B. Retention concepts follow that outlined in the Undergraduate Bulletin. The CLS Program provides remediation for ALL students who are having difficulty with the curriculum.
- III. Graduates
- A. Of the 16 students graduating in the 2010-2011 academic year, 2 were minority students (12% of the graduating class).

## **Department of Social Work**

### **II. Recruitment**

- A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.
- The Department of Social Work has successfully recruited minority faculty members in the past and anticipates using similar strategies for recruiting future faculty members. These strategies include posting open positions on the website of our accrediting institution, the Council on Social Work Education, and recruiting potential faculty members at professional conferences. In addition, personal networking is utilized to enhance these recruitment strategies.
  - The Department of Social Work does not have programs specifically designed to recruit minority staff. However, we have worked successfully with minority graduate assistants and we expect that this will continue in the future.
  - Although the Department of Social Work does not have programs specifically designed to recruit minority students, 30% of our undergraduate student body meets minority criteria. Approximately 25% of our graduate student body is African American and we have one graduate Hispanic student.
- 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 2010 and re-enrolled in Spring 2011 (Kathryn Jones will provide).

<b>Program</b>	<b>Applied for Admission</b>	<b>Accepted</b>	<b>Enrolled Fall 2010</b>	<b>Re-enrolled Spring 2011</b>
BSW	40	21	15	12
MSW	18	10	10	10

- C. Information regarding the number of position offers extended to minority

candidates during the

- The Department of Social Work did not extended offers to faculty members in 2010-2011 academic year because we did not have any open positions.
- Offers for two Graduate Assistant positions were extended to minority candidates.

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

- Two graduate assistant positions were filled with minority candidates.

## 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 2010-2011 academic year.

- Two minority faculty members participated in training offered by the Interactive Teaching and Technology Center to enhance on-line teaching skills.
- Minority faculty members also participated in peer evaluation of traditional classroom instruction.
- Activities related minority student retention include the reduction of advising loads within the department, which provides time for more individualized attention to minority and other students. Faculty are also encouraged to utilize the Early Alert system to connect students with additional support service when attendance or other issues jeopardize their academic status. In addition, the department sponsors a chapter of the National Association of Black Social Workers, which offers peer support for minority students as well as opportunities to participate in service-oriented activities.

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.

Goals for 2012 include:

- Recruiting minority applicants for open faculty positions within the department
  - Search committee will include strategies for recruiting minority applicants in their plan.
- Supporting pre-tenure minority faculty as they pursue excellence in the areas of teaching, scholarship, and/or service
  - Department Chair will work with Chair of the Department PRT Committee to ensure appropriate instruction and support for all pre-tenure faculty
- Offering graduate assistantships to minority applicants when appropriate
- Providing culturally competent advising for all students, including referrals to Early Alert and other campus-based support services, as needed

- Department Chair will work with advisors and faculty to ensure they are aware of Early Alert referral process and other support services.

## **Department of Communication Disorders**

### **I. Recruitment**

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

The Department employed a full complement of faculty and staff, and therefore, no active searches were initiated.

The Department routinely participates in a variety of Graduate Recruitment Fairs in the region. If faculty members cannot personally attend such fairs located at HBCU's, we send brochures and contact information with Dean Sustich, who recruits on our behalf. Dean Sustich then provides us with contact information of students who have expressed interest in our degree programs. We then contact each interested student via e-mail, telephone, and/or the postal service to discuss admission deadlines, program requirements, and the potential for graduate assistant positions. Additionally, the CD Graduate Program has posted our graduate admissions criteria and deadlines on a national website hosted by the American Speech-Language-Hearing Association. This website serves as a national and international "clearinghouse" of admissions information for accredited CD graduate programs and is viewable to interested students of all ethnicities from around the globe. As a result of this "visibility" the MCD Program at ASU has a student recruitment strategy that has the potential to reach interested students around the world. In the most recent graduate admission period ending February 15, 2011, we received 76 applications seeking admission to our graduate program in Communication Disorders. Of those 76 applicants, 56 were eligible for admission based on GRE scores, GPA, and other criteria. The following list provides information regarding the applicants' home states and ethnicity if they reported ethnicity on the graduate application forms:

#### **Applicants:**

- 45 applicants - Arkansas (41 Caucasians; 3 African-American; 1 other)
- 1 applicant from Mississippi (1 – no report)
- 6 applicants from Missouri (6 – no report)
- 2 applicant from Illinois (2 - no report)
- 2 international applicants (1 from China; 1 from India)

#### **Applicants Not Eligible for admission:**

- 20 ineligible applicants (15 Caucasians; 1 African-American; 4 no reports)

At the undergraduate level, the Department is very active in local preview days,

NSO's, Girls of Promise, AHEC health career days, and ASU open house activities.

### **B. Number of minority students**

At the graduate level, two female students (1 African-American and 1 of Asian descent) were admitted to the CD Graduate Program in the summer of 2010 and have maintained active enrollment and progress toward the degree since that time.

At the undergraduate level, 20 minority students have declared CD as a major and are taking courses that should lead to a degree. Eighteen (18) of these were African – American students with fifteen being female and three being male. The remaining two students are of middle-eastern descent.

### **C. Position offers to minority candidates**

None has been offered as of this date since we have not faculty or staff position vacancies at the moment.

### **D. Positions filled with minority candidates**

None

## **II. Development and Retention**

### **A. Activities and/or resources used to develop minority faculty, staff, and students.**

**Title of the Activity:** National Black Association for Speech, Language, and Hearing  
**Purpose of the Activity:** January 13 – 16, 2011, Dr. Sherri Lovelace attended the Board of Directors meeting for the National Black Association for Speech, Language and Hearing convention in Indianapolis. Dr. Lovelace is a recent appointment to the Board and this meeting served as an orientation to the duties and responsibilities of Board service.

**Anticipated Short-term and Long-term Outcomes:** This activity will allow Dr. Lovelace to develop the leadership and advocacy skills needed to expand the national recruitment efforts directed specifically and talented African – American students into the professions of speech language pathology and audiology. Her service to the Board may have more potential to entice talented students to enter the profession than all the recruitment efforts of individual programs combined. It is also hoped that these students can be encouraged to enter the discipline with careers in higher education as a primary goal. The profession needs more faculty members and administrators to perpetuate the growth of enrollments across all ethnicities.

### **B. Goals for faculty, staff, or students**

CD faculty development and retention plans will continue to focus on assisting faculty in meeting the criteria for promotion and tenure at ASU. The action plan includes

the following:

1. Annual assessment of faculty performance will serve as “benchmarks” for determining the faculty member’s progress toward promotion and tenure with regard to teaching, research, and service.
2. Feedback regarding teaching (both clinical and didactic) performance is provided each semester.
3. Departmental travel funds are available annually to all faculty members to be used for professional development. If faculty members have specific development needs that exceed the Department’s financial capability, they are encouraged to seek financial assistance from other units on campus.

CD student development and retention plans continue to focus of summative and formative assessments of student performance in both academic courses and practicum courses that should lead to undergraduate and graduate program admission, graduate program completion, and success with the national licensure exam. The action plan for student development and retention will include the following:

1. Periodic formative and summative assessment of undergraduate majors necessary for admission to the CD Program.
2. Ongoing assessment of knowledge and skills acquisition in major courses and clinical experiences with prescribed remediation plans for individual students who do not perform at expected levels.
3. Monitoring graduate student performance in the knowledge and skills sets needed for success on the national licensure exam.

**Department of Medical Imaging & Radiation Sciences  
&  
Department of Clinical Lab Sciences**

**I. Recruitment:**

- A. Recruitment of full-time faculty: Advertised in national journal  
Personal contact of Minority Faculty
  - a. Recruitment of staff: No activity required.
  - b. Recruitment of students:
    - i. Both Departments participate with the College of Nursing and Health Professions (CNHP) when spring and/or summer health camps are conducted which have a minority emphasis.
    - ii. The Departments participate in Select a Major fair and offers career to all students.
- B. Minority students who applied for admission to MIRS Programs in 2010:
  - a. Of the 138 students who applied, 8 were minority and 5 were

- accepted into the MIRS Programs.
  - b. Of the 47 students who applied, 5 were minority and 4 were accepted into the CLS Programs
- C. Not applicable.
- D. Not applicable.

II. Development and Retention.

- A. See 1.A
- B. The RS Programs did not develop any specific recruiting strategy for minority students beyond what was employed by the CNHP. The Programs are color blind in their recruiting efforts. Retention concepts follow that outlined in the Undergraduate Bulletin. The MIRS & CLS Programs do provide remediation for ALL students who are having difficulty with the curriculum.

## **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:** 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:** 1,502  
applications received for fall 2010 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:** 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:** One

**Anticipated Outcomes (Short-term and Long-term):** 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:** 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):** Provide 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.

**Title of the Activity/Program:** Leadership Enhancement and Career Exploration Program

**Purpose of the Activity/Program:** Increase the leadership skills of high school students while at the same time improving their reading, math, and social skills thru programming and instruction.

**Financial Amounts Expended for Activity/Program:** \$105,000 (grant funded)

**Number of Minority Faculty, Staff, or Students Served:** 25 high school students

**Anticipated Outcomes (Short-term and Long-term):** Prepare participants for unsubsidized employment opportunities thru the daily work experience and classroom instruction. Resume building, search engines for locating jobs, and good work practices (punctuality, responsibility, appearance, attitude,

safety, reliability, initiative, trustworthiness) are also addressed with students.

**Title of the Activity/Program:** Employment opportunities

**Purpose of the Activity/Program:** Provide funds for students to work who may have qualified for work study but did not receive it.

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

**Number of Minority Faculty, Staff, or Students Served:** Four students

**Anticipated Outcomes (Short-term and Long-term):** Assist students in their endeavor to remain at ASU. The funds are carryover funds from previous closed out grants that provided work opportunities for select students in need but unable to find employment on campus.

### **Disability Services**

**Title of the Activity/Program:** Multicultural Displays

**Purpose of the Activity/Program:** Displays spotlight people from various minority groups that have made significant contributions in society. A theme is chosen for each display which includes “famous firsts” and people in the news and their accomplishments. Information on a specific disability and minorities with the disability is also provided. Displays are typically changed every three months. Displays are located in the reception area of Disability Services.

**Financial Amounts Expended for Activity/Program:** \$50

**Number of Minority Faculty, Staff, or Students Served:** Unknown

**Anticipated Outcomes (Short-term and Long-term):** Increase awareness of historical accomplishments, achievements and contributions of minorities, as well as, develop high regard and appreciation of other cultures. This is also encouraging to students who realize that others, like themselves, can and do make significant achievements regardless of barriers.

**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:** 17

**Anticipated Outcomes (Short-term and Long-term):** Provide physical access for students with disabilities at ASU. Drivers also have the opportunity to work with diverse populations.

**Title of the Activity/Program:** Assistive Technology

**Purpose of the Activity/Program:** Provide technology training, services and alternative textbook formats for students with disabilities.

**Financial Amounts Expended for Activity/Program:** \$500

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

**Anticipated Outcomes (Short-term and Long-term):** Increase the opportunity for academic success.

**Title of the Activity/Program:** Equipment Loan  
**Purpose of the Activity/Program:** Provide equipment for loan to students with disabilities.  
**Financial Amounts Expended for Activity/Program:** Approximately \$2,400  
**Number of Minority Faculty, Staff, or Students Served:** 12 minority students  
**Anticipated Outcomes (Short-term and Long-term):** Increase the opportunity for academic success.

**Title of the Activity/Program:** Disability Services Staff Training Program  
**Purpose of the Activity/Program:** Training provided to work study students and part-time employees. Topics covered include: etiquette, tips on how to handle difficult people, responsibility as an employee including punctuality, attitude, etc, and a brief overview of Disability Services.  
**Financial Amounts Expended for Activity/Program:** N/A  
**Number of Minority Faculty, Staff, or Students Served:** Nine  
**Anticipated Outcomes (Short-term and Long-term):** Student employees learn Disability Services' purpose and mission in order to serve all students more efficiently.

**Title of the Activity/Program:** Best Practices Webinar  
**Purpose of the Activity/Program:** Develop and maintain compliant ADA/Section 504 programs and services. This was a "Best Practices" webinar for faculty and staff conducted by Salome Heyward and Associates.  
**Financial Amounts Expended for Activity/Program:** \$315  
**Number of Minority Faculty, Staff, or Students Served:** Three staff  
**Anticipated Outcomes (Short-term and Long-term):** Assist staff to be better trained for ADA/Section 504 compliance.

**Title of the Activity/Program:** Internship Program  
**Purpose of the Activity/Program:** Provide supervision to Master's of Rehabilitation interns. Interns are monitored and assisted in gaining academic, work and service experience.  
**Financial Amounts Expended for Activity Program:** \$2,500  
**Number of Minority Faculty, Staff, or Students Served:** Two students  
**Anticipated Outcomes (Short-term and Long-term):** Prepare interns as they transition from college to the professional workforce. Interns experience working with a diverse client population.

**Title of the Activity/Program:** Note Taking Program  
**Purpose of the Activity/Program:** Provide students with disabilities notes from their classes and provides volunteer opportunities for ASU student.  
**Financial Amounts Expended for Activity/Program:** \$0  
**Number of Minority Faculty, Staff, or Students Served:** 60 minority

students serve as volunteer note takers and 26 minority students with disabilities take advantage of the program.

**Anticipated Outcomes (Short-term and Long-term):** Increase the opportunity for academic success.

**Title of the Activity/Program:** Alternative Testing Program

**Purpose of the Activity/Program:** Provide eligible students with disabilities reasonable and appropriate testing accommodations.

**Financial Amounts Expended for Activity Program:** \$300

**Number of Minority Faculty, Staff, or Students Served:** 56 minority students

**Anticipated Outcomes (Short-term and Long-term):** Increase the opportunity for academic success.

**Title of the Activity/Program:** Academic Success and Access Program (ASAP)

**Purpose of the Activity/Program:** Peer mentoring program with provides students with disabilities peer assistance and mentorship during transitional stages of their academic career.

**Financial Amounts Expended for Activity Program:** NA

**Number of Minority Faculty, Staff, or Students Served:** 26 students

**Anticipated Outcomes (Short-term and Long-term):** Provide students with disabilities support services including peer mentoring, tutoring, and study skills enhancement while transitioning them into campus-wide support service programs.

**Title of the Activity/Program:** “The Miracles” in concert with the ASU Choir

**Purpose of the Activity/Program:** Concert to promote disability awareness on the ASU campus and northeast Arkansas.

**Financial Amounts Expended for Activity Program:** \$50

**Number of Minority Faculty, Staff, or Students Served:** 14 minorities are members of the ASU choir and approximately a third of the audience were minorities.

**Anticipated Outcomes (Short-term and Long-term):** Provide enhanced awareness of Disability Services and entertainment.

### **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):** 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:** Camp College

**Purpose of the Activity/Program:** Provide sophomore high school 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:** 35

**Anticipated Outcomes (Short-term and Long-term):** Provide information about financial aid processes scholarships available at ASU.

**Title of the Activity/Program:** High School Financial Aid Night (Jonesboro, Wynne, Paragould)

**Purpose of the Activity/Program:** Provide high school seniors and parents 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:** 63

**Anticipated Outcomes (Short-term and Long-term):** Provide information about financial aid processes scholarships available at ASU.

**Title of Activity/Program:** Financial Aid Day at ASU-Paragould Campus

**Purpose of 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:** 10

**Anticipated Outcomes (Short-term and Long-term):** Provide information about financial aid processes at ASU. Provide students with financial aid and FAFSA help.

**Title of the Activity/Program:** First Year Experience Support

**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:** NA

**Anticipated Outcomes (Short-term and Long-term):** Provide information about financial aid processes and requirements at ASU.

**Title of the Activity/Program:** Brother to Brother Support

**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:** 20

**Anticipated Outcomes (Short-term and Long-term):** 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 60 percent of students awarded were minority single parents.  
**Financial Amounts Expended for the Activity/Program:** \$0  
**Number of Minority Faculty, Staff, or Students Served:** 28  
**Anticipated Outcomes (Short-term and Long-term):** Award scholarships to single parent students.

**Title of the Activity/Program:** Circle of Trust Support  
**Purpose of the Activity/Program:** Provide currently enrolled students with information about 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:** 23  
**Anticipated Outcomes (Short-term and Long-term):** Provide information about financial aid processes at ASU 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 2011-12 school year.  
**Financial Amounts Expended for the Activity/Program:** \$0  
**Number of Minority Faculty, Staff, or Students Served:** 50  
**Anticipated Outcomes (Short-term and Long-term):** 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 2011-12 school year.  
**Financial Amounts Expended for the Activity/Program:** \$100  
**Number of Minority Faculty, Staff, or Students Served:** 10  
**Anticipated Outcomes (Short-term and Long-term):** Provide information about financial aid processes at ASU 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:** "If You Really Knew Me" Speaker Series  
**Purpose of the Activity/Program:** Diversity awareness program featuring

various multicultural groups.

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

**Number of Minority Faculty, Staff, or Students Served:** Approximately 250

**Anticipated Outcomes (Short-term and Long-term):** Enhance awareness of various issues relating to minority students.

**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):** 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 events, If You Really Knew Me speaker series, Martin Luther King, Jr. Remembrance Week, Women's Awareness and Multicultural Week.

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

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

**Anticipated Outcomes (Short-term and Long-term):** 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):** 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 200

**Anticipated Outcomes (Short-term and Long term):** 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:** \$0

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

**Anticipated Outcomes (Short-term and Long-term):** 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 financial resources to continue their educational endeavors.
- Aid in retaining African American students.
- Recognize and honor the achievement of African American students.

**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:** Seven of the 12 office spaces were assigned to minority student organizations.



**Anticipated Outcomes (Short-term and Long-term):** 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 \$16,000

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

**Anticipated Outcomes (Short-term and Long-term):** 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:** New Student Orientation Information Session

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

**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:** Community Fair

**Purpose of the Activity/Program:** Provide information about the Student

Health Center

**Financial Amounts Expended for the Activity/Program:** Approximately \$650

**Number of Minority Faculty, Staff, or Students Served:** Approximately 50% of booth visitors were minorities

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

- Increase awareness of Student Health Center services on campus.
- Decrease sick days and missed classes.

**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 Heart Month

**Purpose of the Activity/Program:** Promote heart disease awareness

**Financial Amounts Expended for the Activity/Program:** Approximately \$1,400

**Number of Minority Faculty, Staff, or Students Served:** Approximately 50%

**Anticipated Outcomes (Short-term and Long-term):** Promote awareness of heart disease and preventative measures.

**Title of the Activity/Program:** National Breast Cancer Month

**Purpose of the Activity/Program:** Promote knowledge and awareness of breast cancer.

**Financial Amounts Expended for the Activity/Program:** Approximately \$1,400

**Number of Minority Faculty, Staff, or Students Served:** Approximately 50 students

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

- Increase knowledge of breast cancer and self-breast exams.
- Offer better understanding of early detection of breast cancer.

**Title of the Activity/Program:** Upward Bound Physical Assessments

**Purpose of the Activity/Program:** Free physical exams to students enrolled in the Upward Bound program.

**Financial Amounts Expended for the Activity/Program:** NA

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

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

- Students given health clearance or referral to outside resources.
- Offer better understanding of present health status.

### **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:** The cost of tests are covered by the ESL program (mandatory testing) or by the individual student (optional testing).

**Number of Minority Faculty, Staff, or Students Served:** Approximately 175 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**

The Division of Student Affairs employed 161 minority student workers during 2010-2011. A breakdown of the number of students employed in each department follows:

Admissions	4	
Associate Vice Chancellor	4	
Career Planning Center		7
Counseling Center	1	

Disability Services	9	
Financial Aid and Scholarships		5
Red WOLF Center	8	
Intramurals	27	
Leadership Center	4	
Parking Services	5	
Residence Life		76
Student Health Center	1	
Student Union	5	
University Police Department	4	
Vice Chancellor's Office		1
<b>Total</b>	<b>161</b>	

C. Information regarding the number of position offers extended to minority candidates during the 2010-2011 academic year.

Admissions	4	
Career Services		1
Financial Aid	2	
Red WOLF Center	1	
Residence Life		1
Student Union	3	
University Police Department	1	

D. Information regarding the positions within Student Affairs that were filled with minority candidates.

Admissions	Admissions Analyst II
Admissions	Admissions Counselor (2)
Admissions	Admissions Recruiter
Career Services	Counselor
Financial Aid	Financial Aid Analyst
Financial Aid	Administrative Specialist I
Red Wolf Center	Athletic Facilities Supervisor
Residence Life	Administrative Specialist I
Student Union	Institutional Services Assistant (3)
University Police Department	Public Safety Dispatcher

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 2010-11 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 268 outreach activities/programs were made to classes and student groups/constituents during the 2010-11 academic year.

**Financial Amounts Expended for the Activity/Program:** Approximately \$6,500

**Number of Minority Faculty, Staff, or Students Served:** 13,067 total faculty, staff, and student participants with 37 percent (4,834) African American, 1.8 percent (235) Hispanic/Latino Americans, 2.1 percent (274) Asian American and 1.5 percent (196) International students.

**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	350	21.6%
Asian/Pacific Islander	34	2.1%
Caucasian	999	61.6%
Hispanic	20	1.2%
Multi-racial	24	1.48%
Native American	14	0.86%
International Students	115	7.1%
Not Reported	45	2.77%

Minority students served as percent of total served: 28.6 percent

**Anticipated Outcomes (Short-term and Long-term):** N/A

### **Career Management Center**

**Title of the Activity/Program:** Women in Leadership Summit 2011 – co-sponsored by Office of Diversity and Delta Epsilon Iota

**Purpose of the Activity/Program:** Provide awareness of valued components of good leadership including confidence, dynamics, roles, self branding, image, credibility, communication, mentoring and networking.

**Financial Amount Expended for Activity/Program:** \$2,500

**Number of Minority Faculty, Staff, or Students Served:** 30 students, 2 presenters

**Anticipated Outcomes (Short-term and Long-term):** Develop a network of women leaders on campus and interact with women leaders in the workforce.

**Title of the Activity/Program:** International Student Work Options in the United States

**Purpose of the Activity/Program:** Provide awareness of work options

available to international students. Inform international students how to present visa issues in an interview setting, offer visa options, and explain when to seek legal assistance.

**Financial Amount Expended for Activity/Program:** \$400

**Number of Minority Faculty, Staff, or Students Served:** 70 students, 2 faculty

**Anticipated Outcomes (Short-term and Long-term):** Provide awareness of work options, visa status and workforce readiness skills.

**Title of the Activity/Program:** Resume and interview presentations to ESL classes

**Purpose of the Activity/Program:** Orientate international students to American standards and processes for job search and career management.

**Financial Amount Expended for Activity/Program:** NA

**Number of Minority Faculty, Staff, or Students Served:** 120 students

**Anticipated Outcomes (Short-term and Long-term):** Prepare international students for the job search process and with workforce readiness skills.

**Title of the Activity/Program:** Black Student Association Career Management Center (CMC) Orientation

**Purpose of the Activity/Program:** Orientate students of the services and program at the CMC.

**Financial Amount Expended for Activity/Program:** NA

**Number of Minority Faculty, Staff, or Students Served:** 54 students

**Anticipated Outcomes (Short-term and Long-term):** Provide awareness of the career management process, registration on Career Connect and assistance with job search skills, interviewing, internships and full-time employment.

**Title of the Activity/Program:** OUT for Work Career Center Certification Program

**Purpose of the Activity/Program:** Achieved a Silver Level certification for providing workplace and career readiness resources to lesbian, gay, bisexual, transgender university students.

**Financial Amount Expended for Activity/Program:** NA

**Number of Minority Faculty, Staff, or Students Served:** NA

**Anticipated Outcomes (Short-term and Long-term):** Provide awareness of the career management process and information and resources available to address issues and concerns related to the career management process and job search.

**Title of the Activity/Program:** Diversity job postings in Career Connect

**Purpose of the Activity/Program:** Consciously extend effort to seek out diversity employment opportunities and post in Career Connect.

**Financial Amount Expended for Activity/Program:** NA

**Number of Minority Faculty, Staff, or Students Served:** Posted 45 targeted diversity full-time professional positions and six internships.

**Anticipated Outcomes (Short-term and Long-term):** Provide awareness of diverse employment positions and additional information and resources available to address issues and concerns related to the career management process and job search.

**Title of the Activity/Program:** Career Connect registration

**Purpose of the Activity/Program:** Provide students and alumni a variety of employment opportunities. Also serves as office management system, work study tracking and job posting system.

**Financial Amount Expended for Activity/Program:** \$4,500

**Number of Minority Faculty, Staff, or Students Served:** 28% of registrants are African American, 8% Asian, 1% Hispanic, and 4% other.

**Anticipated Outcomes (Short-term and Long-term):** Provide a diverse listing of employment opportunities for students and alumni. Assist with finding full-time, part-time, internship and temporary employment.

### **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:** \$0

**Number of Minority Students, Faculty, and Staff served:** Approximately 2,000

**Anticipated Outcomes (Short-term and Long-term):** 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):** Increase knowledge base of the population served and meet their needs.

**Title of the Activity/Program:** Freshman Class Mixer Co-Sponsored by the Multicultural Center

**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:** 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.

**Financial Amounts Expended for the Activity/Program:** \$400

**Number of Minority Faculty, Staff, or Students Served:** Approximately 270 students

**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
- Provide a support group for this population of students.
- Educate 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:** \$300

**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.
- Educate 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. In addition, this event provided the international students the opportunity to meet others outside of the Office of International Programs.
- Diwali Festival—Festival to celebrate cultures at ASU.
- Holi Festival—Festival to celebrate cultures at ASU.
- International Student Orientation
- International Tours- 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:** \$3,000

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

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

- Acclimate international students to the American, ASU, and Jonesboro culture.
- Create a healthy partnership with the Office of International Programs.
- Create some learning experiences outside the classroom for International students.
- 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:** \$100

**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 40 programs on topics designed to celebrate multiculturalism.

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

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

**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 Recruitment/Retention Program

**Purpose of the Activity/Program:** UPD has implemented a 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:** Four staff and four students

**Anticipated Outcomes (Short-term and Long-term):** For new members, the 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.

# MINORITY PROGRESS REPORT \*

Arkansas State University

2010/2011

Jonesboro

## Students, Faculty, & Staff Information



### Minority Employee Headcount (Fall)

Based on Fall 2010 information, **15.6%** of Fall 2010 full-time employees classified themselves as minority. Since Fall 2001, the percentage of minority employees has averaged **13.2%**.

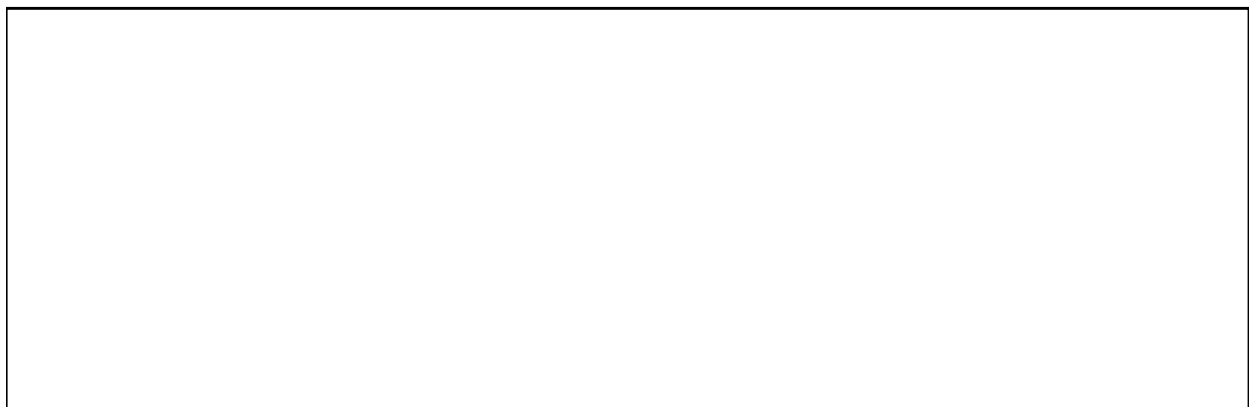
Full-Time Employees	Fall									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>9- &amp; 12- Month Faculty</b>	429	432	446	454	447	456	469	470	495	495
Minority Faculty	34	38	49	49	59	57	55	67	85	77
% Minority Faculty	7.9%	8.8%	11.0%	10.8%	13.2%	12.5%	11.7%	14.3%	17.2%	15.6%
<b>All Full-Time Staff</b>	848	875	884	875	895	914	965	965	1,026	1,024
Minority Staff	92	92	110	116	128	133	128	137	159	160
% Minority Staff	10.8%	10.5%	12.4%	13.3%	14.3%	14.6%	13.3%	14.2%	15.5%	15.6%
<b>All Full-Time Employees</b>	1,277	1,307	1,330	1,329	1,342	1,370	1,434	1,435	1,521	1,519
Minority Employees	126	130	159	165	187	190	183	204	244	237
% Minority Employees	9.9%	9.9%	12.0%	12.4%	13.9%	13.9%	12.8%	14.2%	16.0%	15.6%



### Minority Student Headcount (Fall)

According to Fall 2010 enrollment figures, **20.0%** of Fall 2010 students classified themselves as minority. Since Fall 2001, ASUJ fall minority enrollment has averaged **17.8%**.

Student Headcount	Fall									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Undergraduate Students</b>	9,426	9,275	9,413	9,262	9,138	9,340	9,385	9,764	10,024	10,051
Minority Undergraduates	1,346	1,392	1,534	1,595	1,681	1,834	1,847	1,943	2,012	2,141
% Minority Students	14.3%	15.0%	16.3%	17.2%	18.4%	19.6%	19.7%	19.9%	20.1%	21.3%
<b>Graduate Students</b>	1,142	1,160	1,160	1,246	1,276	1,387	1,484	1,726	2,132	3,364
Minority Graduates	138	141	167	181	188	212	242	263	340	548
% Minority Students	12.1%	12.2%	14.4%	14.5%	14.7%	15.3%	16.3%	15.2%	15.9%	16.3%
<b>All Students</b>	10,568	10,435	10,573	10,508	10,414	10,727	10,869	11,490	12,156	13,415
Minority Students	1,484	1,533	1,701	1,776	1,869	2,046	2,089	2,206	2,352	2,689
% Minority Students	14.0%	14.7%	16.1%	16.9%	17.9%	19.1%	19.2%	19.2%	19.3%	20.0%



\*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.  
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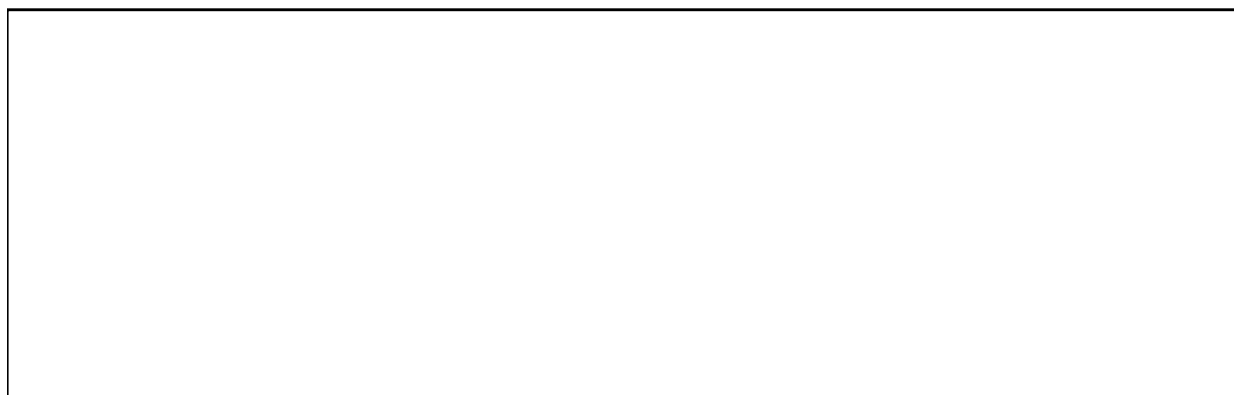


### Retention Rates for Minority Students (Full-Time, First-Time Freshmen)

Based on the 2010 Consortium for Student Retention (CSRDE) Survey **70.8%** of Fall 2009 full-time, first-time freshmen

Based on the 2010 Consortium for Student Retention (CSRDE) Survey, **70.8%** of Fall 2009 full-time, first-time freshmen returned in Fall 2010. In contrast, the one-year retention rate for Fall 2009 minority students was **63.1%**. Since 2000, one-year retention rates for all full-time, first-time freshmen have averaged **68.9%**; whereas, rates for minorities have averaged **64.5%**.

First-Year Retention Rates	Fall to Fall									
	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
<b>All Students</b>	70.6%	67.3%	69.9%	68.0%	65.4%	71.9%	68.6%	68.3%	67.9%	70.8%
<b>Minority Students</b>	68.7%	61.7%	67.4%	59.1%	59.8%	69.1%	62.7%	64.0%	69.3%	63.1%



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

Based on the 2010 Consortium for Student Retention (CSRDE) Survey, **34.8%** of Fall 2004 full-time, first-time freshmen graduated within six years. In contrast, the six-year graduation rate for Fall 2004 minority students was **20.8%**. Since 1995, six-year graduation rates for all full-time, first-time freshmen have averaged **38.1%**; whereas, rates for minorities have averaged **26.9%**.

Six-Year Graduation Rates	Fall Cohorts									
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>All Students</b>	37.8%	36.5%	39.1%	36.5%	39.2%	41.0%	38.6%	39.8%	38.0%	34.8%
<b>Minority Students</b>	21.6%	27.5%	29.3%	27.5%	26.0%	33.5%	28.8%	23.5%	30.3%	20.8%



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### Degrees Conferred to Minority Students (Fiscal Year)

Based on 2009/2010 degrees conferred information, **15.3%** of the 2009/2010 degrees conferred were awarded to students who classified themselves as minority. Since 2000/2001, the proportion of the number of degrees conferred to minority students has averaged **12.9%**.

Number of Degrees Conferred	Fiscal Year									
	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
<b>All Students</b>	1,910	2,051	2,055	1,999	2,147	2,123	2,047	2,026	2,174	2,673
Minority Students	204	230	227	221	281	267	270	303	333	410
Associate Degrees	15	18	12	10	18	14	20	24	48	76
Bachelor Degrees	147	168	190	169	213	185	185	214	218	227
Graduate Degrees	42	44	25	42	50	68	65	65	67	107
% Minority Students	10.7%	11.2%	11.0%	11.1%	13.1%	12.6%	13.2%	15.0%	15.3%	15.3%



### Applications for First-Time Freshmen Minority Students (Fall)

Based on Fall 2010 applications, **53.6%** of Fall 2010 first-time freshmen applicants that were admitted enrolled in the fall. Fall 2010, the rate of admitted to enrolled for minorities was **53.8%**. Since 2001, the average admitted to enrolled rate has been **64.5%** for all first-time freshmen; whereas, rates for minorities have averaged **65.6%**.

First-Time Freshmen Applications	Fall									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>All Students</b>										
Applied	2,757	2,823	3,088	3,171	3,488	4,388	3,298	4,288	4,118	4,568
Admitted	2,255	2,051	2,039	2,029	2,259	2,657	2,634	3,511	3,156	3,201
Enrolled	1,704	1,632	1,525	1,378	1,584	1,727	1,733	1,902	1,725	1,716
% Admitted-Enrolled	75.6%	79.6%	74.8%	67.9%	70.1%	65.0%	65.8%	54.2%	54.7%	53.6%
<b>Minority Students</b>										
Applied	538	605	672	835	994	977	917	1,046	957	1,469
Admitted	383	369	399	499	565	634	639	762	648	792
Enrolled	271	285	290	363	388	414	436	466	396	426
% Admitted-Enrolled	70.8%	77.2%	72.7%	72.7%	68.7%	65.3%	68.2%	61.2%	61.1%	53.8%

\*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.  
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### Applications for Undergraduate Transfer Minority Students (Fall)

Based on Fall 2010 applications, **70.7%** of Fall 2010 undergraduate transfer applicants that were admitted enrolled in the fall. Fall 2010, the rate of admitted to enrolled for minorities was **66.1%**. Since 2001, the average admitted to enrolled rate has been **74.8%** for all undergraduate transfers; whereas, rates for minorities have averaged **69.6%**.

Undergraduate Transfer Applications	Fall									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>All Students</b>										
Applied	1,382	1,284	1,377	1,372	1,446	1,493	1,389	1,564	1,543	1,839

Admitted	1,163	992	1,083	1,091	1,110	1,120	1,115	1,227	1,260	1,380
Enrolled	881	827	898	886	842	772	826	840	880	976
% Admitted-Enrolled	75.8%	83.4%	82.9%	81.2%	75.9%	68.9%	74.1%	68.5%	69.8%	70.7%
<b>Minority Students</b>										
Applied	217	245	281	303	334	359	350	293	265	494
Admitted	164	161	202	223	220	254	249	206	194	330
Enrolled	109	124	163	178	157	162	165	127	130	218
% Admitted-Enrolled	66.5%	77.0%	80.7%	79.8%	71.4%	63.8%	66.3%	61.7%	67.0%	66.1%



### Applications for New Graduate Minority Students (Fall)

Based on Fall 2010 applications, **61.4%** of Fall 2010 new graduate student applicants that were admitted enrolled in the fall. Fall 2010, the rate of admitted to enrolled for minorities was **58.8%**. Since 2001, the average admitted to enrolled rate has been **65.4%** for all new graduates students; whereas, rates for minorities have averaged **64.1%**.

New Graduate Applications	Fall									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>All Students</b>										
Applied	763	576	508	538	534	974	676	1,365	1,844	2,881
Admitted	612	485	452	535	526	658	530	1,123	1,354	1,856
Enrolled	399	376	356	448	424	450	390	580	752	1,139
% Admitted-Enrolled	65.2%	77.5%	78.8%	83.7%	80.6%	68.4%	73.6%	51.6%	55.5%	61.4%
<b>Minority Students</b>										
Applied	119	86	98	68	85	156	124	174	314	629
Admitted	91	77	84	68	82	100	90	130	205	325
Enrolled	55	49	60	54	61	74	67	82	110	191
% Admitted-Enrolled	60.4%	63.6%	71.4%	79.4%	74.4%	74.0%	74.4%	63.1%	53.7%	58.8%

\*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.

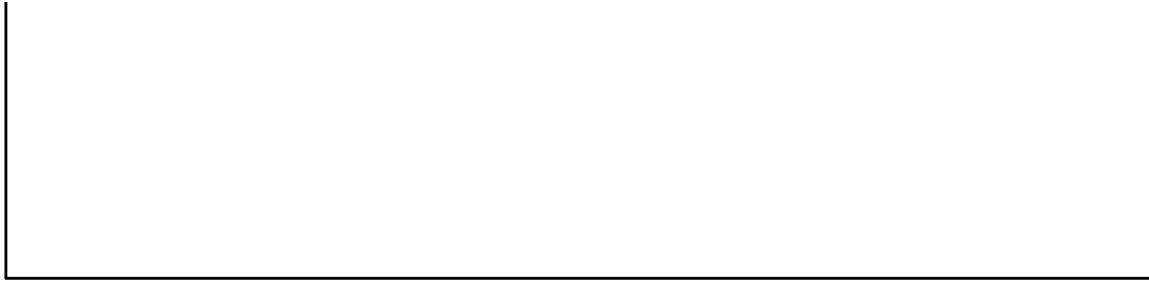
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### Retention Rates for Minority Faculty (Full-Time Faculty)

Based on 2010/2011 faculty information, **94.4%** of the 2009/2010 full-time faculty returned in 2010/2011. In contrast, the one-year retention rate for 2009/2010 minority faculty was **93.0%**. Since 2000/2001, one-year retention rates for all full-time faculty have averaged **91.3%**; whereas, rates for minorities have averaged **89.7%**.

One-Year Retention Rates	Fiscal Year									
	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
<b>All Faculty</b>	89.7%	94.7%	89.6%	89.7%	91.0%	91.3%	89.3%	89.9%	93.4%	94.4%
<b>Minority Faculty</b>	97.1%	94.7%	89.5%	85.4%	91.8%	88.5%	80.0%	86.8%	90.4%	93.0%



### Retention Rates for Minority Staff (Full-Time Staff)

Based on 2010/2011 staff information, **89.0%** of the 2009/2010 full-time staff returned in 2010/2011. In contrast, the one-year retention rate for 2009/2010 minority staff was **86.7%**. Since 2000/2001, one-year retention rates for all full-time staff have averaged **86.4%**; whereas, rates for minorities have averaged **81.5%**.

One-Year Retention Rates	Fiscal Year									
	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
All Staff	81.8%	84.6%	88.0%	87.4%	83.9%	85.6%	88.0%	84.0%	91.3%	89.0%
Minority Staff	72.1%	73.3%	85.9%	84.6%	82.1%	82.3%	80.0%	80.6%	86.9%	86.7%



\*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.  
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ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan  
June 2011

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 2010
Black/African American	529
Hispanic	364
American Indian/Alaska Native	173
Asian/Pacific Islander	155
<b>Total</b>	<b>1221</b>

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
Assistant Professor (5)	Asian/Pacific Islander
Assistant Professor (3)	Hispanic
Assistant Professor (1)	American Indian/Alaskan Native
Assistant Professor (2)	Black/African American
Associate Professor (5)	Asian/Pacific Islander
Associate Professor (1)	Black/African American
Instructor (1)	Black/African American
Instructor (1)	Asian/Pacific Islander
Instructor (1)	Hispanic
No Rank (1)	Black/African American
No Rank (1)	Asian/Pacific Islander
<b>Total Minority Faculty</b>	<b>23</b>

Staff:

Academic Advisor (1)	Asian/Pacific Islander
Administrative Specialist I (1)	Black/African American
Administrative Specialist II (1)	Black/African American
Administrative Specialist III (1)	Asian
Administrative Specialist III (1)	Hispanic
Assistant Coach (1)	Hispanic
Assistant Director of International Programs (1)	Asian



Cashier (1)	Hispanic
Director of Student Development (1)	Black/African American
Fiscal Support Specialist (1)	Black/African American
Fiscal Support Specialist (1)	American Indian/Alaskan Native
Head Athletic Trainer (1)	Asian
Institutional Assistant (1)	Asian
Institutional Services Assistant (1)	American Indian/Alaskan Native
Institutional Services Assistant (1)	Asian
Institutional Services Assistant (1)	Native Hawaiian/Pacific Islander
Institutional Services Assistant (1)	Hispanic
Instructor of Secondary Math Specialist (1)	Hispanic
Maintenance Assistant (1)	Black/African American
Project Program Director (1)	American Indian/Alaskan Native
Public Safety Officer (1)	Hispanic
Registered Nurse (1)	American Indian/Alaskan Native
Systems Specialist (1)	American Indian/Alaskan Native
<b>Total Minority Staff</b>	<b>23</b>

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

Administrative Specialist I (1)	Black/African American
Cashier (1)	Hispanic
Director of Student Development Center (1)	Black/African American
Project Program Director (1)	American Indian/Alaskan Native
Registered Nurse (1)	American Indian/Alaskan Native
<b>Total in Past Year</b>	<b>5</b>

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 from 1010 in 2009 to 1221 in fall 2010 an increase of 20.9%. 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.

Another new initiative was started during the summer of 2010. All students who come for advising during the summer for fall enrollment are given to take the Compass examination if their ACT score is low enough to cause them to require remediation in one or more areas. If the student scores high enough on the Compass exam, he/she is provided a revised course schedule which drops the remedial course. Statistics generated for those who tested out of remediation last summer, indicate that they did just as well in the college level classes as students who entered with a 19 on the ACT. However, the new initiative can reduce the number of remedial courses they must take and reduce their time to degree.

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 major revisions or updates to the current five-year plan but a new copy is being submitted for the period of 2012 to 2017 that includes an indication of which planning effort is focused on faculty, staff, students or a combination.

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 cannot 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.

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Henderson State University  
2010-2011  
Minority Recruitment and Retention  
Annual Report

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Dr. Lewis A. Shepherd, Jr.  
Vice President for External Affairs  
HENDERSON STATE UNIVERSITY  
June 30, 2011

## Introduction

In 2000, people of color (African Americans or people of African descent, Asian Americans, and Asian American descent, Hispanic Americans, Native Americans) comprise approximately 30% of the United States (U.S.) population. Currently, people of color comprise 35% of the population. By 2050, it is projected that the people of color will represent 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 2010-2011 academic year at Henderson State University was 1,089. This number represents approximately 29.3% of the HSU student body. This represents an increase from 27.7% for 2009-2010.

## Minority Staff and Faculty

During the 2010-2011 academic year, Henderson State University employed 136 (19.9%) minority faculty and staff. The following list provides the number and position titles of individuals currently employed:

## Currently Employed Faculty and Staff

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

All minority employees by title

Admin Specialist	8
Asst Coach	2
Assoc. Professor	4
Assoc. Dean	1
Assoc. Librarian	1
Asst. Dean of Students	2
Asst. Professor	2
Skilled Labor	1
Campus Postmaster	1
Computer Services	4

Counselor	1
Dept. Chair	1
Director	3
Fiscal Support	3
Admissions Counselors	3
Institutional Svcs	27
Institutional Svcs supv	2
Instructor	3
Library Tech	3
Maintenance Asst	2
Professor	11
Public Safety Officer	1
Purchasing specialist	1
Shipping and Rcvg	1
Student Accounts	1
Switchboard	1
Extra/part-time help	26
Vice president	1
	117

## **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
Asst. Coach	2
Asst. Dean of Students	1
computer Services	1
Admission Counselor	1
Institutional Svcs Asst	9
Temporary/Part-time	25
	40

## **Institutional Goals and Objectives**

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

In its continuing efforts to recruit and retain culturally diverse faculty, staff and students the Office of External Affairs is utilizing the following strategies: (1) To successfully

attract and retain racially and ethnically diverse students, HSU must be able to meet the psychological, sense of belonging, and self-esteem needs of students. Retention services include counseling, tutoring, academic support, career planning and placement services. The Office of Diversity will provide cultural competency skills for academic advisors and faculty members; (2) Provide strong academic preparation and support Programs – Summer Institute; (3) Provide strong social support and integration-social and cultural activities and organizations; (4) Provide additional financial resources; (5) Sending job announcements to Historically Black Colleges and Universities; (6) Create diversity action plans for all academic and non-academic units; (7) Create a campus-wide mentoring program that improves campus climate and retention; (8) Substantially increase revenues from fundraising and partnerships in collaboration with the HSU Foundation for diversity-related initiatives.

## Assessment

As a measure of progress we will:

1. Create diversity action plans that are made by all academic and non-academic units. These plans will be reviewed by the units annually during the Fall term.
2. Create an annual campus diversity report card that addresses diversity initiatives on the campus.
3. Create a campus –wide mentoring program that improves campus climate and retention.
4. Monitor retention and graduation rates of underrepresented students and women.
5. Monitor retention of underrepresented faculty and staff.
6. Conduct on-going research that helps to measure campus climate and diversity – related issues in collaboration with the Office of Institutional Research.
7. Provide diversity-related training opportunities for administrators, faculty, staff and students.
8. Create a Task Force on Diversity to examine current policies, practices, and goals to determine their applicability for current needs. This study, which began in October 2009, will be completed by fall 2011.

## Budget

The Office of Diversity operates within the following budget:

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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  
2010-2011

Southern Arkansas University  
100 E. University  
Magnolia, Arkansas 71754



## **MINORITY RETENTION PLAN 2010-2011**

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**  
**2010-2011 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 2010/2011

**Asian/Unknown**

Adjunct						1
International Student Database						1
Instructor	1	1	0	1	1	
Assistant Professor	5	4	6	5	1	2
Associate Professor	2	2	5	4	4	5
Chair/Associate Professor				1	1	
Dean				1	1	1
<b>Total</b>	<b>8</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>8</b>	<b>10</b>

**African American**

Accountant	2	2	2	2		
Accounting Coordinator					1	1
Accounting Tech	1	1	2	2		
Adjunct	2	2	1	2	2	
Administrative Secretary	1		1	1		
Administrative Specialist I					4	4
Administrative Specialist II					3	6
Administrative Specialist III					2	
Applications Programmer	1	1	1	1		
Apprentice Tradesman	1	1	1	1		
Associate Professor	1	1	1	2	2	3
Assistant Coach			1	1		1
Assistant Dean	1					
Assistant Director	1	1	2	2	1	2
Assistant Grounds/Gardner						1
Assistant Professor	4	5	6	8	6	7
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	1
Director	4	4	4	4	5	4
EMAS Supervisor	1	1	0			
Equipment Operator		1	1	1	2	2
Field Instructor IV-E		1	1	1	1	
Field Supervisor	1					
Financial Aid Analyst			1	1	1	1
Fiscal Support Supervisor					1	1
Fiscal Support Specialist						1
Fiscal Support Technician					1	1
Head Coach	2	3	2	2	2	

Heavy Equipment Operator					1	1
Housing Coordinator	1	1	1	1		
Human Resource Specialist						1
Information Systems Analyst					1	1
Instructor	3	4	4	4	3	4
Institutional Services Assistant					4	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	1
Secretary I	2	3	5	5		
Secretary II	2	2	1	1		
Skilled Trades Supervisor	1	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			1
<b>Total</b>	<b>48</b>	<b>56</b>	<b>59</b>	<b>59</b>	<b>51</b>	<b>50</b>
<b>Hispanic Americans</b>						
Assistant Director				1		1
Assistant Professor	1	1	1	2	1	3
Assistant Professor/Director					1	
Professor	1	1	1	1	1	1
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>5</b>
<b>Native Americans</b>						
Assistant Professor	1	0	0	0	0	0
Secretary II			1	0	0	0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

## **New Minorities hired within the last year**

### **2010-2011**

Administrative Specialist I	1
Administrative Specialist II	1
Counselor	1
Faculty	5
Fiscal Support Specialist	1
Project/Program Administrator	1
<b>Total</b>	<b>10</b>

### **2009-2010**

Assistant Professor	1
Counselor	1
<b>Total</b>	<b>2</b>

### **2008-2009**

Administrative Secretary	1
Assistant Director	1
Assistant Professor	3
Coordinator	1
Dean	1
Secretary I	1
<b>Total</b>	<b>8</b>

### **2007-2008**

Assistant Professor	7
Coordinator	1
Counselor	1
Custodian	1
Financial Analyst	1
Secretary I	2

Secretary II	<u>1</u>
<b>Total</b>	<b>14</b>

#### **2006-2007**

Assistant Football Coach	1
Equipment Operator	1
University Village Manager	1
Assistant Professor	1
Counselor Talent Search	2
Secretary I	1
Director Talent Search	1
PT Secretary I	<u>1</u>
<b>Total</b>	<b>9</b>

#### **2005-2006**

Training Coordinator	1
Instructor	1
Secretary II	1
Field Consultant	<u>1</u>
<b>Total</b>	<b>4</b>

### Student Retention

<b>Fall 1997 Cohort Group</b>	<b>Number in Cohort</b>	<b>First Year Retained Fall 1998</b>
African-American	125	62.40%
Native American	6	66.67%
Hispanic	2	50.00%
Asian	0	N/A
White	366	59.02%

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

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

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

<b>Fall 2001 Cohort Group</b>	<b>Number in Cohort</b>	<b>First Year Retained Fall 2002</b>
African-American	145	67.59%



Native American	1	100.00%
Hispanic	8	37.50%
Asian	3	100.00%
White	388	63.14%

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

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

<b>Fall 2004 Cohort Group</b>	<b>Number in Cohort</b>	<b>First Year Retained Fall 2005</b>
African-American	181	61.88%
Native American	7	71.43%
Hispanic	8	50.00%
Asian	8	75.00%
White	409	63.81%

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

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

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

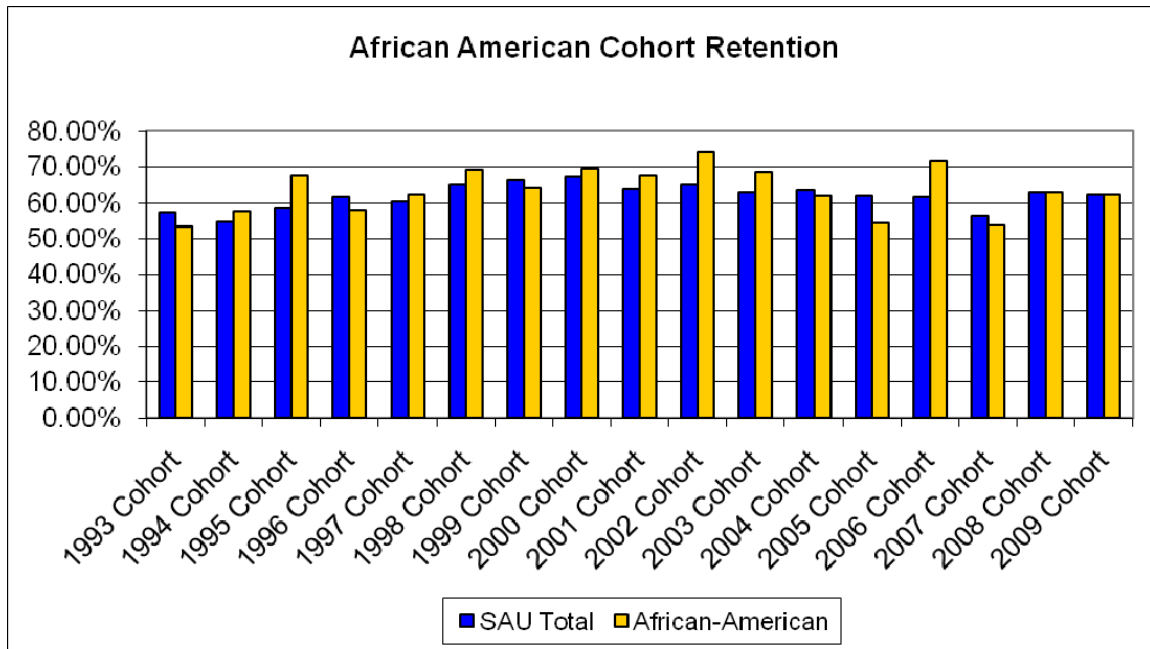
<b>Fall 2008 Cohort Group</b>	<b>Number in Cohort</b>	<b>First Year Retained Fall 2009</b>
African-American	178	62.92%
Native American	4	75%
Hispanic	11	72.73%
Asian	5	80.00%
White	382	66.49%

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

### **African-American Beginning Freshmen Retention**

**African-American First-Year Retention rates have exceeded University rates 10 of the last 17 years since 1993 as shown in the chart below.**

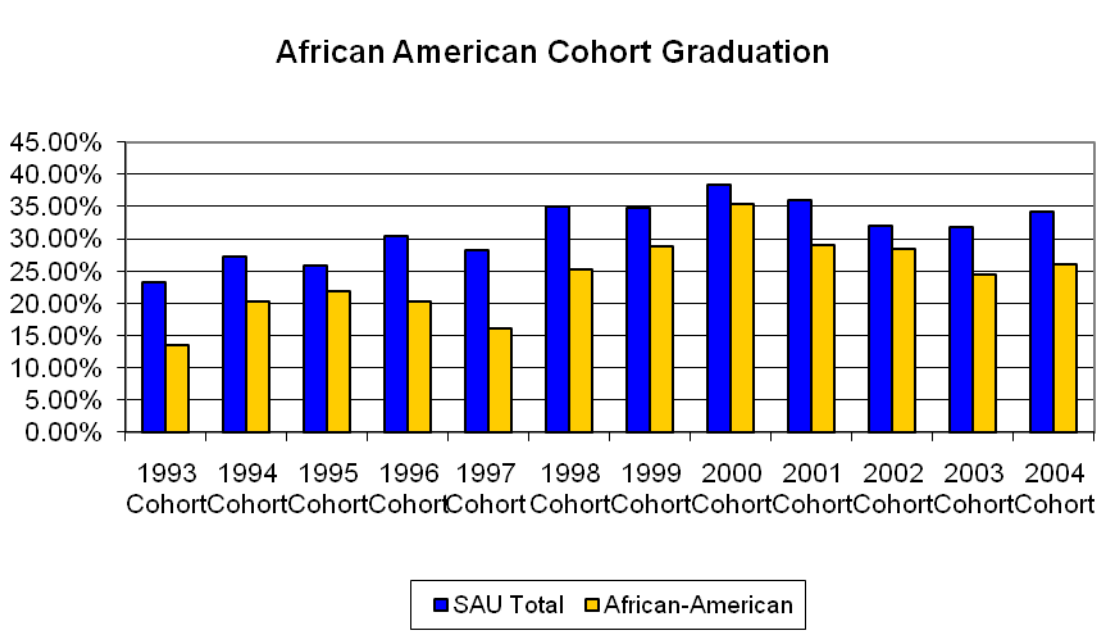
Cohort	SAU Total	African-American
1993 Cohort	57.32%	53.57%
1994 Cohort	54.62%	57.80%
1995 Cohort	58.63%	67.54%
1996 Cohort	61.54%	57.89%
1997 Cohort	60.23%	62.40%
1998 Cohort	65.20%	69.37%
1999 Cohort	66.13%	64.39%
2000 Cohort	67.42%	69.57%
2001 Cohort	63.92%	67.59%
2002 Cohort	65.19%	74.32%
2003 Cohort	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%
2009 Cohort	62.34%	62.28%



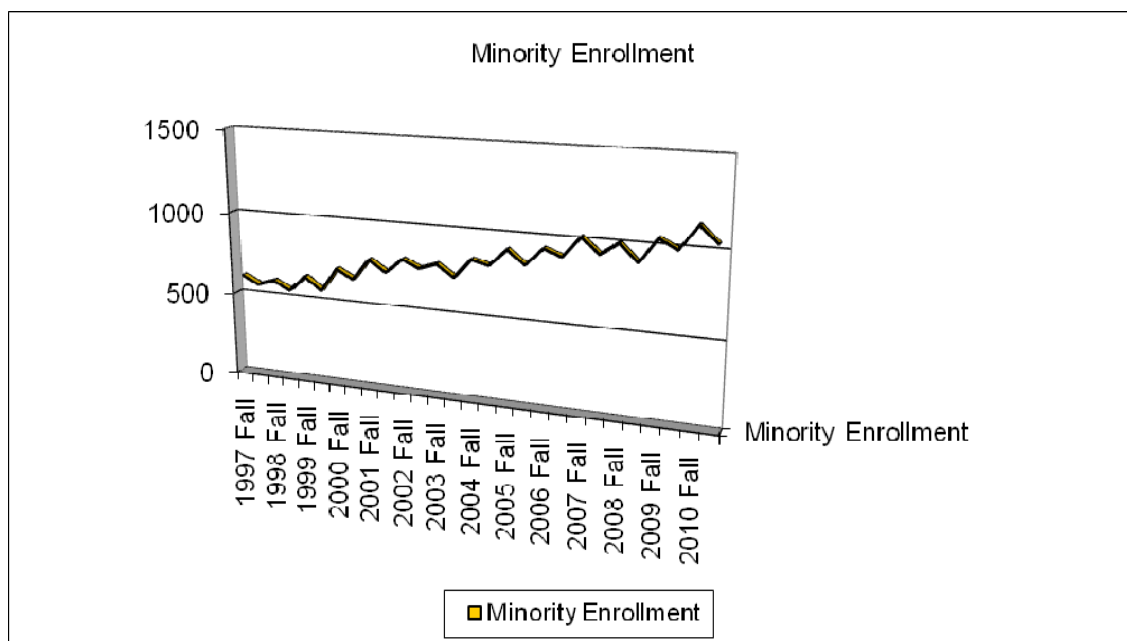
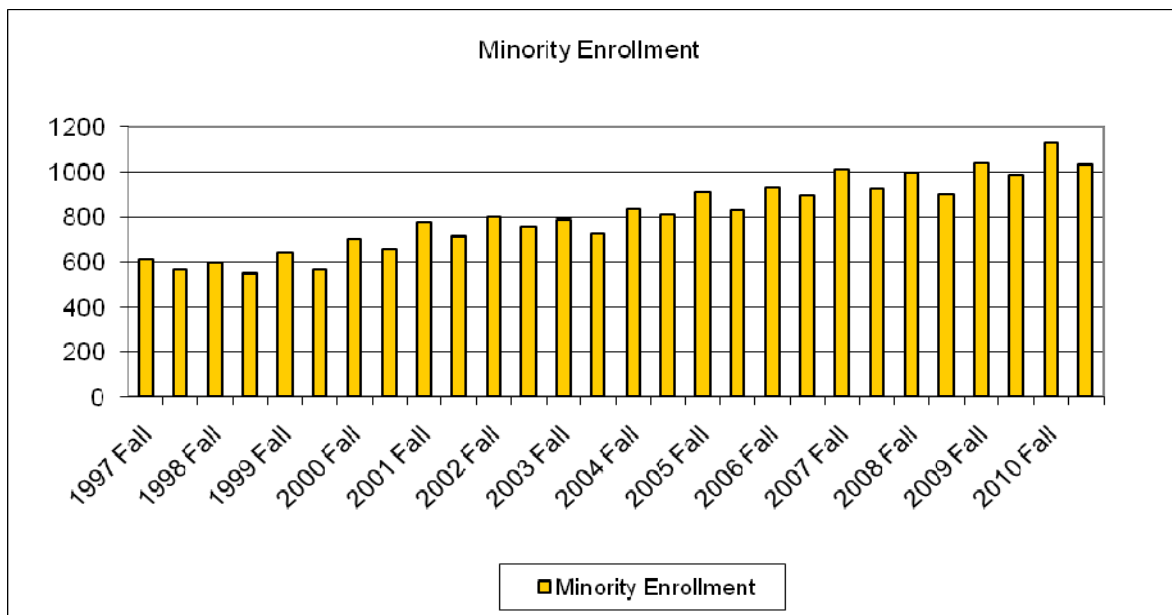
### **African-American Beginning Freshmen Graduation Rates**

The cohorts shown below reflect full six-year graduation rate data, showing the number of students originally enrolled in 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003 and 2004 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%
2004 Cohort	34.15%	26.00%



Term	Minority Enrollment
1997 Fall	613
1998 Spring	565
1998 Fall	597
1999 Spring	548
1999 Fall	641
2000 Spring	567
2000 Fall	706
2001 Spring	655
2001 Fall	781
2002 Spring	715
2002 Fall	801
2003 Spring	757
2003 Fall	791
2004 Spring	725
2004 Fall	836
2005 Spring	812
2005 Fall	911
2006 Spring	833
2006 Fall	934
2007 Spring	897
2007 Fall	1015
2008 Spring	928
2008 Fall	998
2009 Spring	901
2009 Fall	1041
2010 Spring	988
2010 Fall	1128
2011 Spring	1036



## **Multicultural Services Mission Statement**

**T**he 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.

### **OFFICE of MULTICULTURAL SERVICES 2010/2011 ACTIVITIES and EVENTS**

#### **AUGUST 2010**

- 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 2010**

- 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 2010**

- NPHC meeting
- BSA meeting
- Black Alumni Homecoming Reception – Featuring Nicky Parrish and Chemistry
- *The First Semester* – An original, educational, and informative stage play featuring the perspectives of five African-American college students experiencing their first semester
- 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 2010**

- NPHC meeting
- Notes At Noon
- BSA meeting
- NPHC meeting
- Latinos Unidos meeting
- BSA meeting
- NPHC meeting
- Notes At Noon

#### **DECEMBER 2010**

- BSA meeting
- Latinos Unidos meeting

#### **JANUARY 2011**

- Columbia County NAACP Annual Freedom Fund Banquet
- Dr. Martin Luther King, Jr. March and Program – featuring Rev. Frankie Mitchell

#### **FEBRUARY 2011**

- Brother - To -Brother Retention meeting
- NPHC meeting
- BSA meeting
- BSA Panel Discussion – “Let’s Talk About Sex”
- Black Film Festival
- Black History Month Talent Show
- NPHC meeting
- BSA meeting
- Latinos Unidos meeting
- Brother-To-Brother State Consortium Conference – Little Rock
- Notes At Noon

#### **MARCH 2011**

- 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 2011**

- Greek Student Leadership Institute
- NPHC Annual Spring Greekshow & After Party
- NPHC meeting
- Latinos Unidos
- BSA Scholarship Extravaganza
- NPHC meeting
- Latinos Unidos
- BSA meeting
- Notes At Noon

#### **MAY 2011**

- NPHC meeting
- BSA meeting

# University of Arkansas

## 2011 Annual Report

The University of Arkansas, Fayetteville (UAF) is dedicated to developing a community of faculty, staff, and students whose composition mirrors the population of the State of Arkansas. Moreover, the UAF is committed to developing and institutionalizing a campus climate that is supportive of ethnic and racial diversity—a climate that also enhances 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, 2010 - 2011**

The UAF has made considerable progress in meeting its minority recruitment and retention goals during 2010-2011. Following are more specific indicators of this 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 of the 2010 Commission but was similar in intent. **Providing Transparency and Accountability to the People of Arkansas** reaffirmed and updated the University's commitment to minority recruitment and retention. This document will be used in the coming decade and beyond to track implementation of our commitments.

### **Minority Student Enrollment**

Between the fall 2009 and fall 2010 the University of Arkansas experienced some progress in growing its numbers of minority students. The following graph illustrates increases among every ethnic group.

#### **\*MINORITY STUDENT ENROLLMENT**

ETHNICITY	FALL 2009	FALL 2010	% of Total 2010	% of Change
Hispanic and any race	699	861	4%	23.2%
American Indian	331	337	1.6%	1.8%
Asian	486	508	2.4%	4.5%
African American	1,040	1,128	5.3%	8.5%
Hawaiian	13	19	.1%	46.2%
Two or More Races	272	461	2.2%	69.5%
<b>TOTAL</b>	<b>2841</b>	<b>3314</b>	<b>15.5%</b>	<b>16.6%</b>
Foreign (International)	1,156	1,163	5.4%	.6%
Ethnicity Not Available	180	115	.5%	-36.1%

\*(UA Office of Institutional Research)

The university has taken aggressive steps to grow underrepresented student numbers. For the 2010-2011 school year, Dr. Charles Robinson, Vice Provost for Diversity, and Dr. Luis Restrepo, Assistant Vice Provost for Diversity, have expanded a recruiting strategy known as the "Razorback Bridge Outreach Program." This plan has three (3) parts:

First, the plan requires creating relationships with targeted schools that have large numbers of underrepresented students. University faculty, staff and students travel to these schools throughout the year to invite students to apply to the university.

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

Third, the university provides Bridge scholarships to high achieving underrepresented students to encourage them to attend. These scholarships have a mentoring requirement associated with them that give Bridge scholars an opportunity to receive both faculty and peer mentoring. Since its inception in fall 2009, the Razorback Bridge Outreach Program has produced the desired results. Between fall 2009 and fall 2010 underrepresented student enrollment grew by 16.6%. In addition, in the fall of 2010, the university welcomed its most diverse freshman class ever. Almost 18% of the entering freshmen were underrepresented students.

### **Minority Faculty/Staff**

For the 2010-2011 school year, the university hired 377 employees in both faculty and staff positions. Federally defined minorities accounted for 13% of these hires. This number represents almost a 1% increase from the 2009-2010 school year. Women comprised 42.18% of the new employees while foreign nationals made up 17.24% of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2010-2011

and showing the total number of minority faculty and staff at the university by position.

#### **FACULTY/STAFF NEW HIRES**

<b><u>Ethnicity</u></b>	<b><u>FY 10 #</u></b>	<b><u>%</u></b>	<b><u>FY 11#</u></b>	<b><u>%</u></b>
African American	20	5.49%	16	4.24%
Asian	9	2.47%	13	3.45%
Hispanic	10	2.75%	12	3.18%
Native Hawaiian	1	0.27%	0	0.00%
American Indian	1	0.27%	1	0.27%
Two or More Races	3	0.82%	7	1.86%
Foreign	31	8.52%	52	13.79%
Unknown	41	11.26%	70	18.57%
Caucasian	248	68.13%	206	54.64%
<b>Totals</b>	<b>364</b>	<b>100.00%</b>	<b>377</b>	<b>100.00%</b>

#### **Gender Totals**

Female	167	45.88%	159	42.18%
Male	197	54.12%	218	57.82%
<b>Totals</b>	<b>364</b>	<b>100.00%</b>	<b>377</b>	<b>100.00%</b>

#### **Minority Faculty/Staff by Position**

<b><u>Position Title</u></b>	<b><u># of Employees</u></b>
Academic Counselor	13
Accountant II	1
Administrative Analyst	1
Administrative Specialist I	5
Administrative Specialist II	11
Administrative Specialist III	14
Administrative Supp. Supervisor	12
Admissions Analyst	1
Agriculture Farm Technician	2
Agriculture Lab Technician	4
Assistant Coach	1

Assistant Professor	34
Assistant Professor - WCOB	4
Assoc For Administration	1
Assoc General Counsel	2
Assoc Professor	35
Assoc Professor - WCOB	1
Assoc Professor-Law	1
Assoc. Bookstore Manager	1
Asst Basketball Coach	1
Asst Dean	1
Asst Dir of Affirmative Action	1
Asst Dir Of Athletics	1
Asst Football Coach	1
Asst Tennis Coach	1
Asst To The Dean	1
Asst Track Coach	1
Asst Trainer	2
Buyer Supervisor	1
Cashier	2
Collector	2
Commercial Graphic Artist	1
Computer Lab Technician	1
Computer Operator	3
Computer Support Specialist	5
Computer Support Technician	6
Coord. Of Academic Space	1
Coord. Of Sports Information	1
Dean	1
Dean Of Engineering	1
Dean Of Law	1
Departmental Chairperson	2
Development/Advancement Mgr.	1
Development/Advancement Spec	3
Dir of Affirmative Action	1
Dir Of Career Services	1
Director Of Financial Aid	1
Director of University Police	1
Distinguished Professor	3
Equipment Mechanic	1
Exec. Assoc Athletic Director	1
Farm Foreman-Inst	1
Financial Aid Analyst	1
Fiscal Support Analyst	3

Fiscal Support Specialist	5
Fiscal Support Technician	1
HE Public Safety Commander II	1
HE Public Safety Dispatcher	1
HE Public Safety Officer	4
HE Public Safety Supervisor	1
Head Basketball Coach	1
Head Volleyball Coach	1
HEI Program Coordinator	4
Institutional Assistant	3
Institutional Bus Driver	3
Institutional Service Asst.	53
Institutional Service Super.	3
Instructor	17
Inventory Control Manager	1
Inventory Control Technician	2
Landscape Specialist	1
Lecturer	2
Librarian	1
Library Specialist	1
Library Support Assistant	2
Logistics Manager	1
Maintenance Specialist	1
Major Gift Development Officer	1
Master Scientific Res Tech	1
Mental Health Clinician	2
Network Support Analyst	2
Occupation Safety Coordinator	1
Offensive Coordinator	1
Parking Control Officer	2
Payroll Services Specialist	1
Physician-Health Center	1
Post Doctoral Associate	4
Professor	23
Professor - WCOB	3
Professor Law	2
Program Assistant	1
Program Associate	9
Program Technician	8
Project/Program Director	6
Project/Program Manager	15
Project/Program Specialist	38
Registrar's Assistant	2

Research Assistant	7
Research Associate	16
Research Technologist	1
Scientific Research Tech	2
Senior Software Supp Analyst	2
Skilled Trades Foreman	2
Skilled Trades Helper	1
Skilled Tradesman	7
Special Events Coordinator	1
Sr. Project/Program Director	3
Stationary Engineer	2
Storeroom Supervisor	1
Student Development Specialist	6
Survey Research Assist	1
Systems Analyst	6
Systems Specialist	2
University Professor	5
WCOB-Departmental Chairperson	1
Website Developer	1
<b>Total Minority Faculty &amp; Staff</b>	<b>500</b>

### **Diversity Initiatives 2010/2011**

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 expanded the “Razorback Bridge Plan”. Thus far the Office of Diversity has built relationships with administrators and students at the following high schools: West Memphis, McClellan, Hall, Dumas, Fordyce, Rivercrest, El Dorado, Forrest City, Lee, KIPP, Osceola, Hughes, Parkview, Ft. Smith North Side, Barton-Lexa, Blytheville and Earle. 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, Springdale, Rogers, Har-Ber, and Siloam Springs.

In September 2010 the Office of Diversity created a new unit called the College Access Initiative. The purpose of this unit is to organize and facilitate ACT training opportunities throughout the state.

Last summer, the Office of Diversity sponsored the inaugural ACT Academy. Approximately 54 students from around the state came to the campus for a week-long training on ACT preparation. These students improved their ACT scores by an average of two (2) points. This year we expect to have 80 students at the ACT Academy.

In February and April, the Office of Diversity co-sponsored two events with the Office of Admissions, Diversity Impact and Impacto Latino. With these efforts, approximately 150 students received special invitations to campus to receive ACT training and to experience the campus. In addition, The Office of Diversity hired a recruiter to focus on attracting Latino students to the university.

On the graduate level, the Office of Diversity and the Graduate School co-sponsored the AIM (Attracting Intelligent Minds) Conference 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 College of Engineering also has an impressive diversity initiative called 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. The College of Engineering is currently recruiting its fifth cohort for the ECAP program. In the spring 2011, the first cohort of ECAP students began graduating and their four-year graduation rate surpassed both that of students in the College of Engineering and the university as a whole.

The Walton College of Business has two programs that seek to recruit and retain underrepresented students. The Technology Awareness Program invites underrepresented students to an on-campus summer camp where they receive a better understanding of information systems. The Business Leadership Academy services underrepresented students by giving them practical experience relative to managing and operating small businesses.

The Fulbright College helps to recruit and retain underrepresented students in a number of ways. The Delta Literacy Project, led by Professor David Joliffe, works to improve reading skills at targeted schools. The Lemke Journalism

Project, managed by the Department of Journalism, sponsors newspaper workshops directed toward minority high school students in NW Arkansas. The workshop lasts six Saturday mornings from late January until early March. Also, several of the colleges' area study programs, African and African American Studies, Latin American Studies, Middle East Studies, and Gender Studies continue to serve the campus by sponsoring courses and speakers that promote diversity dialogue.

The law school has aggressively recruited and supported a diverse student body, with considerable success in recent years. 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. Also, approximately 18% of the first-year students who began studies in fall 2010 were minority students.

### **Faculty Staff Recruitment/Retention**

In order to encourage departments to more effectively seek out underrepresented faculty, the UAF has implemented several strategies. First, the Provost's Office conducted department head training sessions. The purpose of the sessions was to update department heads on ways that they can assist in furthering the various goals of the institution. Diversity hiring was among the regularly discussed topics.

Second, the Provost's Office implemented a maintenance incentive plan which offered to add temporary increases to departmental maintenance budgets for those departments that successfully hire underrepresented faculty through existing lines. As a result of this plan, the university hired no fewer than ten underrepresented faculty. The additional funds become permanent to the

departmental maintenance budgets if the hired underrepresented faculty becomes tenured.

Third, the Provost's Office required every academic department to develop a diversity plan that illustrated the process by which each department intended to grow its numbers of underrepresented instructional faculty and attract more diverse students to the specific discipline. The departments are required to update their plans annually.

In an effort to cultivate a more inclusive feeling among underrepresented faculty and staff, the Office of Diversity continued the faculty/staff resource groups that were started last year. 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. Last year, three resource groups formed. The groups represented African Americans, women, and the LGBTQ communities.

Lastly, the Office of Diversity coordinated the Silas Hunt awards program which included campus visits and lectures by award recipients. The culminating event of that program was the Silas Hunt Awards Ceremony which took place in April 2011. In addition, the Office of Diversity continued to facilitate the meetings of the Chancellor's Council on Diversity and collaborated with the Chancellor's Women's Commission.

## **Grants**

The Office of Diversity supported 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. Also, the Office of Diversity submitted a grant to the Rockefeller Foundation to augment the ability for the College Access Initiative to conduct ACT training throughout the state.

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# Minority Retention Report 2010-11

## University of Arkansas – Fort Smith

June 30, 2011



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# Report on Minority Retention

University of Arkansas – Fort Smith

## Overview

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

Total credit enrollment for fall 2010 was 7,716. This number represents a 5.4 percent overall increase in enrollment over fall 2009, while minority student enrollment increased at a rate of 13.1 percent (n=218). In fall 2010, minority students made up nearly 24.4 percent of the student body, up from 22.4 percent in 2009.

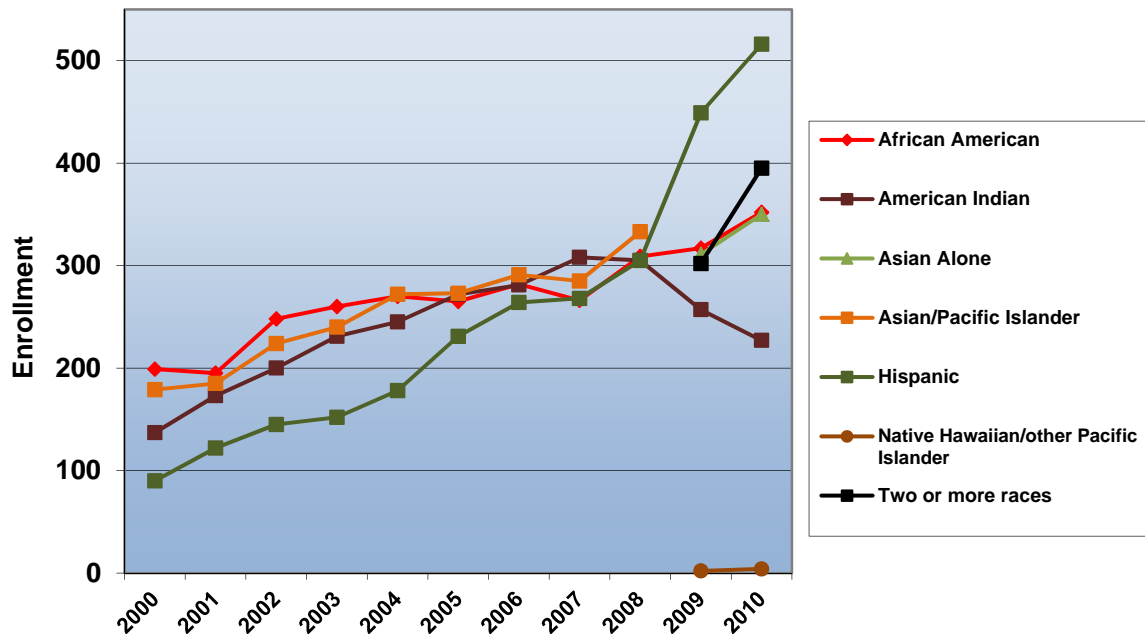
### Minority Student Enrollment

Aside from the More Than One Race category, the largest overall racial minority growth for fall 2010 was the Hispanic population, which increased 14.9 percent (n=67). Between fall 2009 and fall 2010, the African American enrollment increased 11 percent (n=35), the American Indian or Alaskan Native population decreased by 11.7 percent (n=30); while the Asian population increased by 12.5 percent (n=39). The category for More Than One Race increased by 30.8 percent (n=93), while the category for Native Hawaiian or other Pacific Islander increased 100% (albeit by n=2).

Of the total ADHE count for fall 2010, American Indian population makes up 2.9 percent (n=227); the Asian population comprises 4.5 percent (n=350); the Hispanic population comprises 6.7 percent (n=516); the African American population comprises 4.6 percent (n=352); Native Hawaiian or other Pacific Islanders comprise 0.1 percent (n=4) of the total population; and the population of students reporting More Than One Race comprises 5.1 percent (n=395; see Figure 1, next page).

Since 2000, minority enrollment has increased 204.8 percent (n=1,239). In the past ten years, the largest percentage increase has been in the Hispanic population, which increased 473.3 percent (n=426). The American Indian population increased by 65.7 percent (n=90), the Asian Alone population has increased over the Asian/Pacific Islander population by 95.5 percent (n=171), and the African American population increased by 76.9 percent (n=153) over this same period. Along with the counts now registered for the More Than One Race and Native Hawaiian or other Pacific Islander categories, these numbers indicate that the strategies underway at UA Fort Smith to attract and retain minority students are successful.

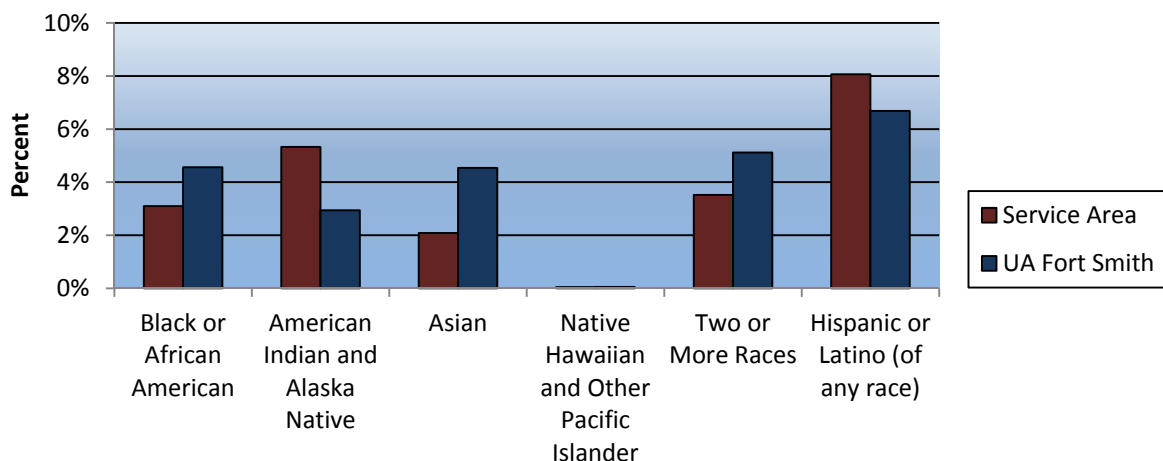
**Figure 1: UA Fort Smith Minority Headcount**



Source: Office of Institutional Effectiveness; *Trend Book*, 2000-2010.

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. According to the latest 2010 U.S. Census data, the University's primary service area has a 22.2 percent racial minority population. Fall 2010 enrollment data shows a 24.4 percent racial minority population at UA Fort Smith (see Figure 2). However, UA Fort Smith's current Native American and Hispanic enrollment numbers are lower in proportion to the Native American and Hispanic populations in our service area (see Figure 2).

**Figure 2: Service Area Minority Compared to UA Fort Smith Minority Enrollment (2010-2011)**



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



## Minority Recruitment Efforts 2010-2011

UA Fort Smith carried out several recruitment initiatives during the 2010-2011 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.

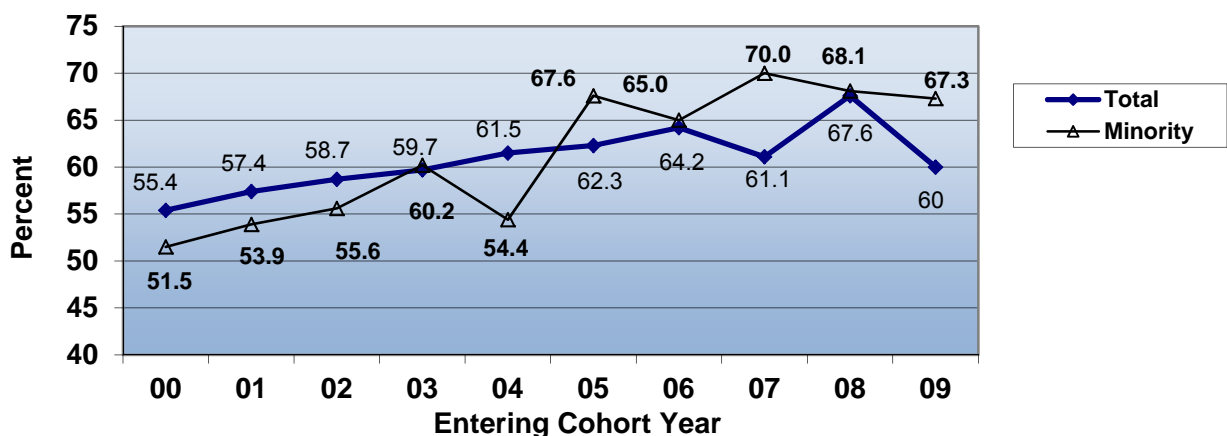
## Minority Retention

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). The retention of minority students for fall 2009 to fall 2010 has also outpaced total retention at UA Fort Smith (67.3% for minorities opposed to 60% for total retention).

For the 2010-2011 academic year, 66 percent of first-time, full-time African American students returned from the previous year's cohort.

Extensive efforts are in place to increase the retention rates for all student populations. These efforts include entry-level analyses as well as mid-course interventions designed to intercede with students before they withdraw from courses and/or college.

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



Source: Office of Institutional Effectiveness

## Retention Services

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

**NSO** UA Fort Smith requires all first-time students to complete a new-student orientation (NSO) where they learn about the resources available to them, including Web-based 24/7 services. They receive degree plans and detailed information on where to find help for the various challenges they may face as new students. Evaluations of these NSO sessions indicate that students are finding the information valuable as they begin their college careers.

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

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

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

**Academic Success Center** The mission of the Gordon Kelley Academic Success Center (ASC) is to help students become independent and efficient learners so they are better equipped to meet the University's academic standards and successfully attain their own educational goals. Students are challenged to become actively involved in their own learning. The goal of the ASC is to provide all students an equal opportunity to succeed in college by maintaining a program of support services to address their educational needs. These services include tutoring, guided study counseling, and workshops designed to address specific academic challenges. The ASC staff considers not only the student's academic background, preparation, and study habits, but also the specific challenges of the course content and the student's overall college experience.

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

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

The financial aid office also provides qualified students with a full range of student employment options on campus. Approximately 200 work-study positions are available for students to gain

valuable real-world experiences while maintaining close ties with the University. Students with on-campus jobs are more likely to be retained in future semesters than those with jobs off campus.

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

**Early Alert** An academic early alert program is in use by faculty and advisors to target students at high risk of academic failure. Faculty members who identify students in academic distress contact the academic advising office to request an intervention for the student. Advisors contact and meet with the student to determine the best course of action that will lead to academic success in the specific course and at the institution.

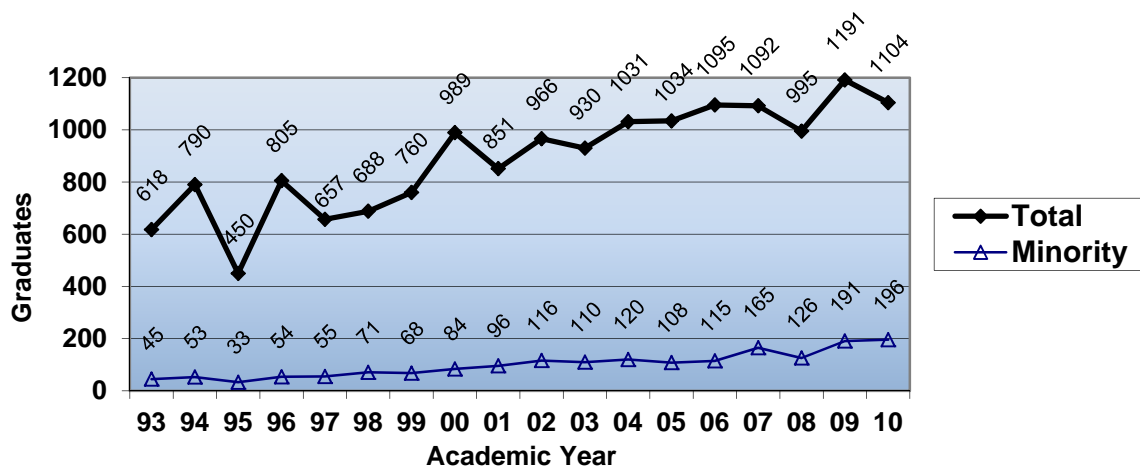
**Students Together Effectively Progressing (STEP)** STEP is a forum for the dissemination and collaboration of information pertinent to minority students of UA Fort Smith. STEP is an organization for African American students.

**Vietnamese Student Association** This group 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-six racial minority students were awarded degrees or certificates during this period. Over the last decade, minority graduates have increased over 113 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: UA Fort Smith Graduates (1993 to 2010)**



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.

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# 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 22.2 percent. When you compare this number to our FY 2010–2011 workforce, which includes 14.1 percent nonwhite employees, it is clear that we still have work to do to close that gap. However, we continue to strive to accomplish our goal of recruiting and retaining the best employees, while taking advantage of the benefits that a diverse workforce can bring to an employer.

### **EMPLOYMENT PHILOSOPHY**

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

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

### **RECRUITMENT**

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

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

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

## **RETENTION**

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

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

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

**Employee Benefits Program** – A competitive benefits program is crucial in our recruiting efforts. Through careful and ongoing program review and monitoring, the University is able to provide a comprehensive employee benefits package that is competitive with most local and regional employers. Plan highlights include an employee-owned health and dental plan, long-term disability insurance, life insurance, retirement benefits, a liberal leave and holiday plan, a flexible benefit plan, employee and dependent tuition program, and a comprehensive employee wellness program.

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

UA Fort Smith offers discounted individual health coverage to every employee enrolled in the employee wellness program, thereby accomplishing the Chancellor's goal of making affordable health insurance available to all eligible employees and further promoting employee wellness. In July 2008, benefits were expanded to include access to a local employers' primary care clinic at no out-of-pocket cost to health plan participants. Additionally, beginning in 2010, we restructured our health plan premium structure to a tiered system which allows those at the lower level of the pay scale to pay less for their health insurance.

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

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

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

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 eleventh year and continues to be a success in providing staff with the information needed to be successful in their jobs. The program

goals are the same as the orientation program. Unlike the orientation program, the Buddy System provides ongoing one-on-one training and support and is customized to meet the needs of the individual employee and their department.

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

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

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

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

Communication is critical to the success of the institution. As we continue to work toward our commitment of becoming a full-service regional four-year institution of choice, change is ongoing. With change comes the responsibility of keeping employees informed. This has been accomplished through open-forum meetings, e-mail communications, regularly scheduled in-service sessions, etc. For example, last year 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 Cabinet.

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 1,405 individuals employed during FY 2010-2011, 198 or 14.1 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 2000-2001 shows 1029 employees with only 107 minorities, or 10.4 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 2010-2011. We employed 46 faculty and staff members during FY11 who were foreign nationals.

The following chart details the number of minority faculty and staff that were newly hired (or rehired) during FY 2010–2011 and their position categories. This includes full-time and part-time employees.

<b>POSITION CATEGORY</b>	<b>NUMBER OF STAFF</b>
<b>Executive/Admin</b>	<b>1</b>
<b>Faculty</b>	<b>16</b>
<b>Other Professionals</b>	<b>1</b>
<b>Clerical and Secretarial</b>	<b>1</b>
<b>Service/Maintenance</b>	<b>6</b>
<b>Other (includes tutors, student help, etc.)</b>	<b><u>55</u></b>
<b>TOTAL</b>	<b>80</b>

## **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.

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# Meeting Institutional Goals

## University of Arkansas - Fort Smith

### OVERVIEW

The population in western Arkansas continues to see rapid increases in minority populations, especially the Hispanic population. UA Fort Smith provides access to all populations throughout our region as we work to fill our mission of preparing students to succeed in an ever-changing global world.

#### Indicators

The Office of Institutional Effectiveness monitors the U.S. Census data and county population projections and then uses 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 2011**

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](http://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**

## TABLE OF CONTENTS

I.	INTRODUCTION	
	A. Overview .....	3
	B. Missions and Goals .....	5
II.	MINORITY STUDENT RECRUITMENT AND RETENTION	
	A. Introduction.....	5
	B. Enrollment.....	5
	C. Retention .....	11
	D. Completion.....	11
	E. Initiatives for Minority Student Recruitment and Retention .....	11
III.	MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION	
	A. Faculty .....	17
	B. Minority Faculty Retention .....	19
	C. Staff.....	20
	D. Initiatives for Minority Faculty/Staff Recruitment and Retention.....	21
IV.	MONITORING.....	21
V.	BUDGET .....	22
VI.	CONCLUSION.....	22
	APPENDIX A: Undergraduate Minority Student by School/College.....	23
	APPENDIX B: Graduate Minority Student by School/College .....	27
	APPENDIX C: Minority Faculty by Rank .....	31
	APPENDIX D: Minority New Hire – Faculty & Staff by Appropriated Titles.....	32
	APPENDIX E: Minority Staff by Appropriated Titles.....	33

## 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, 2006<sup>1</sup>). 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 67.30% white, 24.80% African American, 2.70% Hispanic, 0.70% Native American and 4.50% Asian/Pacific Islander. UALR’s Minority Student Six-Year Graduation Rate (2004-2010) is 9.4% which is a decrease of 7.8% in minority graduation rates from the period of (2003-2009).

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 32.1%. The faculty minority percentage is approximately half of that at 17.0% with African American (5.4%) and Asian/Pacific Islanders (9.2%) making up 14.6% of the overall faculty.

Based on the Little Rock-North Little Rock-Conway MSA 2008 Population Estimates (See Table 1), 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.

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<sup>1</sup> Best. H. (2006). Campus Climate/Diversity Research: A Pre-Survey Report. Institute of Government, University of Arkansas at Little Rock, Little Rock, Arkansas.

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

## 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, other underserved groups, adults of all ages, and the place-bound; and
3. Our professional service must include the fullest possible contributions to the cultural life and general quality of life of our metropolitan regions.

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

## I. 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 21<sup>st</sup> 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 MSA availability in all categories except for Hispanic students where we are below MSA census availability benchmarks. One of the key reasons for the low number of Hispanic students could be due in part to the unavailability of student aid for the undocumented alien.

### 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%. Additionally, projections indicated that Arkansas’ number of graduates was scheduled to continue growing, 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 graduates 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 some decline in graduation rates before it begins a second growth period that will extend through 2017-18.

Statistical data contained in this report indicates enrollment efforts for the 2010-2011 academic year were lower than previous years. UALR contributes the lower enrollment figures to the new freshman recruitment processes that were implemented in the Fall of 2009. The new processes consisted of enhanced freshmen admissions requirements and a \$40 application fee for undergraduate students. The following tables have been developed to provide 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 2010
Table 3	UALR Minority 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 Score for UALR Entering Freshmen
Table 7	UALR First Time Freshman Minority Enrollment
Table 8	Application Trend for Entering Freshman
Table 9	UALR Enrollment Trend for Entering Transfers
Table 10	Undergraduate Fall Semester Minority Enrollment
Table 11	UALR Undergraduate Minority Enrollment
Table 12	Graduate Student Fall Semester Minority Enrollment
Table 13	Percentage Minority Students One-Year Retention Rates for Entering Freshmen
Table 14	UALR Minority Student Six-Year Graduation Rates

**Minority Student Enrollment for Fall.** In terms of actual numbers, Table 2 illustrates 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. In the Fall of 2010 the enrollment numbers for African American and Native Americans students resulted a total decrease of 115 students. However, due to the increased enrollment in the Hispanic and Asian/Pacific Islander students, UALR's total minority enrollment for 2010 was up by 120 students. Fall 2010 represents the largest total enrollment in the past five years (2006-2010).

Table 2: UALR Minority Student Enrollment for Fall 2006 through Fall 2010

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American	3,374	3,267	3,134	3,364	3,260
Hispanic	243	253	295	306	354
Asian/Pacific Islander	242	310	341	405	592
Native American	86	94	107	102	91
Total Minority	3,945	3,924	3,877	4,177	4,297

Source: UALR Office of Institutional Research

**Minority Student Enrollment.** In Fall 2009, UALR's minority student enrollment met or exceeded the State of Arkansas 2007-2008 minority high school graduation rates in all categories except Hispanic. In 2010, UALR continued to exceed minority high school graduation rates. Although the Hispanic category fell below its rate, it did increase from 2.33 to 2.7% in 2010 (See Table 3).

Table 3: UALR Minority Student Enrollment Compared to U.S. Census Benchmarks (in Percent)

	UALR Fall 2010	UALR Fall 09	Ark HS 2007-08*	MSA**	Pulaski County	State of Ark
African American	24.8	25.62	20.23	22.42	34.41	15.76
Hispanic	2.7	2.33	4.48	3.61	4.36	5.59
Asian/Pacific Islander	4.5	3.09	1.83	1.42	1.99	1.17
Native American	0.7	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

**Entering Freshman Remediation.** UALR statistics, as presented in Table 4, shows the overall percentage of entering freshmen requiring remediation has been decreasing since 2006. The percentage of entering African American freshmen that were placed into a developmental math course in 2010 was 44.0% which is a decrease from 2009 of 18.3%. The percentages of African American students placed into developmental composition and reading courses is 38.9% and 34.3% respectively. This is a decrease of 13.3% for composition and 15.1% for reading. The differential between African American freshmen and the freshmen student body as a whole averages 18.87% in all categories. The gap has shown a decrease in all areas with the greatest success in math, which dropped from a 25.7 differential in 2009 to a 17.4 differential in 2010.

Table 4: Percentage of Entering Minority Freshmen Requiring Developmental Courses

	Fall 2010 Entering Freshmen	2005	2006	2007	2008	2009	2010
<b>Math Developmental Placement</b>							
African American	89	76.5	76.0	68.5	68.9	63.2	44.9
Hispanic	6	52.0	31.8	63.6	37.9	7.7	33.3
Asian/Pacific Islander	6	23.8	0.0	10.5	13.3	30.4	17.2
Native American	0	40.0	25.0	50.0	20.0	0.0	0.0
White	82	37.5	38.4	25.5	22.8	24.2	19.5
All First Time Freshmen	183	53.1	52.0	43.3	39.1	37.5	27.5
<b>English Composition Developmental Placement</b>							
African American	75	62.5	67.9	60.8	52.8	52.2	38.9
Hispanic	4	39.1	36.4	50.0	31.0	15.4	18.2
Asian/Pacific Islander	4	38.1	12.5	15.8	26.7	21.7	10.3
Native American	0	40.0	25.0	33.3	0.0	0.0	0.0
White	37	22.7	25.0	14.3	13.4	13.1	8.7
All First Time Freshmen	120	39.5	41.5	33.8	27.8	27.4	18.7



Reading Developmental Placement							
African American	67	64.4	60.2	56.4	51.5	49.4	34.3
Hispanic	3	30.4	18.2	50.0	24.1	11.5	15.2
Asian/Pacific Islander	5	42.9	25.0	5.3	33.3	8.7	17.2
Native American	0	40.0	25.0	33.3	0.0	0.0	0.0
White	24	19.3	23.7	14.3	11.3	12.6	5.6
All First Time Freshmen	99	38.5	37.1	31.6	26.3	25.4	15.3

Source: UALR Office of Institutional Research

**High School GPA for Entering Freshman.** As illustrated in Table 5, African Americans students demonstrated the most significant increase in GPA over the five-year period (0.29%). During the five-year period, the GPA of Asian/Pacific Islander entering freshmen has been consistently higher (four of the five years) for all minorities.

Table 5: High School GPA for UALR Entering Freshmen

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American	2.70	2.80	2.86	2.83	2.99
Hispanic	3.01	2.99	3.08	3.25	3.07
Asian/Pacific Islander	3.51	3.59	3.28	3.39	3.32
Native American	3.11	3.17	3.30	3.03	0.0
White	3.07	3.17	3.17	3.14	3.16
Total Student Body	2.94	3.03	3.06	3.04	3.10

Source: UALR Office of Institutional Research

**Average Composite ACT Score for Entering Freshman.** The overall Average Composite ACT scores increased in 2010 for all entering freshmen. The greatest increase was recognized by entering African American Freshmen (1.4). These results are attributed to the enhanced freshmen admissions requirement implemented at UALR in the 2009-2010 academic year.

Table 6: Average Composite ACT Scores for UALR Entering Freshmen

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American	17.0	18.1	17.7	18.0	19.4
Hispanic	21.0	20.5	20.8	21.8	22.0
Asian/Pacific Islander	23.0	24.1	21.9	22.7	23.4
Native American	21.0	20.0	23.5	25.0	0.00
White	21.0	22.7	22.5	22.8	23.3
Total Student Body	20.0	20.4	20.7	21.1	22.0

Source: UALR Office of Institutional Research

**First-Time Freshman Minority Enrollment.** After one full year of the new enhanced freshman admissions requirements, UALR has seen an overall decrease in the minority enrollment. Even though the enhanced freshmen admissions requirements have resulted in lower number enrollment numbers, the enrollment of African Americans students has been strong and enrollment of Asian/Pacific Islander students has increased.

Table 7: UALR First Time Freshman Minority Enrollment

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American	246	337	235	247	199
Hispanic	22	22	29	26	15
Asian/Pacific Islander	8	19	15	23	31
American Indian	4	6	10	4	0

Source: UALR Office of Institutional Research

**Application Trend for Entering Freshman.** The number of entering freshmen applications has been steadily increasing since 2006 and in the Fall of 2009 UALR recorded a record number of applications for freshmen students. In 2010 there was a drastic decrease in the number of freshmen applications received. This again is attributed to the enhanced admission requirements for entering freshmen. However, even with the decrease in application numbers, UALR's number of enrolled freshmen remained unchanged at 701 students.

Table 8: Application Trend for UALR Entering Freshman

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Applicants	2,698	2,756	2,815	3,701	1,559
Admits	776	990	693	779	721
Enrolls	663	862	676	701	701

Source: UALR Office of Institutional Research

**Enrollment Trend for Entering Transfers.** The total number of transfer student enrolling at UALR in the Fall of 2010 decreased by 77 students. While the number of Hispanic and Asian/Pacific Islanders enrollments showed a slight increase, the number of African American student decreased by 92 students.

Table 9: UALR Enrollment Trend for Entering UALR Transfers

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American	338	335	326	454	362
Hispanic	29	23	34	30	37
Asian/Pacific Islander	26	19	33	20	28
American Indian	12	9	15	10	10

Source: UALR Office of Institutional Research

**Undergraduate Minority Enrollment for Fall Semester.** As indicated in Table 10, the most significant enrollment increase (69%) during the past five year period was demonstrated among Asian/Pacific Islanders with the number of enrolled students reaching 330 for Fall 2010.

Table 10: Undergraduate Fall Semester Minority Enrollment

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American	2,864	2,736	2,552	2,744	2,594
Hispanic	198	201	236	249	258
Asian/Pacific Islander	195	236	255	322	330
American Indian	60	75	82	80	72

Source: UALR Office of Institutional Research

**Undergraduate Minority Enrollment.** Undergraduate minority enrollment has steadily increased since 2006 in all areas except African American. Again, the greatest student enrollment gain has been in the Asian/Pacific Islander minority group.

Table 11: UALR Undergraduate Minority Enrollment

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
African American	5,418	5,224	5,003	5,273
Hispanic	386	379	461	495
Asian/Pacific Islander	377	462	505	619
American Indian	117	147	147	189

Source: UALR Office of Institutional Research

**Graduate Student Minority Enrollment for Fall Semester.** UALR's graduate student enrollment figures (Table 12) show a growth in enrollment for African Americans and Asian/Pacific Islanders for the period 2006 to 2009. In 2010, the enrollment numbers of graduate students in all minority groups decreased. African American graduate student enrollment exceeds all other minority student enrollment figures. Even though there was a small decline, there were 481 more African Americans enrolled in Fall 2010 than any other minority group.

Table 12: Graduate Student Fall Semester Minority Enrollment

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American	462	473	526	559	532
Hispanic	35	35	37	36	35
Asian/Pacific Islander	41	62	71	70	51
American Indian	22	13	20	17	13

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>. Additional graphs showcasing undergraduate and graduate students by school/college can be found in Appendix A and Appendix B respectively.

### C. Retention

In 2010, the total minority student retention rate decreased to 62.0% a 2.4% reduction from 2009 figures. While there was an increase with returning Hispanic students, the greatest improvement was with Native American students where the retention rate increased by 15.0%. There was an increase of 3.30% in one-year retention rates for all entering freshmen.

Table 13: Percentage Minority Students One-Year Retention Rates for Entering Freshmen\*

	F07 Returned F08	F08 Returned F09	F09 Returned F10
African American	57.1	63.2	58.6
Hispanic	66.7	68.0	71.0
Asian/Pacific Islander	85.0	83.3	82.6
Native American	66.7	60.0	75.0
Total Minority	59.2	64.4	62.0
All Entering Freshmen	61.5	60.9	64.2

\*Includes first-time, full-time freshmen only

Source: UALR Office of Institutional Research

### D. Completion

The Six-year minority student graduation rates at UALR have decreased in all areas with the exception of the Native American students who increased to 28.6%. The six-year graduation rate for African American students dropped to 8.0% a 0.4% 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 14: UALR Minority Student Six-Year Graduation Rate

	2002-2008 Cohort		2003-2009 Cohort		2004-2010 Cohort	
	Grads/Cohort	Percent	Grads/Cohort	Percent	Grads/Cohort	Percent
African American	26 of 272	9.6%	23 of 182	8.4%	24 of 301	8.0%
Native American	0 of 2	0.0%	0 of 2	0.0%	2 of 7	28.6%
Asian/Pacific Islander	3 of 10	30.0%	7 of 13	53.8%	3 of 15	20.0%
Hispanic	3 of 16	18.8%	6 of 13	46.1%	3 of 19	15.8%
Total Minority	32 of 300	10.7%	36 of 210	17.2%	32 of 342	9.4%

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 nine 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.

Implementation Timeline: Began summer 2008

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 60% and 80%.

Implementation Timeline: Protocol has been adopted. Full implementation will begin Fall 2011.

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. 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.

- A. **Student Support Services** – This federally funded TRiO program is now housed in the ASC but has been on the UALR campus for approximately 35 years. The Student Support Services (SSS) program provides opportunities for academic development, 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.

A total of 265 students participated in SSS during the 2010-11 academic year. Of these 265 students, 81% were of minority populations: 76% (202/265) African American; 4% (10/265) Hispanic/Latino American; .3% (1/265) Asian American; and .3% (1/265) Native American.

Overall success rates for the 265 2010-11 SSS Students:

○ Retention Rate:	Required: 70%	Actual: 84%
○ Good Academic Standing:	Required: 75%	Actual: 89%
○ Graduation Rate:	Required: 20%	Actual: 35%

- B. **Ronald E. McNair Scholars Program** – This federally funded TRiO program is now housed in the ASC but has been on the UALR campus since 1991. The Ronald E. McNair Program is designed to prepare students who are underrepresented in graduate education for doctoral study. The program provides skill building seminars, research, mentorship and graduate school admission assistance. While the McNair Scholars program operates year-round, the scholars interface with the program heavily during the summer terms. A total of 25 scholars participated during the 2010 summer term. Of these 25 students, 92% were of minority populations: 88% (22/25) African American and 4% (1/25) Hispanic/Latino American.

Overall success rates for the 25 2010-11 Scholars:

○ Research Projects Completed:	Required: 98%	Actual: 100%
○ Degree Attainment:	Required: 50%	Actual: 72%
○ Post-Baccalaureate Enrollment:	Required: 40%	Actual:
○ Doctoral Degree Attainment:	Required: 5%	Actual: 12%

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

For Fall 2010, a total of 168 CSP students completed the semester. Of these 168 students, 51% of them were of minority populations: 48% (81/168) African American and 3% (5/168) Hispanic/Latino American.

Overall success rates for the first three fall CSP cohorts are detailed below.

Fall 2010 Cohort of 177 CSP Students

○ Semester Completion Rate:	95%
○ Good Academic Standing Rate:	100%
○ Fall-to-Spring Retention Rate:	75%

#### Fall 2009 Cohort of 234 CSP Students

- Semester Completion Rate: 96%
- Good Academic Standing Rate: 99%
- Fall-to-Spring Retention Rate: 78%

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

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

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

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

Implementation Timeline: Began Fall 2008.

6. **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.

7. **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: Associate Vice Chancellor for Student Success was hired January 2011. Currently all advising offices on campus report to him and he will work closely with academic units to ensure advisors are trained to offer comprehensive advising to students.

8. **African American Male Initiative (AAMI)**

In 2009, UALR identified 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). Furthermore, 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, 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 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. Student participants also 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 Keeper, 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 advisors 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 the AAMI Program

#### Fall 2009 class

- AAMI program began Fall 2009 with 56 Freshmen mentees and 24 Peer Success Advisors (PSAs)
- Fall 2009 grade point average: Mentees – 2.695; PSAs – 3.059
- Overall cumulative GPA for AAMI program participants for Fall 2009 – 2.839
- 94.6% (53 of 56) of AAMI mentees returned for the Spring 2010; 95.8% (23 of 24) PSAs returned for the Spring 2010 semester
- Mentee's Spring 2010 cumulative GPA – 2.708; PSAs' Spring 2010 cumulative – 3.024
- Overall cumulative GPA for AAMI program participants for Spring 2010 – 2.912
- 71% of AAMI mentees returned for the Fall 2010 semester; 91% PSAs returned for the Fall 2010 semester (2 students graduated)
- Fall 2010 cumulative grade point average: Mentees – 2.847
- Spring 2011 cumulative grade point average: Mentees – 2.469

#### Fall 2010 class

- AAMI Fall 2010 second year class, began the semester with 64 Freshmen mentees and 35 PSAs
- Fall 2010 cumulative grade point average: Mentees' – 2.76; PSAs – 3.058
- Overall cumulative GPA for AAMI program participants for Fall 2010 – 3.002.
- 87% of the AAMI mentees returned for the Spring 2011 semester; 100% of the PSAs returned for the Spring 2011 semester; 5 PSAs graduated in Spring 2011 semester
- Mentee's Spring 2011 cumulative GPA – 2.589; PSA's Spring 2011 cumulative – 3.154
- Overall cumulative GPA for AAMI program second year participants for Spring 2011 – 2.997

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 2010. 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 African American male student achievement and the undercurrents of racial outcomes disparities.
2. Inequities are made transparent – data is used by institutional stakeholders and teams that are working to foster conditions that enable success for African American 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 African American 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 African American male students.
6. The institution engages in honest conversations about racism and its harmful effects on African American male student outcomes.
7. The institution offers structured developmental opportunities and resources for faculty and administrators on effectively educating African American male students.
8. The institution engages with and learns from other colleges and universities that are working to strategically close outcomes gaps that disadvantage African American male students.

## 9. **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. UALR has been working with the Mexican Consulate to establish programs, such as the Mexico 2010 Initiative to meet the cultural needs of the Hispanic community.

## **II. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION**

### **A. Faculty**

In Fall 2010, there were 502 full-time faculty members at UALR. Of that number 85 or 16.9% were members of a minority group, a percentage that is virtually unchanged from the previous year. The largest minority group was composed of 46 faculty members who self-identified as Asian/Pacific Islander. This was followed in descending order by 27 who identified as African American, 8 who

identified as Hispanic, and 4 who identified as Native American. See Appendix C for numbers of minority faculty by rank.

Table 15: UALR Minority Full-Time Faculty by Ethnic/Racial Category and Rank: Fall 2010

	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African American	6	11	9	1	27
Hispanic	1	3	4	0	8
Asian/Pacific Islander	16	12	16	2	46
Native American	3	0	1	0	4
White	141	99	100	64	404
Unknown	4	3	6	0	13

Source: UALR Office of Institutional Research

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 2010 percentages of full-time minority faculty are compared to these goals. While the 2010 figures indicate the percentage of full-time minority faculty has slightly decreased; percentage of minority Asian/Pacific Islander faculty increased which resulted in UALR exceeding its goal of 5.9% by 3.3%. See Appendix D for a listing of all minority hires as of July 2010, by appropriated titles.

Table 16: UALR Minority Full-Time Faculty Percent Compared to Goals

	2008	2009	2010	Goal	Status
African American	7.2%	6.2%	5.4%	6.3%	-0.9%
Hispanic	1.7%	2.0%	1.6%	5.2%	-3.6%
Asian/Pacific Islander	8.3%	8.1%	9.2%	5.9%	3.3%
Native American	0.9%	0.9%	0.8%	0.4%	-0.4%
Total Percentage	18.1%	17.2%	17.0%	17.8%	-0.8%

Source: UALR Office of Institutional Research

Table 17: New Faculty Hires 2008 to 2010

	2008	2009	2010
African American	7	2	1
Hispanic	0	3	1
Asian/Pacific Islander	3	3	2
Native American	1	0	1
Total New Hires	11	8	5

Source: UALR Office of Institutional Research

While efforts have been made to identify and hire minority faculty in all academic disciplines, UALR has experienced a decrease the in the number of new hire faculty since 2008. The Provost's Office in connection with the academic departments and the Department of Human Resources is working to

establish recruitment initiatives to improve UALR's ability to recruit minority faculty. Some of the most recent initiatives consist of the following:

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

## **B. Minority Faculty Retention**

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

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

In January 2011 this was accomplished by the appointment of Dr. Susan Hoffpauir as the Associate Vice Chancellor of Academic Affairs—Policy, Assessment and Diversity (AVCPAD). The first task was to work with the Chancellor to name a campus-wide Diversity Council. The future work of the Council is outlined in the new Five-Year Minority Retention and Recruitment Plan submitted to ADHE.

- Development of a Mentoring Programs

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

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

## **C. Staff**

In 2010, there were 991 full-time staff members at UALR as evidenced in Table 18. Of that number 319 or 32.1% were minorities. African Americans represented the largest minority staff group with 269 staff members. Asian/Pacific Islanders were next with 35 staff members. They were followed by Hispanics with 11 staff members and 4 Native American staff. See Appendix E for numbers of minority staff by appropriated titles.

Table 18: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: Fall 2010

	Afr Amer	Hispanic	Asian/Pacific Islander	Native Amer	White	Unknown
Administrative/Managerial	11	0	2	0	81	2
Other Professionals	138	8	28	2	439	26
Technical & Paraprofessional	13	0	2	0	12	2
Clerical & Secretarial	26	1	3	1	32	4
Skilled Crafts	7	0	0	0	36	0
Service/Maintenance	74	2	0	1	38	0
Total	269	11	35	4	638	34

Source: UALR Office of Institutional Research

Table 19: New Staff Hires from 2008 to 2010 shows a decline in the number of newly hired staff in 2010 as compared to 2009. This can be attributed to the overall economic environment which currently exists in Arkansas. In July 2010, state implemented a hiring freeze which limited the number of positions available for recruitment.

Table 19: New Staff Hires from 2008 to 2010

	2008	2009	2010
African American	36	44	34
Hispanic	3	1	3
Asian/Pacific Islander	0	4	9
Native American	0	1	0
Total New Hires	39	50	46

Source: UALR Office of Institutional Research

To maintain a diverse population among the staff, UALR has consistently promoted the recruitment of minority staff across all campus departments. Even though figures in Table 20 indicate that UALR did not meet its goal, the 2010 figures reflect an increase in the total percentage of full-time minority staff from 2009. This illustrates UALR's efforts to retain current minority staff.

Table 20: UALR Minority Full-Time Staff Percent Compared to Goals

	2008	2009	2010	Goal	Status
African American	29.80%	27.80%	27.10%	34.4%	-7.3%
Hispanic	1.30%	0.90%	1.10%	4.4%	-3.3%
Asian/Pacific Islander	2.20%	2.20%	3.50%	2.0%	1.5%
Native American	0.30%	0.40%	0.40%	0.7%	-0.30%
Total Percentage	33.6%	31.3%	32.1%	41.5%	-9.4%

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 Resource Services merged to create the Department of Human Resources. The merger has allowed UALR to improve faculty and staff recruitment processes to better meet the needs of the university community and to improving the tracking and hiring of minority applicants through a more comprehensive Affirmative Action Plan. Prior to this merger, recruitment of faculty and non-classified/non-faculty staff was the responsibility of the Office of Human Relations. The responsibility for hiring classified staff was overseen by Human Resource Services. This separation of duties created dual recruitment processes and confusion campus-wide and in some respects has been ineffectual.

Through the Affirmative Action Review process, the Department of Human Resources analyzes the demographic makeup of the department and the applicant pool for each position, and encourages the selection of qualified minority candidates when available. To improve UALR's recruiting process, AVCPAD and the Department of Human Resources has been tasked with reviewing the demographic makeup of each administrative and academic department to establish departmental minority recruitment goals. Upon completion of the assessment, each department will be required to create a Recruitment Plan to improve minority recruitment in the underutilized areas. More information on this initiative is outlined in the new Five-Year Minority Retention and Recruitment Plan submitted to ADHE.

To ensure the accuracy of the current demographic information available on current employees, the Department of Human Resources re-surveyed all full-time faculty and staff, in the fall of 2010 and update the demographic information in the university's database. The collected data produced a more reflective view of the minority breakdown of each department across campus. This information was sectioned into faculty and staff according to the EEOC Skill Codes, which resulted in an initial assessment of the minority makeup of each department.

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

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

To further support recruitment and reporting efforts, UALR is reviewing applicant tracking software and the institution intends to have a comprehensive system in place by June of 2012. This will allow for a more efficient hiring process as well as a more comprehensive and accurate analysis of affirmative action and recruitment data.

#### **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:

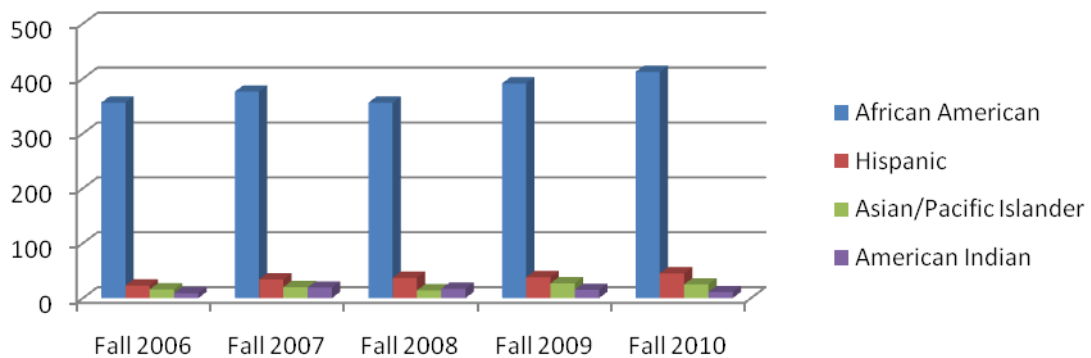
Orientation	\$78,537
First Year Colloquium	\$120,675
Academic Success Center	\$432,837
African American Initiative	\$10,000 (Plus a WRF grant of \$50,000)
Other Retention initiatives	\$120,675
TEAMS	\$45,000

## **VI. CONCLUSION**

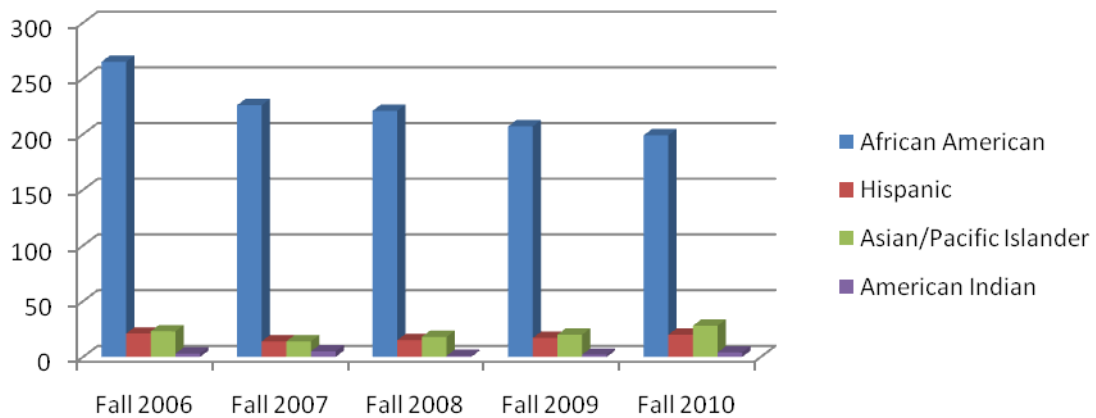
Assessment of the effectiveness of the plan will be through the tracking and reporting of the number of minority faculty, staff and students to determine if progress is being made in the recruitment and retention of a diverse faculty, staff and student body. A review of UALR's strategic plan this year 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**  
**UNDERGRADUATE MINORITY STUDENTS BY SCHOOL/COLLEGE**  
**FALL 2006 – FALL 2010**

**Undergraduate Minority Students by  
School/College Fall 2006 - Fall 2010  
College of Arts Humanities, and Social  
Science**

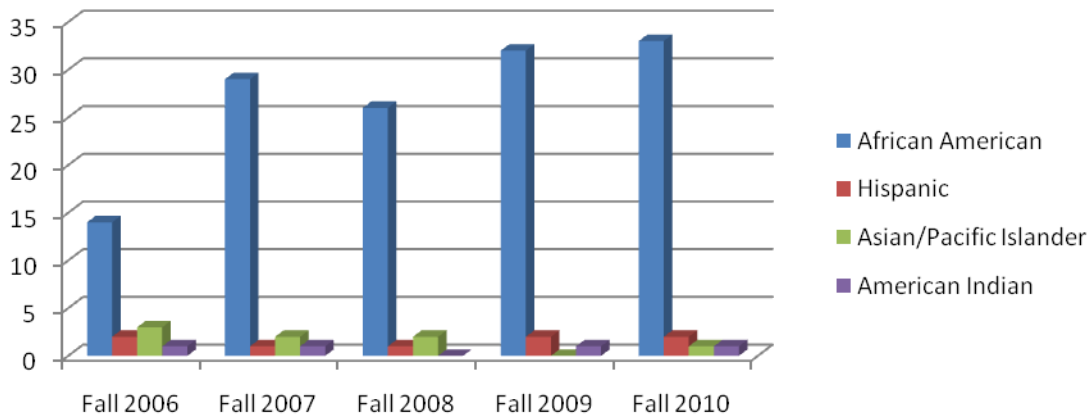


**Undergraduate Minority Students by  
School/College Fall 2006 - 2010  
College of Business**

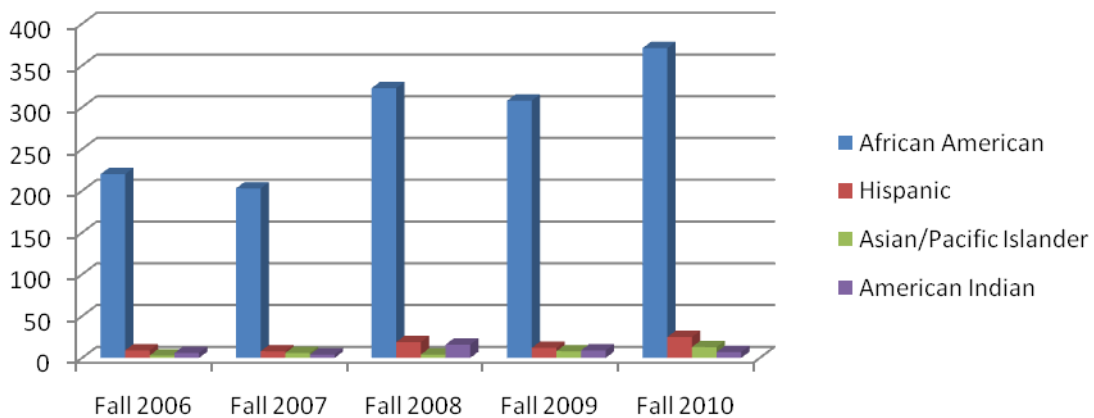




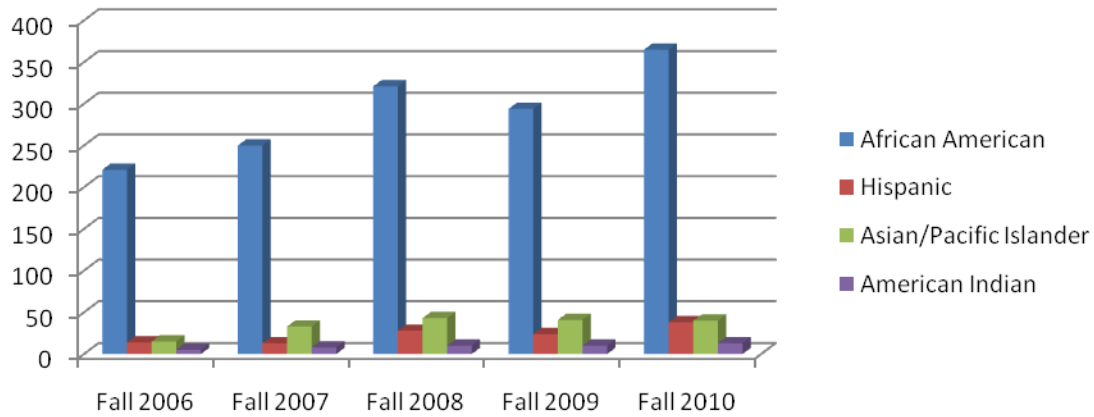
### Undergraduate Minority Students by School/College Fall 2006 - 2010 College of Education



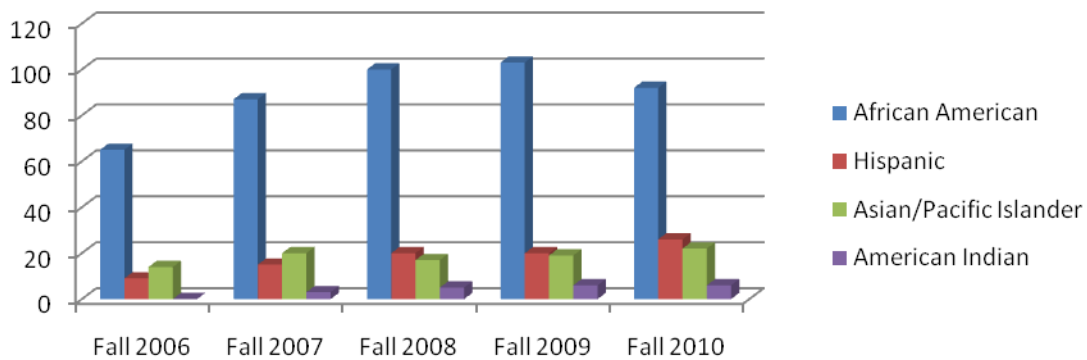
### Undergraduate Minority Students by School/College Fall 2006 - 2010 College of Professional Studies



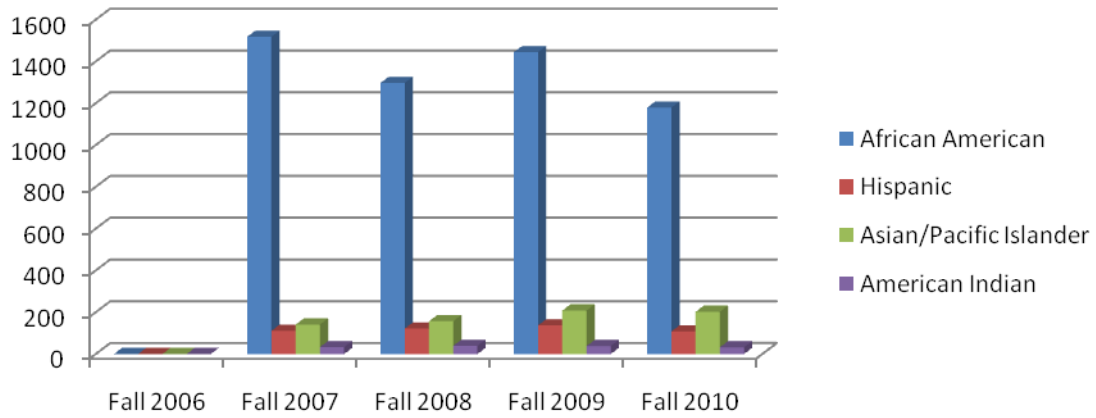
### Undergraduate Minority Students by School/College Fall 2006 - 2010 College of Science and Mathematics



### Undergraduate Minority Students by School/College Fall 2006 - 2010 College of Donaghey Information Science and Systems Engineering

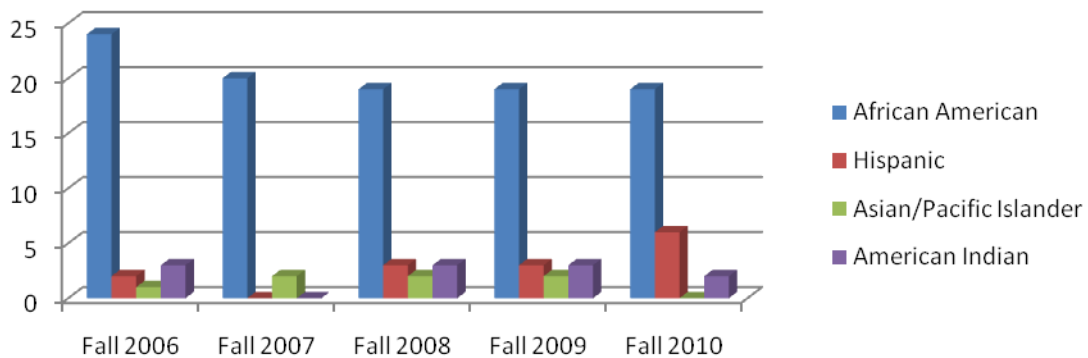


### Undergraduate Minority Students by School/College Fall 2006 - 2010 Undeclared Majors

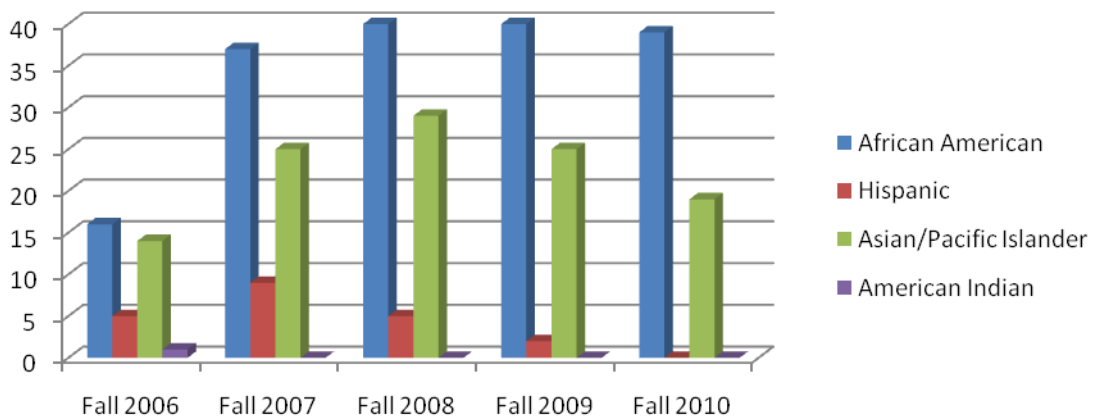


**APPENDIX B**  
**GRADUATE MINORITY STUDENTS BY SCHOOL/COLLEGE**  
**FALL 2006 – FALL 2010**

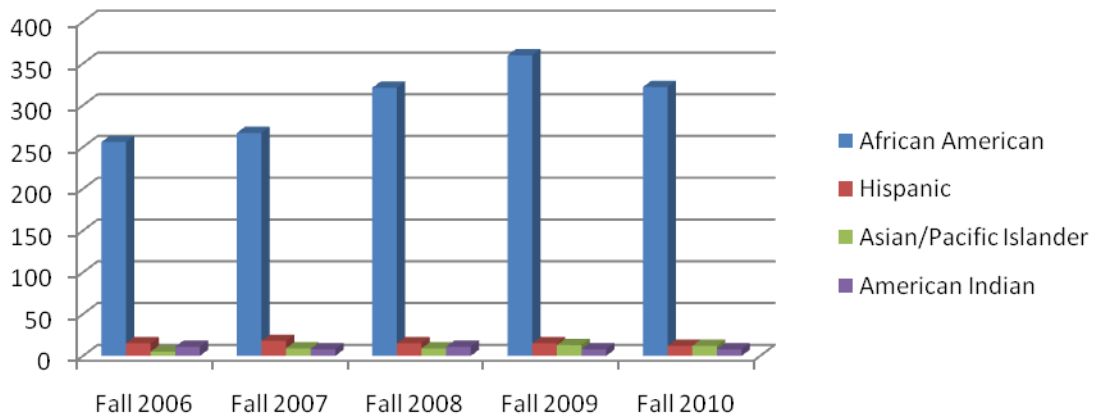
**Minority Enrollment by School/College for  
Graduate Programs Fall 2006 - 2010  
College of Arts, Humanities, and Social  
Science**



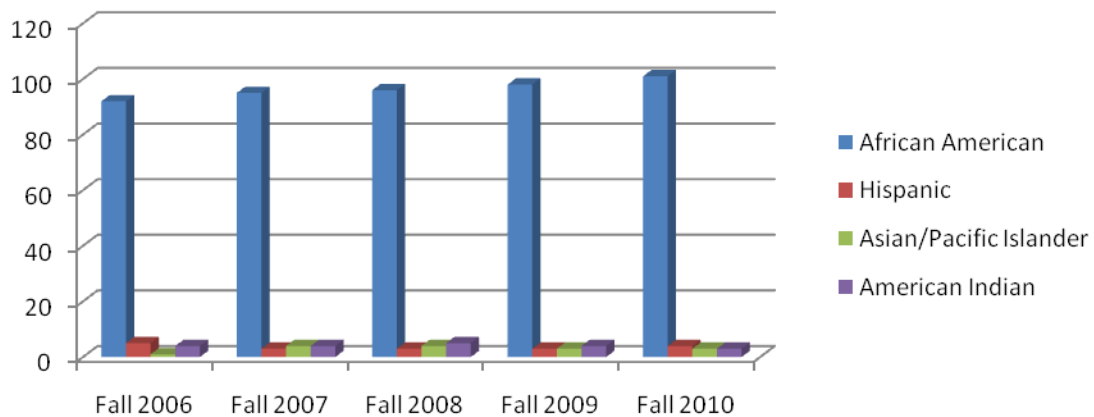
**Minority Enrollment by School/College for  
Graduate Programs Fall 2006 - 2010  
College of Business**



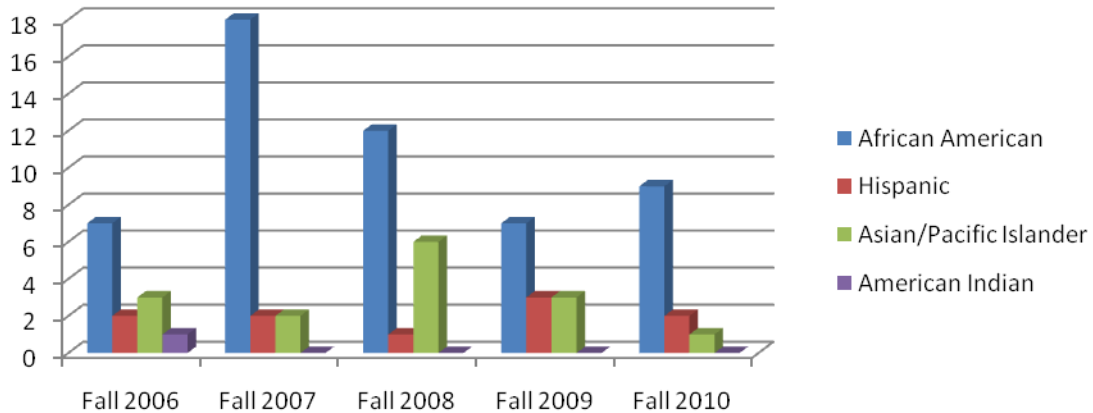
### Minority Enrollment by School/College for Graduate Programs Fall 2006-2010 College of Education



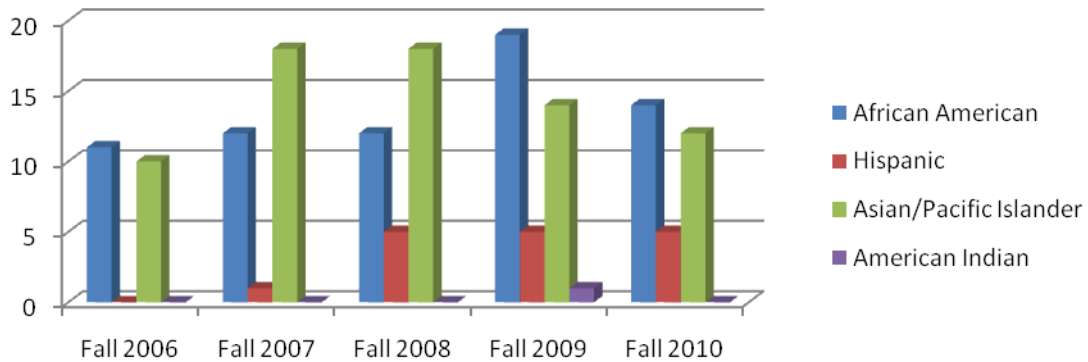
### Minority Enrollment by School/College for Graduate Programs Fall 2006-2010 College of Professional Studies



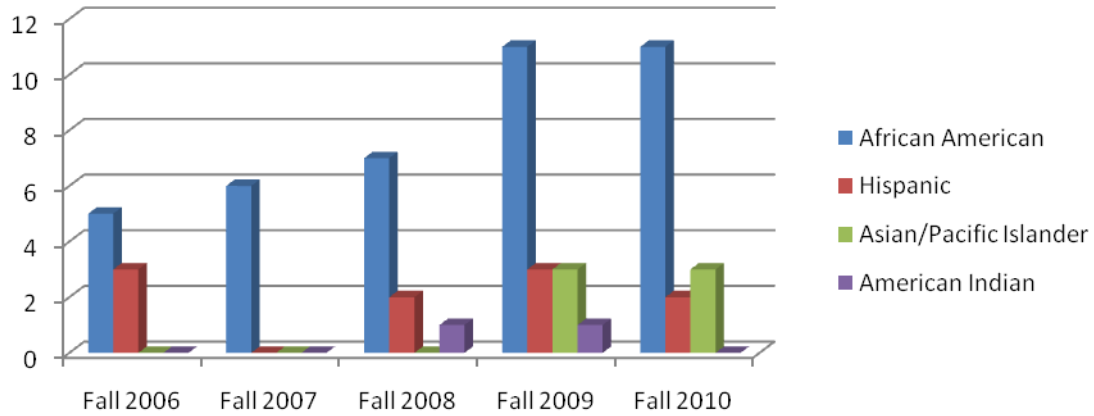
### Minority Enrollment by School/College for Graduate Programs Fall 2006-2010 College of Science and Mathematics



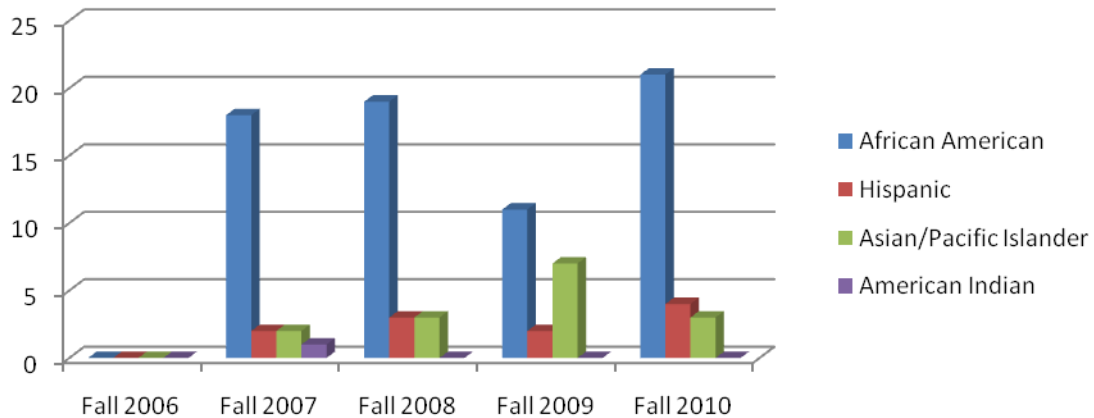
### Minority Enrollment by School/College for Graduate Programs Fall 2006-2010 College of Donaghey Information Science and Systems Engineering



### Minority Enrollment by School/College for Graduate Programs Fall 2006-2010 Interdisciplinary Studies



### Minority Enrollment by School/College for Graduate Programs Fall 2006-2010 Undeclared Majors



**APPENDIX C**  
**MINORITY FACULTY BY RANK\***

<b>Position Title</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian/Pacific Islander</b>	<b>Native American</b>	<b>Unknown</b>	<b>Total</b>
Assistant Professor 9 mnth	9	2	14	2	8	35
Associate Professor 12 mnth	1					1
Associate Professor 9 mnth	9	4	14		10	37
Department Chairperson 12 mnth			1	1	2	4
Instructor 12 mnth		1			4	5
Instructor 9 mnth	3	1		1	15	20
Lecturer 9 mnth					1	1
Professor 12 mnth					1	1
Professor 9 mnth	2		15		15	32
<b>Total</b>	<b>24</b>	<b>8</b>	<b>44</b>	<b>4</b>	<b>56</b>	<b>136</b>

\* Due to hires and separations, numbers reflected in this table may vary from the figures in Table 15.



**APPENDIX D**  
**MINORITY NEW HIRE - FACULTY & STAFF**  
**BY APPROPRIATION TITLES\***

	<b>African American</b>	<b>Hispanic</b>	<b>Asian/Pacific Islander</b>	<b>Native American</b>	<b>Unknown</b>	<b>Total</b>
Administrative Specialist III	7		2			9
Assistant Professor 9 mnth		1	3			4
Asst Personnel Manager	1					1
Asst Resch/Ext Spec			1			1
Computer Support Specialist	1					1
Coord/Intramural Activities		1				1
Institutional Assistant	1	1				2
Instructor 9 mnth	1			1		2
HE Inst Program Coordinator	1					1
HE Pub Safety Dispatcher	2					2
Institutional Services Asst	7					7
Mail Services Asst		1				1
Network Supp Analyst			1			1
Pub Safety Officer	1	1				2
Student Union Sec Mgr	1					1
Fiscal Support Analyst	1					1
Institutional Services Supv	1					1
Project Coordinator	1					1
Project/Program Manager	1					1
Research Assistant	3	1				4
Research Associate	1					1
Student Develop Specialist	3				1	4
<b>Total</b>	<b>34</b>	<b>6</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>49</b>

\* Due to timing of when reports were run, information in this table may vary slightly from Tables 17 & 19.

**APPENDIX E**  
**MINORITY STAFF BY APPROPRIATED TITLE\***

<b>Position Title</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian/Pacific Islander</b>	<b>Native American</b>	<b>Unknown</b>	<b>Total</b>
Academic Counselor - EIT	1					1
Admin Support Supv		1	1			2
Administrative Specialist I					1	1
Administrative Specialist II	1			1	2	4
Administrative Specialist III	30	1	3	1	9	44
Assistant Coach	3					3
Assistant Dean	2					2
Assoc Dean of Students	1					1
Assoc Director Financial Aid	1					1
Assoc Rsch/Ext Spec	2		1		2	5
Asst Dir Aquatics & Fitness	1					1
Asst Dir of Stud Union	1					1
Asst Personnel Manager	1					1
Asst Resch/Ext Spec	1		1		4	6
Benefits Technician	1					1
Budget Specialist		1				1
Buyer	4					4
Computer Operator	1					1
Computer Support Spec	4		1			5
Computer Support Tech	1					1
Development Officer	1					1
Dir Admissions & Financial Aid					1	1
Dir of Financial Services	1					1
Dir of Recruitment & Retention					1	1
Dir Student Development Center	1					1
Dir/Cooperative Educ Program	1					1
Dir/Rsch & Sponsored Programs		1				1
Education & Instruction Spec	3				2	5
Education Counselor	2					2
Extension Assistant	1					1
Fiscal Support Analyst	5					5
Fiscal Support Spec	4					4
HE Inst Program Coordinator	9				1	10
HE Pub Safety Comm I	2					2
HE Pub Safety Dispatcher	2					2
HE Pub Safety Officer	5	1		1		7

HE Pub Safety Suprvsr	1					1
Head Coach		1				1
Human Resource Spec	3					3
Institutional Svcs Asst	55					55
Institutional Assistant	21		2		3	26
Institutional Svcs Supv	5					5
Librarian	1		4			5
Library Technician	8					8
Mail Services Asst	1	1				2
Maintenance Assistant	4					4
Maintenance Coor	1					1
Media Specialist	2					2
Network Supp Analyst			1			1
Post Doctorial Fellow Nano Ctr			1			1
Project/Program Director	1					1
Project/Program Manager	2		1			3
Project/Program Mgr Nano Ctr			1			1
Project/Program Specialist	2		2			4
Research Assistant	16	2	1	1	5	25
Research Assistant GIT	1					1
Research Associate GIT			1			1
Research Associate Nano Ctr			3			3
Research Associate NC	12		8		4	24
Research Coordinator	1					1
Research Project Analyst	1					1
Senior Rsch/Ext Spec NC	1					1
Shipping & Receiving Clerk	1					1
Skilled Trades Suprvsr	1					1
Skilled Tradesman	6					6
Student Devl Specialist	23	1	2			26
Technical Support Staff			1			1
VC Educational Services	1					1
<b>Total</b>	<b>264</b>	<b>10</b>	<b>35</b>	<b>4</b>	<b>35</b>	<b>348</b>

\* Due to hires and separations, numbers reflected in this table may vary from the figures in Table 18.

*University of Arkansas at Monticello*  
*Annual Report*  
*Fiscal Year Ended June 30, 2011*

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 continued to offer campus programs and activities that enhanced the educational environment for minority students as well as supported retention efforts. The University continued its outreach and summer bridge programs for beginning students and pre-college enrichment. The University also maintained its tutoring and counseling initiatives and added a peer mentoring program using both face-to-face and online mentoring. Workshops regarding financial aid, job skills, time management, and other areas of student interest were held throughout the year.

All minority student populations except Asian and Native American showed an increase from the fall 2009 semester; total student enrollment for the same time frame also increased. It must also be stated that for the Fall 2010, students were able to choose more than one ethnicity at a time so ethnic data may not be the same as headcount data.

Using Fall 2009 and Fall 2010 data provided by the Registrar's Office, the following table indicates changes in ethnic minority enrollment.

<u>Fall 2009 Headcount</u>		<u>Fall 2010 Headcount</u>	
African American	1069	African American	1437
Hispanic	39	Hispanic	61
Native American	26	Native American	19
Asian	12	Asian	12
Non Resident Alien	10	Non-resident Alien	13
		Unknown	29

A review of University baccalaureate major fields of study by ethnicity indicated that minority enrollment was significant enrollment in the following areas: Criminal Justice (56% minority); Health and Physical Education non licensure (51% minority); Health and Physical Education, Bachelor of Arts (50% minority); and Modern Languages (50%). The Computer Information Systems (44% minority) baccalaureate program showed a significant number of minority students. In the technical programs, minority enrollment exceeded non-minority enrollment in the following areas: Administrative Office Technology (46% minority), Child Development Associate (30% minority), Early Childhood (90% minority), Hospitality (51% minority), and Welding (65% minority).

The following technical programs showed significant minority enrollment: Health Information Technology (21% minority), Heavy Equipment (50% minority); Practical Nursing (50% minority); Electromechanical Technology (50% minority); and Nursing Assistant (48% minority).

Minority and non-minority enrollment in pre-professional studies including Pre Law, Pre Medical, Pre Pharmacy and Pre Veterinary declined. The largest increase in minority enrollment occurred in the Bachelor of General Studies program with an increase of 200%.

## ***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 performed at an adjacent site to the 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 18, 2011 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 7, 2011, the Department of Student Programs and Activities offered a program title "The Real Deal Trivia Show" in which students competed against each other with their knowledge of Black History trivia to win cash and prizes
- The Week of February 14<sup>th</sup>- 18<sup>th</sup>, 2011, the Department of Student and Programs and Activities hosted a Human Right's Art Festival theme, "Do Not Label Me". Students, faculty and staff entered art work. Each art piece was

judged on creativity, theme oriented, and quality of medium. The art pieces with the highest scores from creativity, theme oriented and quality of medium won a Black history month bag with pens, pencils, books, candy, jump drives, and assorted school supplies.

- On February 15, 2011 the department of Student Programs and Activities hosted Mrs. Minnijean Brown Trickey, one of the Little Rock 9, to speak before Faculty, staff and students in celebration of Black History month.

#### 4. Mardi Gras - Fat Tuesday

- On March 8, 2011, the Office of Student Programs and Activities in conjunction with Aramark Food Service hosted a Mardi Gras lunch hour party, with Cajun Cuisine, mock tails, festive decorations, jazz music, king cakes, and prizes for the finders of the King cake babies.

### B. Recognized Student Organizations

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

- NPHC – National PanHellenic Council.

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

#### a. Fraternities:

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

#### b. Sororities:

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

#### c. International Student Association

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

Argentina  
Azerbaijan  
Brazil  
Canada  
France  
Mexico  
Nepal  
Serbia  
South Korea  
United Kingdom

### 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  
Zeta Phi Beta

#### **Office of Admissions Report**

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2010-2011 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall and spring.
- The International Club expanded in 2010-2011, to include students and faculty/staff, and community members. 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. Four additional cultural events resulted from this, located at Pauline Baptist Church, St. Mark's Catholic Church, ESL at First Methodist Church, and Monticello Intermediate School. International students were also invited to provide a program for United Way of Drew County.

- International brochures were updated to provide travel needs, campus activity information, insurance opportunities and a summary of community opportunities.
- Special Student Services information was provided to all units for any student with a diagnosed disability.
- Six minority recruitment fairs were attended in Arkansas.
- Recruitment/campus representation was available at local, regional, and state college planning programs.
- 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 throughout Arkansas.
- Information and representation was offered to the Single Parent Scholarship Committee of Drew County. 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.
- Meetings were conducted 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 Arkansas 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 were provided with campus information, which included contact cards for interested visitors.
- Website information has updated for admission, scholarship, special student services, international services, and special events.
- 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 accepted invitations and attended over 40 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.
- Certificates for all institutional scholarship recipients were sent to school officials.
- 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, programs, activities, 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 October 2010. These amounts represent the percent of awards to minority students of the total awards for Fall 2009 through Summer II of 2010.

#### **GRANTS**

Pell Grants	51.2%
SEOG Awards	47.9%
Vocational Rehab	32.2%
State and Local	37.9%
Tuition Waivers-	
Remission	35.9%
All Other Grants	46.9%
Unduplicated	
Students	46.3%

#### **LOANS**

Federally Insured	47.8%
Unduplicated	

Students	47.8%
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**SCHOLARSHIPS**

Scholarships	16.5%
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Unduplicated Students	22.5%
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**STUDENT EMPLOYMENT**

Federal College

Work/Study Awards	39.2%
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Institutional Employment	21.7%
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Unduplicated Students	29.7%
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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 2010-11 fiscal year, the University hired minorities in both staff and faculty positions.

On May 31, 2011, the percentage of minorities were employed in the following categories:

Non-Classified	18.57%
Classified	22.30%
Faculty	11.18%

As of May 31, 2011, the University hired the following percentage of minorities during the 2010-11 fiscal year:

Non-Classified	22.22%
Classified	10.20%
Faculty	17.31%

## **UAM COLLEGE OF TECHNOLOGY-CROSSETT**

The UAM College of Technology-Crossett's (UAM-CTC's) staff and faculty are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. This commitment is also endorsed by UAM-CTC's Advisory Board and Program Advisory Committees which consist of minority representation. The following report includes data and activities that extend beyond the university's report and is specific to UAM-CTC.

- **Plan Communication:** All publications, brochures, flyers, and other published and distributed materials that are specific to the UAM-CTC contain Affirmative Action statements.
- **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 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. An additional minority recruitment effort by the campus was to extend job advertisements beyond the local media to in-state and out-of-state cities with a higher minority population than cities within the campus' immediate area.
- **Recruitment and Retention of Students:** The UAM-CTC campus exercises a policy of equal educational opportunity in keeping with the University. All applicants for admission are considered solely on the basis of individual qualifications. Activities beyond the University's role and specific to the Crossett campus that are indicative of the campus' professional staff and faculty commitment to maintaining diversity of student enrollment and increasing retention are: the development of campus advertisements, promotions, and flyers that have multi-racial representation; the hiring of a part-time retention specialist to identify and assist "at risk" students; the provision of tutoring services to assist students and increase academic retention (targeting first-generation college students who are low income, and/or who are disabled); the purchasing of DVDs relative to civil rights for student instruction and class discussion to understand all perspectives on racial injustices; and the recruitment of Hispanic students for ESL (English as a Second Language) classes.

## **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 71% percent. Using data provided by the Registrar Office, the following table indicates all ethnic minority enrollment for July 1, 2010 through May 10, 2011. (Excluding Summer I: June 1 – June 30, 2011)

African American	423
Hispanic	6
Asian or Pacific Islander	1
2 or more Races	3
White (Non-Hispanic)	307

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 instructor – African American, Emergency Medical Technology instructor – Asian or Pacific Islander and the Adult Education Instructor is American Indian. We also have other staff members that are minority, all are African American: School Counselor, Maintenance Supervisor, Director of Career Pathways, Human Resource Specialist, an Administrative Specialist II, Maintenance Supervisor, and a Maintenance employee.

### **Recruitment and Retention of Students**

The UAM CTM campus exercises a policy of equal educational opportunity. All applicants for admission are considered solely on the basis of individual qualifications. Activities supportive of a professional staff and faculty committed to maintaining diversity of student enrollment and increasing retention beyond that of the university include the following:

- The development of campus advertisements, promotions, and flyers.
- The development of tutoring services to assist students academically to aid in student retention.

- The Adult Education Program is non-credit instruction. The number of students served in the Adult Education Program, was 63% minority (44 students of a total 70 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 80% (127 students out of a total 153 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.

EMPLOYEE REPORT  
(Act 426 of 1993)  
For Period Ending 06/30/11 \*

University of Arkansas at Monticello

Payroll Number (UAM Agency code): 155

<b>CATEGORY</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
Total Female Employees	309	58.9
Total Male Employees	216	41.1
<b>TOTAL EMPLOYEES</b>	525	100
Total Asian Employees	8	1.5
Total African American Employees	78	14.8
Total Caucasian Employees	430	81.9
Total Hispanic Employees	5	1.0
Total American Indian Employees	1	.2
Total Non-Resident Alien Employees	3	.6
<b>TOTAL EMPLOYEES</b>	525	100

<b>CATEGORY</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
Total Female Employees	81	50.9
Total Male Employees	78	49.1
<b>TOTAL FACULTY</b>	159	100
Total Asian Employees	5	3.1
Total African American Employees	11	6.9
Total Caucasian Employees	141	88.7
Total Hispanic Employees	2	1.3
<b>TOTAL FACULTY</b>	159	100

\* As a result of the June 30 due date, data is as of May 15, 2011 and includes only benefit-eligible employees.

## UNIVERSITY OF ARKANSAS AT MONTICELLO Fall Enrollment by Major/Ethnicity 2005-2009

Fall	2007						2008						2009								2010							
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U
AAS Agri Prod Mgmt																												
AAS General Tech.	13	21	1	1			33	31		1	1		31	30							84	113						
Accounting	72	14	2	1		2	59	14	3				53	17	3	1					66	20	1			1		
Adv Cert In CIS																												
Agriculture	75	2		1			85	6	1	1			81	7		1					86	4						
Allied Health	32	14	2				29	10	2				23	15	2	1												
Applied Sciences (B.A.S.)	1	1					6	4					10	9	2						48	11						
Art	24	6	1		1		18	1					22	6		2					22	5						
Associate of Arts	11	10					17	9					27	14							207	66	2	2		1		1
BAC Gen Studies													8	2							29	17	2					
Biology	35	9			2	1	29	8			1	1	44	6			1	1			42	6	2		1			
Business Education																												
Business Administration	145	72	5	4	2	2	127	62	5	2		3	115	74	6	1		2			114	68	5	2				1
Certification/Licensure																												
Chemistry	7	5			1	1	8	3			1		10	1			1				17	2	1		1			
Computer Information Sys.	52	51		1	1		62	35		1			61	36							65	45						
Crime Scene Investigation	4	3					3	6					2	4							3	5						
Criminal Justice	37	46					31	38	1				32	41	2	2	1				41	56	2					
Cro - Electro Tech Ind		1					20	2																				
Cro. - Ind. Processes		1																										
Cro-AAS Indus Tech													8	1														
Cro-Admin Office Tech													4	4							14	15						
Cro-Administrative I	12	17					13	5					3	2														
Cro-Adv. Cert. Electromech. Instrumentation													5			1												
Cro-Child Dev. Asso.		1																			2	4						
Cro-Computer Main/Ntwkg													8	4	1						16	9						
Cro-Electromech Instrument													13	1							8	6		1				

Fall	2007						2008						2009						2010								
Cro-Electromech Technology												9			1					34	5		1				
Cro-Electromech/Main.	14						10	2				18	2							6							
Cro-EMT Paramedic	1							1												2							
Cro-Hospitality	2	3	1				2	1				8	8							11	13						
Cro-Ind Tech	5	1					1													19	3						
Cro-Industrial Equip Rpr	8	2		1			1	1												14			1				
Cro-Nursing Assistant		1							1			4	2							21	9	1					
Cro-Paper/Pulp Technology	1						1																				
Cro-Practical Nursing	30	11	2	1			36	11	1			53	18	1	1					58	15	1	1				
Cro-Pulp/Paper Science																											
Cro-TC Health Inform.							4	2				8	8							24	10						
Cro-Welding	15	4					15	2				15	1		1					18	6						
Early Childhood P-4	122	56					111	51				132	49	1						149	44	1			1		
Education (M.Ed)	43	5		1		1	29	4				25	5							31	8	1					
English												39	8	1						47	5	2					



Fall	2007						2008						2009								2010							
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U
Forestry	32	1					37					1	25	2		1					48	1	1	1	1	1		
General Studies	414	121	11	6	3	1	502	124	13	4	5	2	446	108	7	4	1	2			285	125	9	4	3	2		1
Grad- Forestry	13		1			4	14		1		4	2	20		1		1	3			20		1		1	1		
Grad. - Ed Leadership	12	6					11	6					10	7							7							
Grad. Ed. Secondary																												
H & PE Exercise Sci. Opt.	11	10		1			17	12		1			27	11	1	1					31	15						
Health & PE	46	34	3				55	39				1	64	57	1	1		1			11	21	2	1	1	1		
Health & PE Wellness																												
History	20	6					27	4					25	5							33	1						
History & Social Studies	9						6	1					9	1							3	1						
HPE - Non Licensure	2	1					5	4	1		1		10	18				1			11	21				1		
HPE/BA/N	17	17				3	22	17	1			1	17	22			1				15	13	2			1		
HPE/BS/N	7	9					6	8	1				4	9	1						63	62		1				
Journalism	11	1					7	1					2								1							
Land Surveying Technology	5						4	1					4								4							
Law Enforce. Adm.								1														2						
MAT Edu							37	4					38	2		1					69	7		1	1			
Math	19	4					16	1	1				18	2	1	1					21	4	1					
McG-Admin Office Tech													1	3							16	29						
McG-Agri Technology																												
McG-Automotive Ser.	3	1																				1						
McG-Basic EMT														1														
McG-Business Technol	13	17					15	14					6	10														
McG-Childhood Dev. Assoc.													1								8	26	1					
McG-Early Childhood	12	56					12	44	1				10	51	1						11	71	1					
McG-EMT Paramedic	24	5	1				13	12					19	14							32	16						
McG-Heavy Equipment	18	15	1	1			14	9					15	14	1						15	15						
McG-Hospitality		1					2	5					4	9							4	19						
McG-Practical Nursing	41	32	1		1		37	43		1			42	40	2		2				58	50	1			1		

Fall	2007						2008						2009								2010							
McG-TC Health Info Tech												11	16							14	36							
McG-Welding	8	11	2				19	19				14	30							5	31	1						
Middle Level	16	4					19	4		1		29	10							36	12							
Modern Language												1	1	1						10	4	1						
Music	22	7		1			32	6				33	9		1					65	11	2	1					
Music Education							20	4	1	2		25	5		1					10		1						
Natural Science	8	2			1		7					4	1							8	1							
Nursing BSN	189	81	5				223	90	3	3	1	226	110	2	2	1				204	113	3	1	1	1		2	
Nursing AAS (LPN to RN)	9	2					24	7	1			24	10			1				55	30	1	1		1			
Physical Science																												
Political Science	9	7		1			7	5		1		12	6		1					18	5							
Pre Law	4	3		1			7	6		1		4	8															
Pre Medical	36	12			1		39	9			1	33	7			1												
Pre Pharmacy	21	6	1	1			33	6			2	20	4															
Pre Veterinary	2	3					11	1				8								8								

Fall	2007						2008						2009								2010							
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U
Pre-Engineering	9	4				1	6	3	1				8	5			1											
Psychology	46	32	1				47	31	1				52	31							62	36	2					1
Social Work	25	50		1			35	46					36	47							35	37						
Spatial Info. Systems	32	2					31	2					25	1							19							
Speech	14	9					12	9	1	1			16	5	1						19	7						
TCH Licensure							6	2					9	1														
Wildlife Management	37	1					39	1					45	1							47	3						
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U
Prefreshman																					296	39	10		2			22
SPED 4-12																					3							
Course Takers																					16	2						1
<b>TOTALS</b>	<b>1977</b>	<b>930</b>	<b>41</b>	<b>24</b>	<b>13</b>	<b>16</b>	<b>2226</b>	<b>910</b>	<b>41</b>	<b>20</b>	<b>17</b>	<b>11</b>	<b>2323</b>	<b>1069</b>	<b>39</b>	<b>26</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>2994</b>	<b>1437</b>	<b>61</b>	<b>19</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>29</b>

W=White
N=Non resident alien
I=American Indian
H=Hispanic
B=Black
A=Asian
X=Hawaiian
U=Unknown



EMPLOYEE REPORT  
(Act 426 of 1993)  
For Period Ending 06/30/11 \*

University of Arkansas at Monticello

Payroll Number (UAM Agency code): 155

CATEGORY	NUMBER	PERCENTAGE
Total Female Employees	309	58.9
Total Male Employees	216	41.1
<b>TOTAL EMPLOYEES</b>	525	100
Total Asian Employees	8	1.5
Total African American Employees	78	14.8
Total Caucasian Employees	430	81.9
Total Hispanic Employees	5	1.0
Total American Indian Employees	1	.2
Total Non-Resident Alien Employees	3	.6
<b>TOTAL EMPLOYEES</b>	525	100

CATEGORY	NUMBER	PERCENTAGE
Total Female Employees	81	50.9
Total Male Employees	78	49.1
<b>TOTAL FACULTY</b>	159	100
Total Asian Employees	5	3.1
Total African American Employees	11	6.9
Total Caucasian Employees	141	88.7
Total Hispanic Employees	2	1.3
<b>TOTAL FACULTY</b>	159	100

\* As a result of the June 30 due date, data is as of May 15, 2011 and includes only benefit-eligible employees.

Fall	2007						2008						2009								2010							
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U
AAS Agri Prod Mgmt																												
AAS General Tech.	13	21	1	1			33	31		1	1		31	30							84	113						
Accounting	72	14	2	1		2	59	14	3				53	17	3	1					66	20	1			1		
Adv Cert In CIS																												
Agriculture	75	2		1			85	6	1	1			81	7		1					86	4						
Allied Health	32	14	2				29	10	2				23	15	2	1												
Applied Sciences (B.A.S.)	1	1					6	4					10	9	2						48	11						
Art	24	6	1		1		18	1					22	6		2					22	5						
Associate of Arts	11	10					17	9					27	14							207	66	2	2		1		1
BAC Gen Studies													8	2							29	17	2					
Biology	35	9			2	1	29	8			1	1	44	6			1	1			42	6	2		1			
Business Education																												
Business Administration	145	72	5	4	2	2	127	62	5	2		3	115	74	6	1		2			114	68	5	2				1
Certification/Licensure																												
Chemistry	7	5			1	1	8	3			1		10	1			1				17	2	1		1			
Computer Information Sys.	52	51		1	1		62	35		1			61	36							65	45						
Crime Scene Investigation	4	3					3	6					2	4							3	5						
Criminal Justice	37	46					31	38	1				32	41	2	2	1				41	56	2					
Cro - Electro Tech Ind		1					20	2																				
Cro. - Ind. Processes		1																										
Cro-AAS Indus Tech													8	1														
Cro-Admin Office Tech													4	4							14	15						
Cro-Administrative I	12	17					13	5					3	2														
Cro-Adv. Cert. Electromech. Instrumentation													5			1												
Cro-Child Dev. Asso.		1																			2	4						
Cro-Computer Main/Ntwkg													8	4	1						16	9						
Cro-Electromech Instrument													13	1							8	6		1				
Cro-Electromech Technology													9			1					34	5		1				
Cro-Electromech/Main.	14						10	2					18	2							6							
Cro-EMT Paramedic	1							1													2							
Cro-Hospitality	2	3	1				2	1					8	8							11	13						
Cro-Ind Tech	5	1					1														19	3						
Cro-Industrial Equip Rpr	8	2		1			1	1													14			1				
Cro-Nursing Assistant		1							1				4	2							21	9	1					
Cro-Paper/Pulp Technology	1						1																					
Cro-Pratical Nursing	30	11	2	1			36	11	1				53	18	1	1					58	15	1	1				
Cro-Pulp/Paper Science																												
Cro-TC Health Inform.							4	2					8	8							24	10						
Cro-Welding	15	4					15	2					15	1		1					18	6						
Early Childhood P-4	122	56					111	51					132	49	1						149	44	1			1		
Education (M.Ed)	43	5		1		1	29	4					25	5							31	8	1					
English													39	8	1						47	5	2					
Fall	2007						2008						2009								2010							
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U

Forestry	32	1					37					1	25	2		1					48	1	1	1	1	1		
General Studies	414	121	11	6	3	1	502	124	13	4	5	2	446	108	7	4	1	2			285	125	9	4	3	2		1
Grad- Forestry	13		1			4	14		1		4	2	20		1		1	3			20		1		1	1		
Grad. - Ed Leadership	12	6					11	6					10	7							7							
Grad. Ed. Secondary																												
H & PE Exercise Sci. Opt.	11	10		1			17	12		1			27	11	1	1					31	15						
Health & PE	46	34	3				55	39				1	64	57	1	1		1			11	21	2	1	1	1		
Health & PE Wellness																												
History	20	6					27	4					25	5							33	1						
History & Social Studies	9						6	1					9	1							3	1						
HPE - Non Licensure	2	1					5	4	1		1		10	18				1			11	21				1		
HPE/BA/N	17	17				3	22	17	1			1	17	22			1				15	13	2			1		
HPE/BS/N	7	9					6	8	1				4	9	1						63	62		1				
Journalism	11	1					7	1					2								1							
Land Surveying Technology	5						4	1					4								4							
Law Enforce. Adm.								1														2						
MAT Edu							37	4					38	2		1					69	7		1	1			
Math	19	4					16	1	1				18	2	1	1					21	4	1					
McG-Admin Office Tech													1	3							16	29						
McG-Agri Technology																												
McG-Automotive Ser.	3	1																				1						
McG-Basic EMT														1														
McG-Business Technol	13	17					15	14					6	10														
McG-Childhood Dev. Assoc.													1								8	26	1					
McG-Early Childhood	12	56					12	44	1				10	51	1						11	71	1					
McG-EMT Paramedic	24	5	1				13	12					19	14							32	16						
McG-Heavy Equipment	18	15	1	1			14	9					15	14	1						15	15						
McG-Hospitality		1					2	5					4	9							4	19						
McG-Pratical Nursing	41	32	1		1		37	43		1			42	40	2		2				58	50	1			1		
McG-TC Health Info Tech													11	16							14	36						
McG-Welding	8	11	2				19	19					14	30							5	31	1					
Middle Level	16	4					19	4		1			29	10							36	12						
Modern Language													1	1	1						10	4	1					
Music	22	7		1			32	6					33	9		1					65	11	2	1				
Music Education							20	4	1	2			25	5		1					10		1					
Natural Science	8	2			1		7						4	1							8	1						
Nursing BSN	189	81	5				223	90	3	3	1		226	110	2	2	1				204	113	3	1	1	1		2
Nursing AAS (LPN to RN)	9	2					24	7	1				24	10			1				55	30	1	1		1		
Physical Science																												
Political Science	9	7		1			7	5		1			12	6		1					18	5						
Pre Law	4	3		1			7	6		1			4	8														
Pre Medical	36	12			1		39	9			1		33	7			1											
Pre Pharmacy	21	6	1	1			33	6			2		20	4														
Pre Veterinary	2	3					11	1					8								8							
Fall	2007						2008						2009						2010									
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U <sup>20</sup>
Pre-Engineering	9	4				1	6	3	1				8	5			1											

Psychology	46	32	1				47	31	1				52	31						62	36	2					1	
Social Work	25	50		1			35	46					36	47						35	37							
Spatial Info. Systems	32	2					31	2					25	1						19								
Speech	14	9					12	9	1	1			16	5	1					19	7							
TCH Licensure							6	2					9	1														
Wildlife Management	37	1					39	1					45	1						47	3							
Ethnic Origin	W	B	H	I	A	N	W	B	H	I	A	N	W	B	H	I	A	N	X	U	W	B	H	I	A	N	X	U
Prefreshman																				296	39	10		2			22	
SPED 4-12																				3								
Course Takers																				16	2						1	
TOTALS	1977	930	41	24	13	16	2226	910	41	20	17	11	2323	1069	39	26	12	10	0	0	2994	1437	61	19	12	13	0	29

W=White
N=Non resident alien
I=American Indian
H=Hispanic
B=Black
A=Asian
X=Hawaiian
U=Unknown



UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

**Recruitment and Retention of African  
American, Other Minorities and Females  
Annual Report 2010-11**



## TABLE OF CONTENTS

I.	Policy, Goal and Assurance	2
II.	Non-Academic Personnel	3
	A. Utilization of Non-Academic Full-Time Personnel	4
	B. Utilization of Non-Academic Part-Time Personnel	5
	C. Explanation and Examples of Each Job Category	
	D. Salary Analysis	7
	E. Summary	8
	F. UAMS Diversity Process	11
III.	Academic Personnel - Faculty and Student	
	A. College of Health Related Professions	17
	B. College of Medicine	20
	C. College of Nursing	35
	D. College of Pharmacy	46
	E. College of Public Health	52
	F. Graduate School	58

# **UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

## **Recruitment and Retention of African American, Other Minorities and Females**

### **Annual Report**

**2010-2011**

#### **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 2010-2011 emphasizes the progress made over the 2009-2010 academic year.

#### **Non-Academic Personnel**

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

See tables on pages 3 and 4.

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

**NON-ACADEMIC FULL-TIME WORKFORCE BY RACE AND SEX AS OF 1-25-2011  
2010 - 2011**

JOB CATEGORIES	TOTAL #	NATIVE AMERICAN # %	ASIAN AMERICAN # %	AFRICAN AMERICAN # %	HISPANIC AMERICAN # %	WHITE AMERICAN # %	FEMALE # %	MALE # %
Executive/ Administrative	1833 +61	9 0.5 (9)	40 2.2 +9	283 15.5 +20	18 1.0 -1	1483 81.0 +33	1268 69.2 +32	565 30.8 +29
Professional Non-Faculty	3636 -331	22 0.6 -1	130 3.6 -5	1032 28.4 -94	76 2.1 -4	2376 65.4 -227	2998 82.5 -285	638 17.5 -46
Secretarial/ Clerical	399 +243	3 1.0 (3)	4 1.0 +4	163 41.0 +100	8 2.0 +6	221 55.4 +133	364 91.2 +233	35 8.8 +10
Technical/ Para- Professional	801 -270	9 1.2 -2	9 1.5 -1	319 40.0 -97	9 1.2 -6	455 57.0 -164	704 88.0 -259	97 12.0 -11
Skilled/Craft	113 -4	0 0.0 (0)	0 0.0 (0)	21 18.6 -2	2 1.8 (2)	90 79.7 -2	5 4.4 (5)	108 95.6 -4
Service/ Maintenance	229 -22	0 0.0 (0)	3 1.3 -1	159 69.4 -8	3 1.3 -2	64 28.0 -11	93 40.6 -20	136 59.4 -2
Grand Total	7011 -323	43 1.0 -3	186 2.7 +6	1977 28.2 -81	116 1.7 -7	4689 67.0 -238	5432 78.0 -299	1579 22.5 -24

+plus indicates increase over 2009-2010

-minus indicates decrease over 2009-2010

% percent indicates percentage of total workforce 2010-2011

( ) indicates same number as 2009-2010

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

**NON-ACADEMIC PART-TIME WORKFORCE BY RACE AND SEX AS OF 1-25-2011  
2010-2011**

JOB CATEGORIES	TOTAL # +-	NATIVE AMERICAN # % +-	ASIAN AMERICAN # % +-	AFRICAN AMERICAN # % +-	HISPANIC AMERICAN # % +-	WHITE AMERICAN # % +-	FEMALE # % +-	MALE # % +-
Executive/ Administrative	63 -2	1 1.6 +1	2 3.2 (2)	6 9.5 -1	3 4.8 +1	51 81.0 -3	54 85.7 (54)	9 14.3 -2
Professional Non-Faculty	227 +33	2 1.0 +1	7 3.1 +2	26 11.5 +7	5 2.2 -3	187 82.4 +26	202 89.0 +24	25 11.0 +9
Secretarial/ Clerical	25 +15	0 0.0 (0)	(0) 0.0 (0)	4 17.4 +3	1 4.3 (1)	18 78.3 +12	21 9.3 +15	2 8.7 (2)
Technical/ Para- Professional	28 -7	(0) 0.0 (0)	2 7.1 -1	3 10.7 -2	0 0.0 -1	23 82.1 -3	27 96.4 -6	1 3.6 -1
Skilled/Craft	0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)	(0) 0.0 (0)
Service/ Maintenance	26 -19	0 0.0 -1	0 0.0 (0)	25 96.2 -9	0 0.0 -1	1 3.8 -8	16 61.5 12	10 38.5 -7
Grand Total	367 +20	3 1.0 +1	11 3.0 +1	64 17.4 -2	9 2.5 -4	280 76.3 +24	320 87.2 +21	47 12.8 -1

+plus indicates increase over 2009-2010

-minus indicates decrease over 2009-2010

% percent indicates percentage of total workforce 2010-2011

( ) indicates same number as 2009-2010

### 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  
Examiner

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 \$20,000.\*

	<b><u>2010-11</u></b>	<b><u>Percent †</u></b>
African American	171	8.7
Asian American	1	0.5
Hispanic American	5	4.3
Native American	1	2.3
White American	88	2.0
<b>Total</b>	<b>266</b>	<b>11.5</b>
Female	213	4.0
Male	53	3.4
<b>Total</b>	<b>266</b>	<b>3.8</b>

2. The number of full-time non-academic employees with an annual salary of \$75,000 and above. \*

	<b><u>2010-11</u></b>	<b><u>Percent †</u></b>
African American	23	1.2
Asian American	20	10.8
Hispanic American	4	3.5
Native American	6	14.0
White American	<b>599</b>	12.8
<b>Total</b>	<b>652</b>	<b>28.1</b>
Female	413	7.6
Male	239	15.1
<b>Total</b>	<b>652</b>	<b>9.3</b>

† 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 7,011 full-time non-academic employees of which 1,977 (28.2%) are African American; Forty-three (1.0%) are Native American; one hundred eighty-six (2.7%) are Asian American; one hundred sixteen (1.7%) are Hispanic American; four thousand six hundred and eighty-nine (67.0%) are white American. UAMS' total full-time non-academic minority workforce is 2,322 (33.1%). There are five thousand four hundred thirty-two (78.0%) full-time non-academic female employees. There are one thousand five hundred seventy-nine (22.5%) full-time non-academic male employees.

UAMS has a total of 367 part-time non-academic employees. There are eighty-seven (23.7%) part-time non-academic minority employees. There are 320 (87.2%) part-time non-academic female employees. There are forty-seven (12.8%) part-time non-academic male employees.

There was an overall decrease of 323 (4.4%) full-time non-academic employees. African American full-time non-academic employees decreased by 81 (4.0%); Native American full-time non-academic employees decreased by 3 (7.1%); Hispanic American full-time non-academic employees decreased by 7 (5.8%); Asian American full-time non-academic employees increased by 6 (3.3%) — the only racial group that had an increase. White American full-time non-academic employees decreased by 238 (4.8%). Female full-time non-academic employees decreased by 299 (5.2%). Male full-time non-academic employees decreased by 24 (1.5%).

The executive/administrative job category of full-time non-academic employees increased by sixty-one. African American full-time non-academic executive administrative employee increased by **twenty**. **Asian American full-time non-academic executive administrative employees increased** by nine. Hispanic American full-time nonacademic employees decreased by one. Native American full-time non-academic executive administrative remain the same at (40). White American full-time non-academic executive administrative increased by thirty-three. Female full-time non-academic executive administrative employees increased by thirty-two. Male executive/administrative full-time non-academic employees increased by twenty-nine.

The professional non-faculty job category of full-time non-academic employees decreased by 331. African American professional non-faculty, full-time non-academic employees decreased by ninety-four. Asian American professional non-faculty full-time non-academic employees decreased by five. Hispanic American professional non-faculty full-time non-academic employees decreased by four. Native American professional non-faculty full-time non-academic employee decreased by one. White American professional non-faculty full-time non-academic employees decreased by 227. Female professional non-faculty, full-time, non-academic employee decreased by 285. Male professional non-faculty, full-time employees decreased by forty-six.

The secretarial/clerical job category of full-time non-academic employees increased by two hundred forty-three. African American Secretarial/Clerical job full-time non-academic employees increased by one hundred. Asian American Secretarial/Clerical full time nonacademic employee increased by four. Hispanic American Secretarial/Clerical full-time nonacademic employees increased by six. Native American secretarial/clerical full-time nonacademic employees remain the same (3). White American Secretarial/Clerical full-time non-academic increased by one hundred thirty-three. Female Secretarial/Clerical full-time non-academic employees increased by two hundred thirty-three. Male Secretarial/Clerical full-time non-academic employees increased by ten.

The technical/para-professional job category of full-time non-academic employees decreased by two hundred seventy. African American technical/para-professional full-time non-academic employees decreased by ninety-seven. Asian American technical/paraprofessional full-time non-academic employees decreased by one. Hispanic American technical/para-professional full-time non-academic employees decreased by six. Native American technical para-professional non-academic employees decreased by two. White American technical/para-professional full-time non-academic employees decreased by one hundred sixty-four. Female technical/para-professional full-time non-

academic employees increased by two hundred fifty-nine. Male technical/para-professional full-time non-academic employees decreased by eleven.

The Skilled/Craft job category full-time non-academic employees decreased by four. African American skilled/craft full-time non-academic employees decreased by two (2). 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 - zero. Native American skilled/craft full-time non-academic employees remained the same - zero. White American skilled/craft full-time nonacademic employees decreased by two. Female skilled/craft full-time non-academic employees remained the same -five (5). Male skilled/craft full-time non-academic employees decreased by four (4).

The Service/Maintenance job category full-time non-academic employees decreased by twenty-two. African American service/maintenance full-time non-academic employees decreased by eight (8). Asian American service/maintenance full-time non-academic employees decreased by one (1). Hispanic American service/maintenance full-time non-academic employees decreased by two (2). Native American service/maintenance full-time non-academic employees remained the same -zero. White American service/maintenance full-time non-academic employees decreased by eleven (11). Female service/maintenance full-time non-academic employees decreased by twenty (20). Male service/maintenance full-time non-academic employees decreased by two (2).

In the six full-time non-academic job categories – executive/administrative (15.5%); professional non-faculty (28.4%); secretarial/clinical (41.0%); technical/para-professional (40%); skilled craft (18.6%); service/maintenance (69.4%) – UAMS' African American full-time non-academic workforce is above the State of Arkansas African American population, which is 15.3%. UAMS' total full-time non-academic minority workforce is 2,322 (33.1%). African American 1,977 (28.2%), Asian American 186 (2.7%), Hispanic American 116 (1.7%), Native American 43 (1%). UAMS has 367 part-time non-academic employees, of which 87 (23.7%) are minority.

Two hundred sixty six (11.5%) minority full-time non-academic employees receive an annual salary below \$20,000. Eighty-eight (2%) white American full-time non-academic employees receive an annual salary below \$20,000. Two hundred thirteen (4%) female full-time non-academic employees receive an annual salary below \$20,000. Fifty-three (3.4%) male full-time non-academic employees receive an annual salary

below \$20,000. Six hundred fifty-two (28.1%) minority full-time non-academic employees receive an annual salary of \$75,000 and above. Five hundred ninety-nine (12.8%) white American full-time non-academic employees receive an annual salary of \$75,000 and above. Four hundred thirteen (7.6%) female full-time non-academic employees receive an annual salary of \$75,000 and above. Two hundred thirty-nine (15.1%) male full-time non-academic 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. 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.



## **Managing Diversity at UAMS:** **An Inclusive Process**

The Chancellor's Diversity Committee is currently composed of thirty-two employees from various campus departments and colleges. The Committee is committed to implementing its 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 10,300 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 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, approximately 1,503 new employees have participated in 32 sessions and been welcomed via video by the Chancellor who highlights the importance of UAMS values including excellence in job performance. 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 being offered upon request by departments. To date, 781 CHRP students have participated in 51 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 plans to develop an on-line introductory diversity training course for easier accessibility by more employees and students and an instructor-led course, *Cultural Competency in Healthcare: The Key to Hope and Healing*.

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.

## **Events**

Diversity Week. The 14<sup>th</sup> Annual UAMS Diversity Week was held September 27-October 1, 2010. The theme was: *Leading Through Diversity-UAMS: Many Faces. One Role. One Purpose.* A record number attended the week’s activities designed to increase employees’ awareness and appreciation of other cultures.

Guest Lecture: Keynote Speaker Dr. M Joycelyn Elders, Professor Emeritus COM, UAMS gave a keynote address to the campus. All faculty, staff and students were invited to the free lecture on campus. Dr. Elders, former US Surgeon General, was introduced by Chancellor Dan Rahn.

Mini-Diversity Workshop: “Cross Cultural Miscommunication: An Interactive Diversity Case Study: Fact or Fiction?” Carmelita Smith, UAMS Manager of Diversity, Facilitator

Disabilities: The Real Deal: Dispelling Myths, Stereotypes and Misconceptions, a workshop, was presented by Ms Rita Byers, Executive Director, Mainstream Little Rock. (September 29,. 2010).

UAMS International Fest was held on Friday, October 1, where employees and students of all races, nationalities and religions came together to share their cultures through exhibits, artifacts, ethnic food, ethnic attire, music and dance

Nutrition Services supported Diversity Week by having dishes from several different countries on its menu offerings the entire week.

Dr. Martin Luther King, Jr. Birthday Commemoration. Keynote Speaker: The Honorable Joyce Elliott, Arkansas State Senator, District #33, addressed the campus. “An Appropriate Legacy to Dr. Martin Luther King, Jr.” was the topic of Ms. Elliott’s speech.

February-Black History Month. Keynote Speaker Dr. Fitz Hill, President of Arkansas Baptist College, Little Rock, AR, presented a lecture entitled “Black Economic Development in the 21st Century.”

### **Women’s History Month**

The Chancellor’s Diversity Committee collaborated with Affirmative Action and other campus groups to sponsor another highly successful Women’s History Month, presenting 29 Phenomenal Women of UAMS who were nominated by their departments or other employees. Discussion centered around “loss” in women’s lives and how best to handle it following the viewing of clips from the ever popular “Steel Magnolias.”

### **Conversational English Classes**

In response to a long recognized need of some international students, Residents, Post Docs and other foreign employees on our campus, an informal class averaging 5 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 11th 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.

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 "Dr. Phillip L. Rayford Excellence in Diversity" recognition awards in 2011: one for a student and another for an employee. Selection of winners and presentation of awards is scheduled for the fall.

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, business decisions.

## **The Center for Diversity Affairs (CDA)**

The 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 of all programs is to identify, encourage and support student participation in academic enrichment programs during each stage of their educational development. In addition, the CDA's role includes minority faculty development.

The ultimate goal of the CDA is the promotion and development of an institutional climate that is sensitive to, supportive and inclusive of, individuals from groups that are underrepresented in the health professions.

Underrepresented minority (URM) enrollment and graduation rates in all health professions remain low and continue to follow national trends with enrollment and graduation rates lagging far behind the minority representation in the US population. These low numbers are caused by multiple factors and on close inspection, most significant is the fact there remains a very low applicant pool and the admission process. These issues are addressed on an ongoing basis by all colleges at UAMS. Both short and long term solutions are complicated by the fact that Health Profession 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 option of the CDA that these recommendations can and should be applied to the whole UAMS campus under the umbrella of an HPI.

One of the ways in which HPI's are able to address these requirements is through the investment of both manpower and finances in pipeline programs that serve 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, could result in a change in compositional diversity. In turn, a critical mass could be achieved to promote an institutional culture change creating an environment that is inclusive, and that is sensitive to, supportive and nurturing of all participants – students, faculty, employees, and visitors. As stated by the LCME aspiring future physicians (health care workers) will be best prepared for medical practice in a diverse society if they learn in an environment characterized by diversity and inclusion.



In regard to the admission process, the Center advocates a holistic strategy with less emphasis on standardized testing and more emphasis on personal qualities, academic distance traveled, and economic and educational background. The CDA believes that this approach will increase not only the number of underrepresented minority students in all UAMS programs, but also improve the selection process for all UAMS students yielding graduates who are best poised to be the best 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 are:

- Dr. Billy Thomas, Assistant Vice Chancellor, Center for Diversity Affairs.
- Mr. Bill Bauknight, Director, Center for Diversity Student Affairs
- Ms. Patricia Edgerson, 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
- Ms. Vivian L. 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**

##### **1. Number of Minority Students Who Currently Attend the Institution in Spring of 2011**

###### **CHRP Students**

Hispanic	18
American Indian	8
Asian	8
Black	53
Hawaiian	0
White	476
Two or More Races	5
Not Reported	2
<b>Total</b>	<b>570</b>

###### **CHRP Students in Graduate School**

Hispanic	0
American Indian	1
Asian	0
Black	4
Hawaiian	0
White	62
Not Reported	1
<b>Total</b>	<b>68</b>

##### **2. Progress Made in Meeting Institutional Goals and Objectives Related to the Recruitment and Retention of Minority Students, Faculty, and Staff.**

We have retained all minority faculty and staff during the past fiscal year. We have seen a decline in the percentage of minorities from the previous year by about 2 percentage points. We believe that the economic recession has had a more significant impact on the ability of minority students to enroll in the programs in CHRP.

- **New Strategies or Activities to be Added to the Coming Year**
  1. We will increase the amount of financial aid available to minority students by seeking federally funded scholarships and increasing the funding for CHRP scholarships through increased donations to the College. Our goal is to double the federally funded scholarships to approximately \$90,000 with approximately 30% of the funding for minority students. We will double the funding for students through CHRP scholarships to approximately \$30,000, with approximately 30% of the funding for minority students.
  2. We will increase efforts to integrate education in self-regulated learning skills in the academic programs. Success will be measured by the number of students who complete the Learning and Study Strategies Inventory (LASSI) and participate in the self-regulated learning modules and sessions.
  
- **Timeline, Budget, and Methods to Assess and Monitor Progress**
  1. Development of a college-wide proposal for federal funding will begin in the summer of 2011. As stated above the goal will be to secure at least \$90,000 of federal funding and to double the funding for students through CHRP scholarships to approximately \$30,000.
  2. We will review an experiment with self-regulated learning held this spring semester and plan for increased use of the LASSI and other self-regulated learning materials by the fall semester of 2011. Budget for the administration of the LASSI is \$600.

### **3. Recruiting Activities and Events for FY 2010-11**

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 11 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)  
Arkansas Association of Two Year Colleges Annual Meeting  
UALR (Pre-Health Honor society and Career Day)  
Little Rock Air Force Base  
ASU Beebe (Three Visits with Displays)  
North Little Rock High School East

Little Rock High School Students on Campus (Center for Diversity Affairs)  
Little Rock School District Counselor Development Meeting

**Career , Transfer Fairs, Presentations and Onsite Visits**

University of Arkansas Community College at Morrilton  
Philander Smith College  
University of Central Arkansas  
Southeast Arkansas Community College  
East Arkansas Community College  
ASU Beebe  
National Park Community College  
Henderson University  
Midsouth Community College  
Southeast Arkansas Community College  
Pulaski Technical College  
Pulaski County School District Career Fair  
Little Rock School District Career Fair  
Wilbur D. Mills High School Presentation  
Quitman High School Tour of UAMS CHRP  
Texarkana Open House  
Bryant High School  
Benton High School  
Conway High (both campuses)  
University of Arkansas Community College at Hope

The student recruiter also participated in the annual convention of the Health Occupation Student Association (HOSA) and is coordinating the visit for thirty students from the Jefferson Vocational School to the CHRP campus.

**4. Minority Scholarships for FY 2011**

During fiscal year 2011 the Dean's Office distributed \$15,000 in scholarships, of which \$2,500 (16.7%) was awarded to minority students. The College awarded twenty-three (23) need-based scholarships and three (3) merit scholarships of \$500 each. Minority students received five (5) of these scholarships.

The Medical Technology program received a federal grant of \$45,879 to fund scholarships for disadvantaged students. Eleven (11) of the forty-two (42) scholarships funded were awarded to minority students.

## B. College of Medicine

### Student Admissions Data

#### Total number of students in the admission process with a gender breakdown

Although we received over 2100+ AMCAS applications, the number of applicants who followed through and submitted the Supplemental Application and fee and therefore was considered by the Admissions Committee was 1074. Females represented 450 and males 624.

#### Number of in-state and out of state applicants

319 Arkansas residents and 755 non-Arkansas residents considered. 318 Arkansas residents were interviewed. We invited 105 non-Arkansas residents to interview. 78 accepted the invitation to interview. Therefore, the Admissions Committee reviewed a total of 396 applications for 2011-12.

#### Number of Under Represented Minorities (URM) and a category breakdown

There were an increasing number of applicants who did not answer the question on the AMCAS application as to race or ethnicity. Therefore, an exact number of under-represented minorities cannot be accurately reported.

The number of under-represented minority applicants reviewed by the Committee included: 37 African American, 8 Hispanic, 6 Native American, 5 Vietnamese.

#### Number of URM 's who have been offered admission at UAMS COM: 17

#### The number of URM 's on the alternate list categorized by ethnicity

7 African American, 3 Hispanic, 3 Native American and 1 Vietnamese

#### The number of URM 's who have committed to UAMS –COM: 16

An approximate date when the admission process will be complete: August 5, 2011

### Status of Current African American Students

Twenty nine African Americans were enrolled in medical school at UAMS during the 2010-2011 academic year. Information on gender and classification of these students is provided in the following table.

STATUS	FEMALE	MALE	TOTAL
Freshmen (M-1)	5	2	7
Sophomore (M-2)	3	4	7
Junior (M-3)	12	2	14
Senior (M-4)	0	1	1
TOTAL	20	9	29

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

Our “hats off” to the co-presidents of SNMA! They did a great job of coordinating SNMA’s activities for the year. There were speakers from UAMS-COM faculty as well as from the Little Rock community to speak at every monthly meeting. There were lots of discussion between the physician speakers and the medical students. The students participated in many health fairs and free physicals from high school athletes and cheerleaders in the Little Rock community.

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

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

We are graduating one African American student this year. All seniors have completed their requirements for their M.D. degrees. Graduation is scheduled for May 21, 2011.

## College of Medicine

### Freshman Classes

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Overall Total
American Indian	1	2	3	2	1	1				2	15
Asian	19	18	7	7	15	20	23	14	16	22	202
Black	10	11	5	11	7	5	5	15	13	7	112
Hispanic	3		3			2	2	5	5	8	34
White	118	119	132	130	128	134	130	118	140	135	1,061
Total	151	150	150	150	151	162	160	152	174	174	2,024

### Graduating Classes

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011*	Overall Total
American Indian	1	2		1	2	3	1	2	1		18
Asian	12	15	10	13	13	10	5	16	19	21	163
Black	7	3	8	6	10	4	10	4	3	1	81
Hispanic			2	1		1		3	2	3	18
White	120	108	115	104	107	116	124	118	123	118	1,500
Total	140	130	135	125	132	134	140	143	148	143	1,779

\*Anticipated to graduate by June 30th 2011

### Attrition

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
American Indian										
Asian	1			2	1	1			1	2
Black	3	1	1	1	2	1	1			
Hispanic			1	1						
White	6	8	11	6	8	8	3	7	7	6
Total	9	9	13	8	10	9	4	7	8	8

## **College of Medicine Seniors Match**

The general release of the results of the National Resident Matching Program (NRMP) occurred at 11 a.m. Central time on March 17, 2011. 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, 134 UAMS College of Medicine seniors participated in the NRMP match. Eleven failed to match initially but all who wanted a position had one by Match day. From a national perspective, there were 23,421 PGY1 positions to be filled through the NRMP match. There were 30,589 total active applicants for these positions (16,559 U.S. seniors). 22,386 matched (15,588 U.S. seniors) and 8,203 failed to match (971 U.S. seniors).

In addition to the UAMS seniors who utilized the NRMP, eleven 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, 52 seniors were appointed to Arkansas residency positions. Eighty-seven received out-of-state residencies in 32 different states.

Forty-eight 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.



## 2011 Resident Match Results by Specialty and State

SPECIALTY	NUMBER MATCHED	STATE	NUMBER MATCHED
Anesthesiology	11		
Dermatology	3	Alabama	2
Emergency Medicine	10	Arkansas	52
Family Medicine	19	Arizona	1
Internal Medicine	18	California	1
Medicine-Pediatrics	5	Colorado	2
Medicine-Preliminary	3	Connecticut	1
Neurological Surgery	2	DC	2
Neurology	1	Florida	7
Obstetrics-Gynecology	6	Georgia	2
Ophthalmology	4	Hawaii	1
Orthopedic Surgery	1	Illinois	2
Otolaryngology	1	Indiana	1
Pathology	3	Kentucky	2
Pediatrics	19	Louisiana	1
Physical Medicine/Rehab	0	Massachusetts	1
Plastic Surgery	1	Maryland	1
Psychiatry	10	Maine	1
Radiology-Diagnostic	5	Minnesota	3
Surgery - General	12	Mississippi	3
Surgery - Preliminary	3	Missouri	7
Urology	2	North Carolina	5
		New York	4
		Ohio	2
		Oklahoma	2
		Oregon	2
		Pennsylvania	3
		South Carolina	5
		Tennessee	9
		Texas	11
		Utah	1
		Vermont	1
		Wisconsin	1

### Match Results by Discipline (NRMP + Party Matches)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Anesthesiology	0	3	4	7	9	13	11	5	13	6	9	7	9	11
Dermatology		2	2	0	2	3	1	1	3	1	2	0	2	3
Emergency Medicine	6	7	4	4		3	B	3			11	9	9	10
ENT	0	1	4	1	1	1	2	0	5	1	2	2	4	1
Family Medicine	46	40	34	34	31	23	27	24	18	22	19	21	26	19
Internal Medicine	26	14	16	25	20	18	15	15	17	18	20	13	13	18
Medicine/Pediatrics	5	7	3	8	5	5	7	8	5	7	7	5	9	5
Medicine-Prelim.	0	2	0	2	0	0	1	0	1	0	0	1	0	3
Medicine/Psych	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Neurology	2	0	3	1	1	1	1	3	1	0	2		2	
Neurosurgery	2	0	1	1	0	1	1	1		1	0	4	1	2
Ob/Gyn	4	10	5	6	7	9	7	12	10	10	7	6	7	6
Ophthalmology	2	4	4	2	3	2	0	3	2	4	3	4	2	4
Orthopedics	4	6	6	2	5		3		8	3	4	6	a	1
Pathology	1	1	2	4	6	5	7	7	3	3	1	5	7	3
Pediatrics	11	10	19	13	10	13	7	11	10	17	17	14	9	19
Physical Med & Rehab	0	0	0	0	3	0	1	1	0	1	2	2	2	0
Psychiatry	9	6	5	9	7	6	13	a	13	10	9	12	9	10
Radiation Oncology	0	0	0		0	0	0	0	0	1	0	0	0	0
Radiology	7	15	13	4	B	5	6	6	7	6	11	e	5	5
Research	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Surgery	3	5	4	4	5	3	12	6	3	7	6	7	11	13
Surgery, Prelim.	2		2	6	2	6	3	5	0	3	6	7	6	3
Transitional	3		2		2	2	1	1	0		0	1	0	0
Urology	0	1	1	1	3	1		0	2	3	0	0	3	2
% Primary Care	69%	59%	57%	64%	53%	53%	47%	56%	47%	56%	51%	44%	44%	48%

## Match Results by Discipline (NRMP + Party Matches)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Anesthesiology	0	3	4	7	9	13	11	5	13	6	9	7	9	11
Dermatology		2	2	0	2	3	1	1	3	1	2	0	2	3
Emergency Medicine	6	7	4	4		3	B	3			11	9	9	10
ENT	0	1	4	1	1	1	2	0	5	1	2	2	4	1
Family Medicine	46	40	34	34	31	23	27	24	18	22	19	21	26	19
Internal Medicine	26	14	16	25	20	18	15	15	17	18	20	13	13	18
Medicine/Pediatrics	5	7	3	8	5	5	7	8	5	7	7	5	9	5
Medicine-Prelim.	0	2	0	2	0	0	1	0	1	0	0	1	0	3
Medicine/Psych	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Neurology	2	0	3	1	1	1	1	3	1	0	2		2	
Neurosurgery	2	0	1	1	0	1	1	1		1	0	4	1	2
Ob/Gyn	4	10	5	6	7	9	7	12	10	10	7	6	7	6
Ophthalmology	2	4	4	2	3	2	0	3	2	4	3	4	2	4
Orthopedics	4	6	6	2	5		3		8	3	4	6	a	1
Pathology	1	1	2	4	6	5	7	7	3	3	1	5	7	3
Pediatrics	11	10	19	13	10	13	7	11	10	17	17	14	9	19
Physical Med & Rehab	0	0	0	0	3	0	1	1	0	1	2	2	2	0
Psychiatry	9	6	5	9	7	6	13	a	13	10	9	12	9	10
Radiation Oncology	0	0	0		0	0	0	0	0	1	0	0	0	0
Radiology	7	15	13	4	B	5	6	6	7	6	11	e	5	5
Research	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Surgery	3	5	4	4	5	3	12	6	3	7	6	7	11	13
Surgery, Prelim.	2		2	6	2	6	3	5	0	3	6	7	6	3
Transitional	3		2		2	2	1	1	0		0	1	0	0
Urology	0	1	1	1	3	1		0	2	3	0	0	3	2
Primary Care	69%	59%	57%	64%	53%	53%	47%	56%	47%	56%	51%	44%	44%	48%

## NRMP Results (continued)

Choice	<u>1998</u>	1993	M a	<u>P001</u>	2092	2409	2404	2099	2099	<u>P007</u>	<u>P008</u>	290	2414	2411
1st	91	93	89	91	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2nd	17	11	14	15										
3rd	3	11	9	4										
4th	3	6	3	1										
5th	1	4	1	0										
6th	0	1	1	0										
7th	0	1	0	0										
8th	0	0	0	0										
9th	0	0	0	1										
10th	0	0	0	1										
>10th	0	0	1	2										
(NFIMP stopped making the above Information available In 2002)														
Failed to match (NRMP only)														
PGY-1	6	9	7	17	10	14	14	9	6	8	13	20	13	11
PGY-2	0	0	0	1	2	0	1	1	0	0	1	0	1	0
Total	6	9	7	18	12	14	15	10	6	8	14	20	14	11
% Failing to Match	5%	7%	6%	16%	9%	11%	12%	8%	5%	6%	10%	14%	10%	8%

## Match Results by State Summary (Includes NRMP + Early Matches)

	1998	1292	<u>200n</u>	<u>pool</u>	2442	2003	2004	P005	<u>P006</u>	2042	2008	2442		P011
Matched In Arkansas	73	72	64	74	71	68	73	72	73	71	77	71	64	52
Matched Out-of State	60	65	70	61	67	60	60	53	56	61	61	67	80	87
% In Arkansas	55%	53%	48%	55%	51%	53%	55%	58%	57%	64%	56%	61%	44%	37%
S States	27	25	24	26	31	24	23	22	26	26	24	30	31	32

LastName	FirstName	Program	Hospital	City	StateCode
Adair	Rebecca	Anesthesiology	Mayo School of Grad Med Educ-MN	ROCHESTER	MN
Allan	Scott	Family Medicine	SUNY at St Joseph's Hospital	SYRACUSE	NY
Andrews	Clara	Anesthesiology	Medical University of SC	CHARLESTON	SC
Archer	Taylor	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Bacon	Anthony	General Surgery	U Colorado SOM-Denver	AURORA	CO
Bell	Austin	Ophthalmology	U Tennessee COM-Memphis	MEMPHIS	TN
Bell	Danielle	Psychiatry	U Tennessee COM-Memphis	MEMPHIS	TN
Bell	Philip	Internal Medicine	Baylor U Med Ctr-Dallas-TX	DALLAS	TX
Bennett	Luke	Anesthesiology	U Kentucky Med Ctr	LEXINGTON	KY
Benson	Donald	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Betzold	Richard	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Bilbruck	Timothy	Psychiatry	Walter Reed Army Medical Center	WASHINGTON	DC
Boone	Michael	Emergency Medicine	Medical University of SC	CHARLESTON	SC
Bradsher	Robert	Internal Medicine	Johns Hopkins Hosp-MD	BALTIMORE	MD
Braun	Eric	Internal Medicine	U Tennessee COM-Chattanooga	CHATTANOOGA	TN
Burroughs	Nathan	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Bylow	Kristoffer	Surgery-Preliminary	U Oklahoma COM - Tulsa	TULSA	OK
Capps	Kaci	Obstetrics-Gynecology	Wake Forest Baptist Med Ctr-NC	WINSTON-SALEM	NC
Chipollini	Juan	Urology	University of Miami School of Medicine	MIAMI	FL
Cooper	Siobhan	Family Medicine	Oregon Health & Science Univ	PORTLAND	OR
Covey	Sarah	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Dare	Ryan	Internal Medicine	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN
Delahunt-Moore	Heather	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Do	Dragon	Pediatrics	Cincinnati Childrens Hosp MC-OH	CINCINNATI	OH
Dorman	Robert	General Surgery	University at Buffalo SOM-NY	BUFFALO	NY
Drago	Kathleen	Internal Medicine	Oregon Health & Science Univ	PORTLAND	OR
Duckworth	April	General Surgery	Brookdale Hosp Med Ctr-NY	BROOKLYN	NY
Dudney	William	Anesthesiology	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN
Dunn	William	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Duong	Davis	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Emison	Jessica	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Evans	Megan	Dermatology	U Arkansas-Little Rock	LITTLE ROCK	AR
Farmer	Justin	Anesthesiology	Wake Forest Baptist Med Ctr-NC	WINSTON-SALEM	NC
Farrell	Jessica	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Farrow	Jackson	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Fiser	Wesley	Internal Medicine	George Washington Univ-DC	WASHINGTON	DC
Franklin	Adam	General Surgery	Medical University of SC	CHARLESTON	SC
Gallagher	Joel	Pediatrics	Carolinas Med Ctr-NC	CHARLOTTE	NC
Garner	Lane	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Gentry	John	Psychiatry	Medical University of SC	CHARLESTON	SC
George	Tracey	Pediatrics	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL
Glover	Jay	Ophthalmology	U Alabama Med Ctr-Birmingham	BIRMINGHAM	AL
Gordon	Charles	Surgery-Preliminary	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN
Graham	James	Dermatology	U South Florida COM-Tampa	TAMPA	FL
Graves	Daniel	General Surgery	Spartanburg Reg Healthcare-SC	SPARTANBURG	SC
Gray	Russell	Medicine-Preliminary	U Oklahoma COM - Tulsa	TULSA	OK
Greene	John	Medicine-Pediatrics	Duke Univ Med Ctr-NC	DURHAM	NC
Gubrij	Konstantin	Surgery-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR
Hager	Aaron	Ophthalmology	Lackland Air Force Base	LACKLAND AFB	TX
Haight	Allen	Family Practice	Womack Army Medical Center	FORT BRAGG	NC
Harris	John	Orthopaedic Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR
Harrison	Melody	Pathology	U Arkansas-Little Rock	LITTLE ROCK	AR
Hawkins	Dawn	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Heath	Krysta	Internal Medicine	Barnes-Jewish Hcsp-MO	ST LOUIS	MO
Henley	Eric	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Herrold	Jeffrey	Anesthesiology	Maine Medical Center	PORTLAND	ME
Heulitt	Gerald	Urology	University of Mississippi Medical Center	JACKSON	MS
Hicks	Ashley	Anesthesiology	Barnes-Jewish Hcsp-MO	ST LOUIS	MO
Hoang	Allen	Internal Medicine	Indiana Univ Sch Of Med	INDIANAPOLIS	IN
House	Samuel	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Hubbard	Jonathan	Pediatrics	Childrens Hospital-Boston-MA	BOSTON	MA
Hughes	Dawn	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Hung	Stephanie	General Surgery	U Arkansas-Little Rock	LITTLE ROCK	AR



LastName	FirstName	Program	Hospital	City	StateCode
Hyman	John	General Surgery	Keesler Air Force Base	BILOXI	MS
Jewell	Sarah	Internal Medicine	Barnes-Jewish Hosp-MO	ST LOUIS	MO
Johnson	Graham	Family Medicine	Chestnut Hill Hosp-PA	PHILADELPHIA	PA
Jones	Amanda	Pediatrics	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN
Jones	Dianna	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
King	Tyler	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Lee	Alison	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Lee	Delia	Medicine/Geriatrics	Med Coll Wisconsin Affil Hosps	MILWAUKEE	WI
Lewis	Herbert	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
Lyerly	Meghan	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Lyerly	Michael	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Malotky	Maximilian	Plastic Surgery	Wright State Univ Boonshoft SOM-OH	DAYTON	OH
Martin	Charles	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Masters	Chadwick	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Mattingly	Tiffany	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
McAuley	Deirdre	Family Medicine	UAMS-AHEC-Fayetteville-AR	FAYETTEVILLE	AR
McClinton	Christopher	General Surgery	Baylor U Med Ctr-Dallas-TX	DALLAS	TX
McDaniel	Erin	Pediatrics	Childrens Mercy Hosp-MO	KANSAS CITY	MO
McLaughlin	Michael	Radiology-Diagnostic	U Utah Affil Hospitals	SALT LAKE CITY	UT
Mehra	Paulomi	Pediatrics	Yale-New Haven Hosp-CT	NEW HAVEN	CT
Meredith	Kevin	Internal Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Morse	Steven	Obstetrics-Gynecology	John Peter Smith Hosp-TX	FORT WORTH	TX
Murray	Liza	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Necessary	Sean	Radiology-Diagnostic	Emory Univ SOM-GA	ATLANTA	GA
Nissinen	Janne	Neurology	UC Irvine Med Ctr-CA	ORANGE	CA
Okamura	Anthony	Pediatrics	Phoenix Childrens Hospital-AZ	PHOENIX	AZ
Orsburn	Howard	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Park	Abraham	Ophthalmology	U Arkansas-Little Rock	LITTLE ROCK	AR
Parker	Matthew	Emergency Medicine	U Arkansas-Little Rock	LITTLE ROCK	AR
Patel	Achal	Neurological Surgery	Univ of Texas Medical Branch	GALVESTON	TX
Paul	Christopher	Anesthesiology	St Louis Univ SOM-MO	ST LOUIS	MO
Perrin	Lacey	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Peters	Luke	Internal Medicine	U Colorado SOM-Denver	AURORA	CO
Phelan	Nathaniel	Dermatology	U Texas Southwestern Med Sch-Dallas	DALLAS	TX
Pounders	John	Family Medicine	UAMS-AHEC-Jonesboro-AR	JONESBORO	AR
Powell	Heather	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Prasse	Meredith	Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Rainosek	Shuo	Anesthesiology	U Arkansas-Little Rock	LITTLE ROCK	AR
Raney	Veronica	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Ranganathan	Ananth	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Ratcliff	Jonathan	General Surgery	U South Florida COM-Tampa	TAMPA	FL
Rebello	Donnia	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Reyes	Jose	Medicine-Preliminary	U Tennessee COM-Memphis	MEMPHIS	TN
Ross	Lindsay	Obstetrics-Gynecology	University Hosps-Jackson-MS	JACKSON	MS
Shepherd	Daniel	Neurological Surgery	Mayo School of Grad Med Educ-MN	ROCHESTER	MN
Shi	Yan	General Surgery	Baylor Coll Med-Houston-TX	HOUSTON	TX
Shipman	Lauren	Pediatrics	U South Florida COM-Tampa	TAMPA	FL
Sing	Rachel	Family Medicine	UAMS-AHEC-Ft Smith-AR	FORT SMITH	AR
Singh	Robin	Internal Medicine	U Louisville SOM-KY	LOUISVILLE	KY
Stough	Shannon	Anesthesiology	Vanderbilt Univ Med Ctr-TN	NASHVILLE	TN
Straub	Jason	Pediatrics	FSU-Sacred Heart Hospital-FL	PENSACOLA	FL
Talbot	Jason	Emergency Medicine	Earl K Long Med Ctr-LA	BATON ROUGE	LA
Terrano	David	Pathology	NYP Hosp-Columbia Univ Med Ctr-NY	NEW YORK	NY
Treece	Jonathan	Family Medicine	Halifax Med Ctr-FL	DAYTONA BEACH	FL
Trobaugh	Derinda	Internal Medicine	UVM/Fletcher Allen-VT	BURLINGTON	VT
Turner	Clinton	Family Medicine	John Peter Smith Hosp-TX	FORT WORTH	TX
Vanet	Jeffrey	Psychiatry	Tripler Army Medical Center	TRIPLER AFB	HI
Vester	David	Family Medicine	MacNeal Mem Hosp-IL	BERWYN	IL
Viegas	Mark	Pathology	U Illinois COM-Chicago	CHICAGO	IL
Vinsett	Carl	Family Medicine	UAMS-AHEC-Pine Bluff-AR	PINE BLUFF	AR
Vyas	Jay	Medicine-Preliminary	U Arkansas-Little Rock	LITTLE ROCK	AR
Wang	Chen	Family Medicine	UAMS-AHEC-Texarkana-AR	TEXARKANA	AR
Watkins	Joseph	Emergency Medicine	Barnes-Jewish Hosp-MO	ST LOUIS	MO

Last Name	First Name	Program	Hospital	City	State Code
Watson	Jonathan	Medicine-Pediatrics	U Arkansas-Little Rock	LITTLE ROCK	AR
Weiss	Brian	Emergency Medicine	Hosp of the Univ of PA	PHILADELPHIA	PA
Weiss	Elizabeth	Otolaryngology	Hosp of the Univ of PA	PHILADELPHIA	PA
Whipple	Margaret	Medicine-Pediatrics	U Minnesota Med School	MINNEAPOLIS	MN
Whiteley	Andrew	Internal Medicine	Baylor U Med Ctr-Dallas-TX	DALLAS	TX
Wiegel	Micah	Obstetrics-Gynecology	U Arkansas-Little Rock	LITTLE ROCK	AR
Wiggins	Lewis	Family Practice	Elgin Hospital	ELGIN AFB	FL
Wilbanks	Lindsey	Psychiatry	U Arkansas-Little Rock	LITTLE ROCK	AR
Winfrey	Chris	Psychiatry	U Texas Southwestern Med Sch-Dallas	DALLAS	TX
Wright	Steven	Radiology-Diagnostic	U Arkansas-Little Rock	LITTLE ROCK	AR
Xu	Jiashou	General Surgery	St Louis Univ SOM-MO	ST LOUIS	MO
Yancey	James	Pediatrics	Medical College of Georgia	AUGUSTA	GA
Yeung	Stella	Internal Medicine	Baylor Coll Med-Houston-TX	HOUSTON	TX

## Arkansas Cancer Community Network - Faculty Diversity and Community Outreach (FDCO) Committee Update

The FDCO committee has been very instrumental and supportive in the retention and promotion of minority faculty and graduate students over the past 9 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 and 1 member to associate professor. We are working to submit 2 additional supplemental applications (1 by minority fellow, 1 by minority graduate student) to NIH National Institute of Minority Health and Health Disparities.

Membership for the FDCO Committee in 2010-11 is:

Billy Thomas, President

Ronda Henry-Tillman, Vice-President

Debra Caradine, Secretary/Treasurer

Michael Preston, Director FDCO

Bill Bauknight

Beatrice Boateng

Glenda Cooper

Vivian Flowers

Gemessia Ford

Helen Haynes

Chara Stewart

Brandon Watson

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 conducted a 5 year follow-up to the previous manuscript and submitted a manuscript to Academic Medicine Journal. A manuscript by members of FDCO was submitted in January 2011 in the Academic Medicine Journal “Diversity Improvements through Recruitment, Retention, and Advancement of Underrepresented Minority (URM) Faculty: The Role of Peer-On-site-Distance (POD) Mentoring Model”.

FDCO worked with the College of Public Health to provide research opportunities to graduate students. The focus of the preceptorship was to increase retention among minority faculty in medical schools through health policy. The goal of the preceptorship experience was to locate past and present minority faculty from the University of Arkansas for Medical Sciences College of Medicine. The student developed a working database and a survey to be used for future research that will allow CDA to assess factors that influence minority faculty retention.

The information below details our current progress.

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 was completed and recommendations based on evaluation will be integrated into the mentoring model.

Mentoring to date:

- 22 mentees
- 9 peer mentors
- 10 onsite mentors

Of the 22 mentees, 2 mentees are enrolled.

Research and Presentations

- 4 grants submitted
- 3 awarded
- 2 manuscripts submitted, one accepted
- 10 presentations



#### Minority Faculty Profile, College of Medicine

- Black or AA faculty - 38
  - Tenure track - 18
    - Tenured – 7 (4 professors, 3 associate professors)
- Hispanic Faculty - 38
  - Tenure track - 16
  - Tenured – 8 (5 professors, 3 associate professors)
- American Indian or Alaskan Native = total 7
  - Tenure Track - 1
  - Tenured – 1 (professor)

#### Current Mentoring Activities:

- 2 mentees have been identified for the current year.
- Formal letter of invitation have been sent to invitees.

#### Planning topics and focal points for FDCO:

- Partnership with Faculty Development Office (Lecture Series)
- 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 but no current activity

#### **Summer Science Discovery Program**

The 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 148 students participated in this years 2010 Summer Science Discovery Program, 75 the first week and 73 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)

## **Significant Occurrences**

1. The Center for Diversity Affairs (CDA) held an open house for its new office space in the Administration West Building.
2. The number of African Americans graduating this year from the College of Medicine is one.
3. Twelve African Americans have been offered admission for the 2011-2012 academic year. There are seven students who are African Americans on the alternate list.
4. The Center for Diversity Affairs coordinated the physicals for all athletes at Mills High School during the Spring semester.
5. The community service projects that the Center for Diversity Affairs was involved in included the involvement of our medical students, residents, faculty and the Black Nursing Association.
  - a. CDA and SNMA participated in health fairs throughout Pulaski and Jefferson counties.
  - b. CDA and SNMA offered free health screenings at the UAPB – Grambling Football game during the fall semester.
6. Twenty-nine African American students were matriculated through the four years of medical school.
7. The Center for Diversity Affairs coordinated internships for students who were either involved with Arkansas Mentoring and Networking Association or Arkansas Commitment.
8. The CDA's relocation to a more accessible area, the UAMS campus, has made it more visible and accessible to all students, faculty, employees and visitors.
9. The Chancellors Minority Recruitment and Retention Committee was established.

10. For the first time, Second Look was offered to all underrepresented minority applicants. The applicants were invited to participate in a reception and a tour of the UAMS campus.
11. Through the leadership of Dr. Billy Thomas, the Center for Diversity Affairs held the following grant awards for the 2010-2011 school year:
  - a. Health Careers Opportunity Program (HCOP)
  - b. Initiative for Maximizing Student Diversity (IMSD)
  - c. IMSD Supplemental Award
  - d. Summer Research Internship Program (SRIP)

## **C. College of Nursing**

### **Recruitment Activities**

#### **STUDENTS**

##### **ADMISSIONS**

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

For the incoming junior class that begins in late May 2011, the College has offered admission to 146 juniors for the Bachelor of Science in Nursing (BSN) program on the Little Rock campus and 40 for the off-campus BSN program at Hope. Although exact enrollment figures will not be available until after registration in late May 2011 the CON has admitted the following for the coming academic year on the main campus in Little Rock:

- 10 African-Americans
- 1 Asian
- 1 American Indian
- 3 Hispanics
- 1 African-American/Caucasian
- 2 American Indian/Caucasian
- 1 Hispanic/Caucasian
- 1 Pacific Islander/Caucasian
- 1 Pacific Islander
- 119 Caucasians

For the Hope campus, the college admitted:

- 31 Caucasians
- 6 African- Americans
- 1 Hispanic/Caucasian
- 2 chose not to answer

Fall 2010 enrollment figures totaled 381 in the BSN program, including

- 9 (2.36%) Hispanics
- 50 (13.12%) African-Americans
- 3 (0.79%) Asian-Americans
- 5 (1.31%) American Indian-Alaskan Native
- 310 (81.36%) Caucasians
- 4 (1.05%) chose two or more races or did not answer.

These figures indicate that the African-American student enrollment in the College 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 381 baccalaureate students who enrolled in the fall 2010 semester,

- 325 (85.30%) were female
- 56 (14.70%) were male

## **GRADUATE LEVEL PROGRAM ENROLLMENT AND MINORITIES**

For the 2010-11 academic year, 34 fall 2010 master's applicants were admitted to the graduate program and 23 started graduate classes in spring 2011. Master's applications from January-April 2011 total 87. At this time, we do not know how many of these students will be accepted to enroll for the 2011-2012 academic year since admission decisions have not yet been made. Five (5) PhD students have been admitted for summer 2011.

The fall 2010 enrollment was 323, with

- 295 MNSc students
- 28 PhD students

This represents

- 10 (3.10%) Hispanics
- 31 (9.60%) African-Americans
- 1 (.31%) Native Hawaiian-Pacific Islander
- 6 (1.86%) Asian-Americans
- 2 (0.62%) American Indians
- 269 (83.28%) Caucasians
- 4 (1.24%) chose two or more

Of the 295 MNSc and PhD students who enrolled in the fall 2010 semester,

- 290 (89.78%) were female
- 33 (10.22%) were male

## **TRAINEESHIP FUNDING AND SCHOLARSHIPS**

To date, during the 2010-11 academic year, a total of \$43,491.47 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

The College of Nursing awards several scholarships each year to deserving minority students:

- The Sophronia Reacie Williams Scholarship is awarded to an African-American master's student who demonstrates exceptional leadership.
- The William Randolph Hearst Minority Endowed Scholarship is awarded to domestic minority students enrolled in the PhD program or other doctoral students who reside in a rural, underserved area who plan to provide service in their communities.
- The Beaumont Foundation of America Scholarship is awarded to undergraduate and/or graduate first generation college students as well as minority applicants.
- The Gertrude E. Skelly Charitable Foundation Scholarship is awarded to undergraduate and/or graduate first generation college students, minority students, or students who plans to remain as faculty upon graduation.
- Beginning in fall 2011, the College will offer an Arkansas Minority Health Commission Healthcare Workforce Diversity Scholarship. This is designated to support minority graduate students enrolled in the College's PhD program.

## **STUDENT RETENTION**

Retention activities and interventions are vitally important in planning for the success of our BSN students. Retention activities begin immediately with a pre-matriculation conference when new junior students are admitted into the program. Information is provided to students on topics such as an introduction to the UAMS Library and the Nursing Learning Resource Lab, drug math review, scholarship availability and the scholarship application process, stress reduction and management, standardized testing format, a review of computer and online usage, 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. Following registration in May 2010, the Assessment

Technologies Institute (ATI) Test of Essential Academic Skill Assessment (TEAS) Exam and the Critical Thinking Inventory are administered to the newly admitted junior students. The test measures verbal, math, and science abilities. Students who receive less than the benchmark score on this exam receive assistance from the ATI Coordinator for remediation via ATI online resources in these content areas and are referred to the Office of Educational Development (OED) for assistance. Students who do not meet the required benchmark scores on the specialty standardized exams, which are administered at the conclusion of specific nursing courses, are required to complete specific remediation modules through ATI and receive assistance from faculty in assigned specialties. The College employs an ATI Coordinator who manages all student testing and remediation for this standardized content.

There are computer centers in the campus library as well as within the College as a resource for students to not only access the ATI programs but also other learning modules on various nursing topics. Faculty are available for content as well as testing review on a one-on-one basis. The UAMS Office of Educational Development (OED) offers services to students to enhance study and test taking skills. English as a Second Language (ESL) students also receive assistance from OED 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 (See Appendix A for Breakdown of Recruitment Contacts)**

### **HIGH SCHOOL CONTACTS**

September through November is a designated three-month period, scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers (ArkACRAO), for the sole purpose of educating students regarding their futures in college. This schedule of College Planning Programs (CPP) offers the opportunity to contact and provide degree information to high schools counselors and 3,052 students in 35 consolidated statewide programs. Area Health Education Center (AHEC) faculty assist the Recruiter in attending the Southern Region College Planning Programs.

### **COLLEGE CONTACTS**

During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year 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 has held pre-nursing advising appointments this month with approximately 28 UALR students completing their prerequisite general education

courses. Universities and hospitals offering nursing degrees host annual nursing fairs, which provide opportunities for employees and graduates to receive information to further their education.

## **OTHER RECRUITING OPPORTUNITIES**

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

The Recruiter meets with all AHEC directors about coming to their campuses and holding information sessions for the people in their area who are not able to come to Little Rock. She also meets with some of the nurse managers at the UAMS Medical Center about coming and giving information and specialized attention to those who are interested.

During this academic year, the College of Nursing Recruiter met with staff from the *Arkansas Democrat Gazette* to have the Simulation Lab and nursing students featured in the Sunday newspaper. Information on admissions requirements were also featured. The College has also been featured in the *Arkansas Times' Nurses Guide* during National Nurses' Week.

The College of Nursing Recruiter and UAMS Department of Nursing partner to hold forums in the hospital for nurses who are interested in continuing their education, as well as for other professionals who are considering nursing as a career. To date, information has been given to 247 graduate students through one-on-one meetings, phone conversations, and packet information mailed and emailed.

A College project director hosted a display booth at the 2011 Southern Nursing Research Society (SNRS) Aging Research Interest Group (RIG) and met with 18 interested attendees.

Individuals, as well as group information sessions, are held regularly and students are presented program information along with tentative degree plans when they provide college transcripts. In addition, a plan to visit with and distribute information has evolved using modern technology such as Internet access, e-mail correspondence, and faxed transcripts. Upon 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 for this academic year, the Recruiter, upon meeting with prospective applicants, has completed approximately 450 tentative degree plans.



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

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

## **FACULTY AND STAFF**

### **RECRUITMENT AND HIRE OF MINORITY FACULTY AND STAFF**

Sixteen (16) part-time/contract faculty have been hired to date for the 2010-11 academic year. Three (3) are African-American and 2 are male. For one full-time advertised position, the College hired an Asian, who is an Assistant Professor. For two other full-time positions, Caucasians were hired. Both are Clinical Instructors.

Four (4) staff and 1 student worker have been hired to date during the 2010-11 academic year. For the full-time staff positions, 2 are African-American. For the part-time student position, the individual is African-American.

Therefore, as of April 5, 2011, the College of Nursing employs

- 1 American Indian
  - Clinical Assistant Professor
- 3 Asians
  - 2 Associate Professors
  - 1 Assistant Professor
- 2 Hispanics
  - 1 Clinical Associate Professor
  - 1 Research Assistant

- 19 African-Americans
  - 1 Assistant Professor
  - 3 Clinical Assistant Professors
  - 4 Clinical Instructors
  - 4 Administrative Analysts
  - 2 Administrative Specialists
  - 2 Project Specialists
  - 1 Grant Administrator
  - 1 Recruiter McRae
  - 1 Student Worker

## **MEETING INSTITUTIONAL GOALS FOR RECRUITMENT AND RETENTION**

### **FINANCIAL AID AND MINORITY GRANT-IN-AID PROGRAM**

The College continues to look for grant opportunities to fund our past successful Enhancing Nursing Success (ENS) program, which ended in 2008 when the grant ended. The purpose of the program was to increase the number of students from disadvantaged backgrounds in Arkansas selecting nursing as a career, entering and completing the CON's Bachelor of Science in Nursing (BSN) program, and becoming nurse leaders in Arkansas. The initiative focused on Arkansas' African- Americans, Hispanics, men, educationally disadvantaged first generation college students and economically disadvantaged students from families with incomes below the poverty level. The ENS program is structured to achieve its purpose by providing pre-entry preparation, support and retention strategies, and once enrolled in the College of Nursing, stipends and scholarships for qualified students. In July 2010, the College was notified that we did not receive a HRSA grant submitted for \$893,496 to fund this important program.

### **MONITORING PROGRESS**

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

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

### **OUTCOME MEASURES**

#### **Baccalaureate Education:**

- The BSN completion program continues to recruit from within and outside of Arkansas
  - Approximately 25 new students are recruited from the AHECs and Little Rock
- Replacement faculty are hired as necessary
- 90% of students will satisfactorily pass all evaluation measures
- Pass rate on NCLEX each year for graduates 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

#### **Graduate Education:**

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

#### **Faculty/Staff**

- Mentoring program is in place continuously
  - Faculty members serve as mentors and/or mentees
  - A minimum of 1 meeting per semester is held with new faculty to discuss teaching issues/concerns
- 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 faculty participate in the faculty incentive plan
- 80% of faculty participation in the incentive plan deem the plan as satisfactory
- A minimum of 1 event annually is held to recognize achievements of students, staff, and faculty.
- 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.

## APPENDIX A

### COLLEGE OF NURSING PROGRESS: BUDGET/TIMELINE

- The CON current budget is 96% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.
- In future years, efforts will be made to realign our budget and designate funding for enhancing minority recruitment/retention.

Date	Program	WF	W	BF	B	OF	O	RE	Total
7/1/2010	Individual Appointment	1	1					C	2
7/2/2010	Individual Appointment	2						C	2
7/6/2010	Individual Appointment		1					C	1
7/8/2010	Individual Appointment			1				C	1
7/12/2010	Individual Appointment	1		1				C	2
7/14/2010	Individual Appointment	3						C	3
7/16/2010	Individual Appointment	1	1	1				C	3
7/19/2010	Individual Appointment	3						C	3
7/20/2010	M*A*S*H*							C	11
7/26/2010	Individual Appointment	2	1	1				C	4
7/29/2010	Information Session							C	25
8/3/2010	Individual Appointment	2						C	2
8/4/2010	Individual Appointment	1						C	1
8/5/2010	Individual Appointment	1						C	1
8/6/2010	Individual Appointment	1						C	1
8/9/2010	Individual Appointment			1				C	1
8/10/2010	Individual Appointment			1				C	1
8/13/2010	UAM Graduate Fair	19	1	6	0	1	2	C	29
8/16/2010	Individual Appointment	1	1					C	2
8/25/2010	Individual Appointment		1					C	1
8/26/2010	Information Session							C	10
8/31/2010	Individual Appointment			2				C	2
9/3/2010	Individual Appointment		1					C	1
9/7/2010	Articulation Workshop - SAU							S	53
9/8/2010	Articulation Workshop - Williams Baptist							NE	46
9/9/2010	Articulation Workshop - JBU Siloam Spr.							NW	35
9/10/2010	Articulation Workshop - CBC Conway							C	130
9/13/2010	Phillips County College	9	4	6	1	1	0	SE	21
9/14/2010	U of A	76	37	29	6	12	19	NW	179
9/15/2010	Individual Appointment	1	1					C	2
9/16-17/2010	UAM	62	22	115	28	14	9	SE	250
9/20/2010	Pine Bluff Consolidated	53	19	86	16	7	2	SE	183
9/21/2010	OTC	47	44	48	15	2	1	C	157
9/23-24/2010	ASU Beebe	42	27	17	10	2	0	C	98
9/27/2010	COPH	9	3	1	2			C	15
9/28/2010	Individual Appointment	1	2					C	3
9/26/2010	Individual Appointment	1						C	1
9/30/2010	Information Session							C	12
9/30/2010	Parkview High School	11	2	30	3	1	1	C	48
10/5/2010	PCCSD	118	32	109	33	14	9	C	315
10/5/2010	LRSD	63	13	107	32	21	4	C	240
10/6/2010	NPCC	17	2	3	1	9	0	C	32
10/7/2010	Individual Appointment	1						C	1
10/11/2010	PTC - Science Club	2	1	7	1	2	0	C	13
10/12/2010	Individual Appointment	1	1	1				C	3
10/13/2010	Conway High School	46	14	5	1	6	4	C	76
10/14/2010	Individual Appointment	1	1					C	2
10/18/2010	Individual Appointment			2				C	2
10/19/2010	Individual Appointment			3				C	3

Date	Program	WF	W	BF	B	OF	O	RE	Total
7/1/2010	Individual Appointment	1	1					C	2
7/2/2010	Individual Appointment	2						C	2
7/6/2010	Individual Appointment		1					C	1
7/8/2010	Individual Appointment			1				C	1
7/12/2010	Individual Appointment	1		1				C	2
7/14/2010	Individual Appointment	3						C	3
7/16/2010	Individual Appointment	1	1	1				C	3
7/19/2010	Individual Appointment	3						C	3
7/20/2010	M*A*S*H*							C	11
7/26/2010	Individual Appointment	2	1	1				C	4
7/29/2010	Information Session							C	25
8/3/2010	Individual Appointment	2						C	2
8/4/2010	Individual Appointment	1						C	1
8/5/2010	Individual Appointment	1						C	1
8/6/2010	Individual Appointment	1						C	1
8/9/2010	Individual Appointment			1				C	1
8/10/2010	Individual Appointment			1				C	1
8/13/2010	UAM Graduate Fair	19	1	6	0	1	2	C	29
8/16/2010	Individual Appointment	1	1					C	2
8/25/2010	Individual Appointment		1					C	1
8/26/2010	Information Session							C	10
8/31/2010	Individual Appointment			2				C	2
9/3/2010	Individual Appointment		1					C	1
9/7/2010	Articulation Workshop - SAU							S	53
9/8/2010	Articulation Workshop - Williams Baptist							NE	46
9/9/2010	Articulation Workshop - JBU Siloam Spr.							NW	35
9/10/2010	Articulation Workshop - CBC Conway							C	130
9/13/2010	Phillips County College	9	4	6	1	1	0	SE	21
9/14/2010	U of A	76	37	29	6	12	19	NW	179
9/15/2010	Individual Appointment	1	1					C	2
9/16-17/2010	UAM	62	22	115	28	14	9	SE	250
9/20/2010	Pine Bluff Consolidated	53	19	86	16	7	2	SE	183
9/21/2010	OTC	47	44	48	15	2	1	C	157
9/23-24/2010	ASU Beebe	42	27	17	10	2	0	C	98
9/27/2010	COPH	9	3	1	2			C	15
9/28/2010	Individual Appointment	1	2					C	3
9/26/2010	Individual Appointment	1						C	1
9/30/2010	Information Session							C	12
9/30/2010	Parkview High School	11	2	30	3	1	1	C	48
10/5/2010	PCCSD	118	32	109	33	14	9	C	315
10/5/2010	LRSD	63	13	107	32	21	4	C	240
10/6/2010	NPCC	17	2	3	1	9	0	C	32
10/7/2010	Individual Appointment	1						C	1
10/11/2010	PTC - Science Club	2	1	7	1	2	0	C	13
10/12/2010	Individual Appointment	1	1	1				C	3
10/13/2010	Conway High School	46	14	5	1	6	4	C	76
10/14/2010	Individual Appointment	1	1					C	2
10/18/2010	Individual Appointment			2				C	2
10/19/2010	Individual Appointment			3				C	3

3/7/2011	UALR Explore the Majors	12	2	3	2	8	0	C	27
3/8/2011	OTC	9	1	1	1	1	1	C	14
3/9/2011	NPCC	21	6	15	2	3	0	C	47
3/11/2011	Individual Appointment	1					C	1	
3/14/2011	Individual Appointment	1						C	1
3/15/2011	Individual Appointment	1						C	1
3/21/2011	Individual Appointment	5						C	5
3/22/2011	Individual Appointment	1						C	1
3/21/2011	Individual Appointment	2						C	2
<b>TOTAL</b>		<b>1063</b>	<b>328</b>	<b>880</b>	<b>193</b>	<b>149</b>	<b>60</b>		<b>3052</b>

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## GRADUATE RECRUITMENT ACTIVITY BY SPECIALTY

SPECIALTY	NUMBER
ADMINISTRATION	1
EDUCATION	0
ADULT ACUTE CARE	6
FAMILY NURSE	11
FAMILY PSYCH AND MENTAL HEALTH	9
GERONTOLOGY	2
PEDIATRIC	4
WOMEN'S HEALTH	1
UNDECIDED / BRIDGE	133 /30
PhD	35
<b>TOTAL</b>	<b>232</b>

## **D. College of Pharmacy**

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

### **COP Curriculum**

All applicants must complete a prepharmacy curriculum (a minimum of 69 credit hours) which guides the students through introductory courses in mathematics and the natural sciences. In addition, the prepharmacy curriculum requires courses in the humanities and social sciences. Approximately 48% 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. Since July 2010, Dr. Renee M. DeHart has served 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) 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. Since 2009, the College, with support from Walgreens, has invested in a more extensive PCAT preparatory program with coordination by the Center for Diversity Affairs and the National Pharmacists Association of Arkansas (NPAA). The purpose of the program is to seek data to confirm the value of such a test preparation program and to assist a significant number of students from historically underrepresented backgrounds to improve their individual PCAT scores. In 2009, the data indicated that the admission criteria were too broad to make a substantial impact on increasing the number of competitive underrepresented minority applicants to the 2010 pool. In 2010, seven students participated in the PCAT prep course and of those seven participants five had a pre- and post PCAT score. All scores increased after the PCAT prep course. The best PCAT composite percentile score prior to the prep course was  $36.2 \pm 12.4$  (mean  $\pm$  SD) and the post score was  $53.6 \pm 17.3$  (mean  $\pm$  SD). On average, PCAT composite percentile scores increased by 1.5 times over the original best. It is too early in the process to tell what the rate of matriculation will be, as the class of 2011 has not been fully admitted, but at present two successful participants in the PCAT prep course have been offered admission and two others are on alternate list.

## **COP 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. This has continued each year since then, including this year. In the five years (2007-2011) the Dean has provided \$15,000 for the NPAA scholarship awards. The use of unrestricted funds allows all the income derived from invested funds to remain invested, thereby more rapidly



increasing the capital in the endowment. This has been the Dean's practice with newly endowed scholarships, honoring donors by presenting first scholarship awards in the same academic year that funds are raised, rather than waiting for investment income to become available.

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

At this time the endowment has \$100,982 in cash and pledges, which is up from last year by approximately \$10,000. We also note that Dean Gardner has continued 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 the endowed principal. We continue focused efforts to secure additional givers, with a new goal to increase the endowment in this fund to \$200,000 over the next few years. The recipients (below) for 2011 were awarded at the COP's Award Ceremony on April 11, 2010.

Recipients	Award
Adejoke Alayande*	\$1,000
Charla Reed	\$1,000
Cherri Houston*	\$1,000
*underrepresented minority student	<b>Total \$3,000</b>

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

- The Phillips County Endowed Scholarship will be granted annually, starting in the Spring of 2010. A first year student from Phillips County, Arkansas will be identified in the Fall 2009 semester. Phillips County represents the focus of the Delta region of Arkansas, and has great numbers of students from historically underrepresented minorities. The College is committed to using this scholarship to enhance the diversity of our student body in the future.
- The Robert N. Manley and Robert H. Manley Memorial Scholarship is a scholarship awarded to a first year pharmacy student from Johnson, Pope or Franklin counties with significant diversity of background and interest in community pharmacy practice.
- The Walgreens Diversity Scholarship is a scholarship to recognize a student who has made significant efforts towards raising awareness about cultural competency and diversity related matters impacting the pharmacy profession.

<u>Scholarships &amp; Recipients</u>	<u>Award</u>
Phillips County Endowed Scholarship Marlene Battle*	\$1,500
Robert N. Manley & Robert H. Manley Memorial Scholarship Helen Chang	\$1,000
Walgreen Diversity Scholarship Edwin Muldrew*	\$2,000
*underrepresented minority student	
<b>Total</b>	<b>\$4,500</b>

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 &amp; Recipients</u>	<u>Award</u>
Cardinal Health Nuclear Pharmacy Scholarship Edwin Muldrew*	\$1,250
Gary Clark Family Scholarship Sara Danchenko*	\$1,000
Jordin Scholarship Thanh Nguyen	\$5,000
Leonard Kremers Endowed Scholarship Whitney Tharp	\$1,000
Walmart Pharmacy Scholarship Jazmin Hamilton*	\$1,000
Thanh Nguyen	\$1,000
Edwin Muldrew*	\$1,000
College of Pharmacy Scholarship Adejoke Alayande*	\$2,000
Thanh Nguyen	\$2,000
Nicole Armstrong	\$2,000
Jazmin Hamilton*	\$2,000
Johnny Hicks*	\$2,000
Whitney Tharp	\$2,000
<u>COP Student Research Fellowships</u>	
Marlene Battle*	\$4000
Helen Chang	\$4000
*underrepresented minority student	
<b>Underrepresented Minority recipients</b>	<b>\$19,750</b>
<b>All Minority recipients</b>	<b>\$34,750</b>

The amount of scholarship awards received by underrepresented minority students was slightly less this year (2007=\$6,000; 2008=\$13,000; 2009=\$20,000, and 2010=\$20,000). This year a total of \$195,750 was awarded. The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

## COP Student Enrollment

	2009-2010		2010-2011	
	Number*	Percent	Number*	Percent
American Indian	7	1.47%	10	2.06%
Asian	21	4.42%	16	3.29%
African American	29	6.11%	25	5.14%
White (non-Hispanic)	422	88.84%	443	91.15%
Hispanic/Latino	3	0.63%	4	0.82%
<b>Total</b>				
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Female	294	61.89%	303	62.35%
Male	181	38.11%	183	37.65%
<b>Total</b>	<b>475</b>	<b>100%</b>	<b>486</b>	<b>100%</b>

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

The 2010-2011 academic year reflects a ratio of male to female students that has remained between 30-40%. Underrepresented minority students accounted for 8.02% of the student body (2007=7.69%, 2008=7.82%, 2009=7.75%; and 2010=8.21%). This is consistent with the last few years of data.

## COP Faculty and Staff

Voting Faculty	2009-2010		2010-2011	
	Number	Percent	Number	Percent
American Indian	0	NA	0	NA
Asian	8	11.27%	8	11.27%
African American	2	2.82%	2	2.82%
White (non-Hispanic)	59	83.10%	59	83.10%
Hispanic/Latino	2	2.82%	2	2.82%
<b>Total</b>	<b>71</b>	<b>100%</b>		<b>100%</b>
Female	32	45.07%	32	45.07%
Male	39	54.93%	39	54.93%
<b>Total</b>	<b>71</b>	<b>100%</b>		<b>100%</b>

The minority faculty members comprise 16.9% out of a total of seventy-one voting faculty members. No changes have occurred in the minority faculty members of the College over the past year and the underrepresented minority faculty has stayed the same at 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. Dr. Pilar Murphy received a tuition scholarship (\$10,000) for her senior year (09-10). She is completing a PGY1 residency in Alabama with Samford University School of Pharmacy. We were unable to recruit her back to our faculty this year. No candidates for the program were identified during the 2010-2011 year.

Staff	2009-2010		2010-2011	
	Number	Percent	Number	Percent
American Indian	0	NA	0	NA
Asian	5	11.11%	10	11.11%
African American	6	13.33%	6	13.33%
White (non-Hispanic)	33	73.33%	32	73.33%
Hispanic/Latino	1	2.22%	0	NA
<b>Total</b>	<b>45</b>	<b>100%</b>	<b>48</b>	<b>100%</b>
Female	35	77.78%	34	77.78%
Male	10	22.22%	14	22.22%
<b>Total</b>	<b>45</b>	<b>100%</b>	<b>48</b>	<b>100%</b>

The minority staff members comprise 33.33% out of a total of 48 staff positions. The percent of underrepresented minority staff has decreased slightly as a percentage from last year (15.6% to 12.5%).

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

### Composition of College of Public Health Faculty by Race and Gender

	<u>FTE Supported</u>		<u>Secondary/Adjunct</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
American Indian	0	0	0	0 %
Asian	2	4 %	0	0%
Black	6	13 %	7	7 %
Hispanic/Latino	1	2 %	1	1%
Indian	0	0%	1	1%
White	<u>38</u>	<u>81%</u>	<u>86</u>	<u>91%</u>
<b>Total</b>	<b>47</b>	<b>100 %</b>	<b>95</b>	<b>100 %</b>
Female	20	43 %	41	43 %
Male	<u>27</u>	<u>57 %</u>	<u>54</u>	<u>57 %</u>
<b>Total</b>	<b>47</b>	<b>100 %</b>	<b>95</b>	<b>100 %</b>

### Composition of College of Public Health Students by Semester, Race, and Gender

	Spring Semester 2010/11		Fall Semester 2010/11	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
American Indian	1	<1%	1	<1%
Asian	12	6%	11	5 %
Black	55	26%	54	25 %
Hispanic of any race	4	2%	5	2%
White	132	64%	146	66 %
Chose 2 or more	1	<1%	1	<1%
Chose not to answer	3	1%	2	1%
<b>Total</b>	<b>208</b>	<b>100 %</b>	<b>220</b>	<b>100 %</b>
Female	135	65%	150	68 %
Male	73	35%	70	32 %
<b>Total</b>	<b>208</b>	<b>100 %</b>	<b>220</b>	<b>100 %</b>

## **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 2010 - 2011, 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 continues to 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 the three historically Black colleges and universities (HBCUs) 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 HBCUs could participate annually in the "4 + 1" program. The program basically allows eligible undergraduates at each HBCU 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 to complete their MPH in the next year; thus, many schools call these "4+1" programs. HBCU partners receive funds to support interested students' GRE preparation activities and to support partial FTE for a faculty liaison at the HBCU partner institution who works with the COPH to identify and recruit potential students. Those HBCU students who apply for and are admitted to the 4+1 program receive a \$2500 annual stipend to partially defray tuition costs, are paired with an "alumni buddy" to provide support and advice and 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. Annually, in collaboration with the UAMS Office of Educational Development and the UAMS Library, workshops specifically for 4 + 1 students are provided on each of the following topics: (a) Study Skills, (b) Note-taking Skills, (c) Public Health-related Internet and Library Resources, and (d) Graduate-Level Writing Skills. In addition, the student recruiter located in the CPH Office of Student Services attends at least one career/graduate fair per year at each partner HBCU. During this Spring 2010-2011 semester, the CPH has seven (7) students enrolled in the 4+1 program with two of the three HBCUs 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 Smith on the 4+1 Program, three CPH 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 HBCUs, and, in an effort to particularly engage minority students at majority campuses, the CPH continues to engage faculty at many of the colleges and universities in the state by disseminating information about the CPH and public health careers. Information regarding the College's focus on Arkansas health issues, which includes those related to minority health disparities, is emphasized in all information provided. Finally, the CPH 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 CPH faculty, currently targeting students at public and independent colleges and universities throughout the state. In addition, the CPH received funding from the Association of Schools of Public Health and the CDC to develop a recruitment program, entitled "Public Health Investigators of Arkansas" that engages high school and undergraduate students in a table-top simulation exercise on how to respond to a flu outbreak or to an oil spill, using all five of the primary disciplines of public health (biostatistics, epidemiology, environmental health, health behavior, and health policy). In the past year, the "Public Health Investigators of Arkansas" program has been presented to over 200 Arkansas undergraduates and high school students, over half of whom were underrepresented minority students.



The CPH has established model public health demonstration sites 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 CPH 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 internet ([www.uams.edu/coph](http://www.uams.edu/coph)) and is updated as appropriate. During the first three years of operation, the CPH 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 College also has developed brochures about its degree programs (including brochures specific to each 4+1 program at each partner HBCU) that are distributed and disseminated during career fairs, college fairs, and at all speaking events attended by our student recruiter and faculty guest speakers.

When the CPH 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 CPH 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, coordinating "Public Health Investigators of Arkansas" workshops as described above, and taking a lead in the planning process to ensure that minority recruitment remains a focal point for the CPH. Ms. Jones also coordinates closely with the UAMS Office of Diversity Affairs and

with other recruiters at the other UAMS Colleges and Graduate School to ensure that recruitment efforts and materials are shared university-wide and reaching the largest possible audience.

## **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 2010-2011, approximately 35% of the CPH student body are minority students; 29% of these are from under-represented minority groups. Of the 2010-2011 graduates of the CPH, 20% are under-represented minority students. The CPH'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 47 FTE-supported faculty and 95 unpaid secondary and adjunct faculty from academic and public health practice programs statewide. Of the 47 FTE supported faculty, 19% (9) are minority and 43% (20) are female. Seven (15%) of the nine minority faculty are from the underrepresented minority groups. Of the 95 secondary and adjunct faculty members, 9% (9) are minority and 43% (41) are female. The College of Public Health has 102 staff (administrative and support staff), not including faculty described above. Of these 102, 47 (46%) are African-American, 3 (3%) are Asian, and 3 (3%) are Hispanic. Of these 102 employees, 86 (84%) 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 faculty and 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 by Race and Ethnicity, 2010-11

<i>Category</i>	<i>Number</i>	<i>%</i>
Asian	50	20
Black	24	9
Hispanic	4	1
American Indian	2	0
White	184	69
Unknown	4	1
Other	2	0
Total	270	100
Female	177	66
Male	93	34
Total	270	100

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 2010-11 academic year included Lyon College, University of Arkansas at Little Rock, Harding University, and Arkansas State University. Historically Black Colleges and Universities (HBCU's) visited include 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 Society for the Advancement of Chicanos and Native Americans in Science conference and the Annual Biomedical Research Conference for Minority Students. Ronald E. McNair Scholars interested in pursuing a doctoral degree in the biomedical sciences were contacted at the Southeastern Association of Educational Opportunity Program Personnel McNair National Scholars Research Conference and through the McNair Scholars Directory. In addition, Dr. Sterba presented seminars to the STEM students at UAPB in the fall and Jackson State University student. She also coordinated a tour of the campus for UAPB McNair students. 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 November 2010 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 2010: 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 58 URM undergraduates from the University of Arkansas at Little Rock, University of Arkansas at Pine Bluff, Philander Smith College, and Grambling State University.

Dean McGehee serves as Co-Director with Dr. Billy Thomas, Assistant Vice Chancellor for Diversity, on an NIGMS R25 grant aimed at increasing the number of underrepresented minorities (URM) in the behavioral and biomedical sciences. Dr. Kristen Sterba serves as Co-Investigator (and Assistant Director). This grant, entitled The UAMS Initiative for Maximizing Student Development (IMSD) Program, received \$1.6M funding for four years (2/13/2009-1/13/2013). Student participants are funded (stipend and tuition) by the IMSD Program for their first two years of graduate study in one of the seven biomedical science PhD programs. After two years, funding is provided by the graduate program or faculty mentor. Students selected for the IMSD Program participate in an eight week summer transition program consisting of lectures on various biomedical topics, career and developmental seminars, and a summer research rotation prior to the fall of their first year. Students receive funding and academic credit during this transition program. Additional benefits of the IMSD Program includes a formal mentoring program, a seminar series featuring nationally recognized minority scientists, development of a competency-based academic portfolio, and group problem-solving sessions. The inaugural class

began the program in June 2009. There are currently nine students participating in the program. Meetings are held with the students and the IMSD Leadership Team every 2 months to discuss student progress and development. To promote the program to prospective students, Dr. Sterba sends letters to McNair Scholars, Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U-STAR) Directors, Arkansas IdeA Network for Biomedical Research Excellence (INBRE) faculty, and additional URM students identified by the GRE Search Service. These efforts have led to a 42% increase in the number of URM applicants to the doctoral programs since 2009.

In October 2010, Dean McGehee served as Co-PI with Dr. Billy Thomas on an R25 proposal submitted to the NHLBI for a summer undergraduate research program to increase diversity in health related research. This proposal's overall goal is to provide students with research, mentoring, and networking experiences; real life surgical observations; and simulated cardiovascular demonstrations to increase their interest in careers in cardiovascular, pulmonary and hematologic research. Notification of the outcome of this application is pending.

# The University of Arkansas at Pine Bluff

## MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

June 2011

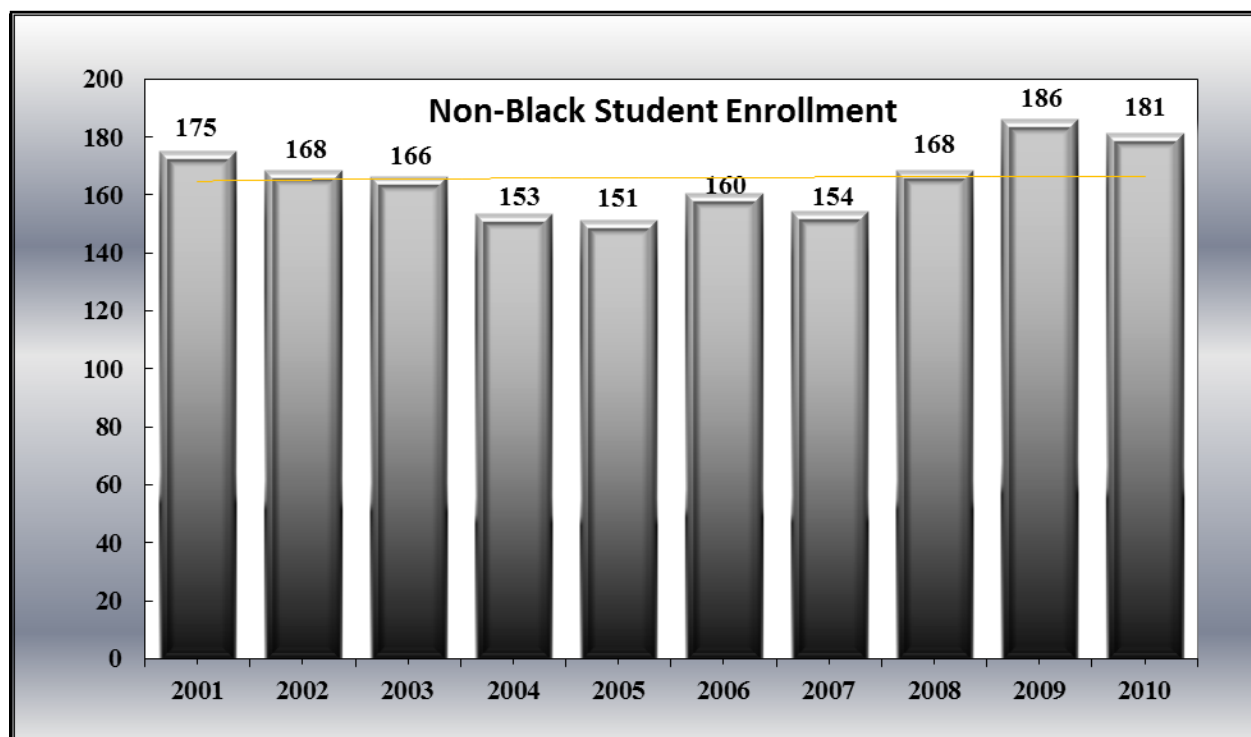
### Introduction

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 2010, the University had an enrollment of 3,428 students of which 94.7% were Black and 4.3% were non-Black. The faculty of 171 included 37% non-Black and 63% Black. The staff/administration of 470 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/faculty/administrators at the university by 20% (4% per year) over a five year period (2006-2010). This is a report of activities and outcomes for 2010.

*A Projected 4% Increase per Year and Power Trend line*



Responses to each ADHE inquiry area follow.

- Number of minority students who currently attend the institution.  
Fall 2010 minority student count = 181 (5.3%) of total student headcount, an increase of .4% above Fall 2009 when non-Blacks accounted for 4.9% of the student enrollment.
- Number and position title of minority faculty and staff

<b>Position Title</b>	<b>Number</b>
Administrative Specialist II	1
Administrative Specialist III	2
Assistant Professor	1
Assistant Dean	1
Assistant Professor	18
Associate Professor	13
Camus Maintenance Supervisor	1
Coach	2
Department Chairperson	2
Dir. of Physical Plant	1
Extension Associate	4
Extension Program Aide	2
Extension Specialist I	1
Extension Specialist II	1
Extension Specialist III	3
Extension Specialist IV	1
Head Coach – Softball	1
Information Tech Manager	1
Institutional Printer	1
Instructor	19
Laboratory Assistant	1
Library Technician	1
Multi-Media Specialist	1
Professor	13
Project Specialist	1
Project/Program Director	1
Project/Program Manager	1
Project/Program Specialist	1
Public Safety Officer	1
Research Associate	12
Research Specialist	2
Skilled Tradesman	5
Special Instructor	1
Warehouse Manager	1
<b>TOTAL</b>	<b>118</b>

Administrator/Staff positions showed an increase in minority **employees** (.1% ) from Fall 2009 to Fall 2010. For faculty, there was a .4% increase.

<b>Administrator/Staff</b>				<b>Faculty</b>		
	Total	Black	Non-Black	Total	Black	Non-Black
Fall 2008	<b>466</b>	89.7	10.3	<b>167</b>	63.4	36.5
Fall 2009	<b>467</b>	88.7	11.4	<b>173</b>	63.0	37.0
Fall 2010	<b>470</b>	88.5	11.5	<b>171</b>	62.6	37.4

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

<b>Position Title</b>	<b>Number</b>
Extension Program Aide	1
Head Coach – Softball	1
Instructor	1
Skilled Tradesman	1
<b>Total</b>	<b>4</b>

**University of Arkansas at Pine Bluff**  
**Student, Faculty & Staff By Ethnicity**  
**Fall 2009 through Fall 2010**

		<b>Black</b>	<b>Non-Black</b>	<b>Total</b>
<b>Fall 2009</b>	Students	3,606	186	3,792
	Percent of Total	95.1%	4.9%	100.0%
	Faculty	109	64	173
	Percent of Total	63.0%	37.0%	100.0%
	Administrators & Staff	414	53	467
	Percent of Total	88.7%	11.3%	100.0%
<b>Fall 2010</b>	Students	3,247	181	3,428
	Percent of Total	94.7%	5.3%	100.0%
	Faculty	107	64	171
	Percent of Total	62.6%	37.4%	100.0%
	Administrators & Staff	416	54	470
	Percent of Total	88.5%	11.5%	100.0%



<b>OBJECTIVE I: To increase the number of minority targeted potential student contacts.</b>		
<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>PERFORMANCE</b>
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 16<sup>th</sup> 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 87<sup>th</sup> 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.

#### 2010-2011

The University has entered a partnership with the Dumas Technology and Education Center. The University also entered year II of its Adult Education Program which was transferred from SEARK.

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 2007. 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

The Advisory Board on Diversity met twice during the Fall (2009) and twice during the Spring (2010).

#### 2010 – 2011

The Advisory Board made several recommendations during 2010 and 2011. First, the board recommended contacting local business leaders to agree to fund small book scholarships for deserving students. Also, the board recommended working with local community property owners to provide temporary living facilities when the residence halls are at capacity. This could help eliminate the use of local hotels for that purpose.

C. Increase marketing targeted to diverse populations		Marketing strategies will reflect diverse segmentation
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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.
- ✓ Established a Facebook page ([www.facebook.com/uapinebluff](http://www.facebook.com/uapinebluff)), Twitter page ([www.twitter.com/uapbinfo](http://www.twitter.com/uapbinfo)) and News Blog ([www.uapbnews.wordpress.com](http://www.uapbnews.wordpress.com)) to connect with constituents on several platforms.

### **2010-2011**

- ✓ Scheduled more than \$15,000 in airtime
- ✓ Purchased cutaway segment of the MDA telethon
- ✓ Purchased advertisements in Arkansas Next Magazine, AY Magazine, Arkansas Times and Newsweek.

The University of Arkansas at Pine Bluff uses a variety of outlets to disseminate information about the institution. In the 2010-2011 fiscal year, more than \$70,000 was spent advertising on all major television networks, contiguous state radio stations, websites such as yellowpages.com, encyclopedia.com and print publications such as AY Magazine, Arkansas Next, Arkansas Times, Newsweek and El Latino. The university's online presence was also strengthened with an active interaction in social media (facebook, twitter, wordpress) and use of YouTube for fundraising initiatives.

D. Diversify Recruitment Staff	July 1, 2007	Staff (pd./volunteer) will reflect diversity
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### **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 Helen 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 minority list.

### **2008-2009**

By the Fall 2009, the Director for Recruitment will employ a part-time white female recruiter and continue 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.

### **2010-2011**

The Office of Recruitment continued to recruit in the Bryant area and added Fort Smith-Southside along with Bentonville to schools visited for recruitment.

<b>OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.</b>		
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.

### **2010-2011**

International student enrollment at the institution in Fall 2010 was 46, a decline of 11 students from 57 in Fall 2009. Although the number declined from Fall 2009 to Fall 2010, International students represented 1.6% of total enrollment in Fall 2010 compared to 1.5% in Fall 2009, an .1% increase.

### **2010-2011**

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.

In addition, monthly cultural programs provided education and awareness for the student body to learn about the various countries represented. A variety of cultural arts through music such as Reggae, Caribbean, Hispanic, and the beats to the African drums became a favorite for the students.

Cultural awareness was extended through open forums and discussions, fashion shows, potpourri of foods, and participation in lyric junction and karaoke honing their talents. Involvement in Unity Fest was displayed by setting up informational tables and booths by the International students.

Opportunities were provided for minority students to join the Student Union Programming Board, Election Board and Student Government Association. For the first time in the history of the University of Arkansas at Pine Bluff, the sophomore class queen was represented by a minority student, Ms. Kasey Hogan.

Students from France started a French club and the number of students utilizing the recreational areas in the L.A. Davis student union increased significantly.

Commuter students, graduate students and non-traditional students have found comfort in the commuters students lounge area between classes and for dining. In addition, the computers in the student union lounge have proven to be a valuable asset for homework and social networking.

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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### 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 are Julia Hadley and Dr. Mary Brentley.

C. Establish and market scholarships for diversity	March 1, 2007	No. of Diverse Student Receiving Scholarships
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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

### New Growth

D. Establish a Hispanic Institute		
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### 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.

### 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.

### 2010-2011

An applicant is being interviewed for the Spanish teacher's position.

<b>OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.</b>		
<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>PERFORMANCE</b>
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

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.

#### **2010-2011**

The Teaching and Learning Center offered 54 courses and served 1250 students in Fall 2010. In Spring 2011, the Center offered 55 courses and served 1,136 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><b>Name of Site</b></u>	<u><b>Fall 2005</b></u>	<u><b>Fall 2006</b></u>	<u><b>Fall 2007</b></u>	<u><b>Fall 2008</b></u>	<u><b>Fall 2009</b></u>	<u><b>Fall 2010</b></u>
UAPB/Campus	33	8	18	15	17	8
North Little Rock	12	15	28	21	20	23
Marianna Site	1	2	4	02	00	
Lake Village Site	6	11	12	12	14	6
Gould Site				05	10	4

B. Advertise vacancies on UAPB Website	On-going	Records will reflect
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#### **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.

#### **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.

**2010-2011**

Continued advertisement of vacancies on the University of Arkansas at Pine Bluff Website, Chronicle of Higher Education (when appropriate), Arkansas Democrat-Gazette , Pine Bluff Commercial and Arkansas Business

C. Participate in community and state job fairs	September 2006	Records will reflect
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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).

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.

**2010-2011**

Dr. Minnie Hatchett, Director of the North Little Rock Site, participated in the Sylvia City Parenting ASSOC Festival.

D. Utilize advice of Community Advisory Board on Diversity (To be established)	September 1,2006	Use of advice
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**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**

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.

**2010-2011**

Advice of Community Advisory Board on Diversity

The community Advisory Board on Diversity met once during Fall 2010 and once during Spring 2011. The Board continued to recommend better marketing to the area schools and to Hispanic group. The Advisory Board made several specific recommendations during 2010 and 2011. First, the board recommended contacting local business leaders to agree to fund small book scholarships for deserving students. Also, the board recommended

working with local community property owners to provide temporary living facilities when the residence halls are at capacity. This could help eliminate the use of local hotels for that purpose. In response to those recommendations, the Office of Recruitment began contacting local business leaders and the Office of Residential Life began exploring additional housing options for our students.

E. Involve minority staff and faculty on university committees, programs and activities	(on-going)	Records will reflect
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### **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 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.

**2010-2011**

Non-Black Faculty/Staff and students continue to be involved in campus programs/activities. A non-Black student introduced the speaker for the Spring 2010 Honors and Awards program. The Associate Vice Chancellor for Student Financial Services is non-black as was the Director for Physical Plant until his retirement in December 2010. This participation is reflected in committee participation (e.g., Educational Access Conference Planning Committee) and by committee leadership by non-black faculty/staff as reflected in the Chair for the Student Academic Appeal Committee. The UAPB's non-Black employees composed 37% of the faculty and 11% of the staff. These employees, as all the others, are spread throughout the university's organizational structure and its operational activities.

**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

**Recruitment**

Fall	Black	Non-Black
2005	3,080	151 (4.67%)
2006	2,968	160 (5.12%)
2007	3,046	154 (4.81%)
2008	3,357	168 (4.77%)
2009	3,606	186 (4.91%)
<b>2010</b>	<b>3,247</b>	<b>181 (5.28%)</b>

The number of non-Black students as a percent of total enrollment increased by .4% from 4.91% in 2009 to 5.28% in 2010.

2. Employment		4% increase/year
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**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%)
<b>Fall 2010</b>	<b>107</b>	<b>64 (37.4%)</b>

**Administrators/Staff**

Fall	Black	Non-Black
2005	434	41 (8.6%)
2006	419	43 (9.3%)
2007	433	45 (9.4%)
2008	418	48 (10.3%)
2009	414	53 (11.4%)
<b>Fall 2010</b>	<b>416</b>	<b>54 (11.5%)</b>

**Students**

<u>Year</u>	Black	Non-Black
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**

**66.1%**

**69.3%**

Overall retention for non-Black students has exceeded that for Black students since 2004. See data on P.113 which

3 Support Service Activities		3. 3 services/year
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represents all degree seeking students who were retained at the institution the following fall semester.

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**

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.

4. Recruitment Activities		4. 2 new venues/year
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**2009-2010** (See Objective II, P.7)

**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).

**2009-2010** (See Objective D, P. 6)

**2010-2011**

Through the Office of Graduate Studies and Continuing Education, a representative at North Little Rock Site participated in the Chamber of Commerce North Little Rock Meeting. (See also Objective D, P.6)

**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.

**2010-2011****Revision of Objectives**

Over the past five years, the University of Arkansas at Pine Bluff reached its goals on minority faculty and staff employment and retention. The university will continue to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. Goals are presented in the new plan for 2011-2016 which is submitted as a companion document. In the main, the previous objectives continue though some of the activities and quantitative measures are modified.

**Conclusion:**

This review of the goals and outcomes for Minority Recruitment and Retention during 2006-2010 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 Committee.**

# **UNIVERSITY OF CENTRAL ARKANSAS**

## **AFFIRMATIVE ACTION PLAN REPORT**

**2010-2011**

**University of Central Arkansas**  
**Report on Progress toward 5-Year Affirmative Action Plan**  
**Submitted July 2011**

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 2006 to 2010, the overall minority enrollment at the university increased from 18.8 % to 21.2 % (+2.43%). Enrollment of black students also increased from 15.1 % to 15.6 % (+0.5%) for the same time period. *See Appendix A.*

**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 2006. At that time, the faculty was 10.7% minority. In 2010, the number decreased to 7.9% minority, a decrease of 2.8 %. The university needs to continue its efforts recruit and maintain minority faculty members. *See Appendix B.*

### **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 2006, the Executive Administration was 13.6 % minority. In 2010, that number had shrunk to 9.5 % (-4.1%). In the Professional Non-faculty area there were 11.7 % minorities in 2006 and by 2010 that number increased to 17.8 % (+6.1%). *See Appendix B.*

**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 2006, the clerical staff was 14.0 % minority while in the year 2010 the percent of minorities was 12.7 (-1.3%). The goal of 10% has been maintained. In the other support areas, there are 13.1% minority employees in the Technical/Paraprofessional area, 10.9% minority employees in the Skilled Craft area, and 31.7% minority employees in the Service/Maintenance area. Again, the goals have been maintained. *See Appendix B.*

### **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.



**University of Central Arkansas**  
**Fall Semester for 2006-2010**  
**Enrollment by Classification & Race**

	2006			2007			2008			2009			2010		
	Under Grad.	Grad.	Total	Under Grad.	Grad.	Total	Under Grad.	Grad.	Total	Under Grad.	Grad.	Total	Under Grad.	Grad.	Total
American Indian	92	11	103	89	29	118	67	26	93	66	21	87	65	19	84
Asian or Pacific Islander**	165	14	179	154	15	169	210	17	227	185	18	203	169	19	188
Black	1,724	141	1,865	1,582	178	1,760	1,648	166	1,814	1,581	130	1,711	1,641	139	1,780
Hispanic	162	10	172	182	11	193	216	14	230	214	14	228	248	31	279
Non-resident Alien	288	47	335	427	38	465	545	32	577	565	37	602	545	33	578
Two or more races***										11	3	14	84	7	91
Unknown	596	11	607	581	42	623	502	43	545	779	35	814	399	51	450
White	7,610	1,459	9,069	7,660	1,631	9,291	7,860	1,628	9,488	6,745	1,377	8,122	6,672	1,322	7,994
<b>Total</b>	<b>10,637</b>	<b>1,693</b>	<b>12,330</b>	<b>10,675</b>	<b>1,944</b>	<b>12,619</b>	<b>11,048</b>	<b>1,926</b>	<b>12,974</b>	<b>10,146</b>	<b>1,635</b>	<b>11,781</b>	<b>9,823</b>	<b>1,621</b>	<b>11,444</b>
<b>Minority*</b>	2,143	176	2,319	2,007	233	2,240	2,141	223	2,364	2,057	186	2,243	2,207	215	2,422
<b>Percent Black</b>	16.2%	8.3%	15.1%	14.8%	9.2%	13.9%	14.9%	8.6%	14.0%	15.6%	8.0%	14.5%	16.7%	8.6%	15.6%
<b>Percent Minority</b>	20.1%	10.4%	18.8%	18.8%	12.0%	17.8%	19.4%	11.6%	18.2%	20.3%	11.4%	19.0%	22.5%	13.3%	21.2%
<b>Percent Caucasian</b>	71.5%	86.2%	73.6%	71.8%	83.9%	73.6%	71.1%	84.5%	73.1%	66.5%	84.2%	68.9%	67.9%	81.6%	69.9%
<b>Percent Non-resident Alien</b>	2.7%	2.8%	2.7%	4.0%	2.0%	3.7%	4.9%	1.7%	4.4%	5.6%	2.3%	5.1%	5.5%	2.0%	5.1%
<b>Percent Unknown</b>	5.6%	0.6%	4.9%	5.4%	2.2%	4.9%	4.5%	2.2%	4.2%	7.7%	2.1%	6.9%	4.1%	3.1%	3.9%

Note: Race categories are consistent with those used by the National Center for Education Statistics (NCES).

\*Includes Black, American Indian, Asian, and Hispanic (From Fall 2009 on, it includes Two or more races as well.)

\*\*As of AY 2009-2010, new race codes were implemented. For trend purposes, the two following races codes were combined, Asian and Pacific Islander or Native Hawaiian. They were previously reported under one code Asian or Pacific Islander

\*\*\*As of AY 2009-2010, new race codes were implemented. Two or more races is one of those codes.

**APPENDIX A**



**University of Central Arkansas**  
**Fall Semester 2010**  
**Full-Time Employees by Gender, Position, & Race**

Position	American Indian		Asian or Pacific Islander		Black		Hispanic		Non-Resident Alien		Two or More Races		Unknown		White		Total		Grand Total	Percent Minority
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Faculty	1	0	15	5	9	7	2	1	7	4	1	0	1	3	231	230	267	250	517	7.9%
Executive Administrative	0	0	1	0	3	0	0	0	0	0	0	0	0	0	25	13	29	13	42	9.5%
Professional Non-Faculty	0	0	0	4	13	13	3	2	0	0	1	1	0	0	74	97	91	117	208	17.8%
Secretarial/Clerical	0	1	0	1	0	18	0	1	0	0	0	0	0	2	13	129	13	152	165	12.7%
Technical/Paraprofessional	0	0	0	1	5	9	0	3	2	1	0	0	0	0	39	77	46	91	137	13.1%
Skilled Craft	0	0	0	0	5	1	1	0	0	0	0	0	0	0	53	4	59	5	64	10.9%
Service/Maintenance	3	0	1	0	19	17	1	5	0	0	0	0	0	0	60	39	84	61	145	31.7%
<b>Total</b>	<b>4</b>	<b>1</b>	<b>17</b>	<b>11</b>	<b>54</b>	<b>65</b>	<b>7</b>	<b>12</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>495</b>	<b>589</b>	<b>589</b>	<b>689</b>	<b>1,278</b>	<b>13.6%</b>
<b>Total Excluding Faculty</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>45</b>	<b>58</b>	<b>5</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>264</b>	<b>359</b>	<b>322</b>	<b>439</b>	<b>761</b>	<b>17.5%</b>

APPENDIX B1



**University of Central Arkansas**  
**Fall Semester 2006**  
**Full-Time Employees by Gender, Position, & Race**

Position	Black		American Indian		Asian		Hispanic		White		Total		Grand Total	Percent Minority
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Faculty	12	9	0	0	17	12	4	1	234	225	267	247	514	10.7%
Executive Administrative	3	1	1	0	1	0	0	0	23	15	28	16	44	13.6%
Professional Non-Faculty	6	12	0	0	0	3	1	0	65	101	72	116	188	11.7%
Secretarial/Clerical	2	19	1	0	0	0	1	2	11	143	15	164	179	14.0%
Technical/Paraprofessional	7	5	0	0	0	1	1	0	39	47	47	53	100	14.0%
Skilled Craft	2	0	0	0	0	0	0	0	54	6	56	6	62	3.2%
Service/Maintenance	22	16	2	0	0	0	1	2	58	38	83	56	139	30.9%
<b>Total</b>	<b>54</b>	<b>62</b>	<b>4</b>	<b>0</b>	<b>18</b>	<b>16</b>	<b>8</b>	<b>5</b>	<b>484</b>	<b>575</b>	<b>568</b>	<b>658</b>	<b>1,226</b>	<b>13.6%</b>
<b>Total Excluding Faculty</b>	<b>42</b>	<b>53</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>250</b>	<b>350</b>	<b>301</b>	<b>411</b>	<b>712</b>	<b>15.7%</b>

APPENDIX B2



## **Arkansas Northeastern College**

### **Report of the Recruitment and Retention of Minority Faculty, Staff and Students 2010-2011 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

<b>FULL NAME</b>	<b>E</b>	<b>OFFICIAL TITLE</b>
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	Vice President for Community Relations/Dean of 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: 0
- Promotion: Candace Blankenship, Coordinator of the University Center

**Arkansas Northeastern College  
Retention Report for Minority Faculty and Staff  
2010-2011 Academic Year**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Time Frame</b>	<b>Budget</b>	<b>Results</b>
<b>1. The college will provide opportunities for enhancement of knowledge and skills for the minority employee.</b>	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.
<b>2. The college will observe and celebrate Martin Luther King Day.</b>	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.
<b>3. The college will support the Cultural Diversity Association and its effort to offer opportunities for minorities to share ideas and talents.</b>	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. Two ANC faculty were sponsors.
<b>4. The college will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population which is 34%.</b>	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 203 employees are minorities, or 11%. The goal to increase to 34 % is still an on-going priority at ANC. ANC retention of minority employees is 100% for this year.

**Arkansas Northeastern College  
Retention Report for Minority Students  
2010-2011 Academic Year**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Time Frame</b>	<b>Budget</b>	<b>Results</b>
<b>1. The college will place students in the appropriate college level course to ensure success.</b>	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 46% as compared to 65% for non-minority. We did not meet our goal of 5% improvement.
<b>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.</b>	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. Two ANC faculty were sponsors. This year the CDA concentrated on the November Native American Month.
<b>3. The college will recognize and celebrate Martin Luther King Day and Black History Month.</b>	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.
<b>4. The college will provide tutoring, mentoring, and counseling to increase retention of the minority student.</b>	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 the

	tutoring so that early intervention will increase success.				ACE 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.
<b>5. The college in partnership with Head Start will provide daycare on site.</b>	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.
<b>6. In partnership with the TANF grant, the college will provide services to minorities who are eligible.</b>	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 \$192,858	The TANF grant served 193 minority students out of 447 eligible for funds. Or, 43% of the TANF eligible served were minority.
<b>7. Minority students will graduate at the rate that they started.</b>	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 31.3 %. This is a 2.5% increase from 2009-2010 (28.8%). We will continue to work on achieving this objective. Monies from the TANF grant and Carl Perkins have helped to achieve this increase.





# ARKANSAS STATE UNIVERSITY-BEEBE!

Transforming Lives Through Quality Learning Experiences! [www.asub.edu](http://www.asub.edu)

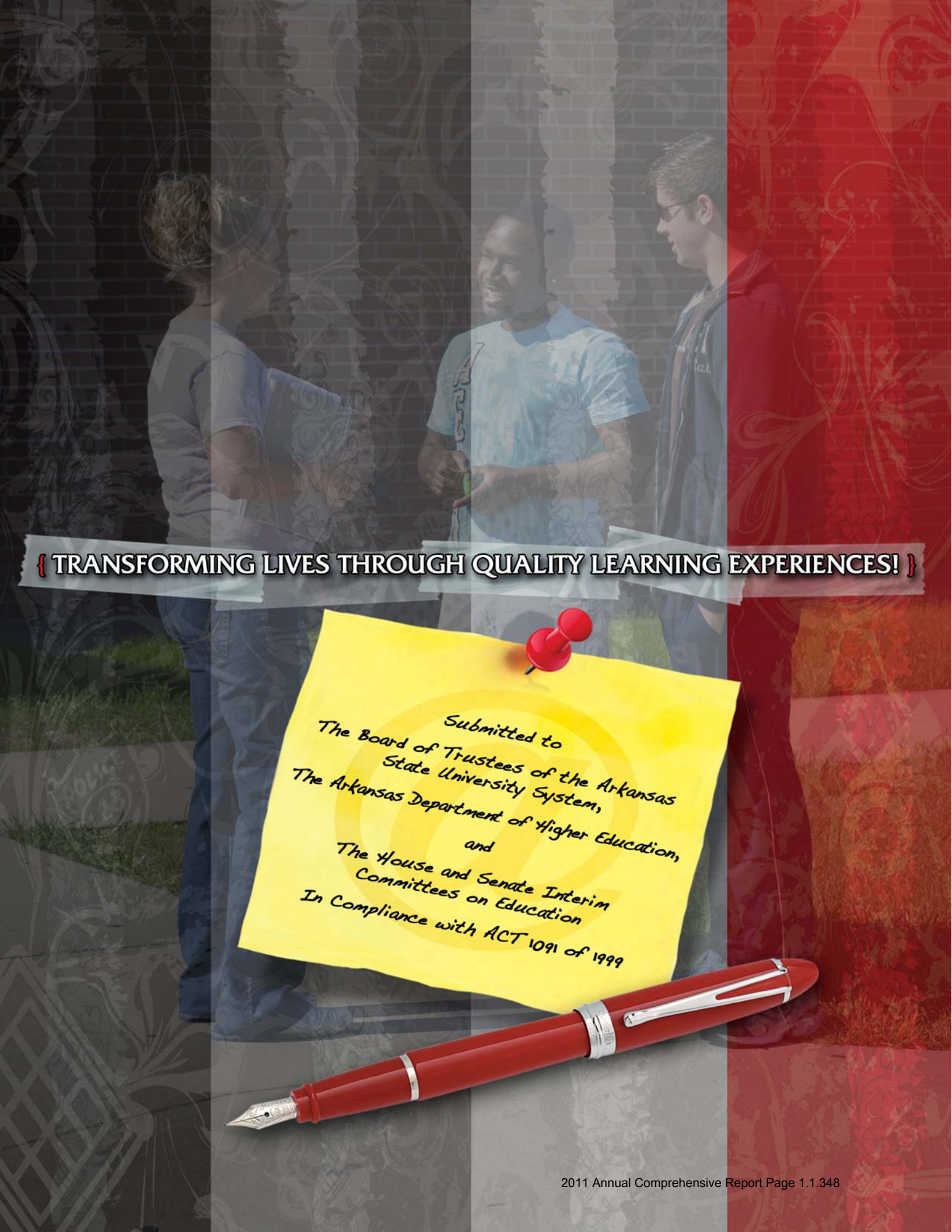


BEEBE | HEBER SPRINGS | SEARCY | LITTLE ROCK AIR FORCE BASE

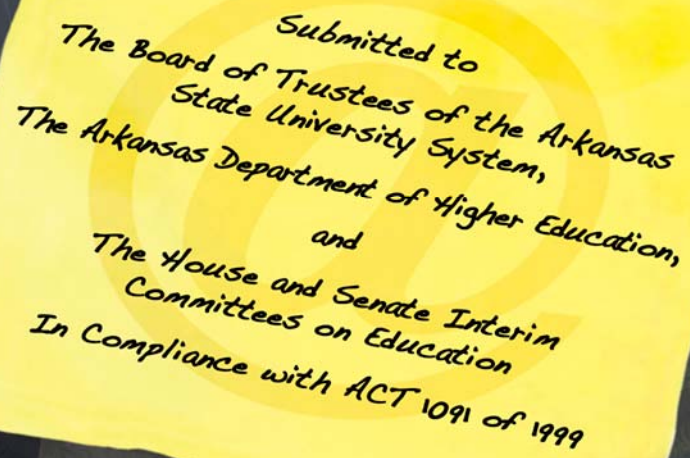


{ FOR THE ACADEMIC YEAR JULY 1, 2010 - JUNE 30, 2011 }



A background image showing three people in a workshop or classroom setting. A woman on the left is looking at a man in the center who is smiling and holding a small object. A man on the right is looking towards the center. The background is a collage of various images, including a brick wall, a red curtain, and a patterned surface.

**{ TRANSFORMING LIVES THROUGH QUALITY LEARNING EXPERIENCES! }**

A yellow sticky note pinned to the background with a red pushpin. The note contains handwritten text in black ink.

*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*





## ***TABLE OF CONTENTS***

Table of Contents .....	3
Chancellor's Statement .....	4
ASU - Beebe Mission, Vision, Core Values & Goals .....	5
Summary of ACT 1091 .....	6
Annual Minority Recruitment and Retention Report Requirements .....	6
Number of Minority Students Who Currently Attend the Institution .....	7
Number and Position Title of Minority Faculty & Staff Currently Employed.....	7-9
Number and Position Title of Minority Faculty & Staff Employed This Year ....	9-10
Annual Progress Summary of Goals, Updates, Objectives, Strategies, Current Activities, and Actions.....	10
Students .....	10-18
Faculty .....	18-21
Staff.....	21-22
New Strategies and Activities .....	23-25
Appendices.....	26
Appendix A - Act 1091 of 1999 .....	26
Appendix B - Arkansas State University-Beebe Recruiting Plan .....	27-28
Appendix C - Arkansas State University-Beebe Operational Plan 5.2.....	29-33
Appendix D - Arkansas State University-Beebe Strategic Plan .....	34-36

## ***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 has 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 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. ASU-Beebe’s practice is to continually revise and update its strategic plan as necessary to further its mission, vision, core values, and needs as an institution.

### ***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, 2010 through June 30, 2011. 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 2010-2011 was 1032, as compared to 814 for 2009-2010.
- The total number of students who attended ASU-Beebe and were taking college credit courses during academic year 2010-2011 was 6,966. **The percentage of minorities was 14.8%, as compared to 12% for 2009-2010.**

## 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 2010-2011 academic year.

POSITION	RACE	GENDER	STATUS
Director of Student Success and Retention	African American	Female	Full-Time
Administrative Specialist III	African American	Female	Full-Time
Student Accounts Specialist	African American	Female	Part-Time
Part-Time/Extra Help	American Indian	Female	Part-Time
Assistant Professor	African American	Male	Full-Time
Maintenance Supervisor	African American	Male	Full-Time
Assistant Professor	African American	Female	Full-Time
Student Worker	African American	Female	Part-Time
Adjunct Instructor	African American	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Part-Time/Extra Help	African American	Female	Part-Time
Part-Time/Extra Help	Hispanic	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time

Administrative Specialist II	Asian	Female	Full-Time
Student Worker	Hispanic	Female	Part-Time
Institutional Services Assistant	African American	Female	Full-Time
Part-Time/Extra Help	Hispanic	Female	Part-Time
Associate Professor	Asian	Male	Full-Time
Student Worker	African American	Male	Part-Time
Job Placement Coordinator	African American	Female	Full-Time
Institutional Services Assistant	African American	Male	Full-Time
Student Worker	African American	Female	Part-Time
Institutional Services Assistant	African American	Male	Full-Time
Part-Time Extra Help	African American	Female	Part-Time
Counselor	African American	Female	Full-Time
Part-Time Extra Help	African American	Male	Part-Time
Part-Time Extra Help	African American	Female	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Female	Part-Time
Student Worker	Asian	Male	Part-Time
Student Worker	African American	Male	Part-Time
Instructor	Asian	Female	Full-Time
Student Worker	African American	Male	Part-Time
Student Worker	African American	Male	Part-Time
Counselor	African American	Female	Full-Time
Student Worker	African American	Female	Part-Time
Instructor	African American	Female	Full-Time

Assistant Director of Financial Aid	African American	Female	Full-Time
Financial Aid Analyst	African American	Female	Full-Time
Student Worker	African American	Female	Full-Time
Part-Time Extra Help	African American	Female	Part-Time
Physical Plant Director	American Indian	Male	Full-Time
Adjunct Faculty	African American	Male	Part-Time
Part-Time Extra Help	African American	Male	Part-Time
Institutional Services Assistant	African American	Female	Part-Time

*Source: Office of Human Resources, ASU-Beebe, June 2011*

The following individuals were hired from July 1, 2010 to date:

POSITION	RACE	GENDER	STATUS
Part –Time Extra Help	American Indian/Alaskan	Female	Part-Time
Assistant Professor	African American	Female	Full-Time
Part-Time/Extra Help	African American	Male	Part-Time
Part-Time/Extra Help	African American	Female	Part-Time
Administrative Specialist II	Asian	Female	Full-Time
Student Worker	Hispanic	Female	Part-Time
Institutional Services Assistant	African American	Male	Full-Time
Adjunct Instructor	African American	Female	Part-Time
Part –Time Extra Help	African American	Male	Part-Time
Part-Time Extra Help	African American	Female	Part-Time
Student Worker	Non Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Student Worker	Non-Resident Alien	Female	Part-Time

Part-Time Extra Help	African American		Part-Time
Student Worker	Non-Resident Alien	Male	Part-Time
Instructor	Non-Resident Alien	Female	Full-Time
Part-Time Extra Help	African American	Male	Part-Time
Part-Time Extra Help	African American	Female	Part-Time
Part-Time Extra Help	African American	Male	Part-Time
Part-Time Extra Help	African American	Female	Part-Time
Instructor	African American	Female	Full-Time

## **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. ASU-Beebe hopes to offer future global and cultural awareness trips as well.

- 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 3,258 students for 26,292 hours during the 2010-2011 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 1,307 students for 15,232 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 SSC Director 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.*

- The Student Success Center recently hired a new Coordinator of Testing Services/Academic Advisor who is an African-American female.
- The SSC is strengthening its counseling services referral resources to include more agencies able to assist minority students whose personal needs may be outside the scope of the center.
- The SSC has revamped its advising process to be more intrusive with students who are undecided on a major. Now, students must complete a career portfolio and attend mandatory workshops.
- The Coordinator of Academic Advising/Counselor recently completed a professional development training by Philip DeVol on “Bridges Out of Poverty”, which places an emphasis on understanding the challenges of people from disadvantaged backgrounds—including access to and completion of college by minorities and poor people.
- The Coordinator of Student Success started a STARS program (Student Transition and Retention Services) to help academically underprepared and at-risk students succeed. Nearly 75% of participants are minority students.
- 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 during the past year to acquisition of African American, Native American and Hispanic materials (including materials printed in Spanish). In addition, videos and DVDs requested by minority students have been ordered and are available for use. Likewise, the library’s excellent Interlibrary Loan Service ensures that virtually any requested item can be made available to students free of charge. Abington Library also participates in the Arklink Library Consortium, which allows ASU-Beebe students and employees to check out library materials from any participating Arkansas college or university 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). The network switches on the Beebe and Searcy campuses have

been upgraded to better handle new technology demands. The latest classroom and laboratory technologies available in the Science Building and England Center on the Beebe campus and the campus at Heber Springs allow faculty to try innovative pedagogies in their courses. The new residence halls, which should be open and available to students in the Fall 2011 semester, will have cable internet access to each room, giving students greater speed than was available in the previous residence halls.

- 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 Planner and Handbook contains information that outlines student conduct, the informal complaint procedure and the formal grievance procedures, including information on sexual harassment or assault. The Student Planner and Handbook is distributed to all new students as a part of the Freshman Seminar class and New Student Orientation, is obtainable from the Vice Chancellor for Student Services, is available for purchase through our university bookstores and is also available on the ASU-Beebe website at [www.asub.edu](http://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.
- Student Support Services served 25 minority students during the 2010-2011 school year. 100% were low-income and first-generation college students. One of the 25 minority students was new Spring 2010 and that student is enrolled for Fall 2010. Twenty of the 25 students (80%) who enrolled in the fall were retained from Fall 2009 to Spring 2010 or graduated in December. One additional student graduated in May.

*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. Our University Police Department works hard to ensure our campus is as safe as possible. We have had zero reported crimes on the basis of race or ethnicity. In addition, StateUniversity.com has selected ASU-Beebe as the safest university in the nation for the past two years based on our annual Clery Act crime statistics.
- 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 based upon special needs, illness, or 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 courses/programs. As part of its move toward continuously improving as 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. This provides students the opportunity to seek academic assistance early if needed, which can result in better retention rates for disadvantaged students.
- 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.

***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 2010-2011 Student Activities Program offered activities that emphasized diversity issues. It continued to reserve a portion of the activities budget to allow for additional programming for diversity- related topics.
- The 2010-2011 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 Student Activities, the Concert-Lecture Series expanded diversity offerings for the 2010-2011 season. A performance by the accomplished Flamenco guitarist, Anna Maria Cardinalli-Padilla, Ph.D, also included a lecture presentation of her Latino heritage. The Hip-hop/Soul fusion duo known as Scratch-Track followed on our calendar. A wonderful folk dance troupe was next for our audiences. Afrique Aya is a group of dancer-drummers committed to sharing the music and culture of West Africa and Cote d'Ivoire. Plans are in place to further increase the concert/lecture season's multicultural palette for 2011-2012.
- 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. In assessment data for the Concert-Lecture Series, 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 and ethnicities 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 2011, 37 of the 129 residence hall students were minority students (29%).
- The Residence Life student staff for 2010-2011 consisted of 10 students, of which three were minority students (30%).

***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.
- Eight of the 23 Leadership Council Representatives were minority students during the 2010-2011 academic year (35%).
- 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. Two of our student organizations elected minority students into president or vice-president leadership positions for the 2010-2011 academic year.
- The ASU-Beebe Student Ambassador Program employed 8 students last year to 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. Thirty-eight percent of the student ambassadors were students whose ethnicity was other than Caucasian in the 2010-2011 academic year.

***Initiatives Undertaken This Year for Recruitment of Minority Students:***

- ASU-Beebe has continued to target several high schools with high minority enrollment for recruitment visits. School districts visited this year include: Augusta, Lonoke, Newport, Riverview, Jacksonville, North Pulaski, Sylvan Hills, England, Brinkley, and Wynne.

- Ron Hudson attended the Little Rock and Pulaski County Special School District Career Fair as well as the Arkansas Army National Guard Youth Challenge Job Fair. He also attended the Transfer Fair held at East Arkansas Community College in Forrest City. He was also in attendance at the African American Male Initiative Consortium held at the University of Arkansas at Little Rock.
- The Office of Admissions provided tours for the Upward Bound Math and Science students from Lyon College.
- ASU-Beebe remains an active SEVIS (Student Exchange Visitors Information System) member. During the last academic year, ASU-Beebe had over 40 full-time International Students representing more than 17 countries. ASU-Beebe has also provided courses for 10 - 15 international students visiting from other universities.

## **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*, *Diversity Magazine*, and/or *Minority Times*. Special diversity packages have been purchased through the *Chronicle of Higher Education* to attract outstanding faculty. The minority publications will direct readers to the ASU-Beebe Human Resources employment page.
  - Continued training has been provided on all of ASU Beebe's campuses in order to ensure compliance in the recruitment of qualified applicants. Applicant pools are reviewed for qualified minorities by the Office of Human Resources. Every effort is made to attract qualified minorities for each job vacancy.
- 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:
  - Minority recruitment visits to diverse 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.
  - For the 2011-2012 Academic year, the University's Global Awareness Committee has scheduled a visiting professor fellowship in order promote global awareness and enhance the exchange of diverse ideas.
  - Implementation of ASU Beebe's LEAD program, which provides leadership training that includes identified minority employees who demonstrate a desire to grow within the organization. This program is in the second cohort and has provided opportunities for growth within and outside of the ASU Beebe campuses.
  - During the 2010-2011 academic year, the Chancellor's Office and the Office of Human Resources hosted a recruitment visit on campus for a highly qualified minority candidate in the field of Environmental Science. In addition, the Assistant to the Chancellor also made recruitment visits at the University of Arkansas with highly-qualified minority candidates.
- 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.

## **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 members 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.

***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 and staff searches this year.

## ***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 10<sup>th</sup> and 11<sup>th</sup> 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.
- 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 annual 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 are 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 can 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 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**

It is believed to generally be in the best interest of the university to utilize external recruitment sources for all positions. However, 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 ten (10) working days should be allowed for non-classified and faculty positions. A minimum of five (5) working days should be allowed for classified positions. 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**

External advertisements will be posted in the Arkansas Democrat Gazette and on the AR Jobs website in accordance with the governor's directive. Professional and faculty positions will be posted appropriately in publications that serve national exposure, commitment to diversity, and to attract applicants specific to the field advertised.

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 positions, classified positions, 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. In addition, we advertise in the Chronicle of Higher Education, Minority Times, Hola' Arkansas, National Minority Update Magazine, and Diversity News.

In addition to advertisements posted on the AR Jobs website and in the Arkansas Democrat Gazette, 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 usually 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.

The Department of Human Resources has an employment link on Arkansas State University-Beebe's web page. This allows 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, 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 2011.

## 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, Jimmy Boyd, 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 minority-serving institutions of higher education.
- 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?**

- i.** Evidence proves that all processes have been exhausted to secure a diverse applicant pool either through advertisement, institutional contacts, or nomination.
- ii.** Search committees provide documented evidence that the search process has been conducted based upon objective qualification related to the advertised position.
- iii.** An increased number of minority applicants.
- iv.** An increased number of minority hires.
- v.** 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 specifically 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.



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

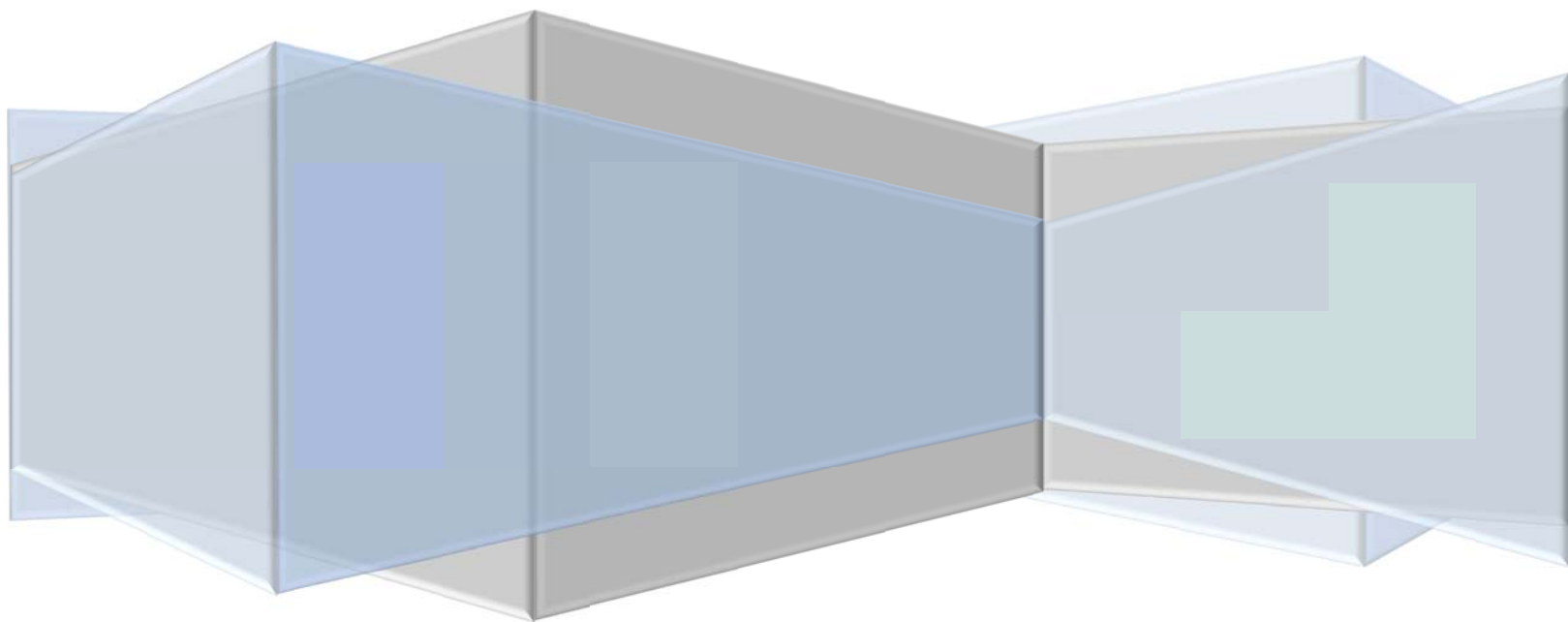
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# **Arkansas State University- Mountain Home**

**2010-2011 Minority Recruitment and Retention  
Annual Report**

**Submitted to: Arkansas Department of Higher  
Education**

**June 21, 2011**



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

Declared Ethnicity	Number
Non-resident alien	0
Unknown	7
Hispanic	35
American Indian/Alaskan Native	43
Asian	14
Black/African American	10
Native Hawaiian/Pacific Islander	6
Two or more ethnicities	4
<b>Total:</b>	<b>119</b>

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

Five

1. Assistant Professor of Human Anatomy and Physiology
2. Instructor of Respiratory Care
3. Instructor of Developmental Education
4. Instructor of English
5. Adjunct instructor for Physical Education

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

One

1. English Instructor

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

- The goals and objectives of the diversity plan are adhered to and completed as appropriate to the student, faculty, and staff populations.

#### **GOAL 1:**

**TO PROVIDE MINORITY STUDENTS WITH OPPORTUNITIES TO ACCESS EDUCATIONAL OPPORTUNITIES AND KNOWLEDGE**

ASUMH provides continuing education, extracurricular experiences, and representation for minorities. The objectives for this goal have been met through various aspects of the current curriculum such as assigned readings in literature and history classes and participation in Black History Month and Women's History Month activities, as well as other experiential learning opportunities. Black History Month and Women's History Month incorporate celebrations of the idea of diversity. Many events held on campus support the mission of the university. Additionally, programs and grants are in place to target specific minority populations.

The Mission Statement of ASUMH identifies *diversity* as one of the aspects of the educational experience.

The Mission of ASUMH is to **LEAD** through educational opportunities.

Lifelong Learning,  
Enhanced Quality of Life,  
Academic Accessibility, and  
Diverse Experiences

## **GOAL 2: TO RECRUIT ADDITIONAL MINORITY STUDENTS**

In 2009-2010, the minority student population was 99 students. The unduplicated headcount for the 2009-2010 academic year was 2068, so minority students comprised 5% of the student body. In 2010-2011, the minority student population was 119 students. The unduplicated headcount for the 2010-2011 academic year was 2103, so minority students comprised 6% of the student body. This 1% increase is notable because the demographics of ASUMH's service area have not changed.

## **GOAL 3: TO PROVIDE STUDENTS, FACULTY, STAFF (CAMPUS COMMUNITY) WITH OPPORTUNITIES TO DEVELOP CULTURAL AWARENESS AND OPPORTUNITIES**

ASUMH offers a rich variety of activities that acknowledge and celebrate diversity. Held monthly throughout the academic year, these activities showcase people and historical events that encourage cultural awareness.

- **Women's History Month**

The 2011 Women's History Month event showcased students from the Fran Coulter Honors Program. Three students provided an in-depth study of six famous women who have made a significant impact on the world.

- **Black History Month**

The 2011 Black History Month presentation featured ASUMH students reading pieces of literature from African American writers. ASUMH English instructor Ms. Tocarra Carter, ASUMH's first African American instructor, read a poem by Langston Hughes and talked about the importance of diversity in education.

- **ASUMH Students Attend National Conference (Spring 2011)**

Andrew Lane, Arkansas State University-Mountain Home's PBL chapter president and Arkansas Director of State Programs; Bethany Crawford, secretary; and Megean Wilcoxson, members of the ASU-Mountain Home chapter of Future Business Leaders of America – Phi Beta Lambda, recently attended the FBLA-PBL National Fall Leadership Conference (NFLC) in New Orleans, Louisiana along with their adviser, Karen Heslep. At the NFLC, students and advisers participate in motivational general sessions and professional development and career planning workshops. For many FBLA-PBL members, the NFLCs are a convenient and affordable way to experience much of the education and excitement of a national conference.

- **Other Services**

Financial aid programs, private scholarships, and other forms of financial assistance are readily available to minority populations through the office of Financial Aid. Support services are readily accessible through the Office of Student Services. Tutoring is coordinated by Student Services and is available in the student tutoring and computer lab. Assistance in other support areas is available by request. Because of the low student to faculty ratio, faculty members are available and accessible to mentor, advise, tutor, and assist students on an individual basis. Free discussion of multicultural issues is encouraged among the faculty, staff, and students on the campus.

**GOAL 4:**  
**TO RECRUIT MINORITY FACULTY AND STAFF TO BECOME MORE ATTRACTIVE TO THE MINORITY POPULATIONS**

ASUMH posts all employment opportunities on the institution's web site. Additionally, faculty positions are listed in the *Arkansas Democrat-Gazette* and the *Chronicle of Higher Education*.

**GOAL 5:**  
**TO ESTABLISH AND ENCOURAGE A COMMITMENT TO DIVERSITY FOR THE ENTIRE ACADEMIC COMMUNITY**

ASUMH's diversity plan establishes and encourages a clear commitment to the value of diversity. The college honors Martin Luther King, Jr. Day by dismissing

classes. Further, diversity issues have been brought to the forefront through the selection of various campus speakers. These activities, in addition to other more indirect activities, have brought forth the value of diversity and have promoted thought and encouraged tolerance for minority populations. The faculty and staff handbooks address minority issues.

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. Sandra Massey, Vice-Chancellor for Academic Affairs

June, 2011

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 2010-2011**

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

	Fall, 2010 Total =2037	Spring, 2011 Total =2102
American Indian/Alaskan Native	15 (0.74%)	24 (1.14%)
Asian or Pacific Islander	16 (0.79%)	28 (1.33%)
Black	244 (12.08%)	286 (13.61%)
Hispanic	93 (5.07%)	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**

- 1 Assistant Professor of Social Science
- 1 Administrative Specialist III
- 2 Institutional Services Assistant
- 1 Administrative Specialist II
- 1 Counselor
- 1 Library Technician
- 1 Director of Career Pathways
- 1 Administrative Specialist 1
- 1 Career Facilitator

**Part Time**

- 1 Adjunct Business Ed Instructor
- 1 Automotive Assistant
- 3 Adult Education Instructor
- 3 Tutors - Extra Help
- 3 Adjunct Business Instructor
- 1 GED Examiner
- 1 Adjunct Math Instructor
- 1 Proctor
- 1 Adjunct Health (Prison) Instructor
- 2 Student Worker

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

**Full Time**

- 1 Institutional Services Assistant

**Part Time**

- 1 Student Services Extra Help
- 1 Tutor Office Assistant Extra Help
- 1 Career Pathways Tutor

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

Part of the ASU Newport counselor's job entails developing strategies for recruiting and retaining minority students. She and the Vice Chancellor of Student Affairs attend conferences and workshops on cultural diversity specifically targeted at minority awareness. As a female person of color who is a native to the region, she is an extraordinary role model, advocate, mentor and educator for our students. Her campus activities and community outreach services help to recruit and retain minority students, faculty and staff. She has engaged all students and a significant representation of minority students in a variety of activities this past year. Our Director of Student Services assists with recruiting and retaining minority students at ASU Newport's two technical campuses located in Jonesboro and Marked Tree. The Students Services office employs one full time and two student workers who are African American. The diversity in the student services office creates a welcoming and inviting atmosphere.

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

The counselor and ASUN's Career Pathways staff co-sponsors ASUN Real Life workshops often featuring minority speakers and facilitators. This year our local district judge spoke on the importance of choosing the right path (specifically the role that education plays in the journey). The counselor also engages students in leadership activities and community service opportunities. This past year our Phi Theta Kappa president was a black female, the SGA president was a black male, one of six ambassadors and four SGA officers were minorities and the upcoming SGA president is a minority. Our SGA president won the Arkansas Big Brothers and Big Sisters of the year award (2010-2011). These students serve as role models and mentors to our newer minority students. The Minority Support Group which meets several times a semester further supports the retention of minority students.

ASUN provides and distributes ASUN fans to local minority churches and is represented in the local Martin Luther King celebration and community march. This year our counselor was the speaker during the annual program. Each year, one of our Noon Lecture series which is open to the public is focused on cultural awareness. ASUN, in collaboration with the Iron Mountain Regional Arts Council (IMRAC), brought "OF Ebony Embers" to the community in February. Faculty is supportive and encourages students to participate in these activities and often assign extra credit for participation.

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

ASUN continues to reach the area high schools through Career Facilitators, faculty and staff. We work closely with counselors to encourage greater college participation for all students. These are great opportunities to work with minority students in groups and on an individual basis. The ACT Academy offered during the summer has good minority participation and significant increases in student ACT scores may be observed as a result of the program.

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

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

- Implement mandatory advisement for all first time students.
- Refer all students to the Learning Resource Center prior to taking COMPASS to help students understand the importance of the results and to provide study resources.
- Implement an academic early alert system including enhanced academic support resources.
- Initiate a campaign to reach out to surrounding communities to educate qualified individuals about becoming an adjunct instructor. This could help to expand the number of minority adjuncts for the fall and spring semesters.

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

**b) Include your timeline, budget, and methods used to assess and monitor progress.**

Although no specific budget amount is designated for specific activities, the college is always committed to allocating needed resources as necessary for the recruitment and retention of minority students and staff. Assessment of student and staff numbers does not always reveal the level of commitment of the college to raising these numbers each

year. The college includes, in its recruitment plan, a number of activities aimed specifically at minorities.

One of the monitoring activities to be completed is the survey of existing minority students and staff as to their satisfaction with the college and what they believe would be appropriate efforts to ensure recruiting and retaining more minorities, both as students and employees. The results of those surveys will aid the college in its assessment of needed changes for future success with its minority efforts.

Annual Report of Five-Year Minority Retention Plan  
June 22, 2011

Submitted by: Laura Kueter-Woods, Contact Person  
Black River Technical College

1. Report the progress that has been made toward meeting the goals included in your five-year plan. Address each goal relative to students, faculty and staff.

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.**  
In preparation for our upcoming re-accreditation visit and Self Study for the Higher Learning Commission, a series of four Strategic Planning and Mission development meetings were held. Participants included individuals from our faculty, staff, student body, as well as members of our Board of Trustees and Foundation Board, along with representatives from the public. The result of these meetings is a newly adopted Mission Document, with Mission statement, Core Values and Strategic Priorities. Our new mission statement is:

*Blending tradition, technology and innovation to educate today's diverse students for tomorrow's changing world*

This new mission statement is more concise and can more easily be remembered.

- B. **Foundation Coursework: The institution will determine all students whom are eligible for developmental coursework are appropriately placed and monitored.** The institution provides COMPASS testing to all prospective students and based on the test scores, students are placed appropriately in developmental writing, reading and/or math classes. BRTC offers free on-campus tutoring for students that need help in math, English, science and reading.
- 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.

June 17-18, 2011, will be the 2<sup>nd</sup> Annual Juneteenth Celebration, sponsored by the Eddie Mae Herron Center, Black River Technical College Foundation & The Arkansas Humanities Council. Juneteenth is the oldest nationally celebrated commemoration of the ending of slavery in the United States. This celebration emphasizes education and achievement.

The sixth in a series of Holocaust Survivors brought Mr. Freddie Traum to the BRTC campus to share his experiences of the Holocaust. As a young child, Traum was very fortunate to participate in the Kindertransport program. This program organized by England, saved the lives of Jewish children from Austria and Czechoslovakia. Once those countries were consumed by Hitler's regime, very few parents of Kindertransport children survived the Holocaust. Traum's parents were among those who did not survive.

This continued series offers students and the public the opportunity to better understand the importance of cultural and ethnic diversity through firsthand, first-person experiences. We may not be afforded this opportunity for very many more years.

BRTC offers a class, The Holocaust, and German I and II were offered for the first time during the 2010-2011 academic year. In addition to the language, German culture was taught as well. Students had the opportunity to take part in a summer international study tour to Europe.

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.

2. Status report: According to data from the Office of Student Services for the academic year 2010-2011, 6.6 % of the total student body was members of minority groups. This is a 4.3 % increase over the 2009-2010 academic year. The numbers below show the ethnic breakdown:

<b>Asian</b>	<b>11</b>
<b>Hawaiian/</b>	<b>3</b>
<b>African American</b>	<b>112</b>
<b>Hispanic</b>	<b>49</b>
<b>American Indian/Alaskan Native</b>	<b>30</b>
<b>Unknown</b>	<b>41</b>

**Currently, there is one African American adjunct faculty member and one Asian adjunct faculty member here at BRTC.**



**Cossatot Community College of the University of Arkansas**  
**Minority Recruitment and Retention Annual Report**  
(Due by June 30<sup>th</sup> each year)

The Minority Recruitment and Retention annual report should include the following:

- Number of minority students who currently attend the institution.

337 minority students

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

1	Director of Human Resources
1	Cashier
1	Institutional Services Assistant
1	Director of Nursing
1	Special Instructor - Workforce Readiness/Placement
2	Faculty
1	Faculty / Adult Ed
1	Project / Program Director
2	Project / Program Manager
1	Daycare Teacher
2	Childcare Technician

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

1	Cashier
---	---------

- 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 377 non-white students enrolled at CCCUA during the past academic year. This reflects a higher percentage increase than our overall student count increase. This coming year, we are still directing much of our recruiting towards the Latino population while still reaching out to our largest non-white group of students – African-American. This will hopefully add to our largest non-white group – African American. Our biggest addition to our non-white recruitment will center on the exponential growth of the area's Latino population. We continue advertising in several local publications that target African- American and Latino populations.

Our college goals in 2011 for percentage for non-whites:

Latino – 10% (Attained with 10.05%)

African American - 10% (Attained with 12.16%)

Native American - 3% (Did not attain with 1.78%)

- 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, 2010 through June 30, 2011.

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 at 14. Last year's report indicated that an overall increase would prove difficult, and it was, but CCCUA has been able to maintain this number with the hiring of quality applicants.

***Submit your annual report electronically as a Word document to Jeanne Jones at [jeanne.jones@adhe.edu](mailto:jeanne.jones@adhe.edu) by June 30, 2011.***

# **EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN**



## **ANNUAL PROGRESS REPORT**

**Academic Year  
July 1, 2010 through June 30, 2011**

*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.*

## Table of Contents

ACT 1091 of 1999.....	3
Introduction.....	4
<b>Official Enrollment Report.....</b>	<b>5</b>
<b>Objective I: To Maintain Minority Male Assistance Program.....</b>	<b>6</b>
Success Indicator: To Retain Program Participants.....	6
Success Indicator: To Provide Co-Curricular Activities.....	6
Success Indicator: To Provide Academic Monitoring.....	6
<b>Objective II: To Retain Minority Students Facing Academic Challenges.....</b>	<b>7</b>
Success Indicator: Spring 2010.....	7
Success Indicator: Fall 2010.....	7
<b>Objective III: To Strengthen Academic Advising for Minorities.....</b>	<b>8</b>
Success Indicator: Spring 2010.....	8
Success Indicator: Fall 2010.....	8
<b>Objective IV: To Remove Financial Barriers for Minority Students.....</b>	<b>9</b>
Success Indicator: Fall 2010.....	9
Success Indicator: Spring 2011.....	9
Success Indicator: Fall 2010.....	10
Success Indicator: Spring 2011.....	10
<b>Objective V: To Retain Minority Participants in Supportive Services.....</b>	<b>11</b>
Success Indicator: Spring 2010.....	11
Success Indicator: Fall 2010.....	11
Success Indicator: Spring 2010.....	12
Success Indicator: Fall 2010.....	12
<b>Objective VI: To Recruit and Maintain Minority Faculty and Staff.....</b>	<b>13</b>

Success Indicator: Advertising Job Openings.....	13
Success Indicator: Offering Incentives.....	13
Success Indicator: Number and Position Titles of Minority Faculty and Staff.....	14
<b>Additions and Revisions Section.....</b>	<b>15</b>
<b>Objective VII: To Retain Minority Participants in the Veterans' Affairs Program.....</b>	<b>17</b>
Success Indicator: Fall, 2009 .....	17
Success Indicator: Fall 2009 to 2010.....	17
Success Indicator: Fall 2010.....	18
<b>Objective VIII: To Retain Minority Participants in the Career Pathways Initiative.....</b>	<b>20</b>
Success Indicator: Fall, 2009.....	20
Success Indicator: Fall, 2010.....	21

## **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.

# ***2011 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

Campus Activities

Motivational Workshops

Orientation

EACC Ambassadors

Career Pathways

Intramural Basketball

Fine Arts Center-Cultural Exhibits

Certificates of Appreciation

Honors Program

Who's Who Recognition

Field Trips

Work-Study Job Placement

Minority Male Assistance Program (MMAAP)

EACC Awards Ceremony

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.

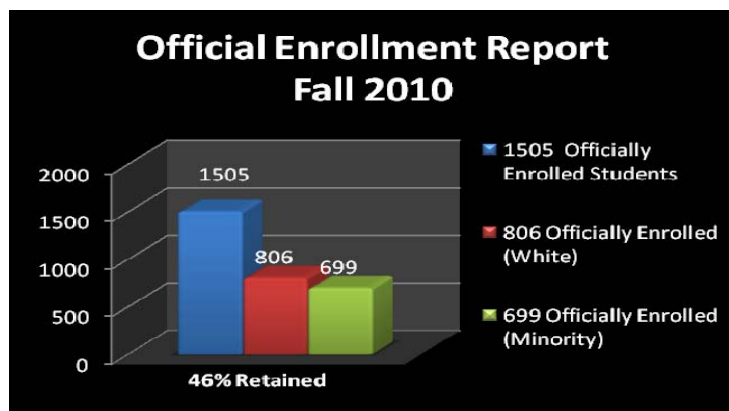
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind. Therefore, we have revised our Five Year Minority Retention Plan to include Veterans' Affairs (Objective VII) and the Career Pathways Initiative (Objective VIII). Objectives and success 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 2010-JUNE 2011**

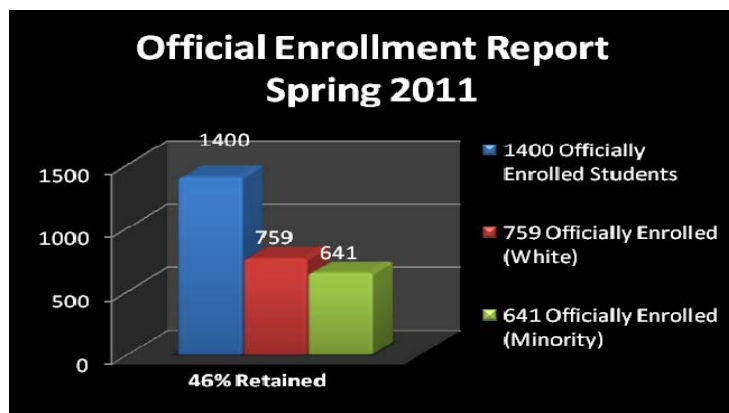
## *ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN*

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, 2010 semester was one thousand five hundred and five students. The total number of minority students was six hundred ninety-nine, or forty-six percent of our enrollment.



The official enrollment for the Spring, 2011 semester was one thousand four hundred students. The total number of minority students was six hundred forty-one, or forty-six percent of our enrollment.



Source: EACC Registrar's Office

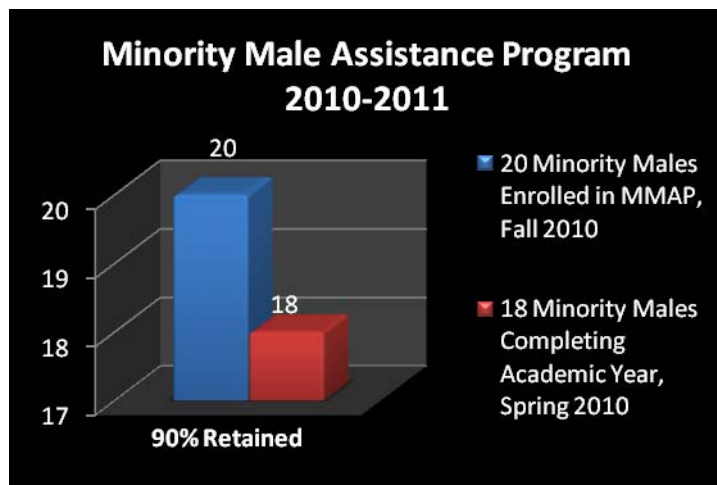


**Objective 1: To maintain the Minority Male Assistance Program (MMAAP) and retain first-time minority male students.**

**A. TO RETAIN PROGRAM PARTICIPANTS.**

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

Status: During the 2010 - 2011 academic year, twenty minority male students were enrolled in the Minority Male Assistance Program. Four participants graduated May 2011. Throughout the academic year, eighteen participants remained in the program for a retention rate of ninety 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 twenty-four students in attendance and twenty actually enrolled in the program.

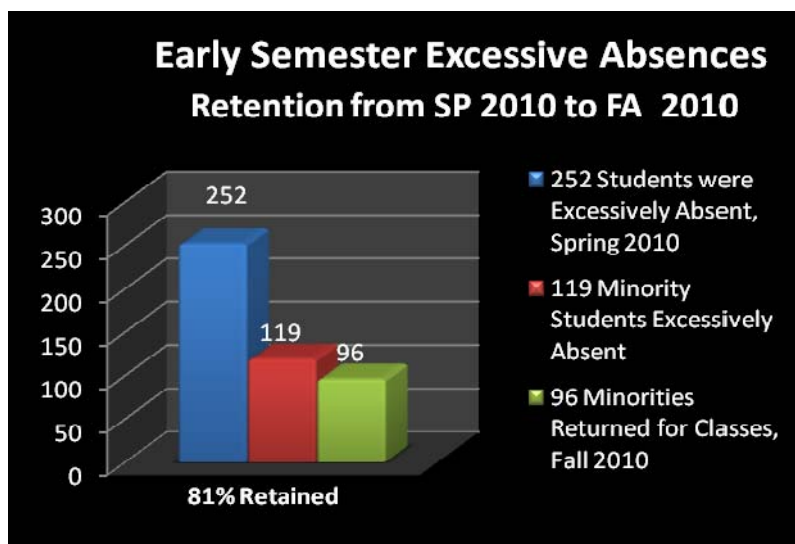
In November 2010, four young men served as Rolling Readers to elementary students for one day for community service. In January 2011, seven young men spoke with Girl Scout Troop 1076 about college and going "Into the Real World" as a service learning project.

We had two young men attend the African American Male Initiative in February 2011 at University of Arkansas – Little Rock for the annual conference. They participated in several workshops and were afforded the opportunity to tour the campus with former Forrest City High School students currently enrolled at the institution.

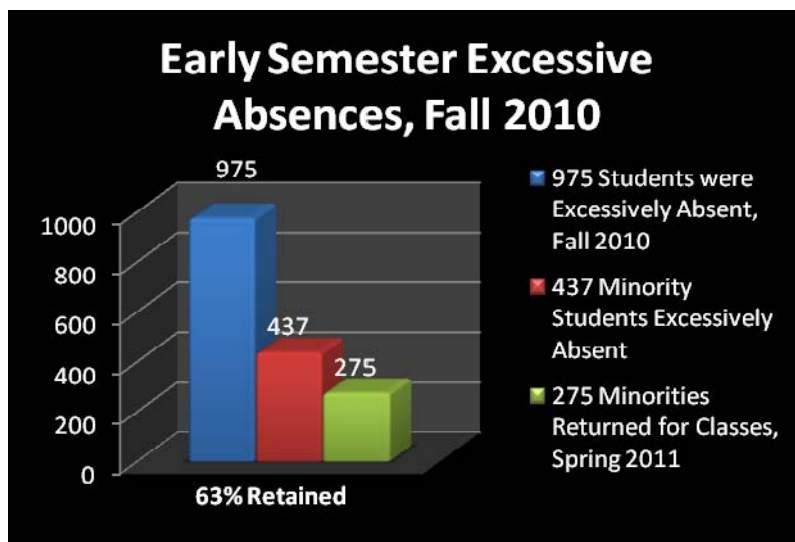
**Objective II: To retain minority students facing academic challenges such as excessive absences and/or course failure.**

***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 2010, there were two hundred fifty-two excessively absent students. One hundred nineteen of those students were minorities. Of those one hundred nineteen minority students, ninety-six returned for classes in the fall of 2010. This is a retention rate of eighty-one percent.



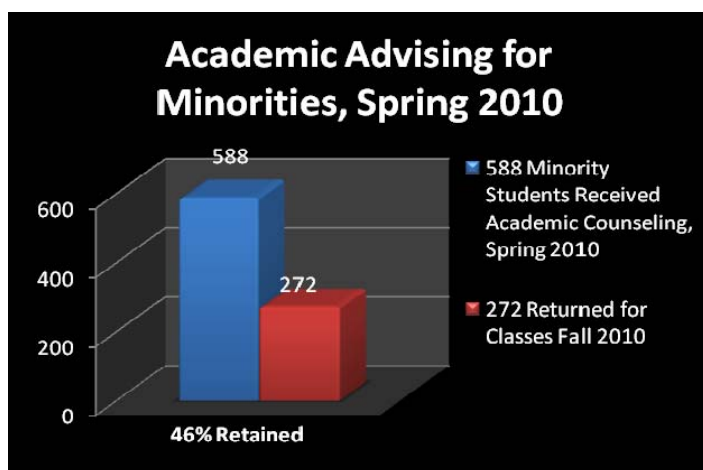
In the fall semester of 2010, there were nine hundred seventy-five excessively absent students. Four hundred thirty-seven of those students were minorities. Two hundred seventy-five returned for classes in the spring semester of 2011, for a retention rate of sixty-three percent.



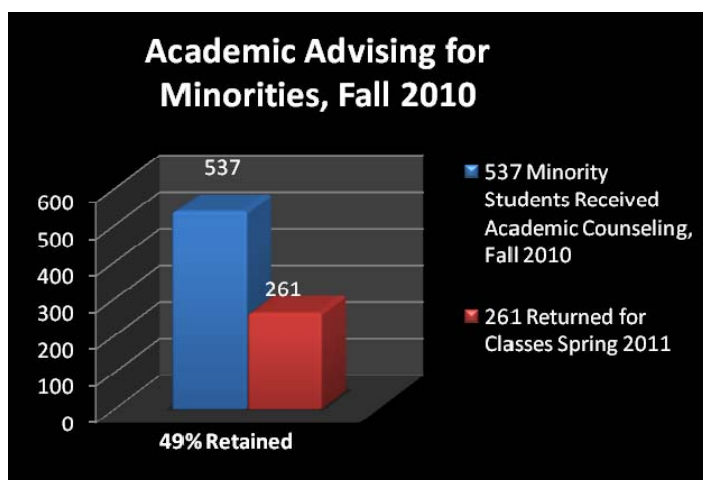
**Objective III: To strengthen academic advising for minorities.**

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

Status: In the spring semester of 2010, five hundred eighty-eight minority students received academic counseling. Of those, two hundred seventy-two returned for classes in the fall semester of 2010. This is a forty-six percent retention rate.



In the fall semester of 2010, five hundred thirty-seven minority students received academic counseling. Of those students, two hundred sixty-one returned in the spring semester of 2011. Thus, forty-nine percent were retained.

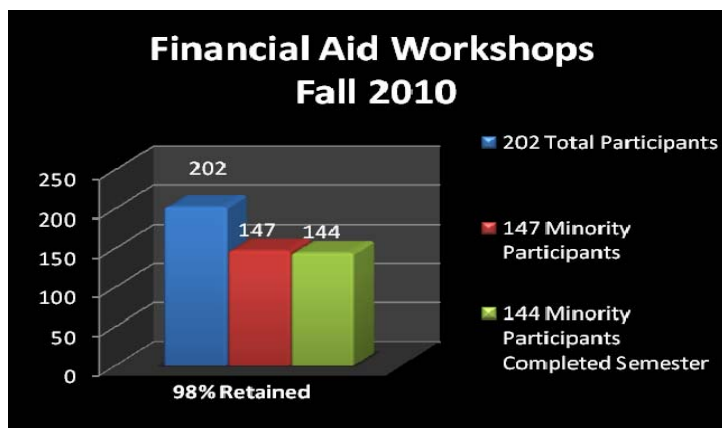


**Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.**

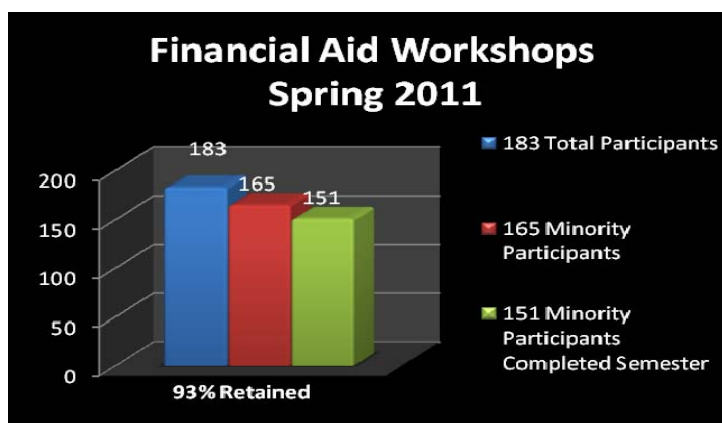
**A. FINANCIAL AID WORKSHOPS**

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

Status: During the fall semester 2010, EACC provided nine (9) financial aid workshops. Two hundred and two students attended and one hundred forty-seven of those in attendance were minorities. One hundred forty-four of the minority students who attended financial aid workshops completed the semester for a retention rate of ninety-eight percent.



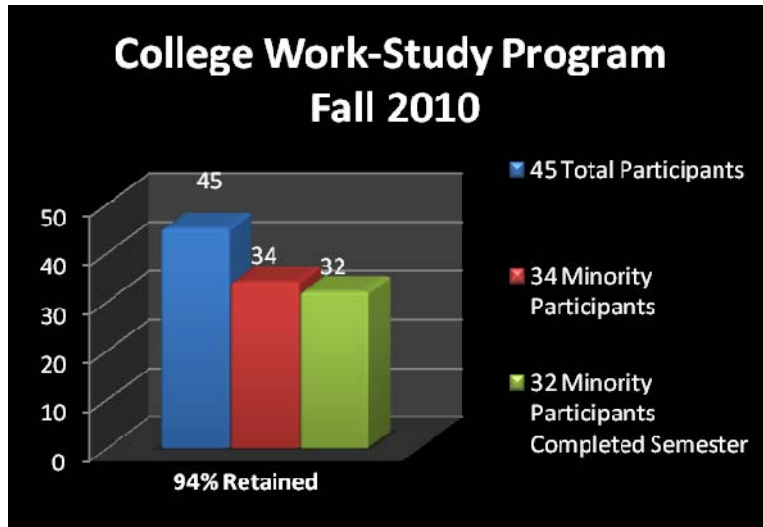
During the spring semester 2011, EACC provided eight (8) financial aid workshops. One hundred eighty-three students attended and one hundred sixty-three of those in attendance were minorities. One hundred fifty-one of the minority students who attended financial aid workshops completed the semester for a retention rate of ninety-three percent.



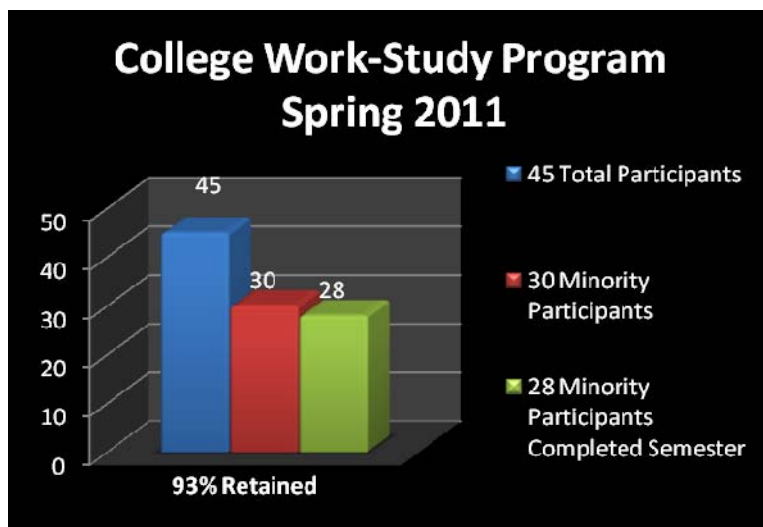
## B. COLLEGE WORK-STUDY PROGRAM

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

Status: During the fall 2010 semester, forty-five (45) students participated in the Work-Study Program and thirty-four of these students were minorities. Of those minority students, thirty-two (32) completed the semester for a total retention rate of ninety-four percent.



During the spring 2011 semester, forty-five (45) students participated in the Work-Study program and thirty (30) were minorities. Of those thirty (30) minorities, (28) twenty eight completed the semester for a total retention rate of ninety-three percent.

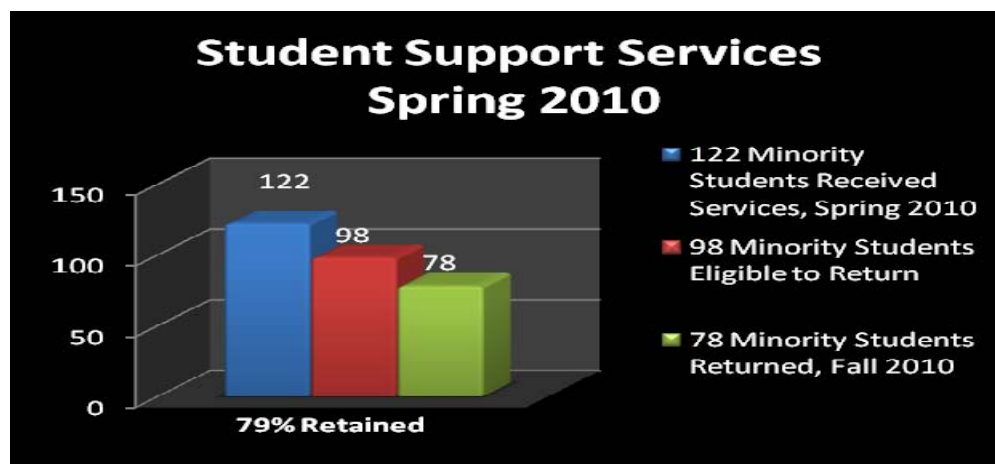


**Objective V: To retain minority participants in the Student Support Services Program.**

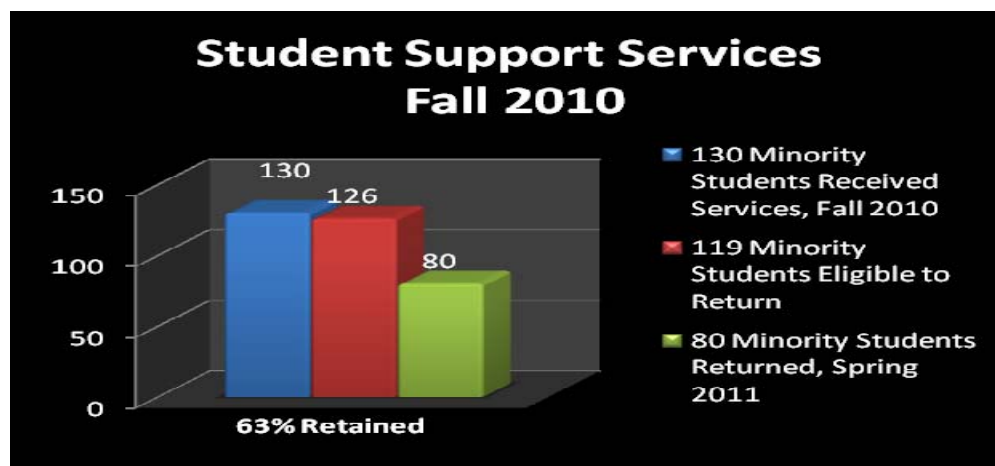
**A. TO PROVIDE SUPPORTIVE SERVICES**

***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 twenty-two minority students received Student Support Services during the 2010 spring semester. Twenty-four of these students graduated in May 2010, leaving ninety-eight eligible to return to EACC. In the fall of 2010, seventy-eight of those ninety-eight students re-enrolled for a retention rate of seventy-nine percent.



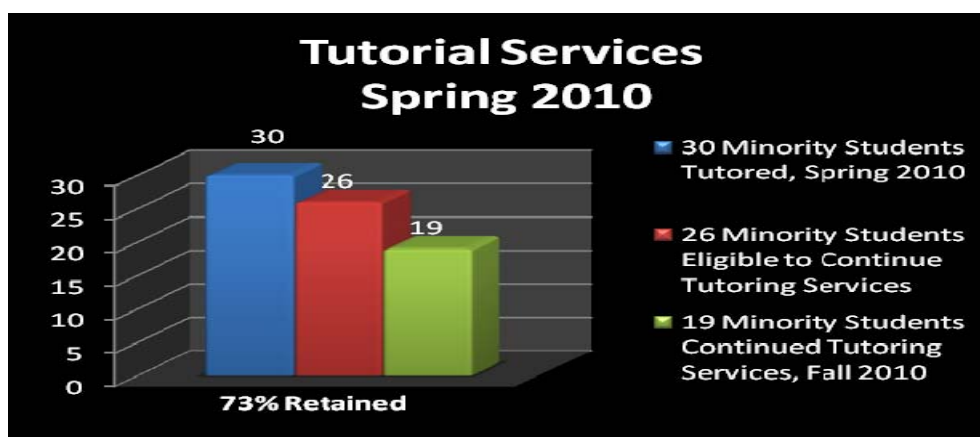
One hundred thirty minority students received services through Student Support Services during the 2010 fall semester. Four of these students graduated in December 2010, leaving one hundred twenty-six eligible to return. In spring 2011, eighty of those eligible to return re-enrolled for a retention rate of sixty-three percent.



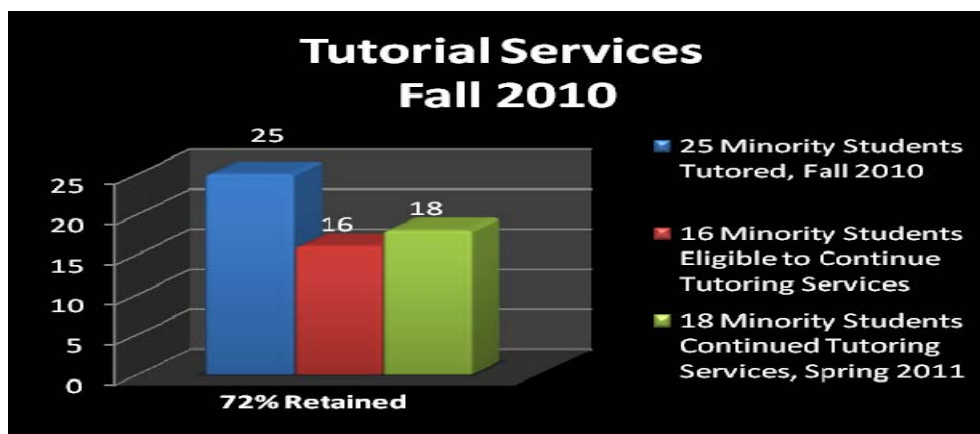
## B. TO PROVIDE TUTORIAL SERVICES

***Success Indicator: At least 70% of minority students in the Student Support Services Program will be retained from Spring to Fall semesters and 60% will be retained from Fall to Spring semesters.***

Status: Thirty minority students were tutored during the spring 2010 semester. Twenty-three of these students received a passing grade in the subject area in which they received tutoring. Four of these students graduated leaving twenty-six students eligible to continue receiving tutoring services. In the fall of 2010, nineteen of the twenty-six continued to receive tutoring services. Seventy-three percent were retained in the tutoring program.



Twenty-five minority students were tutored during the 2010 fall semester. Sixteen of these students received a passing grade in the subject area in which they were tutored. In the spring of 2011, eighteen of those students continued to receive tutoring services in other subject areas. Seventy-two percent were retained in the tutoring program.



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

Status: For the fiscal year 2010-2011, there were four (4) new minority employees hired and three were promoted. One hundred percent (100%) were retained. Twelve non-minorities were hired and one hundred percent (100%) were retained.

Of the newly hired minorities and promoted employees, four (4) were professionals and six (6) were student support staff.

### **A. TO ADVERTISE JOB OPENINGS**

***Success Indicator: Graduating students will/may be interested in an entry level position by placing advertisements to reach prospective employees who do not subscribe to local newspapers.***

Status: EACC tries to target minorities by sending job announcements to Historical Black Colleges and Universities (HBCU). We also advertise in newspapers that are delivered free to residents of St. Francis County and surrounding counties. The Employment Security Division receives copies of position announcements. All EACC job openings are listed on our website. At least seventy-five percent (75%) of the applicants viewed our website or listed an employee as their source for learning about job openings at EACC.

### **B. TO OFFER INCENTIVES**

***Success Indicator: EACC is working toward competitive salaries with area school districts; comprehensive benefits, and offers a cash award for Outstanding Staff and Outstanding Faculty Award.***

Status: At the February 21, 2008 board meeting, the EACC board approved combining its existing retirement benefits to include compensation for unused sick leave at retirement. This benefit is in addition to the health insurance benefit outlined in Board Policy 3-8.

*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. The recipient of the Outstanding Staff award was a minority.



**Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2010-2011 academic year.**

<b>Number</b>	<b>Position Title</b>
7	Administrative Specialist I
1	Administrative Specialist II
1	Director of Enrollment Management
1	Assistant Dir of Enrollment Management
2	Career Coaches
3	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
3	Faculty
1	Financial Aid Specialist
5	Institutional Services Assistants
1	Lab Supervisor
1	Library Support Assistant
1	Literacy Council Coordinator
2	Maintenance Assistants
1	Personnel Manager
1	Transfer Specialist
1	Vice President for Student Affairs
<b>39</b>	<b>TOTAL</b>

*This is an increase of 4 positions held by minorities at East Arkansas Community College from the previous 2009-2010 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.. 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**

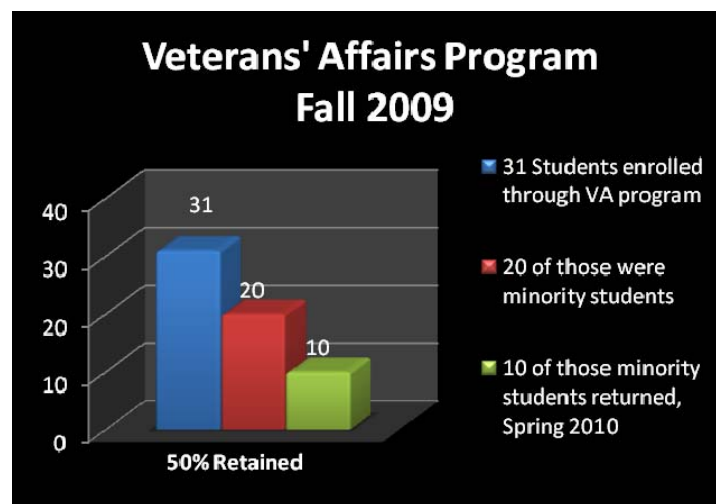
<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective VII: To retain minority participants in the Veterans' Affairs Program.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<b>To retain Veteran Students through appropriate counseling and advising.</b>	<p><b>At least 75% of the minority students in the Veterans' Affairs Program will be retained from Fall to Spring semester.</b></p> <p><b>At least 60% will be retained from Fall to Fall.</b></p>	<p>Coordinator of Veterans' Affairs</p> <p>Director of Educational Guidance</p>	<p><b>End of each Fall and Spring Semester</b></p> <p><b>End of each fall semester.</b></p>	<p><b>Follow-up on the number of Veterans retained from Fall to Spring through transcripts and registration.</b></p> <p><b>Follow-up on the number of Veterans retained from Fall to Fall each year through transcripts and registration.</b></p>	<b>Included in Counseling Services budget.</b>

**\*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.

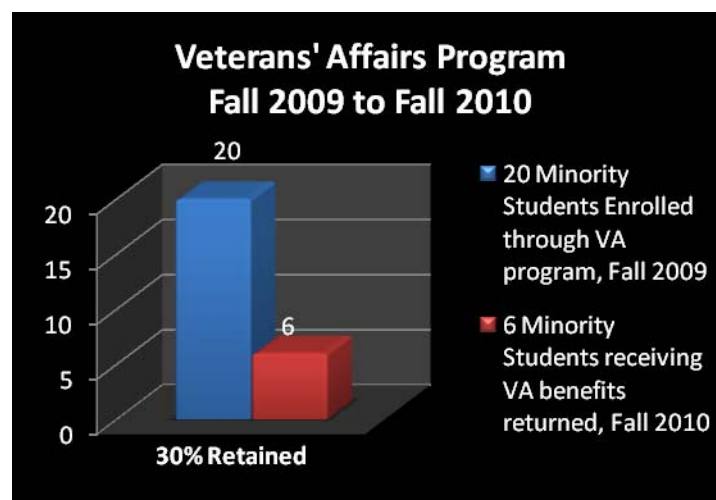
**Objective VII. To retain minority participants in the Veteran's Affairs Program.**

Below is data from the 2009-2010 reporting period. While Fall to Spring data had been previously reported, this represents an accurate and up-to-date snapshot of the retention progress pertaining to minority students receiving benefits through Veterans Affairs for Fall 2009 to Spring 2010 and for Fall 2009 to Fall 2010.

Status: Fall 2009, there were thirty-one students enrolled receiving Veterans' benefits. Of those, twenty individuals were minority students (64.51%). Nineteen of those students were African-American; one was Hispanic. Of the twenty minority students enrolled in Fall 2009, ten were retained to Spring 2010 for a retention rate of 50%.

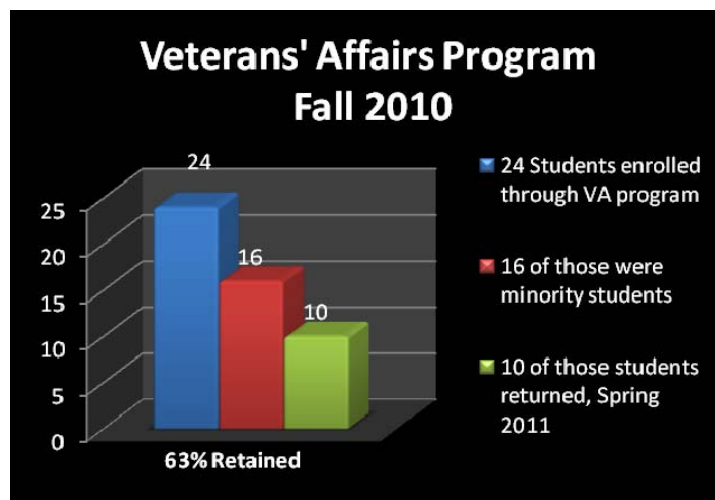


Status: Of the cohort group of minority students receiving educational benefits from the Office of Veterans Affairs in Fall 2009, six returned during the Fall 2010 semester. Thus, a retention rate of 30% was established for Fall 2009 to Fall 2010.



Below is a snapshot of the retention of minority students receiving educational benefits from the Office of Veterans Affairs from Fall 2010 to Spring 2011.

Status: During the Fall 2010 semester, there were 24 students enrolled receiving Veterans' benefits. Of those, 16 were minority students (67%). All minority students enrolled were African-American (100%). Of the sixteen minority students enrolled in Fall 2010, ten returned for the Spring 2011 term. Thus, 63% (10 of 16) of minority students receiving Veterans benefits were retained.



**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2011-JUNE 2016**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective VIII: To retain minority participants in the Career Pathways Initiative.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<b>A. To provide supportive services:</b>  <b>1. Academic Advising</b>  <b>2. Career Planning</b>  <b>3. Mentoring Sessions</b>	<b>Retain 75% of Career Pathways minority students from Fall to Spring Semesters.</b>	<b>Employability Coordinator</b>  <b>Counselors</b>  <b>Instructor</b>	<b>End of each semester; Summer II, Fall, Spring, Summer I</b>	<b>a. Orientation session completed</b>  <b>b. Midterm report satisfactory</b>  <b>c. Semester GPA above 2.0</b>	
<b>B. To provide assistance in tuition, fees, textbooks, transportation (gas vouchers) and childcare</b>	<b>Retain 60% of Career Pathways minority students from Fall to Fall semesters.</b>	<b>Director</b>	<b>Beginning of each Fall semester</b>	<b>a. Number of eligible minority students served</b>  <b>b. Number of students receiving assistance with tuition, fees, textbooks, transportation and childcare.</b>	

\*Added to EACC's 2006-2011 Five Year Minority Retention Plan in 2009

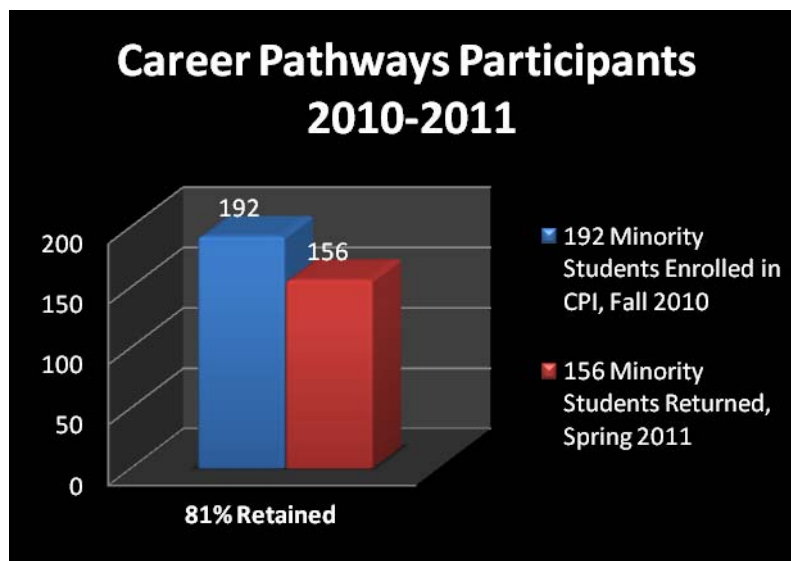
Data for Objective VIII has been incorporated into the Annual Progress Report.

**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 2010-11 academic year, two-hundred twenty-seven minority students were enrolled in the Career Pathways Initiative. End-of-course grade reports verify that seventy percent of the two-hundred and twenty-seven students maintained a grade point average of 2.0 or above. Eighty-one percent of the enrollees retained their enrollment status from fall 2010 to spring 2011. 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 2010-2011 academic year, each of the two-hundred and twenty-seven minority students enrolled in the Career Pathways Initiative received one or more of the services provided by the program. Approximately one hundred and thirty students received over six hundred gas vouchers during the fall 2010 and spring 2011 semesters. Over two-hundred students received textbooks from the Lending Library, and twenty-five students received child care assistance.





**MINORITY RECRUITMENT and RETENTION  
REPORT  
for the  
2010-2011 Academic Year**

**JUNE 2011**

Contact: Dr. Barbara Baxter  
Executive Vice President for Institutional Effectiveness  
Mid-South Community College  
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West Memphis, AR 72301  
(870)733-6050  
[bbaxter@midsouthcc.edu](mailto:bbaxter@midsouthcc.edu)

## Preliminary Information

### Minority Enrollment

As of the official enrollment day for fall 2010, minority students comprised 59% of credit student enrollment, with Black (non-Hispanic) students accounting for 57% (an increase of 3% over fall 2009).

<b>Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
Asian/Pacific Islander	8	11	19	1.0%
Black (non-Hispanic)	388	942	1330	57.0%
Native Hawaiian	1	1	2	0.1%
Hispanic	6	9	15	0.6%
American Indian/Alaskan Native	3	5	8	0.3%
White (non-Hispanic)	350	522	872	37.0%
Non-resident Aliens	3	2	5	0.2%
Unknown	2	5	7	0.3%
More than one ethnicity	35	47	82	4.0%
<b>Total</b>	<b>796</b>	<b>1544</b>	<b>2340</b>	

Spring 2011 minority enrollment was 55% with Black/Non-Hispanic students comprising 54%, the same percentage as that in Spring 2010.

<b>Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
Asian/Pacific Islander	8	9	17	0.8%
Black (non-Hispanic)	297	743	1040	54.0%
Native Hawaiian	0	1	1	0.1%
Hispanic	4	5	9	0.4%
American Indian/Alaskan Native	3	6	9	0.4%
White (non-Hispanic)	309	463	772	40.0%
Non-resident Aliens	5	2	7	0.3%
Unknown	0	0	0	
More than one ethnicity	33	37	70	4.0%
<b>Total</b>	<b>659</b>	<b>1266</b>	<b>1925</b>	

### Minority Faculty and Staff Employed at MSCC during 2010-11

Mid-South Community College employed a total of 101 minority faculty and staff during 2010-2011. Positions are listed below:

#### Staff (26)

Academic Coordinator for Communications/Education  
Coordinator of Employment & Training  
Coordinator of Student Activities  
Coordinator of MSCC Technical Center and Workforce Technology  
Counselors-Career Pathways (2)  
Counselors-TRIO EOC (2)  
Counselors-TRIO SSS (2)  
Career Coaches (3)  
Curriculum Specialist, Title III Grant  
Director of Adult Education  
Director of Career Pathways  
Director of Data Systems Management  
Director of Financial Aid  
Director of Institutional Effectiveness  
Director of Retention Services  
Director of Title III Grants  
Director of TRIO EOC  
Director of TRIO SSS  
Network Manager  
Recruiter (1)  
VP for Student Affairs

**Classified Staff (18)**

Accounting (2)  
Admin Assts (8)  
Computer Tech  
Coordinator of Food Services  
Custodians (3)  
Payroll Officer  
Purchasing Agent  
Receptionist

**Full-time Faculty (8)**

**Adjunct Faculty (49)**

**New Minority Positions** (included in totals above)

**Staff (0)**

**FT Faculty (0)**

**PT Faculty (3)**

# 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 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. As of fall 2010 EOC had 123 first-time entering, award-seeking advisees of which 66% are minority. All students met with advisors to develop academic plans

Instructors of 31 College Survival Skills classes offered during the 2010-2011 year also served as academic advisors for their students. 80% percent of 687 enrolled students completed academic plans. Students who did not complete plans were those who withdrew or who earned non-attendance F's.

Despite these successes with special populations, the college still struggles to get the majority of returning award-seeking students to take advantage of academic advising beyond the registration process. Few students transferring to the college and few of those who have completed the College Survival Skills class seek advising help at time other than early or regular registration periods. Faculty and Enrollment Services personnel are reviewing the degree plans and curriculum outlines for all programs to ensure that students do have access to prewritten academic plans which can be emailed to them.

- 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 2010-2011 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)  
George Hunt Art Exhibit held on campus  
Continuation of the Men Aspiring to Lead and Excel (MALE) student organization, which has a particular focus of providing mentoring and support for black male students.  
Intramurals to encourage teamwork and appreciation of diversity

- d. Annual analysis of fall-to-fall retention statistics (including verified transfer to another institution) for 1<sup>st</sup>-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:** 42.9% (103/240) of F2009 first-time entering, award-seeking (full-time and part-time) minority students reenrolled or transferred as of the Fall 2010 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—an increase of 6.9% just below the 7% goal. The F2009 retention percentage exceeds the F2008 rate of 38.8% by 4.1% indicating that some of the college's targeted retention strategies are working.

## **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:** 418 students completed the Kuder Career Inventory and 588 first-time entering, award-seeking students used the Noel-Levitz Retention

Management System of whom 61.1% were minority students. 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; however results were disappointing with less than 30% of students other than those in College Survival Skills classes responding. Our TRIO SSS, TRIO EOC, and Career Pathways programs, which deal with a large number of minority students were successful in developing academic plans with their students, which contributes to the improved retention of minority students.

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 coaching program for at-risk students will be instituted utilizing face-to-face tutoring, Smarthinking, and TutorTrac.

**Activities:** 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. As of April 1, 2011, for the 2010-2011 academic year, 836 students, of which 316 were minority, took advantage of tutoring resources. Slightly more than 560 (duplicated) student log-ins were recorded for 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 60 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. Graduation within 150% of program

length remains a challenge for all cohort students, not just minority students.

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%
F2007 Associate Degree	5.9%	Certificate	1%

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.

Five of 70 F2007 FT minority cohort associate degree students graduated within 150% of program length for a graduation rate of 7.1%. Only one of the seven certificate completers finished within 150% of program length.

### **3) To achieve a 10% increase in the number of minority staff within five years.**

#### **Strategies**

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

- Annual employment statistics

**Results:** The number of minority classified staff employed during 2010-11 reflects a 28.6% 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, 12/2010

**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 2010-2011 with the baseline year and the previous year of 2007-2008

**Results:** The number of minority full-time faculty employed for 2010-2011 reflects no increase over the baseline year of 2004-2005 although prior intervening years all marked an increase. Four minority faculty left for other jobs at the end 2009-2010 and only two of those open position were filled with minority candidates. The number of minority adjunct faculty (49) employed for 2010-2011 reflects an 81.5% increase over the baseline (27).

- b. Documentation of diversity and supervisory workshops  
See list above.

**Implementation Timeline**

<b>August</b>	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.



## **MINORITY RECRUITMENT and RETENTION PLAN 2011-2014**

## **Institutional Goals and Objectives for 2011-2014**

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

#### **Strategies**

- a) Improvements to the Academic Advising Program will ensure that first-time entering, award-seeking students have at least 2 quality contacts with advisors during their first semester of enrollment.
- 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.
- c) Student Services personnel will provide at least one diversity workshop per year for students
- d) Annual analysis of fall-to-fall retention statistics (including verified transfer to another institution) for 1<sup>st</sup>-time entering, award-seeking students.
- e) College administration will provide at least one professional development workshop for employees focusing on retention strategies.

#### **Success Indicator**

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

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

#### **Strategies**

- a) College personnel will administer the Noel-Levitz Retention Management Survey in the College Survival course to identify risk factors and refer students to support service for early intervention.
- b) College personnel will administer the Kuder Career Inventory in the College Survival course to help students develop meaningful career goals.
- c) College personnel will embed contextualized math and communications skills into technical courses to encourage the development of basic skills within a career focus to promote students' development of basic skills and mitigate the barriers that traditional math and English classes present for students.

- d) College personnel will reduce the number of developmental courses that students need to take by allowing students scoring close to college-entry scores to enroll in college-level courses supported by an enrichment lab.
- e) College personnel will ensure that all cohort students have a clear academic plan in place the first semester of enrollment that relates to their academic and career goals.

#### **Success Indicator**

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

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

#### **Strategies**

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

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

## **Implementation Timeline**

### **August**

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

### **September**

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

**October/  
November**

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

**February**

- Diversity workshop for employees

**May**

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

**Annual Budget**

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

Retention Management Survey	\$1,600
Employee Workshops	\$2,000
Student Workshops	\$ 500
TutorTrac	\$ 800



**NATIONAL PARK COMMUNITY COLLEGE**  
**ANNUAL MINORITY REPORT TO ADHE**      JUNE 2011

**MEASURES and ASSESSMENT**  
**of**  
**MINORITY RECRUITMENT and RETENTION GOALS**

**I. Student Measures**

- A. Minority Student Enrollment
- B. Minority Students Receiving Financial Aid
- C. Minority Student Graduation Rates
- D. Minority Student Retention Rates

**II. Faculty and Staff Measures**

- A. Number and Position Title of New Minority Faculty and Staff
- B. Number and Position Title of All Minority Faculty and Staff
- C. Posting of Job Vacancies
- D. Retention of Minority Faculty and Staff

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**I. STUDENT MEASURES**

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.

Minority Student Enrollment Numbers (2000-2011)

STUDENT REGISTRATION COUNT BY RACE

	ACADEMIC YEAR									
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ALIEN	4	7	16	9	13	5	4	9	1	1
AMER INDIAN	60	65	80	73	70	82	64	64	96	85
ASIAN	82	75	74	72	88	71	92	94	83	112

BLACK	414	388	478	452	508	489	649	788	680	830
HISPANIC	91	86	140	140	193	201	247	276	266	261
WHITE	5262	4983	6171	6118	6084	5368	6051	5958	6381	7608
UNKNOWN	160	1649	619	189	161	670	112	164	155	110
=====										
TOTAL										
Registrations	6073	7253	7578	7053	7117	6886	7217	7353	7662	9006
=====										
MINORITY										
REGISTRATION	807	878	788	746	872	848	1168	1395	1126	1398
=====										
PERCENT										
MINORITY										
REGISTRATION	9.61%	13.28%	12.11%	11.32%	10.86%	12.25%	12.32%	18.34%	17.68%	15.5%
=====										

## 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 (2000-2011)

=====										
NUMBER OF UNDUPLICATED STUDENTS ON FINANCIAL AID										
	Financial Aid YEAR									
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ALIEN	0	0	0	2	3	1	0	4	0	0
AMER INDIAN	24	30	34	41	32	38	28	32	37	35
ASIAN	41	39	26	33	23	25	30	44	30	29
BLACK	171	196	231	292	228	253	285	392	279	299
HISPANIC	34	39	59	67	65	80	79	116	105	84
WHITE	1991	2341	2531	2821	2369	2193	2286	2764	2347	2188
UNKNOWN	70	99	136	112	68	111	84	208	45	35
=====										
TOTAL										
RECEIPENTS	2281	2744	3017	3368	2788	2701	2792	3588	2843	2670
=====										
MINORITY										
RECEIPENTS	270	306	350	435	351	397	506	824	496	402
=====										
PERCENT MINORITY										
RECEIPENTS	11.84%	11.15%	11.60%	12.92%	12.59%	14.70%	18.12%	22.94%	17.72%	18.05%
=====										

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 has organized financial aid workshops, financial aid nights, high school visits, college tours, 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 7<sup>th</sup> - 12<sup>th</sup> 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.

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, 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 visits 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 for college expenses.



## II. FACULTY MEASURES

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- 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.

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 Coordinor	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 June 2011**

### **Minority Student Recruitment and Retention**

#### **Recruitment**

In the 2010 fall semester, North Arkansas College (Northark) registered 227 minority students. This number represents 9.4% of the total student enrollment.

	Minority Students Enrolled	Percentage of Minority Enrollment
2004-05	96	4%
2005-06	113	5%
2006-07	83	5%
2007-08	103	5%
2008-09	103	5%
2009-10	213	8.8%
2010-11	227	9.4%

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

Reported Race/Ethnicity	
Black or African American	20
American Indian or Alaska Native	18
Asian	8
Native Hawaiian or Other Pacific Islander	0
Two or More Races	89
Hispanic/Latino (of any race)	92

Please see Appendix A for more complete data about 2010-2011 minority enrollment.

Northark's benchmark for successful minority recruitment is the percentage of members of minority groups in the population of Boone County. According to the U.S. Census Bureau's website (<http://quickfacts.census.gov/qfd/states/05/05009.html>), Northark's minority enrollment percentage exceeds the minority population percentage living in Boone County and all of the other counties in Northark's service area except Carroll County.

Geographic Area	Total population	Population Increase/ (Decline)	Bachelor's Degree or Higher (age 25+)	Race						Hispanic or Latino (Of Any Race)
				White	Black or African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Two or More Races	
Boone County	36,903	8.7%	14.6%	96.5%	.2%	.7%	.4%	Z	1.8%	1.8%
Carroll County	27,446	8.2%	15.1%	89.6%	.4%	.9%	.6%	.1%	2.3%	12.7%
Madison County	15,717	10.3%	13.5%	93.6%	.2%	1.2%	.5%	.1%	1.7%	4.8%
Marion County	16,653	3.2%	15.3%	97%	.2%	.7%	.2%	0%	1.6%	1.7%
Newton County	8,330	(3.2%)	12.1%	96.1%	.1%	1.1%	.3%	Z	2.2%	1.7%
Searcy County	8,195	(.8%)	9.6%	96%	.1%	1.2%	.1%	Z	2.2%	1.5%
Z = Value greater than zero but less than half unit of measure shown Population Change for Arkansas = 9.1% Bachelor's Degree or Higher among Persons 25+ in Arkansas = 18.9%										

## Retention

75.3% of minority students (degree-seeking and non-degree seeking) enrolled in the fall semester 2010 returned for the spring 2011 semester. In comparison, the overall spring 2011 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 10 to spring 11 was 77% compared to 74.5% for degree-seeking non-minority students. Northark's benchmark for successful minority retention is a rate no lower than the retention rate for non-minority students, and that benchmark has been met for five of the last six years.

	Retention Rate for All Minority Students	Retention Rate for All Non-Minority Students	Retention Rate for Degree-Seeking Minority Students	Retention Rate for Degree-Seeking Non-Minority Students
2004-05	81%	71%		
2005-06	69%	72.1%	77.6%	76%
2006-07	77%	72%	77%	76%
2007-08	78%	73%	77%	75%
2008-09	68%	74%	71%	76%
2009-10	78%	73%	82%	75%
2010-11	75.3%	73%	77%	74.5%

Another Northark benchmark is that minority graduation and transfer-out rates equal or exceed the graduation and transfer-out rates of non-minority students. For students entering Northark in 2006, minority students graduated or transferred out at a higher rate than non-minority students.

Graduation Rates AY2009-10					
Cohort Year 2006					
	Cohort	Total completers within 150%	Total transfer-out students (non-completers)	Graduation Rate	Transfer-out rate
White, non-Hispanic	317	76	57	24.0%	18.0%
Race and Ethnicity unknown or Nonresident alien	4	1	0	25.0%	0.0%
Minority	19	5	6	26.3%	31.6%
	340	82	63	24.1%	18.5%

Although graduation rates fell for minority students entering in 2007, they transferred out at a higher rate than non-minority students.

Northark has implemented the strategies proposed in the Minority Recruitment and Retention Plan, which include a comprehensive testing-placement program, a comprehensive developmental education program, a Learning Assistance Center, linked developmental courses, closer communication between faculty and student services, and sponsorship for different student clubs and organizations. Northark has also implemented several First Year Experience initiatives to improve retention for all students, including a 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. The Educational Opportunity Center provides assistance for low-income students as they apply to Northark for admission, apply for financial aid, and enroll. Student Support Services and Career Pathways Initiative provide services that help low-income students succeed once they are enrolled. Two scholarships sponsored by private donors, the Aunt Vine Scholarship and the Triplets Scholarship, give preference to minority applicants for scholarships renewable for three semesters for potential awards of \$1500.

Northark does not have a separate budget for recruitment; recruitment expenses are drawn from various budgets, so tracking of actual expenditures is difficult. Northark's Director of Institutional Research provides enrollment tracking data from the Student Information file reported annually to ADHE and draws comparative data from semester to semester and from year to year.

### **Minority Faculty and Staff Recruitment and Retention**

Northark advertises for faculty and staff internally, locally, statewide, and, for some positions, nationally, emphasizing its commitment to diversity and equal opportunity. All job vacancy postings state that Northark is an affirmative action/equal opportunity employer.

	Position	Race/Ethnicity
<b>Current Minority Faculty and Staff</b>	<b>Administrative Specialist II</b>	<b>American Indian or Alaska Native</b>
	<b>Faculty</b>	<b>American Indian or Alaska Native</b>
	<b>Administrative Specialist I</b>	<b>Hispanic/Latino of Any Race</b>
<b>Minority Faculty and Staff Hired in 2011</b>	<b>President</b>	<b>American Indian or Alaska Native</b>

The college continues its strong support for the professional development of all faculty and staff. Like all Northark employees, minority faculty and staff are encouraged to attend training workshops and/or seminars to enhance educational growth and progress. Professional development expenses and job vacancy notices are charged to departmental budgets.

## Appendix A

### Fall 2010 Enrollment

#### Degree-seeking

	Minorities	Not Reported	White	Grand Total	Minorities (%)
All Students	191		1928	2119	9.0%
<b>By Location *</b>					
North	30		262	292	10.3%
South	167		1678	1845	9.1%
CCC	9		61	70	12.9%
NTC					

#### Non-degree seeking

	Minorities	Not Reported	White	Grand Total	Minorities (%)
All Students	36	3	263	302	11.9%
<b>By Location *</b>					
North	2		14	16	12.5%
South	9	3	72	84	10.7%
CCC			6	6	0.0%
NTC	23		107	130	17.7%

#### All (degree-seeking and non-degree seeking)

	Minorities	Not Reported	White	Grand Total	Minorities (%)
All Students	227	3	2191	2421	9.4%
<b>By Location *</b>					
North	32		276	308	10.4%
South	176	3	1750	1929	9.1%
CCC	9		67	76	11.8%
NTC	23		107	130	17.7%

\* Students may be duplicated across locations.

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

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

CCC = Carroll County Center

NTC = Northark Technical Center

## Fall 2010 Students Returning Spring 2011

### Degree-seeking

	Minorities	Not Reported	White	Grand Total
All Students	147		1440	1587
<b>By Location</b>				
North	23		178	201
South	130		1287	1417
CCC	6		44	50
NTC				

### Non-degree seeking

	Minorities	Not Reported	White	Grand Total
All Students	24	2	160	186
<b>By Location</b>				
North	2		7	9
South	5	2	26	33
CCC				
NTC	17		83	100

### All (degree-seeking and non-degree seeking)

	Minorities	Not Reported	White	Grand Total
All Students	171	2	1600	1773
<b>By Location</b>				
North	25		185	210
South	135	2	1313	1450
CCC	6		44	50
NTC	17		83	100



## Fall 2010 to Spring 2011 Retention

### Degree-seeking

	Minorities	Not Reported	White	Grand Total
All Students	77.0%		74.7%	74.9%
<b>By Location *</b>				
North	76.7%		67.9%	68.8%
South	77.8%		76.7%	76.8%
CCC	66.7%		72.1%	71.4%
NTC				

### Non-degree seeking

	Minorities	Not Reported	White	Grand Total
All Students	66.7%	66.7%	60.8%	61.6%
<b>By Location *</b>				
North	100.0%		50.0%	56.3%
South	55.6%	66.7%	36.1%	39.3%
CCC			0.0%	0.0%
NTC	73.9%		77.6%	76.9%

### All (degree-seeking and non-degree seeking)

	Minorities	Not Reported	White	Grand Total
All Students	75.3%	66.7%	73.0%	73.2%
<b>By Location *</b>				
North	78.1%		67.0%	68.2%
South	76.7%	66.7%	75.0%	75.2%
CCC	66.7%		65.7%	65.8%
NTC	73.9%		77.6%	76.9%

\* Students may be duplicated across locations.



NWACC  
*Learning For Living*

## **Minority Recruitment and Retention Annual Report**

**Academic Year 2010-2011**

## STUDENT NUMBERS

NorthWest Arkansas Community College seeks to “expand outreach initiatives to increase access for traditionally under-served populations.” (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 from Spring Semester 2010 to Spring Semester 2011 was 1,437\* individuals. Hispanic students, our largest minority population, comprise 10.1% of our total student population. The total minority population is 22.2%.

NWACC’s total student enrollment has also been rising during this period (1.4% from Spring Semester 2010 to Spring Semester 2011); Caucasian student enrollment grew at a lower rate (1%) than minority student enrollment (6.9%).

\*These totals do not include unknown or non-resident alien students.

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(1) Board of Trustees, Ends & Strategic Goals 2010-2011.

Table 1

Spring Headcount Comparison						
		Spring 2010		Spring 2011		Percent Change
		Number	Percent	Number	Percent	
Total Headcount		8,066		8,176		1.4%
	FTE	4,727		4,846		2.5%
	Full-Time	2,949	36.6%	2,968	36.3%	0.6%
	Part-Time	5,117	63.4%	5,208	63.7%	1.8%
SSCH		70,899		72,683		2.5%
Gender	Male	3,343	41.4%	3,434	42.0%	2.7%
	Female	4,723	58.6%	4,742	58.0%	0.4%
Residence	Benton County	4,243	52.6%	4,356	53.3%	2.7%
	Washington County	3,242	40.2%	3,236	39.6%	-0.2%
	Other In-State	411	5.1%	417	5.1%	1.5%
	Out-of-State	170	2.1%	167	2.0%	-1.8%
Tuition Status	In-District	3,440	42.6%	3,559	43.5%	3.5%
	Out-of-District	4,285	53.1%	4,279	52.3%	-0.1%
	Out-of-State	195	2.4%	211	2.6%	8.2%
	Contiguous County	67	0.8%	50	0.6%	-25.4%
	International	79	1.0%	77	0.9%	-2.5%
Ethnic Category	Hispanic or Latino	839	10.4%	828	10.1%	-1.3%
	Non-Hispanic Race:					
	American Indian/Alaskan Native	157	1.9%	135	1.7%	-14.0%
	Asian	248	3.1%	230	2.8%	-7.3%
	Black or African American	200	2.5%	209	2.6%	4.5%
	Native Hawaiian/Pacific Islander	16	0.2%	20	0.2%	25.0%
	White	6,293	78.0%	6,357	77.8%	1.0%
	2 or more races	4	0.0%	15	0.2%	275.0%
	Unknown	120	1.5%	214	2.6%	78.3%
	Non-Resident Alien	189	2.3%	168	2.1%	-11.1%

Retention\*

Fall 02 returning Spring 03

61.2%

2609 out of 4262

Fall 03 returning Spring 04

62.5%

2790 out of 4462

Fall 04 returning Spring 05

63.9%

3011 out of 4714

Fall 05 returning Spring 06

63.9%

3120 out of 4881

Fall 06 returning Spring 07

64.1%

3227 out of 5038

Fall 07 returning Spring 08

66.0%

3799 out of 5754

Fall 08 returning Spring 09

68.8%

4444 out of 6460

Fall 09 returning Spring 10

70.6%

5,066 out of 7,175

Fall 10 returning Spring 11

70.2%

5,396 out of 7,690

\*does not include high school students

Fall to Spring Retention by Race

**Count of Returning Students\***

	Asian/ Pacific Islander		Black, non- hispanic		Hispanic		American Indian		White, non- hispanic		Declined		Grand Total	
Fall 2006 to Spring 2007														
Returned	133	74%	59	58%	336	73%	56	59%	2,577	63%	66	68%	3,227	64%
Did Not Return	47	26%	42	42%	126	27%	39	41%	1,526	37%	31	32%	1,811	36%
Total / Percent of Total	180	4%	101	2%	462	9%	95	2%	4,103	81%	97	2%	5,038	
Fall 2007 to Spring 2008														
Returned	150	64%	70	61%	429	69%	67	72%	2,951	65%	132	75%	3,799	66%
Did Not Return	83	36%	44	39%	194	31%	26	28%	1,564	35%	44	25%	1,955	34%
Total / Percent of Total	233	4%	114	2%	623	11%	93	2%	4,515	78%	176	3%	5,754	
Fall 2008 to Spring 2009														
Returned	176	66%	89	56%	497	69%	78	71%	3,452	69%	152	72%	4,444	69%
Did Not Return	89	34%	71	44%	227	31%	32	29%	1,539	31%	58	28%	2,016	31%
Total / Percent of Total	265	4%	160	2%	724	11%	110	2%	4,991	77%	210	3%	6,460	

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.

	Hispanic or Latino Ethnicity		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Oth Pacific Islander		White		2 or more Races		Unknown		Non-Resident Alien		Total	
Fall 2009 to Spring 2010																				
Returned	599	74%	102	71%	169	79%	114	67%	2	29%	3,871	70%	7	78%	134	77%	68	72%	5,066	71%
Did Not Return	207	26%	42	29%	45	21%	56	33%	5	71%	1,685	30%	2	22%	40	23%	27	28%	2,109	29%
Total / Percent of Total	806	11%	144	2%	214	3%	170	2%	7	0%	5,556	77%	9	0%	174	2%	95	1%	7,175	
Fall 2010 to Spring 2011																				
Returned	587	71%	89	70%	166	74%	112	62%	14	82%	4,127	70%	3	60%	180	79%	118	67%	5,396	70%
Did Not Return	235	29%	38	30%	58	26%	69	38%	3	18%	1,785	30%	2	40%	47	21%	57	33%	2,294	30%
Total / Percent of Total	822	0.1069	127	2%	224	3%	181	2%	17	0%	5912	77%	5	0%	227	3%	175	2%	7,690	

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 2010 to Spring Semester 2011 was 71.8%. During the same period, the retention rate for white/non-Hispanic students was 70%.

From Fall Semester 2010 to Spring Semester 2011, the College retained Hispanic (71%), Native Hawaiian or Other and Asian (74%) students at a higher rate than it retained white/non-Hispanic students (70%).

## 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 2010 Summer Bridge Program highlights:

- Twelve students attended the program due to the late start of the program and approval. Students took a math and an English class in the morning. Lunch was provided to them and then in the afternoon, students got to participate in various events. Some of the events were to help build self-esteem, team building skills, teamwork, and soft skills. On Friday afternoons, we took the students to local companies such as JB Hunt, Tyson, Wal-Mart, and Jones Television. Students got a tour and various presentations with employees about their jobs and their duties.
- All students took a COMPASS placement test before the program, which allowed professors to evaluate each student's needs in more detail.

- 5 students who had graduated high school and who attended and completed the Step by Step Summer Program enrolled for classes at NWACC. One student went to Missouri State.
- Throughout the academic year, weekly four part time mentors visited Springdale and Har-Ber High Schools and mentored juniors and seniors.
- Mentors were asked by instructors to speak to their classrooms to talk to students about college and our program throughout the day.
- We held one ESL Field Day in Spring 2011. We had five local high schools: Springdale, Har-Ber, Heritage, Rogers, and Bentonville bringing 40 students each (total of 200 students) from their school to NWACC. There were competitions and lunch was provided to everyone. NWACC's staff and faculty, along with student clubs volunteered to host the schools. Har-Ber school ended with the most point after four competitions. Certificates, awards, and recognition were given to students and schools for their participation. Since we had a huge success, all five schools want us to host this event in Fall 2011. Also each school is preparing for the competition.

### ***ENAP (formerly CIEP)***

CIEP (College Intensive English Program ) was changed to ENAP (English for Academic Purposes) in an attempt to help with advising. Many students were/are still not being directed into the program. The acronym ENAP places the program in closer proximity to ENGL in course schedules. ENAP is in the process of change at this time. The program is being evaluated and will be changed to meet the needs of the growing population of non-native speakers in northwest Arkansas.

The English for Academic Purposes 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.

ENAP piloted classes in Springdale for Fall Semester 2009 to reach the large populations of Hispanic and Marshallese students in that location. 60% of ENAP students are Hispanic and 25% are Asian. Efforts will continue in 2011 to increase opportunities for non-native speakers in Springdale.

In 2010, a total of 125 students were enrolled in the ENAP program. The percentage of students passing ENAP courses with a C or better has not dropped below 86% over the past three academic years. Of those completing the program successfully with a C or better, 63% have returned for the next semester of enrollment.

### ***International Festival***

The Rogers-Lowell Chamber of Commerce spearheaded an international festival in Rogers on June 4, 2011. 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.

### ***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 \$1,450 among seven recipients in the academic year 2010-2011.

### **Program Budgets**

<b><i>Program</i></b>	<b><i>Annual Budget</i></b>
Step by Step	Not budgeted for 2010-2011
ENAP	\$3,790.00

### ***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 2010-2011, the Program served a total of 3,387 students, 65% of whom come from minority populations. The breakdown of minority students in the Adult Education Program is as follows:

Native American	73
Asian	104
Pacific Islander	24
African American	62
Hispanic	1,871
White	1,181
Two or more	72

### ***Upward Bound***

The Upward Bound program assists high school student participants in preparing for college. While not specifically a minority-student program, this year 52 students participated, 64 % of the students come from a minority population. The program demographics for Academic Year 2010-2011 are as follows:

Hispanic/Latino	25
Asian American	4
Native Hawaiian/ Pacific Islander	4
African American/Black	0
White	18
More Than one Race	1



## 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.

The college successfully implemented the following initiatives during the 2011 fiscal year:

- 1) Partnered with Key Organizations to garner recognition for NWACC as a Champion for Diversity and Inclusion
  - a) ALPFA (Association of Latino Professionals)
    - Launched a student chapter at NWACC
    - Dr. Paneitz (College President) was appointed to 1<sup>st</sup> Vice-Chair of the NWA Chapter's Corporate Advisory Board
    - Alex Vasquez (Chair of Board of Trustees), Dr. Tompkins, and Dr. Davis are members of the NWA Professional Chapter's Board of Directors
    - Began to promote career opportunities at NWACC with the local professional chapter
    - Secured the National CEO as the 2011 Commencement Speaker
  - b) US-Mexico Chamber of Commerce
    - Secured the National CEO as a keynote speaker for two NWACC events
    - Collaborated on the design of leadership academies at area high schools that have a large minority student population. Academies have been launched at Rogers High School and at Springdale High School. The plan is to also launch an Academy at Rogers Heritage High School and at Bentonville High School.
  - c) Northwest Arkansas Delegation of State Elected Officials
    - Hosted the Northwest Arkansas Delegation on campus to discuss the diversity of our students and the implications of serving a diverse student population
- 2) Hosted Multicultural Events
  - a) Hosted a Hispanic Heritage Celebration Event for the region
  - b) Hosted Alvin Sykes for our Martin Luther King Event
  - c) Hosted a Multicultural Event at the JTL Instructional Center to create awareness of the Diversity of the region and of our outreach program in Springdale. This event represented a number of diverse communities including Asian, African American, Latino, Marshallese, among others.
  - d) Hosted a series of events focused on creating awareness of the Native American Community
  - e) Our International Programs Office hosted multicultural events that benefited our international students and the Northwest Arkansas community

For fiscal year 2012, our plan is to streamline our outreach efforts and maximize the impact of our outreach initiatives. To accomplish this plan, we will establish an Office of Outreach and Inclusion to centralize all departments engaged in outreach efforts. The centralization of the departments will be achieved through a dotted reporting line to the Office of the President. In addition, we will establish a President's Diversity Advisory Council to receive counsel and insights on best practices utilized across several industries.

We believe that this alignment of our outreach and inclusion efforts will help us further institutionalize our commitment to diversity and inclusion and will help us better serve our diverse students, faculty, and staff.

The following reports/tables take a look at NWACC's numbers in regards to recruitment and retention.

Minority Recruitment and Retention  
7/1/10 to 6/27/11

**Full-time**

Termed				
CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
Administration/Professional	Asian or Pacific Islander	Projects/Programs Admin (21)	Appl Consult Finance & Admin	1
Classified/Hourly	Hispanic/Latino/Chicano	Institutional Serv Assist (10)	Custodial Worker I	3
				4

New				
CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty Geography	1
Administration/Professional	American Indian/Alaskan Native	Provisional Salary (80)	Project/Program Manager	1
Administration/Professional	Black/African Amer, Non-Hispan	Provisional Salary (80)	CTE Retention Specialist	1
Classified/Hourly	American Indian/Alaskan Native	Accountant II (5)	Accountant Restricted Funds	1
Classified/Hourly	Asian or Pacific Islander	Academic Lab Asst (2)	Learner Services Faculty Suppo	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Spec I (10)	Admin Spec I - Learner Support	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Spec I (10)	Admin Spec I Student Info Asst	1
Classified/Hourly	Hispanic/Latino/Chicano	Provisional Hourly (80)	Admin Secretary Adult Ed	1
Classified/Hourly	Hispanic/Latino/Chicano	Provisional Hourly (80)	Admin Specialist I Adult Ed	1
Classified/Hourly	Hispanic/Latino/Chicano	Provisional Hourly (80)	CTE Retention Assist	1
				10

Current without New				
CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
9-10 Month Faculty	American Indian/Alaskan Native	Faculty Full-Time (207)	FT Faculty Emergency Med Svcs	1
9-10 Month Faculty	American Indian/Alaskan Native	Faculty Full-Time (207)	FT Faculty Respiratory Care	1
9-10 Month Faculty	Asian or Pacific Islander	Faculty Full-Time (207)	FT Faculty Chemistry	1
9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty American Government	1
9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty Computer Info	1
9-10 Month Faculty	Black/African Amer, Non-Hispan	Faculty Full-Time (207)	FT Faculty Sociology	2
9-10 Month Faculty	Hispanic/Latino/Chicano	Faculty Full-Time (207)	FT Faculty Bus	1
9-10 Month Faculty	Hispanic/Latino/Chicano	Faculty Full-Time (207)	FT Faculty Philosophy	1
Administration/Professional	American Indian/Alaskan Native	Projects/Programs Admin (21)	Appl Consultant EnrollMgmt	1

Administration/Professional	Asian or Pacific Islander	Academic Advisor (8)	Community Outreach Coord	1
Administration/Professional	Asian or Pacific Islander	Academic Advisor (8)	Enrollment Specialist II	1
Administration/Professional	Asian or Pacific Islander	Projects/Programs Admin (21)	Appl Consult Fin & Admin Svs	1
Administration/Professional	Black/African Amer, Non-Hispan	Counselor (5)	Dean Learner Admin Svcs	1
Administration/Professional	Black/African Amer, Non-Hispan	Dir Academic Computing	Dir Academic Success Center	1
Administration/Professional	Black/African Amer, Non-Hispan	Dir Student Activities/Org	Dir International Programs	1
Administration/Professional	Black/African Amer, Non-Hispan	Projects/Programs Admin (21)	Dir Learner Career Svs	1
Administration/Professional	Black/African Amer, Non-Hispan	Provisional Salary (80)	Upward Bound Director	1
Administration/Professional	Hispanic/Latino/Chicano	Dir Developmental Education	Director ECE	1
Administration/Professional	Hispanic/Latino/Chicano	Projects/Programs Admin (21)	Proj/Prog Mgr Web Services Mgr	1
Administration/Professional	Hispanic/Latino/Chicano	Provisional Salary (80)	Data Analyst	1
Administration/Professional	Hispanic/Latino/Chicano	Provisional Salary (80)	Director Adult Ed	1
Administration/Professional	Hispanic/Latino/Chicano	Provisional Salary (80)	Enrollment Specialist Adult Ed	1
Administration/Professional	Hispanic/Latino/Chicano	Workforce Specialist (5)	Coordinator Veteran Services	1
Classified/Hourly	American Indian/Alaskan Native	Public Safety Officer (8)	Campus Police Officer	1
Classified/Hourly	Asian or Pacific Islander	Fiscal Support Specialist (4)	Culinary Arts Kitchen Aide	1
Classified/Hourly	Asian or Pacific Islander	Library Technician (3)	Library Academic Tech II	1
Classified/Hourly	Asian or Pacific Islander	Registrar's Assistant (2)	Registrar's Assistant	1
Classified/Hourly	Black/African Amer, Non-Hispan	Administrative Spec III (29)	Admin Secretary-Comm & Arts	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Analyst (3)	Computer Analyst	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Spec I (10)	Secretary I SCWT	1
Classified/Hourly	Hispanic/Latino/Chicano	Administrative Spec II (15)	Admin Spec II-Learner Support	1
Classified/Hourly	Hispanic/Latino/Chicano	Equipment Operator	Equipment Operator	1
Classified/Hourly	Hispanic/Latino/Chicano	Institutional Serv Assist (10)	Custodial Worker I	3
Classified/Hourly	Hispanic/Latino/Chicano	Institutional Serv Assist (10)	Custodial Worker II	2
Classified/Hourly	Hispanic/Latino/Chicano	Maintenance Assistant (8)	Maintenance Worker II	1
Classified/Hourly	Hispanic/Latino/Chicano	Skilled Tradesman (4)	Skilled Tradesman - Elect.	1
Non-Faculty Academic	Black/African Amer, Non-Hispan	Division Chairperson/Dean (8)	Exec Dir Institution Effective	1

**Part-time****Termed**

CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
Associate Faculty	Black/African Amer, Non-Hispan	Faculty Part-Time (513)	PT Faculty Business Info	1
Associate Faculty	Black/African Amer, Non-Hispan	Faculty Part-Time (513)	PT Faculty Contract Training	1
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH - Life & Physical Science	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	PT College at the Crossing	1
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH Public Safety	1

5

**New**

CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
Associate Faculty	Decline Response/Unknown	Provisional Salary (80)	PT Faculty Adult Education Ins	1
Associate Faculty	Hispanic/Latino/Chicano	Faculty Part-Time (513)	PT Faculty Theater/Speech	1
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH AVP Learner Support Svcs	2
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Learner Success	2
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Public Relations	1
Extra Help	Asian or Pacific Islander	Provisional Hourly (80)	PX Adult Ed General Education	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH AVP Learner Support Svcs	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH Environmental/Regulatory Sc	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH Fitness/Wellness Education	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH Learner Success	3
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Learner Success	1
Extra Help	Decline Response/Unknown	Extra Help (360)	XH Technology Services	1
Extra Help	Decline Response/Unknown	Provisional Hourly (80)	PX Adult Ed General Education	1
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH - Life & Physical Science	1
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH Marketing & Advertising	1
Work Study	Asian or Pacific Islander	Work Study	Work Study	3
Work Study	Decline Response/Unknown	Work Study	Work Study	2
Work Study	Hispanic/Latino/Chicano	Work Study	Work Study	2

26

**Part-time (cont'd)****Current without New**

CLASS	ETHNICITY	APPROPRIATION_TITLE	NWACC_TITLE	Total
Associate Faculty	Asian or Pacific Islander	Faculty Part-Time (513)	PT Faculty Developmental Math	1
Associate Faculty	Black/African Amer, Non-Hispan	Faculty Part-Time (513)	PT Faculty Business Info	2
Associate Faculty	Black/African Amer, Non-Hispan	Faculty Part-Time (513)	PT Faculty Health Professions	1
Associate Faculty	Hispanic/Latino/Chicano	Faculty Part-Time (513)	PT Faculty Emergency Med Svcs	1
Associate Faculty	Hispanic/Latino/Chicano	Faculty Part-Time (513)	PT Faculty Fayetteville Tech C	1
Associate Faculty	Hispanic/Latino/Chicano	Faculty Part-Time (513)	PT Faculty Foreign Language	1
Associate Faculty	Hispanic/Latino/Chicano	Faculty Part-Time (513)	PT Faculty Nursing	1
Extra Help	Asian or Pacific Islander	Extra Help (360)	PT Learner Success	1
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH - Life & Physical Science	2
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH AVP Learner Support Svcs	3
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Learner Success	2
Extra Help	Asian or Pacific Islander	Extra Help (360)	XH Technology Services	1
Extra Help	Black/African Amer, Non-Hispan	Extra Help (360)	XH - Life & Physical Science	1
Extra Help	Black/African Amer, Non-Hispan	Provisional Hourly (80)	XH Adult Education Instruction	1
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH Admiss, Orientation & Multi	1
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH Culinary Arts	1
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH Library	1
Extra Help	Hispanic/Latino/Chicano	Extra Help (360)	XH Public Safety	2
Extra Help	Hispanic/Latino/Chicano	Provisional Hourly (80)	XH Adult Education Instruction	1
Work Study	Hispanic/Latino/Chicano	Work Study	Work Study	1

26

**MINORITY EMPLOYMENT REPORT**  
**Employee Summary**

	Total	Asian/Pac. Isl.	Black, Non-Hispanic	Hispanic	Am. Indian	NR-A Declined	Total Minority
<b>Faculty</b>	<b>295</b>						
Full-Time	142	1	5	2	2	0	<b>10</b>
Part-Time	153	1	5	5	1	1	<b>13</b>
<b>Staff</b>	<b>404</b>						
Full-Time	276	8	8	25	4	0	<b>45</b>
Part-Time	102	16	9	9	0	3	<b>37</b>
Work Study	26	3	0	2	0	2	<b>7</b>
<b>TOTALS</b>	<b>699</b>	<b>29</b>	<b>27</b>	<b>43</b>	<b>7</b>	<b>6</b>	<b>112</b>

**Minority Recruitment and Retention Annual Report  
Ouachita Technical College June 30<sup>th</sup> 2011**

**Number of minority students who currently attend the institution:**

Minority Students	
2011	
spring	218
summer I	20
Summer II	53
Summer III	13
Fall	68
all terms unduplicated	245

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

9 part-time and sixteen 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 – Allied Health
13. Faculty – Adult Ed.
14. Administrative Specialist – Student Services/ Business
15. Education Counselor – Tanf
16. Financial Aid Tech

**Number and position title of full-time minority faculty and staff that began working at the institution in the past year: 2**

1. Administrative Specialist – Student Services/ Business
2. Faculty – Allied Health

**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.

<b>2000 Census Service Area Population-Ethnicity</b>					
		<b>Percentage</b>			
<b>County</b>	<b>Total N</b>	<b>African-American</b>	<b>Caucasian</b>	<b>Other</b>	<b>Two or More</b>
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%
<b>Total</b>	<b>163,102</b>	<b>8.78%</b>	<b>88.63%</b>	<b>1.57%</b>	<b>1.02%</b>
<b>Arkansas</b>	<b>2,673,400</b>	<b>15.67%</b>	<b>80.00%</b>	<b>3.00%</b>	<b>1.33%</b>

**Minority Students**

<b>2011</b>		<b>2010</b>	
spring	218	spring	235
summer I	20	summer	
Summer II	53	I	18
Summer III	13	Summer II	62
Fall	68	Summer III	6
all terms unduplicated	245	Fall	231
		all terms unduplicated	383

<b>All Enrollments</b>	<b>Summer 09</b>	<b>Fall 09</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>2009-2010 unduplicated</b>
% African American	18.75	13.17	13.84	17.97	14.71
% Other Race/ Eth	3.13	3.54	3.79	2.34	3.60
% 2+ Race/Eth	1.56	2.11	2.27	1.82	2.26
% Minority Total	23.44	18.82	19.90	22.13	20.57
% Caucasian	76.56	81.18	80.10	77.87	79.43



The ethnicity of students and employees does reflect the demographics of the service area.

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. 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 have been applied. One initiative implemented by the previous 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.

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.

<b>RACE</b>	<b>FALL 2007</b>	<b>FALL 2008</b>	<b>FALL 2009</b>
<b>College Level Course Success Rates (Grades A-C/N)</b>			
African American	78%	74%	73%
Other Races/Eth	85%	81%	73%
2+ Races/Eth			87%
Caucasian	79%	84%	86%
All	79%	83%	83%
<b>College Level Retention Rates (Grades A-F/N)</b>			
African American	88%	88%	87%
Other Races/Eth	96%	90%	91%
2+ Races/Eth			92%
Caucasian	87%	89%	92%
All	88%	91%	91%
<b>Developmental Level Course Success Rates (Grades A-C/N)</b>			
African American	80%	46%	59%
Other Races/Eth	81%	54%	61%
2+ Races/Eth			33%
Caucasian	50%	58%	66%
All	52%	55%	64%
<b>Developmental Level Retention Rates (Grades A-F/N)</b>			
African American	83%	81%	89%
Other Races/Eth	100%	88%	97%
2+ Races/Eth			33%

Caucasian	85%	83%	90%
All	86%	83%	93%

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.

Our new CSAO will attend the Noel-Levitz Conference on Student Recruitment, Marketing, and Retention, which will be held July 26-28 in Denver. Several of the workshops are targeted toward recruiting and retaining minority students.

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  
2012-2017

Dr. Michael L. DeLong  
Vice President of Academic Affairs  
Ozarka College  
Melbourne, Arkansas 72556  
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# Minority Recruitment and Retention Annual Report

June 2011

## Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College student minority enrollment slightly decreased with an average of 3% for the 2010-11 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

2012 -2017

### Introduction/Background.

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages 3.5% which is down 1.4% from the last report. Student minority enrollment was 3% for the 2010-11 school year. Ozarka College currently has one full-time faculty member who has minority status; Hispanic. There are 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 3.5%, our current goal is to reach and, hopefully, surpass a student percentage of at least 3.5%.

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 3.5% 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: Continue to 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.

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.

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.

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.

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% (students) and 1% (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given our service area percentage of 3.5%, 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 >3.5% (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.

#### 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 11-12 school year. Human resources continue appropriate advertising procedures as opportunities present themselves.

#### 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.

#### 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.

**Phillips Community College of the University of Arkansas  
Annual Minority Recruitment and Retention Report**

**June 30, 2011**

**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**

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.

Approximately sixty-six percent (66%) of the students enrolled in the college are female (See Table 1). The Fall 2010 enrollment was 2,282 and the Spring 2011 enrollment was 1,978. Of the total population enrolled in the 2010-2011 academic year, thirty-three percent (33%) were minority female, thirty-two percent (32%) were white female, twenty percent (20%) were white male, and fourteen percent (14%) were minority male. Because the minority student population is not diverse, it is important to specifically identify the size of the African-American population and other groups to understand the student demographics: African-American females comprise the highest student ethnic group, white females are the second highest group, white males are the third highest group, and African-American males are a much smaller group. There is a small number of Hispanic students (60), and an even smaller number of Asian students (14) and Native American students (13). (See Table 1).

**Table 1: Minority Student Enrollment**

Ethnicity	Fall 2010			Spring 2011			Total
Race/Ethnicity	Male	Female	Total	Male	Female	Total	
Asian	2	5	7	2	5	7	14
Black	275	673	948	205	604	809	1757
Hispanic	16	17	33	14	13	27	60
Am Ind	6	4	10	2	1	3	13
White	435	693	1128	385	623	1008	2136
UK	16	13	29	29	16	45	74
	750	1405	2155	637	1262	1899	4054

## **II. NUMBER AND POSITION TITLE OF MINORITY FACULTY AND STAFF WHO CURRENTLY WORK FOR THE INSTITUTION.**

PCCUA commits to seeking and retaining qualified minority faculty and staff. When a minority faculty or staff member quits or retires, the College actively recruits a minority applicant for that position. Recruiting any new faculty has become more difficult in all areas of teaching for numerous reasons: 1) some areas of teaching do not pay as well as the non-teaching employment options for those in nursing, math, and science; 2) the salaries at PCCUA are considerably lower than at the public schools; 3) all PCCUA campuses are in rural communities with declining populations which may appear less attractive to some applicants.

Because the College is committed to Achieving the Dream, an initiative designed to remove barriers faced by first generation students and students of color, PCCUA has made a conscientious effort to recruit more minority faculty and support service personnel. Facing declining enrollment, PCCUA is eliminating faculty and staff positions when possible, reducing the number of overall faculty positions (See Table 2). These reductions will be more evident in the 2011-12 Annual Minority Recruitment and Retention Report.

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

	Minority Faculty	Total Faculty	Minority Staff	Total Faculty and Staff
2008-2009	13	79	55	147
2009-2010	14	79	57	150
2010-2011	12	79	57	148

## **III. NUMBER AND POSITION TITLE OF MINORITY FACULTY AND STAFF WHO BEGAN WORKING AT THE INSTITUTION THE PAST YEAR.**

During the 2010-11 academic year, PCCUA lost one minority faculty member and maintained its minority staff count. The overall faculty and staff number was smaller in 2010-11 than in 2009-

10. Unfortunately, PCCUA lost one minority faculty member and one minority grant funded staff member. However, in May of 2011, the English Department Interview Committee interviewed and hired a minority faculty who will begin teaching in August 2011. PCCUA did not hire any new minority faculty for the 2010-11 year but the college did hire one new minority staff member (See Table 3).

**Table 3: Faculty and Staff Hired in the 2010-11 Academic Year**

	Minority Faculty	Minority Staff
2009-2010	3	4
2010-11	0	1
2011-12 Project	2	1

**Table 4: Minority Faculty and Staff by Gender**

	Men		Women		Total	
Position	FT	PT	FT	PT	FT	PT
FACULTY	3	5	9	10	12	15
STAFF						
Executive	4	0	6	0	10	0
Support	2	6	16	23	18	29
Technical	1	0	5	0	6	0
Skilled	1	0	0	0	1	0
Service	15	4	7	1	22	5
TOTAL	26	15	43	34	69	45

**Note: MFT-minority Full Time,**

**Table 5: Faculty and Staff by Gender**

	Men		Women		Total	
Position	FT	PT	FT	PT	FT	PT
FACULTY	19	11	48	28	67	39
STAFF						
Executive	8	1	15	0	23	1
Support	0	7	43	17	43	24
Technical	5	2	5	1	10	3
Skilled	5	0	0	0	5	0
Service	6	3	4	2	10	5
Total	43	24	115	48	158	72

#### **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.**

##### **Goals and Objectives**

PCCUA has five goals related to minority recruitment and retention of students, faculty, and staff.

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

The College is committed to its faculty and staff having clear, high expectations of its students. It is believed that these students are more likely to understand and demonstrate successful behaviors that lead to overall student success.

Using data outcomes provided from the SENSE, students were asked to respond to several survey items using a five-point scale from strongly agree to strongly disagree. Key statements reflected attitudes held by students about the College and its learning environment. PCCUA focused on three statements which had negative responses from African-American males.

The instructors at this college want me to succeed.

I have the motivation to do what it takes to succeed in college.

I am prepared academically to succeed in college.

##### **Key Findings**

Entering students stated they have high motivation and are prepared for college, but their actions do not always reflect behaviors for success. Ninety-four percent (94%) of PCCUA students *agree or strongly agree* that they have the motivation to do what it takes to succeed in college. Eighty-nine percent (89%) of PCCUA students surveyed believe that they are prepared academically to succeed in college. More than ninety-two percent (92%) of PCCUA students feel that instructors at this school want them to succeed. Initially, the College was pleased with the survey results until we examined the disaggregated responses to these questions based on race and gender.

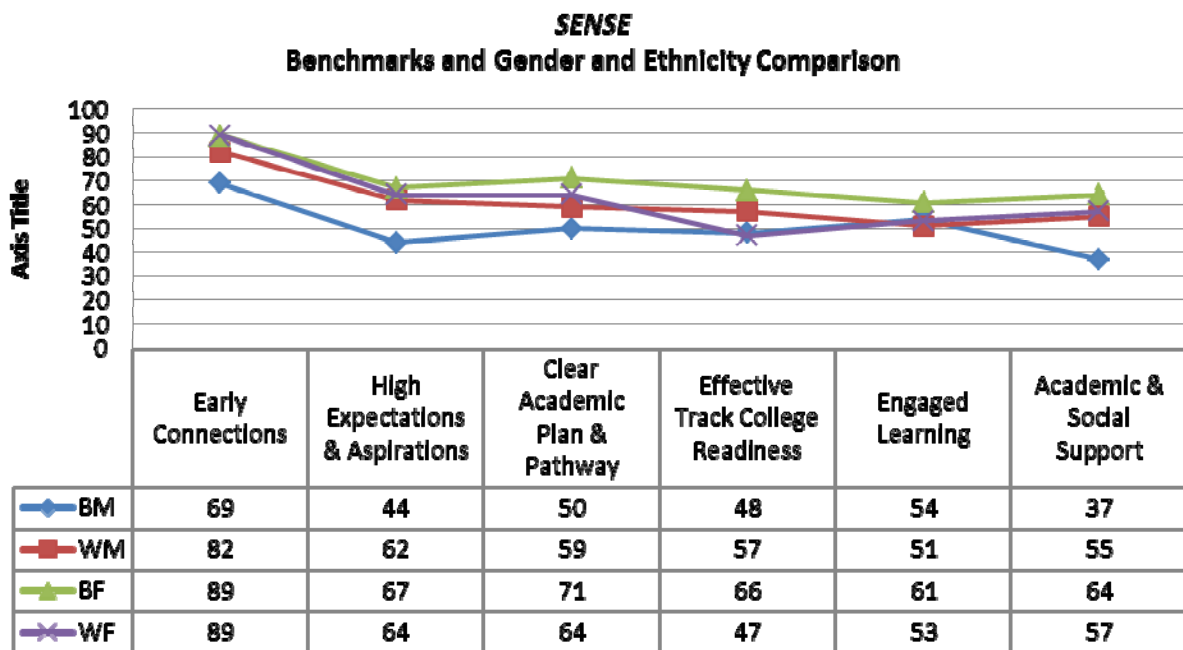
Clearly, on some survey statements, African-American males responded less positively than other groups, and all males had less positive attitudes about the three key statements in the survey. The outcomes suggest that the College may be a more comfortable learning environment for female students. This and other data outcomes led to numerous campus discussions. Several actions have been put in place to begin addressing the perceptions of African-American males attending PCCUA. One of these actions is being led by the Chancellor, Dr. Steven Murray. The intent of the Chancellor's initiative is to help people frame positive attitudes about diversity through conversations and personal commitment one person at a time. Although the conversations have just begun during the Spring of 2011, PCCUA does intend to continue this effort.

**Goal 2: PCCUA will improve and increase minority recruitment and retention strategies which improve the likelihood of student success.**

The Survey of Entering Student Engagement (SENSE) data also revealed that all males had

lower expectations about how helpful PCCUA was in helping form early college connections, clear academic planning, providing academic and social support, providing engaged learning opportunities and providing academic and social support. Although all males indicated lower expectations in this area of the survey, the African-American males responses fell almost twenty points below the white male expectations when focusing on their belief that the College had high expectations and aspirations for them. Only thirty-seven percent (37%) of the African-American males agreed that the College provides academic and social support for them, This was a startling revelation and one the PCCUA takes seriously. Based on this outcome, PCCUA is in the process of implementing specific action such as the organization of an African-American male mentorship program (See Chart 1).

**Chart 1: Gender and Ethnicity Comparison**



**Goal 3: PCCUA will continue to increase the number of minorities among the faculty, staff, and students.**

PCCUA has continued the process of heavily recruiting minority applicants for faculty positions, especially if a minority faculty member is vacating a position.

**Goal 4: PCCUA will continue to review recruitment, admission and retention efforts in order to increase minority student population on all three campuses.**

In an effort to create a better understanding about this, the College has instituted a series of discussions concerning attitudes, values and beliefs about race, ethnicity, religion, and difference. These conversations have been part of the Clinton School Initiative and have been led by the PCCUA Chancellor (See Goal 1, p.6). Each of the three campuses has an ethnic demographic reflecting the communities it serves.

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

A review of Table 4 identifies faculty and staff identifying gender and ethnicity.

**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**

<b>Governing Boards</b>	<b>Total Board</b>	<b>Minority Representation</b>
U of A Board of Trustees	10	02 (1 African-American male, 1 white female)
PCCUA Board of Visitors	12	05 (1 African-American male, 2 African-American females, 2 white females)

### **Timeline for Work**

<b>Focused Advising</b>		
Advising, placement, mentoring	Ongoing	Developmental Education Faculty
<b>Strategy II Early Alert System</b>		
<b>Absenteeism</b> -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
<b>Academic Intervention</b>		
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 refers students for tutoring if the student is not succeeding or assuming the responsibility for student tutoring.	In Progress	Deans, VC for Instruction
<b>Increase Research Capacity</b>		
Continue to train faculty for data analysis to increase research capacity.	Ongoing	Deans, VC for Instruction, faculty. DIR
<b>Faculty Engagement</b> Cooperative learning Training	6/10 Trained 25 1/3 8/11 Will train 25 faculty	Faculty
<b>Conversations about Race</b> <b>Continue ongoing conversations about race and poverty.</b>	Spring 2011	Discussion Facilitators



		All employees
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### **Budget**

There is no specific budget in place that is used only for minority recruitment and retention.

Several budgets target recruitment and retention and include the minority recruitment and retention goals. Numerous activities at PCCUA assist with retention (tutoring, advising).

Although it is difficult to provide an exact cost, an estimated cost analysis is provided.

### **Materials and Supplies**

CCSSE, SENSE and other survey related work sessions. \$10,000

The administration of these is done every other year.

### **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 \$ 5,000

**Total Budget** **\$48,000**

### **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 goals and measures its progress toward accomplishing those goals. Fortunately, PCCUA has four grant initiatives which focus on student success and are critical to the minority recruitment and

retention effort: Career Pathways, Title III, and Achieving the Dream, and Carl Perkins. Goals and objectives are measured using a logic model.

**Pulaski Technical College  
Minority Recruitment and Retention  
Annual Report on Implementation for 2010-2011**

## **Introduction and Background**

Pulaski Technical College (PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention planning that began in 2000 after the passage of Act 1091 of 1999.

### Definitions

For purposes of this plan, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, Hawaiian/Pacific Islanders, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, Pacific Islanders, and Native American, and it is assumed that all members of these groups are Americans. Non-American students are referenced as “Non-Resident Aliens” and are not coded by racial category or included in the racial analysis discussed herein.

Pulaski Technical College continues to implement the collection of new racial and ethnic codes based upon federal and state requirements for its student population on the application for admission of new and transfer students.

### Responsibility for Implementation and Reporting

Responsibility for plan implementation has been assigned to the Vice President for Student Services (for student recruitment and retention), the Vice President for 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 Office of Institutional Research, Planning, and Effectiveness will prepare plan updates and annual reports on the plan’s progress.

## **Student Data Analysis**

### Recruitment and Enrollment

Pulaski Technical College experiences high volume in minority admission applications and subsequent enrollment. Exhibits A in the Statistical Appendix display numbers related to Pulaski Technical College enrollment.

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

### **Goals and Objectives for Minority Student Recruitment and Retention**

*Goal 1 for Student Recruitment and Retention: Pulaski Technical College will 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 \$82.00 to \$84.00). For this upcoming academic year, the equipment and facility fee has increased from \$11.00 to \$13.00 a credit hour with a maximum charge of \$273.00 per semester.

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 at all locations for the admissions and enrollment process. Admissions and enrollment staff will collaborate with other college staff and programs to enhance student recruitment and retention. As a comprehensive strategy, such professional support benefits the entire campus community as well as the growing minority student population.

*Indicators of Effectiveness:* The College will continue to monitor demographic data of applicants, students who follow through with enrollment, and the general service area populations. Again, PTC expects to maintain or increase minority application and enrollment at rates higher than the general population. When applicable, the College will survey to evaluate the effectiveness of such services

*Timeline:* Ongoing.

*Status Report:* African American continues to be the largest racial/ethnic group among applications for admissions and enrollment at PTC. See Exhibit A in the Statistical Appendix.

*Goal 4 for Student Recruitment and Retention: Pulaski Technical College will maintain and revise as needed student orientation services.*

Important factors in minority student retention are ensuring that students are knowledgeable about the support services available to them and that they have good study habits. A solid orientation session at the beginning of a new student's experience theoretically would give him or her initial information about his or her college career, and a first-year experience course would reinforce such information and fill in any gaps that need addressing. Toward that end, PTC will continue to take the following actions:

(a) *New Student Orientation:* Orientation programs are commonly utilized by colleges and universities in order to familiarize new students with the following information: introduction to college life, campus policies and procedures, academic curriculum, financial aid, introduction to college staff, and a campus tour. PTC requires all first-time entering, degree seeking students to attend an on campus orientation prior to enrollment. PTC currently offers new student

orientation prior to the beginning of the fall and spring semesters at two locations: 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 all orientation participants through College Seminar or Career Seminar and beyond.

Assessment of student learning in College Seminar and Career Seminar is expected to be conducted in fall and spring semesters, and course learning objectives are updated annually based upon the assessment results.

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

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

Exhibit C in the Statistical Appendix displays orientation participant retention statistics for the 2007 through 2010 cohort. Pulaski Technical College continues expansion of the orientation program to Little Rock-South and Little Rock-West.

Exhibits D and E examine College Seminar grades by race for Fall 2003 through Spring 2011. 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 F and G examine Career Seminar grades for Fall 2008 through Spring 2011. The exhibits show that African Americans have enrolled in Career Seminar in higher numbers than whites. While withdrawal rates were not unreasonable for whites in the fall semester, the withdrawal rates for spring semesters were over 40% for both black and whites.

*Goal 5 for Student Recruitment and Retention: Pulaski Technical College will maintain student counseling and academic advising services to aid in the retention of students.*

Another important factor in minority student retention is student selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, PTC has taken or will take the following actions:

(a) *Placement Testing:* PTC has a comprehensive placement testing program that enables the College to place students in the appropriate level of courses based upon their educational

preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or COMPASS tests will be required to complete developmental education courses with a passing grade. Placement testing is offered at both main campus and the Little Rock-South site.

(b) *Developmental Education*: PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses.

(c) *Career Services*: PTC has a Career Counseling Office that provides students with career orientation and exploration resources in order to assist them in selecting an educational program that is suited to their interests. Employment assistance is also provided through an annual job fair, daily job postings, on campus recruiting, and information sessions. Employment readiness workshops are periodically offered to assist students with résumé writing, interview skills, and other aspects of the job search.

(d) *Academic Advising*: PTC currently provides academic advising to assist all new enrollees with degree planning and course selection. Advising is also available to continuing students on an as-needed basis.

(e) *Single Parent Program*: PTC has established a Single Parent Mentoring Program that benefits many minority students. The program provides PTC staff and faculty members (on a volunteer basis) to serve as mentors for single parents who are enrolled at PTC.

(f) *TRIO Scholars*: The Pulaski Technical College TRIO Scholars program is a Student Support Services (TRIO) program funded by the United States Department of Education. The goals of TRIO Scholars are to help participants have a successful college experience and achieve their academic and personal goals. The program serves a minimum of 180 PTC students who qualify for services; students must be first-generation college students (neither parent has a baccalaureate degree), meet income requirements based on family size, and/or have a documented disability. Services provided by the program include the following: instruction in basic study skills; tutorial services; academic, financial, or personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions; assistance in securing admission and financial aid for enrollment in graduate and professional programs; information about career options; mentoring; special services for students with limited English proficiency; and direct financial assistance (grant aid) to current participants who are receiving Federal Pell Grants.

(g) *Career Pathways*: The Career Pathways Initiative at Pulaski Technical College is designed to provide support services and direct financial assistance to parents who want to increase their education and employability. The program is supported by the Southern Good Faith Fund, Arkansas Association of Two-Year Colleges, Arkansas Department of Workforce Services, Arkansas Department of Workforce Education, and Arkansas Department of Higher Education. The Career Pathways program of Pulaski Technical College serves a minimum of 720 students each year. Career Pathways participants will have access to the following: the Career Readiness Certificate; advising to assist with career and educational decisions; assistance finding jobs while



in school and careers upon graduation; extra instruction for building successful academic and employment skills; tutoring; and a computer lab for doing homework and improving computer skills. In addition, some parents may qualify for financial aid to assist with childcare, transportation, tuition, books, and other direct educational expenses.

(h) *Veterans Upward Bound*: In 2007, Pulaski Technical College received a Veterans Upward Bound (VUB) grant from the U.S. Department of Education. The program is designed to help eligible U.S. military veterans refresh their academic skills so that they may successfully complete the postsecondary school of their choice. VUB staff work one-on-one with enrolled participants to assist them in reaching their academic goals by administering pre-and-post assessments to determine areas of strengths and weaknesses and helping participants plan by using tools such as refresher classes, academic advising, career advising, financial aid advising, and field trips. The VUB program serves up to 120 students annually.

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

The Network for Student Success will serve 300 African-American male students annually. The objectives of the program are as follows: (1) establish and conduct activities that will increase the number of African-American males in the pipeline for successful completion of a higher education degree or certificate at PTC; (2) build relationships with the target audience that will provide the opportunity for staff to encourage, support, and nurture students along the path of personal and academic development; (3) create an academic setting where African-American males may be exposed to engaging and dedicated faculty and staff; (4) identify risk factors, barriers, and challenges that negatively impact black males in higher education; and (5) create interventions that help students adjust and overcome risk factors, barriers, and challenges.

*Strategies*: As funding becomes available, Pulaski Technical College will continue to expand counseling and advising programs, especially to continuing students and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Furthermore, the College will continue to recruit African-American male students for the Network for Student Success program.

*Indicators of Effectiveness*: Testing and developmental education courses are annually evaluated regarding student learning outcomes, and changes are implemented based upon findings. Other support services for counseling and advising maintain tracking and survey evaluations to assess effectiveness.

*Timeline*: Ongoing.

*Status Report*: Academic advising served an unduplicated total of 7,765 in Fall 2010 and Spring 2011, which indicates an increase of 28% from last year. Racial and ethnic demographics were not available this year.

The Single Parent Program collected demographics on this year's participants and mentors. Of 29 student participants, there were 22 African Americans. Of the 22 faculty and staff mentors, there were five African Americans and 17 whites.

The Veterans Upward Bound program has served 120 participants to date for its 2010-2011 federal fiscal year.

During Fall 2010 and Spring 2011, 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 2010 and Spring 2011, the Network for Student Success continued to work towards its annual goal of serving 300 black male students. The program successfully closed out a college-wide accreditation action project in conjunction with College Seminar. With regard to the action project, all four of the Network Student Success Coaches taught sections of College Seminar that were targeted for primarily black male enrollment (though a limited number of other students were allowed to enroll). Exhibits H and I examine College Seminar outcomes for participants in the Network for Student Success sponsored classes, the general black male population, the overall black population, and the college-wide population. Black males in the Network for Student Success sponsored classes obtained a higher successful grade completion rate at 64.01% compared to black males in other College Seminar sections at 54.7%.

*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 2010-2011, Student Government Association (SGA) racial demographics were as follows: five black officers (including the president), one Hispanic

officer, two Asian-American senators, one Hispanic senator, ten black senators, six white senators. During the Spring 2011 semester, officer elections for two offices for the upcoming year took place. An African American was elected to serve as president. A white student was elected as vice-president. Secretary, Treasurer and Senator elections for the 2011-2012 academic year will take place early in the Fall 2011 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 12 events in academic year 2010-2011. 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 14 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.

(12) *Pulaski Tech Diamonds Basketball Club* aims to provide an environment where all members of the community can come to participate in and to help expand the game of basketball by fostering teamwork and building leaders.

(13) *Amicus Curiae Paralegal Club* is an organization that stimulates interest in the field of law and related subjects at Pulaski Technical College.

(14) *College Entrepreneurs' Organization (CEO)* brings together a diverse group of students with a common interest in entrepreneurship. Members are given a safe and legal space in which to test the limits of their knowledge and materials as it pertains to entrepreneurship.

*Goal 7 for Student Recruitment and Retention: Pulaski Technical College will support cultural awareness activities among the student body.*

The Cultural Diversity Committee was created in Fall 2002. The committee's written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 18 members of the PTC faculty and staff, and the group welcomes students who want to serve as members of the committee. The committee coordinates events with other departments on campus such as the Foreign Languages department and Student Life and Leadership.

The Foreign Languages department organizes several events as part of its curriculum and invites campus-wide and community participation in its events. Annual events include a fall exhibition of student projects and a spring fiesta. During the past academic year, the department also organized lunchtime limonadas in conjunction with the Cultural Diversity Committee where presentations were made about history, art, poetry, literature, music, and movies.

The Office of Public Relations and Marketing participates in or sponsors many multicultural events throughout the year in the local community. The office also maintains a group of 18 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 18 faculty and staff members in academic year 2010-2011. Membership included ten African Americans, one Hispanic, and seven whites. The committee hosted nine events in academic year 2010-2011. Event descriptions and statistics are listed below:

(1) *Dr. Martin Luther King Jr. Observance and Memorial Display:* This event took place on January 26, 2011. The program consisted of a speaker, trivia and prizes, music, and special readings of King's most memorable quotes. Approximately 100 individuals attended.

(2) *African American Hall of Fame:* Posters of notable African Americans were mounted and displayed on easels throughout the month of February at all PTC locations. Posters were rotated to provide a different display each week. Approximately 5,000 students had the opportunity to view the display.

(3) *Arkansas Fair Housing Project:* This event took place February 1-3, 2011. Approximately 75 individuals attended the sessions.

(4) *Project Runway PTC* – February 4, 2011. Everyone can be a star; all you have to do is show up wearing “RED” and pose for the camera. Cooking demonstrations and other informative activities will be provided. This event supports heart health. Co-sponsors: American Heart Association and the Arkansas Association of Women in Two-Year Colleges (AAWTYC). This event was cancelled due to inclement weather and school closing.

(5) *The African American Experience in the Military: Buffalo Soldiers and the Tuskegee Airmen-* A history lecture to be presented by Michael Pridmore, Spanish department chair, on February 7, 2011. This event was cancelled due to inclement weather.

(6) *Poetry Night*: Poetry Night was to be held on February 10, 2011 in the Campus Center Foyer, but was cancelled due to inclement weather

(7) *Soul Food Cooking Event*: Three teams competed for the coveted “Soul Food Cooking” title. The contest was held on February 18, 2011. The entries were judged on presentation, participation, taste, and category fit. The winners received a pizza party sponsored by the CDC. Approximately 50 individuals attended.

(8) *Black History Month Banquet*: This event is the signature event for the Cultural Diversity Committee. The banquet was held on February 25, 2011 in the Grand Hall of the Campus Center. More than 250 students, faculty, staff, and community members attended. The program consisted of special entertainment, dinner, door prizes, and a keynote address by Mr. Charles Stewart, former CEO, Heifer International, and Chair of the Arkansas Black Hall of Fame. The theme was “Making a Difference through Service.” The keynote speaker was 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. Doris Pierce, Coordinator of Disability Support Services received the Pulaski Technical College Diversity award. Other awards were presented to Veterans Upward Bound, Career Pathways, TRIO, the Network for Student Success, the STEM program, Ottenheimer Library, and the Fine Arts Department. Dr. Vondra Armstrong’s Business Capstone class produced a slideshow video featuring highlights from banquets of the last 10 years. This was a service project for the class. PTC Student Ambassadors, Phi Theta Kappa, and Student Government were recognized for their service projects.

(9) *Open Forum Discussion on the play “Why Colored Girls Commit Suicide When the Rainbow is Enough.”* This forum was held on April 8, 2011 in collaboration with the Fine Arts department. Approximately 12 individuals attended the event.

The Office of Public Relations and Marketing participated in or sponsored ten off campus culturally-themed events in academic year 2010-2011. Student Ambassadors represented the office at all events. Events for this year included the following:

- (1) *Sept. 18, 2010*: Public Relations and Marketing had a booth at the Yes You Can Career and Job Summit, held at the Metroplex Event Center. The event was sponsored by the STAND Foundation with the Department of Workforce Services.
- (2) *Sept. 25, 2010*: Public Relations staff and Ambassadors participated in the 4<sup>th</sup> annual South End Civil Rights Summit and Community Festival, held at Reed Memorial Christian Methodist Episcopal Church, 3101 S. Icard St., Little Rock.

- (3) *Jan. 17, 2011:* Ambassadors participated in Day of Service, sponsored by the Arkansas Martin Luther King Jr. Commission. The event took place on the campus of UALR. Fourteen Ambassadors participated, providing more than 100 volunteer hours at this event.
- (4) *Jan. 26, 2011:* Ambassadors provided volunteer hours at the college's half-day Martin Luther King observance.
- (5) *Feb. 18, 2011:* Ambassadors supported the Cultural Diversity Committee's Soul Food Cooking Contest, by participating as a team in the event.
- (6) *Feb. 23-24, 2011:* Staff and Ambassadors participated in the opening night gallery reception for African-American artist Katrina Adney and her exhibit on "Otherness and American Values: How Negative Stereotypes Against Blacks have Shaped Western Culture." The event included a reception at the THEA Foundation offices, 401 Main St., North Little Rock, and an on-campus reception in Ottenheimer Library. PR also support this event through media/publicity.
- (7) *Feb. 25, 2011:* Ambassadors participated in the Black History Banquet, sponsored by the PTC Cultural Diversity Committee. Public Relations and Marketing helped promote the event.
- (8) *April 19, 2011:* Ambassadors provided volunteer hours at the campus Fiesta, sponsored by the Fine Arts Division.
- (9) *May 1, 2011:* Public Relations and Marketing participated in Cinco De Mayo, an annual event hosted by League of United Latin American Citizens (LULAC). Public Relations and Marketing paid for a booth (\$300), staffed by PR staff and Ambassadors.
- (10) *June 9, 2011:* Public Relations and Marketing coordinated an on-campus news conference in conjunction with the Mexican Consulate to promote the availability of scholarship money to Mexican immigrants.

The Office of Public Relations and Marketing coordinates the Student Ambassadors program. The Communication/Special Events Manager serves as the Student Ambassador Coordinator and assigns Ambassadors to activities designed to promote the college and recruit students. Activities include both on-campus and off-campus activities, such as community festivals and fairs, business expos and community special events within the college's service area. Student Ambassadors also assist other campus offices with special events, many of which are geared toward minority students. For example, Ambassadors provided several volunteer hours for events sponsored by the Cultural Diversity Committee, including the Martin Luther King Day celebration and Black History banquet.

In Fall 2010, there were 14 Student Ambassadors, including 2 blacks, 1 Hispanic, and 11 whites. In Spring 2011, there were 18 Ambassadors, including 15 whites and 3 blacks.

## Faculty and Staff Data Analysis

Exhibit J in the Statistical Appendix displays faculty and staff statistics for academic year 2010-2011 based upon the November 2010 OCR report. African-American overall employment increased to 19.7% over last year's 17.6%. White overall employment is down from last year's 80.5% to 78.9% this year. Few employees report Hispanic and Asian as their race in this report.

In accordance with the ADHE request for data, the following is a listing of the full-time position titles held by minority PTC faculty and staff during academic year 2010-2011:

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



In accordance with the ADHE request for data, the following is a listing of the position titles assumed by minority faculty and staff during this academic year.

Administrative Specialist II  
Administrative Specialist III  
Director of Off-Campus Operations  
Financial Aid Advisor  
Financial Aid Analyst

Landscape Specialist  
Library Technician  
Mail Services Assistant  
Mail Services Coordinator  
Public Safety Officer (2 positions)

### **Goals and Objectives for Minority Faculty Recruitment and Retention**

*Goal 1 for Faculty Recruitment and Retention: Pulaski Technical College will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.*

The Office of Human Resources at Pulaski Technical College actively recruits full-time and adjunct faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also makes arrangements to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

*Strategies:* PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members.

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

*Timeline:* Ongoing.

*Status Report:* The Faculty and Staff Data Analysis above details trends for faculty employment in academic year 2010-2011. Three additional minorities joined the full-time faculty, bringing the number of full-time minority faculty members up to 15.

*Goal 2 for Faculty Recruitment and Retention: Pulaski Technical College will provide opportunities for professional development of its faculty.*

Each academic year, faculty members are provided with numerous on campus professional development opportunities that begin with convocation in August and with other off-campus opportunities throughout the year. Faculty members work with their deans each November to plan their professional development activities for the upcoming year. Information about professional development is provided in the employee handbook, and a calendar of on campus events is maintained by the Center for Teaching Excellence.

*Strategies:* Deans will work with their faculty in determining appropriate professional development activities for attendance. A full-time staff member in the Center for Teaching Excellence has the responsibility for coordinating and improving on campus professional development for full-time and adjunct faculty and staff.

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

*Timeline:* Ongoing.

*Status Report:* Of full-time faculty, 79% attended off campus professional development in academic year 2010-2011. All full-time minority faculty members are included in that number.

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

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

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

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

*Timeline:* Ongoing.

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

*Goal 4 for Faculty Recruitment and Retention: Pulaski Technical College will support cultural awareness activities on campus and in the community.*

A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. In order to increase cultural awareness, PTC makes use of following:

(a) *Cultural Diversity Committee:* A Cultural Diversity Committee is appointed every academic year. The committee's written goal is to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 18 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 2010-2011. The staff at Pulaski Technical College remains the most diverse employment category on campus and includes one African-

American vice president, one black dean, and many minority members of the professional and clerical staff. See Exhibit J 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:* Minority faculty and staff participation in professional development activities will be reviewed at the end of each fiscal year and information will be included in the annual report on the implementation of this plan.

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

*Timeline:* Ongoing.

*Status Report:* Of the full-time staff, 161 attended off campus professional development during academic year 2010-2011 and 70% of minority staffers were included in such off-campus professional development. Staff members were also invited to attend on campus professional development events where applicable.

*Goal 3 for Staff Recruitment and Retention: Pulaski Technical College will foster opportunities for advancement among its staff.*

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

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

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

*Timeline:* Ongoing.

*Status Report:* There were two minority staff promotions during fiscal year 2010-2011.

*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 18 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 2010-2011, PTC budgeted over \$3.2 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 \$213,674.

With regard to money spent on direct recruitment and retention of minorities, the Office of Public Relations and Marketing spent \$16,825 in advertising in minority market venues and in participating in cultural and minority community events. The PTC Foundation has reapplied to the United States Department of Education for funding of the Predominantly Black Institutions grant that was originally funded during Fall 2008. This grant will continue funding of the Network for Student Success and its activities.

## **APPENDIX A: SUMMARY FILED WITH PTC BOARD OF TRUSTEES**

# PULASKI TECHNICAL COLLEGE MINORITY RETENTION PLAN

## Executive Summary Concerning Department of Higher Education Reporting to be Filed with President & the Board of Trustees on Thursday, June 30, 2011

### Annual Report for Academic Year 2010-2011

Arkansas Act 1091 of 1999 requires state supported colleges and universities to establish programs to enhance the retention of minority students, faculty, and staff. Pulaski Technical College (PTC) has complied with this law and has submitted plans and reports each year to the Arkansas Department of Higher Education (ADHE), who forwards the items to the House and Senate Interim Committees on Education. The latest annual report will be submitted to ADHE by June 30, 2011.

Among the notable items to be summarized in the report are the following:

- In Spring 2006, African Americans became the single largest racial or ethnic group at PTC.
- A statistical analysis has been compiled to identify any significant patterns in minority student enrollment over the past six academic years. Data suggests that black enrollment is on the rise, especially the female population.
- The report provides retention statistics on New Student Orientation participants from Fall 2007-Fall 2010.
- The report lists activities hosted by PTC and the Cultural Diversity Committee.
- The report identifies the racial distribution of PTC's faculty and staff and enumerates their accomplishments and professional development activities for the last academic year. See figure below for current personnel distribution.

**PULASKI TECHNICAL COLLEGE EMPLOYEES IN ACADEMIC YEAR 2010-11\***

EMPLOYEE GROUP	WHITE	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN	TOTAL
Adjunct Faculty	263	62	2	1	2	330
<i>% of Adjunct Faculty</i>	79.7%	18.8%	0.6%	0.0%	0.6%	100%
Full-time Faculty	154	15	1	0	0	170
<i>% of Full-time Faculty</i>	90.6%	8.8%	0.0%	0.0%	0.0%	99%
Staff	156	66	3	0	1	226
<i>% of Staff</i>	69.0%	29.2%	1.3%	0.0%	0.0%	100%
<b>Racial Raw Totals</b>	<b>573</b>	<b>143</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>726</b>
<b>% OF GRAND TOTAL</b>	<b>78.9%</b>	<b>19.7%</b>	<b>0.8%</b>	<b>0.1%</b>	<b>0.4%</b>	<b>100%</b>

\*OCR data for Fall 2010.

### Minority Retention Plan Update for Upcoming Academic Year

- The bulk of the Minority Retention Plan remains unchanged from year to year.

- The plan details the list of student services made available to promote academic success. These services include New Student Orientation, Academic Advising, Career Services, developmental classes, tutoring labs, and Cultural Awareness events.
- The plan also addresses efforts regarding minority faculty and staff retention, including professional development and the activities of the Cultural Diversity Committee.

## **APPENDIX B: STATISTICAL SUPPLEMENT**



**EXHIBIT A: 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	FALL 2009	SPRING 2010	FALL 2010	SPRING 2011
White	3,837	3,848	3,933	4,008	4,118	4,147	4,278	4,466	4,699	4,925	4,910	4,761
Black	3,516	4,081	4,173	4,344	4,296	4,451	4,420	4,912	4,875	5,718	5,630	6,031
Other	332	357	356	383	359	364	410	460	681	520	659	668
<b>TOTAL</b>	<b>7,685</b>	<b>8,286</b>	<b>8,462</b>	<b>8,735</b>	<b>8,773</b>	<b>8,962</b>	<b>9,108</b>	<b>9,838</b>	<b>10,255</b>	<b>11,163</b>	<b>11,199</b>	<b>11,460</b>

**EXHIBIT B: NEW & CONTINUING STUDENT ENROLLMENT (% OF TOTAL ENROLLED)**

RACE	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010	FALL 2010	SPRING 2011
White	49.9%	46.4%	46.5%	45.9%	46.9%	46.3%	47.0%	45.4%	45.8%	44.1%	43.8%	41.5%
Black	45.8%	49.3%	49.3%	49.7%	49.0%	49.7%	48.5%	49.9%	47.5%	51.2%	50.3%	52.6%
Other	4.3%	4.3%	4.2%	4.4%	4.1%	4.1%	4.5%	4.7%	6.6%	4.7%	5.9%	5.8%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**EXHIBIT C: NEW STUDENT ORIENTATION PARTICIPANT TERM-TO-TERM RETENTION RATES**
**First-Time, Degree or Certificate Seeking Cohorts\***

	Initial cohort	% of total enrollment	Term 2	Term 3 (year-to-year)	Term 4	Term 5 (year-to-year)	Term 6
Fall 2007	1,278	14.6%	79.3%	53.1%	48.1%	39.4%	39.0%
Fall 2008	1,216	13.4%	82.0%	55.4%	52.6%	42.0%	41.0%
Fall 2009	1,478	14.4%	85.0%	57%	55%	n/a	n/a
Fall 2010	1,412	12.6%	85.0%	n/a	n/a	n/a	n/a

**First-Time, Degree or Certificate Seeking Cohorts (FULL-TIME)\***

	Initial cohort	% of total enrollment	Term 2	Term 3 (year-to-year)	Term 4	Term 5 (year-to-year)	Term 6
Fall 2007	892	21.9%	82.0%	56.4%	50.1%	42.4%	42.8%
Fall 2008	812	20.3%	84.6%	59.2%	55.3%	44.0%	44.0%
Fall 2009	1,090	22.4%	86.1%	60%	56%	n/a	n/a
Fall 2010	996	17.8%	87.2%	n/a	n/a	n/a	n/a

**First-Time, Degree or Certificate Seeking Cohorts (PART-TIME)\***

	Initial cohort	% of total enrollment	Term 2	Term 3 (year-to-year)	Term 4	Term 5 (year-to-year)	Term 6
Fall 2007	386	8.2%	73.3%	45.6%	43.5%	32.4%	30.3%
Fall 2008	402	7.9%	76.6%	44.8%	47.3%	42.0%	40.0%
Fall 2009	388	7.2%	83.7%	58%	48%	n/a	n/a
Fall 2010	416	7.4%	78.0%	n/a	n/a	n/a	n/a

\*Retained students plus any current or previous term graduates. Includes stop-out returns in subsequent

terms.

**EXHIBIT D: 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
Fall 2010	465	230	78	48	15	30	64	732	238	121	90	39	73	171
Spring 2011	240	101	38	24	11	19	47	673	196	92	64	42	76	203

**EXHIBIT E: 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%

Fall 2010	100%	49.5%	16.8%	10.3%	3.2%	6.5%	13.8%	100%	32.5%	16.5%	12.3%	5.3%	10.0%	23.4%
Spring 2011	100%	42.1%	15.8%	10.0%	4.6%	7.9%	19.6%	100%	29.1%	13.7%	9.5%	6.2%	11.3%	30.2%

**EXHIBIT F: 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
Fall 2010	9	4	2	1	0	0	2	42	7	7	7	1	2	18
Spring 2011	5	1	1	0	0	1	2	45	4	11	4	3	4	19

**EXHIBIT G: 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%
Fall 2010	100%	44.4%	22.2%	11.1%	0.0%	0.0%	22.2%	100%	16.7%	16.7%	16.7%	2.4%	4.8%	42.9%
Spring 2011	100%	20.0%	20.0%	0.0%	0.0%	20.0%	40.0%	100%	8.9%	24.4%	8.9%	6.7%	8.9%	42.2%

**EXHIBIT H: FALL 2010 COLLEGE SEMINAR**

	Enrolled	Successful		Non-Successful	
		# ABC	% ABC	# DFWI	% DFWI
Montgomery	23	18	78.3%	5	21.7%
<i>Black Males</i>	20	15	75.0%	5	25.0%
<i>Black Females</i>	3	3	100.0%	0	0.0%
Moore	40	30	75.0%	10	25.0%
<i>Black Males</i>	10	6	60.0%	4	40.0%
<i>Black Females</i>	30	24	80.0%	6	20.0%
Lemelle	12	6	50.0%	6	50.0%
<i>Black Males</i>	3	1	33.3%	2	66.7%
<i>Black Females</i>	9	5	55.6%	4	44.4%

Moss	11	7	63.6%	4	36.4%
<i>Black Males</i>	6	3	50.0%	3	50.0%
<i>Black Females</i>	5	4	80.0%	1	20.0%
<b>Total Network College Seminar</b>	<b>86</b>	<b>61</b>	<b>70.9%</b>	<b>25</b>	<b>29.1%</b>
<i><b>Black Males in Total Network College Seminar</b></i>	<b>39</b>	<b>25</b>	<b>64.1%</b>	<b>14</b>	<b>35.9%</b>
Black Males in Other College Seminar Sections	203	111	54.7%	92	45.3%
Black Population in Other College Seminar Sections	646	388	60.1%	258	39.9%
<b>Total Population in Other College Seminar Sections</b>	<b>1,260</b>	<b>847</b>	<b>67.2%</b>	<b>413</b>	<b>32.8%</b>

#### EXHIBIT I: SPRING 2011 COLLEGE SEMINAR

	Enrolled	Successful		Non-Successful	
		# ABC	% ABC	# DFWI	% DFWI
Montgomery	30	17	56.7%	13	43.3%
<i>Black Males</i>	21	13	61.9%	8	38.1%
<i>Black Females</i>	9	4	44.4%	5	55.6%
Moore	25	17	68.0%	8	32.0%
<i>Black Males</i>	11	8	72.7%	3	27.3%
<i>Black Females</i>	14	9	64.3%	5	35.7%
Lemelle	17	3	17.6%	14	82.4%
<i>Black Males</i>	3	0	0.0%	3	100.0%
<i>Black Females</i>	14	3	21.4%	11	78.6%
Moss	8	5	62.5%	3	37.5%
<i>Black Males</i>	5	3	60.0%	2	40.0%
<i>Black Females</i>	3	2	66.7%	1	33.3%
<b>Total Network College Seminar</b>	<b>80</b>	<b>42</b>	<b>52.5%</b>	<b>38</b>	<b>47.5%</b>
<i><b>Black Males in Total Network College Seminar</b></i>	<b>40</b>	<b>24</b>	<b>60.0%</b>	<b>16</b>	<b>40.0%</b>
Black Males in Other College Seminar Sections	178	76	42.7%	102	57.3%
Black Population in Other College Seminar Sections	593	310	52.3%	283	47.7%
<b>Total Population in Other College Seminar Sections</b>	<b>1,260</b>	<b>847</b>	<b>67.2%</b>	<b>413</b>	<b>32.8%</b>

#### EXHIBIT J: PULASKI TECHNICAL COLLEGE EMPLOYEES IN ACADEMIC YEAR 2010-11\*

EMPLOYEE GROUP	WHITE	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN	TOTAL
Adjunct Faculty	263	62	2	1	2	330
<i>% of Adjunct Faculty</i>	79.7%	18.8%	0.6%	0.0%	0.6%	100%
Full-time Faculty	154	15	1	0	0	170
<i>% of Full-time Faculty</i>	90.6%	8.8%	0.0%	0.0%	0.0%	99%
Staff	156	66	3	0	1	226
<i>% of Staff</i>	69.0%	29.2%	1.3%	0.0%	0.0%	100%
<b>Racial Raw Totals</b>	<b>573</b>	<b>143</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>726</b>
<b>% OF GRAND TOTAL</b>	<b>78.9%</b>	<b>19.7%</b>	<b>0.8%</b>	<b>0.1%</b>	<b>0.4%</b>	<b>100%</b>

\*OCR data for Fall 2010.

**ACT 1091 OF 1999  
ANNUAL REPORT ON MINORITY RETENTION PLAN  
2010-2011 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 recently renovated a new 4800 sq. ft. facility in Montgomery County. RMCC expects to provide more GED and ESL classes in this facility in Fall 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.

- Rich Mountain Community College worked closely with the area county Single Parent Scholarship committees to help recruit and assist minority students.
- Statistical breakdowns of minority data occurred throughout the year. Comparative historical data allowed for trend analysis. This analysis helped to validate previous measures implemented toward the minority population.

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

- RMCC passed 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.
- A Learning Enrichment and Advising Center (LEAC) was created to give targeted one-on-one tutoring for at risk students

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

- RMCC plans a budget of approximately \$65,000 for this year. This money will be used on the salary and fringe of the Director of Student Success Initiatives.
- Assessment is made continuously throughout the semester. However, minority students are checked at mid-semester to determine risk. Triggers have been put into place to notify the director of potential issues.

- RMCC continues to advertise positions on a national basis to encourage a diverse applicant pool. While there is no way to know when a potential position will come open, it is foremost in the minds of the college to encourage diversity.
- TRiO and Career Pathways students will be monitored and assessed. Minority based students will be statistically compared against the majority student population.
- The Office of Student Services will provide support and monitor needs for assisting and retaining minority students.
- The Office of Student Support Services will provide support programs that will assist applicable minority students with academic and support needs.
- The Office of Business Affairs (personnel) will monitor personnel policies and practices for recommended changes for a work environment conducive to retention of minorities.
- The Office of 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 10 / Spring 11 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.	7	10	29	24	70
Asian	10	12	16	26	64
Hispanic	14	12	24	23	73
Black	2	2	2	1	7
					214--Total

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

Employee Race	Males	Females	Total
		0	0
		Total	0

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

# SOUTH ARKANSAS COMMUNITY COLLEGE

## MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

**2010-2011**

South Arkansas Community College (SouthArk) submits this annual report which is reflective of the initial five-year *Minority Recruitment & Retention Plan for 2006-2011*. 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 2011
White/Caucasian	71.50%	70.70%	44.00%	64.80%	64.50%	80.80%	56.2%
African-American	27.10%	28.30%	54.30%	33.10%	33.80%	15.80%	39.6%
American Indian/ Alaskan Native	0.30%	0.30%	0.20%	0.30%	0.30%	0.90%	0.6%
Asian/Pacific Islander	0.30%	0.10%	0.50%	0.80%	0.50%	1.00%	0.4%
Other	0.80%	0.60%	1.00%	1.00%	0.90%	1.50%	1.1%
Hispanic	4.70%	11.70%	4.40%	2.10%	4.30%	5.60%	2.1%

**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 2011 Data)**

American Indian or Alaska Native	11	0.6%
Asian/Pacific Islander	7	0.4%
Black or African American	695	39.6%
Hispanic	37	2.1%
White/Caucasian	987	56.2%
More than one race reported/Unknown	19	1.1%
Total	1756	

### **Minority Enrollment – Table 1**

Semester	Total Enrollment	Minority Enrollment	Percent Minority
Fall 2010	1,781	749	42.1%
Spring 2011	1,756	769	43.8%

### **Minority Graduation Rates – Table 2**

Academic Year	Total Graduates	Minority Graduates	Percent
2009-2010	463	175	37.8%
2010-2011	464	180	38.8%

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

**Minority Faculty & Staff – Table 3**

<b>Position and Classification</b>	<b>Total Employees</b>	<b>Minority Female</b>	<b>Minority Male</b>	<b>Minority Percentage</b>
<b>Professional Staff</b>	49	3	4	14.3%
<b>Faculty full- time</b>	61	6	1	11.5%
<b>Faculty part- time</b>	63	2	2	6.3%
<b>Classified full- time</b>	57	7	8	26.3%

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

**Minority Faculty & Staff (New Hire) – Table 4**

<b>Position Classification</b>	<b>Minority Female</b>	<b>Minority Male</b>
<b>Professional staff</b>	1	1
<b>Faculty full-time</b>	1	1
<b>Faculty part-time</b>	2	1
<b>Classified staff full –time</b>	1	3

**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. The recruitment and retention of minorities is evidenced by the institutional mandate reflected in Board Policy #29 that is submitted annually to the Board of Trustees. This report highlights the efforts of the college to promote and hire minority

faculty and staff, as well as minority students' efforts. 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, SouthArk requires assessment testing, of all degree-seeking students, to determine their readiness to enroll in college level coursework. The COMPASS E-Write was recently adopted by the college to provide better course placement for students in writing-based courses. 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 Basic Studies courses in reading (levels I and II), writing (levels I and II), and mathematics (levels I, II, and III) 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.) to improve retention.
- 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. The orientation is at the beginning of the semester held before classes start in both the fall and spring semesters.
- All first-time-in-college (FTIC) students must receive academic advising. If the student's assessment scores result in them being placed into two or more Basic Studies (developmental) courses, they are required to take a first-year experience course, SouthArk Success (SAS 0103). This first-year experience course is linked with the Basic Studies courses to form a learning community, which has been identified to positively impact student retention.
- SouthArk holds an annual "African American Read- in" program which strengthens the college's position as a community leader in offering programs geared toward minorities. This activity has been geared toward junior high school students but gives the college's students, faculty, and staff an opportunity to read from the works of African American authors.
- **African American Family & Friends Day:** SouthArk held the first annual African American Family and Friends Day on the campus as part of the festivities for Black History Month. The goal of this event is to foster greater trust from the African American and broader minority community, and develop a database for recruiting potential students and staff. This educational and recreational activity served as a resource to the community as financial aid workshops, health and wellness seminars, and other programs helped individuals to the campus.
- The ***I Can Learn*** math lab was implemented in 2005 for the College's two basic studies math courses: Elementary Algebra and Intermediate Algebra. These courses featured a completely self-paced software program, augmented by the presence of the instructor and tutors, in the event that a student needed additional help.

The College had a mandate to redevelop the basic math courses as part of its Title III grant in 2009-10. In Spring 2011, we ran a successful pilot-test of newly revised basic math courses.

These new Elementary and Intermediate Algebra courses returned the instructor to the role of teacher and featured a new software component, My Math Lab. Starting in Fall 2011, the new courses will be taught, face-to-face, two days a week. The students will work in the lab, with the software—and assisted by the instructor and tutors—an additional two days a week, for a total of four days of instruction. The software will also form the basis of assessments and homework assignments. The lower-level Fundamentals of Arithmetic course is a four-hour course, taught face-to-face only, at this time, but plans are in the works for a possible redevelopment of this course, as well.

- **Career Pathways Initiative:** 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, and book lending program is available to those students who qualify.
- **Upward Bound:** The Upward Bound (UB) 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. 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, spring, and summer semesters. The intense summer program involves small group work, instructional programming in math, science, financial literacy and a multitude of cultural enrichment activities. The goal is for these students to complete the program college ready and enroll in college coursework.

In March 2011, the UB program hosted its 3<sup>rd</sup> annual community "GospelFest" to raise funds for the outstanding program 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 2011 "GospelFest" was held in the newly built El Dorado Conference Center.

- Students often identify the lack of funds as a deterrent to them pursuing their educational goals. SouthArk has improved the application process to help students better identify scholarships in which they may be eligible. The online scholarship application database, Scholarship Tracking and Review System (STARS), allows students to apply for multiple scholarships through one application process.

SouthArk has been a leader in advocating on behalf of students by promoting various avenues for them to receive aid to meet their educational goals. The Director of Financial Aid, African American female, has also been instrumental as an advocate locally and at the state level. She serves as the 2011 Board Chair for the Arkansas Single Parent Scholarship Fund, and the 2011 Secretary for the Union County Single Parent Scholarship Fund.

**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**

- Social Learning Theory argues strongly the implications of using role models and the impact they can have not only on students, but also additional staff/faculty hires. There were two full-time African American faculty members hired within the past year. An African American male was hired to teach in the mathematics program. He will serve as the lead instructor for the Basic Studies math program and help implement the new My Math Lab software component. The other instructor, African American female, was hired to teach Criminal Justice and she will serve as the program coordinator as well.
- SouthArk continues to post positions regionally as well as nationally (Chronicle of Higher Education) in an effort to attract minorities. When faculty and staff openings have occurred the human resource office advertises in the area newspapers. The administration has committed to identifying and joining minority organizations with “listserv” to provide additional options for advertising faculty and staff positions.
- Upward Bound continues to employ 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 El Dorado Promise is a scholarship program administered by Murphy Oil Corporation for graduates from El Dorado High School. The Academic Advisor will identify those students that attend SouthArk and track their academic progress. The case management approach will be used to provide intervention in support each cohort from year to year. This intervention will be prescriptive and include an Early Warning System and Progress Monitoring until the students graduate or transfer.
- Under leadership of the Vice President of Student Services many of the work units will begin employing a case management model for retaining students (Carl Perkins, Career Pathway Initiative, Advising 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 institutions 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 is typically 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 ACT Consultant will be employed to help frame the entire plan. The Council for Advancement of Standards (CAS) will be adopted for the assessment of admissions and recruitment.
- 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. The E-COMPASS was adopted for the fall 2011 semester for more accurate placement in Basic Studies writing or English courses.
- Establish information sessions that target parents to encourage concurrent enrollment by high school students. Students in our major feeder high school, El Dorado High School, only have an incentive to participate in Advance Placement (AP) courses. A Memorandum of Understanding was developed to move toward assisting students in high school to earn a General Studies Technical Certificate which would require them to earn 34 Semester Credit Hours. 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 (See Spring 2011 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 develop.

#### **Timeline**

The timeline applied for most of the new recruitment strategies or activities will be twelve-months (or 2011-2012). The lone exception is the community meeting organized by our campus recruiter with SouthArk's Board of Trustees and other members of the African-American community. The African American Family and Friends Day was established this past year, and the upcoming year will be dedicated to identifying and organizing an additional programs that target potential and current minority students.

#### **Assessment Methods**

There will be multiple assessment methods used to determine the effectiveness of the strategy presented. Quantitative and qualitative assessment approaches will be used. Several of the strategies that will be developed over the next year will require capturing baseline data (primarily student contacts). The 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 dedicates \$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 2011-2015**

**Submitted by  
Dr. Kaleybra Morehead  
Vice President of College Affairs/Advancement**

**May 2011**

1. **Number of minority students who currently attend the institution.**  
There were 1,157 minority students enrolled in Southeast Arkansas College during the 2011 spring semester.

Asian/Pacific Islands Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
8	1990	40

Asian/Pacific Islands Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
7	1990	35

Black/Non-Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
360	1990	18

Black/Non-Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
750	1990	38

Hispanic Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
6	1990	.30

Hispanic Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
18	1990	.90

American Indian/Alaska Native Males		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
5	1990	.25

American Indian/Alaska Native Females		
GROUP TOTAL	ALL STUDENTS	PERCENTAGE
3	1990	.15

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

**ADMINISTRATION-2**

<b>Last Name</b>	<b>First Name</b>	<b>Gender</b>	<b>Position/Title</b>
Morehead	Kaleybra	F	Vice President for College Affairs
Williams	Diann	F	Vice President for Nursing & Assessment

**FULL TIME FACULTY-14**

<b>Last Name</b>	<b>First Name</b>	<b>Gender</b>	<b>Ethnic</b>	<b>Position/Title</b>
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
Henderson	Tamesha	F	02	Faculty/Nursing and Allied Health
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**

<b>Last Name</b>	<b>First Name</b>	<b>Gender</b>	<b>Ethnic</b>	<b>Position Class</b>
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**

<b>Last Name</b>	<b>First Name</b>	<b>Gender</b>	<b>Ethnic</b>	<b>Position Type</b>
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
Davis	Annesha	F	02	Career Pathways Outreach 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
Jefferson	Sandra	F	02	Cashier
Jones	Candice	F	02	Career Coach
Jones	Dedric	M	02	Career Coach
Jones	Jasmine	F	02	Secretary
Kelley	Shirley	F	02	Secretary
Lee	Terri	F	02	Personnel Assistant
Lovett	Kristine	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**

<b>Last Name</b>	<b>First Name</b>	<b>Gender</b>	<b>Ethnic</b>	<b>Position Type</b>
Allen	Douglas	M	02	Buildings & Grounds Custodial
Flowers	Sterling	M	02	Buildings & Grounds Custodial
Hayes	Jerry	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-25

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
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	9	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 6 minority faculty and staff members employed by Southeast Arkansas College between July 1, 2010, and June 30, 2011.

**EMPLOYEE**

**POSITITON/TITLE**

Davis	Annesha	F	02	Career Pathways Counselor
Hayes	Jerry	M	02	
Henderson	Tamesha	F	02	Full-time Instructor
Jefferson	Sandra	F	02	Cashier
Lee	Terri	F	02	Personnel Assistant
Lovett	Kristine	F	02	Administrative Assistant

**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, lectures, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus.

As a result, the percentage of minority students has increased significantly since 1997. 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, 2011**

## Southern Arkansas University Tech Minority Recruitment and Retention Annual Report -- 2010

**Number of minority students who currently attend the institution.** In the Fall 2010 semester there were **730** minority students attending SAU Tech. The total Fall 2010 headcount was **1851**. See Indicator to Determine Success #3, which details the Fall 2010 enrollment by race/ethnicity categories.

**Number and position title of minority faculty and staff who currently work for the institution.** In the Fall 2010 semester, there were **29** full-time minority faculty and staff employed at SAU Tech. The total Fall 2010 full-time employment for SAU Tech was **134**. See Indicator to Determine Success #5, which details the Fall 2010 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, 2010 and June 1, 2011 there were **four (4)** minority faculty and staff who began working at the institution, which represents **20.0%** of the total new hires. A detail by race/ethnicity and position categories follows.

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2010– June 30, 2011								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Black, Non-Hispanic American	1	0	1	1	0	0	1	4
White, Non-Hispanic	6	0	0	2	4	0	4	16
Total	7	0	1	3	4	0	5	20

*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 Calhoun, Columbia, Dallas, and Ouachita. According to the U.S. Census Bureau, Census 2010, population diversity in this service area is composed of 59.3% White, 37.6% Black or African American, 3.1% Other ethnic origins.

Minorities represent **32.97%** for the total completions for 2010-2011. This is a larger percentage of minority completions than last year while the total number of completions is

smaller. Also, minorities represent 39.44% total headcount enrollment for 2010-2011. This is a higher percentage of minority headcount but the total headcount is lower.

**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, 2010

Ten positions were advertised and seven employees were hired to fill the positions for the first quarter of the 10-11 fiscal year. The positions were advertised through the following:

Camden News	arkansasjobs.net
Magnolia Banner News	SAU Tech website
El Dorado Times	Employment Security Division
AR Democrat- Gazette	AATYC website
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred thirteen (113) applications were submitted for review. Twenty-six (26) applicants were interviewed for the positions.

Applicants who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	10	12	22
Black	0	1	3	4
Male	0	2	7	9
Female	0	9	8	17

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired were:

	Administrator	Faculty	Classified	Total
White	0	3	4	7
Black	0	0	0	0
Male	0	1	1	2
Female	0	2	3	5

Olivia Clack  
HR Director

\*NOTE: One (1) classified position and two (2) faculty positions had not been filled at the end of the first quarter.



## Affirmative Action Report

October 1 – December 31, 2010

Thirteen positions were advertised and seven employees were hired to fill the positions for the second quarter of the 2010-11 fiscal year. The positions were advertised through the following:

Camden News	arkansasjobs.net
Magnolia Banner News	SAU Tech website
El Dorado Times	Employment Security Division
AR Democrat- Gazette	AATYC website
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred thirty-one (131) applications were submitted for review. Twenty-eight (28) applicants were interviewed for the positions.

Applicants who received an interview were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	2	5	11	<b>18</b>
Black	3	0	7	<b>10</b>
Male	1	5	6	<b>12</b>
Female	4	0	12	<b>16</b>

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	2	3	<b>5</b>
Black	1	0	1	<b>2</b>
Male	0	2	1	<b>3</b>
Female	1	0	3	<b>4</b>

Olivia Clack  
HR Director

\*NOTE: Five (5) classified position and one (1) administrative position had not been filled at the end of the second quarter.

## Affirmative Action Report

January 1 – March 31, 2011

Nine positions were advertised and six employees were hired to fill the positions for the third quarter of the 2010-11 fiscal year. The positions were advertised through the following:

Camden News	arkansasjobs.net
Magnolia Banner News	SAU Tech website
El Dorado Times	Employment Security Division
AR Democrat- Gazette	AATYC website
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

Two hundred (200) applications were submitted for review. Twenty-six (26) applicants were interviewed for the positions.

Applicants who received an interview were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	0	17	<b>17</b>
Black	0	0	9	<b>9</b>
Male	0	0	12	<b>12</b>
Female	0	0	14	<b>14</b>

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	2	3	<b>5</b>
Black	1	0	1	<b>1</b>
Male	0	2	1	<b>3</b>
Female	1	0	3	<b>3</b>

Olivia Clack  
HR Director

\*NOTE: Two (2) classified positions and one (1) administrative position had not been filled at the end of the third quarter.

## Affirmative Action Report

April 1 – June 30, 2011

Eleven positions were advertised and six employees were hired to fill the positions for the fourth quarter of the 2010-11 fiscal year. The positions were advertised through the following:

Camden News	arkansasjobs.net
Magnolia Banner News	SAU Tech website
El Dorado Times	Employment Security Division
AR Democrat- Gazette	AATYC website
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred one (101) applications were submitted for review. Twenty-seven (27) applicants were interviewed for the positions.

Applicants who received an interview were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	1	3	9	<b>13</b>
Black	2	3	9	<b>14</b>
Male	0	0	1	<b>1</b>
Female	3	6	17	<b>26</b>

The interview committees made their selection to hire the individual based on qualifications, presentations, knowledge of area, and experience. Of the applicants interviewed, those who were hired were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	1	2	<b>3</b>
Black	1	0	2	<b>3</b>
Male	0	0	1	<b>1</b>
Female	1	1	3	<b>5</b>

Olivia Clack  
HR Director

\*NOTE: Two (2) classified positions, two (2) faculty positions, and one (1) administrative position 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/Fall 2010												
Item	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
Size of Classes	4.03	80.60%	4.38	87.60%	4.44	88.80%	4.23	84.60%	4.31	86.20%	4.29	85.80%
Racial Harmony	3.97	79.40%	4.22	84.40%	4.39	87.80%	4.41	88.20%	4.24	84.80%	4.17	83.40%
Overall Impression	3.96	79.20%	4.43	88.60%	4.57	91.40%	4.34	86.80%	4.28	85.60%	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; 47.80% minority respondents in Fall 2010.												

*Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*

Headcount Enrollment												
	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
American Indian/Alaska Native	9	0.73%	15	0.63%	15	0.71%	16	0.88%	25	1.25%	25	1.35%
Asian/Pacific Islander	6	0.48%	10	0.42%	9	0.43%	16	0.88%	7	0.34%	9	0.49%
Black (Non-Hispanic)	319	25.77%	873	36.43%	785	37.19%	595	32.75%	701	34.93%	671	36.25%
Hispanic	10	0.81%	36	1.50%	27	1.28%	25	1.38%	39	1.94%	25	1.35%
Unknown & Non-Resident Alien	21	1.69%	38	1.59%	20	0.94%	16	0.88%	12	0.60%	37	2.00%
White	873	70.52%	1424	59.43%	1255	59.45%	1149	63.24%	1223	60.94%	1084	58.56%
Total	1238	100.0%	2396	100.0%	2111	100.0%	1817	100.0%	2007	100.00%	1851	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		2010-2011	
American Indian/Alaska Native	8	1.39%	6	1.11%	3	0.46%	14	1.79%	17	1.96%	11	1.46%
Asian/Pacific Islander	1	0.17%	1	0.19%	0	0.00%	5	0.64%	6	0.69%	3	0.40%
Black (Non-Hispanic)	119	20.70%	104	19.29%	155	23.52%	188	24.01%	241	27.73%	209	27.79%
Hispanic	11	1.91%	10	1.86%	12	1.82%	18	2.30%	20	2.30%	14	1.86%
Non-resident Alien	20	3.48%	16	2.97%	11	1.67%	12	1.53%	19	2.19%	11	1.46%
Unknown	10	1.74%	5	0.93%	6	0.91%	2	0.25%	3	0.34%	2	0.27%
White	406	70.61%	397	73.65%	472	71.62%	544	69.48%	563	64.79%	502	66.76%
Total Graduates	575	100.0%	539	100.0%	659	100.0%	783	100.0%	869	100.0%	752	100.0%

*Indicator to Determine Success #5 – Comparison of faculty and staff subpopulations each fall.*

<b>Southern Arkansas University Tech Faculty/Staff Fall 2005</b>								
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*

<b>Southern Arkansas University Tech Faculty/Staff Fall 2006</b>								
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

<b>Southern Arkansas University Tech Faculty/Staff Fall 2009</b>								
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

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

<b>Southern Arkansas University Tech Faculty/Staff Fall 2010</b>								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non-Hispanic American	1	6	3	5	8		6	29
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic					1			1
White, Non-Hispanic	40	16	6	9	16	4	13	104
Unknown								
Total	41	22	9	14	25	4	19	134

Source: Integrated Post-Secondary Education Data System (IPEDS) Report

Southern Arkansas University Tech Minority Faculty/Staff Fall 2010								
Race	Faculty	Exe/ Adm/ Mgr	Other Prof	Technical Paraprof	Clerical & Sec	Skilled Craft	Service Maint	Total
Non-Resident Alien								
Black, Non-Hispanic American	1	6	3	5	8		6	29
Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic								
Total	1	6	3	5	8		6	29

Source: Integrated Post-Secondary Education Data System (IPEDS) Report



University of Arkansas Community College at Batesville  
Minority Recruitment and Retention 2010-2011 Annual Report

I. Number of minority students who currently attend the institution.

During the Spring 2011 semester, 109 minority students were enrolled at UACCB. This represents a one (1) student addition compared to Spring 2010 reports.

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.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 4.46%. UACCB's student body currently has 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.

No new minority faculty and staff began work in 2010-2011.

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 4.46% 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 five fiscal years. 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.

*Success Indicator:* Each advisory committee membership includes at least one minority.

**Progress:**

Not all advisory committees had minority representation during the 2010-2011 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. The Fall 2010 semester recorded 102 minority students while the Spring 2011 minority student population was 109. This goal was met.

- 6.) The Director of Enrollment Management in coordination with the Enrollment Management Committee will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.

*Success Indicator:* Each year the Enrollment Management 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 has been continually 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 2010-2011 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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

The benchmark for success will be growth in minority enrollment. Enrollment will be evaluated after census data for the Fall 2011 and Spring 2012 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 2011 and Spring 2012 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  
2007-2011  
Progress Report  
2011**

**The University of Arkansas  
Community College at Hope**

**Prepared for the Arkansas Higher Education Department  
June 2011**

# **Minority Retention Action Plan 2007-2011 Progress Report**

## **Introduction and Data Analysis**

During the 2010-2011 academic year the University of Arkansas Community College at Hope (UACCH) completed its reaccreditation process through the Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools. The purpose of the September 2010, visit by the Evaluating Team was to conduct a comprehensive evaluation of the institution for continued accreditation. UACCH used the self-study process preparing for the evaluation to assess the organization as a whole and appraise its operations, including the area of minority recruitment and retention.

At the conclusion of the evaluation process, in its Assurances Section of the Report of a Comprehensive Evaluation Visit to the HLC, the Evaluating Team noted:

“The mission, vision and values statements all address diversity and the Team found that the institution has implemented several initiatives which strengthen its efforts to provide a diverse learning environment. The general education statement reinforces the importance of diversity and a multicultural society. The College Life Skills course specifically addresses learning in a multicultural environment. It is clear that UACCH is committed to promoting diversity in its learning programs.

Through interviews with administrators, faculty, staff, students and Board members, the Team found that there is a strong culture of collaboration and cooperation within UACCH. This collaborative spirit is primarily built upon a desire to serve students. In addition, a strong sense of mutual respect is pervasive within the institution. The Chancellor and the leadership team facilitate collaborative processes which have helped move the institution forward. One faculty member characterized the working relationship among the constituent groups as a family. This “family” style of working together has been an important element in enabling the college to fulfill its mission.”

The College has worked hard to uphold its philosophy regarding educational diversity through the institutionalization of a campus environment that supports a culture of inclusion. The implementation of the Five-Year Minority Recruitment and Retention Action Plan aided the campus in sustaining that philosophy. It is evident from the Evaluation Team’s assessment of diversity on campus that UACCH made successful strides toward the goals established in its Five-Year Action Plan.

The Evaluation Team also noted, however, that there was additional work to be done. While the Team acknowledged that the College’s mission and values statements clearly indicate that diversity was a core strategy of the institution, they did not feel that the College had fully operationalized the Minority Recruitment and Retention Action Plan. The Evaluating Team recognized that fiscal limitations were a key factor but noted that “the institution has had limited success in enrolling Hispanic students despite the increases within this population within the region,” and should “develop strategies to

implement the Minority Recruitment and Retention Action Plan, paying particular attention to serving the growing Hispanic population in the region, in order to meet its stated goals for access.”

UACCH developed and adopted its initial Five-Year Minority Recruitment and Retention Action Plan (Five-Year Action Plan) during the 2006-2007, academic year. The plan consisted of four goals: (1) to continue its commitment to systematically attract, recruit, enroll, and retain minority students; (2) to continue its commitment to systematically recruit and retain minority faculty; (3) 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; and (4) to uphold its philosophy regarding educational diversity through the institutionalization of a campus environment that supports a culture of inclusion. There were three primary areas of focus in the Five-Year Action Plan: 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 consistently maintained a student population relatively reflective of the 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 was made up of minority populations. Minority populations were represented on campus by 29.22% over the norms of the service area.

During the last five years the enrollment of African Americans averaged an annual increase of 13.1%, enrollment of Hispanics averaged an annual increase of 23.1%. Native American enrollment increased by 115.8% (from 1 student to 8) and enrollment of Whites averaged an annual increase of 6.0%. Other/unknown populations increased 18.9%. These numbers are more telling when compared to the overall enrollment growth of the College which had an annual average increase of 8.9% 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)**

	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
African American	360 (29.7%)	365 (31.4%)	349 (31.2%)	456 (34.8%)	438 (34.57%)	535 (35.86%)	554 (35.6%)
Asian/Pacific Islander	8 (1.1%)	6 (0.5%)	4 (0.3%)	5 (0.38%)	5 (0.39%)	10 (.67%)	14 (0.90%)
Hispanic	17 (1.4%)	24 (2.1%)	23 (2.1%)	31 (2.4%)	38 (3.00%)	49 (3.2%)	52 (3.3%)
Native American	8 (0.07%)	8 (0.07%)	1 (0.09%)	5 (0.38%)	4 (0.32%)	6 (.40%)	8 (0.51%)
White	808 (66.6%)	747 (64.2%)	731 (65.3%)	795 (60.7%)	763 (60.22%)	858 (57.51%)	915 (58.8%)
Unknown	12 (0.9%)	12 (0.9%)	12 (1.1%)	18 (1.4%)	19 (1.5%)	34 (2.28%)	14 (0.09%)
<b>Total Headcount</b>	<b>1213</b>	<b>1164</b>	<b>1120</b>	<b>1310</b>	<b>1267</b>	<b>1492</b>	<b>1557</b>

While the College clearly wanted to gather, calculate and analyze relevant statistics, what it ultimately strived for was an environment where students felt at home, included and engaged. The College wanted students to have a personal stake in their education and a feeling of loyalty to the campus because everyone with whom they came in contact was working together for the common good. UACCH achieved this aim to a certain degree, as noted by the HLC Evaluation Team who wrote in their report: "The UACCH mission and values statements clearly indicate that diversity is a core strategy of the institution."

UACCH facilitated students' learning experience by acknowledging students as individuals while exposing them to groups who were different than they. Southwest Arkansas exhibits a range of diversifications that lead students to varying experiences, ideas, and perspectives. Today's workplace is increasingly diversified and a reflection of such is critical to 21<sup>st</sup> century education. The HLC Evaluating Team commended the College on its accomplishments, noting: "UACCH is a positive force in the lives of individuals and communities in Southwest Arkansas and it is providing leadership to help the region transition to a more prosperous future."

### Graduated Student File by Ethnicity

<b>Race</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
African American	68 (29.05%)	80 (32.8%)	67 (32.84%)	45 (25.9%)	107 (39.6%)	64 (26%)	99 (32%)
Asian/Pacific Islander	0 (0.0%)	1 (.409%)	2 (.980%)	0 (0.0%)	0 (0.0%)	2 (.008%)	2 (.006%)
Hispanic	2 (.854%)	8 (3.27%)	6 (2.94%)	6 (3.44%)	7 (2.7%)	1 (.004%)	6 (.02%)
Native American	1 (.427%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (.008%)	0 (0%)
White	157 (67.09%)	151 (61.89%)	125 (61.27%)	119 (68.39%)	156 (57.7%)	176 (73%)	208 (67%)
Other/Unknown	0 (0.0%)	4 (1.64%)	1 (.490%)	4 (2.29%)	1 (0.04%)	4 (.02%)	1 (.003%)
<b>Total Graduates</b>	<b>234</b>	<b>244</b>	<b>204</b>	<b>174</b>	<b>271</b>	<b>249</b>	<b>314</b>

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 2010-2011, was 33%. The College views this statistic as an encouraging sign of the learning environment indicative of the campus. Data analysis indicates that efforts to retain minority students to completion are positive.

The total graduation rate for 2011, was markedly increased. The African American population of graduates increased from 64 to 99 students. That graduation rate was in line with years were there was not a marked increase in overall graduation. 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 of the Five-Year Action Plan (2007-2011)**

#### **GOAL 1**

The first goal of the 2007-2011 Five-Year Action Plan was a commitment to systematically attract, recruit, enroll, and retain minority students. The Five-Year Action Plan identified three student populations and set forth objectives, strategies, and activities to support and include them within the college culture. The three groups identified

within the student population were minority students, first-generation college students, and Hispanics.

Over the five year period, the College utilized multiple media resources to reach those populations. The Public Relations Department at UACCH placed 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 broadcast registration information each semester. Public service announcements (PSA) were sent to all area radio and television stations. Student surveys were conducted to determine how students receive information about the College and survey results drove budget decisions on where to place emphases to both attract and inform students in the service area.

The UACCH website was designed be as student friendly as possible. Through the website 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 webpage.

In 2009, the College Relations Student Survey revealed that students' manner of acquiring information had changed. Their use of technology, social networking media, and the use of UACCH website had significantly increased since 2006. As a result, the College implemented an action plan which included the creation of a UACCH Facebook page, Twitter page, and YouTube page. The College increasingly disseminates information through students' email accounts, and through a new and improved UACCH website. Currently UACCH has over 600 Facebook friends, the College "tweets" information regularly, and the YouTube page posts videos of the College's commercials and special events.

A new UACCH website was launched on August 1, 2010. The new website homepage made news and events more visible with a "featured news" section, and a "current news" blog. The homepage features current UACCH photos and videos, a calendar of events, and a search box to easily locate information. "Quick links" and "favorites" links makes it easier for students and visitors to find the information they are looking for. New web page menus are streamlined for ease of use and pages are arranged for easy navigation. "Hotbuttons" at the top of the new website makes it easy for students and visitors to connect to the College's social networking sites.

Although not a part of the original plan, one area of diversity addressed on campus over the last three years of 2007-2012 Minority Action Plan was through the College's 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. For the 2009-2010 year part of the Perkins funds were used to continue to recruit non-traditional genders to

employment areas. During 2010-2011 the College followed up the previous year's recruitment efforts with a focus on retention and credential attainment, student retentions and transfers, and nontraditional student participations.

Over the course of the 2007-2011 Five-Year Action Plan, the College's Student Recruiter visited numerous Arkansas high school campuses, and high school campuses in eastern Texas and northern Louisiana. PowerPoint presentations and an orientation video helped prospective students identify life choices they wanted to make and attempted to portray an environment that encouraged all students to be the best they can be. The Student Recruiter also provided information to students concerning various fields of study. This was designed to get potential first-generation college students interested in higher education. The College expanded its profile throughout the area high schools and participated in various community events. Minority students and staff assisted the Student Recruiter at local festivals and in the schools.

These efforts and activities were implemented as part of the Five-Year Action Plan to develop and implement programs and services geared to minority college students. Assessment of the strategies and activities indicated that the College had completed most of the designs planned.

One area of the 2007-2011 Minority Action Plan where the College did not achieve its goal was developing a scholarship designated for minority participation. UACCH does not have financial aid packages that are specifically for minority populations. However, all scholarship information was advertised through the local media sources addressed above and on campus televisions, and through the College's webpage and MySpace page. UACCH also provided information to students about scholarships from outside entities that target minorities, such as the Salliemae Fund and ScholarshipsforHispanics.com. Over the course of the Five-Year Action Plan, virtually all students were advised of scholarship information and the Financial Aid Office assisted them with any application procedures.

For the fall 2010, and spring 2011, semesters, 1292 students received some form of financial aid (a 7.4% increase over the 2009-2010 year). In 2010-2011 academic year the number of institutional scholarships decreased by 51.7%. The decreases were due to the methods utilized to determine scholarship availabilities. The 2008-2009 scholarship determinations were made by eligibility, the 2009-2010 scholarship determinations were made by fund availability, and the 2010-2011 scholarship determinations were made by budget determinations.

The financial aid information does not ask for ethnic origin so any numbers compiled were from the ethnic codes from the campus registration system. The Financial aid breakdown for 2010, was:

White	774
African American	458
Hispanic	40

Asian/Pacific Islander	12
Hawaiian/Pacific Islander	03
American Indian/Alaskan Native	06
Unknown	02

The financial aid breakdown showed an increase in financial aid awards by 10% for Whites (from 702 students to 774); by 3% for African Americans (from 444 students to 458) and by 29% for Hispanics (from 31 students to 36). The other minority populations showed percentage increases as well but with relatively smaller numbers of students.

UACCH awarded 40.1% of all financial aid assistance to minority populations. UACCH awarded 26.9% of its private and/or endowed scholarships to minorities during the 2010-2011 academic year. The Private/Endowed scholarship numbers increased due to the inclusion of the AEP SWEPCO scholarships. The percentage of whites receiving private/endowed scholarships was higher because the AEP scholarship was given only to students not eligible for PELL. Although no specific financial aid packages are designated specifically for minority students, UACCH demonstrated that it is serving minority populations through its financial aid policies.

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 allowed recipients to use their scholarships to seek any degree offered at UACCH. The Chancellor, Valedictorian/Salutatorian, Honors, and Achievement scholarships were for graduating high school seniors and were good for two consecutive years as long as eligibility criteria were met. The total number awarded reflects new recipients and returning students that maintained eligibility for their second year.

<b>Scholarship</b>	<b>Requirements</b>	<b>Awards</b>	<b>Total Number Awarded</b>	<b>Minorities Awarded</b>
Chancellor's	ACT score of 25 or above	Tuition, fees, books	7	0
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		21	2

	with a GPA of 2.75			
Achievement	ACT composite score of 19 or a 2.75 GPA; must complete 12 credit hours each semester with a GPA of 2.50		9	2
GED	Composite 600 on the Test of General Education; within 1 year of testing, no previous college		4	2
Private/Endowed Scholarships	Criteria varies per scholarship	Varies	201	54

The financial aid transmitted from all federal, state, institutional and other resources as of May 3, 2011 totaled \$5,288,073.11, an increase of 5.8% over 2009-2010 year. PELL awards were increased and there was an increase in the number of recipients. UACCH had many students who were classified as dislocated workers and their income was zeroed out, making them PELL Eligible. Additionally the overall College enrollment increased.

Various forms of testing were available on the UACCH campus to help ensure student success. The College utilized 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 were the Advanced Composition Exemption Exam and the ESCO Master certification exam. The Respiratory and UAMS Registered Nursing programs utilized the testing center for their comprehensive exams. Other tests administered through the Testing Center included the general education course online assessments, accommodations

testing, proctored testing from other institutions, and a certified Arkansas Medication Aide exam. We also assisted in proctoring the Fisdap OPSE (paramedic exam).

Another area where the College fell short on the Five-Year Action Plan was developing a “first-generation experience.” Overall that effort proved 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, UACCH was invited to participate in the expansion of the successful Arkadelphia Preparatory Academy into the Southwest Arkansas College Preparatory Academy (Prep Academy). The College planned to utilize that opportunity to work toward the “first generation” goals.

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. Unfortunately the federal funds were not forthcoming and the College is again in a position of not being able to fund a first generation program.

Even though the efforts to develop and implement programs and services geared to first generation college students stayed on target, the plans to develop specific programs to support their success stalled. Much of the delay was financial; some of it was due to lack of human resources. The plan to create mentoring relationships for first generation students did not materialized.

As part of the efforts to provide services to first generation college students, the College recognized that not everyone is familiar with college process, and some may be intimidated by it. UACCH adapted its student orientation to include family members, making it more of a family orientation. UACCH continued a “Welcome Week” of activities in fall 2010. 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. These events were implemented as part of the strategy to achieve the objective of a first generation experience.

UACCH Bridge Days continued 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.

Dr. Joe Martin, nationally recognized as “America’s #1 Educator Motivator,” made his seventh visit to the UACCH campus. Over the years through Dr. Martin’s visits the College has reached various service area schools and approximately thousands of students.

UACCH personnel attended numerous college fairs throughout southwest Arkansas. The College conducted campus tours upon request and set up information tables at the Watermelon Festival, the Third District Livestock and Rodeo, at all area dislocated worker events, and the AA Quiz Bowl competition. Over the years various service area elementary school classes toured UACCH. Faculty and staff were available to discuss career options with them.

The College Life Skills (EDGE 1003) classes at UACCH continued to address diversity in the college setting. A two-pronged approach utilized both textbook resources and cooperative learning exercises. One textbook chapter entitled “Becoming a Master Student,” discussed politically correct terms for different genders, races, handicaps and lifestyles. Individual classes determined where, if any, discomforts originated. It is commonly determined that discomfort comes from fear and the classes worked 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 continued to develop learning communities as one of its Five-Year Action Plan activities. Scheduling learning communities was a challenge. For the last four years, UACCH experimented with various learning community course pairings. Data indicates that retention rates are significantly higher in learning community classes (retention rates for learning community participants’ averaged 77.75%, and the retained success rates averaged 84.25%) even if the student success rates do not vary considerably. Learning community data supported the decision to continue experimenting with learning community options.

While nurturing a relationship with the growing Hispanic population is a key component of the Five-Year Action Plan, implementing the changes envisioned proved more difficult. The College is 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 proved unfeasible because of limited financial and human resources. The upcoming budget does not allow hiring 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.

In the Advancement Report compiled to direct the College toward institutional effectiveness, the HLC Evaluating Team recommended that there needed to be some frank discussions among the administrative leadership about the importance of addressing the needs of the growing Hispanic population. The Evaluating Team went on to say that



if this is truly a priority, then the institution will need to devote some resources to identified strategies.

Furthermore, the Evaluation Team felt that much of the needs assessment that occurred at UACCH was informal. They felt that minority recruitment and retention was one area where some formal mechanism would be beneficial. They suggested that focus groups could help identify barriers to attendance. They also recommended formal student satisfaction surveys to help the institution identify gaps and the use of information from these sources be used to establish strategies.

Clearly nurturing a relationship with the growing Hispanic population is a demographic trend the College recognized. The U.S. Census Bureau (2008 estimates) placed the Hispanic population at 6% of the service area. Enrollments for Hispanics averaged about 6.1% per year on campus and had an annual average increase of 23.1% over the last five years. Graduation rates for Hispanics grew between 2005 and 2009 increased, but dropped off in 2010. In fall 2009, 31 students who designated themselves as Hispanic, received financial aid through the College.

A truthful assessment of the objective in the Five-Year Action Plan is that the College has the numbers, but not an honest grasp on how to serve this segment of the student population in the future. Specific strategies and activities targeting Hispanic audiences are discussed regularly but without the financial and human resources to meet students at their level of need, the College faces a barrier. It is UACCH's pledge to students not to be a barrier, and our enrollment, financial aid, and graduation rates attest that the College is serving some portions of the Hispanic population. This is clearly a dilemma that will create multiple new contexts for UACCH and one that requires multi-leveled financial and human resources considerations.

The College continued to utilize the 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 included 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.

Since April 2007, UACCH has 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. The program served well over 1000 students over the last four years, meeting beyond all performance measures, including employment statistics.

Funding for the program in 2011 was \$363,206. The crux of this UACCH program was a book loan library, which loaned textbooks to eligible students. The program funded five full-time positions and partnered with the UACCH Perkins program to fund a part-time math and writing mentor and a part-time computer lab technician.

As an overall assessment of Goal 1 of the Five-Year Action Plan, UACCH made progress. A commitment to attract, recruit, enroll and retain minority students was firmly established. Overall enrollment, retention, and graduation rates each rose despite tough economic times and tight, tighter, and still tightening budgets. Students came, stayed, and graduated because the College proved to them that its services were value-added to their lives. UACCH's accountability in these areas was performance based and access to the College was customer friendly. In certain areas the odds seemed stacked against the College, and yet it made headway.

#### *GOAL 1*

#### *2007-2011 Progress*

- 1. Utilized all forms of media to attract minority students*
- 2. Expanded the College's profile on service area high school campuses*
- 3. Expanded participation in high school college day/night fairs and utilized minority representations at those events*
- 4. Utilized 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. Developed learning communities and incorporated plans for additional ones into the College's Strategic Plan*
- 8. Communicated of the availability of workshops through mail outs and media advertising*
- 9. Made efforts toward a "first generation experience" program*

#### **GOAL 2**

The second goal in the 2007-2011 Five-Year Action Plan was a commitment to systematically recruit and retain minority faculty. The College has always been firmly committed to hiring the very best candidates for faculty positions from a broad-based pool of candidates and fully recognized the importance of hiring processes and decisions. The quality and commitment of all college personnel influences student learning and success and therefore impacts the College's mission.

### **Faculty and Staff Breakdown**

<b>Race</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
White	89 (84.7%)	77 (78.6%)	87 (83%)	82 (82%)	89 (85%)	91 (82%)	97 (80%)	96 (81%)
African American	15 (15.3%)	21 (21.4%)	18 (17%)	18 (18%)	18 (17%)	19 (17%)	24 (20%)	22 (18%)
Asian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	1 (1%)	0	0
Native American	0	0	0	0	0	0	0	0
Other/Unknown	0	0	0	0	0	0	0	0
<b>Total</b>	<b>104</b>	<b>105</b>	<b>98</b>	<b>100</b>	<b>107</b>	<b>111</b>	<b>121</b>	<b>118</b>

<b>Position Title</b>	<b>Date of Hire</b>	<b>Ethnicity</b>
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
Custodian	11/29/2010	African American

*Source: Integrated Post-Secondary Education Data System (IPEDS) Report*

On average the total number of minority faculty and staff was only slightly lower than representative of the service area (service area, approximately 24% African American; college employees 20% African American). The College maintained its efforts to recruit minority faculty and staff and widely publicize anticipated vacancies through professional publications and local and state news media. In truth, not that many vacancy or hiring opportunities presented themselves. The College sought applicants from predominantly African-American institutions within the state. A reality continues that it remains unlikely that the percentages will change drastically in the next few years.

The initial and foremost approach was to hire minority employees who were uniquely qualified and credentialed in their respective area. One example of where the College implemented this was the expansion of the faculty base to include an additional full-time literacy and a full-time math instructor who were uniquely qualified to teach underprepared adult learners. The College allocated resources, advertised, and recruited such professionals in spring of 2008, and hired each of them to begin instruction in fall 2008.

While neither of the full-time faculty hired were minorities, almost doubling full-time faculty devoted primarily to pre-college instruction allowed UACCH to offer multiple sections of courses at various times and allowed students to have more options. Scheduling courses at the right time in their programs and at times that fit their schedules was one of the College's student-first methods. In addition, this kept the teacher-to-student ratio manageable and in line with a student-first attitude.

The College utilized a search-committee style hiring process that allowed personnel from different areas and divergent backgrounds to have a say in potential employees. Interview committees included personnel from various departments within the College and included members of diverse ethnic groups. Requiring teaching demonstrations, open to all College employees, of every prospective full-time faculty member, makes evident some of the responsibilities assigned to all internal constituencies.

One activity that the College failed to achieve was the process of conducting anonymous employee satisfaction surveys. The surveys were intended to reinforce the message that diversity among employees contributes to the overall success of the College. However, given the assessment UACCH received from the HLC Evaluating Team, it is apparent that the goal was achieved even if the survey activity was not completed.

Another aspect of continuous improvement utilized by the College was creating a link between the importance of professional development for employees to improve their knowledge and attitude toward diversity to promote quality in all areas. Professional development presents some obstacles, including funding, time restraints, and the lack of qualified personnel to cover for employees when they are away. UACCH attempted to integrate effective professional development into its organizational plan.

Although each division assessed its employment needs annually and reported such needs through the annual Planning and Assessment Report, no tracking system for minority applicants was implemented. The tracking system was supposed to help the College better evaluate and improve its efforts to employ qualified minorities, however, not enough positions were available to gain any useful statistical information.

In 2008, the College identified five core values that serve its vision. They included: student-focused, diversity, versatility, quality and community. The core value statement regarding diversity stated:

*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.*

The College made a concerted effort to live up to its stated value. UACCH employs people in a nondiscriminatory manner and treats everyone with respect and dignity. All policies and procedures are applied in a fair, consistent, and equitable manner. The College uses an evaluation system to assess performance. The evaluation of faculty and staff is fair and professional. The College uses personnel evaluations to assess the strength of its human resources and to monitor its effectiveness as an institution of higher learning.

As an overall assessment of Goal 2 of the Five-Year Action Plan, UACCH made some headway in its commitment to systematically recruit and retain minority faculty. All faculty positions are credentialed, and although only one minority faculty was hired since 2008, every effort was made to publicize vacancies through professional publications as well as local and state news media. An institutional reality is that the total number of minority faculty and staff is lower than representative of the service area. Not many vacancy or hiring opportunities currently present themselves, and it is unlikely that the College will have any opportunity to change those percentages in the next few years.

## GOAL 2

### 2007-2011 Progress

1. *Used search-committee style hiring process that involved diverse employee representation*

2. *Utilized faculty and staff professional development*
3. *Made annual divisional assessments of faculty recruitment*

### **GOAL 3**

The third goal of the 2007-2011 Five-Year Action Plan was to uphold a philosophy of diversity that reflected multiple perspectives and was responsive to learning styles and cultural values. UACCH, like all institutes of higher learning, is a center for scholarly debate and innovation in expansive social exchange. The College provided access to a broad spectrum of educational opportunities and life experiences and strove to foster both novel and courageous inquiries in order to sustain a significant and serious exchange of ideas, while encouraging students to grow as individuals. UACCH consistently maintained standards of excellence in all its endeavors and attained high levels of academic achievement. The College over the last five years increased retention and graduation rates in an environment of declining resources.

Modeling diversity promoted an environment of academic excellence and it remained incumbent upon the College to exemplify, practice, and teach skills that allowed students to effectively participate in both a diverse and democratic society. As noted above, teaching academic skills by uniquely qualified instructors was one of the strategies identified in both the 2007-2011 Five-Year Action Plan and the campus Strategic Plan. UACCH was challenged to meet students where they are academically and then move them to the next level. The College Life Skills class was one way to engage students in their educational goals. Diversity was an on-going component of the class. The other academic skills courses at UACCH were designed to raise students' reading, writing, and mathematical skills to a success level in college courses. The College utilized computerized programs in the reading, writing, and mathematical courses to accommodate students at varying academic levels. This method of instruction allowed constant evaluation of students' performance and progress. The use of computerized programs was continuously assessed and discussed. Those assessments and discussion led to changes in curriculum, course format, and student learning objectives.

In 2009, the College embarked upon a faculty-driven initiative to update the General Education Statement. It was universally agreed that general education was the primary way students demonstrated their ability to think, reason, compute, communicate, understand, and pursue a life of learning and adaptation. UACCH requires components of a general education curriculum in all Associate Degrees and Technical Certificates. Faculty and staff took the General Education Statement to heart. They pledged their own lives and educational experiences to serve as examples. While UACCH honors the diversity of learning, the College held all students to the same rigorous expectations of academic integrity, positive attitudes, common courtesies, and professionalism.

UACCH engaged in a systematic and thorough evaluation and assessment of course syllabi. The primary focus was to institutionalize formats, verify the existence of key pieces of information, and substantiate learning objectives and their measures. The

process of specifically reviewing course syllabi for diversity and multi-cultural components of course content was laborious, and is not complete. However, the College remains confident that it will find that courses fully contain all the necessary elements to ensure both diversity and multiculturalism. A review of student learning objectives by course also revealed a range of ideas and perspectives that showed support related to issues of diversity.

As noted above, for the last four years, the College experimented with various learning community course pairings. Data indicates that retention rates are significantly higher in learning community classes even if the student success rates did not vary considerably. Learning community data supported the decision to continue experimenting with learning community options.

In its Assurances Report the HLC Evaluating Team acknowledged that “UACCH demonstrates that its curricula is directed at a global, diverse and technological society.” The College worked hard to achieve such recognition and feels that it is deserved. The Evaluating Team went on to say that UACCH’s strategic plans contain goals related to the areas of diversity and technology which allowed it to assess them. Annual reports of College officers demonstrate that progress in the strategic plan occurred.

The summer bridge program never fully realized. The College did do the research as indicated in the Five-Year Action Plan, and a summer bridge project was implemented in summer 2007 through Student Support Services. However, an on-going program to provide support and services that assists students to be successful never materialized.

UACCH has long recognized that students utilize technology as part of their everyday lives and its place in the learning environment is paramount. Exposure to technology and its use became a part of everyday life on campus. The online delivery system is a presence in every class taught on campus. Faculty and personnel stay current on technologies and innovations for student learning through professional development, state and national conferences and workshops, and professional journals. The College provides professional development workshops on campus technologies every semester. Faculty can learn new skills or upgrade their skills throughout the year.

As an overall assessment of Goal 3 of the Five-Year Action Plan, UACCH successfully implemented programs and services that provided instructional and support services that met the needs of minority students. The College has demonstrated that it is acutely aware of the important connection between the knowledge students acquire through it and their ability to make meaningful societal contributions over the course of their lifetimes. UACCH assesses course content relevancy and progressive delivery approaches. In today’s environment, learners must take personal responsibility if they are going to be ready and stay relevant. The College has created effective learning environments through mission documents, supportive policies, procedures and facilities, and the fundamental adaptation of behaviors that reflect new formats for knowledge and information resources.

### Goal 3

### 2007-2011 Progress

1. *Continued of the diversity component of College Life Skills classes*
2. *Continued monitoring of retention rates of students in the learning communities*
3. *Faculty professional development for under-prepared learners*
4. *Hired uniquely qualified instructors for basic skills classes focusing on the needs of adult learners*
5. *Faculty training and technology based supplemental course materials*
6. *Reviewed course syllabi for diversity and multi-cultural components*
7. *Researched a summer bridge program*

### **GOAL 4**

The fourth goal of the Five-Year Action Plan was to institutionalize a campus environment that supported a culture of inclusion. The College viewed this goal as a fulfillment of the college tag-line “your bridge to the future.” UACCH takes its role as a “bridge to the future” seriously in all aspects of what it does, but perhaps nowhere more so than in creating educational connections. The first step toward the College mission is providing *quality* education. Supporting a *culture* of learning that engages constituents over the course of their lifetimes is the value-added benefit offered to the communities served. The core values which support the College’s vision, include efforts to “empower students to lead productive and prosperous lives and achieve their full potential.” UACCH’s mission and vision clearly acknowledge educational diversity and lifelong learning as fundamental to the personal, professional, intellectual, cultural, and economic vitality of the stakeholders, the communities served, and society at large.

The College’s Strategic Plan followed through on its mission and vision by setting forth the primary goals for learning and behavior relevant to student achievement, institutional priorities, and community development. UACCH wanted students to be well rounded. It wanted them to be a reflection of their college experience. It wanted them to embrace the skills and knowledge required for life in the 21<sup>st</sup> century and to move forward. The general education curriculum was designed as the primary way students pursue a life of learning and adaptation. Components of general education are required in all degrees and certificates, and faculty and staff agreed, in the General Education Statement, to enrich students’ lives and model examples of life-long learning.

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 the College encouraged a culture of inclusiveness outside of the classroom was through campus clubs and organizations. Participation in clubs and organizations offered opportunities for social growth and fostered 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 years the College increased its efforts to reiterate the message that everyone across the entire UACCH campus plays a role in the recruitment, retention, and success of students. This message was intensified during the 2008-2009 academic year through the campus-wide development of vision and values statements. It was the College's intention to shape and strengthen a culture of inclusion that was directed toward the larger mission of the College. It cultivated an environment that truly reflected UACCH's core mission and values and focused on all students and addressed the actions necessary to support their success.

In fall 2008, UACCH initiated an "Intrusive Advising" initiative. The College required all students on academic probation to make an appointment with their advisor. Advisors checked probation students' progress and attendance periodically throughout the semester and contacted the student when they felt advice or encouragement might positively affect progress. The results have been remarkable. Instead of resenting the "intrusive" part of the advising, students have expressed appreciation for the attention to their academic success. In fall 2008 the success rate for intrusive advising was 53.8%, in fall 2009 it was 69.9% and in fall 2010 it was 64.9%.

Graduation data and retention rates are evidence of institutional effectiveness. Graduation rates have increased every year since 2003. Since 2001, fall-to-fall retention rates have increased from 35% to 70%. The overreaching premise of academic planning is to do what is best for students. UACCH has structures and processes in place to avoid planning that is autocratic. The College is acutely aware that student success, or lack thereof, is related to its analysis of information and the decisions that come from such analysis. The success of the intrusive advising program, above national average retention rates, and institutionally historic numbers of graduates, demonstrate that the College's plans for student success are primary to its mission.

The only strategy under Goal 4 that was not achieved was to utilize minority alumni. While the importance of the strategy was recognized, it did not take the priority that the other strategies took.

As an overall assessment of Goal 4 of the Five-Year Action Plan, UACCH has implemented programs and services that provide a sense of belonging and fair and equitable opportunities for interaction across groups and programs. The proof is in the retention and graduation numbers. It further demonstrated a commitment to quality curriculum that is globally aware and technologically advanced. As recognized by the HLC Evaluation Team, UACCH upheld a philosophy of diversity and a culture of inclusion.

1. *Intensified efforts toward staff development programs on diversity issues*
2. *Continued diversity component of College Life Skills classes*
3. *Continued student testimonials in campus publications*
4. *Utilized the Multi-Cultural Club*
5. *Trained campus counselors to address particular challenges of overcoming academic probation*
6. *Profiled student success stories in the media*

## Results

The University of Arkansas Community College at Hope, as an equal opportunity and open-access institution, committed itself to serving individual students and reflecting the community it serves. As the College embarked upon an institutional self-study for reaccreditation status through the Higher Learning Commission it re-evaluated how it recognized the diversity of learners, other constituencies, and the greater society it serves. The College found, and the finding was confirmed by the HLC Evaluating Team, that diversity is institutionalized through all of the mission documents of the College. Campus operations demonstrated the College modeled the communities it served. The strategic and minority retention plans demonstrated that it was responsive to students of different cultures and backgrounds and prepared them to live productively, as evidenced by enrollment, retention, and graduation rates. The number of minority faculty and staff is lower than represented in the service area. There are processes in place to address the discrepancy, but any drastic change is unlikely in the next few years. The campus environments provided diverse learning opportunities. Students contributed to and learned from diversity within the college environments inside and outside of the classroom. Evidence demonstrated that UACCH respects the dignity and values the worth of all students and personnel, treats them fairly, and recognizes individual acts of sensitivity and respect.

The efforts to bridge the gaps between the cultural backgrounds of those served and the strategies of its educational practices protected UACCH's integrity. A very clear message to its constituencies emerged regarding the importance of diversity. The College validated such a commitment through policies on harassment and discrimination, equal employment, and affirmative action. It embraced its role as a leader in southwest Arkansas and aimed to enrich the diverse population of the community. UACCH demonstrated and documented the ability to recruit, support, retain, and graduate minority students. Financial aid and scholarship awards directed to minority populations exceed its service area demographic. The College's dedication to the Five-Year Action Plan was evidenced through a combination of institutional strengths, policies, and programs that targeted and reached minority audiences. Its commitment to quality curriculum and services not only enhanced its reputation, but also allowed UACCH to uphold an overall philosophy of diversity.

UACCH students are diverse in race, ethnic origins, and nationalities. The greater challenge facing the majority of all students is socioeconomic. While UACCH has made strides in reaching minority populations, the true inequalities that exist are those between academic preparedness, work schedules, life goals, family situations, and study habits. None of which has anything to do with race, ethnic origin, or nationality. The real challenge for the College is to reach beyond racial and ethnic barriers and guide students toward overcoming obstacles common to all who are enrolled.

The College values each of its employees. UACCH wants good people committed to doing a good job and serving students daily. While it is not fully reflective of either the service area minority population or the student minority population, faculty and staff exemplify every aspect that a culture of inclusion envisions.

The College's philosophy and underling strategy reflects the diversity of the communities it serves and honors cultural identities. The progresses achieved toward the fulfillment of the Five-Year Action Plan were both systematic and institutionalized. UACCH utilized multi-leveled strategies and activities geared toward students, faculty, and staff that embodied a campus culture of inclusion. It used specific indicators of progress to measure progress not only to the Five-Year Action Plan but also to the College's broader Strategic Plan. UACCH strove for inclusion and diversity as a core value of its educational programs, critical to its mission, and central to its success as an institution of higher learning.

The purpose in assessing the Five-Year Action Plan's effectiveness was to cultivate an atmosphere of continuous positive progress and to spotlight critical priorities. When it was developed, the 2007-2012 Five-Year Action Plan asked two overriding questions: "Are we doing what we said we would do?" and, more importantly, "Is what we said we would do making a positive difference?" An honest assessment of the 2007-2012 plan answered both questions in the affirmative. An investigation in how these questions are answered in the future is the basis for future assessment.

## Appendix

### UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE

#### 2007-2012 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 <b>Done</b>	General media	Recruiter Marketing Director	2006 - 2010	<b>Completed</b>
		1.1.2 Target area high schools with minority student populations and expand the College's profile on their campuses <b>Done</b>	General marketing materials	Recruiter	2006 - 2010	<b>Completed</b>
		1.1.3 Expand participation on high school campuses including college day/night fairs and utilize minority representation at those events <b>Done</b>	General marketing materials Cross campus participation	Recruiter Campus minority representatives	2006 - 2010	<b>Completed</b>
	1.2 Develop a student-lead recruitment team	1.2.1 Utilize a minority student selected from	Scholarship funds	Vice Chancellor for Student	2008	<b>Not Completed</b>

	or an individual student to assist with recruitment	the current student body to assist with recruiting activities <i>Progress made</i>		Services		
	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 <i>Done</i>	General marketing materials	Vice Chancellor for Student Services	2007	<i>Completed</i>
		1.3.2 Provide KUDER, Sage and other interest/aptitude assessments <i>Done</i>	None	Student Services	2006 – 2010	<i>Completed</i>
	1.4 Utilize scholarships to recruit minority students	1.4.1 Develop a UACCH scholarship designated for minority participation <i>No progress</i>	Scholarship funds	Financial Aid Office	2007	<i>Not Completed</i>
		1.4.2 Inform minority applicants of the availability of various scholarships <i>Done</i>	General marketing materials	Financial Aid Office	2006-2010	<i>Completed</i>

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 <i>Progress made</i>	General marketing materials Campus participation	Vice Chancellors for Academics and Student Services	2008	<i>Not Completed</i>
		2.1.2 Communicate and expose youth to the	General marketing materials	Vice Chancellor for Student Services	2008	<i>Completed</i>

		value of higher education and share career resources with public school students <b>Done</b>				
		2.1.3 Create learning communities <b>Done</b>	Faculty training	Vice Chancellor for Academics	2007	<b>Completed</b>
	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 <b>No Progress</b>	General marketing materials	Chancellor and Vice Chancellors	2008	<b>Not Completed</b>
		2.2.2 Develop a second year mentoring program where second year minority students are paired with first year minority students <b>No progress</b>	None	Vice Chancellor for Academics	2008	<b>Not Completed</b>

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 <b>Progress made</b>	None	Vice Chancellor for Academics	2007	<b>Not Completed</b>
		3.1.2 Use data to evaluate the viability of on-campus English as a Second	General research materials	Vice Chancellor for Academics	2007	<b>Completed</b>

		Language courses <b>Done</b>				
	3.2 Provide uniquely qualified counseling services to assist Hispanic students in the acculturation and educational process	3.2.1 Host community meetings to include parents of Hispanic students to inform them of the requirements of college preparedness <b>No progress</b>	General marketing materials	Vice Chancellor for Student Services	2008	<b>Not Completed</b>
		3.2.2 Hire a Spanish speaking employee to assist with information to non English-speaking families <b>Progress made</b>	Budget for additional staff	Chancellor and Vice Chancellors for Finance and Academics	2008	<b>Completed</b>
		3.2.3 Evaluate the viability of having college related information in Spanish <b>Progress made</b>	General marketing materials	Chancellor and Vice Chancellors for Finance and Academics	2009	<b>Not Completed</b>

#### 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 <b>Done</b>	General employment advertisement tools	Human Resources	2006 - 2010	<b>Completed</b>
	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 <b>No Progress</b>	None	Human Resources	2006 - 2010	<b>Not Completed</b>
		1.2.2 Provide training and professional development for employees to improve knowledge and attitude toward diversity to promote quality in all areas <b>Done</b>	None	Human Resources Staff development	2007	<b>Completed</b>

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. <b>Done</b>	None	Academic Leadership	2006 - 2010	<b>Completed</b>

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 <b>Done</b>	None	Vice Chancellor for Academics	2006 - 2010	<b>Completed</b>
		1.1.2 Review course syllabi for diversity and multi-cultural components of course contents <b>Progress made</b>	None	Academic Leadership	2007 - 2008	<b>On going</b>
		1.1.3 Monitor retention rates of students in learning communities to develop benchmark data <b>Done</b>	General data collection	Vice Chancellor for Academics	2008	<b>Completed</b>
	1.2 Provide support services that assist students to be successful	1.2.1 Research the possibility of a summer bridge program <b>Done</b>	General research materials	Vice Chancellor for Academics	2007	<b>Completed</b>
		1.2.2 Provide annual professional development to better prepare faculty to teach under prepared learners	None	Vice Chancellor for Student Services	2006	<b>Completed</b>

		Done				
	1.3 Fine-tune existing courses dealing with course skills requisite for college success	1.3.1 Increase faculty training and technology based supplemental materials across the curriculum Done	General training materials	Vice Chancellor for Academics	2007	Completed

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. <b>Done</b>	General marketing materials	African American Club sponsor	2007	<b>Completed</b>
		1.1.2 Devote one staff development program annually to diversity issues. <b>Progress made</b>	None	Vice Chancellor for Student Services	2006 - 2010	<b>Not Complete</b>
		1.1.3 Continue the diversity component of the College Life Skills (EDGE) class. <b>Done</b>	None	Vice Chancellor for Academics	2006 - 2010	<b>Completed</b>
	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 <b>Done</b>	General training materials	Vice Chancellor for Student Services	2007	<b>Completed</b>
	1.3 Utilize minority alumni.	1.3.1 Profile former student success stories in advertisements, website and publications <b>Done</b>	General data gathering materials	Public Relations	2006 - 2010	<b>Completed</b>

		1.3.2 Host two events annually targeted at former students No progress	General marketing materials	Chancellor Vice Chancellors Public Relations	2008	Not Completed
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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 2011**

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor

## **Progress Toward Meeting the Goals of the Five-Year Plan**

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.
2. According to the 2009 U. S. Census estimates, the minority population of the College's six- county service area was 11.2%. African Americans comprise 6.9% of the population; other minority groups comprise 4.3%. The minority population of the student enrollment of UACCM for the Fall 2010 semester was 16.9%. African Americans comprised 8.4% of the enrollment; Hispanics comprised 3.6% of the enrollment; other minority groups comprised 4.9% of the student enrollment. The enrollment for White students was 83% of the enrollment. The total percentage of minority students for Fall 2010 of 16.9% represented an increase of 1.2% over the Fall 2009 percentage of 15.7%. The ethnic student population is in line with the ethnic population of the College's service area.
3. Minorities comprise 9.8% (10 of 102) of UACCM's full-time staff. Minorities compromise 3% (2 of 68) of UACCM's full-time faculty members. Minorities compromise 2% (1 of 50) of UACCM's part-time faculty members for the 2010-2011 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 2010. 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*

<b>Ethnicity</b>	<b>Fall 2009</b>	<b>Percent of Enrollment</b>	<b>Fall 2010**</b>	<b>Percent of Enrollment</b>	<b>Percent of College Service Area*</b>
Black, Non-Hispanic	228	9.42%	207	8.41%	6.9%
Hispanic	91	3.76%	89	3.61%	Other groups comprise less than a combined 4.3% of the population of the College's service area
Am. Indian/Alaska Native	38	1.57%	11	0.45%	
Asian/Pacific Islander	22	0.91%	11	0.45%	
Hawaiian	0	0%	1	0.04	
Two or more Races	0	0%	99	4.02%	
Non-Resident Alien	1	0.04%	0	0%	
(Race Unknown or Refused to answer)	0	0%	0	0%	
White, Non-Hispanic	2041	84.30%	2,044	83.02%	88.8%
Total Enrollment	2421	100%	2,462	100%	100%

\*According to U. S. Census Data—2005-2009 American Community Survey; 5-Year Estimates

\*\*Federal reconstruction of the five ethnic groups now allows the students the option to select a combination of ethnic categories to describe his/her ethnicity. Two new ethnic groups (two or more races and Hawaiian) have been added to ethnics elections. This action will pull many minorities for previous categories to the new added options.



## 2. Retention rate of minority students

*Table 2: Retention Rate of Minority Students Compared to Student Population\**

Ethnicity	Fall 2008 First-time Entering Cohort	Percent Of Cohort Enrollment	Fall 2009 Re-Enrollment	Cohort Retention Rate (Fall to Fall)	Fall 2009 First-time Entering Cohort	Percent Of Cohort Enrollment	Fall 2010 Re-Enrollment	Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	34	7.2%	19	55.8%	49	7.9%	15	5.3%
Hispanic	20	4.2%	11	55.0%	21	3.4%	10	3.5%
Am. Indian/ Alaska Native	5	1.0%	1	20.0%	15	2.4%	6	2.1%
Asian/Pacific Islander	4	0.9%	2	50.0%	5	0.8%	2	0.7%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Others (Unknown or Refused to Answer)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White, Non-Hispanic	410	86.7%	219	53.4%	531	85.5%	250	88.4%
Total Enrollment	473	100.0%	252	53.2%	621	100%	283	100%

**\*Source:** UACCM Institutional Research Department, ADHE Enrollment Submission Data for Fall 2008, Fall 2009, and Fall 2010

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

On Saturday, April 9, 2011, an admissions representative set up a booth at the annual Cypress Creek Church District Health Fair. This fair is sponsored by an auxiliary of the Cypress Creek Missionary Baptist Church District which is comprised of ten predominately African American congregations from Conway and Faulkner Counties. Twenty-seven adults and nineteen youth stopped by our booth.

An admissions representative worked closely with an instructor from Russellville Adult Education Center who coordinates their GED program. She brings a group of students to our campus quarterly. Also, their director Santos Manrique visited our campus.

Admissions requested to attend a Noel-Levitz Conference on Recruitment and Retention of Minority Students in Nashville for April 2011 but was unable to attend due to budget restraints.

2. Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions

The Human Resources Office at UACCM posts 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 and University of Arkansas at Pine Bluff. The College also posts position announcements with Pulaski Technical College.

Letters have also been written to predominantly minority institutions soliciting the recruitment of minority applicants.

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 Director of Human Resources assist with orientation to the College.

4. Number of diversity activities scheduled and attended each semester.

The recently revised Five Year Minority Recruitment and Retention Plan included as an activity the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

Due to recent changes in staff development, we now have an African American who is responsible for multicultural programs and recruitment of minority faculty, staff, and students on campus. During the month of February 2011, we observed Black History by inviting three outstanding guest speakers to our campus: Senator Joyce Elliott; Dr. Walter Kimbrough, president of Philander Smith College; and Rev. Charles White, National Field Director and Director of Field Operations of the NAACP.

## Minority Recruitment and Retention Annual Reports

(Due by June 30<sup>th</sup> each year)

*Number of minority students who currently attend the institution.*

For the Fall 2010 Semester, 418 (16.9%) of the College's total enrollment of 2,462 students were minority.

For the Spring 2011 Semester, 395 (16.9 %) of the College's total enrollment of 2,328 students were minority.

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

One—Director of Institutional Research  
 One—Career Pathways Director  
 One—Information Systems Analyst  
 One—Assistant to the Chancellor  
 One—Library Technician  
 One—Maintenance Assistant  
 Two—Administrative Specialist I  
 One—Institutional Services Assistant  
 One—Instructor (Math)

During 2010-2011, no minority faculty members were employed.

During 2010-2011, two minority staff members were employed.

### Full-Time

Maintenance Assistant  
 Institutional Services Assistant

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

### New Minority Faculty

One new part-time—Clinical Instructor

### New Minority Staff

One new full-time—Maintenance Assistant  
 One new full-time—Institutional Services Assistant

*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.*

Activities, coordinated by an African-American, will be added to the plan for the coming year are multicultural programs and recruitment of minority faculty, staff, and students on campus. The indicators/benchmarks that will be used to determine success are the participation from the campus and the community.

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

**Two copies of your annual report should be submitted to ADHE no later than June 30<sup>th</sup> each year.**

#### **Attachment: Timeline, Budget, and Methods**

##### *Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies*

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	Reviewed 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	Reviewed 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.
Fall 2010	Reviewed the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness.
June 2011	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. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at [www.uaccm.edu](http://www.uaccm.edu). 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 2011**

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor  
[newsome@uaccm.edu](mailto:newsome@uaccm.edu)  
501-977-2044

Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1. Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.
2. If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.
3. Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.
4. Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.